

CHAPTER 1

INTRODUCTION

1.1 Research Background

In the 21st century era, education continues to develop. It causes changes in learning aspects that are carried out in schools. One of them is the changing of traditional teaching, which is starting to abandon. According to Tularam & Machisella (2018), traditional education is teaching directed to the teacher, where the students are just sitting and listening. Meanwhile, today's learning process is more emphasis on the process. The students are more active in searching and finding the information in the learning process. Especially in Indonesia, this active learning put in the education curriculum called K 13.

This Curriculum 2013 is one of the actions that is taken by the government to improve education in Indonesia. This curriculum is used to prepare the students to face the era of technology known as Revolution Industry 4.0. In this era, the technology used in all of the aspect (Aziz Hussin, 2018). By using technology, the students are easier to find information and knowledge. The government also prepared this action to make a good quality of people by implementing 21st-century learning skills. It is stated in the Undang-Undang Sistem Pendidikan Nasional No 20 Tahun 2003, which noted the importance of inserting the 21st-century skill in learning.

In implementing 21st-century learning skills in the teaching and learning process, the role of the teacher is essential. The teacher must insert some points of

21st-century learning skills, such as core academic knowledge, critical thinking, and social skills that could help students' master multi-dimensional abilities. Meanwhile, according to Education National Standards Board (Badan Standar Nasional Pendidikan), the framework of 21st-century skills consist of critical thinking, communicative, collaborative, creative, and also innovative skills must own by 21st human resources (Ginanjari & Suhadi, 2018). It means the teacher is needed to prepare themselves in teaching the students in era 21st century. Moreover, the teacher must have competence in 21st-century skills by having the excellent capability in 21st-century skill teaching,

One of the research related to this study was conducted by Rusdin (2018). Rusdin (2018) did a study about the teacher's readiness in implementing 21st century learning through the role-play activity. There were 107 teachers from different states in Malaysia as the participants. The findings showed that teachers' readiness in implementing 21st-century learning is high, there is a significant correlation between the academic level and the level of understanding 21st-century learning skills, and there is a significant difference between the certificate holder and master's degree holder in understanding 21st-century learning skills.

Based on the study had been done by Rusdin (2018), it was realized that the teachers are needed to understand the implementation of 21st-century learning skills in teaching. It influenced the teachers' readiness to implement 21st-century skills. The 21st-century teachers must cover both the things needed in the teaching and learning process supported by the technology and respected to all kinds of students' characteristics.

It is essential to reveal how teachers implemented 21st-century skills in the teaching and learning process in the classroom. There were many similar studies related to the insertion of the skills of the 21st century. However, the research that investigated the implementation of the skill of the 21st century for the elementary school in teaching English as a foreign language in Bali, especially in Gianyar regency, has never been conducted. Based on that reason, this study is considered as essential to undertaken to investigate the English teachers' perception in implementing the skills in the 21st century and assess the teachers' readiness based on the lesson plan, teaching process, and assessment. The discrepancy between the teachers' perception of their readiness and the real implementation in the classroom was also identified. It hoped this research would give benefit to increasing the quality of the teachers in implementing the skills of the 21st century.

1.2 Problem Identification

Implementing the 21st-century learning is one of the essential things to do in the learning process, especially for 21st-century learning skill that must insert in any kind of activity that conducting in the class. However, it indicated that the teachers were not ready to use the technology in the teaching and learning process. It was also the elementary English teachers were not understand the real implementation of the skill in the 21st century in the lesson plan, teaching and learning process, and assessment. These problems supported by preliminary observation conducted in Public and Private Elementary Schools in Gianyar regency found that there are only several English teachers trained on 21st-century

education. Thus, the teachers were still confused about implementing the 21st century.

The problem in this research was identified from the phenomena in implementing the 21st-century skills in teaching English. Thus, this study is focusing on investigating the perceptions and the readiness of the teacher in implementing 21st-century skills. There are some reasons for conducting this study. The first was to share the information about the 21st-century skill that must reveal how it performed in the classroom. Second, this also very important to prepare the student in terms of surviving in the era. Based on the situation, this research aimed to describe teachers' readiness and even perceptions in implementing 21st-century learning skills in the process of teaching and learning English.

1.3 Research Limitation

This research only limits on analyzing the English teachers' readiness in implementing 21st-century learning education, which was explained from the lesson plan, the procedure of teaching, and also the assessment that is conducted by the teachers. Besides, this research described the elementary English teachers' perception about the implementation of 21st century learning education. Specifically, this research analyzed and described teachers' readiness and perceptions in implementing 21st-century learning education in the Public and Private Elementary Schools in Gianyar regency.

1.4 Research Question

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 education in teaching English in private and public elementary schools?
2. How ready are the English teachers in implementing the 21st-century education in teaching English in public and private elementary schools in terms of the lesson plan, teaching and learning process, and assessment?

1.5 Research Objective

There are two objectives of this study, which can be seen as follows.

1.5.1 General Objective

Generally, this research analyzed teachers' perception and readiness in implementing of the 21st-century learning skill in teaching English of Public and Private Elementary Schools in Gianyar regency students who have been done by the teacher. Teachers' perception and readiness in implementing 21st-century learning skills identified from the lesson plan, the procedure of teaching in the classrooms, and also the assessment conducted by the teachers. This study also identified the teachers' perceptions about their readiness to implement 21st-century learning in teaching English in elementary school. Besides, the discrepancy between the teachers' perception of their readiness and the real implementation in the classroom was identified by comparing the result of the questionnaire and the observation's result in the school.

1.5.2 Specific Objectives

1. This research analyzed how the teachers implement the 21st-century learning skills in teaching English in Private and Public Elementary Schools in Gianyar regency. It was analyzed from the lesson plan, the procedure of teaching in the classroom, and also the assessment used by the teachers.
2. This research described the teacher's perceptions about their readiness in implementing 21st-century learning in teaching English in Private and Public Elementary schools in Gianyar regency.

1.6 Research Significant

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

1.6.1 Theoretical Significance

Theoretically, the findings of this research are expected to contribute to English as foreign language pedagogy in general and the promotion of 21st century learning in English classes in particular.

1.6.2 Practical Significances

1. Teachers

The result will be useful for teachers to know the proper way of implementing the skills of the 21st-century in teaching English for elementary school students. Besides, this is used to develop the implementation of the skills of the 21st-century in English class.

2. Other researchers

Other researchers could be treated as the first-hand reference for further research on the skills of 21st-century practice in English and foreign language context.

3. Government

This study provides empirical evidence of the elementary English teachers' readiness in implementing the skills of the 21st century. This could become a source for further policy in English as foreign language teaching and learning practices in elementary 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 Key Terms

1. Teacher Readiness

“Readiness” is defined as the state of being fully prepared for something (Lynch & Smith, 2016). For the teachers, readiness is the preparation of the teacher in implementing the skills of the 21st century.

2. Teacher Perception

Perception is one an individual understanding or interpreting something based on their point of view (McDonald, 2011). Moreover, The Perception of the teacher is how the teacher perceives the readiness in implementing the skills of the 21st-century.

3. 21st Century Skills

The 21st-century skills are the key to survival in the 21st century based on the combination of knowledge, work, global market, and blended cultural tradition (Trilling, B., & Fadel, 2010). Besides, Trilling and Fadel stated that there were four dimensions as the significant framework of 21st-century skills, namely life and career skills, learning and innovation skills, information, media, and technology skills, and core subject and 21st-century themes.

4. Lesson Plan

The lesson plan is a design of activity conducted in class (Ulum, 2016). The professional teacher designed a good lesson before teaching in the class.

5. Learning and Teaching Process

The learning and teaching process is a process of developing the new skills, knowledge, and attitude of the students (Sequeira, 2012). Also, in the teaching and learning process, there is a process of delivering and obtaining knowledge or information.

6. Assessment

The assessment is used to assess the information related to the development of students' competencies, ability, and knowledge, in the teaching and learning process (Gallego, 2007)

1.7.2 Operational Key Terms

1. Teacher Readiness

In this case, the teachers' readiness is the state of private and public elementary English teachers in Gianyar being fully prepared toward the implementation of the skills of 21st-century teaching and learning process of English, which is measured using questionnaires. Four aspects are used to assess the teachers' readiness, such as life and career skills, learning and innovation skills, information, technology and media literacy, and the 21st-century themes. These aspects were identified and observed from the insertion of the 21st-century skills in the teachers' lesson plan, teaching and learning process, and the assessment

2. Teacher Perception

Teacher perception, in this case, can be defined as the understanding or interpretation of the teachers involved in perceiving the implementation of 21st-century skills in the teaching and learning process.

3. 21st Century Skills

The 21st-century skills are the skills of 21st-century skills which involve the life and career skills, learning and innovation skills and media, literacy, and technology skills that are listed by Trilling and Fadel (2009).

4. Lesson plan

The lesson plan is a design of activities conducted in a class by the private and public elementary English teachers that must be inserted with 21st-century skills.

5. Teaching and Learning Process

The teaching and learning process is defined as how the private and public elementary English teachers in Gianyar regency, inserting the 21st-century skills in delivering the information, knowledge, and material to the students.

6. Assessment

In this case, assessment is defined as the method of the private and public elementary English teachers assess the competencies, ability, and knowledge of the students in the teaching and learning process, which was inserted with 21st-century skills.

