

CHAPTER I

INTRODUCTION

1.2 Research Background

Education is a necessity for a generation. Education has rapidly changed from time to time. Nowadays, 21st-century education becomes a new era of education. According to Boholano (2017), 21st-century education is the period that closes to globalization and internationalization. Therefore, the preparedness' of a new generation is needed. Jan (2017) explained that knowledge is bringing change to the human life aspect, such as changes in economic, social, and technology. Thus, being knowledgeable in 21st-century education is a must to follow and face the challenges. It is supported by having the 21st-century skills.

21st-century education is the era that links to the curriculum that used as a reference in educational fields. Indonesia is applied curriculum 2013 that aimed at preparing the students for having excellent life skills in all aspects of life (Hasan, 2013). The curriculum is related to the 21st-century education frameworks that train the students to have life and carrier skills. Triling and Fadel (2009) promoted the 21st-st century education framework, which involves life and carrier skills, learning and innovation skills, digital literacy skills, and interdisciplinary 21st-century themes. By looking at the curriculum applied and 21st-century education frameworks, the learning process should correlate one another.

This new era of education is urgent to implement from primary school. Primary education is a foundation before other educations (Etor et al., 2013). It means the urgency of teaching and learning in primary school is vital as an education foundation. Therefore, implementing a 21st-century education framework in primary schools also impacted primary school teachers. A role as being teacher is helping students to achieve the goals in learning as well as the mission of education (Ulum, 2015). Teachers' part is still essential since the students get the information from the teachers. Even though in 21st-century learning, the students have a chance to get information from various sources. In teaching, teachers should be supported by competencies to ensure themselves.

According to Koenig (in Shum & Crick, 2016), teachers must be able to deal with their cognitive, interpersonal, and intrapersonal skills. Through the competency, teachers know their abilities to teach the students. Sumual and Ali (2017) add four teachers' competencies, namely personality, social, professional, and pedagogical competencies. Primary school teachers should master pedagogical competencies to run the teaching and learning process well. *Permendiknas no 16 Tahun 2007* (in Sumual & Ali, 2017) mentioned that teachers have to master the theories, character of the learners, developing curriculum, etc. Thus, teachers give more attention to the aspects involved in the learning process.

This new era of education consciously influences every aspect of the teaching and learning process, such as the lesson plan, the activities, and how the teachers assess the students. Because every element should insert

the 21st-century education framework, additionally, teachers should have proper preparation and understanding of the implementation and insertion of 21st-century education framework. Adequate training will be helpful for the teachers and students in the learning process because the quality of the learning process is determining the students' achievement (Lim & Tay, 2016; Rusdin, 2018). On the other hand, 21st-century education brings changes and improvements in students through the activity in the classroom (Padmadewi et al., 2018; Wijaya et al., 2016).

Referring to the urgency of the implementation of 21st-century education in primary schools as the foundation of the students in receiving the knowledge, teachers have to prepare and ready to insert the 21st-century skills that covered in 21st-century education framework in the teaching and learning process. However, the preliminary observation in private primary schools showed that the teachers still need improvement in designing the lesson plan referring to curriculum 2013, where needs to insert 21st-century skills. It continued to the teaching and learning process and the assessment in the teaching and learning process. Regarding the preliminary observation, the readiness of the English teachers in primary schools is vital to be analyzed to see how ready the teachers are in implementing 21st-century skills. The preparation is linked to teachers' perception to see how the teachers perceive themselves in applying the skills in the teaching and learning process. Besides, it is urgent to investigate the discrepancy between teachers' perception of the readiness and the reality of the implementation of 21st-century skills.

There have been many researchers conducted related to the teachers' readiness for the implementation of 21st-century skills. The previous research revealed that 21st-century skills are essentials. Teachers' perception and preparation correspond to one another in implementing 21st-century skills that bring good outcomes of the students (Rusdin, 2018; Tuzlukova et al., 2018; Warner & Kaur, 2017). However, the same research that investigated private primary school teachers' perception and availability are still limited, especially in the Bali context. Therefore, this present study aimed at investigating the teachers' readiness to implement 21st-century skills in teaching English at private primary schools in Buleleng as one of the regencies in Bali.

1.2 Problem Identification

In 21st-century education, students should have and prepare themselves to face the challenges in the world. The school also need to equip the students to meet and to be competitive in the world industry—the students prepared by having skills in 21st-century education. Proper preparation should be done by the teacher to make the students have a good understanding of the importance of 21st-century learning. In global development, technology literacy is helpful for students in 21st-century education. Students as the agent of changes and the teacher as the facilitator to help the students should collaborate to break the difficulties that happened and be the challenge in 21st-century education. Based on the preliminary observation in private primary schools in Buleleng. It found that the teachers trained to implement the 21st century skills in which include life and carrier

skills, learning and innovation skills, digital literacy skills, and interdisciplinary 21st-century themes. But there was a misunderstanding of the teachers about the concept of 21st-century skills and its implementation.

Some of the teachers are not inserting the skills should be added in the teaching and learning process, such as inserting in the lesson plan, the teaching and learning process, and the assessment of the teaching and learning process. The support for the teachers was not found, such as the school facilitation and programs. The supports can be professional development and workshop about how to implement the 21st-century skills in the teaching and learning process. Also, the preliminary observation revealed that teachers still used textbooks rather than use other sources or the technology to support the learning process; there was a misconception in the implementation of 21st-century skills. In 21st-century education, the teachers can use other sources as the information and media to teach the students. They can invite foreigners, use video, internet, etc., because in 21st-century education, the students trained to use the technology and other skills in learning and utilize information sources beyond the textbooks. For that reason, it is urgent to research teachers' perception and readiness on the application of 21st-century skills at private primary schools.

1.3 Research Delimitation

The delimitation of this research is private primary English teachers and teachers who use English as a medium of instruction at school. Also, their perception and readiness on the implementation of the 21st-century skills in Buleleng regency. The study will investigate teachers' perception

and availability to insert 21st-century skills, namely, life and carrier skills, learning and innovation skills, digital literacy skills, and interdisciplinary 21st-century themes in the lesson plan, the teaching and learning process, the assessment used in the teaching and learning process.

1.4 Research Questions

Based on the research background above, the research problems as follow:

- A. How do the English teachers perceive the implementation of 21st-century skills in teaching English in private primary schools in Buleleng regency?
- B. How ready are the English teachers in implementing the 21st-century skills in teaching English in private primary schools in terms of the lesson plan, the teaching and learning process, and the assessment in the teaching and learning process?
- C. Is there any discrepancy found between the teachers' perception of the readiness and the reality of the implementation in the classroom?

1.5 Research Objective

The object of this research as follows:

1.5.1 General Objectives

In general, this research will examine teachers' readiness in the implementation of 21st-century skills, especially in teaching English in private primary schools in Buleleng regency.

1.5.2 Specific Objectives

1. The research investigates English teachers' perception in the implementation of 21st-century skills in teaching English in private primary schools in Buleleng regency.
2. The research analyzes English teachers' readiness in implementing 21st-century skills in teaching English in private primary schools in Buleleng regency in terms of inserting in the lesson plan, the teaching and learning process, and the assessment used in the teaching and learning process.
3. This research analyzes the discrepancy between teachers' perception of the readiness and the reality of the implementation of 21st-century skills in the classroom.

1.6 Research Significance

Regarding the background, research problems, and research objectives, this research will have significance theoretically and practically in the implementation of 21st-century skills as follows:

1.6.1 Theoretical Significance

The research is expected to support the theory of the implementation of 21st-century skills in teaching English. Besides, this research useful for the teacher and students as a reference in developing and implementing 21st-century skills.

1.6.2 Practical Significance

- a. For the government

This research is expected to be information for the education board about the reality of education in private primary schools in Buleleng regency. Hopefully, the Buleleng government will help the teachers' readiness for the implementation of 21st-century skills in terms of support by facilitation and programs for teachers' development.

b. For the teachers

This research will be beneficial for the teacher as their reflection of their perception and readiness in implementing 21st-century skills, especially in private primary schools. Besides, this research also useful to make guidance based on the teachers' information.

c. For the future researcher

The research is expected to be a reference to support the data on the same or depth research about 21st-century skills. Through research, the researcher can participate in the application of 21st-century skills.

1.7 Key Terms

1.7.1 Conceptual Definition

a. Readiness

Slameto (in Saputri, 2016) explained that readiness is a person's condition to respond in a particular situation. Preparation is a process linked to changes (Dalton & Gottlieb,

2003). Lynch and Smith (2016) add that readiness means the planning and preparedness done by the schools' staff.

b. Perception

Mcdonald (2011) explained perception itself is the unique experience of an individual. It means the teachers have their own experience that can be the reference to perceive their readiness in teaching. According to Qiong (2017), there are three steps of perception, namely selection, organization, and interpretation. Those three steps are related by selecting the information that is got from the environment and then organizing the data by finding meaningful patterns and followed by interpreting the data.

c. 21st-Century Education

Boholano (2017) states 21st-century is a particular term that brings to globalization and internationalization. It followed by the adaptation of students and teachers in 21st-century education. Mustafa (2014) adds 21st-century education is the era of development on information and knowledge in which brings the changes in every aspect of life

d. 21st-Century Skills

21st-century skills are the skills that prepare the people who adapted to the rapid change in technology, information, and knowledge as well (NCREL in Rusdin,2018). Bialik & Fadel (2015) mentioned four skills in 21st-century education,

namely, collaboration, creativity, critical thinking, and communication skills. Also, Trilling and Fadel (2009) suggested the skills that need to implement in 21st century education. The skills are life and career skills (leadership and responsibility skills, productivity and accountability skills, social and cross-cultural skills, flexibility and adaptability skills, and initiative and self-direction skills), learning and innovation skills (communication skills, creativity, and innovation skills, critical thinking and problem-solving skills, and collaboration skills), digital literacy skills (information, media, and technology literacy), and interdisciplinary 21st-century themes (global awareness, civic literacy, financial, economic, business, and entrepreneurial literacy, health literacy, and environmental literacy).

e. 21st-Century Teachers

21st-century teachers are the model of the students in which skillful, technical knowledge, and experience to teach in 21st-century education (Jan, 2017). It supported by having characteristic for 21st-century teachers that mentioned by Churches (in Handayani, 2017), namely the adaptor, visionary, collaborator, risk-taker, learner, communicator, model, and leader in 21st-century education. The competencies also need to fulfill by the teachers. The competencies are cognitive skills,

interpersonal skills, and intrapersonal skills (Koenig in Shum & Crick, 2016)

f. Lesson Plan

According to Khan (2011), a lesson plan is a guideline description designed by the teachers linked to the achievement and goals of the teaching and learning process. Besides, the Idaho State Department of Education (2016), mentioned three principles that the lesson should have. Those three components are multiple means of representation, various 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.

g. Assessment

Amua-Sekyi (2016) states assessment is an evaluation activity done by the teachers to observe and evaluate students' activities in the classroom. The assessment conducted in 21st-century education is an authentic assessment that assesses students' attitudes, knowledge, and skills significantly (Syamsuri & Ishaq, 2010). Winaryati (2018) adds evaluation 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. In 21st-century learning, the

teacher should prepare an assessment that focuses on the activities and the skill of the students. The feature is multitasking, online education, and technology. It will have an impact on the assessment used by the teacher to evaluate the students in the learning process. Besides, it can be a consideration for the teacher to create the material suitable for the students.

1.1.1 Operational Definition

a. Readiness

English teachers' readiness is how the teachers as the school staff prepare and plan to insert the 21st-century skills in the lesson plan, the teaching and learning process, and the assessment in the teaching and learning process for teaching English.

b. Perception

English teachers' perception is how the teachers see themselves on the implementation of 21st-century skills in teaching, especially in teaching English. It linked to how the teachers see themselves in inserting the 21st-century abilities in education.

c. 21st-Century Education

Schools should implement 21st century education because of the regulation made by the government. 21st-century

education has beneficial because it consists of the skills that should be taught to the students to face the rapid change in culture. Besides, 21st-century education helps the students to meet the globalization and internationalization.

d. 21st-Century Skills

21st-century skills are crucial because it helps the students and teachers to survive in the 21st-century era. The students should master 21st century skills. The skills are life and carrier skills (leadership and responsibility skills, productivity and accountability skills, social and cross-cultural skills, flexibility and adaptability skills, and initiative and self-direction skills), learning and innovation skills (communication skills, creativity, and innovation skills, critical thinking and problem-solving skills, and collaboration skills), digital literacy skills (information, media, and technology literacy), and interdisciplinary 21st-century themes (global awareness, civic literacy, financial, economic, business, and entrepreneurial literacy, health literacy, and environmental literacy).

e. 21st-Century Teachers

English teachers, as a model for the students, have to facilitate the students with proper instruction and education to face the globalization and internationalization. English teachers' sensitivity to the changes and development in education mainly is crucial.

f. Lesson Plan

In applying the curriculum 2013 in which in 21st century education, the lesson plan made should relate to the terms in 21st-century education. The lesson plan is designed by the English teachers as the guidance to teach the students associated with curriculum 2013 and using a scientific approach that including observing, questioning, experimenting, associating, and communicating steps. The lesson plan consists of the learning material, activities, media, and assessment regarding students' needs.

g. Assessment

Assessment is the process of evaluating the students by looking at the principle of evaluation in 21st-century education. The assessment of the students not only by written form but also look at the students' performance. 21st-century assessment applied is an authentic assessment that assessed students' attitudes, skills, and knowledge.