

WHAT MAKES EFFECTIVE TEACHING IN THE 21st CENTURY

Selli Hernawati S.
Universitas Pendidikan Indonesia
Indonesia
sellihernawati@yahoo.co.id

Abstract

Life and technology have developed from time to time. As consequences, they influence the education in the world. Technology has important role in educational program especially in the 21st century. It could be the big question today: what impact does technology give in the teaching and learning process in the classroom today? **Chai(2005)** makes the claims that a teacher has the opportunity to teach less, learn more'. She argues that teaching is not just 'delivering knowledge'. Teaching is about communicating: When I teach, I communicate with my students and I encourage them to communicate with me. I want to know their opinion about things, their hopes and fears, how they feel and how they reach to some situations. It is clear that the main factor in education is a teacher, because a teacher plays an important role in learning process. Without teacher, the world will be lost. Teachers are facing more complex and difficult challenges of their works, for examples: an increasing diversity of students and parents, higher demands of education quality, the higher standard of teaching and learning process and outcomes, etc. Therefore, compared to the previous era, a professional teacher today should have wide range of teacher competencies, such as teaching and managing class effectively; building, developing, and managing the relationship with students and school community; using technology for more effective communication and instruction. Thus, creating a comfortable classroom for students is important for 21st century teaching.

Keywords: effective teacher, teaching problems, the 21st century teaching

Introduction

Effective teaching in 21st century is a high demand for our educational in this country. Research shows that teaching effectiveness is the single most important school-based factor in student success. Students who have highly effective teaching for three years in a row will score 50 percentile points higher on achievement tests than students who have less effective teaching three years in a row (Sanders & Rivers, 1996). This research shows us that the successful of education is depends on the teaching'effectiveness. Moreover, critical thinking and problem solving are the main factors from the teacher to help the students become the effective students. Many problems which happen in our school today where students are as the victim because of this rushness, for example drugs, free sex, engage in a gang fight, murdering, abortion, etc Further, the failure of the conditions above because the failure of communication. Communication is the basis for all human interaction, and in the

communication there is a process or activity that serves to connect senders and receivers of message through space and time (Dillman, 2006). It is means that communicating is also one of the vital role in transferring the knowledge to the students. This point is also influences the learning process in classroom because the communication is a complicated and vital aspect of teaching and learning. The proses of interactions occur between various players, they are students, teachers, principal, parents and community members. The good communication will be bring the successful of learning process. To solve these issues , the 21st century skills movement will require keen attention to curriculum, teacher quality, and assessment to solve this problem.

Regarding to this issue, we should know the defenition of efective. According to Wikipedia, effective means "*successful in producing a desired or intrnded result or it can be said effective solutions to*

environmental problems. Another definition, effective is *capable, competent, effective, effectual, efficacious, efficient* refer to that which is able to produce a (desired) effect. Effective is applied to that which has the power to, or which actually does, produce an effect: an effective action, remedy, speech. Effectual is used especially of that which produces the effect desired or intended, or a decisive result: An effectual bombardment silenced the enemy (Thesaurus Dictionary). So, making effective in English teaching in 21st century is considered not only as a solution to solve the problem but also to help the student and to save our country because the future of this nation depends on the young generations.

Being a teacher in past decade is different with being a teacher nowadays. This world has changed. The need of student has also changed. The demands of skills should be mastered in this global world is also changing. What we had in the past century is different with what we have today. Therefore it is important to develop the learning paradigm that covers those changing. The 21st century learning is a kind of movement from traditional to more modern learning. This 21st century education tried to adjust education with the future world. Some organization such as 21st century Partnership and C21 Canada have developed framework of 21st century skills. These organizations also become partner, source, and assistance for those who wants to applied 21st century education in their learning environment. Teacher should be able to develop their critical thinking due to their children ability to think critically. As the school function for student, schools are expected to prepare students for bright future in rapidly changing world. Increasingly schools are expected to educate young people to behave responsibly to avoid their problem to drugs and alcohol, cyber safety, road safety and their sexual health. Schools cannot be expected to do this alone. Effective teaching will take part together with school and parents to make this

become real. Therefore, there is no more objection or excuse for teacher for not knowing or even not developing 21st century education in their teaching and learning process. This paper tries to identify what 21st century teacher deals with, what should they have and do in conducting the teaching and learning process in this 21st century education.

Discussion

The role of education in the 21st century is the crucial factor that our government should be care about this because our world is changing, and in order to prepare our children for this new world we need to change the way we educate them. In the 21st century educators must create a curriculum that will help students connect with the world and understand the issues that our world faces. Schools in the 21st century will become the most important place, a place for teachers and students to connect with the technology that develop in every minutes of life. Teachers in this new environment will become model and source of information, giving children the ability to turn knowledge into skill to have a wisdom. There are many skills that students will need in order to be successful in the 21st century. Here are a few of the most important 21st century skills of students, they are: Ability to collaborate, Work in teams, Critical thinking skills, Ability to use technology. In the ideal 21st century classroom, students are actually excited about going to school and also the type of classroom. Students collaborate with people from different schools and different countries to learn about issues that affect us all, as well as how we can solve them today and in the future. A good teacher knows what to do to make students reach the goal of 21st century education. Therefore it is important to know more about what skills that should be developed during the learning experience. Here will be discussed and explained various skills that should be mastered by students as learning outcomes. It also relates with what teacher should do to help students reach the goal of 21st century

learning. The outcome presented in this paper is taken from P21, an organization that develop the framework for 21st century skills. The framework is described in figure 1.

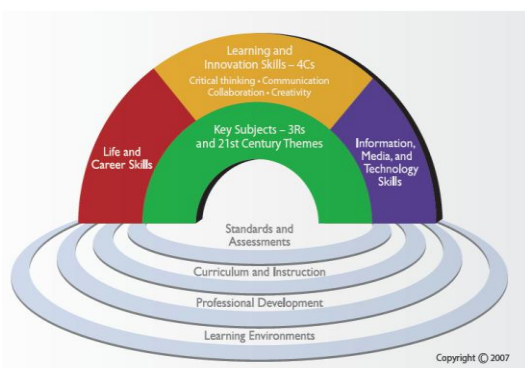


Figure 1. The outcomes of 21st century education (Taken from Partnership for the 21st Skills, 2009)

Kinds of academic knowledge as learning outcomes is presented by green domain in figure 1.1, it is consist of core subject and 21st century themes. Core subject represent target knowledge that want to be mastered such as English subject, Mathematic subject, History subject, etc. But here we focus on English teaching and learning process. In this core subject it was developed deep understanding of English as communication tools, it is learnt how to invite people formally, how to make description of certain thing, etc. It is believed that in conducting teaching and learning process, teacher should associate the materials of core subject with issues that develop in society, or it is called as 21st century themes. It is done to make students not only get the knowledge of core subject but also applied the knowledge to their real life. 21st century themes consist of global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy, health literacy, environmental literacy (Partnership for 21st century skills, 2007). These themes should be integrated in the curriculum in order to propose more and better understanding to the content knowledge. Teacher needs to integrate these themes in to their teaching because in real life students do not only talk about language

and arts, they also talk about health, politic, economic, environment and so on.

Besides students' academic knowledge, students are also required to developed specific skills, expertise and literacies during the teaching and learning process in school. Therefore teacher should developed learning materials that activate 21st century skills. Those skills are life and career skills (presented by red domain); learning and innovation skills (presented by yellow domain), and IMT stands for Information, Media, and Technology literacy skills (presented in blue domain). These skills are developed in order to make students ready to live in more complex life and working environment. Life and career skills consist of flexibility & adaptability; initiative & self-direction; social & cross – cultural skills, productive & accountability; leadership & responsibility (Partnership for 21st century skills, 2007). Those skills are developed to prepare students for their future in facing college and workplace. While learning and innovation skills are developed to prepare students to take a part as a society in this more complex world. These skills include creativity and innovation; critical thinking and problem solving; communication and collaboration (Partnership for 21st century skills, 2007). As we know that today is the era of digital and technology, education is expected to prepare students to be able to immerse in this world as the digital native, therefore teaching and learning process is hoped to develop students' skill in information literacy, media literacy, and ICT literacy. However those outcomes could not be got if there is no support from the learning environment systems. Good systems will produce good outcomes and vice versa. Therefore synergize the system and the outcome is badly needed in teaching and learning process. The support systems of 21st century education as it is described by figure 1.1 consist of standards and assessment, curriculum and instruction, professional development, as well as learning environment.

The standard and assessment program should be developed to cultivate critical thinking, problem solving, collaborative working, interactive communication and creativity (Suherti, 2012). Students' assessment is used as a part of learning, both for teacher and students. For teacher, assessment is a reflection of their teaching. Whether or not the teaching method used has successfully helped students to reach the learning goal. While for students, assessment is used as a reflection of their understanding of particular materials. It also becomes a source to know what is their strength and weaknesses in a certain subject. As we see that assessment is important for both teacher and students it should be developed well. It is important to consider assessment that involve students reasoning, rather than require students to memorize a bunch of facts. It also important that teacher does not mislead between the goal of learning and the goal of assessment. It is because what we see in Indonesia, teacher tend to see a standardized test or national examination as a goal of their learning, so that they use the half of semester focused on the examination items preparation. It should be avoided that it will make students cannot complete their learning and it seems that the learning process will be in rush.

Teaching is enjoyable when teacher has known some strategies how to teach well and preparing some materials which is suitable with the students need in the 21st century. A Master of technology in the classroom is the main necessity of the classroom today as the result of life and technology have developed from time to time. Technology in the classroom, whether it's for lessons, assessments, or interactions, can help students learn better and faster, and help make a teacher's time more effective. Information Communication Technology (ICT) skills are preparing for teachers to improve their skill in using high technology. Teachers should learn to improve to their individual development by taking experiences from others through online

networks and sharing some information thus forming their own personalized learning networks. Teacher should know how to collaborate as an effective teaching in the 21st century, educator should be able to collaborate and work together well in a team. In learning process, working with others is an important 21st century skill. The advantages of collaborating with other people is very effective in learning process to share the idea or knowledge. Sharing the teacher's expertise and experience, communicating and learning from others, and often doing reflection is important part in learning and teaching process in the 21st century.

Further. In teachers professional development, research indicates that many teachers do not use technology or do not use it effectively because they don't have the skill for that. Graduates of teacher education programs frequently possess basic technology skills, but may not understand how to apply or integrate technology into classroom practice in meaningful ways (Chap and Cuban, 2003). Beside the supporting factor in this term that technology is the main factor in making the effective teaching in the 21st century, there are some characteristic of the 21st century teacher when they want to apply the effective teaching in the 21st century classroom.

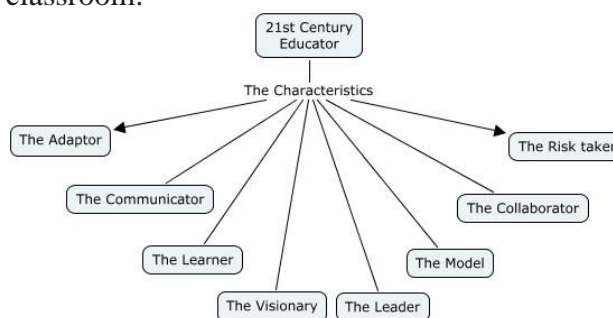


Chart 1. Characteristic of the 21st Century Teacher

Brown, H. Douglas (2007) mentions that "teachers can play many roles in the course of teaching and this might facilitate learning. Their ability to carry these out effectively will depend to a large extent on the rapport they establish with their

students, and of course, on their own level of knowledge and skills”. According to Harmer, J. (2007), the term ‘facilitator’ is used by many authors to describe a particular kind of teacher, one who is democratic (where the teacher shares some of the leadership with the students) rather than autocratic (where the teacher is in control of everything that goes on in the classroom), and one who fosters learner autonomy (where students not only learn on their own, but also take responsibility for that learning) through the use of group and pair work and by acting as more of a resource than a transmitter of knowledge. So, according to this statement, all teachers should consider how our role might affect our students’ learning. Are our classes teacher centered, with always at the center controlling everything in the classroom? Or are we able to ‘let go’, and allow students to take center stage or to actualize themselves.

Conclusion

When we want to improve the quality of our education, we must pay attention to the quality of the teacher itself. If we aim to have a closer look at the characteristic features of the changes, we have to examine what they are. The function of schools used to be the source of knowledge, a place where children were educated more or less without the parents control. Schools used to prepare learners for exams. Nowadays schools need to teach their learners how the changes that took place in schools have changed the roles of teachers, too. In the past teachers used to be the major source of knowledge, the leader and educator of their students’ school life. Teachers would organize after-school activities. They used to be the authority in the class and often took over the role of parents. The responsibility of governments, higher education institutions, and mostly teacher educators both in pre-and in-service education, is huge. Above all, there is much work to solve these problems to integrate 21st century learning standards and implement curriculum designed to teach

appropriate to such standards. Students and teacher must learn and share content within the context of 21st century skills.

Recommendation

In teacher professional development, the government should give a big attention to the issue that teachers should be trained for the necessity of the teaching in the 21st century. Because of this reason that the teachers’ factor is the main source or play role vital in education development. For the teacher itself, they should improve their skill and knowledge as a professional teacher in the 21st century. Partnership for 21st century skills (2009) argues that all the 21st century must focus on both namely developing teacher professional development programs and integrate 21st century skill into both

References

- Brown, H. Douglas. (2007). *Teaching by Principles. An Interactive Approach to Language*.
- Charp, (2003); Cuban, 2001; Partnership for 21st Century Skills, 2009; Rakes, Fields & Cox, 2006
- Carroll, T. (2007). “Teaching for the Future,” Chapter 4 in *Building a 21st Century U.S. Education System*. National Commission on Teaching and America’s Future. http://www.nctaf.org/resources/research_and_reports/nctaf_research_reports/documents/Chapter4.Carroll.pdf.
- Kompf, M. & Bond, R. (2001). Critical reflection in adult education. In T. Barer-Stein & M. Kompf (Eds). *The Craft of Teaching Adults*, (pp.21-38). Toronto, ON., Irwin.
- National Institute of Child Health and Human Development Early Child Care Research Network. (2005). A day in the third grade: A large-scale study of classroom quality and teacher and student behavior. *Elementary School Journal*, 105, 305–323.

- NCREL, 2003, Partnership for 21st Century Skills, 2009; Trilling & Fadesl, 2009.
- Suherdi, D. (2012). *Towards the 21st Century English Teacher Education: An Indonesian Perspective*. Bandung: Celtic Press.
- Suherdi, D. (2013). *Buku Pedoman Penyelenggaraan Pendidikan Profesi Guru Bahasa Inggris*. Bandung: Celtic Press.
- Suherdi, Didi. (2015). *English for 21st Century Indonesia*. A paper presented in English Education International Conference (EDUCATION) 2015 in Faculty of Teacher Training and Education, University of Jambi.
- Sukyadi, D., & Mardiani, R. (2011). *The Washback Effect of the English National Examination (ENE) on English Teachers' Classroom Teaching and Students' Learning*. *K@Ta*, 13(1), 96-111.
- Harmer, Jeremy. 2007a. *The Practice of English Language Teaching*. Malaysia: Pearson Education Limited.
- Harmer, Jeremy. 2007b. *How to Teach English*. China: Pearson Education Limited.
- Partnership for 21st Century Skills. (2007). *Framework for 21 Century Learning*. Retrieved from <http://www.p21.org/our-work/p21-framework>