

CHAPTER I

INTRODUCTION

A. Background of the Study

The 21st Century Education, known as 21st Century Learning, shows that education plays an important role in the development of society and the nation. This is shown by the need for people to develop their skills to survive. So that education becomes a human investment in the present and forever (Trilling, B & Fadel, C, 2009). The development of education in the 21st Century goes hand in hand with the advancement of science and information technology as the most prominent feature in it. Thus, the use of information technology is an aspect of successful mastery of science (BNSP, 2010). In order to improve the development of a superior society in the competitive era, the Indonesian Ministry of Education and Culture orientated the concept of National education in the 2013 Curriculum to implement 21st Century Skills (Astutik & Hariyati, 2021).

The development of education with character in the 21st Century is an important part of the Indonesian nation. The application of the 2013 curriculum as an implementation of 21st-century learning involving ICT is indispensable for cognitive skills (knowledge) in the context of life so that the subject matter can be mastered by students effectively and efficiently (Yusuf, 2015). The process of learning emphasises the process of change of thinking and character as the main indicators in the process (Astawa, 2016).

In order to achieve the expected learning competencies, the role of teachers is very important in transferring knowledge and developing learning in an effort to get solutions to the learning problems faced. With mastery of knowledge, students are entitled to the same rights as a provision of knowledge, skills and values to be part of society to compete (Menggo, 2020). With the demands of these global needs, it is hoped that people can develop themselves through skills, especially communication. English as a foreign language has been included as teaching material for students with the aim of opening up wider

information through language. The integration of 21st Century Skill in English language learning is essential. As a universal language, the use and learning of English is something one must learn in answering and facing the challenges that arise in the 21st Century (Shafiana, et al, 2020).

The importance of English learning can be seen from two implications, namely the role of teachers in providing guidance and motivation and parties related to the implementation of learning. Besides that, the teacher is also responsible for finding the difficulties and limitations faced by students so that they can be overcome (Nurkamto, 2004). English as a subject listed in the National Education Curriculum aims to enable students to communicate and read books in English to the maximum.

Integrated English learning in the 21st Century is very important to be carried out optimally, especially at the junior high school level. This is supported by the results of research by Surdirman (2017) that the average total of 3.6 states that students feel happy learning English and 4.8 that English is very important for life in the future. English learning at the junior high school level has a time allocation of four (4) class hours per week that has been adjusted to the needs of students. English material taught at the junior high school level includes 1) short and simple texts in interpersonal, transactional and functional discourse, 2) communication skills in the social sphere such as reading, speaking, writing and watching, and 3) linguistic elements that include discourse markers, vocabulary, grammar, speech, intonation, punctuation and writing, and 4) modalities or capturing meanings and compiling texts according to rules (Ministry of Education and Culture, 2013).

The 2013 English curriculum covers the scope of Basic Competencies (KD) 3 and 4 to realise Core Competencies (KI) 3 and 4, such as to understand, apply and manage the knowledge gained. The types of texts taught are interpersonal, transactional, and functional texts. This is done to focus students on understanding and being able to apply the material studied.

SMP N 2 Kartasura is one of the schools that implements the 2013 Curriculum in every learning, especially English subjects. In addition, in the

study deny Kustika, D., & Prasetyarini, A. (2017), the motivation to learn English by grade 8 students was still low due to insufficient learning management in the classroom. So that the author conducts further analysis related to the implementation of integrated English learning 21st-century learning, which has been applied in the 2013 Curriculum at SMP N 2 Kartasura with the research title "The Integration of 21st Century Skills in English Learning at SMP N 2 Kartasura".

B. Problem Statements

According to the background above, this research is aimed to give the answer to the following problems:

1. What are the teachers' perspectives on the 21st Century Skills in English learning at SMP N 2 Kartasura?
2. How do the teachers integrate the 21st Century Skills in English learning?

C. Objectives of the Study

The objectives of this study are:

1. Analysing the teachers' perspectives on the 21st Century Skills in English learning at SMP N 2 Kartasura.
2. Identifying the integration of 21st Century Skills in English learning at SMP N 2 Kartasura.

D. Benefits of the Study

1. Theoretical benefits

This study is expected to contribute knowledge and learning theory about the 21st Century skills in English learning at the Junior High School level for teachers and other researchers.

2. Practical benefits

This research is expected to provide information regarding the implementation of 21st Century skills and the English learning activity at the junior high school level through the teachers' perspective and the accommodation in the learning activity, so it can help the teachers to develop their learning activity according to 21st Century Skills.