

## The process of 21<sup>st</sup>-Century English learning at an international primary school in Cirebon

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**Abstract:** In the 21<sup>st</sup>-century of the fourth industrial revolution, the global access and disruptive technology need to develop learners to acquire 21<sup>st</sup>-century skills that rely on communications, collaborations, creativity, critical thinking teaching strategy, learning process, classroom management and assessment of paramount importance. The content analysis was used the qualitative narrative. The findings allowed students to survive and function with the rapidly evolved, global, and complex world, whilst teachers and other education practitioners were suggested to reform and reconsider the instructional practices including among others learning materials used in the classroom that aligned with the current situation by involving 2 English teachers and 17 students. Hence, this study investigated characteristics of 21<sup>st</sup>-century for the EFL Learning, the strategies used by the English teachers in teaching English, the process of students learning in the 21st-century at the international levels.

**Keywords:** Characteristics, strategies, process 21<sup>st</sup>-century

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### Introduction

Learning in the 21<sup>st</sup>-century now should be adjusted to the progress and demands of the times. Likewise with the curriculum developed by schools today it is required to change the teacher-centered learning approach (teacher centered learning) into a student-centered learning approach (student-centered learning). This is in accordance with the future demands of the world of children who must have thought and learning skills. To develop learning in the 21st-century, teachers must have one step in change, namely changing traditional teacher-centered learning patterns into student-centered learning patterns. Traditional learning patterns can be understood as learning patterns where the teacher gives a lot of lectures, while students listen more, take notes and memorization.

The teacher has often heard about the learning patterns of active student learning, but the approach taken is still traditional in nature so that it is spoofed into noting down books. The teacher acts as a motivator and facilitator so that students can be successful in life. One other important thing is the teacher will be an example of the learner models, the teacher must follow the latest scientific developments so that in fact in the whole learning process the teacher and students will learn together, but the teacher has the task to direct, guide and manage the class.

The 21<sup>th</sup>-century is characterized with the amount of information accessible everywhere, and faster computer automation that starts replacing repetitive work and communication that can be performed everywhere, anywhere and everywhere can be accessed at any time. These signs must be examined, because the world is going through an era of disruption, so that

learning approaches the educational model needs innovation. This is important to be observed as an effect on the students with problems. Student competency and character must be enhanced. Each of these must be emphasized to meet the demands of the times and able to fight for the job. The characteristics of students in the 21<sup>st</sup>-century prepared to become humans who are able to communicate and collaborate well. The innovation is also combined with the increased value character of each student. English learning is empowered to prepare students to master 21<sup>st</sup>-century skills P21 in Battelle for kids, namely critical thinking, thinking creative, communication and collaboration. Through learning life which is charged with the character of the nation the students are prepared to fulfill life needs and pay attention to the needs of socializing, caring for the environment, nation and state.

### **Methods**

This study works with the qualitative method to get a clear understanding of case study. The study actively presents during the study and openly acknowledges that the report is an interpretation of the participants from school. The sources of data are taken by the teacher, students and book source that have related to the data needed at Kinder field at primary school level, located in Cirebon regency. The study collected the data in the primary source and secondary source data. The primary data undertook the students and teacher at an international primary school in Cirebon, whilst the secondary data supported the primary data such as book, journal, thesis, and essay. This study descriptively used a case study, in which the main instrument accommodated the researcher's subjectivity (Sugiyono, 2010). The source of data was undertaken from two English teachers of first and second primary levels and 17 first-graders of the primary school. The data collection used documentation an interview, whilst data analysis used descriptive qualitative which accommodated the series of classroom's documentation and interview with the English teachers.

### **Result and Discussion**

#### **Result**

The findings undertaken from the documentation, interview and questionnaire showed that activities in class as the process of learning involved four aspects, namely communication, collaboration, critical thinking, and creativity, teaching strategy, learning process, classroom management and assessment. From communications the first learning process in school regulations, of course, began with reading a prayer first. Therefore, the material and lesson content were needed for students as material for learning. The teacher stimulated students and then answered students' questions by giving examples, motivation and gifts. In the learning process, of course, a boost and encouragement played an important role. The teacher was not only a facilitator in the class, but the teacher also had an important role to provide motivational encouragement to students. The teacher plays an active role in the learning process. The teaching and learning process began with instructions from the teacher.

From collaborations the learning process, of course, requires learning materials. When integrating methods into the learning process, the teacher needed to understand the methods that had been applied. The use of methods during teaching and learning activities was very influential on children's psychology. When integrating media in the learning process, the teacher needed to understand the media according to students' needs, so that they could easily learn and use the media. Regarding this, the teacher need to pay attention to the appropriateness of the media in which they were willing to use and teach. The use of online media as it was

then needed. With the presence of media, teacher's activities could be resolved if they use media. However, virtual in the sense of digital-based learning with online media. That using learning tools was really needed by the teacher when teaching students and for the importance of the curriculum. The curriculum used in international schools relied on the Cambridge curriculum.

The English learning creativity included prefixes and suffixes since the students were necessary to understand them conditionally. The success of teacher was mainly reflected in the positive changes experienced by their students. That the Olympics were competitions at the city level. In the final process of learning, a conclusion overallly conveyed the materials so that students might remember and review it at last. The essence of learning actually provided challenges and experiences to children.

From teaching strategy with the learning strategy, the teacher could be directed to do anything while teaching. In the learning process, teaching strategies were applied for the process of student growth and development so that student progress and creativity create something. With the equipment and materials used when making projects, of course, students thought more creative because they divided themselves into making them. In the learning process, a teacher applied the strategy he uses, of course, there was feedback from students. In addition, conducting simulations before studying aimed at neutralizing boredom among students.

From learning process this habit of praying was routine every day so that students were used to starting with a good start and ending well too. Doebel and Munakata (2018) state that self-control is sometimes described in terms of early cognitive abilities, such as executive functions prefrontal circuitry correlated with executive functions (Bunge & Zelazo, 2006). Stimulating students makes students aroused about their desire to learn. In the student's answer above, the teacher stimulates the students by giving questions about their experiences, then the teacher tells the story and watches the video. Humans have established a universal communication mechanism for transmitting information from one generation to the next, the value of knowledge acquired from others is demonstrated by many successful research initiatives and recent theoretical teaching approaches (Moll, 2020).

That their bright students are able to provide various brilliant and creative ideas. For that, where students give bright ideas according to their fields. There are several ways to teach the students the skills they need to communicate with peers and play professionally with the toys (Goerd, 2017). That the question and answer process between teachers and students is a symbol of stimulus to stimulate students' instincts and brains. Educators, peers, family, and toddlers' interactive experiences, may also involve strong and diverse feelings connected to their surrounding reality. The delivery of information related to the material that the teacher delivers in class is based on the students' answers above, namely about news from abroad then students read it, watch it and listen to it on YouTube.

That the presence of students every day is an additional value in itself for students (Schmitt & Schmitt, 2020). Furthermore, student participation can be said to be a person's mental and emotional involvement in achieving goals and taking responsibility for them. Creative personality initiative within the framework of its individuality, as well as explaining the dialectics of establishing the competency of knowledge and creative personality initiative through the representation of subjective truth in the context of individuality (Tabachuk et al., 2018). That in the learning process, students' attention by paying attention to the teacher is important for students.

From classroom management the fascinating reality is that young children participate in chat, cooperative play, and other types of mutual contact with older partners in dyadic contexts, particularly their parents and caregivers, at the same developmental time. That classroom learning requires a teacher strategy that must exist and should make students happy with that strategy. The need to defend oneself from an unfriendly world where social interaction is increasingly fewer desirable triggers the replacement of individual desires for relational goods with private goods, thereby promoting social isolation (McTigue et al., 2020; Sabatini et al., 2016). That a discussion is a conversation that occurs between two or more people. The discussion aims to obtain an agreement on a problem at hand.

However, the teaching method used in group discussions is to generate new ideas, thoughts, or ideas by bringing up a problem to students by the teacher, then students answer or express opinions or comments so that the problem develops into a new problem. With the new vocabulary stored in your mind, it will be easier to pronounce English because you already know what it means to say. In that case, students continue to practice to understand how to read it according to British and American accents. Then if the teacher continues to pressure students, students will feel tired about it. Do not be too strong for students because students' abilities differences.

First of all, playing games students are enthusiastic about learning. So, the teacher must be good at managing the class and the material on the balance. The teacher creates a fun learning atmosphere with learning games that match student's interests. the curriculum used at Kinder field school is the 2013 curriculum or K-13 national curriculum and the English curriculum, the international-based Cambridge curriculum. The national curriculum is the curriculum used in Indonesia, such as the 2013 curriculum. Meanwhile, the international curriculum is the Cambridge curriculum which comes from English which is applied in Indonesia only in certain international schools. The national curriculum is the curriculum from the National Education Ministry made by the Indonesian government for the education in schools. The curriculum made by the government is based on the rules and constitutions.

Regarding this, students are asked to note what are important things so that they know their knowledge and when asked by the teacher, they can answer them. Public speaking skills are something that needs to be trained, if self-confidence is not high enough. These skills can be honed with a little practice and self-confidence. Then the student wrote a story book about what he had had a pleasant experience and the worst experience the student had ever had. Then the students also make comics about cartoon anime they like by telling stories and imagining that the anime can live. Ennis (2011) confirmed that feedback is especially important when linked directly to instruction and applied in a specific context as learning signals or reminders of good success (Hattie, 2012). That not all students easily understand what the teacher explains. Of course, there must be some students who can immediately understand quickly and some are slow to absorb the knowledge that the teacher provides.

From assessment homework is one of the most popular school activities involving teachers, students and parents in these ways (Rosário et al., 2015). The process of providing reasoning that the teacher gives to students is to make students think clearly. How to cultivate a lesson to be summarized in such a way. In the student's answer above, that is, giving feedback about the lesson but not giving homework every day. Therefore, the intent and purpose of the teacher giving homework to students is to measure the extent to which students understand the material that has been taught during class. Then, there is also a daily assessment in activities that are carried out periodically to measure the achievement of students' competencies after completing one or more basic competencies.

Therefore, holding a mid-semester assessment aims to measure the achievement of student competencies after carrying out 8-9 weeks of learning activities. The scope of the mid-semester assessment covers all indicators that represent all basic competencies in that period. Then teaching is also a process of providing guidance assistance to students in carrying out the learning process. Therefore, teaching is an activity that absolutely requires individual involvement of students. If there are no students or object students, who will be taught.

## **Discussion**

Before starting the lessons, the teacher tells students to recite prayers. Then, the teacher made a live situation in the classroom lure students so they don't get bored with learning. Chen and Tseng (2012) believed that students preferred to be with the teacher of a sense of humor and the teachers who made learning fun. Also, to create something interesting like class jokes and drama to keep students entertained. Learning motivation was the individual views of a learner about matters, and learners would have various needs for information acquisition as a mediator between stimulus and reaction, due to distinct opinions (Lin et al., 2017). Furthermore, with the teacher providing motivation to students, a lively atmosphere formed and students felt excited and joyful at the beginning of the learning process so that the strategies and designs that the teachers applied and implemented.

According to Farista (2018), learning was a systematic activity and there were components where each component of learning, not separate but must run regularly, interdependent, complementary and continuous, whereas learning could be interpreted as a learning process that had important aspects how students actively learned the subject matter presented so that it could well mastered. Teaching materials were all resources, including content, tools, and texts that were systematically organized to present a full figure of skills that was learned by students and used in the learning process for the purpose of preparing and reviewing the implementation of learning.

According to Putra (2012), audio media often used in learning. Audio media was a media that only relies on sound and voice to rely on sound and sound to convey messages and information. Curriculum was a set of plans and arrangements regarding the objectives, content and learning materials as well as materials used as guidelines for organizing learning activities to achieve certain educational goals. Creative thinking that beckons perseverance, personal discipline, and attention involve mental activities such as asking questions, considering new information and unusual ideas with an open mind, making connections, especially between something similar, linking one to one others freely, apply their imagination to every situation generate new and different ideas, and pay attention to intuition (Siswono, 2016). Certainly, teacher's creativity in proving innovations granted beneficial assets to students including the stakeholders in education in the 21<sup>st</sup>-century.

## **Conclusion**

In the 21<sup>st</sup>-century, communication, collaboration, critical thinking, and creativity or 4Cs shall be well-prepared integrally through teachers' lesson plans before teaching. A teacher stimulates students, provides learning motivation, and gives some ideas interactions when learning activities are engaged. The 4Cs may be addressed through the journey books, using demonstrations, discussions, and game-based methods. These are eligible to connect with the use of google meet link, personal computer, and mobile phone at any remote selected sites to perform students' achievements in poetry, unfamiliar vocabulary spelling, and small debates. Students' performance can be also addressed from their prefix and suffix knowledge since



learning activities are initiated. In addition, teacher's evaluation review also reinforces from the whole activities including supervises students' homeworks and quizzes.

Furthermore, teacher's strategy using project based learning and problem based learning corresponds with students' primary school daily activities shall create some projects for their usefulness entirely their learning circumstance. Students are encouraged to solve their own problems, when the teacher gives some questions and works as well as to enable answering the questions and working with the projects. The implementable strategies conditionally support the adorable Cambridge curriculum that address day-to-day students' development and measurable skills. Meanwhile, teacher's classroom management and assessment stimulate students' learning and participation to convey some ideas. However, teacher's materials depends on the lesson plans as well.

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