

## CHAPTER I

### INTRODUCTION

#### 1.1 Research Background

Quality of education is influenced by the competence and professionalism of teachers. In this 21<sup>st</sup> century, teachers are required to have a complex ability to deal with the bills of the world today and make sense with the characteristics of today's students. Nowadays, one of the most important agendas to be concerned is educating students to create a generation with high quality to be able to deal with this 21<sup>st</sup> century globalization (Rusdin, 2018). Haryono et al., (2017) stated that educating students aims to prepare them to become a part of nowadays community which has to always improve their self-competence so they can participate and survive to meet the challenge of the 21<sup>st</sup> century era. Furthermore, he added that the 21<sup>st</sup> century is a complex age because the development of information and communication runs very quick and influence to the massive production of technology (Haryono et al., 2017).

In 21<sup>st</sup> century era, the existence of education focuses on students competencies that are very important to be included to cope up with the realities and conditions of today's era that is different from the previous era which includes technology, digital work and more generally on the meaning and application of knowledge (Anagün, 2018). Here, teachers who play the main role in the teaching-learning process have to have good professional teaching skills. For creating a high quality of professional teaching, it is important to have high quality or professional teachers. It is also supported by the implementation of a proper curriculum as a set

of system of school operations management, the teaching and learning activities schedule as well as the materials (Rahmat, 2018). In Indonesia, curriculum that has been implemented is curriculum 2013 which focuses on high order thinking skills and was prepared because of high productive age and prepare to face the globalization (Padmadewi et al., 2017).

Regarding to the curriculum 2013 which supports high order thinking skills, it is in line with the essence of 21<sup>st</sup> century skills which also focuses on building critical thinking to go global. It can be said that 21<sup>st</sup> century skills are included in curriculum 2013. Besides, Permendikbud number 21 of 2016 concerning content standards for primary and secondary education stated that the education system in Indonesia must be based on competency standars that includes three important elements namely attitude, skills, and knowledge where the competencies of graduates must be based on 21<sup>st</sup> century skills. It aims to create generations who are ready to fulfill the demand of 21<sup>st</sup> century. According to Rusdin (2018) teachers are the main factors to contribute to build student's competences to master the 21<sup>st</sup> century learning and innovation skills which consist of 4's: i) creativity, ii) communication, iii) collaboration, iv) critical thinking skills).

Realizing the importance of the 21<sup>st</sup> century skills, the 21<sup>st</sup> century students do not only need to master learning and innovation skills, but they have to have wider skills and competences demanded by the 21<sup>st</sup> century. The 21<sup>st</sup> century skills can be trained maximally must be through the insertion of 21<sup>st</sup> century themes. Partnership for 21st Century Skills (2009) added student's outcomes in this era are the knowledge, skills, and student's expertise which they should master to be successful in work and life in the 21<sup>st</sup> century. Student's mastery of core subjects

and the 21<sup>st</sup> century themes is needed for all the students (Partnership for 21<sup>st</sup> Century Skills, 2009). Those core subjects include English, reading language arts, world language, Arts, Mathematics, Economics, Science, Geography, History, Government, and Civics. Meanwhile, the themes include global awareness, financial, business and entrepreneurial literacy, civic literacy, health literacy, and environmental literacy.

In the 21<sup>st</sup> century, students do not only need to learn and master core and theme subjects but also need to expand wider competences by using their HOTS (High Order Thinking Skill), expertise as well as literacies that are included in the life and career skills, learning and innovation skills, ICT (Information, Communication, and Technology) literacy (Partnership for 21<sup>st</sup> Century Skills, 2009). The success of a learning process can be measured by the results of students' achievement. Students' good achievement also means that they have been able to achieve learning targets based on 21<sup>st</sup> century skills. In the 21<sup>st</sup> century, the success of the learning process is influenced by how the teachers can integrate the 21<sup>st</sup> century skills and competences into the real teaching practice. It can be seen through teachers' readiness in inserting 21<sup>st</sup> century skills into their preparation before teaching or in the lesson planning, in the real teaching practice, as well as in assessing students.

In the 21<sup>st</sup> century there are several core subjects that need to be taught to students (Partnership for 21<sup>st</sup> Century Skills, 2009). One of them is English as the international language. It is by the newest demand in 21<sup>st</sup> century, where the students have to be equipped with the skills to globalize in this era. This will be a provision for them in dealing with the real situations and conditions in 21<sup>st</sup> century.

There are many important aspects and factors to be considered before the implementation of 21<sup>st</sup> century skills in the teaching-learning process in the classrooms. The primary aspect is about teachers' perception of 21<sup>st</sup> century skills in terms of how they perceive the goal and essence of the 21<sup>st</sup> century skills itself. The second aspect is about how ready the teacher in implementing 21<sup>st</sup> century skills in real teaching-learning practice.

The existence of this research is to examine further about the English teachers' readiness in implementing 21<sup>st</sup> century skills especially in Elementary school because this is the primary step the English subject is taught in Indonesia. Based on the preliminary research, the point that underlines and becomes the background of this research is because the Elementary English teachers perceive the implementation of 21<sup>st</sup> century skills into the real teaching practice is important to equip students with the high order thinking skills of 21<sup>st</sup> century. Since the English teachers perceived it is important, then this research is conducted further to get the representative data about English teacher' readiness in implementing the 21<sup>st</sup> century skills. This research is conducted at SDK Marsudirini Negara as one of the private Elementary Schools in Jembrana Regency and because this school is the only Elementary school that still teach English subject to the students. English subject to the students.

## **1.2 Problem Identification**

In the 21<sup>st</sup> century education, the teacher is the main role responsible to determine how successful the implementation of 21<sup>st</sup> skills in the teaching-learning process. All the competences in the 21<sup>st</sup> century must be mastered well by the teachers as well as the students. In spite of the 21<sup>st</sup> century skills is important for

teachers, research on investigating Elementary English teachers' readiness in implementing 21<sup>st</sup> century education has not been conducted yet in Bali. This research is conducted in Elementary school because this is one of the primary steps or levels to learn English by the students. This research is conducted at SDK Marsudirini Negara, because this school is the only Elementary school that still teaches English subject and has implemented curriculum 2013 in which 21<sup>st</sup> century education must be inserted. Regarding that, this research is prominent to be conducted so further action in implementing 21<sup>st</sup> century education can be better to improve teaching quality.

### **1.3 Research Limitation**

The limitation of this research is the English Teacher at SDK Marsudirini Negara as one of private Elementary Schools in Jembrana Regency. The research is conducted to obtain the data about teachers' perception and readiness in implementing 21<sup>st</sup> century skills in terms of lesson planning, teaching procedure, and assessing students.

### **1.4 Research Questions**

1. How do the English Teacher perceive the implementation of 21<sup>st</sup> century skills in teaching English in private Elementary School in Jembrana Regency?
2. How ready is the English Teacher in implementing the 21<sup>st</sup> century skills in teaching English in private Elementary School in Jembrana Regency in terms of the lesson planning, teaching procedure, and assessing students?

### **1.5 Research Objectives**

The research objectives are explained as follows:



### **1.5.1 General Objective:**

In general, this research analyzed English Teacher's readiness in implementing 21<sup>st</sup> century skills in teaching English in private Elementary School in Jembrana Regency.

### **1.5.2 Specific Objectives:**

- a. Investigating English Teacher's perception in implementing the 21<sup>st</sup> century skills in teaching English in private Elementary School in Jembrana Regency.
- b. Analyzing how ready the English Teacher in implementing the 21<sup>st</sup> century skills in teaching English in private Elementary School in Jembrana Regency in terms of lesson planning, teaching procedure, and assessing students?

## **1.6 Research Significance**

Regarding the research background, research problem, and research objectives, the research significance in the implementation of the 21<sup>st</sup> century skills as follows.

### **1.6.1 Theoretical Significance**

This research is useful for facilitating and developing teachers' readiness in implementing 21<sup>st</sup> century skills. The results of this research can enrich any literature concerning the teachers' readiness in implementing 21<sup>st</sup> century skills pertaining to teaching English as a foreign language.

### 1.6.2 Practical Significance

- a. For teachers, this research is expected to help the teachers in reflecting their teaching skills and improving their teaching performance in implementing 21<sup>st</sup> century skills.
- b. For future researchers, this research is expected to be a reference to support the data about the concept and implementation of 21<sup>st</sup> century skills.
- c. For the government, this research is expected to help the education board of the Jembrana Regency to design an appropriate way to improve the implementation of the 21<sup>st</sup> century skills in Elementary School, therefore the result will be optimal.

### 1.7 Key Terms Definitions

#### a. Conceptual

##### 1. Readiness

Readiness is a condition in which the school staffs are well prepared and engaged in a particular agenda (Lynch et al., 2017).

##### 2. Perception

Perception is an individual belief of how one views the world or certain object (Siddiqui & Asif, 2018).

##### 3. 21<sup>st</sup> century Skills

21<sup>st</sup> century skills are defined as the skills in education system that focuses on students high order thinking skills and competencies of the 21<sup>st</sup> century era where this is an era with a quick development on technology,

digital work, and more generally on the meaning and application of knowledge (Anagün, 2018).

#### 4. 21<sup>st</sup> century Lesson Plan

Idaho State Department of Education (2016) defined lesson plan as a course description in detail includes three principles of 21st century lesson plan, those principles are multiple means of representation, multiple means of action and expression, and multiple means of engagement.

#### 5. 21<sup>st</sup> century Teaching Procedure

Partnership for 21st Century Skills (2009) stated that teaching procedures in the 21<sup>st</sup> century means as a process to build students' content knowledge, skills, and expertise that must be taught to students to prepare them to succeed in the 21<sup>st</sup> century era.

#### 6. 21<sup>st</sup> century Assessment

Assessment refers to an evaluation and decision making process about the students, teachers, as well as the teaching learning process (Gallego, 2007).

### **b. Operational**

#### 1. Readiness

In this research readiness refers to English teacher's preparation in implementing 21<sup>st</sup> century skills in the teaching-learning process. It refers to teacher's readiness in preparing students to have high order thinking skills to survive in the 21<sup>st</sup> century.



## 2. Perception

Perception in this research means how the English teacher perceive the implementation of 21<sup>st</sup> century skills in teaching English lesson inside or outside classroom.

## 3. 21<sup>st</sup> century Skills

21<sup>st</sup> century skills refers to skills as well as the competencies that need to be mastered and delivered by the English teacher in teaching English lesson to fulfill and survive with the demands of the 21<sup>st</sup> century era.

## 4. 21<sup>st</sup> century Lesson Plan

A lesson plan is about the English teacher's managed planning before teaching-learning activities are conducted which is based on the target learning in 21<sup>st</sup> century.

## 5. 21<sup>st</sup> century Teaching Procedure

Here, teaching procedure meaning as a process to teach students by inserting 21<sup>st</sup> century skills and competencies into the real teaching practice.

## 6. 21<sup>st</sup> century Assessment

In this research assessment refers to the English teacher's readiness in giving evaluation and decision making process of the students learning process by inserting 21<sup>st</sup> century skills into their assessment.