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Paper title: "Evaluating 21st Century Skills in Islamic Higher Education: A Critical Examination of Lecturers' Perceptions and Challenges"

This study critically examines the integration of 21st century skills within Islamic higher education, specifically the 4Cs framework, (Critical Thinking, Creativity, Communication, and Collaboration). This study aims to explore lecturers' perceptions of the relevance of these competencies in equipping students to deal with the dynamics of contemporary life and the world of work. Through in-depth interviews with lecturers at a private Islamic university in West Java, Indonesia, the research provides a comprehensive picture of the understanding of these 21st century skills and the challenges in their implementation. The findings of this study indicate that while lecturers recognize the importance of these essential skills in promoting student engagement and employability, there is a significant gap between their beliefs and actual teaching practices. In an effort to integrate these skills into the curriculum, this research underscores the need for institutional support, professional development, and the adoption of innovative pedagogical approaches. This research can serve as a reference for skills development in Islamic higher education and as a basis for formulating policy recommendations that encourage a generation of graduates who are ready to make positive contributions to society while adhering to Islamic values.