CHAPTER I

INTRODUCTION

1.1 Research Background

Education plays an important role in human life. Martini (2018) stated that education could build a nation becomes better, especially in developing the quality of the character of a nation. Johan and Harlan (2014) argued that education plays an essential role in the development of a country. In line with this, education can be defined as the process of delivering and imparting knowledge, skills, values, norms, and culture to the people to make them ready in facing the society, (Baguisa & Ang-Manaig, 2019). Haryono, et al. (2017) stated that educating the students will develop education in the country. It is noted that education helps the students to achieve their goals and improve their self-competence, so that makes them easier to adapt and survive in the 21st-century era. It means that education is not only essential for the country but also it may help people, especially the students, to meet their goals and increase their selves-competence.

Nowadays, education is not only focused on knowledge but also the attitudes and skills. Knowledge, attitudes, and skills are the main goals. The competence and professionalism of the teachers are needed to achieve those main goals and increase the quality of education. Rusdin (2018) argued that creating a generation that has good quality and be able to deal with 21st-century globalization is the essential thing that should be paid attention by the teachers.

The character education is added by the teachers in the teaching and learning process to make school activities effectively and adaptable to the 21st-century era.

According to Kamaruddin (2012), character education is essential for creating a good character of an individual, and it should be done early. He stated that schools should pay attention to the character development of the students. Students' negative attitudes have possibilities to be omitted if the teachers put the character education in the process of teaching and learning. When the students already got character education, then they implement it in society. Thus, character education is essential to be developed by the teachers in the school.

In facing this 21st-century era, the Indonesia government must have innovative strategies to develop educational quality. It is being regulated in the National Ministries of Technology, Research, and Higher Education. Gamar et al, (2018) argued that innovative actions should be done to prepare the national human with qualified competences and create a better education for the students. In 21st skills, students are required to be able to have literacy skills, skills in science, good attitudes, and mastery of technology (Kemendikbud, 2017). Thus, 21st-century skills are an innovative way and play an essential role in improving the quality of human resources, and it is used as the guideline for teaching students.

Trilling and Fadel (2009) presented 21st-century skills as a complex theory. It is not only focused on those four skills but also, they introduced them as theories about the significant changes in human lifestyle and time. Trilling and Fadel (2009) presented 21st-century skills into the 21st-century rainbow figure,

which consists of twelve primary skills that have to be mastered by people to make a better life. Those twelve skills classified into three major skills, namely, life and career skills, learning and innovation skills, and information, media, and technology skills.

The skills of the 21st century are involved in certain core subjects and 21st-century themes that must be introduced to the students. 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. The students should be able to master every core subject and the 21st-century themes because all the students need to be successful in work and life in the 21st century (Partnership for 21st Century Skills, 2009). It means that the skills of the 21st century are a must for people to adapt and keep their life in 21st-century era. 21st-century skills are necessary to be added in the process of teaching and learning to prepare the students to face the challenges of a global society; being innovative to solve complex problems, and use the technology to change the world to the better one (Trilling & Fadel 2009).

School is the principal place that can teach 21st-century skills because in school, students will have much time to learn and practice those skills. According to Rotherham and Willingham (2009), the importance of implementing 21st-century skills is to prepare students' readiness. It deals with the complex challenges of their age since 21st-century skills consist of complex skills that very useful in this era. To establish those skills, teachers play the primary role to

introduce those skills to the students. It means that teachers must master 21st-century skills. According to Langworthy (as cited in Amran & Rosli, 2017), teachers have an essential role in increasing technology in the teaching and learning process. In addition, according to Rahim and Abdullah (2017), integrating information on technology and media in teaching will help the development of 21st-century skills. Because of the reasons, the development of the teachers' competencies based on the 21st-century skills is needed to improve. Besides, the teachers' methods in teaching may affect the outcomes of the students. The way teachers implement the teaching process in the classroom, reflecting the outcomes of 21st-century skills, Langworthy, (as cited in Amran & Rosli, 2017). In implementing the 21st-century skills in the class, the teachers have a new challenge, because these skills are complex. Yunos (2015) stated that in applying 21st-century skills, teachers gain significant challenges, since several 21st century skills must be developed in limited time.

Teachers are expected to be able to teach and apply the ability to improve students' competencies through implemented the 21st-century skills. Therefore, teachers must be able to master 21st-century skills first; then they can be the model for the students on the implementation of 21st-century skills in the school. It is a hard challenge for the teacher as several competencies in 21st-century skills that have to be mastered. According to Rusdin (2018) teachers are the main factors as a model to build and improve student's competences to learn the 21st-century skills which consist of 4 skills: i) creativity, ii) communication, iii) collaboration, iv) critical thinking skills). There are 2 aspects focused before implementing 21st-century skills in the teaching-learning process. The first aspect is about teachers'

perception of 21st-century skills in terms of how they perceive the goal and essence of the 21st-century skills itself. The second aspect is about how ready the teacher in implementing 21st-century skills in real teaching-learning practice.

English is one of the important core subjects included in the 21st-century skills (Trilling & Fadel, 2009). English is an international communication language used to transfer science and technology around the world (Dewi, 2012; Suhirman, 2014). Therefore, the implementation of the 21st-century skills in English subject is essential since 21st-century skills should be implemented in all subjects. Realizing the importance of English as an international communication language, it is needed to adapt in this era through the implementation of 21st-century skills in early age. It is essential to investigate the teachers' readiness on the implementation of 21st-century skill.

As the 21st-century skills are essential to be conducted in the process of teaching and learning. No research examines the further about 21st-century skills in the primary schools in Badung regency. So, this research was conducted to analyze the teachers' readiness in implementing 21st-century skills for teaching English subject in terms of the lesson plan, teaching performance, and assessment did by the English teachers. As the representative data about the implementation of 21st-century skills, there were two private schools as the setting of this research, such as SD Taman Tirta and SD Bina Insan Mandiri Sejahtera.

1.2 Problem Identification

21st-century skills are needed to be implemented for all subjects, one of them is the English subject. It must be implemented since the teachers have to do an action to face the 21st-century era. Teachers have responsibilities to make sure the skills in 21st-century skills successful in being implemented. So, the teachers must master well all the skills that exist in the 21st-century skills.

This research was conducted at SD Taman Tirta and SD Bina Insan Mandiri Sejahtera as representative of Private Elementary Schools in Badung Regency. Those schools were chosen since the schools already implemented Curriculum 2013 requiring the implementation of 21st century skills. From the preliminary observation, there were some problems identified in the process of implementing 21st-century skills. *First,* it was indicated that the teachers had not ready yet to use technology or media in teaching. The teachers often used textbook in teaching English. *Second,* it was indicated the teachers did not do good assessment practices. It can be indicated that the teachers cannot implement the 21st-century skills well since they cannot master the skills very well.

Based on those reasons, the investigation toward teachers readiness on the implementation of 21st-century skills is essential to be conducted. This research investigated the teachers' readiness in implementing the 21st-century skills through investigating the English teacher perception toward 21st-century skills and analyze their readiness on the implementation of 21st-century skills in teaching English.

1.3 Research Delimitation

The limitation of this research was on the teachers who teach English in SD Taman Tirta and SD Bina Insan Mandiri Sejahtera as the representative of Private Elementary Schools in Badung Regency. The data were collected in grades II, III, IV, V, and VI in even semester. All grades already studied English at school. This research focused on the analysis and observation of the English teachers' perception toward their readiness on the implementation of 21st-century skills and their readiness in implementing 21st-century skills in terms of lesson planning, teaching performance, and assessing students.

1.4 Research Question

1.4.1 How do the English teachers perceive their readiness in implementing the 21st-century skills in teaching English in SD Taman Tirta and SD Insan Mandiri Sejahtera?

1.4.2 How ready are the English teachers in implementing the 21st-century skills in teaching English in private elementary schools as observed in inserting the skills in the lesson plan, teaching performance and the assessing teaching-learning process?

1.4.3 Is there any discrepancy between the teachers' perception toward their readiness and the implementation of 21st -century skills in the classroom?

1.5 Research Objectives

Related to the problems mentioned previously, the objectives of the research as follows:

1.5.1 General Objective:

In general, this research investigated how the English teachers perceive their readiness on the implementation of the 21st century skills. This research investigated how the English teachers' readiness on the implementation of 21st-century skills in teaching English in private Elementary School in Badung Regency. It analyzed the discrepancy between the teachers' perception of their readiness and the reality of the implementation of the 21st-century skills.

1.5.2 Specific Objectives:

a. To investigate the English teachers' perception in implementing the 21st-century skills in teaching English for Private Elementary School students in SD Taman Tirta and SD Bina Insan Mandiri Sejahtera.

b. To analyze how ready the English teachers in implementing 21st-century skills in teaching English in SD Taman Tirta and SD Bina Insan Mandiri Sejahtera in Badung Regency in terms of lesson planning, teaching and learning process, and assessing the students.

c. To identify the discrepancy between the English teachers' perception on their readiness and the reality of the implementation

of the skills of 21st century in SD Taman Tirta and SD Bina Insan

Mandiri Sejahtera in Badung Regency.

1.6 Research Significance

This research is expected to give theoretical and practical significance for

the reader that can be explained as follows:

1.6.1   **Theoretical Significance**

The results of this research are expected to enrich any literature

that focuses on the teachers' readiness in implementing 21st-century

skills and the procedures to insert 21st-century skills in teaching English

as a foreign language.

1.6.2   **Practical Significance**

The result of this research is expected to give a practical contribution

and inspire the teachers, the other researchers and the government.

a. For Teachers

The result of this research is expected to improve teachers'

performance, readiness, preparation and competence in

implementing the 21st-century skills in teaching English for Private

Elementary School students.

b. For other Researchers

The result of this research is expected to be used as a

helpful reference for the other researchers to find out the

information about teachers' readiness in implementing the 21st century, and the concept of 21st-century skills in teaching English.

c. For the government

The result of this research is useful for the government to get specific information about the quality of teachers' competencies in implementing 21st-century skills. Therefore, the government can make appropriate regulations that can improve the teachers' competencies in implementing 21st-century skills, especially in Badung Regency.

1.7 Key Terms Definition

`1.7.1 Conceptual Definition

1.7.1.1 Teachers' Readiness

According to Lynch and Smith (2016, as cited in Lynch et al., 2017), the perception of teacher readiness is teachers' willingness to teach and have well prepared to complete a particular agenda.

1.7.1.2 Teachers' Perception

McDonald (2012) argued that perception is people's manifestation of how their views toward the world colored by sociocultural elements from different places. Markus and Kitayama (1991) concluded that people in different cultures have strikingly different perceptions of self and others because they have different mindsets of thinking. It means that how people thought determine people's perception.

1.7.1.3 21st Century Lesson Plan

The existence of a lesson plan is used to make students learn and get experiences that achieve learning goals effectively and easily (Ulum 2015). 21st-century lesson plan is a course description that consists of multiple means of representation, multiple means of action and expression, and multiple means of engagement.

1.7.1.4 21st Century Assessment

Trilling and Fadel, (2010) states there are several points that should be inserted to measure 21st-century knowledge and skills. The first point is supporting a range of assessments. The range of assessment consists of high-quality standardized testing along with effective classroom formative and summative assessments. The second point is emphasizing useful feedback. The feedback is given to the students to support their teaching and learning process. The teachers should emphasize the feedback on student performance that is embedded into everyday learning. The third point requires a balance of technology-enhanced, formative and summative assessments which is used to measure 21st century knowledge and skills mastered by the students.

1.7.1.5 21st Century Skills

Chalkiadaki (2018) states 21st-century skills are an approach that contains several skills that rendered essential for students to be able to experience academic and life success. 21st-century skills is a theory that

includes the complex skills that can prepare the new generation to deal with every possible problem that will be face in industrial citizen, global economy, technology that change very faster, excessive information and computer application that very useful in daily life.

1.7.2   Operational Definition

1.7.2.1 Readiness

In this case, the readiness refers to English teachers' readiness in implementing 21st-century skills in SD Taman Tirta and SD Bina Insan Mandiri Sejahtera. Their readiness can be seen from the preparation in implementing 21st-century skills. Teachers' competencies, lesson plans, teaching media, and assessment also show the teachers' readiness.

1.7.2.2 Perception

Teachers' perception is how the English teachers in SD Taman Tirta and SD Bina Insan Mandiri Sejahtera perceive themselves in facing the 21st-century era and as ready in implementing the 21st-century skills in teaching English.

1.7.2.3 21st Century Lesson Plan

The lesson plan is the design, methods, media, and procedures conducted by the teachers in the class. The lesson plans used by the English teachers in SD Taman Tirta and SD Bina Insan Mandiri Sejahtera were analyzed to see the teachers' readiness in teaching English.

1.7.2.4 21st Century Assessment

Assessment is a process of gathering information about the students' achievement levels on English subjects in SD Taman Tirta and SD Bina Insan Mandiri Sejahtera. This process was done after the materials have been delivered to the students.

1.7.2.5 21st Century Skills

21st-century skills refer to the skills needed to be mastered and delivered by the English teachers in SD Taman Tirta and SD Bina Insan Mandiri Sejahtera.