

## CHAPTER I

### INTRODUCTION

#### 1.1. Research Background

The 21<sup>st</sup> century is marked by a hundred years of transparency or globalization, which means that human culture underwent profound shifts in the 21<sup>st</sup> century, which vary from the way of life in the previous century (Wijaya, Sudjimat & Malang, 2016). It is said that the 21<sup>st</sup> century is a century that asks for quality in all human endeavors and work. Naturally, the 21<sup>st</sup> century demands quality human resources, which are produced by institutions that are professionally managed to produce superior results. These new demands require breakthroughs in thinking, drafting, and acting. In other words, a new paradigm is needed in dealing with new challenges (Tilaar, 1998). According to the philosopher Khun as cited by Wijaya et al. (2016), if new challenges are faced by using the old standard, then all efforts will fail. The new challenge demands a breakthrough thinking process if what is desired is the quality output that can compete with work in an open world.

Mukhadis (2013) stated that the 21<sup>st</sup> century is also known as the age of knowledge. In this era, all alternative efforts to meet the needs of life in various contexts are more knowledge-based. Efforts to meet the needs of the field of knowledge-based education, the development of a knowledge-based, the development and knowledge-based empowering, and industry-based knowledge.

According to Barron and Darling-Hammond (2008), there has been an opinion that formal education has to be modified since the advent of the global

movement calling for a new model for learning for the 21st century. This change is essential to bring up new forms of learning needed to overcome complex global challenges. Identification of student competencies that need to be developed is very important to face the 21<sup>st</sup> century. Barron and Darling-Hammond (2008) also stated that standard methods stressing rote memorization or basic processes would not improve the critical reasoning capabilities or individuality of students. Everyone must participate in meaningful inquiry-based learning, have the value of truth and relevance, and develop higher-order thinking skills.

The main objective of 21<sup>st</sup>-century learning is to build individual learning abilities, and support their development into lifelong, active, independent learners; therefore, teachers need to become 'learning coaches' - a role that is very different from traditional classroom teachers (Zubaidah, 2016). The teacher, as a learning coach, will guide to help students develop skills and offer a variety of support that will help students achieve their learning goals. The teacher, as a learning coach, will encourage students to interact with knowledge - to understand, criticize, manipulate, design, make, and change it.

Teachers need to strengthen students' intellectual curiosity, their skills in identifying and solving problems, and their ability to build new knowledge with others. Zubaidah (2016) also noted that teachers in the 21<sup>st</sup> century are not teachers who are proficient in every topic in the curriculum but must be experts in finding out together with their students, know how to do something, know how to know something or how to use something to do something new.

An essential role of a 21<sup>st</sup>-century teacher is their role as a role model for trust, openness, perseverance, and commitment for students in the face of uncertainty in the 21<sup>st</sup> century.

Referring to the importance of teacher contributions and preparedness, it is necessary to examine teachers' readiness to implement the skills of the 21<sup>st</sup> century, particularly in elementary schools. The readiness of elementary school English teachers to insert 21<sup>st</sup>-century skills is important to demonstrate their preparation and process of teaching and learning. Not only is the readiness to incorporate education in the 21<sup>st</sup> century, but teachers also need expectations of perceiving education in the 21<sup>st</sup> century. The perception of the teachers shows how teachers place themselves and view themselves when applying education in the 21<sup>st</sup> century. These things are important to be analyzed in order to discover the readiness and perceptions of elementary school English teachers in teaching and learning activities of 21<sup>st</sup>-century education.

There have been many researches conducted on the teachers' readiness to apply 21<sup>st</sup>-century skills. However, the same research investigated for primary schools in teaching English as a foreign language for Bali context is still limited. For that reason, this study aimed at investigating how English teachers perceive the application of 21<sup>st</sup>-century education in teaching English and to assess how English teachers are prepared to apply education in English in terms of lesson preparation, teaching practices, and student assessment in the 21<sup>st</sup> century. Besides that, it was also analyzed whether there is a discrepancy between the teachers' perception of their readiness and the reality

of the implementation in the classroom. It is expected that this study will give beneficial inputs for policy and professional development for enhancing the teaching quality of the teachers under investigation.

## **1.2. Problems Identification**

It is incredibly necessary at this stage to teach students how to build a quality generation that has the potential to tackle globalization. There are growing changes caused by globalization. Teachers now face much more significant obstacles than in the earlier period. Teachers are faced with students that are far more diverse, subjects that are complex and challenging, common, and involve students' higher thinking skills, with whom teachers need to contend in practice with imagination and intellect—no more intelligence. In addition to being able to teach and manage school activities effectively, 21<sup>st</sup>-century teachers are also called for to develop effective relationships with students and the school community, use Technology to promote better teaching quality and to reflect and improve their learning practices continuously.

Some teachers do not include skills that need to be added to the teaching and learning process, such as incorporating in lesson plans, teaching and learning processes, and assessment of teaching and learning processes. According to the result of preliminary observation, private elementary schools English teachers are not facilitated by programs such as professional development and workshops on how to apply 21st-century skills in teaching and learning by the government because private elementary school is not

under the government supervision. Also, preliminary observations reveal that teachers only use student textbooks and worksheets rather than using other sources or technology to support the learning process. For this reason, it is very important to analyze teachers' perceptions and readiness regarding the implementation of 21st-century skills in private elementary schools and analyze whether there is a discrepancy between the teachers' perception about their readiness and the reality of the implementation in the classroom

### **1.3. Research Delimitation**

The delimitation of this research is private elementary school English teachers in Tabanan Regency. Also, their perception and readiness on the implementation of the 21<sup>st</sup>-century education framework in Tabanan regency. The study will investigate teachers' understanding and availability to insert the 21<sup>st</sup>-century skills in the lesson plan, the teaching and learning process, the assessment of the teaching and learning process.

### **1.4. Research Question**

Based on the background above, the problems of the study are formulated into the following questions:

1. How do the English teachers perceive the implementation of 21<sup>st</sup>-century education in private elementary school in Tabanan regency?
2. How ready are the English teachers in implementing the 21<sup>st</sup>-century education in teaching English in private elementary schools in Tabanan regency in terms of lesson planning, teaching procedure, and assessing the teaching and learning process?

3. Is there any discrepancy found between the teachers' perception of their readiness and the performance of the implementation of 21<sup>st</sup>-century skills in the classroom?

### **1.5. Research Objective**

The objectives of this study are as follow:

1. General objectives:

Generally, this study analyzed the teacher's readiness in implementing 21<sup>st</sup>-century education in teaching English in Private Elementary school in Tabanan regency.

2. Specific objectives

- a) Analyzing the teachers' perception in the implementation of 21<sup>st</sup>-century skills in teaching English in Private Elementary School in Tabanan regency.
- b) Investigating how ready the English teachers in implementing the 21<sup>st</sup>-century skills in teaching English in Private Elementary School in Tabanan regency in terms of the lesson plan, teaching procedure, and the assessing the teaching and learning process.
- c) Analyzing the discrepancy found between the teachers' perception of their readiness and the performance of the implementation of 21<sup>st</sup>-century skills in the classroom in Private Elementary School in Tabanan regency.

### **1.6. Research Significance**

Regarding the research problems and research objectives, this research will have significance in the implementation of 21<sup>st</sup>-century education as follows:

1. The theoretical significance of this study is that the results of this study are expected to be able to enrich other theoretical reviews relating to the subject of Micro Teaching and Teaching English for Young Learners, and Professional Teacher Education (PPG) as well as suggestions to future teachers about what to they do, master and prepare before teaching in schools in Indonesia for the public and Bali specifically.
2. Practical significance:
  - a) For the teachers: The result of this study is expected to improve teachers' awareness of the importance of improving the performance and competence in implementing 21<sup>st</sup>-century education in teaching English in Private Elementary School.
  - b) For future researchers: The result of this study is expected to be used as a reference for the other researchers to find out a study about teachers' readiness in implementing 21<sup>st</sup>-century education in teaching English.
  - c) For the Government: This research is expected to help the education board of the Tabanan Regency to design an appropriate way to improve the implementation of the 21<sup>st</sup>-century education in Elementary School. Therefore the result will be optimal.

## **1.7. Key Terms Definition**

### **1.7.1. Conceptual Definition**

## **1. Readiness**

Lynch and Smith (2016) define readiness as the state in which the organizational conditions are such that school staffs are prepared to engage with ‘improvement agendas.’ The state does not only deal with the condition of someone but also with how they are prepared to take action.

## **2. Perception**

According to Mcdonald (2011), perception is a particular representation of how one experiences the world that is influenced by many sociocultural elements. Markus and Kitayama (1991) concluded that people of different cultures view each other remarkably differently.

## **3. 21<sup>st</sup> Learning Education**

Mustafa (2014) defines 21st-century education as the era of development on information and knowledge in which brings the changes in every aspect of life. Learners of the 21<sup>st</sup> century must be both self-directed and willing to collaborate with people, groups, and machines(Boholano, 2017). Trilling and Fadel (2009) listed the major framework of 21<sup>st</sup>-century education, such as life and career skills, learning and innovation skills, information, media, and Technology skills and core subject and 21<sup>st</sup>-century theme.

## **4. Assessment**

According to Winaryati (2018), assessment is part of the learning process that has the process of getting, analyzing, and interpreting the



data. The data is coming from students' outcomes that done systematically to decide the following up steps of learning.

## 5. Lesson Plan

The lesson plan is an education and learning manual for teachers. Idaho State Department of Education (2016) mentioned three principles that the lesson should have. Those three components are multiple means of representation, multiple means of action and expression, and multiple means of engagement. The teacher creates the lesson plan by giving a brief explanation of the material, goals, standard, outcome, procedures, and the assessment.

### 1.7.2. Practical Definition

#### 1. Teacher Readiness

In this research, teacher readiness refers to the preparation of English teachers in SD Saraswati Tabanan and SD Triamarta to incorporate 21<sup>st</sup>-century skills in their lesson plan, the teaching and learning process practices in the classroom, and the assessment they are undertaking.

#### 2. Teacher Perception

The perception of the English teachers of SD Saraswati Tabanan and SD Triamartais how the English teachers view themselves in the implementation of the 21<sup>st</sup>-century skills in teaching English in terms of the lesson plan, teaching and learning process and the assessment is conducted.

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

21st-century skills are the skills that should be mastered by the students in 21<sup>st</sup>-century teaching, which include life and career skills, learning, and innovation skills and media, literacy, and technology skills. It is crucial because it helps the students and teachers to survive in the 21st-century era.

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

Lesson plan is the teaching preparation incorporated into the 21<sup>st</sup>-century education framework needed by teachers to coordinate activities in the English teaching and learning process at the elementary schools under investigation. The lesson plan must be straightforward, reflect competencies and skills that must be learned by students, and use creative media to engage the interest of students in learning.

#### 5. 21<sup>st</sup> Century Assessment

Assessment is the method of measuring the performances of students in learning English, integrated with 21<sup>st</sup>-century skills needed by teachers to assess the competency of their students in the teaching and learning process. The teachers must encourage the assessment that emphasizes the method, rather than the final assessment. The assessment performed in the classroom by teachers must be sufficient for Kurikulum 2013.

#### 6. 21<sup>st</sup> Century Teacher

It is known as the English teachers of SD Saraswati Tabanan and SD Triamarta, who teach the structure for education in the 21<sup>st</sup> century and have a primary role in the process of teaching and learning English.

Teachers need to be mindful of the growth of 21<sup>st</sup>-century skills. They need to prepare learners with knowledge and skills. Elementary school English teachers have important roles in providing students with knowledge and skills that are compatible with 21<sup>st</sup>-century growth. Since elementary schooling, preparation is important, particularly for English subject.

