

21st Century Learning Model Integrated to 6C to Increase Students' Engagement in English Subject: Lesson Study based Classroom Action Research

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Abstract

Students at school need to be equipped with 21st century life skills so that they have the skills to face and overcome life's challenges and demands. Therefore, a 21st century skills-based learning model is needed which is obtained through analyzing student needs. The aim of this research is to find out 21st century learning models that are applicable to English language learning for class VII junior high school students. The type of research is Classroom Action Research based on Lesson Study with a qualitative descriptive approach. The research subjects were students in class VII-8 consisting of 34 (thirty four) students. The research instrument used was an observation sheet consisting of observing the implementation of lesson study, observing learning activities, observing student involvement in each cycle; interviews in the form of open ended questions to strengthen findings during observation and documentation. From the average value per session, it shows that the highest value for teacher activities was in cycle 2 of learning Models 2 and 3 with the same average value, namely 3.9; next cycle 1 Model 3 is 3.89; cycle 1 Model 2 with an average value of 3.86; then cycle 2 Model 1 which is 3.7 and finally cycle 1 Model 1 which is 3.66. In the aspect of student behavioral involvement with the application of learning models 1, 2 and 3 it is included in the very good category but the highest student behavioral involvement is in Cycle 2 Method 3 (application of the Project based Learning model) which reached 95.6. In the aspect of emotional involvement, there are differences in the criteria for student involvement in the application of learning models 1, 2 and 3. In the application of model 1 (Discovery Learning) it is in good criteria with an average score of 73.5 in Cycle 1 and 75 in cycle 2. Meanwhile, students' emotional involvement is in the very good category in the application of learning models 2 and 3 and achieved the highest average score in Cycle 2 of the application of Method 3, namely 93.5. Student involvement increases in learning activities that combine providing interesting apperception, presenting problems that can be solved (problems are not too difficult and not too easy), completing projects that train creativity, performance and technological adaptation.

Keywords: *learning model, 21th century skill, students' engagement*

Introduction

The Organization for Economic Cooperation and Development (OECD) explains that there are four competencies that students need to become prosperous humans in 2030, namely having knowledge, attitudes, skills, and values. These four things form the basic core of life

and are necessary to produce transformative competence. An ability to carry out reflective and anticipatory actions to carry out responsibilities, overcome stress and life problems, and produce new values. Then, in the SEAMEO Regional Center for Quality Improvement of Teachers and Education Personnel (QITEP) in Language (SEAQIL) webinar, mastery of two interpersonal skills, namely character and citizenship, is important for students. With the addition of the role of these skills, the six skills of the 21st century became known as 6C, namely character, citizenship, critical thinking, creativity, collaboration, and communication. One of the characteristics of implementing 6C skills in language teaching in the 21st century is the emergence of humanist aspects in education.

The quality of learning is determined by the involvement of students in the teaching and learning process so that in language learning students are able to use the language contextually. The results of interviews with subject teachers and school principals show that English is still one of the subjects that is considered difficult by most students because the approach to foreign languages is still minimal, there are individual differences factors, so they have not yet found a model that suits students' needs. The research problem is what 21st century learning models are applicable for learning English for class VII junior high school students? And the research purpose is to find out 21st century learning models that are applicable for learning English for class VII junior high school students. The research focused on 21st century (6C) learning models that are applicable to increasing student involvement in behavioral, cognitive and emotional aspects of language subjects.

Method

This type of research is Classroom Action Research based on Lesson Study with a qualitative descriptive approach. In this research, researchers collaborated with the Lesson Study team consisting of English teachers at UPT SPF SMPN 23 Makassar and students of English Education Study Program Faculty of Literature Universitas Muslim Indonesia.

The research was carried out at UPT SPF SMPN 23 Makassar in the first (first) semester of the 2023/2024 academic year. Before the research was carried out, researchers and the LS team first discussed the steps and timeline of research activities. The research subjects were students in class VII-8 consisting of 34 (thirty-four) students. The research instruments used are: the observation sheet consists of observing the implementation of lesson study, observing learning activities and observing student engagement in each cycle; Interviews in the form of open ended questions to strengthen findings during observations and questionnaire results; and documentation.

Results

The research was carried out between the research team and the Lesson Study team. Research activities begin by identifying the problems faced by teachers and students in English subjects. After identifying the problems or challenges faced by teachers and students regarding English subjects, it was agreed to plan 6C integrated learning with three 21st century learning models, namely Discovery Learning, Problem Based Learning, and Project Based Learning to increase student involvement in English subjects. Each learning model is implemented over two cycles: Discovery Learning as Model 1 (M1), Problem Based Learning as Model 2 (M2), and Project Based Learning as Model 3 (M3):

Table 1. Observation Results of Teacher Activities in the Implementation of Learning Models 1, 2 and 3

No	Observed Aspects	Score					
		S1 M1	S2 M1	S1 M2	S2 M2	S1 M3	S2 M3
1	Make preparations for learning devices	3.71	4	3.85	3.85	4	4
2	Checking students' preparation	3.14	3.85	3.85	3.85	3.85	4
3	Carrying out apperception activities	3.85	4	4	4	4	4
4	Prepare material clearly	3.28	3.85	3.85	3.85	3.85	3.85
5	Implementing contextual learning	3	3	3.85	3.85	3.85	3.85
6	Carrying out learning in accordance with the competencies (goals) to be achieved	3.71	4	4	4	4	4
7	Relate material to the reality of life	3.85	3.85	3.85	3.85	4	4
8	Foster students' active participation in learning	3.14	3.14	3	4	4	4
9	Carry out learning sequentially	3.85	3.85	3.85	3.85	3.85	3.85
10	Demonstrate mastery of learning material	4	4	4	4	4	4
11	Demonstrate mastery of the class	3.14	3.85	3.85	4	3.85	3.85
12	Do the learning due to the planned time allocation	4	4	3.85	3.85	3.42	3.85
13	Cultivate students' joy in learning	3.14	3.14	3.42	4	4	4
14	Monitor student activities during the learning process	3.85	3.85	3.85	3.71	3.42	3.42
15	Provide an explanation of how to use learning media	3.85	3.85	3.85	3.85	3.85	3.85
16	Use spoken and written language clearly, well and correctly.	4	4	4	4	3.85	3.85
17	Apply learning through direct experience	3.71	3.71	3.85	3.85	3.85	3.85
18	Guiding students in carrying out class activities	4	4	4	4	4	4
19	Make conclusions by involving students	4	4	4	4	4	4
20	Carry out follow-up	4	4	4	4	4	4
Total		73.2	75.9	31	78.4	77.6	78.2
Average		3.66	3.7	3.86	3.9	3.89	3.9

The teacher's activities during six sessions, namely meetings with learning models I, II and III, each with 2 cycles, were observed by three teachers including the LS team, two research teams and two 7th semester English Language Education study program students who were also currently taking the Microteaching course. From the average value per session, it shows that the highest value for teacher activities was in cycle 2 of learning Models 2 and 3 with the same average value, namely 3.9; next cycle 1 Model 3 is 3.89; cycle 1 Model 2 with an average value of 3.86; then cycle 2 Model 1 is 3.7 and finally cycle 1 Model 1 is 3.66.

Table 2. Student Engagement based on Behavior, Emotion and Cognition in Six Learning Sessions

Observed Aspects	Score					
	S1 M1	S2 M1	S1 M2	S2 M2	S1 M3	S2 M3
<i>Behavioral Engagement</i>						
Students attend the class	97	94	94	94	90	94
Students obey existing regulations During teaching learning process	90	95	95	95	95	95
students participated enthusiastically	85	87	90	90	98	98
Total	272	276	279	279	283	287
Average	90.6	92	93	93	94.3	95.6
<i>Emotional Engagement</i>						
Students are interested in participating in the Teaching and Learning Process	77	78	85	90	95	97
Students are enthusiastic (not feeling bored, sad or anxious) to face Teaching and Learning Process	70	72	80	87	90	90
Total	147	150	165	177	185	187
Average	73.5	75	82.5	88.5	92.5	93.5
<i>Cognitive Engagement</i>						
Students do assignments	75	80	85	87	90	90
Students try to understand learning	75	80	85	87	90	92
Students have learning steps and strategies	78	80	80	80	88	95
Total	228	240	250	254	268	277
Average	76	80	83.3	84.6	89.3	92.3

Table 2 shows student engagement behaviorally, emotionally and cognitively in each of the six sessions. In the aspect of student behavioral involvement with the application of learning models 1, 2 and 3, it is included in the very good category, but the highest student behavioral involvement is in Cycle 2 Method 3 (application of the Project based Learning model), namely reaching 95.6. In the aspect of emotional involvement, there are differences in the criteria for student involvement in the application of learning models 1, 2 and 3. In the application of model 1 (Discovery Learning) it is in good criteria with an average score of 73.5 in Cycle 1 and 75 in cycle 2. Meanwhile, students' emotional involvement is in the very good category in the application of learning models 2 and 3 and achieved the highest average score in Cycle 2 of the application of Method 3, namely 93.5.

Discussion

The application of the 21st century learning model, namely Discovery, Problem Based and Project Based Learning, integrated 6C (citizenship, character, critical thinking, creativity, collaboration and communication) which are contained in the steps of learning activities

have been carried out in this research for six sessions or six meetings with each consists of two cycles.

Discovery based Learning integrated 6C. In teacher activities observed using the discovery based learning model, several aspects: checking student preparation, implementing contextual learning, fostering active student participation in learning, demonstrating class mastery and fostering student joy are in good criteria compared to the other fifteen aspects listed on very good criteria. Likewise, student involvement in emotional and cognitive aspects shows good criteria.

In problem based learning integrated 6C, where teacher activities observed using the problem based learning model, there are two aspects that are in good criteria, namely fostering students' active participation in learning and fostering student joy. However, the aspect of fostering student joy increased to very good criteria in cycle 2 of implementing the problem based learning model. In relation to student engagement behaviorally, emotionally and cognitively, it shows better value than the application of discovery based learning in both cycle 1 and cycle 2.

In project based learning 6C integrated, where teacher activities observed using the project based learning model, almost all aspects improved both in terms of grades and criteria. However, there are two aspects that are more important than applying discovery and problem based models. These two aspects are carrying out learning according to the planned time allocation and monitoring student activities during the learning process. However, the aspect of carrying out learning in accordance with the planned time allocation in cycle 2 increased to very good criteria. Based on the results of observations, the implementation of the project based learning model in cycle 1 was not appropriate for the allocation of learning time because it took longer for student performance activities and student activities moved more and caused noise because each of them practiced before displaying their work so that the teacher was considered not monitoring student activities. The involvement of the majority of students in implementing this learning model increases, especially in the aspects of enthusiasm for learning, interest, enthusiasm and determining their own strategies to complete assignments and perform at their best.

Based on observations and research results, student involvement can be seen in learning activities that combine providing interesting apperception, presenting problems that can be solved (problems are not too difficult and not too easy), completing projects that train creativity, performance and technology adaptation. This is in line with research by Santos (2017) that students predominantly use technology as a learning tool, self-regulation and collaboration skills, while teachers' teaching practices are dominant in creativity and learning innovation skills and use technology as a learning tool; Syahputra (2018) stated that the implications of 21st century learning focus on ICT literacy skills. Teachers, students, and even parents must be literate in technology and communication media, be able to communicate effectively, think critically, be able to solve problems and be able to collaborate because learning models have shifted significantly towards the application of digital technology; Shafiana (2020) states that the integration of 21st Century skills in the implementation of English language learning is carried out by applying and implementing 4C skills in all learning components, the learning method is implemented by combining scientific approaches and demonstration methods, discovery learning, discussion, practice and group learning depending on the type. material, student characteristics, and learning situations and

conditions, media used include LCD projector, laptop, pictures; and Samsiyati (2023) that the PjBL model using Quizizz interactive quizzes can increase student learning motivation.

Conclusion

Student involvement increases in learning activities that combine providing interesting apperception, presenting problems that can be solved (problems are not too difficult and not too easy), completing projects that train creativity, performance and technology adaptation. In suggestion, teacher should exercise on the class management to handle the effective way of 21st century English class.

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