

ABSTRACT

Amanda, Zenia Tria. 2023. *The Integration of 4Cs in Problem-based Learning pedagogy in EFL Classroom Setting: High School Students Voices* Thesis. English Language Education Department. Faculty of Social Sciences and Humanities. Universitas PGRI Adi Buana Surabaya.
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Education in the 21st century places more emphasis on acquiring the skills necessary to learn and on continuous learning that meets the needs of students. Therefore, teachers must enhance students' skills in critical thinking, creativity, communication, and collaboration. In this case, it is necessary to accommodate these 4Cs abilities in teaching and learning activities. The purpose of this study is to explore the students' perceptions on the integration of 4Cs in problem-based learning pedagogy in an EFL classroom in senior high school level. The study employed qualitative case study. The data were taken from interview, observation, and documents review of students' portfolios at Senior High School Al-Islam Krian. There were 10 students participated in the study. The data were later analysed using thematic analysis. The results showed students perceived from the integration of 4Cs in problem-based learning pedagogy covering stimulating students' creativities, facilitating students' with critical thinking, fostering students' communication skills, establishing students' collaboration, and increasing students' materials understanding with fun learning experiences. However, students encountered several challenges regarding the assignments given, issues with group activities, and students' lack of self confidence.

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Kata kunci: *4C, pembelajaran berbasis masalah, kelas EFL, SMA, suara siswa.*

Pendidikan di abad ke-21 lebih menekankan pada perolehan keterampilan yang diperlukan untuk belajar dan pembelajaran berkelanjutan yang memenuhi kebutuhan siswa. Oleh karena itu, guru harus meningkatkan keterampilan siswa dalam berpikir kritis, kreativitas, komunikasi, dan kolaborasi. Dalam hal ini, kemampuan 4C tersebut perlu diakomodasi dalam kegiatan belajar mengajar. Tujuan dari penelitian ini adalah untuk mengeksplorasi persepsi siswa tentang integrasi 4C dalam pedagogi pembelajaran berbasis masalah di kelas EFL di tingkat SMA. Penelitian kualitatif menggunakan studi kasus. Data diambil dari hasil wawancara, observasi, dan tinjauan dokumen portofolio siswa SMA Al-Islam Krian. Ada 10 siswa berpartisipasi dalam penelitian ini. Data tersebut kemudian dianalisis dengan menggunakan analisis tematik. Hasil penelitian menunjukkan persepsi siswa dari pengintegrasian 4C dalam pedagogi pembelajaran berbasis masalah yang meliputi merangsang kreativitas siswa, memfasilitasi siswa berpikir kritis, menumbuhkan kemampuan komunikasi siswa, menjalin kerjasama siswa, dan meningkatkan pemahaman siswa terhadap materi dengan pengalaman belajar yang menyenangkan. Namun, siswa menghadapi beberapa tantangan terkait tugas yang diberikan, masalah dengan kegiatan kelompok, dan kurangnya rasa percaya diri siswa.