CHAPTER I

INTRODUCTION

This chapter covers background of the study, identification of the problems, research questions, research objective, research significance, and scope of this study.

1.1 Research Background

In 21st century education, the world is changing and becoming increasingly developed where information is plentiful and becomes more accessible day by day. Technology gives students the opportunity to search for information via the internet to enrich their knowledge. On the other hand, educators must also adapt to the new learning needed to overcome complex global challenges going forward to improve their skills in the 21st century. Furthermore, education in 21st century is increasingly important to ensure students learn skills and innovation, skills in using technology and information media, and can work, and survive by using skills in life (Cohen, 2002).

The 21st Century skills have become a fairly lively topic to be discussed lately. Educational institutions are challenged to find ways in order to enable students to succeed in work and life through mastering creative thinking skills, problem solving, collaborating and innovating (Grii & Care, 2018). Traditional approaches that emphasize memorization or the application of simple procedures will not develop critical thinking skills or

student independence. In the 21st century, each student learns in different ways, so the teacher is challenged to find ways to help all students learn effectively. However, information and communication technology that developed rapidly in the 21st century has changed the way of learning. Students faced types of work, technology, and life problems that may not be able to be imagined now (Merl, 2020).

Nowadays, many education systems recognize the importance of the above skills and change the learning goals of students who only acquire academic knowledge and skills (Yu & Wan Mohammad, 2019). This provides a challenge for educators to make the next generation of the nation who have various skills to be able to communicate and have a competitive mentality with a world that can advance in the next 10 or 20 years. It is supported by the curriculum in 2013 where learning must be student-centered (Permendikbud No.69 th 2013), it is possible to move towards 21st century competencies such as critical thinking, creativity, entrepreneurship, self-motivation, and intercultural understanding among young people globally making them able to adapt to the changing world very quickly (Ainuningsih, 2018; Bourn, 2019).

There are 4 skills emphasized in the 21st century called 4C, which stands for Critical Thinking, Collaboration, Communication, and Creativity (Roekel, 2015). The first is critical thinking where it is interpreted as the ability to think, understand, and make complex choices and compile, express, analyze, and solve problems. The second is collaboration, collaboration is the ability to work together, synergize with each other, adapt

in various roles and responsibilities, work productively with others, put empathy in its place, and respect different perspectives. The third is communication where students are expected to be able to deliver information well so that it is easily understood by the interlocutor or recipient of the message. The last is creativity where students are expected to be able to develop, implement, and convey new ideas to others as well as being open and responsive to new and different perspectives (Erdogan, 2019).

On the other hand, in this COVID-19 pandemic, we are forced to do the teaching and learning process in online way. This is supported by a circular from the Indonesian minister of education number 4 of 2020 which excites online learning during the COVID-19 emergency. It means students and also teachers should conduct the teaching and learning process using LMS (Learning Management System). Nowadays, there are a lot of LMS that can be used in teaching such as; Moodle, Webex, Google Classroom, Zoom, etc. but the spotlight at The International Tourism and Business Institute is Moodle. This platform offers a lot of benefits and the clearest benefits are in the aspects of accessibility, flexibility, and adaptability in teaching and learning process (Ventayen et al., 2018). It makes teaching and learning process can be done anywhere and anytime which means tourism students can practice their English more often than usual since they can access the classes wherever they want and avoid forgetting about the subject matter. Moodle might be an appropriate online teaching and learning media

for both educators and students. This platform makes it possible to conduct teaching and learning activities flexibly.

Moodle LMS has become one of the most popular and most widely used LMS applications. That is because Moodle allows lecturers to manage lecture material such as compiling a syllabus, uploading lecture materials, accepting student work, monitoring student activities, processing student grades, making tests/quizzes, giving grades, assigning assignments to students, interacting with students and fellow lecturers through discussion forums and chats, etc. (Nash, 2018). Moodle offers many advantages that make it easy for teachers to educate their students in teaching and learning process. This teaching and learning process is not only in the classroom, but also outside the classroom because students can learn anywhere and anytime by accessing Moodle online. Further, this platform becomes a learning management system that can be used to provide teaching materials and test facilities for students (Heggart & Yoo, 2018). On the other hand, teachers are required to adapt to this new flexible learning media to keep up with developments in technology and educational media. It means the teacher must be able to apply 4C skills in this online learning. But the problem faced in the educational world is many teachers are not ready and less able to apply this learning media.

As happened at The International Tourism and Business Institute, lecturers are required to use the Moodle LMS to teach English to tourism students during COVID-19 pandemic and there is a special policy of it. This college has the different policy of other tourism college where other LMS

like Zoom or Google Classroom are frequently used but this school preferred to choose Moodle as the main media used in teaching and learning processes. This tourism college is a school where the students not only learn English but also practice their English for their future job. But then, because of this pandemic, teachers and students in this school have to conduct their classroom activities in online way which is quite hard for them to adapt.

In teaching English in online way, the head of this institute chose to use Moodle during the pandemic. This platform is chosen because this platform brings a lot of advantages in teaching and learning process in online way. Further, this platform also helps students to learn the material anywhere and anytime. But now, the real question is how the lecturers in this tourism school insert the 4C skills aspect while teaching using Moodle. When compared to face-to-face learning, lecturers insert the 4C skills where lecturers interact and see student responses directly. It makes lecturers know the extent of the abilities of the students that they teach in class. But now because of online learning, lecturers were challenged to insert the 4C skills where lecturers cannot interact face-to-face and cannot fully monitor the progress of their students. In this online learning, lecturers must spend extra energy to arrange and determine the right activities for learning through this Learning Management System. It is because learning in online way is not only giving the material and submitting assignment but also put the point which make the students can improve their 4C skills. That is why, this is going to be a challenge for the lecturers where they have to insert the 4C skills aspect whether teaching in online way.

In the previous study in 2018 by Ainuningsih, most teachers were able to insert 4C skills in their teaching and learning process for offline class but they have difficulties which become challenges in combining written communication skills, creativity skills through stimulating students' creative thinking to collect questions, using digital material in teaching, and critical thinking skills in evaluating students' ideas. It means that this may be more difficult for teachers to face the online class when teachers cannot teach students directly like usual. Teachers or lecturers are also required to adjust to Learning Management System such as Moodle before they can determine the right teaching that can incorporate 4C skills into their online teaching. This becomes the difference between the previous study and the current study in which current study analyzes 4C skills in Moodle as online learning media and no longer in offline learning like in the previous one. Other previous researches like Triana et al., (2020) and Astuti et al., (2019)' research also have the difference with current study. These studies almost have the same purpose in researching how teachers implement or even prepare to teach 4C skills, but in current study is focused on online media, especially Moodle LMS, which is used as teaching media in current situation. Further, the previous study of O'Sullivan et al. (2008) explained a collaborative approach to implement 21st century skills but in the current study is more focused to investigate how 4C skills are inserted in teaching English using Moodle. These previous studies showed that all of them have a quite similar topic but have different focus with current study. However, Moodle, which is used for vocational schools that prepare students for work,

has never been done in this context where teachers still insert 4C skills in their teaching. Besides that, this college is a school that produces ready-to-use tourism personnel so that the English that is needed is practical English, unlike other universities where the use of LMS is scientific and not practical. That is why, this research is required in order to find out how English lecturers use Moodle to teach practical English. Moreover, how lecturers insert 4C skills in teaching English using Moodle have been discussed in the current research.

1.2 Identification of Problems

In 21st century education, 4C skills must be applied to every teaching and learning process to achieve 21st century skills for all students. On the other hand, tourism students who have to study in class to practice their English are forced to study online due to the COVID-19 pandemic. Of course, it becomes a challenge for teachers to implement 4C skills in their learning during this pandemic. That is because learning process during this COVID-19 pandemic cannot be done face-to-face anymore. It means all teaching processes must be carried out online. In addition, the implementation of learning that inserts 4C skills is usually done by lecturers at The International and Business Institute face-to-face and now they have to think of ways to be able to apply it to this online learning media. That is why, it becomes a new challenge for educators at this institute. As a good educator, lecturers must be able to insert these 4C skills in the teaching and learning process even though teaching in online media and how lecturers insert those skills in online education was observed in this study.

1.3 Research Questions

1) How are 4C skills inserted in teaching learning process using Moodle in teaching English at The International Tourism and Business Institute?

2) What are the problems faced by the teacher in teaching process to insert the 4C skills using Moodle at The International Tourism and Business Institute?

3) What are the teachers' opinions about the implementation of 4C skills in teaching English using Moodle at The International Tourism and Business Institute?

1.4 Research Objective

1) The general research objective is to investigate about how 4C skills are inserted by teachers in teaching English using Moodle at The International Tourism and Business Institute.

2) The specific objective is to describe the problems faced by teachers in teaching process to insert the 4C skills using Moodle at The International Tourism and Business Institute.

3) The other specific objective is to describe Teachers' opinions about the implementation of 4C skills in teaching English using Moodle at The International Tourism and Business Institute.

1.5 Research Significance

1) Theoretical significance:

This research is expected to be a supporting source of reference and increase the investigation concerning 4C skills in teaching learning process using Moodle.

2) Practical significance:

a. For teachers

This study is expected to be able to give new knowledge for teachers about how 4C skills are inserted by teachers in the teaching learning process using Moodle.

b. For other researchers

Findings of this research are expected to be able to be used as a source of reference for further researches.

1.6 Research Scope

Current study is focused on finding out how the 4C skills are inserted by two English lecturers of The International Tourism and Business Institute in teaching English using Moodle to sixth-semester students of tourism English courses. Further, the researcher in this research also describes the problems that lecturers face in teaching and learning process using Moodle and teachers' opinion towards the implementation of 4C skills through online media.