

## Global Perspective-Based Learning Approaches In Enhancing Students' 4C Competencies: A Literature Review

Arsya Medika Butar Butar<sup>1</sup>, Fazira Adisti<sup>2</sup>, Sarah Mutiara Sianipar<sup>3</sup>, Cindy Rosdiana Sihotang<sup>4</sup>

<sup>1,2,3,4</sup> Universitas Negeri Medan, Indonesia

Correspondence: [arsyamedikabutarbutar@gmail.com](mailto:arsyamedikabutarbutar@gmail.com)

### Abstract

The development of globalization and technological advancement in the 21st century requires the education sector to prepare students to face increasingly complex global challenges. Education is no longer focused solely on mastering subject matter, but also on developing 21st-century competencies known as the 4C skills: critical thinking, creativity, communication, and collaboration. This study aims to analyze the concept of global perspective-based learning and its relationship to improving students' 4C competencies. The research method used is a literature review by examining various scientific sources such as journals, books, and research findings relevant to the topic of global perspective-based learning and 21st-century skills. The findings show that a global perspective in education can help students understand various world issues, broaden their horizons, and enhance critical thinking skills toward global problems. In addition, global perspective-based learning can foster students' creativity through project activities, improve communication skills through discussions and presentations, and strengthen collaboration through group work and cross-cultural interactions. The role of teachers is highly important in designing innovative learning activities and encouraging the development of 4C skills through various learning models such as Project-Based Learning, Problem-Based Learning, Collaborative Learning, and Inquiry-Based Learning. However, the implementation of 4C-based learning also faces several challenges, including teachers' limited ability to utilize technology, differences in students' abilities, and limitations in time and school resources. Therefore, continuous efforts are needed to improve teachers' competencies and strengthen educational system support so that global perspective-based learning can be implemented optimally.

Keywords: Global perspective, 4C skills, 21st-century learning, student competencies.

## INTRODUCTION

The development of globalization has brought significant changes to various aspects of life, including education. Globalization is characterized by increasingly open relations among countries due to advancements in science and technology, particularly in transportation and communication. The rapid flow of information, culture, and economy across borders requires every country to adapt effectively. This condition makes education a crucial sector in preparing human resources to face the challenges of an increasingly competitive world. In this context, a global perspective in education becomes essential. Education should not only focus on mastering academic content, but also on shaping students who possess broad insight, critical thinking skills, and readiness to compete internationally without abandoning national values. Therefore, strengthening a global perspective in the era of globalization is highly important so that Indonesian

education can produce high-quality, adaptive, and globally competitive generations (Bakiyah, 2022). Education in the 21st century requires students to possess learning and innovation skills, skills in using and utilizing technology and information media, as well as the ability to work and survive with life skills (Okta et al., 2025).

The 21st century is marked by rapid technological advancement and the Industrial Revolution 4.0, which have brought changes to various aspects of life, including education. This condition requires educational systems not only to focus on mastery of subject matter, but also on the development of 21st-century competencies such as critical thinking, creativity, collaboration, and communication. Therefore, learning processes need to be designed innovatively by integrating new literacies and global insights so that students can adapt and compete in the era of globalization (Sukaesih et al., 2023).

One of the main competencies that must be developed in 21st-century learning is the 4C skills (Critical Thinking, Creativity, Communication, and Collaboration). Based on the literature review in (Nurhayati et al., 2024), 4C skills are essential provisions for students in facing global challenges. Critical thinking and problem solving emphasize students' ability to analyze information, understand problems deeply, and find logical and reflective solutions. Creativity and innovation encourage students to think divergently, generate new ideas, and offer innovative solutions. Communication skills direct students to convey ideas clearly and persuasively, both orally and in writing, even in multilingual contexts. Meanwhile, collaboration requires the ability to work effectively in teams, including utilizing technology and social media as tools for global collaboration.

Global perspective-based learning offers a promising innovative approach. By integrating global issues, cross-cultural perspectives, and real-life contexts into the learning process, students not only broaden their understanding of the world, but also develop critical thinking skills, enhance creativity, improve cross-cultural communication, and strengthen collaboration within diverse teams. This approach aligns with the philosophies of constructivism and humanism in education, where students are active subjects in constructing their own knowledge.

## **METHOD**

This study employs a literature review method to analyze in depth the concept of global perspective-based learning in improving students' 4C competencies, which include critical thinking, communication, collaboration, and creativity. A literature review is a research method conducted by collecting, examining, and analyzing various scientific sources relevant to the research topic. Through this method, researchers can obtain a comprehensive understanding of concepts, theories, and previous research findings related to global perspective-based learning and the development of 21st-century competencies among students.

## **RESULTS AND DISCUSSION**

According to (Supriyanto, 2025), a global perspective is a way of viewing and thinking about a problem, event, or activity from the standpoint of global interests, namely from the perspective of world or international concerns. (Kusuma & Karimah, 2025) also explain that a global perspective is a broad and comprehensive way of viewing phenomena and problems occurring in the world, including interactions, interdependence, and competition among human beings.

According to (Nurhamidah et al., 2025), 4C competencies are a framework developed to define the essential skills required in the 21st century. The following is a detailed explanation of each 4C component and its relevance in the context of modern

learning.

#### 1. Critical Thinking

Critical thinking is the ability to analyze information deeply, evaluate evidence, identify bias, and make decisions based on logical reasoning. In the context of global learning, critical thinking involves the ability to connect local issues with global contexts, question different perspectives, and develop a more nuanced understanding of world complexities. In global perspective-based learning, critical thinking develops through students' engagement with complex issues such as climate change, economic inequality, cultural conflict, and technological transformation. Students are encouraged to investigate multiple perspectives, analyze causes and effects, and develop in-depth, evidence-based arguments.

#### 2. Creativity

Creativity is the ability to generate new, original, and innovative ideas to solve problems or create valuable works. In the context of global learning, creativity is enriched by exposure to different perspectives, practices, and ways of thinking from various cultures and backgrounds. Global perspective-based learning encourages creativity through projects that challenge students to combine understanding from multiple sources, explore alternative solutions, and develop creative products or presentations that demonstrate their understanding of global issues.

#### 3. Communication

Communication is the ability to convey messages clearly, effectively, and inspiringly, both orally and in writing, as well as the ability to listen to and understand others' perspectives. In an interconnected world, cross-cultural and multilingual communication is becoming increasingly important. Global perspective-based learning enriches students' communication skills through exposure to diverse perspectives, in-depth discussions of global issues, presentations before heterogeneous audiences, and collaboration with partners from different cultures. Students learn to communicate with cultural sensitivity, clarity, and impact.

#### 4. Collaboration

Collaboration is the ability to work effectively with others toward shared goals, appreciate each individual's contributions, resolve differences constructively, and achieve outcomes that surpass what can be accomplished individually. Global perspective-based learning creates natural contexts for developing collaboration through projects involving students from diverse backgrounds, virtual student exchanges, and engagement with international partners. In this environment, students not only learn to work together, but also learn to appreciate diversity and utilize differences as strengths.

According to (Aziziy et al., 2025), the relationships among these skills are complementary and cannot always be separated absolutely. For example, critical thinking often becomes a prerequisite for producing creative solutions, while effective communication is a key element in successful collaborative practices.

A global perspective in education is a learning approach that prepares students to understand, respond to, and adapt to the dynamics of global changes characterized by technological development, rapid information flow, and increasing interdependence among countries. In the context of 21st-century education, a global perspective emphasizes not only knowledge mastery but also the development of competencies relevant to global needs. One of the main competencies supporting a global perspective is the 4C skills: critical thinking, creativity, communication, and collaboration. Critical thinking skills are needed so that students can analyze global information rationally and not be easily influenced by unverified information. Creativity is important to encourage

innovation and adaptive abilities in facing global challenges. Communication and collaboration skills are essential provisions for interacting and working with individuals from diverse cultural backgrounds. Thus, a global perspective and 4C skills have a complementary relationship, where the global perspective serves as the direction of educational development, while 4C competencies are the skills students must possess to actively and competitively participate in global society (Aulia et al., 2026).

According to (Realitawati, Fadhli Dzil Ikrom, Endang Herawan, 2024), the role of teachers in implementing 4C skills is very important in creating a learning environment that supports the development of communication, collaboration, critical thinking, and creative thinking skills in students. Teachers act as facilitators who design learning activities so that students can actively develop these skills. In terms of communication, teachers use techniques such as the Restitution Triangle to help students understand and correct their mistakes in problem-solving contexts. For collaboration skills, teachers encourage students to work in groups using models such as Project-Based Learning (PjBL), Problem-Based Learning (PBL), Collaborative Learning, and Inquiry-Based Learning, all of which enhance teamwork and student discussion. The following are explanations of learning models that support these competencies:

1. Project-Based Learning (PjBL)

According to (Dian & Noviati, 2021), Project-Based Learning (PjBL) is a learning model that focuses on students' active involvement in projects relevant to real-life situations. This model encourages students to think critically, construct their own knowledge, and produce products or solutions from the projects they undertake. PjBL involves teamwork, where students share ideas and solve problems together while developing collaboration and communication skills.

2. Problem-Based Learning (PBL)

Problem-Based Learning (PBL) is one of the learning models widely recommended in 21st-century educational literature because it supports the development of higher-order thinking skills. This model places real or contextual problems as the starting point of learning, encouraging students to actively investigate, discuss, analyze, and solve problems (Qodri & Turmudi, 2025).

3. Collaborative Learning

According to (Sa & Nuryanto, 2025), this model emphasizes cooperation among students in groups to complete tasks, discuss, and solve problems together. Essentially, students do not learn individually but help one another and exchange ideas to deepen their understanding. This learning approach is based on the idea that learning becomes more meaningful when students actively discuss, express opinions, and construct knowledge collectively.

4. Inquiry-Based Learning

The guided inquiry model is a learning model that emphasizes students' active involvement in the learning process. In this approach, students are guided to solve problems and discover concepts with the teacher's assistance (Puspitasari & Rusmawati, n.d.).

Teachers also play a role in developing students' critical thinking skills by applying methods such as triggering questions and outdoor activities, including observations or field visits, which can stimulate students' curiosity and analytical abilities. Furthermore, in developing creativity skills, teachers provide opportunities for students to create through practical projects relevant to daily life. Therefore, the teacher's role is not limited to delivering material but also includes guiding and mentoring students by creating opportunities for them to develop 4C skills optimally.

The implementation of learning strategies based on 21st-century or 4C skills (critical thinking, communication, collaboration, and creativity) still faces various obstacles in schools (Fadhilah, 2025). The challenges include:

1. Teachers must be able to adapt learning to the independent curriculum, which emphasizes differentiated learning according to students' diverse needs and interests.
2. Teachers face challenges in improving their ability to select and apply learning strategies that can develop 4C skills, although not all teachers possess these competencies.
3. Teachers are expected to analyze individual students' learning needs and abilities, which requires special attention to varying ability levels in the classroom.
4. The use of technology in creative and innovative learning is a major challenge because many teachers have not fully mastered digital tools and applications that support 4C skills.
5. Limited time and resources in some schools become obstacles in implementing learning focused on 4C skills.
6. Providing constructive feedback to encourage students to think critically, creatively, and collaboratively is a particular challenge for teachers in 4C learning (Afida, 2022).

## CONCLUSION

global perspective-based learning plays an important role in developing students' 4C competencies, namely critical thinking, creativity, communication, and collaboration, which are essential skills in 21st-century education. By integrating global issues, cross-cultural understanding, and real-world contexts into the learning process, students are encouraged to think critically, communicate effectively, collaborate with diverse groups, and create innovative solutions to complex problems. The successful implementation of this approach is strongly influenced by the role of teachers as facilitators who design interactive and student-centered learning through models such as Project-Based Learning, Problem-Based Learning, Collaborative Learning, and Inquiry-Based Learning. However, challenges such as limited technological competence, differences in students' abilities, and inadequate educational resources still need to be addressed. Therefore, continuous support for teacher professional development and educational innovation is necessary to ensure that global perspective-based learning can effectively prepare students to become competitive, adaptive, and responsible global citizens.

## REFERENCES

- [1] Afida, R. N. (2022). Literature Review : Peran Guru dalam Membangun Ketrampilan 4C Siswa dengan Pembelajaran Berdiferensiasi. 643–647.
- [2] Aulia, F., Zulfa, Z., Arfiani, D. N., Nahyaa, Y. H., & Aji, R. S. (2026). Penerapan Kompetensi Abad Ke-21 4C ( Literasi , Digital , Dan Karakter ) Dalam Kurikulum Sekolah Dasar. 2, 264–266.
- [3] Aziziy, Y. N., Ghofur, A., & Rasyid, A. (2025). Keterampilan 4C dalam Pendidikan Indonesia : Analisis Peran Mediasi antar Dimensi Kolaboratif , Komunikatif , Berpikir Kritis dan Kreatif. 4(2), 206–222.

- [4] Bakiyah. (2022). PENDIDIKAN INDONESIA ERA GLOBALISASI. 7(1), 82–87.
- [5] Dian, M., & Noviati, A. (2021). Application of the Project Based Learning Model (PJBL). 4(6), 644–647.
- [6] Fadhilah, R. N. (2025). Teacher Strategies for Developing 4C Skills (Critical Thinking, Creativity, Communication, and Collaboration) in History Learning at SMAN 3 Tegal Strategi. 15(3), 784–792.
- [7] Kusuma, S. A., & Karimah, T. (2025). Pentingnya Wawasan Perspektif Global dalam Menghadapi Tantangan di Era Society 5. 0 Bagi Calon Pendidik Maupun Pendidik . 5.
- [8] Nurhamidah, J., Hafsyah, A., & Farhurohman, O. (2025). Pengembangan Keterampilan 4C ( Critical , Thinking , Creativity , Communication , and Collaboration ) dalam Pembelajaran IPS untuk Menjawab Tantangan Abad 21. 2(1), 28–39.
- [9] Nurhayati, I., Satum, K., Pramono, E., Farida, A., & Purwokerto, U. M. (2024). Keterampilan 4C (Critical Thinking, Creativity, Communication and Collaboration) dalam Pembelajaran IPS untuk Menjawab Tantangan Abad 21. 8(1), 44–53.
- [10] Okta, L., Sari, P., Chotimah, U., & Mutiara, T. M. (2025). Meningkatkan Keterampilan 4C Peserta Didik Kelas XI . 12 SMA Negeri 3 Palembang melalui Pembelajaran Berdiferensiasi dalam Proses Pembelajaran Pendidikan Pancasila. 8, 9185–9192.
- [11] Puspitasari, R. D., & Rusmawati, R. D. (n.d.). MODEL PEMBELAJARAN INKUIRI TERBIMBING BERPENGARUH TERHADAP PEMAHAMAN DAN PENEMUAN KONSEP DALAM. 3(April 2019), 96–107.
- [12] Qodri, M. L., & Turmudi, I. (2025). Implementasi Collaborative Inquiry dalam Meningkatkan Keterampilan 4C ( Critical Thinking , Communication , Collaboration , Creativity ) Siswa. 10(2), 1486–1492.
- [13] Realitawati, Fadhli Dzil Ikrom, Endang Herawan, D. K. (2024). PENERAPAN 4C SKILLS DALAM PEMBELAJARAN ABAD 21 DI SEKOLAH DASAR. 10(1), 22–32. <https://doi.org/10.31602/muallimuna.v10i1.15533>
- [14] Sa, N., & Nuryanto, S. (2025). META ANALISIS MODEL PEMBELAJARAN COLLABORATIVE LEARNING DALAM PEMBELAJARAN BAHASA INDONESIA DI SD. 5, 3764–3776.
- [15] Sukaesih, S., Biologi, P. P., & Semarang, U. N. (2023). MEWUJUDKAN GENERASI CERDAS, KOMPETITIF DAN BERKARAKTER PADA ABAD 21 MELALUI PENDIDIKAN BIOLOGI DAN INOVASI RISET BERKELANJUTAN. 16–22.
- [16] Supriyanto, I. (2025). PEMBELAJARAN IPS DALAM PERSPEKTIF GLOBAL. 19(1), 79–95.