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**THE DEVELOPMENT OF 4C COMPETENCIES INTEGRATION LESSON PLAN (RPP),
LITERATION, PPK AND HOTS FOR ELEMENTARY SCHOOLS**

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Abstract

The purpose of this study was to produce RPP models that integrate 4C, literacy, PPK and HOTS capabilities, which have been validated. The method used was the development research method Borg & Gall, from the introduction, development, and testing stages. In the first year, it has produced high-grade elementary school Thematic RPP that integrate 21st century competency (4C), literacy skills, reinforced Character Education (PPK) and validated HOTS so that they are suitable to be used as RPP models to strengthen these abilities.

Keywords: Lesson Plan, 4C Competencies Integration, PPK, Literacy, HOTS

Introduction

In the era of globalization and technology, human resources (HR) are required to have high competitiveness so that students who have high-level thinking skills are needed, can solve problems correctly, and can adapt to changes that occur as the impact of globalization. The learning process cannot only be based on the subject matter but needs to be oriented towards improving process skills and problem-solving skills, character building for students and literacy skills.

In this regard, the Indonesian Government has made various efforts to improve the Indonesian National Education curriculum. Starting from the competency-based curriculum (KBK) to KTSP and then to K-13. The last three curricula are both competency oriented through an active learning process based on process skills. In fact, KBK and K-13 explicitly mandated teachers to use a scientific approach through discovery learning models, project-based learning, problem-based learning, and other learning models in carrying out each learning activity in the classroom.

In the learning process, designing learning planning is the first stage that is realized by the activity of preparing a learning plan (RPP). Each teacher in each education unit is obliged to prepare lesson plans, including class teachers in SD / MI. It is necessary to have a correct understanding of the nature, principles, and steps of preparation of the RPP to compile the lesson plan, as stated in the Minister of Education Regulation on Learning Implementation Guidelines number 103 of 2014 which was later updated with the issuance of Permendikbud No. 22 and 23 of 2016 concerning process standards and standards judgment.

In line with the development of science and the demands of 21st-century competency, the improvement of learning should be concentrated on the integration of Character Education Strengthening (PPK), namely 5 characters, namely: religious, nationalist, independent, mutual cooperation, and integrity. Literation ability, 21st-century skills which are termed 4C (Creative, Critical thinking, Communicative, and collaborative); and HOTS

(Higher Order Thinking Skill. So that in the Learning Implementation Plan (RPP) developed four kinds of things namely (PPK, Literacy, 4C, and HOTS).

For the preparation of RPP that integrates PPK, 4C, the ability of Literacy and HOTS certainly requires teacher teachers who have good abilities in addition to the need for high creativity and excellent will. Although the Government has provided guidance in the preparation of lesson plans and conducting training, the reality is that the RPP produced by teachers has not fully met expectations.

Based on this description, RPP that integrates PPK, 4C, literacy skills and HOTS, to prepare graduates who are able to face the challenges of life in the 21st century industrial era, is very urgent to develop because teachers in preparing learning plans generally have not been oriented towards developing character education , 4C, and HOTS competency literacy skills, but still focused on teacher activities, and oriented to textbooks (textbooks oriented), and lack of developing the intended abilities. Thus through the development of this RPP model the teacher obtains a model of learning plan that can be used as a reference to facilitate memorable learning experiences and is able to strengthen students' character.

Strengthening character values in learning is expected not to be written administratively, but later can be applied naturally in learning. The values that can be strengthened are 5 (five) main values of the character consisting of the Value of Religiosity, including: believing and devoted to God Almighty, obedient to worship, thankful, praying before and after activities, etc. Nationalism values, including the love of the homeland, the spirit of nationality, respect for diversity, appreciate national songs and folk songs, love Indonesian products, love peace, are willing to sacrifice, obey the law, etc. Independence Value, including discipline, confidence, curiosity, toughness, hard work, independence, creative-innovative, lifelong learners, etc. Gotong Royong values, including helping, cooperating, caring for others, tolerance, caring for the environment, cleanliness and tidiness, family, active in community activities, etc. Integrity Value, including honesty, humility, courtesy, responsibility, exemplary, moral commitment, love of truth, keeping promises, anti-corruption, and so on.

Simultaneously, strengthening the character of students is expected to be also achieved through activities to strengthen class-based character education, school-based culture, and community-based. Among the strengthening of school culture based character education is literacy activities, while among strengthening class-based character education is thematic learning that uses 21st century competencies, especially 4C namely critical thinking ability, collaboration (collaboration), creativity (creativity), and communication (communication) and high-level thinking skills (higher order thinking skills / HOTS).

Based on the above description, it is necessary to develop a learning implementation plan (RPP) by integrating the ability of 4C, literacy, PPK, and HOTS which is expected to be able to deliver students to face life in the era of the industrial age today.

Research Method

The method used in this study is the development research method from Borg and Gall (1989) research and development in education covering 10 (ten) steps, namely: (1) research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) playing .field testing. (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) simplified dissemination and implementation while still paying attention to the essence that must be fulfilled in conducting the research. The stages used are preceded by research and information gathering, library searches relating to the problem under study are carried out, followed by an analysis of available lesson plans. Next to developed, Form and formulation of lesson plans. continued product validation and revision. And for the next stage, namely the

second year, it is planned to be continued with field trials and revisions and finally implemented.

The instruments used in this study were expert sheets and field practitioners. The data obtained through the validation sheet consists of 2 types, namely qualitative data in the form of comments and suggestions as well as quantitative data in the form of scale values 1-10. Data analysis is done by identifying and collecting comments by the validator for consideration in revising the product (RPP) and calculating the score of the assessment questionnaire to find the percentage. The formula used to calculate the questionnaire / validation sheet scores as follows:

$$P = \Sigma X / \Sigma xi \times 100\%$$

Information:

P: Percentage

ΣX : number of answer scores per item

ΣXi : the maximum number of scores per item

(Arikunto, 1997)

The results of the above calculations are then concluded based on the criteria / categories of assessment as in Table 1.

Table 1. Criteria for Validation Results

No	Criteria	Validation Level
1	85,01% - 100,00%	Very valid or can be used without revision
2	70,01% - 85,00%	Quite valid, can be used but needs minor revisions
3	50,01% - 70,00%	Less valid, need major revisions, it is recommended not to be used
4	01,00% - 50,00%	Invalid, cannot be used

Source: (Akbar, 2013)

Results and Discussion

Results

The results of the development of a high-class thematic learning plan (RPP) learning that integrates the capabilities of 4C, Literacy, PPK, and HOTS High School Primary Class, intended for achievement: 21st-century competency namely creative, critical, communicative and collaborative; literacy skills, strengthening student character and high-level thinking skills. Competence 4C, the ability of literacy, religious character, nationalism, integrity, independence and mutual cooperation is very important to be developed in students because the ability of 4C and literacy is very necessary for the current era where knowledge is needed, technological developments require it. Whereas the 5 characters include religious, nationalist, integrity, independence and mutual cooperation.

Products in the form of RPP are produced through several stages which include preparation, preparation, validation, and revision. The lesson plan validation was carried out by material experts namely PGSD lecturers and field practitioners of elementary school teachers, aimed at looking at the product validity level and providing input for improvement. Validated aspects are aspects of content, presentation, and language.

The aspect of RPP feasibility based on validation provided by experts and practitioners is as follows.

Fig. 1 Results of Expert and Practitioner Validation

Based on Figure 1 shows that the 4C, Literacy, PPK and HOTS integration RPP developed were analyzed into several categories consisting of the formulation of learning objectives, determination of teaching and learning activities, determination of the subject matter, assessment and selection of media and learning resources. For the first aspect, the formulation of objectives has an average value of 87.84 with a very valid validation category. Where the results of the validation from experts and field practitioners, each obtained scores of 86.25 and 89.44 with very valid categories. Based on these values, the material for formulating objectives in the RPP developed is very feasible as a teacher's reference as well as to be used in the learning process. A number of criteria in the formulation of learning objectives have been fulfilled, namely: The learning objectives contain the process and learning outcomes; The purpose of learning contains A (audience) namely students, B (behavior) or abilities to be achieved, C (condition) or activities to be carried out, and D (degree) or levels / expected behavior. And the learning objectives are added character values in accordance with the scope of KD / Indicators or planned learning activities. The addition of character values is based on learning needs and does not seem forced. The second aspect of determining teaching and learning activities consisted of preliminary activities, core activities and final closing activities averaged an assessment of 86.71 each from an expert validator of 86.02 and a practitioner validator of 87.40 with a very valid category.

Learning activities as outlined in the developed lesson plan have 3 stages, namely preliminary activities, core activities, and closing / final activities. In the preliminary activities have been discussed how to motivate and focus the attention of students to carry out the learning process, with various motivational activities, and which is no less important is the integration of activities to strengthen students' character both for religious, nationalist and other characters. The preliminary activities are designed and adapted to the characteristics and objectives of learning to achieve specified competencies, for example by praying, greeting, clapping and singing. Shows the benefits of what will be learned and what activities will be carried out to achieve these goals.

At the core activity activities are prepared which familiarize students with critical and creative thinking or with scientific thinking activities. In addition, activities are also designed to integrate literacy and PPK capabilities, especially in the character of mutual cooperation, integrity, and independence. This is in accordance with the provisions of the preparation of RPP contained in the 2013 curriculum training module book The Directorate of Elementary School Development Director General of Primary and Secondary Education which recommends that the core learning activities should facilitate students to think

scientifically, approaches, models and methods chosen should be contextual and diverse and must integrating 4C, literacy, PPK, and HOTS. These activities have been contained in the core learning activities of the developed lesson plan. As in the selection of selected models various alternative models such as problems based learning models, inquiry learning, discovery learning, cooperative learning. With various methods that make students active such as discussion, role-playing, experiments, and assignments. And the approach is directed at the scientific approach. With these approaches, models, and methods the ability of 4C, literacy, PPK, and HOTS can be well developed.

The final activity of the study is planned for various activities that strengthen the mastery of knowledge and strengthening character and 4C abilities. The activities planned for the final activity of the study include: activities to summarize or summarize learning material, activities to reflect on learning processes and materials, activities to increase character values (prayer, singing compulsory songs, folk songs, reinforcing spiritual and social attitudes), and evaluating and continued follow-up of evaluation results contained in remedial plans and enrichment.

The third aspect is an assessment to determine the outcome and learning process; an assessment must be carried out. In order for assessments made by the teacher to be relevant to the objectives and learning activities, they must be carefully planned. The results of the RPP analysis developed in particular the assessment component are generally very valid. From 5 out of 7 aspects, scores above 85 were obtained, only 2 aspects were still below 85, which were related to authentic assessment and HOTS assessment. Even though only two aspects were not maximal, but because authentic and HOTS assessments were the main studies of the development of this lesson plan, it must be examined again to be improved and refined.

The fourth aspect of the development of this RPP is planning media and learning resources. Learning media in the learning system is a component that should not be ignored, because in a system if one of the components is not functioning or problematic, it will cause the system not to run properly and even cause total failure. Therefore planning about learning media contained in the lesson plan must really pay attention to the provisions in developing the media. The results of the media analysis designed in the RPP developed showed that they were very feasible and very valid with an average score of assessment and expert opinion or practitioners. This indicates that the media contained in the RPP has fulfilled the requirements of both the suitability of learning objectives and competencies to be achieved, even planned to use the surrounding environment to maximize the learning process designed.

Learning material is selected and organized to deliver students through the provision of learning experiences that are right to achieve learning goals, so students have the expected competencies. Determination and organization of subject matter are done so that students easily learn. Learning material as outlined in the RPP is in the form of subject matter and is included in the appendix. Based on the assessment of experts and practitioners the determination and organization of learning materials already meet the provisions. Overall it is very valid, both from the aspect of the material arrangement which is arranged systematically from easy to difficult, from concrete things to abstract concepts. This is in accordance with the provisions of the principle of learning. Whereas from the aspect of cohesiveness the learning material has also described the integration between the material which consists of several subject matter packaged in thematic learning. Likewise for the relevant aspects of learning material with real life and the development of science and technology has been reflected in the learning material in the lesson plan.

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Conclusions and Suggestions

Conclusions

The lesson plan (RPP) that integrates 21st century competencies namely creative skills, critical skills, collaborative and communicative skills (4C), literacy skills, strengthening character education (PPK), and HOTS, for high school elementary school is declared very valid and feasible reference as a model for developing learning implementation plans for elementary school teacher teachers. While the effectiveness of the RPP still needs to be empirically tested, and its application in learning.

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