

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Until the 1970s, the essential characteristics of a good employee were obedience and technical competence. As a result, crucial abilities during this industrial age included mastering a particular task, obeying the rules and hierarchy, and having a certain level of professionalism: in other words, effectiveness, integrity, and fairness. However, today's society runs on information. Information is accessible on a large scale and rapidly, promoting and strengthening connections between people from all walks of life. But most importantly, machines are taking over the regular tasks of humans. The ordinary skills mentioned above are still required, but they no longer serve as a basis for high performance. Conducting logical reasoning processes, questioning the validity of available information, developing creativity, working in a team, and communicating are essential to success nowadays. The competencies that will help us succeed today and tomorrow are not the same as those that helped us grow previously. The economy shows that we are becoming increasingly reliant on skills related to interaction and analysis (Lamri,2019).

From all the explanations above, we are talking about 21st century skills. The term 21st century skills are often used to refer to students' knowledge and skills to enter the workforce and survive in the world of work. It includes essential skills to prepare students for the competitive edge of the global workplace. There are three categories of 21st century skills: learning and innovation skills (4Cs), life and career

skills, and information, media, and technology skills. Learning and innovation skills (4Cs) are increasingly recognized as essential for students to face the more complex living and working environments of the 21st century. Communication, collaboration, critical thinking, and creativity are necessary to prepare students for the future (Partnership for 21st Century Learning (P21), 2009). The demands of globalization skills and competencies that world citizens, especially students, make the involvement of 21st century skills, specifically 4Cs in education, become essential to accommodate to meet this demand. Students need to be adept communicators, creators, critical thinkers, and collaborators (the 4Cs). To prepare students for entering the workforce, it is clear that the 4C skills must be fully involved in the classroom, school, and district across the country (National Education Association, 2015).

In Indonesia, the 21st century skills framework according to P21 has also been implemented and adapted to the demands of education in Indonesia, based on the results of the study of documents on the National Education System Law, Nawacita, RPJMN for Basic, Middle, and Higher Education, obtained two additional standards following Curriculum and Government policies, which are Character Development and Spiritual Values. Overall, P21 in Indonesia is formulated as the Indonesian Partnership for the 21st Century Skill Standard (IP-21CSS) (Ariyana et al., 2018).

One of the ways to involve 4cs skills in the classroom is by applying 4cs in the lesson plans. However, teachers are still facing obstacles in developing lesson plans which involve 4Cs skills. The problems include the difficulties in understanding specific effective methods of learning that assist the development of

4Cs skills, inadequate infrastructure, and students' lack of confidence, effectiveness, and the ability to express their opinion. Moreover, teachers were often found only copies of lesson plans from previous or other teachers to fulfil the administrative obligation without paying attention to the involvement of 4Cs skills (Septiyanti & Fajriah, 2020; Wulandari et al., 2020).

Studies were also conducted to develop lesson plans involving the 4Cs skills. The first step is to analyze the involvement of 4Cs skills in lesson plans. Studies found that the 4Cs skills were not fully involved in the lesson plans. Some of the 4Cs skills were discovered to be used in all lesson plans regardless of their topics. In contrast, others were used in all lesson plans that discussed specific topic categories. The findings also revealed that the 4C skills are primarily included in the same four types of lesson plan components, which are learning activities, assessment, learning methods, and indicator of competence achievement (IPK) (Dwimayanti et al., 2020; Fatimah et al., 2020; Radifan & Dewanti, 2020).

Based on the previous studies above, teachers are still facing problems in developing lesson plans containing the 4Cs skills. Moreover, the involvement of 4Cs skills in the lesson plans has not fully contained the four elements: communication, collaboration, creativity, and critical thinking. Thus, this research is conducted to analyze how is the involvement of 4Cs skills in the English lesson plans of grade 7 and in which lesson plan components are 4Cs involved.

1.2 Research Question

Based on the problems above, the research question of this study is formulated as follows:

1. How the 4Cs skills involved in the English lesson plans of grade 7?
2. In which lesson plan components are the 4Cs skills involved?

1.3 Purpose of the Study

The purposes of this study are:

1. To analyse how the involvement of 4Cs skills in the English lesson plans of grade 7 are execute.
2. To investigate in which of lesson plan components are the 4Cs skills involved.

1.4 Scope of the Study

The study focuses on how the 4Cs skills are involved in the English lesson plans of grade 7 and in which of the lesson plan components involve the 4Cs skills. The lesson plan components is based on Permendikbud (2016), which contain: identity, core competence, basic competence, learning objective, learning materials, learning media, learning source, learning method, learning activities, and learning assessment.

1.5 Significance of the Study

The result of this study is expected to provide an understanding and an overview of the involvement of 4C's skills in the lesson plans of 7th grade and how each skill is involved. Also, this study is intended to provide advantages both theoretically and practically for scholars. It can be considered fundamental knowledge for the next researcher interested in developing similar research. This research can be used as the source of information for teachers and book developers.