Curriculum Development in Teaching Writing: Content Under with 4Cs

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ABSTRACT: Writing is not only one of major subject in English, but also almost all the educational context always related with writing whether for graduation requirement or scientific publications; on the other hands, as the globalization era and digital technologies grow up rapidly, it makes educational needs were shifting whether to fulfill student needs in preparing to live in 21st century. The implications, all the practitioners in education are trying to find and create the new learning paradigm, curriculum development, and the new competencies in learning. This paper is portrayed curriculum development in teaching writing: content under with 4Cs as learning competency skills in the 21st century. In the light of finding stated that the first, writing as one of the essential subject that has become not only for graduation-needs, but also for scientific publications were need to be developed and linked to 21st competencies, its not only to fulfill student-need but also to prepare student to enter the world so they can compete in global; the second, the 4Cs can be integrate with writing because these competencies are essential to develop student skills in any aspects; the third, in teaching writing process that was involved 4Cs skills will help to educate student who will succeed in the real world of work, and the last 4Cs can be integrated with teaching writing through Bruner’s 5e lenses instructional model to enrich the curriculum development and instructional design.

Keywords: Teaching Writing, Curriculum Development, 21st century learning skills.

1. INTRODUCTION

Curriculum as the “heart” of education is indispensable in formal education; and it is reflecting to the process of learning, besides that, curriculum is changing by the times, and it has become ordinary things as Smith (1993, P 4) said curriculum is a complex term and become a dynamic process; so basically, curriculum is a concept that have a responsive character to change. So that by itself, the curriculum will always demand a development.

In the 21St, English as the international language have been teaching in the part of the world including in Indonesia; and there are a lot of innovations in developing English language teaching whether in curriculum or learning method; beside that, there are four major English subject that have been teaching in Indonesia, that are speaking, listening, reading, and writing.

Writing is one of productive skills which contain of written words and involve a complex process; as Nunan (2003, P 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into a good writing, and arranging the ideas into a statement and a paragraph. Clearly, It indicates that writing is a form of communication, and process of expressing or impressing into a printed product: generally, in Indonesia the student must be passed first in

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1 P21 (2016) defined 4Cs as Critical Thinking, Communication, Collaboration, and Creativity and Innovations
writing subject before they are taking academic writing as a graduated requirement, although this course is taught and became a compulsory in every university in Indonesia, but it is possible to start a development on the curriculum in teaching writing.

Talking about writing as a form of communication, the writer remember something about competency in the 21St, according to P21 (2016) as the partnership of twenty first century learning states that there are four competency as the characteristic of 21St learning that are communications, collaboration, critical thinking, creativity (4Cs); based on the student needs in learning on the 21St, the curriculum in English language teaching should be developed especially in teaching writing subject; therefore, the writer tries to give some explanation how to develop curriculum in teaching writing that broaden as a content under with 4Cs.

this research becomes so important to fulfill not only as the student needs for 21St competency in the form of the process of learning, but also for educational system in Indonesia to keep pace with changing times are often linked to as P21 described, as follows:

- Changes in the work force from an industrial model of production to a rapidly transforming, technology-driven, and interconnected globalized knowledge economy. Such an economy requires competencies suited to dynamic and unpredictable models of economic and social development;
- Emerging evidence on how to optimize learning, including the use of technological innovations to deepen and transform learning; and
- Changing expectations on the part of learners who are more relevant and relevant to their everyday lives.

So, one of aspects to keep pace with changing times there must be an innovation across educational system especially in teaching and curriculum in order to fulfill and in preparing student to challenge the world in the 21St.

So, one of aspects to keep pace with changing times there must be an innovation across educational system especially in teaching and curriculum in order to fulfill and in preparing student to challenge the world in the 21St so that, this paper focused on curriculum development in teaching writing: content under with 4cs.

2. LITERATURE REVIEW

The research that conducted is focused in integrating 4Cs into English learning by using project-based learning method; although there was conformity between student needs and interest in Japan toward integration of 4Cs into English subject as the American had integrated 4cs into each class and subject earlier, but in japan is constrained by the policy that came from ministry of education to begin, to require, and implementing four skills in 21St (Yujobo, 2016)

In this research was involved one of competencies in the 21St that is communications; in this research the author tried to actualize the communication competency with local and regional context; in finding, communication as competency is not boarded by the ELT but also able to integrate with local and regional context, so that can give an opportunity to the students to communicate in the various language in cross-cultures. (Athriyana, 2016).

The other research was explored 4Cs as competencies and also examined whether the competencies able to constructed knowledge through Bruner’s lenses in improving pedagogical in the new learning paradigm; the findings on this research told us 4Cs as the super skill because they provide a core of skills

2 ELT defined as English Language Teaching
which, when combined with traditional core subject skill that help student to develop and demonstrate understanding and effective and efficiencies in the career and life skills. (Kivunja, 2015) the writer concluded that in integrating 4Cs to the new learning paradigm will be helped and educate whoever in the real world.

In 2002 the National Education Association (NEA) with 16 states in the United States established Partnership for 21st century skills as a forum to encourage educators to develop 21st century skills (NEA, 2012). The 21st century skills test instrument indicator used in this study is an indicator of 21st century skill according to Partnership for 21st century skills (Sugiarti, 2017). The framework is chosen because it is in accordance with the curriculum applied in Indonesia where in the core competencies of science subjects students are required to think, critically, creatively to solve problems (Peraturan Menteri Pendidikan dan Kebudayaan No.69, 2013).

3. METHOD

In this research, the writer conducted the literature research under with qualitative methods; interprets that library research requires more philosophical and theoretical preparation than empirical test (Muhadjir, 1996). The type of literature research almost entirely refers to data’s that taken from libraries. So that the research is popularly known as qualitative research literature or bibliographic research (Mukhtar, 2016). The data source in this research type is not only taken from books, it might be taken from other sources such as magazines, journals, internet, recordings, videos and so on. It has been justified by what Nazri, that data collection in library research by conducting a study of the books, literature, records, and reports that have to do with the problem solved ( Nazir, 2003).

Therefore, in this paper, the writer uses data analysis techniques refers to qualitative methods Miles and Huberman, which the step is: (1) data collection, (2) data reduction, (3) data verification and (4) conclusion. In data collection process, the writer took from several reliable sources such as books, journals and some previous researches. Than from those sources, the writer analyzes in order to support the paper argument.

4. RESULT AND DISCUSSION

4.1. Defining all aspects in writing

Nunan (2003: 88) defines that “writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly”. It indicates that the learners are expected to explore the ideas and make them into good paragraph; moreover, Brown (2001: 335) states that written products are often the result of thinking, drafting, and revising procedures: that require specialized skill, skill that not every speaker develops naturally. Writing needs thinking that focuses students on how to generate ideas. In written product, it involves thinking, drafting, and procedure. Skills are also important in writing activity.

Based on definition above, it can be concluded that writing is one of the way to produce language that comes from our mind, and then writing is also a skill to make a form of word that have a higher value; and also as a form of communication; on the other hand; in the writing There are stages in making a text in writing activity. It is very important for students because it gives easier ways and effectiveness in writing. According to Harmer (2001;258) describes that stages of writing, as follows

- Drafting
- Structuring
- Reviewing
- Focusing
- Generating ideas and evaluation
Besides that, there are aspects of writing that students have to pay attention to several aspects of writing, because there are so many assessments in writing activity. According to Brown (1994:357) encourages six major aspects of writing that have to be required by students in producing a text, they as follows:

- Content
- Organization
- Discourse
- Syntax
- Vocabulary
- Mechanics

Moreover, as we know that teaching, writing is not easy, because it is complex activity. The teachers must pay attention to the principles of teaching writing. Bryne (1988:21-23) explains that when teachers teach writing, the teachers must know several principles for teaching writing which will be explained, as follows:

- Focus on accuracy
- Focus on fluency
- Focus on text
- Focus on purposes

4.1. Defining 4Cs as 21st the competencies

The changes of course become a challenge for the workers to be able to have a better competence to be able to meet the qualification as above. The role of the education is very important in the face of globalization era in the 21st century. Paradigm shift teaching in the 21st century requires learners who have such skills developed by P21 (Partnership for 21st Century Learning) in the framework of learning 21st century, such as in the picture below:

Table. 1 Framework of learning 21st century
In line with this, according to “21st Century Partnership Learning Framework” (BSNP, 2010), there are a number of competencies or skills that must be owned by a person in the 21st century, among others: (1) critical thinking and problem solving; (2) creativity and innovation skills; (3) communication and collaboration skills; (4) information and communications technology literacy. In defining 4cs as the competencies in 21st century can be explained, as follows:

The first, critical thinking has been defined in many different ways, some as simple as “thinking which has a purpose” and “examining the thinking of others to improve our own. University of Sydney (In Kivunja, 2015); on the other hand, according to (P21, 2016) Critical thinking in the 21st century is described as the “ability to design and manage projects, solve problems, and make effective decisions using a variety of tools and resources”, and Drake (2014) Thinking critically requires students to “acquire, process, interpret, rationalize, and critically analyze large volumes of often conflicting information.

The second, according to (P21, 2016) Communication in a 21st century context refers not only to the ability to “communicate effectively, orally, in writing, and with a variety of digital tools” but also to “listening skills”; beside that Many the issue is not just learning to use new communication tools but mastering many forms of rhetoric – a more challenging task.

The third, according to (P21, 2016) Collaboration in a 21st century context requires the ability to “work in teams, learn from and contribute to the learning of others, [use] social networking skills, [and demonstrate] empathy in working with diverse others” (Fullan, 2013, p. 9). Collaboration also requires students to develop collective intelligence and to co-construct meaning, becoming creators of content as well as consumers.

The four, according to (P21, 2016) Creativity is often described as the pursuit of new ideas, concepts, or products that meet a need in the world. Innovation contains elements of creativity and is often described as the realization of a new idea in order to make a useful contribution to a particular field. To make it clear, there is a summarization of 21st competencies as defined as indicator that were adopted from P21 as described below:

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Give the reasons effectively Using various types of ways of making excuses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Systemic thinking</strong> Analyze how parts of a system interact to produce the overall output in a complex system</td>
</tr>
<tr>
<td></td>
<td><strong>Make decision</strong> Analyze and evaluate facts, arguments, claims and beliefs effectively Analyze and evaluate different points of view Synthesize and make connections between information and opinions Interpret information and draw conclusions based on best analysis Reflect critically the learning and process experience</td>
</tr>
<tr>
<td></td>
<td><strong>Solve the problem</strong> Solve various new problems in the usual way and innovative way Identify and ask questions that can explain the various perspectives that guide the best solution</td>
</tr>
<tr>
<td>Communication</td>
<td>Declare effective thoughts and ideas using oral, written, and non-verbal communication skills in various forms and contexts</td>
</tr>
<tr>
<td><strong>Listening effectively to gain meaning, which includes knowledge, values, attitudes and goals</strong></td>
<td></td>
</tr>
<tr>
<td>Listening effectively to gain meaning, which includes knowledge, values, attitudes and goals. Using communication for various purposes (for example: to inform, instigate, motivate, and influence) 4. Using various types of media and technology and knowing how to determine its effectiveness as it assesses its effects 5. Communicating effectively in various circles (including multi languages)</td>
<td></td>
</tr>
</tbody>
</table>

| **Collaboration** |
| Demonstrate the skills to work effectively and systematically in a diverse team |
| Demonstrate the skills to work effectively and systematically in a diverse team. Train the flexibility and awareness to be involved in achieving goals 3. Appreciate the contribution of each group member. |

| **Using various techniques to get ideas (for example brainstorming)** |
| Using various techniques to get ideas (for example brainstorming). Creating new and brilliant ideas. Elaborate, refine, analyze, and evaluate ideas themselves in order to improve and maximize creative effort |

| **Work creatively with others** |
| Building, implementing, and communicating new ideas to others effectively |
| Building, implementing, and communicating new ideas to others effectively. Open and responsive to new views. Demonstrate the intentionality of the Intersection in work and understand the true limits of the real world in implementing new ideas. View failure as an opportunity to learn |

| **Creative and innovative** |
| Implementing creative ideas to realize a tangible and useful contribution to the field in which the innovation is applied |

| **Innovative thinking** |
| Implementing creative ideas to realize a tangible and useful contribution to the field in which the innovation is applied |

Sources: Learning indicators of the 21st century skills

### 4.1. Integrating 4Cs in teaching writing as curriculum development

There are many various models in creating curriculum development, the most famous is curriculum development model Tyler; On the curriculum development model Tyler, it started from the essential four principal questions are put forward by Ralph Tyler (1949, p. 1), namely (1) what educational purposes should the school seek to attain? (2) what educational experience can be provided that are likely to attain these purposes? (3) How can these educational experiences be? (4) How can we determine whether these purposes are being attained?, besides that, Tyler explained learning experience shows student activity in learning process, so it can be concluded that learning experience as one of aspect in curriculum Tyler model was pressured in what will or what have done by the student in learning process. Moreover, according to Tyler (in Nasution, 1993), curriculum development must depart from (1) objectives, (2) teaching materials, (3) teaching and learning process, (4) assessment. Meanwhile, according to Nasution (2012, p. 8), there are two main processes of curriculum development (1) development of curriculum guidance, (2) development of instructional guidance (learning).

In lining, according to zais (1976, pp. 438-439) outlines the idea of a relationship of curriculum components by emphasizing the importance of maintaining relationships among the curriculum components. There is a connection between one component with other components that need to be maintained, it can be seen in the picture below:
Table 3. Curriculum Component

Based on the four components of the curriculum can be drawn diverse curriculum understanding, where there are curriculum experts who put pressure on the components of the purpose (aims, goals, objectives), others emphasize learning activities, others content or subject matter, as well as evaluation or assessment.

So, on this paper the writer focus on how to create learning activities whether as one of essential principal in curriculum development Tyler or Zais; thus, on this paper the writer tries to integrate 4Cs in teaching writing as the curriculum development.

In integrating 4Cs with teaching writing the writer used Bruner’s 5e lenses that was synthesized by Kivunja in 2015; the writer tries to synthesized and elaborated to choose some indicator that will be comforted with teaching writing especially in Indonesia; moreover in integrating the writer only used a few Bruner’s lenses.

At the first integration 4Cs in teaching writing used Engagement Bruner lenses as Bruner (1966)  said that engagement lenses focuses on maximizing student’s participation in active learning through actively engaging with the learning tasks, ideas or concepts. So it can be described as below:

Table. 4 integrated 4cs with Bruner Lenses I

<table>
<thead>
<tr>
<th>4Cs Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Teacher gives the topics, and then give an instruction to the students to choose their position (agree/disagree) and try to ask their reasons</td>
</tr>
<tr>
<td>Communication</td>
<td>Teacher allows the students to use some reliable sources, and encourage the student to illustrate and communicate, even synthesize their ideas with some sources</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Teacher give instructions to student to make peer-review with others student about what they write.</td>
</tr>
</tbody>
</table>
| Creativity and innovation | Teacher tries to be a facilitator and tries to open minded in a differentiation method in writing  
                             | teacher try to make student to engage in inquisitive activities. |

Source: Application of Bruner (1966), Kivunja (2015) Synthesized by the writer

The second integration 4Cs in teaching writing the writer used Evaluation Bruner Lenses\(^3\) that felt so suitable for writing; on the other hands, Bruner (1996) said that The Evaluation lens can be use to give students the opportunity to focus on their current performance to determine how they

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\(^3\) Bruner’s 5e Lenses defined as Instructional Model (Bruner, 1996)
are achieving the learning outcomes or not, and what they can do to improve their achievement so it can be a very good lens for students’ self-assessment and formative assessment. It can also be an excellent lens for summative assessment to inform the teacher on strategies and planning needed to improve teaching, learning and assessment, and to make changes as informed by the Evaluation lens. It can be described at below:

**Table 5 4cs Integrated 4Cs with Bruner Lenses II**

<table>
<thead>
<tr>
<th>4Cs Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Teacher instruct the student to make a reflection on what they have written its value in real life</td>
</tr>
<tr>
<td>Communication</td>
<td>Teacher gives a chance to student to demonstrate why or how, and what about their writing in orally, and ask the audience to repeat the value point of their friend works</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Teacher try to complete peer-review among the student about writing</td>
</tr>
<tr>
<td>Creativity and innovation</td>
<td>Create a personal portofolio and assess each other’s portofolio about writing</td>
</tr>
</tbody>
</table>

Source: Application of Bruner (1966), Kivunja (2015) Synthesized by the writer

5. CONCLUSION

This research is aimed to portray the curriculum development in teaching writing: content under-with 4Cs. Based on the result of the research, the writer concluded that the first, writing as one of major subject have been teaching all over the world, include in Indonesia, even writing in Indonesia became a necessity not only for graduation, but also almost all aspect in educational context always related with writing, so that in teaching writing need to develop and link to the 21st century competencies and its not only to fulfill student need in this era but also to prepare student so that they can compete in the world.

The second, the 4Cs are suitable to integrate with some subject, including writing because these competencies are essential to develop student skills in any aspects; the third, in teaching process which is involved 4Cs skills will help to educate student who will succeed in the real world of work; and the fourth, 4Cs can be integrated with teaching writing through Bruner’s 5e lenses instructional model to enrich the curriculum development and instructional design.

Based on the result of the study, some suggestions are drawn to enhance the quality of teaching and learning process. The suggestions are made to be addressed to the English teachers and the researcher. As the end of the writing, the writer delivered the following suggestions:

Teacher who have similar interest to integrate 4Cs in teaching writing are suggested to get well-prepared to identify the each of stages in teaching process, and to the researcher who have similar curiosity in 4Cs to enrich whether to curriculum development or instructional design it must be comprehensive.
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