

STRENGTHENING OF 4C COMPETENCIES IN FACING THE CHALLENGES OF GLOBALIZATION ON ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

The era of globalization is a challenge that must be faced in this era, especially the development of technology and communication that has developed very rapidly. This study used qualitative research methods. The design used is library research. The result of this study shows that educational policy in the current information age prepares students to face three life tasks: to be able to live, to develop a meaningful life, and to appreciate life. Education has an important role in equipping students to face the challenges of globalization, especially elementary school students. At this time, students must also begin to form strong characters through character education. Schools can equip students with 21st century learning called 4C skills, i.e. communication, collaboration, critical thinking, and creativity. In developing 4C competencies, the teacher has a role in the learning process because through it can measure student achievement. In addition, culture-based education will also shape students who are superior, have the ability to adapt, and are ready to face the challenges of education in the era of disruption. Therefore, this study will discuss ways that teachers can apply in learning to practice 4C skills in students.

Keywords: *Globalisasi, Keterampilan 4C, Tantangan, Siswa Sekolah Dasar*

ABSTRAK

Era globalisasi menjadi sebuah tantangan yang harus dihadapi pada zaman ini, khususnya perkembangan teknologi dan komunikasi yang sudah berkembang sangat pesat. Penelitian ini menggunakan metode penelitian kualitatif. Jenis desain penelitian yang digunakan adalah studi kepustakaan. Hasil penelitian ini menunjukkan bahwa kebijakan pendidikan dalam era informasi saat ini para siswa dipersiapkan untuk menghadapi tiga tugas kehidupan yaitu untuk dapat hidup, untuk mengembangkan kehidupan yang bermakna, dan untuk turut menghargai kehidupan. Pendidikan memiliki peran penting untuk membekali siswa dalam menghadapi tantangan arus globalisasi ini terutama pada siswa sekolah dasar. Pada masa ini juga siswa harus mulai dibentuk karakter yang kuat melalui pendidikan karakter. Sekolah dapat membekali peserta didik dengan pembelajaran abad ke-21 yang disebut dengan keterampilan 4C yaitu *communication, collaboration, critical thinking, and creativity*. Dalam mengembangkan kompetensi 4C, guru memiliki peran dalam proses pembelajaran karena melalui itulah dapat mengukur ketercapaian siswa. Selain itu, pendidikan berbasis budaya juga akan membentuk pribadi peserta didik yang unggul, memiliki kemampuan beradaptasi, dan siap menghadapi tantangan pendidikan di era disrupsi. Maka dari itu, penelitian ini akan membahas mengenai cara-cara yang dapat guru terapkan dalam pembelajaran untuk melatih keterampilan 4C pada siswa.

Keywords: *Globalisasi, Keterampilan 4C, Tantangan, Siswa Sekolah Dasar*

Introduction

The era of globalization is a challenge that must be faced today. The rapid development of technology and communication is a sign of the entry of the globalization era. Various kinds of information from anywhere in the world can be obtained easily. One area with another area is now no longer a distance. Various conveniences are felt in various lines of life. Globalization not only has positive but also negative impacts in various fields, including education, economy, socio-culture and others.

The negative impact of globalization can affect children. This includes the use of gadgets or cell phones, which can now be avoided and has become a new challenge. On the other hand, the positive impact is that the presence of the internet can make it easier for someone to find information, communicate instantly and so on. However, if this development is not used wisely, it will bring bad impacts, especially for children. For example, the ease of accessing all things, which not all contain positive but also negative content. From various types of information, children must also be able to think critically in order to find correct and relevant information.

In this era of globalization, children must also be equipped with skills to support them in facing the challenges of changing times. Sophisticated technological advances and involvement in a pluralistic society is one of the things children will face. In order for children to become superior and qualified for the next generations, they must be equipped with these skills.

Griffin and Care (2015) classify human skills and attitudes in the 21st century as ways to think (knowledge, critical and creative thinking), ways to learn (literacy and soft skills), and ways to learn with others (personal, social and civic responsibilities). In the field of education, skills in learning activities in this globalization era are known as 4C skills, including critical thinking, creativity, communication, and collaboration. 4C skills are a provision to enter the world competition, which is getting tougher every day. Despite the availability of many opportunities, providing meaningful education is more important. This background because the influence of globalization does not always have a positive impact on education. The learning process can no longer use the same pattern continuously. Teachers must be able to keep up with technological developments to produce students who have high competitiveness.

Education has an important role to equip students to face the challenges of globalization, especially elementary school students. At this time, students must also begin to form strong characters through character education. Schools can equip students with 21st century learning known as the 4C skills, i.e. communication, collaboration, critical thinking, and creativity (Baro'ah, 2020). In developing 4C competencies, the teacher has a role in the learning process because through it can measure student achievement. In addition, culture-based education will also form superior individual students, have the ability to adapt, and be ready to face the challenges of education in the era of disruption (Simanjuntak, 2019).

Therefore, this research will discuss ways that teachers can apply in learning to practice 4C skills in students.

Methods

This study used qualitative research methods. The type of method used is library research. This research shows that schools can equip students with 21st century learning known as the 4C skills, i.e. communication, collaboration, critical thinking, and creativity. In developing 4C competencies, the teacher has a role in the learning process because through it can measure student achievement. In addition, culture-based education will also form superior individual students, have the ability to adapt, and be ready to face the challenges of education in the era of disruption (Simanjuntak, 2019). Therefore, this research will discuss ways that teachers can apply in learning to practice 4C skills in students.

Results and Discussion

In Nakano and Wechsler's study in (Widodo and Kusuma Wardani, 2020) shows the need for creative education, starting from basic education to higher education, to motivate students to learn, to find new subjects, and to go beyond the teaching offered in class. To effect change in building 4C skills in students, teachers need to design effective learning strategies. These 4C skills are also related to the four pillars of education in the *learning to do* category (Septikasari and Frasandy, 2018). Therefore, students need to be equipped with these 21st century learning skills.

Challenges of Globalization in the Field of Education

Educational policy in this era requires teachers to prepare students to face the three tasks of life: to be able to live, to develop a meaningful life, and to share in appreciating life. A meaningful life is the result of self-knowledge, and knowledge of how to express one's identity meaningfully in various environments of one's life. This meaningful personal life can be expressed in various forms. To prepare students to recognize themselves well and to understand their life goals through classical teaching practices, which must be followed by educational practice personnel. In other words, the most appropriate way is to provide opportunities and encourage students to gain educational experiences outside of the formal education they get from the curriculum, such as non-formal and informal education.

Education in the future will face many challenges, especially the challenges of globalization. According to Buchori in (Sulindawati, 2018), to overcome the challenges of globalization, education should prepare students to navigate life in the future. In providing educational services, having an anticipatory nature will be very helpful. This makes us have to look to the future, and think about what the next generation will face. On the other hand, it would not be right if we only think about the needs of the present generation but the two generations to come.

The era of globalization has a double impact: beneficial (positive) and detrimental (negative). The positive impact consists in offering the greatest possible opportunities for cooperation abroad. However, if we cannot compete

with them due to a lack of human resources, the consequences will be disastrous for our country. Our challenge now is to increase competitiveness and competitive advantage on all fronts. For people without professional knowledge, skills and attitudes, the world is changing too fast for the future to be perceived as uncertain and uncertain. As a result, many people, including university graduates, experience shocks, both culturally and psychologically, which in the end make people misinterpret the future and globalization. This situation requires human resources with extensive knowledge and foresight. With the help of extensive knowledge and understanding, one can enter different dimensions, have knowledge of how to choose and offer choices to anyone who needs them. In the era of globalization, humans are creatures that have a competitive spirit, are able to think, develop their potential and know all their obligations and rights. Humans are also able to survive in a competitive life by producing great works and bringing benefits to the lives of others. HAR Tilaar in (Supriadi, 2016) states that someone who excels must have and be able to develop his own qualities including the ability to build networks, the ability to work with various parties and have an open world network with many advantages and disadvantages.

Khaerudin Kurniawan (Masfufah, 2022) details various educational challenges in facing globalization. One of them is the challenge in increasingly fierce global competition that is increasing the country's competitiveness in producing high-quality works of art because of ideas, inventions and mastery of science, technology and art. Skills for the 21st century are a much-debated topic these days. The challenge for educational institutions is to find ways for students to thrive in work and life through creative thinking, flexible problem solving, collaboration and innovation. In this 21st century, it is very important to identify developing student competencies. Traditional approaches that emphasize the application of simple methods do not encourage critical thinking or student independence. Every individual must engage in inquiry-based learning that is meaningful, honest, and aims to develop higher-order thinking skills.

In the 21st century, every student learns differently, so the challenge for teachers is to find ways to help all students learn effectively. In the workplace, 21st century work is more international, multicultural and networked. In this century, there has been a significant shift from production services to services where knowledge is the most important. Knowledge itself grows and expands exponentially. In the 21st century, rapidly developing information and communication technologies have changed the way of learning and the way of working. Children face types of work, technology, and life issues that are perhaps unimaginable today. Life in the 21st century requires students to be ready to face the challenges ahead. This skill is referred to as 4C which stands for critical thinking, collaboration or the ability to work well together, communication and creativity (Masfufah, 2022)

4C Competencies

1. Communication

Having good communication skills is something that is valuable in student learning and their lives. These skills include skills in conveying his thoughts persuasively and clearly both orally and in writing, being able to express opinions using clear sentences, and being able to motivate others.

Students who have good communication will express their ideas or ideas in a structured manner to both teachers, peers and the school environment. The aspects assessed are being able to effectively articulate ideas and thoughts using oral, written and nonverbal skills in various contexts and various forms, using their communications for various purposes, being able to utilize several technologies and media and knowing how to assess their effectiveness and impact, and being able to in communicating in diverse environments. Communication is an activity that is frequently carried out by everyone in any scope, anywhere, and anytime. Everyone needs communication because with communication everything becomes easier to understand (Masfufah, 2022).

2. Collaboration

The development of the world of education means that the need for qualified skills or skills is also increasing. Thus, to support the needs one of them is to be able to work together or collaborate with other parties. By collaborating, ideas can be brought together; cooperation can be established so that new things can emerge. Likewise in teaching and learning activities, by collaborating students are expected to be able to establish good cooperation between groups, fellow members, or with friends/other people (Istiqomah, 2020).

Students must be taught to be able to collaborate with others. Collaborate with people who differ in their cultural backgrounds and values. In exploring information and constructing meaning, students need to be encouraged to be able to collaborate with their classmates. In working on a product, students need to be taught how to appreciate the strengths and abilities of everyone and how to take roles and adapt appropriately to them (Masfufah, 2022).

3. Critical Thinking

Today's youth must have critical thinking skills accompanied by skills to solve problems. Critical thinking is the ability to think logically, reflectively, systematically, and productively which is applied when making good judgments and decisions. In the educational process, one of the life skills that need to be built is critical thinking. Someone who is able to think critically will influence his success because it relates to what he does.

According to Sanjaya in (Simanjuntak, 2019), learning to think emphasizes the process of finding and seeking knowledge through interactions between individuals and their environment. This means that learning how to think in education is not only about subject matter but also how students get their own knowledge. Someone who has critical thinking skills tends to identify information whether it is relevant or not. With this skill, someone will use this information as a way to make decisions or find solutions and will look for information to strengthen arguments. The most important thing in education is how teachers influence students to have critical thinking skills and apply them in their lives. One way is to train students through learning.

4. Creativity

In this era of globalization, creative thinking is one of the skills that students need to have. Creative thinking is at a higher level than critical thinking, because it involves talent, imagination, intuition, and the ability to think as a whole. This is in accordance with the views of Krulik and Rudnik who argue that thinking is divided into basic level thinking and higher-level thinking. Higher-order thinking is divided into critical/logical thinking and creative thinking. Nevertheless, creative thinking skills can still be trained through learning activities or other activities in everyday life (Arnyana, 2019).

4C Application Learning Strategy in the Classroom

In this era of globalization, increasing human resources to spur progress in science and technology must be prioritized because this era is a product of scientific and technological advances. Teachers teach comprehensively and devotedly, prioritizing their commitment to the education of their students. A good teacher is one who likes his job, believes in the material he teaches, works hard, spends a lot of time preparing lesson plans, uses educational models, cares about the needs of his students and tries to meet everyone to motivate students. To become a creative and innovative teacher is not a certain success, it requires a long process. That is why we want to be inspiring teachers by continuing our commitment to instill a creative, inspiring and innovative spirit in students. With a certain enthusiasm, teachers can produce excellent human beings who are full of creativity and competitiveness. The profession of a teacher is not something that is easy. Teaching is a challenging profession. Many teachers have succeeded in facilitating their students both academically and developing their personality (Seasih, 2017).

If there is still a monotonous learning method, it means that there is no change. In other words, this method is carried out as if there is no difference in teaching material. In fact, the learning method used has a significant influence on student learning outcomes. This is because the learning process is an activity that has pedagogical value, involving interaction between students and teachers. Interaction in the learning process has pedagogical value because students are guided to achieve certain learning objectives that have been prepared beforehand. This goal requires students' ability to understand the material, as stated by Kartiani in (Kurniawati, 2022). Therefore, teachers must use creative and innovative methods in their learning activities to attract students' attention in order to achieve the expected learning outcomes.

To achieve this goal, education in Indonesia must be further enhanced by training as expected. According to Aziz, the training was of high quality. Education that can meet the expectations, needs and desires as expected by the community. Aziz in (Kurniawati, 2022) explains that the quality of education can be improved: by defining the curriculum according to needs (adjusting to the conditions of students, society and country); to meet the needs of facilities and infrastructure; to organize simple activities such as classes, literacy programs, building parent-student relationships and so on. Currently, low student

achievement continues to be a challenge for Indonesian education students. This fact is very unfortunate, because it has proven the failure of education in Indonesia. That is why it is necessary to have actions that can provide solutions to these problems, including:

1. A teacher makes learning more fun and effective and not monotonous;
2. To become a learning center, students must not only actively participate in learning activities as listeners;
3. The role of parents in encouraging their children to learn is very necessary; And
4. The community supports student learning through the creativity of a good and comfortable environment (Kurniawati, 2022).

The challenges and threats of globalization are not much different for each child, but the way to face and solve these challenges is different. This is because the environmental conditions (family or community) of each child are different and the quality of education received is different. Of course, children's ways of thinking are different and most influence decisions (Aiyub and Huwaida in Mansir et al., 2022). Therefore, when entering an educational institution, children must be guided according to their wishes and needs, and the most important thing is the school's strategy in guiding students shown by students who have completed their studies (Mansir et al., 2022).

Broadly speaking, strategy is defined as an action to achieve the goals that have been set (Badrih, 2022). Learning is something that is designed intentionally, structured, systematically, in a process of interaction that occurs between educators and students and the environment that aims to achieve certain learning objectives (Rusli, 2023). There are several kinds of strategies that teachers can apply in developing 4C competencies in students: first is on critical thinking competence, learning strategies that can train students to think critically, i.e. inquiry learning strategies (SPI) and problem based learning (PBL).

According to Shoimin in (Heriansyah et al., 2023) this inquiry learning model emphasizes the activeness of students in the teaching and learning process so that students have the freedom and opportunity to express what they think or think. This learning model trains students to think critically and analytically to obtain solutions to problems that occur. In its application, students must first master the concepts of the material presented so that they can focus on students' abilities to understand concepts, ideas for all the problems they face.

The based learning model trains and improves problem-solving skills that are modeled on real problems found in students' real lives and stimulates broad thinking skills. This learning model aims to apply problems encountered in the real world as a context for students to practice critical thinking and acquire problem-solving skills.

Based-learning learning can help students train and build effective communication patterns. Because in learning this model is still done in small groups so students can practice comfortably. Through these small groups, students can express their opinions and thoughts. For example, mini presentations can also motivate students to explore both personal knowledge and understanding other people or socially (Septikasari and Frasandy, 2018).

The jigsaw cooperative learning method can also improve students' communication skills. Besides being able to train students to work in groups to cultivate reasoning power, think logically, creatively, systematically, openly, intelligently, and curiosity also trains students in expressing ideas. With the activities of learning communication skills or speaking in groups, it is expected that students can express their voices and opinions, so that students will have a sense of responsibility for the parts they get and must be expressed to their peers (Janattaka and Ghufroon, 2014).

In the teaching and learning process, the teacher must accustom his students to communicate with each other in terms of both lessons and other things. The students' language in communication will also have an impact on the students themselves. The use of words and the frequent use of words by students that are not good will also have an impact that is not good because students will imitate them. Communication skills will also affect the message that students want to convey so that good communication skills will not cause misunderstandings to the recipient. The use of good communication words for children will have a positive impact on children and they will feel satisfaction and increase their self-confidence. In addition, the use of harsh words in communication will also cause bad habits in children.

Collaboration skills can be developed through group learning. Students can work together on authentic project-based assignments and can develop their skills through peer tutors in groups (Septikasari and Frasandy, 2018). The cooperative learning model or some call it collaborative learning or collaboration, i.e. a strategy designed to educate or train group cooperation and interaction between students.

In this cooperative learning model, students will learn to work together in small groups. Various learning outcomes can be achieved through group cooperation. Not only achieving an understanding of knowledge but also various other positive attitudes such as mutual respect, tolerance, leadership, communication skills, which are the results of learning. There are three main objectives of this cooperative learning model. Some experts state that these goals are academic learning outcomes, acceptance of diversity, and development of social skills. This is needed in this era of globalization because students are surrounded by a pluralistic society. There are various kinds of learning methods from this cooperative learning model such as Student Team Achievement Divisions (STAD), role-playing, problem-based learning, cooperative scripts, research groups and other learning methods (Arikunto et al., 2021).

In training student creativity, teachers can apply the Project Based Learning (PBL) learning model to the teaching and learning process. In this learning model, students are faced with a problem or can be given the task of making a project related to learning material. Furthermore, students will be asked to solve or create a project or activity in accordance with the questions and problems. Then students will seek, investigate, and find themselves so that students get complete knowledge. This learning model will also train students to work independently or in groups. In addition, usually this learning model is combined with the Problem Based Learning Model. With this project-based learning model, learning activities

will be student-oriented (Natty et al., 2019). In order for students to think creatively, the teacher must present materials that can stimulate their thinking and present authentic problems so that students can come up with ideas. The more ideas arise, the greater the chance for good ideas emerge (Widia et al., 2020).

The teacher applies the 4C skills in learning and requires students to look up book literacy to find additional information. In the learning process that applies a literacy culture in schools, students appear to have the character of a thinker, proficient in innovative creative thinking characterized by high adaptability, ability to solve complex problems, strong self-control and self-direction . The results of observation and documentation also show that students who have implemented a literacy culture tend to have creative, innovative characters and have high motivation in the learning process as well as being smart and willing to take risks (Muttaqin and Rizkiyah, 2022).

Conclusion

Educational policy in the current information age prepares students to face three life tasks: to be able to live, to develop a meaningful life, and to participate in glorifying life. Education has an important role in equipping students to face the challenges of globalization, especially elementary school students. At this time, strong characters must also be formed through character education. Schools can equip students with 21st century learning called the 4C skills, i.e. communication, collaboration, critical thinking, and creativity. In developing 4C competencies, the teacher has a role in the learning process because through it can measure student achievement. In addition, culture-based education will also form superior individual students, have the ability to adapt, and be ready to face the challenges of education in the era of disruption (Simanjuntak, 2019). Therefore, this research discusses ways that teachers can apply in learning to practice 4C skills in students.

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