

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education is a process of learning knowledge and skill of humans that is passed from one generation to the next through instruction, training and research. Education is an effort to improve the quality of human resources for thought and expertise. Education is an important responsibility for everyone to achieve their learning goals (Varghese & Aneesa, 2021). In the Industrial Revolution, the 4.0 development of education is affected by the curriculum. The curriculum became a model for every educator in applying the teaching process. The curriculum of education in Indonesia very often changes. Curriculums that have been implemented in Indonesia are Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP) and Kurikulum 2013 (KURTIKAS). 2013 Curriculum has been implemented as a national curriculum since 2013/2014. The basic concept of the 2013 Curriculum is attitude, skill and knowledge. 2013 Curriculum is organized by developing and strengthening attitudes, knowledge, and skill. Preparing Indonesians for the ability to live as individuals and citizens of faith, productivity, creativity, and innovation, and detective also capable of contributing to social, national, state, and global civilization.

The 21st century associated with the industrial revolution 4.0 has far-reaching effects on education. 21st-Century learning means that students have to master the content as they produce, unify, and evaluate information from a wide variety of subjects and resources with

understanding and respect for a wide variety of cultures, the learning of 21st-Century Learning also technology-based learning that is rapidly expanding (Fandiño Parra, 2013). In this era of Globalization, science and technology flourished rapidly and became more sophisticated, with a broader role. They needed teachers of character. People whose societies are unprepared are almost certain to fall by the enormity of natural change and the rapid advance of science and technology. To have a meaningful role in the 21st century of Globalization requires that each citizen have the ability to answer the demands of the age. (Fandiño Parra, 2013) stated 21st-Century learning is a transition of learning in which the developed curriculum leads the school to change the approach of learning that teacher-centered becomes student-centered in learning. It is consistent with the passage of time, the front where learners must have the ability to think and learn. These abilities include [1] Critical Thinking, [2] Creativity, [3] Collaboration, and [4] Communication.

Fast Learner is a term used for learners who have the ability to learn academic skills at above-average speeds. Fast Learners rank high in academic achievement and cover large tracts of land over a limited period (Varghese & Aneesa, 2021). They are quick, creative, and imaginative, with high building capabilities. Fast Learner is a child who usually has great academic skills and high intelligence and always enjoys learning (Zakarneh et al., 2020). Fast Learners who receive, understand, and master the lessons given with good achievement. The good result is not only in certain subjects but includes all subjects. Inherently, the children who

qualify as Fast Learners are able to follow the class learning activity easily. As mentioned by (Zakarneh et al., 2020) Fast Learners usually can adapt to the environment very well from this. We can know and learn many things because of social interaction. Fast Learners understand how their learning styles, and they can pick up which learning styles are appropriate for them. Thus, the teacher has to create complex instruction for the student who has fast learning to manage time well (Nurfianto & Regina, 2022). Fast Learners usually want the activities of learning going to be challenging for them. The problems that usually affect Fast Learners are they can be a trouble maker in the classroom because of their ability to finish the assignment over the average time available. Furthermore, Fast Learners will be easier to get bored if the learning is not as their expectations, and they are able to complete the assignment less within a set amount of time. In this case, the allotted time may correspond to the passing of learning.

Developing the learning material for Fast Learners by still paying attention with 21st-Century Learning is also important. Here students are in guide to follow the learning process with these four abilities. According to (Ayu et al., 2021) [1] Critical Thinking is a process of students' solving in a problem, students' decision, and give their assumptions. [2] Creativity characterized, for think brilliant as not as usual to produced the best ideas. Children with high creativity can think and see a problem from different sides or perspectives. As a result, they will be more open-minded in resolving problems, and the learners will be invited to get used to doing

and explaining each of their thoughts. [3] Collaboration this activity is essential in the process of learning for the child that already and prepared to cooperate with anyone to train student responsibility and adaptability to the environment. Students will be trained to develop the best solution in the group. [4] Communication was almost like a child's ability to communicate ideas and thoughts quickly, clearly, and effectively (Fandiño Parra, 2013). Learners are given time to manage the problem and use communication skills to communicate with each other, such as ideas and discussions to solve the problem. Teachers make different suitable instructions for each material in the lesson but still pay attention with 21st-Century learning such learning with technology and increasing 4C skills of the student in the classroom. The use of 21st-Century learning can help students to be critical and creative, collaborate, and communicate well to each other in the instructions given by the teacher for teaching class (Saleh, 2019). This is how the instructions designed hopefully can be appropriate for the student. Fast Learners will analyze the problem of each material. Fast Learners are very interested in learning. Fast Learners have a very large curiosity.

Based on the abilities of Fast Learner, teacher face challenge in teaching. The teacher still give student same activities while learning. How to create the activities to be more fun and challenging, in order to increase students' ability. For the teacher, teaching students in the classroom by looking their students' need is quite difficult. Moreover, the teacher have to provide different activities to their student based on their level and also

abilities in learning. As mentioned by (Dodd et al., 2015) How the instruction that will be designed is used to support the teaching learning process based on the type of learners, especially for Fast Learners. In other words, the activities in the class can be more adorable with the various concepts in learning based on the curriculum that focuses on student's ability, creative, and innovative. The material will be developed as a strategy and techniques for the teacher that can be used for the teaching-learning process in the classroom (Riswanto & Febriani, 2016). The added of supplementary materials are expected to guide both teacher and student in learning with appropriate technique and instruction. Fast learners have an amazing ability to understand and follow the learning easily thus, the material should design as suitable as the ability of the student. Give the students extra language or skill practice but it is important to make sure that they fit into the Learner's program, whether the material matches the aim of each lesson or not. Provide pictures and visuals with concrete experiences or in the student's own life. According to (Noho et al., 2018) The use of Supplementary material also involves technology as one of its proponents. According to (Ireh & Ibeneme, 2010) students in the classroom have their own needs to achieve success in learning thus, there are different types of learners that teachers have to pay attention in the classroom. Besides, the activities should be challenging for fast learner, this is because of their abilities in learning. In this era of Globalization, every student knows, follows, and understands what is in education, and

how to achieve that in a different way. What learning activities, tools, and media will be suitable for students as proponents in learning.

All teachers want their students to succeed. Based on preliminary observation, how developing supplementary material based on students' need to support teachers' teaching in the classroom as a technique to solve what are their needs, appropriate instructions for the student who qualifies as Fast Learner, and also strategies that will be more attractive, create such fun Learning by using the technology in order to achieve students' goals in learning for XIth students of Junior High School in SMP N 6 Singaraja. In this research, the three learning models are used in the 21st century: Problem-Based Learning, a teaching method focused on real problem solving, the process by which learners carry out group work, feedback, and discussion (Sulistyani, 2018). Project-Based Learning is the learning model in which students are more active and produce a product, showing the results of their learning (I J Nurhidayah, 2021). And the last is Discovery Learning, students have to be active in the learning process, a method to train the student to find independently about the knowledge being presented (Simanjuntak & Silalahi, 2022). In this implementation, knowing the best instructions will be appropriate for students and suitable in Blended Learning. Blended learning is a learning that can compare the class learning activity, and it can be online Learning or offline Learning. Blended learning is one kind of learning models that suitable and also involve technology in the process of teaching (Zainuddin & Keumala, 2018). Find out the best way in the form of instructions based on the types

of learners and their needs, what are student's interests, motivation, passion, and readiness in learning. Involve students and create the best results to support and help students in English learning achievement with different learning instruction.

1.2 Problem Identification

Students in the classroom come with unique differences as learners. There are types of learners in the classroom, and teachers have to know the characteristics of each student. Some factors affecting each student include background knowledge, readiness, different life experiences, culture, interest, and passion. Therefore, comprehension in the learning process can be achieved by all students in best version by looking at the teacher's teaching strategy. Many teachers have not made a different instruction materials based on the types of learners. The teacher can create different instructions for each level of the student based on students' need by adjusting which methods are properly used in the class learning activity. The instructions may also be used well in both online and offline learning conditions. Every student has their own way of understanding the lesson or how they learn best, and different feelings about themselves as learners at school. In this case, Supplementary material can be attractive learning. It will be developed to solve the problem of student who qualifies as Fast Learner, affecting the classroom learning process.

1.3 Limitation of the Problem

In conducting in-depth research on this topic, there are limitations to the scope of this research. Things that limit this scope include available resources and limited time. Limited time occurs in the learning process in the first semester. In this case, there will be an obstacle in the test. Thus, this research will focus more on designing and developing an approach to find the best solutions using strategies, procedures, techniques, and tools for teachers in the classroom that will be created as a supplementary material that pay attention with the types of learners.

1.4 Research Questions

Based on the background of the study, the research questions for this proposed research can be formulated as follows:

1. What is the common material given to the students in ninth grade of Junior High School?
2. What material is needed for Fast Learners in ninth grade of Junior High School?
3. What is the quality of the material developed?

1.5 Research Objectives

Based on the research questions, the research objectives for this proposed research can be formulated as follows:

1. To identify the common material given to the students in ninth grade of Junior High School.
2. To find the appropriate learning material for Fast Learners in ninth grade of Junior High School.

3. To know the quality of the material that has been developed.

1.6 Research Significance

In this research, there are two significances of the study, namely;

1. Theoretical Significance

The results of this research development are expected to design and develop an approach, Supplementary Material for Fast Learner, in various and variation instructions. The first step is to know the students' characters in the classroom. The students are able to understand the material according to their capabilities and needs. Teachers are still paying attention with the implementation of Supplementary material with 21st-Century learning. Learners can learn 4C skills, namely; Critical Thinking, Creativity, Collaboration, and Communication even though with different instructions and applied in different methods, which one is more properly used in each material.

2. Practically Significance

Practically, this research is expected to deliver information to the following readers, such as:

- a. Teachers

The researcher hopes this study's result can help teachers find the best instruction for their students to achieve english learning with the appropriate procedures, techniques, strategies, and tools to support the learning process in the classroom. The

teacher also creates and uses this Supplementary material for Fast Learner. In the future, the learning process will be more effective and attractive, and each instruction will contain and train 4C skills and appropriate teaching methods.

b. Students

The researcher hopes the result of this study. It can improve students' understanding by paying attention to their needs based on their level, interest, readiness to learn, and passion in learning achievement. Students can follow the instruction that the teacher in the classroom has given well. It provides many advantages and benefits for students who qualify as Fast Learners to understand the appropriate instructions, maximizing the quality of student learning, increasing student motivation, and make students more involved and focused in the classroom.

c. For the researcher and other researchers

This research provides developing Supplementary material for Fast Learners in Blended Learning, 21st-Century Learning, and the methods of teaching and learning process. The researcher hopes this research can provide new knowledge for its researcher about theories related to Developing Supplementary material in Junior High School, SMP N 6 Singaraja. The researcher hopes to develop the ability to write through this research. The researcher hopes this research will be beneficial

as a reference guide for the following researchers in developing English learning material that will be designed specifically for Fast Learners.

