

CHAPTER I

INTRODUCTION

This chapter discusses about the introduction of the research. It is focused on the research background, problem identification, research limitation, research questions, research objectives, research significance, and key terms definition.

1.1 Research Background

The explosion of information, technology, industry, and education are the characteristics of 21st century. Boholano (2017) states this era emphasizes on all things about internationalization and globalization. To face the globalization and internationalization, Indonesian government has already implemented industrial revolution 4.0 to face the 21st century era. Indonesian government states that they have already established the 5 industrial categories with the purpose of preparing the national competitiveness (Putera, 2018). Gamar, Faruq, and Lina (2018) also argue that the industrial revolution 4.0 does not only impact the economic sector but also human resource sector. For that reason, education system must be prepared for the quality of human resource. Education system has to be in line with the globalization and needs of environment.

The 21st century era demands knowledge and skills that have to be achieved by students. Bialik and Groff (2015) state that knowledge is not enough for students to drive their world. Therefore, students have to be supported with the 21st century learning skills which contain creativity, critical thinking, communication, and collaboration (4C) (Bialik & Groff, 2015). But it does not only contain those 4C

skills, there is a wide concept in 21st century learning skills namely 21st century education. There are 3 major skills in 21st century education, namely life and career skills, learning and innovation skills, information, media, and technology skills and also supported by 21st century themes (Trilling & Fadel, 2009). The government has to consider about the education system to achieve the demand of the era through the 21st century skills.

The implementation of proper curriculum is the urgent demand for this era. Curriculum and instruction are one of the supported terms in the frameworks of 21st century education (Trilling & Fadel, 2009). Curriculum is the management of school operations, the schedule of teaching and learning activities, and materials which are organized into a set of system (Rahmat, 2018). According to Bialik and Groff. (2015), 4 dimensions of education must be completed in redesigning the curriculum: knowledge, skill, character, and metacognition. The design of curriculum of each country also has to be in line with the 21st century skills as the demands of the era.

Indonesian government already implemented *Kurikulum 2013*. *Kurikulum 2013* (K13) is prepared because of two reasons (Padmadewi, Artini, & Agustini, 2017). The first is from the internal factors (high productive age) and the second is from external factors (preparing for the globalization, WTO, ASEAN Community, APEC, and CAFTA). This curriculum also emphasizes on high order thinking and inductive reasoning (Padmadewi et al., 2017). All levels of schools must implement the *Kurikulum 2013* as the demand of 4.0 industry era in Indonesia. The existence of *Kurikulum 2013* is to fulfill the needs of students in 21st century skills.

Kurikulum 2013 is regulated and designed by the government for all level of schools. The regulation of the Ministry of Education and Culture number 81A year 2013 chapter IV mentions that there are 5 operational steps of learning, they are observing, questioning, experimenting, associating, and communicating. Those operational steps are followed by developed competence which contains 4C skills of 21st century skills and attitude for the students. Ministry of Education and Culture also adapts 3 of the 21st century educational concepts to implement in all levels of schools (Syamsuri & Ishaq, 2010). Those concepts are 21st century skills, scientific approach, and authentic assessment.

The regulation of curriculum affects all subjects taught in the schools. One of the important subjects in preparing the globalization is English. Balla (2017) states that English language takes an important role in communication and it is used by million people all around the world. Wagner (2010) and Change Leadership Group from Harvard University also mention 7 adversity skills in 21st century era, and one of them is the skills of effective communication in spoken and written language (as cited in Gamar et al. 2018). English subject also has been thought in Indonesia as English as a foreign language (EFL). The preparation is needed since in the primary education.

Sonhadji (in Gamar et al., 2018) states that primary education is the strategic formal education level which gives the foundation on the secondary education level. Regarding to the school numbers, the primary schools achieved greater numbers than others school levels (Gamar et al., 2018). The Minister Education and Culture states that in academic year 2019/2020 the total number of primary schools in Bali are 2.447 schools which include private and public primary schools. The total

number of primary schools in Bali is 75% from the total of all levels of schools in Bali. It shows that the primary education is important for the early preparation especially in English language subject for students.

Showing the importance of primary education and the curriculum, the role of the educator is important. Teachers as educators have a big role in implementing the 21st century skills which are inserted in the curriculum during teaching and learning process. Therefore, teachers have to realize the demand of education in this era. Teacher in 21st century is crucial elements in doing teaching and learning process and they have to guarantee the outcomes of the students (Norahmi, 2017). English teachers also have to consider of the outcome of students in facing the 21st century era. Handayani (2017) mentions there are 4 things that English teacher should do; being reflective English teacher, developing teacher's competence, being literate in ICT and promoting alternative assessment rather than traditional assessment. Therefore, teachers have to be ready in preparing and facing 21st century era.

The 21st century English teachers in primary schools have to promote and aware about the 21st century skills. They have to master the skills of 21st century. Teachers have to be ready to face big changes in education system and those changes require the readiness of teachers. Ability and competency of teachers in managing the plan in teaching and learning activities, process of teaching and learning activities, until the stage of assessment are important. They have to insert the 21st century skills in their process of teaching and learning for students. Teachers need good perception and readiness in preparing students in 21st century era with the 21st century skills.

Teachers has big role in guiding students in the 21st century era, but they also need support from other contributors. The contributors are for the success in achieving the 21st century skills. They also need to have awareness of 21st century skills. Those contributors can be policy maker, headmasters, school management, and also some trainings about *Kurikulum 2013* and 21st century skills from the government. Those contributors have role in making readiness for teachers in implementing the 21st century skills. Referring to the importance of the contributors and the readiness of teachers, it is important to analyze teachers' readiness in implementing the 21st century skills, especially in primary schools.

Readiness of primary English teachers in implementing the 21st century skills is important in order to show their preparation and process in doing teaching and learning activities. Not only readiness in implementing the 21st century skills, perception in perceiving the skills is needed for teachers. Teachers' perception shows how do the teachers placed and perceived themselves in implementing the 21st century skills. Those things are important to analyze in order to know the preparation and perception of 21st century primary English teachers in teaching and learning activity.

Many previous studies have been conducted related to the teachers' readiness. One of the previous researchers is O'Neal, Gibson and Cotton (2017). O'Neal et al. (2017) show that 2 perspectives of teachers in implementing technology in learning activities. It shows that some teachers see the use of technology to improve the students' skills and some of them use the technology to fulfill the administration of their students. Therefore, from that research not all

teachers have readiness in implementing new concept and strategy in educational field.

Despite previous research had been conducted to investigate teachers' readiness, research about primary school teachers' readiness in implementing 21st century learning in teaching English as a foreign language for Bali context has never been conducted yet. Based on previous explanations, this research therefore attempted to analyze primary English teachers' readiness in implementing the 21st century skills and to know their perceptions about the 21st century skills. This research described primary English teachers' perception from their concept knowledge, attitude, and usage skills in implementing the 21st century skills and also their readiness in terms of lesson planning, teaching procedure, and assessing the teaching and learning process.

1.2 Problem Identification

The importance of 21st century skills for students, which impacts the readiness of the teachers to arrange teaching and learning process in the classroom is the main focus of this research. Some reasons to conduct this study are first, the development of the education system which is developing with the explosion of globalization. Second, technology takes an important role in the sources in the learning process. Third is preparing students to face 21st century era especially in Denpasar as the capital city of Bali. The last reason is the importance of readiness for the teachers in implementing the 21st century skills for students. For these reasons, the teachers still lack of facilities, professional development, and sources in implementing and understanding the education system that suitable in this era.

Moreover the needs of 21st century English teachers are very important in preparing the students in 21st century workfield since primary education.

Teachers as the agents of changes, the driver of the education system and guides for students, must be to ready in facing the new system and era in education. They have to be aware in implementing 21st century skills for facing industrial era 4.0, especially for primary English teachers in Denpasar as the capital city in Bali. Besides, the awareness of 21st century skills is also needed for all educational stakeholders. All stakeholders in primary education should have an awareness of the skills. Teachers should be ready in facing the demand of 21st century era.

The preparation is needed for teachers' readiness in implementing the 21st century skills for the students. But generally primary school English teacher perceive that they are ready in implementing 21st century skills although some elements of learning equipment and activities are not suitable in the 21st century learning process. From all reasons above, it is important to analyze the readiness of English teachers in implementing 21st century skills as well as their perception in 21st century skills.

1.3 Research Limitation

This research is limited to investigating the public and private primary schools English teachers in Denpasar selected for the research. This study investigated teachers' readiness in implementing 21st century skills which are life and career skills, learning and innovation skills, information, media and technology skills, and supported by 21st century themes in teaching English through their lesson

plan, teaching procedure and assessment process. And this study also analyzed teachers' perception in implementing 21st century skills.

1.4 Research Questions

Based on the research background and problem identification above, the research questions can be formed as follow:

1. How do the English teachers perceive the implementation of 21st century skills in teaching English in private and public primary school in Denpasar?
2. How ready are the English teachers in implementing the 21st century skills in teaching English in private and public school in Denpasar in terms of lesson planning, teaching procedure, and assessing the teaching learning process?

1.5 Research Objectives

There are 2 objectives of this study which can be seen as follow:

1.5.1 General Objective

In general, this study analyzed the English teachers' readiness in implementing the 21st century skills in teaching English in private and public primary school in Denpasar.

1.5.2 Specific Objectives

1. Investigating the English teachers' perception about the implementation of 21st century skills in teaching English in private and public primary schools in Denpasar.
2. Analyzing English teachers' readiness in implementing 21st century skills in terms of lesson planning, teaching procedure, and assessing learning process.

1.6 Research Significances

Based on the research background, research problems, research questions and research objectives, there are 2 kinds of research significances can be formed:

1.6.1 Theoretical Significance

The theoretical significance of this study is expected to enrich the information about of 21st century skills and how the English teachers' in implementing the 21st century skills in classroom. This study concerns with primary English teachers' preparation in the teaching and learning process in terms of lesson planning, teaching procedure and assessing learning process.

1.6.2 Practical Significances

Practically, this study shows the real preparation and perception of the 21st century skills that is implemented by English teachers in the classroom. The result of this study is expected to be beneficial for following:

1. Teachers

The result of this study is expected as a reflection of teachers' readiness in teaching and learning in the classroom. Besides, this study also is expected to improve English teachers' readiness and perception in teaching English with the implementation of 21st century skills.

2. The Government

This research is expected to give information to the government about primary English teachers' readiness in implementing the 21st century skills in classroom and their perception about 21st century skills. And later

on, the government is expected to take an action to improve the skills through professional development for the teachers.

3. Other Researchers

This research can be used as the supported data and information about the teachers' readiness in implementing the 21st century skills in teaching English in primary school.

1.7 Key Terms Definition

To prevent the misunderstanding of the terms used in this study, there are several key terms used and explains in conceptually and operationally as follows.

1.7.1 Conceptual Definition

1. Readiness

Readiness is a state that describes someone's tendency, willingness and preparation to do an action (Nasution, Rusnandi, Qodariah, Arnita, & Windasari, 2018). The state is not only about someone's condition, but also how they are ready to do an action.

2. Perception

According to McDonald (2012), perception is individual's point of view in making decision for an action. Everyone comes with personal life and it affects the perception. Meanwhile, Qiong (2017) mentions there are three stages of perception processes, they are selection, organization, and interpretation. It means if someone perceives something, they will process it before takes an action to that things.

3. 21st Century Skills

Trilling and Fadel (2009) mention that the major framework of 21st century skills, they are life and career skills, learning and innovation skills, information, media, and technology skills and also supported by 21st century theme. The 21st century skills are the ability to collect or receive information, organize and manage information, evaluate the information and generate accurate information through resources (Pacific Policy Research Center, 2010).

4. 21st Century Lesson Plan

Lesson plan is the guideline for the teachers in teaching and learning process. Cuellar, Clark and Son (2015) mentions there are the primary principles in designing 21st century education lesson plan, setting instruction goals, demonstrating knowledge of resources, designing coherent instruction and assessing students learning.

5. 21st Century Assessment

Trilling and Fadel (2009) emphasize 3 things in 21st century assessment, they are balance assessment, feedback, and portfolio. Meanwhile, *Kurikulum* 2013 promotes authentic assessment as a significance and meaningful assessment (Syamsuri & Ishaq, 2010). The assessment of *Kurikulum* 2013 assess students' learning achievement based on their attitude, skills and knowledge. Syamsuri and Ishaq (2010) also

mention kinds of authentic assessment, they are performance assessment, project assessment, portfolio assessment, and paper-based assessment.

6. 21st Century Teachers

Churches (in Handayani, 2017) mention 8 characteristics of 21st century teachers, they are the adaptor, the visionary, the collaborator, the risk-taker, the learner, the communicator, the model, and the leader. Besides, PP No. 19 Tahun 2005 (in Padmadewi, et al., 2017) emphasizes 4 competencies should own by teachers. Those competencies are pedagogy competency, professional competency, personality competency, and social competency.

1.7.2 Operational Definition

1. Readiness

For this study, the readiness is how ready or the willingness of primary schools' English teachers in implementing 21st century skills in their lesson plan, activity in teaching and learning process, and assessing students' learning ctivity.

2. Perception

The perception of primary schools' English teachers are how the English teachers take their point of view in implementing the 21st century skills in teaching English in terms of lesson plan, teaching and learning activity, and the assessment is conducted.

3. 21st Century Skills

Twenty first century skills are the knowledge and skills that must be achieved by students in 21st century era which include the life and career skills, learning and innovation skills, information, media, and technology skills and 21st century themes which must be integrated in the classroom practices.

4. 21st Century Lesson Plan

Lesson plan is the preparation of teaching document. It is needed by teachers to arrange the activities in teaching and learning process of English at primary schools under investigation. The lesson plan has to be clear, represent skills in 21st century skills and knowledge that have to be mastered by students.

5. 21st Century Assessment

Assessment is the process of judging students' performances in learning English inserted with 21st century skills needed by teachers to measure their students' competency in the process of teaching and learning. The teachers have to promote the assessment that emphasize the process rather than the final assessment. The assessment that is conducted by teachers in classroom have to be suitable with *Kurikulum 2013*.

6. 21st Century Teachers

It is defined as the teachers who teach and insert 21st century skills and have a main role in the English teaching and learning process. Teachers have to be aware with the development of the education in the 21st century era. They have to prepare the students with knowledge and skills. Primary English teachers have important roles in preparing the students with knowledge and skill which are in line with the development of 21st century era. The preparation is important since primary education especially for English subject.

