

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

The 21<sup>st</sup> century has a huge impact on human life in the world including the teaching-learning process. 21<sup>st</sup> century learning can also be said as a way of preparing 21<sup>st</sup> century generations. Education of the 21<sup>st</sup> century can also be defined as a means of training generations of the twenty-first century. Where the development of information and communication technology (ICT) which is evolving so rapidly affects different aspects of life, including the teaching and learning process. Therefore, in the learning process, students have the ability to use technology to improve the reasoning and learning skills of students. The 21<sup>st</sup> century is a century that is based on science and technology so that it demands the human resources of a country to master various forms of skills, including critical thinking skills and problem-solving of various increasing problems. One of the efforts made by the government at this time is to roll out the 2013 curriculum, which is a national curriculum that is continuously updated so that it is in line with global demands and does not deviate from the noble values of the Indonesian nation (Sahidu, Harjono, Gunawan, & Sutrio, 2020). In the 21<sup>st</sup> century, education put far more focus on learning the requisite skills. Education in the 21<sup>st</sup> century gives much more emphasis on gaining necessary skills to learn and sustain learning not meet the needs of contemporary students since the curriculum was not originally structured to meet the societies' demands. (Bedir, 2019).

One of the important things to online learning in 21<sup>st</sup> century of teaching materials. Materials development is both an area of study and a practical undertaking. It studies the principles and procedures of developing, implementing and reviewing language teaching materials as

an area. 'Materials development is both a field of study and a practical undertaking. As a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials' (Tomlinson, 2011a). As a teacher, the teacher must be able to maximize the material or teaching materials for students in order to be able to encourage learning motivation with learning materials used in the 21<sup>st</sup> century so as to increase students' enthusiasm for learning. In other words, the supplying of information about and/or experience of the language in ways designed to promote language learning. Ideally the 'two aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials' (Tomlinson, 2011a).

(Trilling & Fadel, 2009) claimed that important tools to support the 21st century in material development include the three sets of skills that most needed in the 21st century. Those three skills are learning and innovations skills, digital literacy skills, as well as career and life skills. Materials must include the required skills of the 21<sup>st</sup> century, such as students with the right working attitude and maturity through engagement and communication, thinking critically and creatively, fostering self-learning and constructive teamwork, making judgments and decisions, and understanding the effective use of relevant technology in the workplace.

Learning during the "New Normal" time will be different from regular learning. Teachers should improve their ability to master a variety of creative and inventive learning techniques that are appropriate for their situation. Online learning can be termed as a tool that can 6 Journal of Educational Technology Systems 49(1) make the teaching-learning process more student-centred, more innovative, and even more flexible. Online learning is defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access (Dhawan, 2020). According to Singh & Thurman, 2019 Online learning is defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these

environments, students can be anywhere (independent) to learn and interact with instructors and other students”(Dhawan, 2020).

One of the important things in online learning is the module. Regarding to the module the government issue a module online for online learning, the Ministry of Education and Culture says "The government's main priority is to prioritize the health and safety of students, educators, education staff, families, and society in general, as well as considering the growth and development of students and psychosocial conditions in an effort to fulfil educational services during the COVID-19 pandemic”. Module online issued by the Ministry of Education and Culture with the title "PEMBELAJARAN JARAK JAUH PADA MASA PANDEMI COVID – 19”. This module is a series of teaching materials designed for students to use in independent study. This module will help and provide a meaningful learning experience for students to achieve the intended competencies independently (Asmarani, 2020). The learning activities in this module are self-centered students, not on teachers and teaching materials. That is, students are active and responsible subjects in learning the learning of students themselves in accordance with the speed of learning of students. This module can also be used by parents of students independently independently to support student learning activities at home. Parental support is highly expected so that students truly have the habit of independent and responsible study (Asmarani, 2020).

The characteristics of a quality online module include (Kwan, 2011); 1) Online modules should allow for non-linear learning; 2) Encourage exploratory learning; 3) Appreciate different learning styles; 4) Online module must use various learning objects and hyperlinks that can give students the freedom to access the same content in various formats, so that it can meet different learning styles and preferences; 5) Formulate learning outcomes; 6) Delivering high expectations; 7) Encourage interaction and interactivity (Rahmi et al., 2021). Mudjiman, 2008 says Independent learning is an active learning activity, which is driven by an intention or motive to master a competency in order to overcome

a problem, and is built with the knowledge or competencies that have been possessed (Rahmi et al., 2021).

The development and delivery of this online module achieved the goal of giving first year social work students some essential information literacy skills. In this particular case an online information literacy module was deemed an effective way for students to develop information literacy skills. But some students still felt that face-to-face instruction was beneficial as well (Johnston, 2010).

According to Fausih & Danang, 2015. An electronic module (e-module) is a set of non-printed digital learning media that are arranged systematically and can be used independently by students to solve problems in their way (Rahmatsyah & Dwiningsih, 2021). According to Ramadhan & Linda, 2020. E-modules have the advantages of being practical, long durability, and lower production costs than print modules in general (Rahmatsyah & Dwiningsih, 2021).

The interactive online module may be utilized in online learning activities as a learning medium. Students can download the online module and then utilize it on a personal computer or laptop that can be accessed at any time and from any location. Online learning sometimes goes wrong, due to several obstacles. The problem that is usually obtained from students is that students are not disciplined during class hours, students not ready for lessons, the internet connection is not smooth, the electricity goes out and the internet quota runs out. This online learning is a student too feel bored because only dealing with computers or cell phones (Pujiasih, 2020).

This module is in line with the policies and regulations initiated by the minister of education and culture, a media briefing on Adjusting Learning Policies during the COVID-19 Pandemic, in Jakarta, Friday (07/08/2020).

This study analyse the online module issued by the Ministry of Education and Culture with the title "PEMBELAJARAN JARAK JAUH PADA MASA PANDEMI COVID - 19". This study aims to determine relevance of the online

module to any characteristics of 21st-century material development that issued by the Ministry of Education and Culture.

## 1.2 Identification of Problem

Identification of the issue is needed to provide clarification about the research to be investigated. The identification of the issue refers to the background of the research, the following issues are found:

1. The Field of the Research
  - a. Learner-Centred Material Development
2. The Kinds of Issues
  - a. Content analysis English online module VII grade in Junior High School in 21<sup>st</sup> century material development
  - b. The relevance of material development with skill analysis in the 21<sup>st</sup> century.
3. The Main Problem
 

The main problem in this research lack of evaluation of an online module by 21<sup>st</sup> century skill.

## 1.3 Focus of The Study

Along with the development of the times and so rapid technological advances in an increasingly sophisticated world, this affects English learning material in Indonesia, especially in the city of Cirebon. Junior High Schools in Cirebon should have been able to keep abreast of the times in the 21st century and learning in schools can meet the 21st century learning criteria.

Learning materials criteria in the 21st century are able to foster or enhance attitudes of maturity that are appropriate for working through communication, critical thinking, creative and able to make decisions. and this we can get by applying learning criteria in the 21st century, as reported on the UNIVERSITY OF LEICESTER website pages: Folders, Learning Modules, Items, Module

Pages, Links, Course Links, Web Links, Audio and Video (Audio Files and YouTube Videos), Broadcasts, Reflect, Voice Thread and Reading Lists.

As explained by Tomlinson (2011) Materials could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs, and live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners. In other words, they can be anything which is deliberately used to increase the learners' knowledge and/or experience of the language.

The researcher will analyse learning materials criteria in module with the title "PEMBELAJARAN JARAK JAUH PADA MASA PANDEMI COVID - 19" Education and Culture at grade VII for Junior High School.

#### **1.4 Research Question**

1. What are the criteria for 21<sup>st</sup> century English language learning material?
2. How is the relevance of the online module to any characteristics of 21st-century material development?

#### **1.5 Aim of Research**

1. To find out how the criteria for learning material in the 21<sup>st</sup> century
2. To find the relevance of the online module to any characteristics of 21st-century material development

#### **1.6 Significance of Research**

##### **1.6.1 For The Writer**

Hopefully, the findings of this study provide insight into the relevance of the contents in this online module to the criteria of 21st-century material development

for the authors. These facts can assist the authors in identifying the online module's flaws. It will be easier for them to enhance the online module if they are aware of its flaws.

### **1.6.2 For The Teacher**

The findings of this study may be utilized by online module users to determine the module's shortcomings so that they can alter or seek out other online books/modules to supplement the information from this online module.

### **1.6.3 For The Another Researcher**

Hopefully, this study will guide other researchers to investigate and evaluate this online module further.

## **1.7 Previous Study**

Researchers found several studies that discuss this research. Lots of research on learning material but only research that finds studies such as studying textbooks as English learning material is processed. The following is a previous study written by (Simsek & Dündar, 2018)

The teaching review indicated significant flaws in practically every aspect of course book design. Insensitivity to students' interests, competency, and preparedness levels came up first among all the course book shortcomings relating the teaching situation. Previous evaluations of similar local English course books provided contradicting results in Turkey. Like Sunshine 7, Unique 6 in Ertürk's (2013).

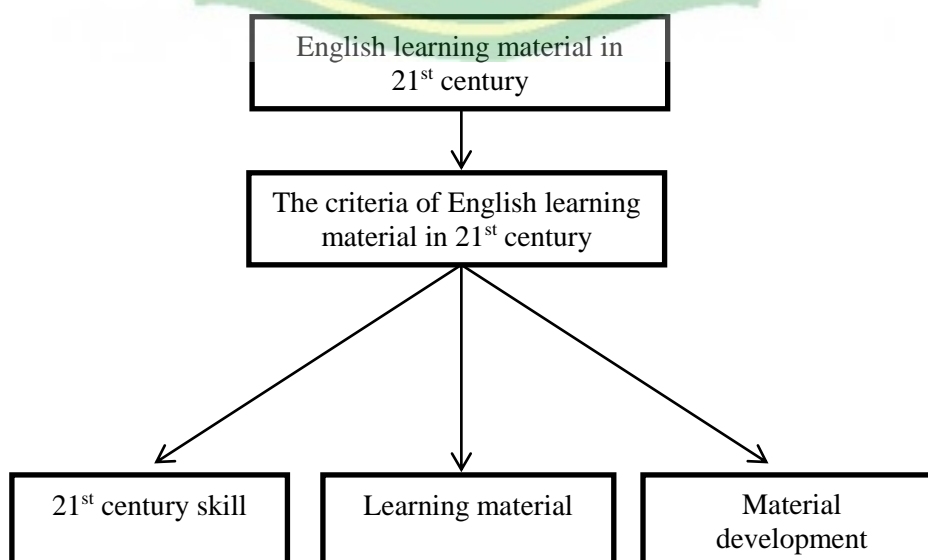
This deviation in the reception of local English course books can be related to the fact that no standard criteria have been collectively agreed, and consistently abided by neither during the design stage of the course book content nor through the selection process of final drafts, while publishers' promotions

(e.g. computer donation) may be the main determining factor in Turkey (Durukafa, 2000; İnal, 2006; Şimşek & Dündar, 2016a; Şimşek & Dündar, 2017).

Previous studies have explored material development (see e.g Susanti, 2016 ; Nimasari, 2016) . Another study has investigated about material development of the tools English material development based on scientific approach: A content analysis of “When English Rings a bell” (Elok, 2016) and then about developing materials of English textbook “When English Rings a Bell” for the seventh grade of junior high school based on process standard curriculum 2013 (Indah, 2015). The development to earthquake teaching material for junior high school by for step teaching materials development method (Setiawan, 2016). A textbook analysis of ‘When English Rings a Bell’ an textbook for the seventh grade of junior high school (Fitriyani, 2013).

Therefore, it can be concluded that this research is related to learning material. Student learning materials such as textbooks. This study does not fit the criteria of only textbooks. However, this studio helps researchers to evaluate the criteria of learning materials applied in schools whether they are in accordance with the 21st century.

### 1.8 Frame of Thought





Research is the act of splitting into smaller parts a complex topic or substance to gain a better understanding of it (Michael Beaney, 2012). On the other side, a systematic review and assessment of data or information by splitting it into its component parts to reveal their interrelationships or an inspection of data and facts to expose and appreciate the connection between cause and effect, thereby creating the foundation for problem solving and decision making.

According to Nunan, D (1988:98) in Meita, F (2013) stated that materials are, in fact an essential element within the curriculum, and do more than simply lubricate the whole of learning (Maili & Sondari, 2020). At their best, they provide concrete models for desirable classroom practice. They act as curriculum models and at their very best they fulfil a teacher development role. It means that materials as an essential element to build how students grow from a grounded toward their future understanding. As early as they could be taught what lesson they should have early. Teachers also, should prepare the whole thing as their student need. In what level and in what sensitive environment their student growing up.

## 1.9 Theoretical Framework

The 21<sup>st</sup> century requires to the learning materials criteria, digital technologies, and professional skills. In particular, schools in general and EFL classrooms should provide students with activities and processes that focus on, among other things, learning and improving imagination, critical thinking, teamwork, self-direction and cross-cultural skills. . The Partnership for 21st Century Skills (2007) argues in this regard that learning and innovation skills, information, media and digital literacy skills, and life and career skills are specifically incorporated.

### **1.9.1 Principles of Education Policy during The COVID-19 Pandemic**

- A. The health and safety of students, educators, education staff, families and communities is a top priority in setting learning policies.
- B. The growth and development of students and psychosocial conditions are also considerations in fulfilling educational services during the COVID-19 pandemic.

### **1.9.2 Content Analysis**

Content analysis is a technique that enables researchers to study human behaviour in an indirect way, through an analysis of their communications. It is just what its name implies: the analysis of the usually, but not necessarily, written contents of a communication. Textbooks, essays, newspapers, novels, magazine articles, cookbooks, songs, political speeches, advertisements, pictures in fact, the contents of virtually any type of communication can be analysed. A people or group's conscious and unconscious beliefs, attitudes, values, and ideas often are revealed in their communications (Fraenkel, Jack R, Wallen, Norman E, 2012).

Content analysis (CA) is a research methodology to make sense of the (often unstructured) content of messages – be they texts, images, symbols or audio data (Niels & Jacobs, 2017).

A researcher can investigate (indirectly) everything from child-rearing trends (by comparing them over time or analysing disparities in such practices across diverse groups of people) to the sorts of heroes people like, to the level of violence on television, using this approach.

### **1.9.3 21<sup>st</sup> Century Skills**

Rich 2010 in (Motallebzadeh, Ahmadi, & Hosseinnia, 2018) defines 21st-century skills as “certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today's world”. 21st Century

Skills’ are also categorised and grouped by commentators and analysts under a variety of terminologies including ‘life skills’, ‘soft skills’, ‘transitional skills’, the ‘4Cs’ and others (Joynes, Rossignoli, & Amonoo-Kuofi, 2019).

Individuals in future to address the challenges of real life positions to maintain the progression of the world and turn it into an improved situation (p.267). It can be conclude that 21<sup>st</sup> century is the implementation of basic skills such as collaboration, digital literacy, critical thinking and problem-solving that educators believe schools need to teach in order to help students succeed in today's world equipping the individuals in future to address the challenges of real life positions to maintain the progression of the world and turn it into an improved situation.

The 21<sup>st</sup> century education highlights how learners are able to combine content knowledge, specific skills, expertise, and literacies necessary to succeed in work and life (Ledward & Hirata, 2011). Skill in 21<sup>st</sup> century is a skill needed at this time. The skill consists of 12 skills. These 12 skills are categorized respectively. Skills found in this list:

### **1.9.3.1 Learning skills (the 4C’s)**

Learning skills (the 4C’s) teaches students about the mental processes required to adapt and improve upon a modern work environment. 4C’s need to be fully integrated into classrooms, schools, and districts around the country to produce citizens and employees adequately prepared for the 21<sup>st</sup> century. Mastering 4Cs skills which consist of critical thinking, communication, collaboration and creativity has become an important agenda in 21st century learning and education based on 4.0 revolutions (Rusdin & Ali, 2019).

The ‘Framework for 21st Century Learning’ proposed by the US-based Partnership for 21st Century Learning (P21) highlights the ‘4Cs’ (Critical thinking, Communication, Collaboration and Creativity), a range of attributes which it proposes should be

developed within the context of teaching core subject areas. The '4Cs' model is based on the assertion that 21st century challenges will demand a broad set of skills emphasising the individual's capabilities in core subject skills, social and cross-cultural skills, proficiency in languages, and an understanding of the economic and political forces that affect societies (Joynes et al., 2019).

a. Critical thinking

Critical thinking is emphasized in practically every discussion of crucial capabilities for the 21<sup>st</sup> century. Critical thinking is a way to find solutions to problems that students can do when they don't have a teacher or guidelines. According to Facione and colleagues (1995) in (Soland, Hamilton, & Stecher, 2013) critical thinking includes inductive and deductive reasoning, as well as making correct analyses, inferences, and evaluations. These competencies are important for deeply understanding academic content, and they also relate to later career performance. Research suggests that for a company to compete in the global economy, it needs workers who will think about how to continuously improve its products, processes, or services (Soland et al., 2013). Critical thinking has also been linked to other significant societal outcomes in studies. For example, Facione (1998) argues that citizens who think critically are likelier to be self-sufficient and therefore less of a drain on state resources.

According to (Ananiadou & Claro 2009, Gardner 2008, P21 2013, Redecker et al. 2011, Trilling & Fadel 2009, Tucker & Coddling 1998, all cited in Scott 2015). Critical thinking involves accessing, analysing and synthesising information, and is considered fundamental to 21st century learning (Joynes et al., 2019). Communication, information literacy, and the capacity to study,

analyze, interpret, and evaluate data are all abilities that are used in critical thinking.

However, (Windham 2008, cited in Scott, 2015) recent studies suggest that many secondary and university students lack the necessary competencies to navigate and select relevant sources from the overabundance of available information (Joynes et al., 2019).

#### b. Communication

Communication includes the ability to express thoughts clearly and persuasively both orally and in writing, articulate opinions, communicate coherent instructions and motivate others through speech. Communication skills are also embedded in information, media and ICT competencies (Joynes et al., 2019).

According to Mohr, Fisher, and Nevin 1996, communication is sometimes broken down into three qualities: clarity, information shared, and balance among participants (Soland et al., 2013). Pellegrino and Hilton (2013) in (Soland et al., 2013) suggest that communication is vital to facilitate teamwork and lies at the core of empathy, trust, conflict resolution, and negotiation. For example, customer efficacy is frequently dependent on excellent communication and the cooperation required to generate a good product. Misunderstandings and miscommunications may be avoided by having strong communication skills.

#### c. Collaboration

Collaboration is the “mutual engagement of participants in a coordinated effort to solve a problem together. “Collaborative interactions are characterized by shared goals, symmetry of structure, and a high degree of negotiation, interactivity, and interdependence (Lai, 2011). Collaborative learning is broadly defined as “a situation in which two or more people learn or attempt to learn something

together,” and more specifically as joint problem solving (Dillenbourg, 1999, p. 1 as cited Lai, 2011). According to (Lai 2011). Collaboration can be thought of as communication plus additional competencies related to conflict resolution, decision making, problem solving, and negotiation (Soland et al., 2013).

People will need to be comfortable with collaborating at a distance, and simulating those interactions in education will have clear benefits on the skills of the workforce. In this context, clear and effective communication skills and the use of technologies and social media are key to effective collaboration (Joynes et al., 2019). Collaboration has a significant impact on student learning, especially among low-achieving pupils. However, a variety of factors, such as student characteristics, group composition, and task characteristics, may reduce the influence of cooperation on student learning.

#### d. Creativity

Creativity is a fundamental educational aim and a necessary talent in the twenty-first century. Both educational and other social organizations have highlighted the significance of educating pupils for a future that would need complicated problem solving and creative thinking in recent years.

Many educators and employers see creativity as a vital 21st century competency (Soland et al., 2013). According to (Gardner 2008, Sternberg 2007, both cited in Scott, 2015) in (Joynes et al., 2019) Creativity is defined in terms of the capacity to generate new ideas and solutions, ‘break new ground’, invoke fresh ways of thinking, pose unfamiliar questions, and arrive at unexpected answers. In a context of global competition and task automation, individual capacity for innovativeness and creativity are increasingly seen as requirements for professional and personal success.(Joynes et al., 2019).

## 2. Digital Literacy Skills (IMT)

According to Jones and Flannigan 2006, Digital literacy is the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers... (Not) only must you acquire the skill of finding things, you must also acquire the ability to use those things in your life. Acquiring digital literacy for Internet use involves mastering a set of core competencies (Eryansyah, Erlina, Fiftinova, & Nurweni, 2019).

Digital literacy refers to the assortment of cognitive-thinking strategies that consumers of digital information utilize (Jones-Kavalier & Flannigan, 2008). Digital literacy is commonly viewed as a measure of the capacity of individuals to complete activities in digital environments. Digital Literacy skills are essential to develop as independent learners in the digital age (Jalil et al., 2021)

### a. Information literacy

In the 21st century, everyone's level of information literacy and fluency will need to rise. Whether at work, in school, at home, or in the community, there will be increasing demands on our ability to (Trilling & Fadel, 2009). As stated in the American Library Association in 1989. To be information literate, a person must be able to recognize when information is needed and have the ability to find, evaluate and use the information needed effectively (Solis, 2005).

Information literacy is an essential proficiency for success in academic studies, yet many first-year students find it hard to use information sources efficiently and to develop academic information literacy (Pieterse, Greenberg, & Santo, 2018). Information literacy is a major factor in academic success and in lifelong learning skills and is one of the major skills required by higher education students.

b. Media literacy

Media literacy is one of the literacy types on which academic studies have been carried out in great numbers particularly on technological literacy. There is not a consensus on a single definition of media literacy in the literature.(Eristi, 2017). But according to Potter (2010), the studies on media literacy are increasing day by day (Eristi, 2017). According to (Finegold & Notabartolo, 2008; Som & Kurt, 2012). Media literacy is among the basic skills that individuals need to possess in the twenty-first century (Eristi, 2017).

Media literacy is defined as the ability to access written and visual messages which have great variety (TV; cinema, video, the Internet, advertisements, etc.) and evaluate, analyse and transfer those messages, Solmaz and Yılmaz, (2012: 55) as cited in (Yaman, 2020). Media literacy is defined as "the information and abilities required to examine, enquire about, interpret, and evaluate media texts."

c. Technology literacy

Markauskaite, L. (2006) said, technological literacy as part of ICT literacy that falls into the category of inter-literacy perspectives includes the ability to use ICT as an integral part of basic literacy (Lestari & Santoso, 2019). Next, Maryl (2005) said that technology literacy is the ability to use, understand, regulate and assess an innovation that involves processes and knowledge to solve problems (Lestari & Santoso, 2019). Information technology (IT) literacy skills are increasingly important for all adolescents to learn, as the majority of post school pursuits will require at least some amount of computer skills (Winarni, n.d.)

Literacy technology refers to a degree of understanding of technology that allows for successful application, and it is made up



of three basic components: knowledge, ability and critical thinking, and decision-making.

### 3. Life skills (FLIPS)

In addition to the 4C's and IMT skills, students also need to understand and master the third skill category (life skill), abbreviated as FLIPS (flexibility, leadership, initiative, productivity, and social skills). All these skills relate to one's personal life. (Ramdhany, Setiawan, Hardiana, & Sobandi, 2020).

#### a. Flexibility

This skill requires the students to be able to adapt to varied roles, responsibilities, schedules, and contexts, and also work effectively (Rakhmawati & Priyana, 2019).

Flexibility is an expression of one's ability to adapt to changing circumstances (Ramdhany et al., 2020). Flexibility is described as the variety of categories or themes generated while producing an idea (Barak & Levenberg, 2016). Flexible thinking is a fundamental capability for adjusting to different learning contexts, transferring information to new contexts, and comprehending and solving unexpected challenges in the context of education.

The ability to adapt such as shifting to a whole new way of looking at the problem at hand can turn the unexpected to your advantage, resulting in uniquely creative solutions and true innovations that can help meet the 21st-century demand for fresh ideas and approaches (Trilling & Fadel, 2009).

#### b. Leadership

According to (Berman et al. 2013) leadership is not just a competency but a set of competencies. For example, a study conducted across Asian countries suggested that leadership involves

having initiative, building consensus, innovating new strategies, and implementing policies and programs in collaboration with or under the direction of others (Soland et al., 2013). Moreover, because leadership involves working with and managing other people, including their competing priorities, collaboration is an important competency for a leader to possess (Soland et al., 2013). Leadership is a person's penchant for setting goals, guiding a team through the necessary steps, and achieving those goals collaboratively (Ramdhany et al., 2020). Use interpersonal and problem-solving skills to influence and guide others toward a goal (Kalyani, 2020).

c. Initiative

Initiative is a skill to start or dare to start something (Ramdhany et al., 2020). Go beyond the basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise (Kalyani, 2020). Initiative and self-direction skill requires the ability to manage goals and time, work independently, and be self-directed learners who are capable to go beyond basic mastery skills, demonstrate initiative to advance skill levels, demonstrate commitment to learning, and reflect critically on past experience in order to inform future progress (Rakhmawati & Priyana, 2019).

d. Productivity

Productivity here can be said as the ability of participants students to complete the work within the specified timeframe, which leads to efficiency and effectiveness (Ramdhany et al., 2020). This skill helps the students to learn about hard work and being dependent. Productivity and accountability is the ability of managing projects given to the students even when they face some obstacles

and pressures in producing high quality products (Rakhmawati & Priyana, 2019).

e. Social skills

This skill requires students' ability to respect cultural differences and work effectively with others from a range of social and cultural backgrounds, respond open-mindedly to different ideas and values, and also interact effectively with others (Rakhmawati & Priyana, 2019). According to (Ramdhany et al., 2020), These skills are critical to continued professional success, because humans are social creatures. At least students can learn to practice ethics, etiquette, and manners. Refers to the theoretical basis of self-efficacy based on the framework of social cognitive theory. In this theory, the individual is seen as an active constructor rather than just a passive reactor shaped by the environment. Referring to Bandura's social cognitive theory, in this case Crain (2015: 218) suggests: "In short, human behaviour is determined partly by the individual rather than solely by the environment". Largely determined by individual attitudes rather than the environment. In other words, the environment does not always play a crucial role; a person's conduct shapes the environment, which then provides feedback to him.

#### 1.9.4 Learning Materials

Learning materials are essential in the teaching and learning process. Among many learning materials, textbooks often become the only learning materials which are used by the teachers in the classrooms (Rakhmawati & Priyana, 2019). Learning materials are a number of tools, media, instructions, and guidelines that students and teachers will use in the learning process. A series of learning tools that must be prepared by a teacher in the face of classroom learning, including: (a) Learning Implementation Plans; (b) Student Books; (c) Teacher Handbook (BPG); (d)

Student Activity Sheet (LAS); (e) Test of learning ability (Peranginangin, Saragih, & Siagian, 2019). Ibrahim said that learning materials are materials used in the teaching-learning process (Peranginangin et al., 2019). Learning materials serve as a guide for implementing learning in a way that is both directed and efficient.

This research includes several things that become important relationships to be used as a theory. Material is the most important thing in this research. Before knowing how material students' handbooks are, we must know how good material must be had in the material. For example material can be useful if can be instructional in that they inform learners about the language, they can be experiential in that they provide exposure to the language in use, they can be elucidative in that they stimulate language use, or they can be exploratory in that they facilitate discoveries about language use' (Tomlinson, 2001).

### **1.9.5 Material Development**

According to (Tomlinson, 2001, p.66), material development is both a field of study and a practical undertaking. As a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials (Tomlinson, 2011a). Ideally the 'two aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials, Tomlinson, 2001, p.66 as cited in (Tomlinson, 2011a). Materials developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide samples of language use or read a poem aloud. Whatever they do to provide input, they do so ideally in principled ways related to what they know about how languages can be effectively learned. All the chapters in this book concentrate on the three vital questions of what should be provided for the learners, how it should be provided and what can be done with it to promote language learning (Tomlinson, 2011a).

Materials for language learning' will be taken to be anything that can be used to facilitate the learning of a language, including course books, videos, graded readers, flash cards, games, websites and mobile phone interactions, though, inevitably, much of the literature focuses on printed materials. Materials can be informative (informing the learner about the target language), instructional (guiding the learner in practising the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language ) (Tomlinson, 2012). Materials development' refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research. Ideally, all of these processes should be given consideration and should interact in the making of language-learning materials (Tomlinson, 2012).

Materials development is today not only a topic of academic research but also a subject of practice. It entails the creation, assessment, and adaption of materials as a practical activity. It studies the concepts and techniques for designing, developing, implementing, evaluating, and analysing materials as a field. So the development of learning materials is a process carried out to produce a series of learning materials used by teachers and students in the learning process in the classroom.

## **1.10 Research Method**

### **1.10.1 Research Design and Step of Research**

#### **a. Research Design**

This study employs qualitative methods. Because its only has a system that tries to discover rather than test directly to demonstrate via statistics. This study is also a qualitative descriptive study. Several scholars think and endorse the name "qualitative descriptive" as a legitimate and appropriate label for qualitative research designs. Of all

the qualitative research methods, qualitative descriptive studies are the least "theoretical". Qualitative research is an inquiry process of understanding based on distinct and methodological traditions of inquiry that explore a social or a human problem (Srivastava & Thomson, 2009). The researcher constructs a comprehensive, detailed picture, analyses language, presents comprehensive informant perspectives, and performs the research in a natural context. According to Crabtree & Miller, 1999; Silverman, 2000, quantitative research methodology typically answers where, what, who and when questions (Srivastava & Thomson, 2009). As a result, the descriptive qualitative approach is seen to be appropriate for researchers because qualitative is essentially the same as descriptive. Descriptive is describing what occurs, and it has an influence on this inquiry.

The data will be analysed using content analysis. Content analysis is a technique that enables researchers to study human behaviour in an indirect way, through an analysis of their communications (Fraenkel. Jack R , Wallen. Norman E, 2012).

b. Step of Research

1. The researcher determines the book that will be the object of research based on the learning situation that is happening during the pandemic to match the current reality in the field.
2. The researcher decides to choose the module “PEMBELAJARAN JARAK JAUH PADA MASA PANDEMI COVID – 19” VII grade for Junior High School.
3. Researcher analyses the module “PEMBELAJARAN JARAK JAUH PADA MASA PANDEMI COVID – 19” VII grade for Junior High School. In accordance with the 21st century skills indicator.

### 1.10.2 Source and Type of Data

#### a. Source

The researcher takes the content analysis “PEMBELAJARAN JARAK JAUH PADA MASA PANDEMI COVID – 19” VII grade for Junior High School. Afterwards, the researcher analyses it using skill in 21st-century material development. Material development is an important tool to support the 21st-century in material development include the three sets of skills that are most needed in the 21st-century. Those three skills are learning and innovations skills, digital literacy skills, as well as career and life skills (Trilling & Fadel (2009., p.48).

#### b. Type of Data

In this study, the researcher uses primary data and secondary data:

##### 1. Primary Data

Based on Sugiyono’s point of view (2014:225) said that the primary data gives valuable data directly. The researcher will be collected the data from the module “PEMBELAJARAN JARAK JAUH PADA MASA PANDEMI COVID – 19” VII grade for Junior High School that using in VII grade in Junior High School.

##### 2. Secondary data

Based on Sugiyono’s point of view (2014:225) said that the secondary source data gives valuable information indirectly. The researcher took any kind of book that relates to her research to support and cover the theoretical research. The kinds of secondary source data used in this research are; the book that related to the research, journal, and the others of the secondary data that appropriate with the research.

### 1.10.3 Technique and Instruments of Collecting Data

The instrument of this research is the researcher herself. Because this research uses a qualitative design which is analysis textbook or content analysis. The

researcher could create a specific set of participants in collecting data in her research (Lodiko, 2006). The instrument used as a tool to collect the required data is an observation sheet containing indicators of 21st century learning material based on a book entitled Framework for 21st Century Learning Definitions. The instrument used in this study was an observation sheet for 21st century learning material based on a book entitled Framework for 21st Century Learning Definitions which was adapted from John Wilkinson which had previously been developed by Chiappetta, Fillman, and Sethna to analyze science books (Wilkinson, 1999). In this research, the researcher used an evaluate analysis to collect the data. The data collected is in the form of words, images, and numbers. Arikunto (2010) declares that documentary analysis is a method used to collect information sourced from the written object. The written objects signify that such as books, periodicals, papers, etc. The alternative names for document analysis include content analysis, activity analysis, or information analysis.

According to Sugiyono (2010: 134) in the book Research Methodology Education explains that the Likert scale is used to measure attitudes, opinions and perceptions of a person or group people about social phenomena (Fadli & Ikawati, 2017). With a Likert scale, the variables to be measured then translated into indicator variable indicators. Used as a starting point for compiling instrument items which can be in the form of statements or questions. The answer to each instrument item that uses a Likert scale can be in the form of words, including: always, often, sometimes and never.

To determine the relevance of the module “PEMBELAJARAN JARAK JAUH PADA MASA PANDEMI COVID – 19” VII grade for Junior High School with 21<sup>st</sup> century learning is to look for indicators that appear in each lesson, then researchers look for the total possible indicators that can appear as a comparison so that researchers can determine scale on the relevance of the module “PEMBELAJARAN JARAK JAUH PADA MASA PANDEMI COVID – 19” VII grade for Junior High School with 21<sup>st</sup> century learning.

$$\text{Percentage of eligibility of material content} = \frac{\text{Indicators that appear}}{\text{Total indicators}} \times 100 = \dots \%$$

The percentage determined by the researcher was divided into 5 levels, namely very bad, not good, quite good, good, and very good.

### 1.10.3.1 Table Criteria

The standards proposed by BSNP are as follows (BSNP dan Pusat Perbukuan, 2014)

No	Category	Percentage
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1.	Very Bad	0% - 20%
2.	Not Good	21% - 40%
3.	Quite Good	41% - 60%
4.	Good	61% - 80%
5.	Excellent	81% - 100%

### 1.10.3.2 Table Collecting Data

Collecting data of content analysis from module 1 lesson 1 grade VII for Junior High School

NO	21 <sup>st</sup> Century Skills		Indicators	Yes	No
	Point	Sub Point			
1.	Learning Skills (The 4C's)	Critical Thinking	1. Reason Effectively.		
			2. Solve Problem.		
		Communication and Collaboration	3. Communicate clearly.		
			4. Collaborate with other.		
			5. Think creatively.		
		Creativity and Innovation	6. Work creatively with others.		
			7. Implement innovation.		
2.	Information, Media, and Technology skills.	Information Literacy	8. Access and evaluate information.		
			9. Use and manage information.		

		Media Literacy	10. Analyze media.		
			11. Create media products.		
		Technology skills / ICT literacy	12. Apply technology effectively.		
3.	Life and Career Skills	Flexibility	13. Adapt to change.		
			14. Be flexible.		
		Leadership	15. Guide and lead other.		
			16. Be responsible to others.		
			17. 21 <sup>st</sup> century learning environments.		
		Initiative	18. Manage goals and times.		
			19. Work independently.		
		Productivity	20. Manage project.		
			21. 21 <sup>st</sup> century support system.		
			22. 21 <sup>st</sup> century standards.		
			23. Assessment of 21 <sup>st</sup> century skills.		
			24. 21 <sup>st</sup> century curriculum and instruction.		

			25. Produce results		
		Social skills	26. Interact effectively with other.		
			27. Work effectively in diverse teams		
<b>Percentage</b>					
<b>Indicator that appears</b>					
<b>Number of activity in this lesson</b>					
<b>Total of indicators</b>					

This process is a research regarding the analysis of a material that uses documentation and interviews as collecting data and instrument.

a. Literature Review

The researcher determines the criteria for the 21st century English language learning material based on the theories of the experts that the researcher collects from various sources, which is usually called a literature review. This is done by studying the literature relevant to this research, to be used as a theoretical basis in helping to discuss research problems (Naibaho, 2013).

b. Documentation

In gathering the data, the researcher used document analysis. It is one source of data in qualitative research. According to (Corbin & Strauss, 2008; Rapley, 2007; Bowen, 2009). Document is a systematic method for review or evaluation documents both printed and electronic (computer-based and internet-based) content. Like other analytical methods in

qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Bowen, 2009). Document analysis is scientific data that is not reactive while the subject cannot hide anything. With documentation researchers can find the right research material.

Researchers will analyse and match the textbooks used as teaching materials with indicators that match 21<sup>st</sup> century skills.

#### **1.10.4 Data Analysis**

This study uses qualitative data analysis techniques, where this technique is descriptive. The data analysis technique was carried out using the analysis technique proposed by Miles & Huberman, (1994).

Which consists of data reduction, data presentation, and drawing conclusions.

##### **1. Data Reduction**

The data reduction stage will make it easier for researchers to analyze the data that has been collected in accordance with the research problem. After the data is collected, the researcher conducts data analysis activities that have been obtained

then summarized and clarified according to the problems and aspects of the problems studied. The first step, the researcher focused on the Student Worksheets (LKPD) in 9 5th grade elementary school theme books, adjusted to indicators of attitudes and social skills.

##### **2. Data Display**

After the research data went through the reduction stage, the researcher then presented the data in the form of a description that aims to answer the research problem. Data display activities can make it easier for researchers to interpret and draw conclusions about problems.

##### **3. Drawing Conclusion**

Conclusion drawing and verification is carried out based on an understanding of the data collected in stages along with the collected data.

So that it can describe the answers to the predetermined problem formulations.

The data obtained is derived from documentation as research reinforcement. Document analysis is used to identify learning material criteria in junior high school. This research will analysis the textbook that used as teaching material, the researcher will match the textbook with the 21<sup>st</sup> century skills indicator.

2. The researcher read every chapter in the module “PEMBELAJARAN JARAK JAUH PADA MASA PANDEMI COVID – 19” Education and Culture at grade VII for Junior High School to find which content analysis considered with 21st-century skills.

3. Analysis The Module

Researchers will analyse and match the module used as teaching materials with indicators that match 21<sup>st</sup> century skills. The researcher analyzes the data using tables. Researchers use numbers to add up activity in each lesson and the total 21st-century skill indicators in each lesson of the module.

4. Describe The Result

Describing, the researcher describes the result of data analysis and make a conclusion.

#### 4.1.1 Data Validity

Data analysis is the most important part in a study, because from the analysis a finding can be obtained. In essence, data analysis is an activity of grouping, sorting, to organize and even assign codes or marks and categorize them so that findings can be obtained based on the focus and problems that need answers. Triangulation data according to (Gunawan, 2015). The method used to verify throughout the research until the data is analyzed and a report is written. Triangulation is a technique to check the validity of data that is used as a process of establishing the degree of credibility/validity (trust) and data reliability which is useful as a

tool for analyzing data in the field. Triangulation is an approach to synthesize data by analyzing data from various theories.

According to (Sugiyono, 2017) triangulation can be said to be checking data from various sources through various ways, and at various times thus there is triangulation of sources and theories.

There are several triangulation models, namely by using triangulation of sources, time and theory. In this study, the triangulation used is triangulation of sources and theories and their explanations.

#### a. Source Triangulation

Triangulation of data sources is exploring the validity of a particular data with a method and source of data acquisition. For example, in addition to interviews and observations, researchers can use involved observation (participant) (observation), written documents, archives, historical documents, official records, personal notes or writings and pictures or photographs. Each of these methods can produce different evidence or data accuracy, which in turn will provide different insights regarding the phenomenon that has been studied. Meanwhile, In this study using written documents as a reference for the validity of the data in this study. The written document is in the form of a book of *fihī ma fihī* by Jalaluddin Rumi as the object of data taken in the form of the figures of speech contained in it.

#### b. Theory Triangulation.

Triangulation theory is a final result of qualitative research in the form of a formulation of existing information. The information is then linked through the relevant theoretical perspective in order to avoid the researcher's individual bias on the findings or conclusions generated. In addition, theoretical triangulation can be increased in depth of understanding as long as researchers can

explore theoretical knowledge in depth on the results of data analysis that has been obtained.

#### 4.2 Research Timeline

Time of Research	Activity
20 <sup>th</sup> December 2019 - 20 <sup>th</sup> January 2020	Developing Research Proposal
25 <sup>th</sup> August 2021 – 30 <sup>th</sup> September 2021	Data Collection
1 <sup>st</sup> October 2021 – 25 <sup>th</sup> October 2021	Data Analysis
26 <sup>th</sup> October 2021 – 1 <sup>st</sup> November 2021	Findings
1 <sup>st</sup> November 2021 – 5 <sup>th</sup> November 2021	Conclusion

