

The Efforts of Implementing the 21st Century Learning in English Education

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Abstract

This research aims to reveal the efforts of implementing 21st century learning and the challenges faced by respondents in applying 21st century learning in English Education Study program at STAIN Bengkalis. This study was a survey research. The findings indicated that several efforts to implement 21st century learning conducted by lecturers in the English Education Study Program at STAIN Bengkalis included: 1) In general, the lecturers have implemented 21st century learning models such as Collaborative Learning, Project Based Learning, and Problem Based Learning; 2) Lecturers employed student-centered learning methods; and 3) Digital literacy was utilized by lecturers in the teaching processes. Meanwhile, some challenges faced are: 1) Inadequate facilities and infrastructure; 2) Many students still lack proficiency in digital literacy; 3) Students face difficulties in mastering the 4C skills (Critical Thinking and Problem Solving, Communication Skills, Creativity and Innovation Skills, and Collaboration Skills); and 4) The concept and principles of 21st century learning are not fully understood by lecturers and students. In order to support better implementation of 21st century learning, institution should provide enough facilities and a workshop about how to implement 21st learning.

Keywords: Effort, Implementation, 21st Century Learning.

Abstrak

Penelitian ini bertujuan untuk menjelaskan upaya penerapan pembelajaran abad 21 dan kendala apa saja yang dihadapi oleh responden dalam penerapan pembelajaran abad 21 di program studi tadris bahasa Inggris STAIN Bengkalis. Penelitian ini adalah penelitian deskriptif kuantitatif. Temuan menunjukkan bahwa beberapa upaya penerapan pembelajaran abad 21 yang telah dilakukan oleh dosen di Program Studi Tadris Bahasa Inggris STAIN Bengkalis adalah; 1. Secara umum dosen sudah menerapkan model pembelajaran abad 21, seperti; Collaborative Learning, Project Based Learning, dan Problem Based Learning 2. Dosen menggunakan metode belajar yang berbasis student center. 3. Dosen memanfaatkan digital literacy dalam proses pembelajaran. Hal itu juga bisa dilihat dari rata rata jawaban responden pada angket, ada 55.08% responden menjawab sangat setuju dan 42.07% responden menjawab setuju dalam melakukan pembelajaran sesuai dengan konsep pembelajaran abad 21. Sedangkan beberapa kendala yang dihadapi adalah; 1. Fasilitas sarana dan prasarana yang kurang memadai. 2. Masih banyak mahasiswa yang belum mampu menggunakan literasi digital 3. Terdapat kesulitan mahasiswa dalam menguasai kecakapan 4C (Critical Thingking and Problem Solving, Communication Skill, Creativity and Innovation Skills serta Collaboration Skill). 4. Konsep dan prinsip pembelajaran abad 21 belum difahami oleh dosen dan mahasiswa secara maksimal.

Kata kunci: Upaya, Penerapan, Pembelajaran Abad 21.

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I. INTRODUCTION

At this time, educational institutions face significant challenges because the industrial revolution has entered a new phase, known as the fourth industrial revolution (Industry 4.0). In this era, industries involve global production processes that combine three essential elements: humans, machines/robots, and big data. The combination of these three elements makes

production more efficient and faster. Many job fields that were traditionally filled by human labor are now being replaced by technology, machinery, robots, or artificial intelligence. As a result, many graduates who should be ready for the job market are at risk of unemployment. Furthermore, globalization has a profound impact on various aspects of life, including education. One of the real challenges is producing human resources with 21st-century competencies. The 21st century emphasizes quality in all human endeavors and work results. In this century, high-quality human resources are expected to come from educational institutions that can professionally manage and produce outstanding individuals.

Meeting these demands requires a shift in thinking, from conceptualizing to taking action. Additionally, a new paradigm is needed to address these new challenges. The new challenges demand a change in thinking (breakthrough thinking process) to achieve high-quality results and compete in the era of the fourth industrial revolution.

21st-century learning is a solution to confront the fourth industrial revolution and prepare the 21st-century generation. The rapid development of information and communication technology (ICT) has a profound influence on various aspects of life, including the teaching and learning process. 21st-century learning is characterized by learning skills, skills, and literacy. Learning skills involve collaborative, communicative, critical, and creative thinking. Today's demands require educators to change their mindset regarding learning outcomes, with a focus on achieving 21st-century learning objectives known as the "4C": critical thinking, creative thinking, collaboration, and communication. Based on the pre-observation by the researcher, there are several issues in the English Language Teaching program at STAIN Bengkalis, including: Most lecturers are unaware of and do not implement 21st-century learning, and there is a lack of teachers' ability to develop teaching materials that align with 21st-century learning. Given the background issues mentioned above, the author is interested in conducting research titled "Efforts to Implement 21st Century Learning in the English Language Teaching Program at STAIN Bengkalis" to explore how efforts to implement 21st-century learning are undertaken in the English Language Teaching program at STAIN Bengkalis and what obstacles or challenges exist in implementing 21st-century learning in the program.

II. RESEARCH METHOD

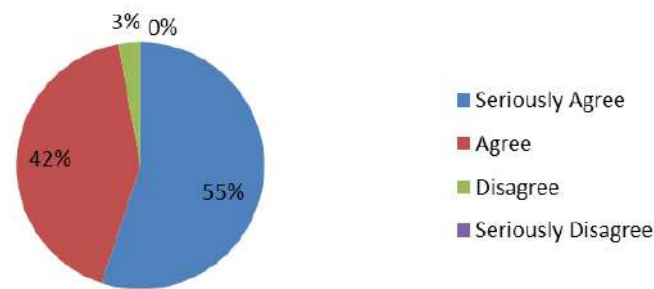
This research is a quantitative descriptive study. Sugiyono (2016: 13) defines descriptive research as research conducted to determine the values of individual variables, whether one or more (independent), without making comparisons or linking them to other variables. This research discusses efforts to implement 21st-century learning and the challenges faced by lecturers in implementing 21st-century learning in the English Language Teaching program at STAIN Bengkalis. The research was conducted in the even semester of the 2021/2022 academic year in the English Language Teaching program at STAIN Bengkalis. The population of this study includes all lecturers who teach English Language Teaching courses at STAIN Bengkalis, totaling 15 individuals, and the entire population was used as the sample, employing the total sampling technique. Data were collected using questionnaires and interviews. Questionnaires consist of a set of written questions or statements, and respondents are required to provide written answers (Sugiyono, 2012: 142). The questionnaires were given to the lecturers. Interviews, on the other hand, are a systematic technique for obtaining information, data, or the views of individuals regarding a specific issue related to the research topic. The results of the interviews were recorded in writing. Interviews were also conducted with the lecturers. These techniques were used by the researcher to collect data on the efforts made by lecturers in implementing 21st-century learning and the challenges they face in doing so. Data analysis was carried out both quantitatively and qualitatively. Questionnaire data were analyzed quantitatively, while interview data were analyzed qualitatively.

III. RESULT AND DISCUSSION

A. Result

After conducting the research, the researcher obtained data on the efforts to implement 21st-century learning in the English Language Teaching program at STAIN Bengkalis using questionnaires and interviews. Questionnaires were used by the researcher to gather data on

the efforts made by the respondents in implementing 21st-century learning in the English Language Teaching program. The presentation of questionnaire data is as follows:



Graphic 1. Efforts to implement 21st-century learning

Based on the above Diagram IV.21, it can be explained that on average, 55.08% of the respondents strongly agreed, 42.07% of the respondents agreed, 2.85% of the respondents disagreed, and 0% of the respondents strongly disagreed. Based on the data above, it can be concluded that the majority strongly agree with the implementation of 21st-century learning principles in the teaching process. In other words, most lecturers teaching in the English Language Teaching program at STAIN Bengkalis have made efforts to implement 21st-century learning. Meanwhile, interviews are one of the data collection techniques used by the researcher to gather information about the efforts and challenges faced by lecturers in implementing 21st-century learning in the English Language Teaching program at STAIN Bengkalis.

Based on the interview results, it can be concluded that, in general, lecturers are already aware of 21st-century learning and have made various efforts to implement it. The most common efforts made by lecturers include maximizing the use of educational technology to process information and knowledge and using appropriate teaching methods. Additionally, they incorporate digital media as a form of 21st-century literacy. Lecturers also ensure they supervise and assist students in developing their skills to remain competitive in this era of globalization.

The interview results also conclude that there are various challenges faced by lecturers in implementing 21st-century learning. Most lecturers believe that these challenges are related to the inadequacy of supporting learning facilities, particularly ICT-based media. Another challenge frequently encountered by lecturers is that students struggle to master the 4C skills (Critical Thinking and Problem Solving, Communication Skills, Creativity and Innovation Skills, and Collaboration Skills). This is due to many students being less active in the learning process, requiring extra effort from lecturers to help them attain these skills. Furthermore, many students lack technological proficiency and innovation, making it difficult for both lecturers and students to use digital media effectively as a form of literacy. Additionally, one of the challenges is that the principles of 21st-century learning are not fully understood by both lecturers and students.

B. Discussion

This research aims to explain the efforts made in implementing 21st-century learning and the challenges faced by the respondents in applying 21st-century learning in the English Language Teaching program at STAIN Bengkalis. Data collection was carried out using questionnaires and interviews, which were subsequently analyzed both quantitatively and qualitatively. After several stages of research, the analysis results show that, in terms of questionnaire responses, 55.08% of the respondents answered "strongly agree," and 42.07% of the respondents answered "agree" regarding the implementation of 21st-century learning concepts. On the qualitative side, the analysis indicates several efforts in applying 21st-century learning by lecturers in the English Language Teaching program at STAIN Bengkalis, including:

In general, lecturers have implemented 21st-century learning models such as Role-Play & Simulation Learning (RPL), Discovery Learning (DL), Cooperative Learning (CL), Collaborative Learning (CbL), Contextual Learning (CtL), Project Based Learning (PjBL), Problem Based Learning & Inquiry (PBL), and Self-Directed Learning (SDL). Lecturers ALSO use student-

centered learning methods. Besides, lecturers leverage digital literacy in the teaching and assignment process. Furthermore, the challenges faced by lecturers in implementing 21st-century learning in the English Language Teaching program at STAIN Bengkalis include: there are inadequate facilities and infrastructure, notably a lack of ICT-based media; many students still struggle to use digital literacy effectively; students encounter difficulties in mastering the 4C skills (Critical Thinking and Problem Solving, Communication Skills, Creativity and Innovation Skills, and Collaboration Skills) due to the low student engagement in the learning process, requiring additional effort from lecturers to help students attain these skills; and the concept and principles of 21st-century learning are not fully understood by both lecturers and students.

These findings align with Chairunnisak's (2019) theory that 21st-century learning is designed for the 21st-century generation to keep up with the latest technological developments, particularly in the realm of communication, which has become an integral part of life. Therefore, students are required to master the four learning skills (4C): creativity and innovation, critical thinking and problem-solving, communication, and collaboration. Based on the analyzed data, it can be concluded that, in general, lecturers employ methods that facilitate students in developing these four skills in line with the concept of 21st-century learning. It is expected that the results of this research can provide information on the efforts made by lecturers and the challenges they face in implementing 21st-century learning in the English Language Teaching program at STAIN Bengkalis. Additionally, this research is expected to have an impact on the development of the English Language Teaching program, especially in STAIN Bengkalis as a whole.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and discussion above, although the English Language Teaching program lecturers at STAIN Bengkalis have attempted to implement 21st century learning, they face challenges related to facilities, student digital literacy, student involvement, and understanding 21st century learning principles. These findings may have power for further development in this program and at STAIN Bengkalis more broadly.

B. Suggestion

Based on these conclusions, it is recommended that faculties improve facilities and infrastructure supporting teaching activities, support the participation of lecturers and students in workshops or scientific activities related to the use of information technology-based learning media, student digital literacy, student involvement, and understanding the principles of 21st century learning.

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