TEACHER'S STRATEGIES IN PROMOTING THE 21ST CENTURY LEARNING SKILLS ON ONLINE CLASS IN TOURISM VOCATIONAL HIGH SCHOOL

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ABSTRACT

This study aimed to analyze the strategies of promoting 21st century learning skills used by English teachers on online class in tourism vocational high school. The strategies in promoting 21st century learning skills used by the English teachers were described using qualitative descriptive research design. The instruments used by teacher to collect the data were observation sheet to use for observing the strategies appeared during the online class activities; and interview guide to know the perspective of the English teacher about the supporting and the challenging factors in using the strategies. The findings showed that from 9 strategies, 7 of them are used by the teachers. The most used strategy is the first strategy: using relevant material and topic. On the other hand, the seventh strategy: Enhancing teamwork as the outcome is not used by all the subjects of this research. The reason which is told by most of the teachers is because of the difficulty they faced in conducting teamwork project during online class effectively due to the recent issue. From 9 strategies, using relevant material and exploiting technology into class activities are the most used by the teachers among others. And from Nine strategies provided, 8 strategies used by the English teachers. The only strategy which is not used is the seventh strategy: Teamwork as the outcome. The teachers stated that creating group work based activities through online is not easy.

Keywords: Learning skills, 21st century, tourism, online class

INTRODUCTION

Education sector is one of important sectors in a country development (Collins, 2014; Sakshi &Dhull, 2017). While education prepares for quality human resources, tourism is meant to be the source of income for the human resources who have related educational background and training in tourism services and enterprises. Education for tourism is started from vocational high schools. Vocational high school is a school which provides the students to learn certain type of work. The priority of this school is to prepare the students to enter workforce and develop professional attitude. Due to this priority educational programs which appropriate for the development are needed as it is stated in Government Regulation Number 29, 1990. To

make an appropriate educational program, the teachers and the educational stake-holders need to consider the era development: 21st Century (Jan, 2017; Mertha Dewa, et al., 2017).

21st century is followed by the development of technology and ICT (Ratminingsih, et al., 2018). Teachers have to be technology savvy in teaching the students of 21st century. It means that the teachers have to insert technology to their teaching environment so the students are able to be aware about the importance of technology skills for their learning process (Boholano, 2017; Lambert & Caper, 2008). Learning skills of technology has to be introduced to students since they are learning at school because the technology will keep on developing and they will keep on facing the

skills for their future, especially in their work place (Nycz & Cohen, 2007). 21st century promotes the use of technology in the teaching learning environment to improve the students' skills for their future job. ICT can also be resources for the schools' educational system. It means that the starting point of promoting technology as one of 21st century learning skills can be the schools' system including the curricula which specializes the use of technology in the learning process (Boholano, 2017; Tucker, 2014). ICT can support the development of education in various ways: E-learning, blended learning, etc (Rowntree, 1995). The success of applying ICT-based learning in the class activity is assisting the learning using attractive and interactive media (Ratminingsih, et al., 2018; Lambert & Caper, 2008). Due to the importance of this, the teachers need to create attractive and interactive class activities or medias to support the ICT-based learning.

The advancement of the educational environment in 21st century leads the teachers to be aware of those characteristics which help them to create better learning environment (Griffin & Care, 2014;Marzano & Heflebower, 2011). Promoting the learning skills of 21st century to students is the first step for the teachers to train the students to have the skills which are mentioned previously. As the students are expected to be independent thinkers, the teachers have to provide learning environment which support the students to think critically about issues around them. To have students who have advance thinking skills: in this case Higher Order Thinking Skills, the students must have open-minded risk taking, curiosity, keening on finding facts, planning and indicating suitable method, think carefully, and having self-monitoring skills (Budsankom, et al., 2015; Collins, 2014; Krathwohl, 2002). The teachers have to be able to provide learning materials or topics which can make the students practicing those skills. All of those thinking skills are called critical thinking skill.

To fulfill all of the requirements to have those characteristics, the students need to have 21st Century learning skills in which they need in this century. The teachers need to use appropriate strategies in promoting the skills (Darling-Hammond, 2006; He, et al., 2014). Choosing appropriate materials and way of teaching is one of strategies that can help the

teachers to promote 21st century learning skills. The materials for teaching should be supportive materials that can help the students to practice their critical thinking, creative, and collaborative skills (Griffin & Care, 2014; Kim & Seidman, 2019).

This research is conducted to obtain the strategies which are used by the teachers in promoting 21st century learning skills. The importance of this study is to know the chosen strategies of the teachers to introduce the learning skills that the students should have in this 21st century. This study is expected to describe what the teachers' strategies in promoting 21st century learning skills are and what kinds of challenges and supports they have during the use of the strategies they chose based on their perspective.

METHODOLOGY

The focus of this research is to obtain the strategies in promoting 21st century learning skills which are used by English teachers of tourism vocational high schools in Badung Regency which is done through online based learning. The data were obtained through observation. Along with the strategies which are used by teachers, the teachers' perspective about the challenging and supporting factors of using the strategies are also collected through interview.

The strategies in promoting 21st century learning skills used by the English teachers were described using qualitative descriptive research design (Sugiyono, 2012). The instruments used by teacher to collect the data were observation sheet to use for observing the strategies appeared during the online class activities; and interview guide to know the perspective of the English teacher about the supporting and the challenging factors in using the strategies.

FINDINGS AND DISCUSSION

The Strategies of Promoting 21st Century Learning Skills used by English Teachers of Vocational High School in Badung

From Nine strategies (Saavendra & Opfer, 2012), the use of the strategies by English teachers of Tourism Vocational High Schools in Badung Regency can be seen in Table 1.

Table 1. The Use of Nine Lessons Strategies

Teacher/ Nine Lessons Strategies	1	2	3	4	5	6	7	8	9
Mr.A	√	√	√	√	√	X	X	√	√
Ms.B	√	X	X	X	X	X	X	X	√
Ms.C	√	√	√	√	√	X	X	√	√
Ms.D	√	X	X	X	X	X	X	X	√
Mr.E	X	X	X	X	X	X	X	X	√

From the Table 1, it is shown that all observed teachers do not use the sixth and seventh strategies which are addressing misunderstanding directly and treating teamwork as an outcome. It also showed that Ms.C used the most strategies of Nine Lessons in her class activity of online teaching sessions.

Teachers' Perspective of the challenges in using the strategies

Teachers' perspective of the challenge in using strategies in promoting 21st century learning skills is observed through an interview. There are 5 teachers who have been interviewed. From the interview, the researchers can conclude the answers and shown in Figure 1.
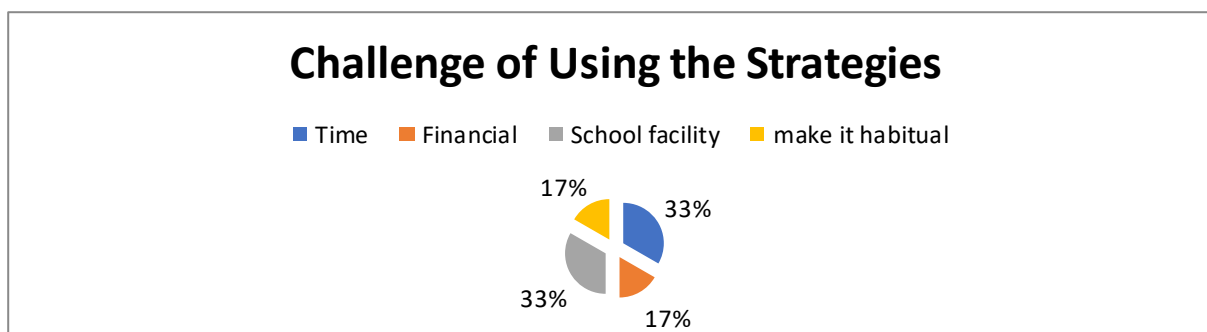

Figure 1. Challenge of Using Strategies in Promoting 21st Century Learning Skills to students of Tourism Vocational High School in Badung Regency.

The first challenge which the teacher faced in using the strategies is Time allotment of the class activities. 2 of 5 teachers stated that they have problem in creating activities for their students to use the strategies especially the strategies which consider the students to have self-learning skills such as giving project. The second challenge is financial support whereas it is hard to make all students ready and have positive support for online class because they have bigger budget for their internet cost. The third challenge is school facilities. 2 of 5 teachers think that the facilities of the school can be the challenge to use the strategies, especially in technology insertion where the students need to use technology includes gadget and internet. In online class, school facility might not really affect the students, however if the students later are learning at school, the school has to consider to support the students with the internet and gadget facilities. The last challenge is making the skills habitual for the students. 1 teacher talked about her challenge in making her students keep the pace and habitual of self-learning skills especially on these online class activities.

Discussion
Relevant Material and Topic

To be effective, curriculum must be relevant to students' daily life. To make curriculum relevant, teachers have to start by choosing generative topics or topics that have

an important place in the disciplinary or interdisciplinary study which can resonate with learners and teachers (Saavendra & Opfer, 2012). The relevance of a specific topic is clearer to students when they understand how it fits within the big picture. Students need to understand how language fit into the bigger picture of verbal thinking, and they must have a sense of the value of verbal thinking as one of intelligence they have to master. Once they see the big picture, they also must understand how each of the knowledge, skill and attitude based objectives contribute to understanding the big picture, how they all fit together.

The Disciplines In Teaching.

Learning should occur through the disciplines, including native and foreign languages, hard and social sciences, mathematics and the arts. In addition to learning the knowledge of the discipline, students also must learn the skills associated with the production of knowledge within the discipline.

Thinking Skills Development.

Students can and should develop lower and higher-order thinking skills simultaneously. For example, students might practice lower-order thinking skills by plugging numbers into the equation like E=MC2 as a way to understand the relationship between mass and energy. To deepen understanding of that relationship, teachers might ask students probing questions that require higher order thinking to answer, such as "Why does the formula use mass instead of weight? Can I use my bathroom scale to determine mass? Why or why not?" (Budsankom, et al., 2015; Saavendra & Opfer, 2012). Addressing these questions successfully, while more difficult, contributes to flexible and applicable understanding and is exactly what students need to do to successfully negotiate the demands of the 21st century.

Learning Transfer Encouragement.

Students must apply the skills and knowledge they gain in one discipline to another and what they learn in school to other areas of their lives. A common theme is that ordinary instruction doesn't prepare learners well to transfer what they learn, but explicit attention to the challenges of transfer can cultivate it. The examples of skills that might transfer include the ability to work in teams or understanding cause and effect (Saavendra & Opfer, 2012). Contexts include other subjects or even future workplaces where the learner could use such knowledge or skills. Transfer can occur in one of two general ways: low road and high road. In a low road transfer, students might apply what they know about using the equation distance = velocity x time to using the equation $E=MC^2$. A so-called high-road transfer requires deliberate abstraction and generalization about a particular concept.

TEACHING WAY TO LEARN.

There is a limit to what students can learn through formal schooling. Therefore, educating them for the 21st century requires teaching them how to learn on their own. To do so, students must be aware of how they learn. Teachers can develop students' metacognition by encouraging them to explicitly examine how they think. Teachers also can reinforce students' metacognition by modeling it on a regular basis, talking through their own thinking as they address an example problem and then asking students to reflect on their model.

Addressing Misunderstandings Directly.

Learners have many misunderstandings about how the world really works, and they hold onto misconceptions until they have the opportunity to build alternative explanations based on experience (Saavendra & Opfer, 2012). For example, children believe the world is flat until they learn otherwise. To overcome misconceptions, learners of any age must actively construct new understandings. Textbooks rarely explicitly speak to misunderstandings, leaving the challenge of addressing them to the teacher. Modeling misunderstandings and explicitly addressing them helps improve and deepen students' understanding.

Treating Teamwork Like An Outcome.

The ability to collaborate with others is an important 21st century skill and an important condition for optimal learning. As David Perkins points out, people do not learn to play baseball by themselves. "… Only Superman could do it, and it wouldn't be much

fun" (Saavendra & Opfer, 2012). They should learn to play baseball from and with their peers and coach. Teachers can design instruction in many ways so students learn from and with others, developing their ability to work in teams and building other 21st century skills.

EXPLOITING TECHNOLOGY TO SUPPORT LEARNING.

Technology also offers the potential to develop students' 21st-century skills by providing them with new ways to develop their problem solving, critical thinking, and communication skills. Technology can help students practice transferring those skills to different contexts, reflect on their thinking and that of their peers, practice addressing their misunderstandings, and collaborate with peers.

Fostering Creativity.

Creativity is prized in the economic, civic, and global spheres because it sparks innovations that can create jobs, address challenges, and motivate social and individual progress. Encouragement helps students develop positive mental models about their ability to develop their creativity. Identifying creativity can help students recognize their own creative capacities when they might not otherwise. Teaching directly about the creative process and what animates or suppresses it contributes to creative development.

CONCLUSION

Strategies used by English teachers of Tourism Vocational Schools in Badung regency are relevant material and topic; disciplines in teaching; thinking skills development; learning transfer encouragement; teaching way to learn; exploiting technology to support learning; and fostering creativity. From 5 teachers being observed, one of them implemented all the strategies above in her classroom. It means that the English teachers who teach in Tourism Vocational schools in Badung regency still needs to improve their skills in promoting 21st Century Learning Skills.

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