

Habituation 4C 21st Century Skills In The Fiqh Education Course Of PGMI FTK UIN Sunan Gunung Djati Students Through PBL And PjBL Learning Models

Asis Saefudin¹, Ika Berdiati²

¹Student UIN Sunan Gunung Djati, Bandung 40614, Indonesia

²BDK Jakarta, Jakarta 13950, Indonesia

Corresponding author at: saefuddinasis@gmail.com

Abstract

The importance of educators creating quality learning to prepare qualified human resources, through the habituation of 4C (collaboration, communication, critical thinking, creativity), including for FTK UIN Sunan Gunung Djati students through the Fiqh Education course through the PBL and PJBL models. This study aims to describe the results of observations of students regarding the application of 4C which includes creativity, collaboration, communication, and critical thinking through the learning process using the PBL and PJBL models. The method used is descriptive qualitative with observation techniques on the 4C components. Based on individual and group observations through the PBL and PJBL models, the results of this study describe that through the learning process with 6 meetings of habituation, the average value of the 4C components is included in the good category. The collaboration, communication, and creative components show good average values, while the average value of critical thinking is quite good. In each learning process, there is an increase in value in each aspect of the 4C components.

Keywords: Habituation 4C; Fiqh Education Course; PBL; PJBL.

1. INTRODUCTION

The era of the industrial revolution 4.0 is characterized by the development of information technology and globalization with its various challenges that have a major impact and also opportunities for the development of human life, including the use of digital technology, atomization that has replaced routine work and artificial intelligence (AI) which triggers citizens of the world to be ready to face, including in the world of education. Rifa Hanifah, et al in Mardhiyah suggest that the 21st century has very high demands to create quality resources that cause changes in the human life system in the 21st century, so that humans in this century are required to have skills that innovate and are characterized [1]. In line with that, Vacide Erdoğan, citing the OECD Learning Framework 2030 statement, that education plays an important role in developing knowledge, skills, attitudes and values that enable people to contribute to and benefit from an inclusive and sustainable future [2]. As part of education, Higher Education has a big share in the field of education as explained by Hamid that Higher Education must take a role in preparing its graduates to be competent and able to enter the workforce needed by today's world [3]. The education section must be revolutionized and oriented towards more modern learning. The learning process in HEIs is designed to provide students with competencies in the cognitive, affective and psychomotor domains. One way to face the challenges in the world of education is to prepare qualified human resources, including students as potential human resources that are formulated into assets to advance a nation. Zubaidah, stated that the role of educational institutions, including universities, plays an important role in preparing human resources, namely by increasing the competence of graduates who have skills according to the demands of the 21st century (learning and innovation skills) in addition to mastering science and technology in accordance with their fields [4]. The Partnership for 21st Century Learning (P21) states that 21st century education requires students to have knowledge and skills in all fields of technology, media and information, learning and innovation, and have the ability to survive and have a career [5]. In Indonesia, the development of 21st century skills includes strengthening character education (PPK), developing literacy, high order thinking skills (HOTS), and developing 4C (collaborative, communication, critical thinking, creative). In line with the opinion [6], that the foundation skills include: (problem solving, literacy, numeracy and reading), higher skills or higher order skills (there are 4Cs, namely creativity, critical thinking, critical, communication and collaboration. (Meilan, 2021) states that at the university level, 21st century competencies (4C) can be obtained from the academic and non-academic fields. In the academic field, 4C competencies can be obtained in the

classroom learning process with various lecture models, students can forge 4C competencies [7]. Through various activities organized, students can practice problem solving, critical thinking, communication, and collaboration. Adi Satrio Ardiansyah, et al, explained that preparing graduates who are adaptive to the times is one of the things that need to be prepared in education [8]. The lack of optimization of the education system in Indonesia is motivated by the less than optimal learning process in the classroom. This problem results in low critical thinking, creativity, communicative, and collaborative skills which are better known as 4C skills. Thus, it is important for educators in higher education to develop 4C skills for their students in the learning process so that they can be used as provisions for the future. As an alternative solution, researchers conducted research on habituation of 4C 21st Century Skills in Jurisprudence Education Subjects of PGMI FTK UIN Sunan Gunung Djati Students through PBL and PjBL Learning Models by observing student behavior in applying 4C in the learning process. The Jurisprudence Education course is one of the courses taught in the Madrasah Ibtidaiyah Teacher Education Department which aims to provide a deep understanding of Jurisprudence (the practical sciences of Islamic law) and its application in everyday life, as well as providing students with the skills to convey and teach Jurisprudence to others, especially in an educational context. However, in reality, students are taught with conventional methods using lectures and question and answer methods, so they cannot develop critical and analytical thinking skills. As stated by Worthan in Magdalena, conventional learning has certain characteristics: (1) not conjectural, (2) not challenging, (3) passive, (4) learning materials are not discussed with learners [9]. Learning tends to be teacher centered. Trianto in Magdalena, said that in conventional learning the classroom atmosphere tends to be teacher centered so that students become passive, students are not taught a learning model that can understand how to learn to think and motivate themselves [9]. When viewed from the Jurisprudence Education material, learning can be more dynamic and contextual by developing learning models that can develop 21st century skills in students, through understanding, habituation and proficiency which are always carried out through recommended and applied learning models such as Problem Based Learning and Project Based Learning learning models so as to improve 21st century skills, especially 4C in students. Undari stated that in preparing 21st century learning, educators are required to be able to create learning that improves the quality of learning, one of which is by applying the PjBL model [10]. Learning with PjBL creates real-life learning and direct experience by providing opportunities for students to construct their own knowledge by constructing their knowledge independently or in groups, with active and fun learning. Muliana, et al, stated that PBL aims to develop critical thinking skills, problem solving skills, and the ability to work in teams, all of which are important components of 21st century skills [11]. The Problem Based Learning model is learning that is facilitated by providing complex, actual, relevant and interesting problems that must be explored collaboratively. While the Project Based Learning model is a learning model that applies real project completion so as to produce work. Learning to carry out certain projects within a certain period of time starting from planning, implementing projects and presenting. These two models will be applied in the learning process to implement 21st century skills in the Jurisprudence Education course. Researchers try to describe in this paper the results of observations of students in applying PBL and PjBL learning models to develop 4C 21st century skills. Research on 21st century skills has been carried out, such as in a scientific article written by Yose Indarta, et al in the Educative Journal: Journal of Education Science Volume 3 Number 6 Year 2021. Edukatif: Journal of Education Science. Research & Learning in Education entitled "21st Century Skills: TVET and 21st Century Challenges", using a literature study. The results of the study state that TVET learning with 21st Century Skills is the standard in facing the current and future era of globalization. Generation Z as a highly mobile and always connected generation will be a demographic bonus that must be carefully prepared. TVET (Technical and Vocational Education and Training) in this case must be able to always be dynamic and must be adaptive to every technological development and change that occurs. This research tends to use literature studies by expressing expert opinions and the author's arguments. Another research on 21st century skills from Petra Fisser entitled *Integration of 21st Century Skills into The Curriculum of Primary and Secondary Education*. The results of the study include, "Also in the learning material the skills are not yet sufficiently integrated. Communication is the skill that is most common for both in core objectives, reference levels and learning. Collaboration is most often seen in the

learning materials. But even though social and cultural skills get relative much attention in the core objectives, the skill is not found very detailed in the learning materials. Creativity problem solving skills and digital literacy are the skills that get the least attention" [12]. In contrast to existing research that tends to use literature studies, the author conducts field research on habituation of 21st century skills focused on 4C which includes creativity, collaboration, communication, and critical thinking conducted on Madrasah Ibtidaiyah Teacher Education students at the Faculty of Tarbiyah and Keguruan UIN Sunan Gunung Djati in Fikih Education courses so that the research is more focused as a form of novelty. In this paper, researchers also explore information about how the learning process uses PBL and PJBL models to train students' 21st century skills through classroom observations to describe student behavior in applying the 4Cs. One of the novelties in this paper is to examine how high the 21st century skills possessed by students after carrying out 6 meetings as a form of habituation with PBL and PJBL models in Jurisprudence courses which usually use conventional learning. The development of 21st century skills in learners and students can be done by continuous habituation in the learning process so that qualified knowledge, attitudes and skills are accumulated so that in time they can be used as positive behavior as a provision for facing a challenging future. Thus, educators including lecturers should always facilitate learning by familiarizing students to learn material by implementing 21st century skills. In this paper, research on the habituation of 21st century skills focuses on the 4Cs which include; namely creativity, collaboration, communication, critical thinking. Students are trained and accustomed to applying 4C in 21st century skills in Fikih Education courses through PBL and PJBL learning models taught to students of the Madrasah Ibtidaiyah Teacher Education Department, Faculty of Tarbiyah and Keguruan UIN Sunan Gunung Djati Bandung. This study aims to describe the results of observations of how high students' competence in 21st century skills focused on the application of 4Cs which include creativity, collaboration, communication, and critical thinking through the learning process using PBL and PJBL models.

2. LITERATURE REVIEW

2.1 *Habituation of Implementation of 21st Century Skills in Jurisprudence Subjects through PBL and PJBL Learning Models*

Supendi states that habituation is an activity to do the same things repeatedly, earnestly, with the aim of strengthening or perfecting a skill in order to become accustomed. According to Tafsir habituation is something that is deliberately done repeatedly so that something can become a habit. This habit includes aspects of moral development, religious values, socio-emotional development and independence. Habituation can be interpreted as an educational method in the form of a habit-planting process. The essence of habituation is repetition. According to the Organisation for Economic Co-operation and Development (OECD), 21st century skills refer to the set of skills, knowledge and attitudes needed to succeed in a changing and increasingly complex world [13]. These skills involve more than just academic ability, but also include cognitive, social and emotional skills that are important in the context of personal life, work and wider society. P21 (Partnership for 21st Century Learning), defines 21st century skills as competencies that involve a combination of basic skills (such as reading, writing, math), life skills (such as communication, cooperation, creativity), as well as the ability to think critically and adapt to rapid change [5]. P21 includes three main elements, including Skills: Communication, collaboration, creativity and critical thinking. 21st century skills include collaboration, communication, critical and creative thinking, as Trilling, B. and Fadel stated that 21st century learning skills are learning and innovation skills are what distinguish learners who are prepared for the increasingly complex life and work environment in today's world from those who are not [14]. These skills include 1) creativity and innovation, 2) critical thinking and problem solving 3) communication 4) collaboration [15]. The 21st century skills are globally described in 4 categories as follows: (a) Ways of thinking: Creativity and innovation, critical thinking, problem solving, decision making, and learning to learn; (b) Ways of working: Communicate and cooperate; (c) Tools for work: General knowledge and information and communication technology skills; (d) Ways to live: careers, personal and social responsibility including cultural awareness and competence.

Among the components that must be developed in learning by applying the 4Cs of 21st century skills is collaboration. Collaboration in the learning process is a form of cooperation with each other by helping and complementing each other to carry out certain tasks in order to obtain a predetermined goal. In the Guide to Implementing 21st Century Skills Curriculum 2013 in Senior High Schools, it is explained that the skills related to collaboration in learning are as follows: 1) Have the ability to work in groups, adapt to various roles and responsibilities, work productively with others, 2) Having empathy and respect for different perspectives, and 3) Being able to compromise with other members in the group in order to achieve the set goals [16]. These three indicators will be observed in this study. Collaboration is a form of cooperation in solving problems to achieve one goal. In the 2013 Curriculum Implementation Guide for 21st Century Skills in Senior High Schools, it is explained that there are six indicators of communication skills in the learning process, namely as follows; 1) Understand, manage, and create effective communication in various forms and contents orally, in writing, and multimedia (ICT Literacy), 2) use the ability to express their ideas, both during discussions, inside and outside the classroom, as well as in writing, 3) use spoken language that matches the content and context of the conversation with the interlocutor or the person being communicated with. 4) oral communication also requires an attitude to express ideas, 4) oral communication also requires an attitude to be able to listen and respect the opinions of others, in addition to knowledge related to the content and context of the conversation, 5) use a logical train of thought, structured according to applicable rules, 6) in the 21st century communication is not limited to only one language, but possibly multilingual [16]. One part of the 4Cs is communication skills. Sholikha & Fitrayati [17] state that communication skills are skills in expressing opinions clearly and persuasively both verbally and in writing, the ability to convey something with clear sentences, being able to influence and motivate others. Redhana [18] states that communication is a process of providing information in the form of messages, ideas, or ideas both in writing and unwritten. The 2013 Curriculum 21st Century Skills Implementation Guide in Berdiati states that communication skills in the learning process include the following: 1) Understand, manage, and create effective communication in various forms and contents orally, in writing, and multimedia (ICT Literacy), 2) use the ability to express their ideas, both during discussions, inside and outside the classroom, as well as in writing, 3) use spoken language that matches the content and context of the conversation with the interlocutor or the person being communicated with, 4) oral communication also requires an attitude to be able to listen to and respect the opinions of others, in addition to knowledge related to the content and context of the conversation, 5) using a logical train of thought, structured according to applicable rules, 6) in the 21st century communication is not limited to only one language, but possibly multilingual [19]. Faiz states that critical thinking is a mental activity carried out to evaluate the truth of a statement [20]. Critical thinking is a very important ability for life, work, and functioning effectively in all aspects of life. The advantage that can be obtained when we think critically is that we can assess the weight of the accuracy or truth of a statement. King, et al. in Redhana stated that critical thinking skills are skills to carry out various analyses, assessments, evaluations, reconstructions, decision making that lead to rational and logical actions [21]. Problem solving is part of critical thinking that is done to solve a problem in a more complex way. The components of critical thinking according to Beyer in the Character Education Implementation Guide are determining the credibility of a source, distinguishing relevant and irrelevant, distinguishing facts through judgment, evaluating assumptions, identifying biases and existing points of view, and evaluating evidence offered to support claims. It is further emphasized in the guide that critical thinking includes: 1) using various types of thinking/reasoning or reasoning, both inductive and deductive appropriately and according to the situation, 2) understanding the interconnection between one concept and another, and 3) being able to compose and express, analyze and solve problems. Guilford's opinion quoted from the Guide to Implementing 21st Century Skills Curriculum 2013 in Upper Secondary Schools. Jakarta: The Ministry of Education and Culture suggests that creativity is divergent ways of thinking, productive thinking, creative heuristic thinking and lateral thinking. Torang Siregar, states that in learning, creativity allows students to develop critical thinking, explore new ideas, and find new ways to understand and solve problems [22]. Creativity also motivates students to learn in a more fun and interesting way. The Guide to the Implementation of 21st Century Skills Curriculum 2013 in Berdiati, states several skills related to creativity that can be developed in learning, including the following: 1)

Having the ability to develop, implement, and convey new ideas orally or in writing, 2) being open and responsive to new and different perspectives, 3) being able to express creative ideas conceptually and practically, 4) using concepts or knowledge in new and different situations, both in related subjects, between subjects, and in contextual issues, 5) using failure as part of the learning vehicle, 6) having the ability to create novelty based on prior knowledge [19]. Learning models that can develop 4C skills are PBL (Problem Based Learning) and PJBL (Project Based Learning) learning models. Arend explained that PBL basically presents a variety of problematic situations that are authentic and have meaning to educators, which can serve as a stepping stone for investigative activities and investigations [23]. PBL is designed to help learners develop critical thinking skills and problem solving skills to solve problems and become independent learners. Raoda Ismail stated that PBL not only equips students with academic knowledge, but also with the skills necessary for future success [24]. These include the ability to work effectively in teams, think analytically, and face complex situations with confidence and adequate skills. In an increasingly uncertain and complex world, PBL offers a relevant and necessary learning approach to prepare future generations who are ready to face these challenges. According to Suyanti explained that some of the advantages in the application of the Problem-based Learning model include 1) PBL is designed primarily to assist learners in building their thinking, problem solving, and intellectual abilities, and developing their ability to complete with new knowledge, 2) Make them become independent and free learners, 3) Problem solving is a pretty good technique to understand the content of the lesson, can increase student learning activities, 4) Can provide opportunities for students to apply the knowledge they have in the real world [25]. The stages of the problem-based learning model are; 1) orienting educators to the problem, 2) Organizing educators to learn, 3) Guiding individual and group investigations, 4) Developing and presenting work, 5) Analyzing and evaluating the problem-solving process. The five stages will be implemented during the learning of Jurisprudence Education courses in the classroom. Mulyasa [26] states that the definition of the Project-Based Learning (PjBL) model is a learning model that has the aim of guiding students through a collaborative project that interrogates as a subject or curriculum material and provides opportunities for students to explore material using various ways that are meaningful to themselves, and conduct experiments collaboratively. [27] states that Project-Based Learning is a learning method that focuses on contextual problems that students may experience directly, in this learning trains students to think critically and be able to increase creativity through the development of a product. According to Stripling in [28] states that some characteristics of PJBL are: 1) student-centered by making products and presenting independently, 2) Using creative thinking skills, thinking creatively, critically and seeking information to investigate, draw conclusions, and produce products, and 3) related to authentic real-world problems and issues. The stages or syntax of PjBL as quoted from [27] are 1) determining the project, 2) designing the steps for completing the project, 3) preparing a project implementation schedule, 4) completing the project with facilities and teachers, 5) preparing reports and presenting/publishing project results, 6) evaluating the process and project results. These stages or syntax will be implemented in learning in the Jurisprudence Education course. Jurisprudence education is part of Islamic education which aims to foster and enhance faith, through the provision and fertilization of knowledge, appreciation, practice and experience of students in legal aspects, both in the form of worship and muamalah teachings so that they become Muslim humans who continue to develop in terms of faith, devotion to Allah SWT and have noble character in personal life, society, nation and state, and to be able to continue at a higher level of education [29]. Jurisprudence Education is a subject taught to students who learn about Islamic law (fiqh) and its application in everyday life. Various aspects of fiqh are studied including fiqh of worship, muamalah, munakahat, jinayat and others. Jurisprudence education also aims to provide a deep understanding of the principles of Islamic law and how to apply them in a social and cultural context that is relevant to today's society. This also includes discussion of ijtihaad methods, differences in madhhabs, and the development of fiqh in a modern context. Sarifuddin explained that fiqh education also emphasizes the importance of developing good morals [30]. Jurisprudence does not only teach textual Islamic laws, but also emphasizes the underlying spiritual and moral aspects. By understanding fiqh, students are expected to be able to internalize Islamic values and apply them in their daily behavior so that they can become individuals with noble character and benefit the community.

Based on the above thoughts, it can be interpreted that the Jurisprudence Education course is a course that studies Islamic Law in a contextual manner that can be applied in everyday life. Students can learn it through appropriate learning models including through PBL and PJBL learning models that can improve problem solving, critical thinking, creativity, and orientation to real world life, so that if habituation is carried out with repeated learning it can improve 4C skills (collaboration, communication, critical and creative thinking).

3. RESEARCH METHOD

This research uses a descriptive qualitative method with field research. According to Suryabrata, descriptive qualitative methods are research intended to describe a problem [31]. Moleong defines qualitative research as an effort to understand phenomena in a natural context, by interacting directly with research subjects and collecting descriptive data and aims to explore the meaning of actions, experiences, or social processes that occur in everyday life [32]. Nana Syaodih Sukmadinata explained that qualitative research is research to describe and analyze both phenomena, events, social activities, attitudes beliefs, views, and thoughts of people both individually and in groups [33]. One technique for exploring descriptive data is observation. According to Nana Sudjana, observation is the systematic observation and recording of various symptoms studied [34]. The observation technique is the systematic observation and recording of the phenomena under investigation. This study uses observation techniques to explore data on the application of 4C (collaboration, communication, critical and creative thinking) to students in learning Jurisprudence Education courses for 6 meetings in semester 5 of 2024/2025. 4 meetings using the PBL method and one meeting using the PJBL method according to its stages so that there is a habituation process. The subjects of this study were students majoring in PGMI (Madrasah Ibtidaiyah Teacher Education) FTK UIN Sunan Gunung Djati totaling 38 people. The observation instrument was prepared based on the indicators of each 4C item. Collaboration skills include 3 aspects, communication skills include 6 aspects, critical thinking skills include 3 aspects and creative skills include 6 aspects. Thus, the aspects observed in the 4C habituation amounted to 18. Each aspect is given a score from less good to very good. Food and Beverage *sub-sector companies* listed on the IDX during 2016-2022.

4. RESULT AND DISCUSSION

Learning in the Jurisprudence Education course is carried out in accordance with the syllabus. In this study, Fikih material will be carried out for 6 meetings. In meetings one and two discussing Fikih Muamalah material related to traditional buying and selling and meetings three and four discussing borrowing and lending material using the PBL learning model. While the fifth and sixth meetings discuss Hajj and Umrah material using the PjBL model. Students totaling 38 people were grouped into 6 groups consisting of 6 to 7 people. Each group was given a different task related to the material. In learning traditional buying and selling material and borrowing and lending material, student groups are given tasks with each muamalah fiqh problem that has been discussed according to PBL steps and activities as follows:

Table 1. Learning Activities with PBL1 and PBL2 Syntax

PBL Syntax	Student Activities
1. Orienting educators to the problem	<ul style="list-style-type: none"> - In meeting 1, students are asked to study materials related to muamalah fiqh. - Students are grouped into 6 groups consisting of 6-7 people each. Each group gives a group name. - Lecturers and students discuss 6 different problems related to muamalah fiqh material.
2. Organizing educators to learn	- Each group discusses the problem that has been given.
3. Guiding individual and group investigations	- Lecturers guide the problem solving process in each group and individually and motivate observing the course of the discussion to ensure the application of 4C is well implemented. The results of problem solving are creatively described in the form of mind maps, power points or canva applications.

PBL Syntax	Student Activities
4. Developing and presenting work	<ul style="list-style-type: none"> - At meeting 2 each group presented the results of the discussion creatively. - Lecturers observe and assess based on the 4C observation instrument.
5. Analyzing and evaluating the problem-solving process	<ul style="list-style-type: none"> - During the presentation, each group assesses the results of other groups' discussions, providing input on problem solving related to the material. - Lecturers and students reflect on learning.

Table 2. Learning Activities with PjBL Syntax

PjBL Syntax	Student Activities
1. Defining the project	<ul style="list-style-type: none"> - Students are asked to study the material of Hajj and Umrah - In meeting 1, students were grouped into 6 groups of 6-7 people each. Each group gave a group name. - Lecturers asked 3 groups to make creative projects, in the form of simulation videos about Umrah and 3 groups to make simulation videos about Hajj.
2. Design the steps to complete the project	<ul style="list-style-type: none"> - Each group discusses to determine the plan for making a video simulation of Hajj and Umrah. - Lecturers observe 4C skills in the learning process
3. Develop a project implementation schedule	<ul style="list-style-type: none"> - Each group scripts and shares simulation roles and determines when the simulation will take place.
4. Completing the project	<ul style="list-style-type: none"> - The assignment to make a video about the simulation of Hajj and Umrah is carried out outside of class hours. - Lecturers give 1 week to complete the assignment and prepare a presentation of the project results.
5. Report preparation and presentation/publication of project results	<ul style="list-style-type: none"> - In the second meeting, each group presented the results of the project in the form of a simulation of Hajj and Umrah. - Lecturers assess the results of the project carried out by each group
6. Evaluation of the project process and results.	<ul style="list-style-type: none"> - Student representatives of each group analyze and provide assessment and input to other groups. - Lecturers together with students reflect on learning

Based on the observation data from 3 times the application of the learning model with 6 meetings on collaboration skills which include 3 aspects, communication skills include 6 aspects, critical thinking skills include 3 aspects and creative skills include 6 aspects. Thus the aspects observed in 4C habituation totaled 18. Observations were made both individually and in groups. Each aspect is given a score from less good to very good above can be described as follows; Based on individual observations, the average value for 6 meetings can be described as follows; The value of the collaboration component as many as 32 students or 84.2% are in the good category, 6 people or 15.78% are in the good enough category. Not a single student was categorized as very good and less good. The value of the communication component was 31 students or 81.5% in the good category, 2 people or 5.2% in the very good category, 5 people or 5% in the fair category and no one was in the poor category. The value of the critical thinking component was 11 people or 28.9% including the good category, 27 students or 71% including the good enough category, none of them included the very good and less good categories. and the value of the creative component was 3 students or 7.89% in the very good category, 31 students or 89.4% including the good category, 4 students or 10.5% including the good enough category, none of the students in the very good and less good categories. The average value of each 4C component for 6 meetings, not a single student is

categorized as less good, in the communication component and the creative component some students get a very good category, but the percentage is very low. In the collaboration, communication and creative components, students who were categorized as good averaged 85%, while in the critical thinking component, only 11 students or 28.9% were categorized as good, 27 students or 71% were categorized as quite good. The average value of each component of collaboration, communication and creativity is only the critical thinking component which is still in the good enough category, while the other 3 components, namely collaboration, communication and creativity, are in the good category. Based on these data, it can be described that habituation of 4C by applying learning models and PBL and PjBL can be interpreted as successful, but it is still necessary to increase habituation to the critical thinking component, because the value of the good category is only 28.9%. While 71% of students are still categorized as quite good. In the learning process students are still not able to perfectly use various types of thinking/reasoning, both inductive and deductive appropriately and according to the situation, and have not been able to compile and express, analyze and solve problems. When viewed from the group scores in implementing the learning process with PBL and PjBL learning models, each of the 4C components of 21st century skills experienced an increase in value in each group. Each learning is 2 meetings. Based on observation data, the average value of the collaboration component in PBL 1 learning is 81.9, in PBL 2 the value is 83.3, and in PjBL learning the value is 84.3. The average value of the communication component in PBL 1 learning is 77.6, in PBL 2 the value is 78.6 and in PjBL learning the value is 79.8. The average value of the critical thinking component in PBL 1 learning is 69.3, in PBL 2 the value is 69.3 and the value in PjBL learning is 71.3. The average value of the creative component in PBL 1 is 77.7, in PBL 2 the value is 79 and in PjBL learning is 79. Data on the increase in the average value of each component can be described through the following diagram:

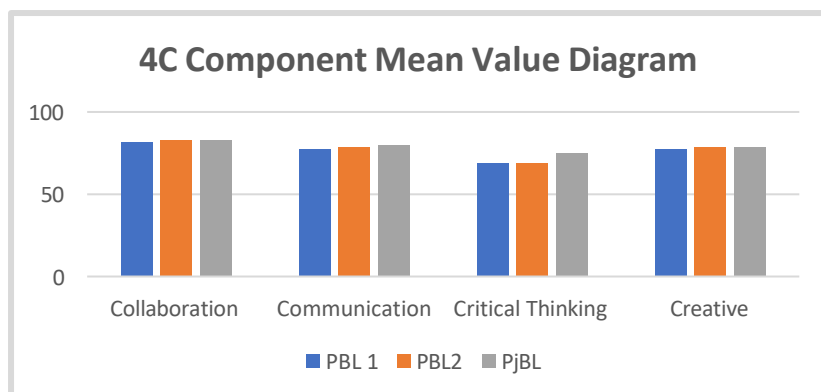


Figure 1. 4C Component Mean Value Diagram

In the collaboration component, all group scores get good scores and each aspect is described as follows; aspect A: having the ability to work together in groups with an average value of 81.9 including the good category, aspect B: adapting to various roles and responsibilities with an average value of 83. 3 including the good category and the aspect of working productively with others, having empathy and respect for different perspectives and aspect C: being able to compromise with other members with an average value of 84.3 In the communication component, the average value of each aspect is described as follows; aspect D: understanding, managing, and creating effective communication in various forms and contents orally, in writing, and multimedia (ICT Literacy) the average value is 79. 1 good category, aspect E: using the ability to express his ideas, both during discussions inside and outside the classroom, orally or in writing, the average value is 81.9 with a good category, aspect F: using spoken language that matches the content and context of the conversation with the interlocutor or the one being communicated with, the average value is 81. 9 including the good category, aspect G: listening to and respecting other people's opinions, the average value is 84.7 including the good category, aspect H: using a logical train of thought, structured according to applicable rules, the average value is 75 including the good enough category and aspect I: communication is not limited to only one language, but the possibility of multilingualism, the average value is 63 including the less good category. In the critical thinking component there are 3 aspects

observed. Each aspect is described by the average value as follows; aspect J: Using various types of thinking / reasoning or reasoning, both inductive and deductive appropriately and according to the situation the average value is 69.3 including the category is quite good, and there is an increase in value in each lesson. Aspect K: understanding the interconnection between one concept and other concepts, the average score is 69.3 including the good enough category and aspect L: being able to compose and express, analyze and solve problems, the average score is 75 including the good enough category. In the creative component there are 6 aspects observed. Each aspect can be described as follows; aspect M: has the ability to develop, implement, and convey new ideas orally or in writing, the average score is 76.3 including the good category, aspect N: being open and responsive to new and different perspectives, the average score is 97.2 including a very good category, aspect O: being able to express creative ideas conceptually and practically, the average score is 75 including a fairly good category, aspect P: using concepts or knowledge in new and different situations, the average score is 75 including a fairly good category, aspect Q: using failure as part of the learning vehicle, the average score is 75 including a fairly good category, and aspect T: having the ability to create novelty based on prior knowledge, the average score is 75 including a fairly good category.

Based on the average value of each aspect in all components, the highest value data is aspect N in the creative component: being open and responsive to new and different perspectives, the average value is 97.2 while the lowest average value is aspect I: communication is not limited to only one language, but the possibility of multilingualism, the average value is 63, including the category of less good.

Based on the results of individual and group research above, it can be described that the Jurisprudence Education course by observing for 6 meetings with details of learning 1 using the PBL learning model on Muamalah Jurisprudence material which applies conventional fiqh for 2 meetings. Learning 2 uses the PBL learning model, with Contemporary Jurisprudence material for 2 meetings, and learning 3 with the PjBL learning model with Hajj and Umrah material to familiarize 4C in the learning process as part of 21st century skills generally runs smoothly in accordance with the learning steps that have been prepared.

The subject of Jurisprudence Education which aims to provide a deep understanding of Jurisprudence (the practical sciences of Islamic law) and its application in everyday life, is usually carried out conventionally with lecture, question and answer and discussion learning methods. In this study, the learning process was carried out with a problem-based learning model and project-based learning with the hope that 4C skills in PGMI students can be developed through habituation. At the beginning of the learning process, the lecturer as well as the researcher taught about the concept of 21st century skills which focused on the application of 4C in the Jurisprudence Education subject to students and conveyed the purpose of conducting research on the application of 4C through PBL and PjBL learning models on Jurisprudence material (the practical sciences of Islamic law) with a simulated schedule.

The process of group formation is carried out at the beginning of learning so that there is interaction between students to develop student characters to collaborate, communicate, think critically and develop creativity. Each group of students is given different problems so that they feel challenged to solve contextual problems. Lecturers generate motivation so that students are able to apply PBL learning so that they can solve problems. The results of problem solving are described in the form of mind maps, power points or canva applications creatively. Students in groups are also able to apply PjBL learning starting from planning, making creative projects, in the form of simulation videos about Umrah and Hajj then making project reports in the form of simulation videos about Hajj so that they can produce work in the form of projects to make videos and broadcast materials related to the material, so as to develop 21st century skills which include collaboration, communication, critical and creative thinking.

5. CONCLUSION

Based on the results of research with observations of 6 meetings with details of learning 1 using the PBL learning model with conventional Fikih Muamalah material for 2 meetings. Learning 2 with Contemporary Jurisprudence material for 2 meetings, and learning 3 with the PjBL learning model with Hajj and Umrah material can be concluded that 4C habituation as part of 21st century skills runs smoothly in accordance with the learning steps that have been prepared. Based on individual or group observations, students are able to develop attitudes of collaboration,

communication, critical and creative thinking. Based on observations, the average value of each component of collaboration, communication, creativity is in the good category, while the average value of the critical thinking component is still quite good. In each lesson, there was an increase in the value of each aspect of each component. Thus the implementation of 4C, namely collaboration, communication, critical and creative thinking can be implemented so that student character can be improved through continuous habituation in learning including through student-centered PBL and PjBL models, and ultimately students are ready to face the challenges of life in the era of globalization. The average value of each aspect in all 4C components, namely collaboration, communication, critical and creative thinking, the highest value data is being open and responsive to new and different perspectives with an average value of 97.2 while the lowest average value is the aspect of communication is not limited to only one language, but the possibility of multilingualism, the average value is 63 including the category of less good. Students in each group have not been skilled in using multilingualism in group work and presentations. Based on the results of this study, the author recommends the importance of developing student character through learning habits including 4C character development (collaboration, communication, critical and creative thinking) as part of the implementation of 21st century skills as a provision for students to face future life challenges. Through PBL and PjBL learning models facilitated by lecturers, students can develop group learning skills, think together, learn to solve problems and work on projects together consistently, will train students to collaborate, communicate, think critically and develop creativity.

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