

CHAPTER 1

INTRODUCTION

This introduction section serves the background of this study and the research questions as well as the identification of the problem which lead to the understanding and the rationale of this study to be done.

1.1 Background of Study

Tourism is the most influencing factor in economic development in Bali because most people who live in Bali work in tourism sectors. There are many schools which have tourism concentration in Bali which are favored by students who want to get jobs in tourism. The schools offer various concentrations for students who are interested in working in the areas of tourism. Several concentrations such as house-keeping; front office; bartender; pastry and bakery; and many other concentrations become favorable future jobs for most people in Bali. According to Simanjuntak (2013), tourism becomes the fourth largest sector of professional growth in Indonesia. Simanjuntak added that Indonesia needs to develop the quantity and quality of human resources in tourism. It means that to improve the quality of human resources in Tourism, the starting point should be from the education.

Education sector is one of important sectors in a country development. While education prepares for quality human resources, tourism is meant to be the source of income for the human resources who have related educational background and training in tourism services and enterprises. Education for tourism is started from vocational high schools. Vocational high school is a school which provides the students to learn certain type of work. The priority of this school is to prepare the students to enter workforce and develop professional attitude. Due to this priority educational programs which appropriate for the development are needed. To make an appropriate educational program, the teachers and the educational stake-holders need to consider the era development: 21st Century.

21st century is followed by the development of technology and ICT. Boholano (2017) stated that the teachers have to be technology literate in teaching the students of 21st century. It means that the teachers have to insert technology to their teaching environment so the students are able to aware about the importance of technology skills for their learning process. Learning skills of technology has to be introduced to students since they are learning at school because the technology will keep on developing and they will keep on facing the skills for their future, especially in their work place. 21st century promotes the use of technology in the teaching learning environment to improve the students' skills for their future job. Boholano added that ICT can provide resources for the schools' educational system. It means that the starting point of promoting technology as one of 21st century learning skills can be the schools' system including the curricula which

specializes the use of technology in the learning process. Ratminingsih (2018) stated that ICT can support the development of education in various ways: E-learning, blended learning, etc. Ratminingsih added that the success of applying ICT-based learning in the class activity is assisting the learning using attractive and interactive media. Due to the importance of this, the teachers need to create attractive and interactive class activities or medias to support the ICT-based learning.

Learners'center learning is one of the characteristics of 21st century (Boholano, 2017). This characteristic expects the students to be able to use self-direction in their learning along with their collaborative skill as one of 4Cs of 21st Century. The reason why the students need to be independent thinkers, multi-taskers, and collaborative learners is along with the development of the technology that is mentioned prior. The students have to walk along with the development of technology which requires them to be people who are able to reflect the global as the digital learners who accept the global connectivity in which one click of button can serve them world wide access.

The advancement of the educational environment in 21st century leads the teachers to be aware of those characteristics which help them to create better learning environment. Promoting the learning skills of 21st century to students is the first step for the teachers to train the students to have the skills which are mentioned previously. As the students are expected to be independent thinkers, the teachers have to provide learning environment which support the students to think

critically about issues around them. Budsankom, et al (2015) stated that to help students having advance thinking skills: in this case Higher Order Thinking Skills, the students must have open-minded risk taking, curiosity, keening on finding facts, planning and indicating suitable method, think carefully, and having self-monitoring skills. The teachers have to be able to provide learning materials or topics which can make the students practicing those skills. All of those thinking skills are called critical thinking skill.

Critical thinking is one of 4Cs 21st Century which is much needed in this era because in this century the students will use their critical thinking in their life, especially in working. Their critical thinking will help them in solving any problem they face in their workplace and environment. Critical thinking can be trained through learning process. However appropriate media and materials are needed to consider this. As stated by Potts (1994) there are 3 domains of critical thinking skill. The first is obtaining any relationship between information; determining the relevant and valid information which can be used to solve and structure any problem; and obtaining and evaluating the best solutions or alternative ways in solving the problems. Potts also summarize that there are outlines of teaching for critical thinking such as promoting group interaction in class activity; creating open-ended questions which have no 'right answer'; providing sufficient time for reflecting the questions or problems posed; and teaching for transfer. These "outlines" which are proposed by Potts stand as the main strategies for teaching critical thinking to students which can be developed and modified due to the need

of the students. The implementation of each outlines can easily be done in classroom activity. These outlines also promote the students-centered learning which put the teacher as the facilitator and actively promote the students to be the subject of the learning who learn any information and knowledge from any kind of sources by themselves.

Critical thinking skill can be learned through cognitive process dimension practice. Cognitive process dimensions are introduced by Bloom in 1956 and have been revised by Anderson and Krathwohl in 2002 (Krathwohl, 2002). There are six levels of cognitive process dimension which are the same as Bloom's taxonomy. On Krathwohl and Anderson's cognitive process dimension, the fifth level is "evaluate" and the sixth level is "create". Both levels are the different levels promoted by Krathwohl and Anderson. The levels of Krathwohl and Anderson's Cognitive Process dimensions are as follows: (1) Remember; (2) Understand; (3) Apply; (4) Analyze; (5) Evaluate; and (6) Create. These levels are divided into three categories based on Marzano's Cognitive Process theory (Heong et al., 2011). They are: (1) LOTS – Lower Order Thinking Skills; (2) MOTS – Medium Order Thinking Skills; and (3) HOTS – Higher Order Thinking Skills.

First and second levels of cognitive process are categorized as LOTS, the third and fourth levels are MOTS, and the fifth and the sixth levels are HOTS. These categories are differed based on how the students' thinking level are used. "Evaluate" and "create" are categorized as higher order thinking since the process of cognitive which happens on these levels stimulates the students to use their

optimum level of thinking. As stated by Krathwohl (2002) “evaluate” and “create” are the most complex cognitive process among others which need more complex thinking skill in processing information. It means that, on fifth and sixth levels of cognitive process the students are expected to think critically in evaluating any information and creatively creating something based on their prior knowledge so they can learn much more knowledge optimally.

Cognitive process levels are steps of learning which direct the students to process questions, problem, or case into knowledge and information for themselves and others. On the first level, the students are asked to gather information based on the questions or problem posed from the prior knowledge they have had. So that, this level is called “remember”.

Krathwohl (2002) also stated that on “remember” level the students are recalling the long-term memory to find any answer relating to the questions. The second level of cognitive process which are proposed by Krathwohl is “understand”. Krathwohl defines “understand” determination of instructional messages meaning which include oral, written, and graphic communication. On the second level, the students will customize their prior knowledge to determine some possible answers for the questions or some possible solutions for the problem posed. These levels are categorized as LOTS because on these levels the students only recalling and determining the possibilities in answering the questions or solving the problems by summarizing their prior knowledge that might be able to use to answer or solve the problem.

The next level of cognitive process is “Apply”. This level is about executing procedures to solve the problem or answer the questions from the prior knowledge which has been summarized based on the possibility that the information can be used to answer or solve the problems on previous levels (Krathwohl, 2002). After applying the knowledge, the students need to analyze the knowledge by differentiating the knowledge based on the need of the problems or the questions. Krathwohl defined this level as how the knowledge or information is broken into constituent parts and relate it to one another. It means that, the students have to know how to differentiate the information and relate the information to one another and to the questions or problem. These levels are categorized as MOTS because the students face more complex thinking in doing the activities. In applying and analyzing the information the students have to consider what the questions ask or what the problem have to be solved. These considerations lead the students to think not only how many information they get can solve the problems but also how they are related to each other. However, these levels are not the highest order thinking for the students. There are still two levels which are categorized as HOTS. According to Krathwohl (2002), the fifth and the sixth levels are categorized as HOTS. The fifth level, “evaluate” is defined as a phase where the students have to make judgments based on standards and criteria (Krathwohl, 2002). On this level, the students have to know how to check and critique the information to evaluate whether the information is the best answer for

the question or the best solution for the problem. To check and critique, the students use their critical and creative thinking so they can obtain the best answer/solution. After finding the best evaluation for the solution/answer, the students move to the next level; “create”. On this level, the students are expected to be able to generate all the ideas/ information into a coherent whole or even an original product (Krathwohl, 2002). Creating a product is not just about making a product. Many aspects have to be considered such as how the product can help us solving our problem or how the product can be the answer of all the questions have been posed. Many elements of thinking are involved in this level to generate, plan, or even produce something. Those are the reason these complex cognitive process levels are categorized as Higher Order Thinking Skills.

Due to critical thinking practice is needed; 21st Century introduces Higher Order Thinking Skills (HOTS). Besides critical thinking, creativity is another skill have to be mastered in 21st century due to support of economic prosperity which influences other aspects of life including education (Heong, Sern, Kiong, Mohaffyza, & Mohamad, 2016). HOTS cover both creativity and critical thinking, so HOTS practice is significantly needed in 21st century. Heong, et al (2016) added that creativity can help someone to be more innovative, ideal, and imaginative. If someone can use these skills (creative and critical thinking) means he/she have applied HOTS. HOTS is defined as a skill for encountering unfamiliar problems, questions, dilemmas, and uncertainties which includes critical, logical, reflective, metacognitive, and creative skill (King, Goodson, & Rohani, n.d.). This skill helps

students to learn how to solve problem using their logical and critical thinking. Creative thinking helps them in finding best problem solving.

After discussing how important critical thinking and creative thinking to be developed in someone's mind, the material to support the learning activity due to this importance is also significant. The development of appropriate material for HOTS practice as the 21st century thinking skills practice has to provide the learning activity which contains the cognitive process levels.

Collaborative as it has been mentioned before is another skill form 21st century 4Cs. Collaborative skill is a skill which a student should have in this era. The reason is collaborative refers to working together activity, in which the skills of doing work in group is needed. In a workforce and life, people need this skill to be able to maintain the relationship with others. Collaborative skill can be practiced through group-work activities.

To fulfill all of the requirements to have those characteristics, the students need to have 21st Century learning skills in which they need in this century. The teachers need to use appropriate strategies in promoting the skills. Choosing appropriate materials and way of teaching is one of strategies that can help the teachers to promote 21st century learning skills. The materials for teaching should be supportive materials that can help the students to practice their critical thinking, creative, and collaborative skills. This research is conducted to obtain the strategies which are used by the teachers in promoting 21st century learning skills. The importance of this study is to know the chosen strategies of the teachers to

introduce the learning skills that the students should have in this 21st century. This study is expected to describe what the teachers' strategies in promoting 21st century learning skills are and what kinds of challenges and supports they have during the use of the strategies they chose based on their perspective.

The other strategies which have to be used by teachers in promoting the learning skills of 21st century (Savvedra, 2012) are the teachers have to insert disciplines in teaching; thinking skills development for the students; encourage them to transfer the knowledge; teach them the ways of learning which they can do not only in the classroom but also outside the classroom in their daily lives; address the misunderstanding; encourage them to work collaboratively in a teamwork; encourage them to use technology in their learning process; and foster the students' creativity. Those strategies along with appropriate materials and topics are the nine strategies which have to be used optimally to help the students learn their learning skills of 21st century. Those strategies can be used accordingly in the class activity based on the needs of the students and the curriculum.

Hassan, et al (2017) proved in his study that the strategies in promoting learning skills of 21st century to students still need to be studied to know, what strategies is used by English teachers especially: in promoting the learning skills to their students which might also help the teachers who are still do not know the appropriate strategies to use in promoting the skills. This study becomes the concern of the current researcher to do similar research. However, the focus of this study is describing the strategies of promoting 21st century learning skills used by

English teachers of tourism high schools in Bali.

Online-based learning is one of ways of teaching. According to Sakshi (2017) online-based learning is a learning which includes a range of technologies such as web, email, chat, new groups and texts, audio and video conferencing which is delivered through networks. One of advantages of online based learning is the students can learn based on their own pace (Sakshi, 2017). When the students learn using their own pace, they will also find their own style of learning. The other advantages of doing online-based learning are the students can improve their skill in using technology for their learning support which is one of skills of learning in 21st century; the students can have accessibility in which they can gathers learning material or information about what they learn from all over the world so they have massive sources to be learned which is also trained their transferring skill; and it can support the students' creativity building as the students have chances to publish their product of learning in a form of tasks to social media: this can encourage the students to create a product well and use their best creativity to show their skill. Since online-based learning has several advantages for the students, teachers start to apply this way of learning in their classroom.

Due to recent issue about COVID-19, many schools have to be locked down and it affects the learning process. The teachers should be creative in preparing the learning strategies including the topics, techniques, and instructions which can be taught online-based to the students. Online based- learning is chosen to support the learning process to run effectively during the lock down. The focus

of this research is to obtain the strategies in promoting 21st century learning skills which are used by English teachers of tourism vocational high schools in Badung Regency which is done through online based learning. Along with the strategies which are used by teachers, the teachers' perspective about the challenging and supporting factors of using the strategies are also collected through interview.

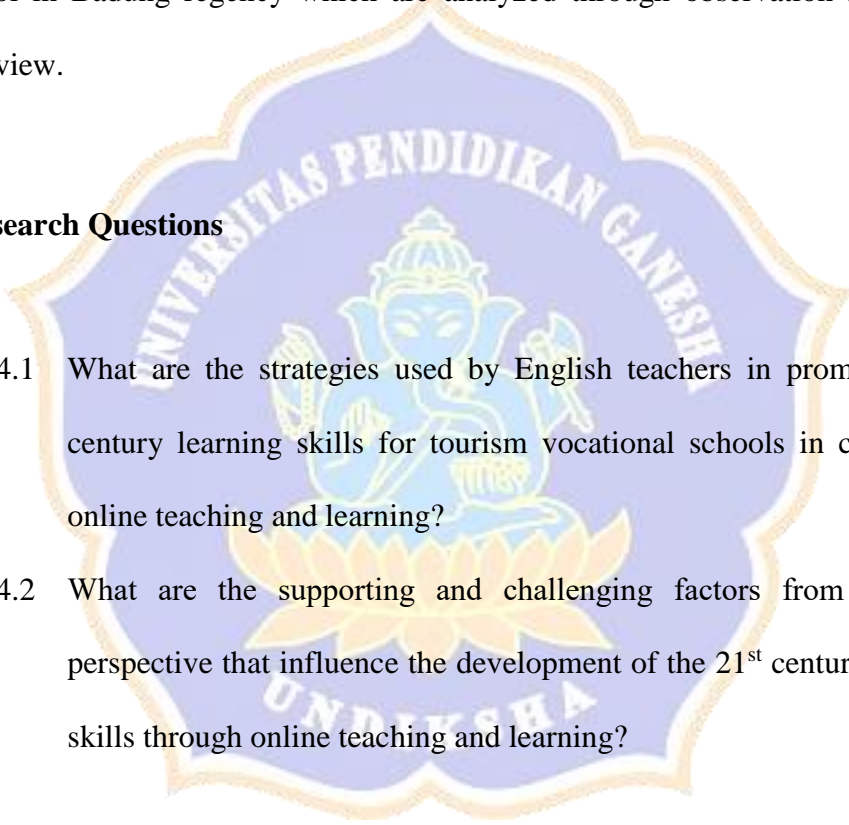
1.2 Problem Identification

This research is conducted to obtain the strategies used by teachers in promoting 21st century learning skills by the students of tourism vocational schools in Bali. The focus of this study is obtaining the used strategies in promoting 21st century learning skills in which there is not much researchers which found the actual strategies used by the teachers in the real teaching and learning activity. The focus of this research will be about obtaining the strategies used by the English teachers in promoting 21st century learning skills through online learning during the pandemic of COVID-19. Refers to the recent happening which influences the learning process, online based learning is chosen by the schools to continue the teaching and learning process effectively. Furthermore, 21st century has started and the way of living is changing along with the development of technology. Due to this development, strategies of promoting the learning skills through online based learning will be done.

1.3 Research Scope

The limitation is very important to make this study more specific and to avoid a board discussion. Thus, the researcher limits this present study on the teachers' strategy in promoting the 21st century learning skills in tourism vocational high school in Badung regency which are analyzed through observation sheet, and interview.

1.4 Research Questions

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- 1.4.1 What are the strategies used by English teachers in promoting 21st century learning skills for tourism vocational schools in conducting online teaching and learning?
 - 1.4.2 What are the supporting and challenging factors from teachers' perspective that influence the development of the 21st century learning skills through online teaching and learning?

1.5 Research Objectives

- 1.5.1 The strategies of promoting 21st century learning skills for tourism vocational schools in conducting online teaching and learning

1.5.2 The supporting and challenging factors of 21st century learning skills development through online teaching and learning

1.6 Research Significance

1.6.1 For Teachers

This study is expected to help the teachers learn the strategies and know how and when to use the strategies of promoting 21st century learning skills, especially the teachers of ESP.

1.6.2 For Policy Maker

This study is expected to help the policy maker to create appropriate policy in supporting the importance of 21st century learning skills to support educational advancement in developing suitable generations of 21st century.

1.6.3 For Further Researchers

This study is expected to help the further researchers which interested in similar topic to have sources about the topic.

