

CHAPTER I

INTRODUCTION

1.1 RESEARCH BACKGROUND

Education is developed to be better and better every year. Education in Indonesia developed along with the rapid development of technology. It is common to be known that the rapid use of technology can be stated as the characteristics of 21st century world. According to Hashim (2014), technology and learning skills are the terms of the 21st century education. It means that in line with the development of education, technology inserted and combined in the teaching and learning process in the classroom. Also, Alismail and McGuire (2015) mentioned inserting technological and also multimedia tools in classroom practice gives chances the students to enrich students' academic and social skills, for example integrating technology in communicating and sharing information, also arranging projects through online experiences.

From that situation, students nowadays are expected to develop themselves improving their skills and competencies as the requirement in facing the world of 21st century. To face the world of the globalization era, Rusdin (2018) mentioned an important agenda that should be fulfilled to survive in the world of 21st century. The important agenda is to produce high-quality generations of students nowadays that is dealt with the 21st century era. It can be stated that the 21st century education which contains the 21st century skills are needed to be known and implemented in nowadays education. Hashim (2014) adds that the 21st century education can be

defined as an aspect which contain learning skills that students need to develop which require students to collaborate with others and connect the classroom activities with digital technologies.

Handayani (2017) mentions to be ready facing the 21st century world, the 21st century students should be taught about 21st century skills that contain effective skills that can train students for reaching the effective 21st century education outcomes. In line with that statement, based on the finding on the Round Table that was discussed by seventy-two (72) Ontario District School Boards as mentioned by Handayani (2017) there are some classifications of 21st century outcomes. The classifications are the types of students' problem-solving based on the real-life situation, the depth of 21st century education which contains the skills of asking questions, thinking critically, finding answers and being creative, using technology and media that use to increase students' collaborative skills.

From the statement above, it can be concluded that the 21st century skill is the component that is needed to be developed and improved by the 21st century students to be ready facing the 21st century world. The 21st century education needs to be integrated with technology, focused on the self-directed improvement of students and added with aspects of life that comes from environments.

To develop students' skills related to the 21st century education, higher-order thinking skills of students also needed to be improved because they are related to each other. It is in line with the characteristics of the 21st century education that develop students' skills. For that reason, students are expected to improve their higher-order thinking skills which are in line with the development of 21st century

education. According to Ichsan et al (2019) learners who have higher-order thinking skills (HOTS) would be critical learners because they could be creative, do analysis, overcome solutions and be able to use various media and technology in the learning process.

According to Alismail and McGuire (2015), to improve the 21st century students, the curriculum that used in schools should consist of the aspects of 21st century which combine knowledge, thinking skills, innovation, media, technology literacy, and real-life experiences integrated with the context of learning subject. It can be stated that nowadays curriculum that used in school is needed to be reformed, must be well designed, and integrated with 21st century skills. Alismail and McGuire (2015) also mention that the 21st century curriculum needs to focus on building knowledge and enrich students' competency to create information that has a meaning that can make them owned 21st century skills. Moreover, the 21st century education is needed to be implemented to improve students' skills and prepare students as the young generation to be successful for their future career.

Ginanjari and Suhadi (2018) stated Indonesian Education National Standard need to maintain and insert the 21st century education in the classroom practices. Trilling and Fadel (2009) introduced the framework of 21st century education which contains several skills that are very beneficial for young learners nowadays. Those skills are life and career skills, learning and innovation skills, information, media, and technology skills, and all of those skills integrated with the core subject and 21st century global themes.

In Indonesia, the newest curriculum that is used nowadays is *Kurikulum 2013*. According to Ministry of Education and Culture (as cited in Ahmad, 2014), *Kurikulum 2013* used to develop students who are committed to the God, have good characters, success in learning, be confident students, be a sensible human being and also be a positive human being in the environment. In line with that statement, Shafa (2014) states based on the principle of *Kurikulum 2013*, learning and teaching process guided by *Kurikulum 2013* which emphasized and focused on the activeness and independent learning for the students. On the other hand, learners are allowed to learn by themselves and build knowledge by themselves. It means that learners discovered new knowledge and also information that they got in the classroom by themselves still with the control given by the teacher.

English subject is one of the course subjects that is needed to be learned by young generations nowadays to prepare them facing the international world. Sepyananda (2017) states that learners need to learn English since primary school. He also mentions the importance of learning English from elementary school. The first one, English is used as a global language which means that the English language is used in many aspects of life. The second one, primary school learners as young learners are the best steps to learn English as a foreign language. The third one, it will help learners to learn English for the next grade of schools. It can be stated that an English course is needed to be learned by the learners from the primary age at primary schools.

Teachers also should prepare themselves to teach the subject which is integrated with the 21st century education. Teachers should be ready and have a good perception of the 21st century education before implementing it in the teaching and

learning process. For that reason, teachers are expected to give the best treatment that could make students develop their skills and competencies to be ready in facing the 21st century world. Norahmi (2017) also mentions that teachers' competency should be developed to reach the needs of 21st century students. Teachers need to improve their feeling and also knowledge about what happened in the global world and integrate the real situation into classroom practice. In terms of 21st century education, all aspects of education such as curriculum, teachers, and students need to be integrated so that the goals of 21st century education can be achieved. The curriculum needs to be associated with the elements of 21st century education, teachers should be ready to implement the curriculum and make the teaching and learning process assimilated with 21st century skills.

The implementation of 21st century skills is needed to be taught by the teachers in all grades of school and also concurrently in every place in Indonesia. Anas et al (2015) state that education is a planned effort for students to build students' development actively to make students having strength, spirituality, personality, intelligence, noble characters, and also skills that beneficial for the students and also society around the students. Anas et al (2015) also mention the situation of education in the city area and also the village area which where were very different. Anas et al (2015) mention in the city area the teachers have given more capable facilities than the teachers in the village area. Moreover, there were more informations that the teachers got rather than in the village area. From the situation above, it can be stated that the value of education nowadays should be transferred to the students in the city area also in the village area. It is important because in

order to face the era of 21st century, the students in every place should know and develop 21st century skills.

Realizing the importance of English and the demand to face the advanced development of education, the teachers' readiness to implement the 21st century skills need to be investigated. However, research pertaining to the primary English school teachers' readiness in implementing the 21st century education for the context of Bali has not been conducted yet. For that reason, the present study aimed at analyzing the teachers' readiness in implementing 21st century education integrated in teaching English as a foreign language at primary schools.

1.2 PROBLEM IDENTIFICATION

The 21st century skills are needed to be implemented in the teaching learning process. The insertion of 21st century skills is needed to be inserted in every place, whether it is in the city or suburban area the world of 21st is integrated in every place. Besides, according to Suyanto (2004, as cited in Karea, 2017) it was found that most primary school' English teachers in Indonesia have not been specially trained to teach primary-age learners. Moreover, it is important to prepare primary school students in facing the 21st century world. The teachers need to be ready in implementing the 21st century education in the teaching and learning process in the classroom based on the newest curriculum. Based on the preliminary observations at some schools in Badung, it was informed that not all English teachers at primary schools had been trained on the 21st century education, so it is not surprising if they still find problems in understanding the 21st century educations. For that reason, it

is considered urgent to conduct research about how the practice of 21st century learning as the readiness of English teachers in teaching English in the city area compared with the suburb area, so further actions, and efforts can be planned.

1.3 RESEARCH LIMITATION

This study analyzed the perception and readiness of English teachers in implementing 21st century skills in city and suburban area in Badung regency. In detail, this study investigated English teachers' perception and English teachers' readiness in implementing the 21st century skills which analyzed from the lesson plan, the procedure of teaching and learning and also the assessment that is conducted by the English teachers in public elementary schools in the city compared with suburb area in Badung regency. It is because it is important to know how the teachers perceived about 21st century education and to know the readiness of teachers in teaching English integrated with 21st century skills in city area which exposed the use of technology and information rather than in suburb area that still conventional. It is important to conduct this study to know the characteristics of teachers who teach in different situation.

1.4 RESEARCH QUESTIONS

1. How do the English teachers perceive the implementation of 21st century skills in teaching English in public elementary schools?

2. How ready are the English teachers in implementing the 21st century skills in teaching English in public elementary schools in terms of lesson planning, teaching procedure and the assessment conducted?

1.5 RESEARCH OBJECTIVES

1.5.1 General Objectives

In general, this study investigated the readiness of English teachers in implementing the 21st century skills in teaching English in the public elementary schools.

1.5.2 Specific Objectives

1. This study described English teachers' perception in implementing the 21st century skills in teaching English in the public elementary school.
2. This study investigated English teachers' readiness in implementing the 21st century skills in teaching English in public elementary school which analyzed from the lesson plan that made by the English teachers, the procedure of teaching, and also the assessment that is conducted by the English teachers.

1.6 RESEARCH SIGNIFICANCES

1.6.1 Theoretical Significance

The result of this study is useful to enrich literature review on the 21st century education especially in dealing with teaching English as a foreign language. The readiness of English teachers in lesson planning, conducting the teaching learning process, and also in assessment supplements the literature about teachers' readiness.

1.6.2 Practical Significance

1. Teachers

The result of this study is beneficial for English teachers, especially for elementary school English teachers because they will know about the perceptions and realize the gap between their perceptions and reality. Besides, English teachers will have wider knowledge and also skills in implementing the 21st century education, especially in teaching English.

2. Governments

The governments will know and be able to reform the curriculum based on the real situation using the result of the study as feedback. With this feedback, the government will be able to provide professional developments about how to implement the 21st century education based on the needs of the students.

3. Other Researchers

The result of this study is expected to support the data for other researchers in conducting another researcher which is related to this study which about teachers' perception and teachers' readiness in implementing the 21st century education.

1.7 KEY TERMS DEFINITIONS

1.7.1 Conceptual Definitions

1 Readiness

According to Veloo et al (2015, as cited in Rusdin, 2018) readiness is about preparation and enthusiasm in implementing things. Besides, Pam (2013) also

mentions that readiness is about the level of preparation to respond the stimulus. Moreover, according to Browser Dictionary, readiness is about the preparation of people, arrangements, also administrations in order to face a situation which carries out actions that already planned. Readiness is about someone willingness to do something.

2 Perception

According to McDonald (2012) perception is someone's insight about something in deciding for and action. Also, Demuth (2012) states that perception is about the process of gaining information. Unumeri (200) also mention that perception is about the procedure of building thought about s single thing like other people, manners, and also condition. Perception of who people thought about something.

3 21st Century Skills

According to Partnership for 21st century Education Skill (2015) 21st century skills is a construction of the expertise visions about knowledge, skills which students must become proficient to be successful in working life; as a combination of knowledge, detailed skills, masteries, and also proficiency.

4 Lesson Plan

Gallego (2007) states that a lesson plan is an organization of sum activities and arranged in sequences about pedagogical actions. Hady and Abdulsafi (2018) mention that a lesson plan is an agenda that prepare the teachers and give the teacher

specific instruction in specific time to a specific class about specific material. Lesson plan also called as the structure of activities that teachers should conduct in the classroom.

5 Assessment

According to Gallego (2007) assessment is about evaluation, the way to measure, and also the way of making decisions about students, teachers, and teaching learning process. Hady and Abdulsafi (2018) mention that assessment is about how the teachers check the efficiency of their method of teaching by questioning some questions to the students about what the students have learned.

1.7.2 Operational Definitions

1 Teachers' Perception

In this present study, the teachers' perception is about how English teachers in the city area and suburb area in Badung Regency perceive themselves as being ready in implementing the 21st century skills in teaching English. The perception of English teachers can be seen from their perception of the concept, the attitude, and also the usage of the 21st century skills.

2 Teachers' Readiness

In this study, teachers' readiness is about how English teachers in city area and also suburb area in Badung Regency as being ready to implement the 21st century skills. The readiness of English teachers can be seen in the implementation of 21st century skills in the lesson plan, in the teaching learning process and also in the process of assessment conducted by the English teachers.

3 21st Century Skills

In this study, the 21st century skills is about the skills and also competencies that should be developed by the English students in learning English to be ready and survive the world of 21st century by implementing three (3) main skills namely life and career skill, learning and innovation skill, information, media and technology skill which integrated with the core subject and also 21st century education global themes.

4 21st Century Lesson Plan

In this present study, the 21st century lesson plan is the organization and also set of activities in teaching English subjects which arranged in sequences by the English teachers in the city area and suburb area in Badung Regency which is integrated with 21st century skills.

5 21st Century Assessment

In this study, the 21st century assessment is the evaluation, the way to measure, and also the way of deciding students' activities in learning English by the English teachers whether the 21st century education is already implemented in a good way or not.