AN ANALYSIS OF 4C SKILLS IN TEACHING ENGLISH USING MOODLE AT IPB INTERNATIONAL

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This research was qualitative research that aimed to find out how educators inserted the value of 4C skills in teaching English using Moodle. This research was conducted at The Tourism and Business Institute where this institute was not only a vocational institution but also had a specific policy to involve these four skills in the teaching and learning process. In this study, the researchers found two English lecturers who were implementing 4C skills in teaching English. These two participants were interviewed and observed to obtain data before being discussed in this study. From the findings, it is known that lecturers enter the 4C values in various ways. First, the lecturer includes the value of critical thinking which is dominated by using problem-based learning methods where the lecturer gives several cases that must be solved by students. In creative thinking skills, lecturers use project-based learning which requires students to provide creative ideas in the project completion process. In collaboration skills, lecturers insert this value by using group or pair assignments where students have to work together on assignments. Finally, the lecturer inserts the value of communication in almost every meeting, starting from discussions in forums created in Moodle to making dominant role-play-based assignments. Problems faced by lecturers when learning English using Moodle include there must be compulsion for students to interact, the lack of student awareness, the need for extra lecturers' efforts to adapt to this online learning media, internet connection problems and the Moodle mobile application system that is not in sync with Moodle on the website. Lecturers hope that Moodle can have a virtual meeting feature that can create virtual class meetings so that lecturers can communicate with students in real time.

Keywords: 4C Skills; Learning Management System; Moodle

1. INTRODUCTION

There are 4 skills emphasized in the 21st century called 4C, which stands for Critical Thinking, Collaboration, Communication, and Creativity (Roekel, 2015). The first is critical thinking where it is interpreted as the ability to think, understand, and make complex choices and compile, express, analyze, and solve problems. The second is collaboration, collaboration is the ability to work together, synergize with each other, adapt in various roles and responsibilities, work productively with others, put empathy in its place, and respect different perspectives. The third is communication where students are expected to be able to deliver information well so that it is easily understood by the interlocutor or recipient of the message. The last is creativity where students are expected to be able to develop, implement, and convey new ideas to others as well as being open and responsive to new and different perspectives (Erdogan, 2019).

On the other hand, in this COVID-19 pandemic, we are forced to do the teaching and learning process in online way. This is supported by a circular from the Indonesian minister of education number 4 of 2020 which excites online learning during the COVID-19 emergency. It means students and also teachers should conduct the teaching and learning process using LMS (Learning Management System). Nowadays, there are a lot of LMS that can be used in teaching such as; Moodle, Webex, Google Classroom, Zoom, etc. but the spotlight at IPB International is Moodle. This platform offers a lot of benefits and the clearest benefits are in the aspects of accessibility, flexibility, and adaptability in teaching and learning process (Ventayen et al., 2018). It makes teaching and learning process can be done anywhere and anytime which means tourism students can practice their English more often than usual since they can access the classes wherever they want and avoid forgetting about the subject

matter. Moodle might be an appropriate online teaching and learning media for both educators and students. This platform makes it possible to conduct teaching and learning activities flexibly.

As happened at IPB International, lecturers are required to use the Moodle LMS to teach English to tourism students during COVID-19 pandemic and there is a special policy of it. This college has the different policy of other tourism college where other LMS like Zoom or Google Classroom are frequently used but this school preferred to choose Moodle as the main media used in teaching and learning processes. This tourism college is a school where the students not only learn English but also practice their English for their future job. But then, because of this pandemic, this school have to conduct their classroom activities in online way which is going to be hard for teachers and students.

In teaching English in online way, this college chose to use Moodle during the pandemic. This platform was chosen because this platform brings a lot of advantages in teaching and learning process in online way. That is not only that, this platform also helps students to learn the material anywhere and anytime. But now, the real question is how the lecturers in this tourism school insert the 4C skills aspect while teaching using Moodle. When compared to face-to-face learning, lecturers can insert the value of 4C skills where lecturers can interact and see student responses directly. It makes lecturers know the extent of the abilities of the students that they teach in class. But now because of online learning, lecturers will be challenged to insert the value of 4C skills where lecturers cannot interact face-to-face and cannot fully monitor the progress of their students. In this online learning, lecturers must spend extra energy to arrange and determine the right activities for learning through this Learning Management System. It is because learning in online way is not only giving the material and submitting assignment but also put the point which make the students can improve their 4C skills. That is why, this is also going to be a challenge for the lecturer where they have to insert the 4C skills aspect whether teaching in online way.

However, Moodle, which is used for vocational schools that prepare students for work, has never been done in this context where teachers still insert 4C skills in their teaching. Besides that, this college is a school that produces ready-to-use tourism personnel so that the English that is needed is practical English, unlike other universities where the use of LMS is scientific and not practical. That is why, this research is required in order to find out how English lecturers use Moodle to teach practical English; specifically the present study discusses how lecturers insert 4C skills in teaching English using Moodle.

2. RESEARCH METHOD

This study used qualitative research method where the data were presented descriptively. The subjects of this study are two English lecturers of The International Tourism and Business Institute in academic year 2020/2021. Both of these lecturers have educational backgrounds at the same level, namely masters of education in the field of English. The first lecturer has teaching experience at the university level for approximately 4 years. While, the second lecturer has teaching experience at the university level for approximately 7 years.The data were collected by doing observation, interview, video and taking pictures/ screen capture. Observations were carried out for 3 months by observing the teaching and learning activities that the lecturers did on Moodle and other learning platforms that the lecturers used. The data were analyzed using induction, data reduction, and trustworthiness process. The instrument used to collect the data could be seen in the Table 1 as follows;

Table 1. Instruments Used

Research Questions	Instruments
How are 4C skills inserted in teaching learning process using Moodle in teaching English at Tourism Institute?	• Researcher • Interview guidelines • Observation sheet • Document checklist
What are the problems faced by the teacher in teaching process using Moodle at Tourism Institute?	• Researcher • Interview guidelines

Research Questions	Instruments
What are the teachers' opinions about the implementation of 4C skills in teaching process using Moodle in teaching English at Tourism Institute?	• Researcher • Interview guidelines

3. FINDINGS AND DISCUSSION
How 4C skills are inserted in the teaching and learning process using Moodle in teaching English at the International Tourism and Business Institute

The 4c skills are 21st learning skills which consists of Critical thinking, Creative thinking, Collaboration and Communication (Trilling & Fadel, 2009). The first is critical thinking where it is interpreted as the ability to think, understand, and make complex choices and compile, express, analyze, and solve problems. The second is collaboration, collaboration is the ability to work together, synergize with each other, adapt in various roles and responsibilities, work productively with others, put empathy in its place, and respect different perspectives. The third is communication where students are expected to be able to deliver information well so that it is easily understood by the interlocutor or recipient of the message. The last is creativity where students are expected to be able to develop, implement, and convey new ideas to others as well as being open and responsive to new and different perspectives (Erdogan, 2019).

a) Critical Thinking

Critical thinking skills were the first skills that would be described in this finding. These data were obtained after doing observations on English learning activities at Moodle and other platform and the results of interviews with the two lecturers. The way of inserting the critical thinking skills can be summarized in Table below;

Table 1. Summary of Findings (Critical Thinking)

The Innovation and Learning Skills (4C)	Mode of learning	Where to be inserted	Topic/ Material	Place/ Section	Method/Technique used
Critical Thinking	Online through Zoom	Teaching and learning process	Negotiation	Brainstorming	Problem based learning
	Online through Zoom	Teaching and learning process	Negotiation	Main activity	Problem based learning
	Online through Zoom	Teaching and learning process	Negotiation	Main activity	Problem based learning
	Online through Moodle	Teaching and learning process	Business Presentation: Performance	Group project	Project based learning
	Online through Zoom	Teaching and learning process	Promotion Strategy	Brainstorming	Problem based learning
	Online through Moodle	Teaching and learning process	Telling Price	Individual task	Project based learning
	Online through Moodle	Teaching and learning process	Business Letter: Parts and Organization	Project	Project based learning

The Innovation and Learning Skills (4C)	Mode of learning	Where to be inserted	Topic/ Material	Place/ Section	Method/Technique used
	Online through Moodle	Teaching and learning process	All topics/materials	Project	Project based learning
	Online through Moodle	Teaching and learning process	All topics/materials	Question and Answer session	Project based learning and Problem based learning
	Online through Moodle	Teaching and learning process	Tour Promotion Strategy	Project material	Project based learning
	Online through Moodle	Teaching and learning process	Telling Time	Individual task	Project based learning

It can be seen that this lecturer used a case study to provoke students to think critically about a certain issue. He gave an example that he gave four prospective candidates to be recruited in a company and asked students to choose who deserved to be accepted and explained the reasons why they accepted or rejected the given candidates. The second lecturer believed that with this way, students will think critically where they will think about the strengths and weaknesses of each candidate to be considered before accepting or rejecting the candidate. The second lecturer also explained that this case study could be carried out for high-semester students where they already knew a lot about Business English because they had conducted the training so that they could provide material that provoked students to think critically.

From the findings, it was known that the values from critical thinking were included in student projects. These projects were given in the learned process by lecturers used problem-based learned. The same thing was found in research conducted by Masek & Yamin (2011) & Narmaditya et al., (2017) where the valued of critical thinking was entered with the problem based learned method to increase students' critical thinking power during learned. Kong et al., (2014) & Umar et al., (2020) found that problem based learned was very effective in increasing students' critical thinking, especially in solved cases or problems that students faced. Nurlaela et al., (2020) found that students' abilities increased by using problem-based learning methods to students' learning process. Students are also encouraged to think harder in finding solutions when faced with a problem (Susilo et al., 2020).

b) Creative Thinking
Creative thinking skills were the second skills that would be described in this finding. These data were obtained after doing observations on English learning activities at Moodle and the results of interviews with the two lecturers. The way of inserting the creative thinking skills can be summarized in Table 3 as follows;

Table 2. Summary of Findings (creative thinking)

The Innovation and Learning Skills (4C)	Mode of learning	Where to be inserted	Topic/ Material	Place/ Section	Method/Technique used
Creative Thinking	Online through Moodle	Teaching and learning process	Promotion Strategy	Project material	Project based learning

The Innovation and Learning Skills (4C)	Mode of learning	Where to be inserted	Topic/ Material	Place/ Section	Method/Technique used
	Online through Moodle	Teaching and learning process	Tour Promotion Strategy	Project material	Problem based learning
	Online through Moodle	Teaching and learning process	Curriculum Vitae and Personal Resume	Project material	Project based learning
	Online through Moodle	Teaching and learning process	Business Presentation: Preparation	Group project	Project based learning

The lecturer inserted creative thinking skills into a video project that asked students to make a video about selling a product. In this video, students were required to be innovative in finding ways to convince consumers to buy these products. He explained that this is where creative learning was inserted. From the results of interviews, lecturers believed that these projects would make students have the ability to think creatively where they would make efforts to find new things that they could use to create a business or develop an existing business in the future. It was because when a student finds a new idea, the student can be said to have the ability to think creatively (Aini et al., 2020). A person's level of creativity can be seen from how the student finds solutions to various existing problems (Basadur et al., 2000). From the results of student work that has been observed, it was found that most students were able to complete the task by providing a solution to the case or problem given to the project. That means, if viewed from the table Level of Creative Thinking in Aini's study (Aini et al., 2020), most students in the class have a level of creativity Level 3 where students can only provide a solution to solve existing problems.

The next, here is the observation result of learning English online using Moodle in the creative thinking aspect, the researcher sees several activity points that contain critical thinking values in learning English using Moodle which can be seen in the pictures below;

Figure 1. Screen Capture E-Learning Activity on Moodle (1)
(Source; https://e-learning.ipb-intl.ac.id/mod/forum/discuss.php?d=10266)

This was an assignment given by the lecturer on the material "Business Presentation". In this material, students worked together on each group to make a power point to promote their product on the business presentation preparation material. Students were required to be creative and innovative in choosing and making their own products that could compete at this time. Then, students were asked to make attractive power points, not like boring ordinary power points in order to attract the customers' interest while doing the product presentation. This power point was made with the aim of making it easier for the audience as well as increasing the audience's interest in the products sold by students.

From the projects given, it was found that lecturers were more dominant in applying the problem-based learning method rather than project-based learning where students were given more cases or problems to be solved by students. The Ersoy & Başer (2014) research showed that by using problem-based learning, the level of creative thinking of students increases where it is one of the higher-order thinking skills. This is in line with the Andi et al., (2021) study who claimed that the problem-based learning method is quite effective in making students think creatively. The results of the Tan et al., (2020) findings also showed that there was an improvement in students in finding solutions to problems when the problem-based learning method is implemented.

c) Collaboration

Collaboration skills were the third skills that would be described in this finding. These data were obtained after making observations on English learning activities at Moodle and other learning platform and the results of interviews with the two lecturers. The way of inserting the collaboration skills can be summarized in Table 4 as follows;

Table 3. Summary of Findings (Collaboration)

The Innovation and Learning Skills (4C)	Mode of learning	Where to be inserted	Topic/ Material	Place/ Section	Method/Technique used
Collaboration	Online through Moodle	Teaching and learning process	Business Presentation: Preparation	Group project	Project based learning
	Online through Moodle	Teaching and learning process	Business Presentation: Performance	Group project	Project based learning
	Online through Moodle	Teaching and learning process	Business Letter: Writing	Pair work	Project based learning
	Online through Moodle	Teaching and learning process	Business Meeting Agenda	Individual Project	Project based learning
	Online through Moodle	Teaching and learning process	Accommodation	Group project	Project based learning
	Online through Moodle	Teaching and learning process	Tour package	Group project	Project based learning
	Online through Moodle	Teaching and learning process	Tour Promotion	Group project	Project based learning
	Online through Moodle	Teaching and learning process	Travelling Items	Group project	Project based learning

The Innovation and Learning Skills (4C)	Mode of learning	Where to be inserted	Topic/ Material	Place/ Section	Method/Technique used
	Online through Moodle	Teaching and learning process	Taking Guest Request via Telephone	Pair Project	Project based learning

On the value of the ability to collaborate, the researcher found several activities in Moodle that contained the value of collaboration and were screenshots to be discussed in this study. The results of these screenshots can be seen in the figure below;
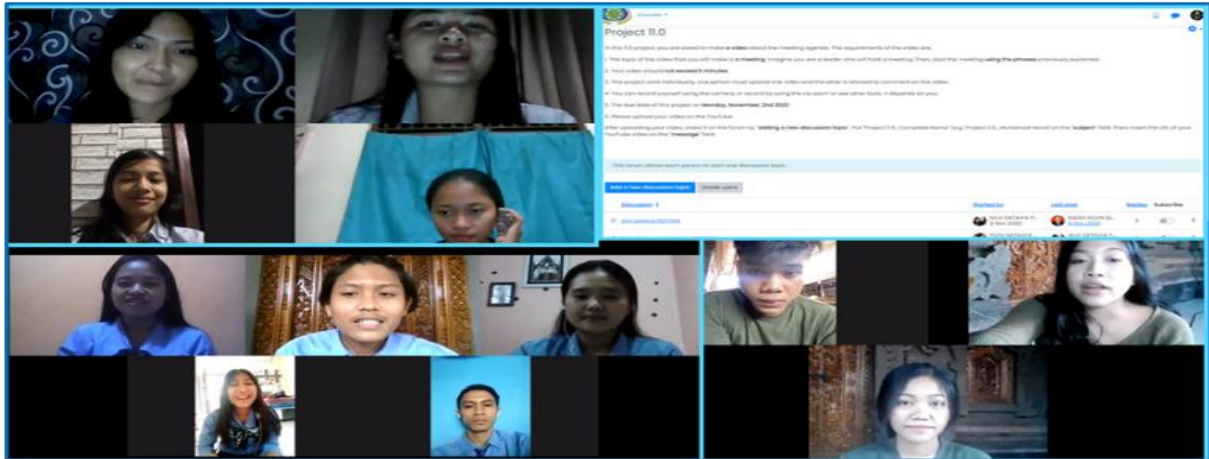

Figure 2. Screen Capture e-Learning Activity on Moodle (2)
(Source; https://e-learning.ipb-intl.ac.id/mod/forum/view.php?id=55982)

In Figure 2, it can be seen that a preview of the assignments that have been done by students in this material. In this material, each student made a video meeting where she / he should be a leader who hold a meeting. The other students on the group became the participants of the meeting. This task aimed to prepare students mentally to lead a meeting in the world of work, especially using English in leading a meeting. In addition, students also learned to collaborate with each other to work on this task where each student was responsible for their respective roles. In this preview of assignments, students were seen complementing each other in holding a meeting. The teaching lecturer knew that students introspect each other's shortcomings during the video making process. This information was obtained from students' admissions about what was experienced during the making of this assignment.

Figure 3. Screen Capture e-Learning Activity on Moodle (2)
(Source; https://e-learning.ipb-intl.ac.id/mod/forum/discuss.php?d=28105)

Another material that has collaborative value in it was the "Accommodation" material. In this material, the lecturer gave project where each group of students must make a simple report using PowerPoint on the results of library research. This library research asked students to find information about certain topics. Here, the lecturer determined the topics that students can choose, including Hotel vs Resort, Motel vs Hostel, Cottage vs Villa or Homestay vs Guest House. The report must include at least the uniqueness offered in the accommodation, positive and negative things about the two accommodations as well as a clear visualization of each.

The results of the interviews showed that the lecturers believed that students collaborated well while working on their projects even though the lecturers could not see them directly. The lecturer believed it because the lecturer assessed the students' works which were quite good, one of which was in the form of a video presentation. In each video presentation, students seemed to complement each other which made the presentation maximized. Collaboration is about working together to achieve goals and putting talent, expertise, and intelligence to work (Trilling & Fadel, 2009). In this case, students were included in the criteria of collaborating with others as stated in The Partnership for 21st Century Skill (P21) in 2009 where students should be able to demonstrate ability to work effectively and respectfully with diverse teams. Another thing that made lecturer sure was the student presentation about the assignments that students previously uploaded in Moodle during learning using Zoom virtual meetings. This was in line with Djunaidi (2021) research, who claimed that students' collaborative skills increased when making presentations together.

From the overall results of observations and interviews, it was known that the lecturer inserts the value of this collaborative skill using the project-based learning method. Rahayu et al., (2021) research showed that learning models which were suitable for the process of learning in order to improve collaboration (cooperation) and communication that was a project-based learning model where this project-based learning model required students to create a project with a teamwork system. In addition, the results of research in Korea done by Kim et al., (2019) showed that learning using the Moodle online learning system had the ability to enhance creative collaboration of learning participants. It proved that by giving project groups and pairs, lecturers can improve students' collaboration skills in learning using Moodle.

d) Communication

Critical thinking skills were the last skills that would be described in this finding. These data were obtained after making observations on English learning activities at Moodle and other learning platform and the results of interviews with the two lecturers. The way of inserting the communication skills can be summarized in Table 5 as follows;

Table 5. Summary of Findings (Communication)

The Innovation and Learning Skills (4C)	Mode of learning	Where to be inserted	Topic/ Material	Place/ Section	Method/Technique used
Communication	Online through Moodle	Teaching and learning process	Greeting and Introduction	Individual Project	Project based learning
	Online through Moodle	Teaching and learning process	All topics/ materials	Question and Answer session	
	Online through Moodle	Teaching and learning process	All topics/ materials	Project	Project based learning

The Innovation and Learning Skills (4C)	Mode of learning	Where to be inserted	Topic/ Material	Place/ Section	Method/Technique used
	Online through Moodle	Teaching and learning process	All topics/ materials	Forum session	
	Online through Zoom	Teaching and learning process	Negotiation	Main activity	Problem based learning
	Online through Zoom	Teaching and learning process	Negotiation	Main activity	Problem based learning
	Online through Zoom	Teaching and learning process	Business Letter: Writing	Sharing session	
	Online through Moodle	Teaching and learning process	Business Presentation: Performance	Group project	Project based learning
	Online through Moodle	Teaching and learning process	Business Meeting Agenda	Individual Project	Project based learning (Role-play)
	Online through Zoom	Teaching and learning process	Handling Tour Reservation	Practice Session	Project based learning (Role-play)
	Online through Moodle	Teaching and learning process	Tour Promotion	Group project	Project based learning (Role-play)
	Online through Moodle	Teaching and learning process	Items in Hotel Room	Individual Project	Project based learning (Role-play)
	Online through Moodle	Teaching and learning process	Taking Guest Request Via Telephone	Pair Project	Project based learning (Role-play)
	Online through Moodle	Teaching and learning process	Requested Items Delivery In Housekeeping Service	Individual Project	Project based learning (Role-play)
	Online through Moodle	Teaching and learning process	Collecting Laundry	Individual Project	Project based learning (Role-play)
	Online through Moodle	Teaching and learning process	Giving the Laundry back	Individual Project	Project based learning (Role-play)

The Innovation and Learning Skills (4C)	Mode of learning	Where to be inserted	Topic/ Material	Place/ Section	Method/Technique used
	Online through Moodle	Teaching and learning process	Receiving Problem Reports Call	Individual Project	Project based learning (Role-play)
	Online through Moodle	Teaching and learning process	Repairing and maintenance service	Individual Project	Project based learning (Role-play)
	Online through Moodle	Teaching and learning process	Dealing With Lost and Found Item Call	Individual Project	Project based learning (Role-play)
	Online through Moodle	Teaching and learning process	Handling Complaint	Individual Project	Project based learning (Role-play)

From the observations, it was found that some of the activities carried out in Moodle have values from the communication skills that have been inserted by the lecturer. These activities are screenshot and described in this research. The results of the findings can be seen in the image below;
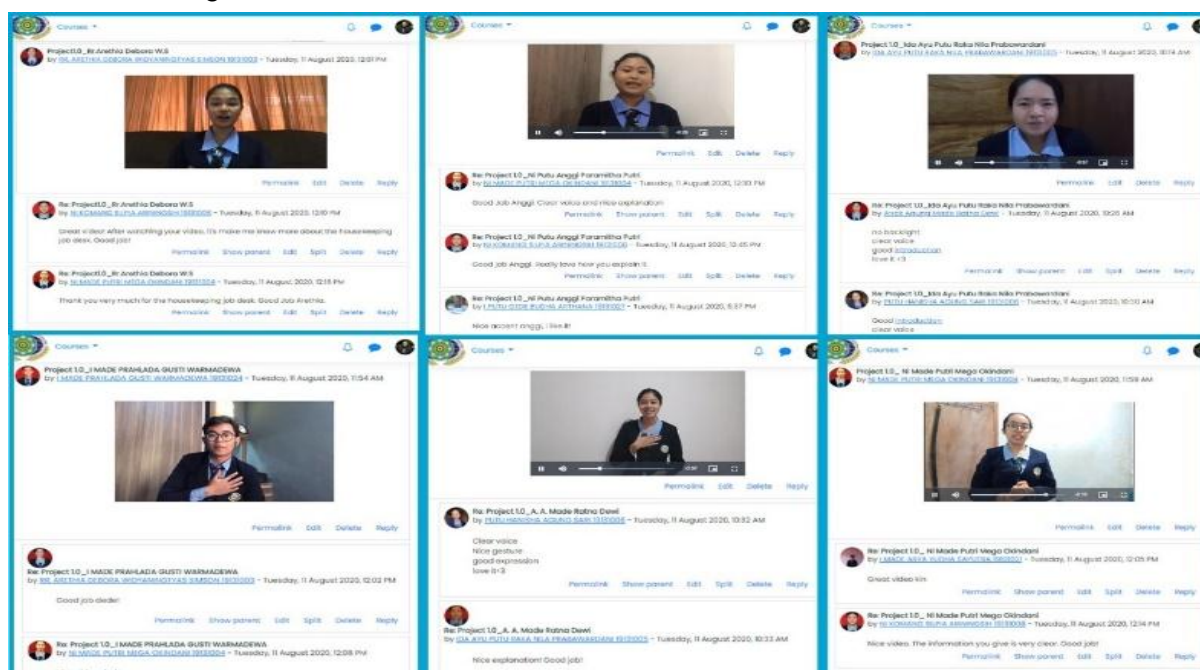

Figure 4. Screen Capture e-Learning Activity on Moodle (3)
(Source; https://e-learning.ipb-intl.ac.id/mod/forum/discuss.php?d=322)

First, the values of communication skills were inserted by the lecturer in the material "Greeting and Introduction". On this material, every student was asked to record his/herself on a video of giving an English self-introduction in professional context. The video should consist of greeting and self-introduction with proper manner and proper content of professional housekeeping staff/operator. This project aimed to train students to introduce themselves using English so that it could be used in real life.

Another project that has the value of communication skills was in the 'Business Meeting Agenda' material. This project was also an individual project where each student made a video meeting where she / he should be a leader who holds a meeting. The other students

became the participants of the meeting. Here, each student was required to take turns taking part in being the leader of the meeting. The first lecturer said that this task focused on the communication skills of students who were trained to become accustomed to leading meetings. Further, this was also included in the project-based training implemented by the first lecturer.

The given tasks such as making video presentations, vlog video to role-play videos were carried out by lecturers to improve students' communication skills. In the study of Rosyadi et al. (2021), presentations could not only improve students' speaking skills but could also increase students' confidence in using English. It was similar to the results of the research of Surwanti & Tamansiswa (2019) where lecturers used presentation assignments to increase students' self-confidence to speak English during learning. Further, Ajleaa & Maarof, (2018) research showed that role-play served as a right teaching technique to improve students' ESL communication skills. From the lecturer's statement during the interview, this role-playing video was also used to make students practice English according to their role in online learning during this pandemic. The research of Bunjan & Suppasetseree (2017) research supported the lecturer's statement where project using role-playing enhanced the English oral communication skills for tourism students.

In all English learning activities at Moodle, this communication skill was highly emphasized by the lecturers. That was because this campus is a vocational institution where it produces students who are ready to work and use their skills, especially speaking in English. As in the Wahyuni et al. (2018) study, the research showed that the communication skills were the most needed to enter the workplace by vocational students. That was because the ability to communicate is one of the keys to being successful in careers such as getting a job, continuing study, and starting a business as an entrepreneur (Suroto et al., 2017).

From the overall data on communication skills obtained, it was known that lecturers used the Project-based learning method as a method for inserting communication skills during English learning using Moodle. The projects were designed to require students to speak English orally or in writing. Project-based learning itself has been proven to be effective in improving students' communication skills, such as the study of Asih & Ellianawati (2019) which showed project-based learning enhanced communication skills of vocational students. This was in line with the Kaddour's (2020) research which showed that English communication skills develop when the teaching and learning process implemented the project-based learning methods. Further, the study of Devkota (2017) found that 21st century skills can be developed using project-based learning. It means that the lecturer's decision to use project-based learning dominantly for learning English was the right decision made by the lecturer at The International Tourism and Business Institute.

The problems faced by lecturers in the learning process using Moodle at The International Tourism and Business Institute

Researchers conducted interviews with the two lecturers as resource persons in this study. This interview was done to obtain information about the obstacles faced by lecturers during online learning using Moodle. The summary of the findings about the problems faced by lecturers can be seen in the table below;

Table 6. Summary of Findings of Problems faced by Lecturers

Summary of Findings	
No. Problems faced by Lecturers	What lecturers did
1. Students' awareness of the importance of opening an LMS (Moodle) was still low	Remembering students to open their LMS (Moodle) through WhatApps Group
Adjustment of lecturers' teaching methods with online media (Moodle)	Give extra effort in adapting to online media (Moodle)

No.	Summary of Findings	
	Problems faced by Lecturers	**What lecturers did**
2.	Internet connection error as the students' reason for not being able to take part in learning or late in submitting the task	Students who were late on purpose would be given minus ten points (-10) and students who are late in submitting assignments due to accident would be given minus five points (-5). It means it depends on the obstacles faced by students. If there were students who did not confirm the delay, they would immediately be given minus ten points (-10)
3.	Lecturers are not satisfied with assessing students' speaking skills only through videos	Conducting learning through Zoom meetings to see the development of students' speaking skills
4.	Error synchronization of Moodle web and Moodle mobile application	Ask students to access Moodle via the web only

Another problem faced by lecturers at The International and Business Institute was lecturers felt less than optimal in improving students' abilities, especially in speaking skills. That was because lecturers could only assess the development of students' speaking skills only through videos or virtual meetings. It was different from before where lecturers did this, there were offline classes so that lecturers could maximize teaching, especially speaking skills which were very important for students to be mastered at The International Tourism and Business Institute. Cha & Kim (2011) found that students' speaking skills got a better score in offline class rather than online class. It means that students' speaking skills have more potential to be improved in offline class as what was happened at The International and Business Institute.

The last problem was the problem most often found in online learning. The problem was an unstable internet connection and also an error in the system. In the case at The International Tourism and Business Institute itself, the lecturer said that some students who did not take online learning and also did not do their assignments or were late in submitting assignments had almost the same reasons about their internet connection. In addition, Moodle at The International Tourism and Business Institute had problems where the system on the server was not connected to the student Moodle mobile application. These two things caused students' learning to be not optimally accepted by all students at The International Tourism and Business Institute. The same finding was found in Kamba's (2009) study where most students gave reasons for connection problems when participating in online learning. This causes the increase in the ability of students at the school to be less than optimal. The same thing was found in the research of (2014) and Korucu & Alkan (2011) where students experienced a decline in educational performance, one of which was caused by connection problems received by some students who took online learning there. As educators, teachers cannot completely overcome these problems because the locations and connections of each student are different and can only be minimized by the efforts of the students concerned (Taat & Francis, 2020). It means this problem has become a problem that often occurs during the learning process, which also occurs in online learning using Moodle at The International Tourism and Business Institute

Lecturers' opinions about the application of 4C skills in the learning process using Moodle in English learning at the International Tourism and Business Institute

Based on interview, it was found that the two lecturers in this study acknowledged that the values of the 4C skills were very important to be embedded in learning, especially communication skills. That was because students of The International Tourism and Business Institute were students of tourism and business, so communication skills were emphasized to be mastered by all students. This is supported by the research of Bury & Oka (2017) who stated that speaking English was the factor perceived to be most important by the tourism students. English is an excellent second language to learn, whether for business, travel or personal reasons (Anora, 2020). That means the ability to communicate in English is very

important to be learned by students at The International Tourism and Business Institute. That was why the development of communication skills was most focused by lecturers among other 4C skills skill.

In addition to the positive impact of Moodle, the second lecturer interviewed also said that there is a feature which is good to be added to this online learning media. This feature is a virtual meeting where lecturers and students can communicate directly with each other while seeing the faces of each person live (Almarzooq et al., 2020). So far, lecturers at The International and the Business Institute had used third parties to conduct learning via virtual meetings because Moodle did not have this feature yet. Lecturers hoped that this feature could exist in Moodle, which would make lecturers no longer need to use third parties as learning intermediaries in virtual meetings

4. CONCLUSION AND SUGGESTIONS

Lecturers inserted 4C values in various ways. The lecturer inserted the value of critical thinking dominated by using a problem-based learning method where the lecturer gave several cases that had to be solved by students. Here, students had to think critically to find solutions by considering the conditions or situations given by the lecturer. Furthermore, on the ability of creative thinking skills, lecturers used project-based learning which required students to provide creative ideas in the process of finishing the project. The tasks in question included making your own personal resume design, creating new products to be presented, to thinking about ways to promote a product. In collaboration skills, the lecturer inserted this value using group or pair assignments where students have to work together with each other in doing the assignments. In this project, students improved their collaboration skills where they complement each other in sharing information, ideas or knowledge to finish the given task. Finally, the lecturer inserted the value of communication in almost every meeting, starting from discussions on forums created in Moodle, creating assignments that required students to communicate, until practicing their communication skill through Zoom meetings. The most dominant method used was project-based which focuses on role-play tasks. The value of this communication skills was the most value inserted by lecturers considering that this ability is the most important ability mastered by tourism students to succeed in the workplace.

Problems faced by lecturers while learning English using Moodle included the lack of student awareness, the need for extra lecturers' efforts to adapt to this online learning medium, internet connection problems and the Moodle mobile application system that is not in sync with Moodle on the website. Lecturers thought that Moodle is very good as an online learning medium because it has many features to help lecturers and students carry out the learning and teaching process during this COVID-19 pandemic. However, the lecturer hoped that Moodle could have a virtual meeting feature like Zoom which could create virtual class meetings so that lecturers could communicate with students in real time.

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