

21st Century Learning is Not Merely ICT

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ABSTRACT- Truancy Symptoms are often associated with the uninteresting teaching and learning methods. Students do not like being under-control. Conventional teaching practices with 'chalk and talk' are no longer relevant. The 21st Century Learning or PAK 21 has been introduced. Even so, many still think that PAK 21 is the application of ICT as a teaching tool. The applications are said to be limited because teachers will somehow feel burden to provide learning aids due to various constraints of ICT problems in school. As a matter of fact, PAK 21 is not focused on ICT usage alone. ICT is not a barrier for applying PAK 21 in teaching method everyday. The focus of PAK 21 is 4Cs' 1V which is to develop creativity, critical thinking, team work and communication skills. Considering Malaysian elements, the moral value is one of the added value benefited from this system. Hence, group activities are the best method to produce a 4Cs' 1V characteristic students. Therefore, the objective of this document is to emphasis the fact that PAK21 is not bound by ICT application alone. Observation and survey have been carried out to evaluate the issues. Based on the observation and survey results, it can be concluded that teachers, as well as parents are still confused about PAK21. They assumed that PAK21 is the application of ICT in PdPc, hence, without ICT, PAK21 will not be implemented. The internet speed has always been one of the factor being pulled as the main constraint that disabled the system from being implemented. Consequently, these factor will limit the realisation of PAK21. Teachers are required to be more creative in order to create the learning content that suits with the level of ability of the students. Therefore, PAK 21 is not merely ICT usage. The essential intention is to create human capital that can compete on the real platform in the era of globalization.

Keywords: PAK21 vs ICT

I. INTRODUCTION

21st Century learning or more synonymous with PAK 21 has been introduced widely. It's not something new among educators, parents and students. It has been widely disseminated and practiced in most schools. The school began to change the environment of the school area as well as indirectly encouraging the method of the class control at the assembly. Learning atmosphere in the classroom is changing and has become more colorful with interesting learning aids. Now it can be seen that the announcement board are filled with student's artworkz. Teachers are also brought to observe the implementation of PAK21 at the pilot schools. Based on the exposure, teachers will be able to apply the knowledges gained to their own school.

PAK 21 focuses on a more systematic class control system. The traditional teaching system is no longer relevant. PAK 21 introduces traffic light system and hand signals for student management and feedback. The traffic light system uses 3 colors on the card, the green color to understand, the red color to not understand, the yellow color to less understand. However, this method can be replaced with a hand signal. The use of this traffic light can actually be modified for other uses such as for any queries.

In addition to promoting a more systematic class control system, PAK 21 emphasizes four key features in the 21st century classroom that are communication, collaborative, critical and creative thinking. Only through group activities, these four things can be implemented and therefore, student activities such as 'pop corn', 'gallery walk', 'think pair share' and many more are introduced. Teachers can practice the activities of these students according to the suitability of the various student capabilities. What matters is that students are required to communicate, collaborative and creatively generate ideas with critical thinking.

In addition, informative school environments are also needed to support the practice of PAK 21. Special rooms are provided and furnished according to the needs. Classroom and material presentations are dynamically developed inside and out of the classroom with students as co-leaders or leaders. Table layouts and chairs in the classroom are also renovated to be in the ideal position for group activities. Schools and teachers need to plan student rankings in line with the space and number of students in the classroom. Students can be placed in group positions estimated at 4 to 6 members in one group. The number of members must be appropriate to the activity and each member is assigned to their respective roles either as a group leader, recorder, watchdog or presenter. Group divisions can be divided according to the level of the student's ability.

II. PROBLEM STATEMENT

The teacher's pedagogical skills are necessary to ensure this PAK 21 culture becomes a reality. Teachers need to have teaching innovation skills, information skills, media and technology (information, media and technology skills) life and career skills. Therefore, teachers need to

implement student-based learning, collaborative learning and high-level thinking skills. Teachers need to teach students in the current era by giving opportunities to highlight the potential and talents of students. Teachers play a role in providing learning aids that can be utilized in the classroom and should help students in generating knowledge that is communication skills and thinking skills. Teachers actually need to be passionate in pdpc to implement all of these criterion.

Many think that the application of ICT at crucial tool will limit the implementation of PAK 21. The limitation of equipment and material preparation using ICT are another the reason. Thus the creation of PAK 21 is considered to be failing and the objective is not achieved.

The ICT usage may be a bonus for teachers and students. Apart from an easy access to information and technology, the effort of finding material or presentation is very minimal. It is also contribute to energy and time savings.

Although, it is understandable that not all schools can provide ICT facilities due to the cost especially to schools that are located in rural areas. Also, not every students are afford to own the equipment and facilities at home. Not to mention, even with complete ICT facilities, the internet speed and other hardware problems could also contribute to the showstopper. Teachers, also need to follow the recommended schedule.

Common reason from teachers is that the preparation of ICT equipment takes a long time and sometimes interferes with the teaching and learning period. Therefore, they rarely choose to use ICT as a learning aid. They are comfortable with the old method. This is what has been emphasized in the objective of this paper work. This paper attempts to change perceptions and a true understanding of the implementation of PAK 21's culture which is not only focused on the use of ICT in the classroom alone. Everyone needs to know ICT is just a teaching tool to facilitate teacher work with students, making teaching and learning easier and more interesting. It is not a factor to realize the class characterized by PAK 21. Understanding of what is intended in the implementation of PAK 21 is very important so that its implementation is not considered to be burdensome and does not make any change. Teachers should be wise to use ICT facilities and place them in the proper place to produce ICT-literate students.

III. METHODOLOGY

Throughout coaching with teachers, many discussions took place regarding teaching and learning in the classroom. In addition to the way the objectives of writing and the lesson plans discussed, student activity is a

popular discussion topic. Many teachers only do activities which are instructional but have no impact, no focus, no time control and no focus on student's ability level. There are still many who say PAK 21 is ICT and ICT is PAK 21. Therefore, let's take a look at the results of the study.

Observation and survey has been conducted throughout the introductory period. Feedback directly or indirectly are collected. First, title is selected. Then, the online interview method is carried out. Questions related to the title have been posted on 'whats app' to get the most feedback. Various opinions and ideas are recorded. Opinions received are among parents. However, the answers received do not give a clear picture of the selected title.

Hence, a questionnaire was developed using the google form with the title Study in the 21st Century Learning Ceremony at the school. Objective of the questionnaire is to find feedback and suggestions for the topic. Respondents consisted of teachers, parents, students and others. Total of 113 respondents have answered the questionnaires. There are 5 questions available in the form of yes or no answer choices. There is a question that gives the respondent an opportunity to comment, comment or any suggestion. This study was sent to respondents through 'whats app', 'telegram', 'messenger' and 'facebook' media either individually or in groups. Here's a list of questions that have been provided in the study:

No	Questions
1	Have you heard about 21 st Century Learning ? <input type="checkbox"/> Yes <input type="checkbox"/> No
2	Have you heard about 21 st Century Learning ? <input type="checkbox"/> Yes <input type="checkbox"/> No
3	Do you know about 21 st Century Learning ? <input type="checkbox"/> Yes <input type="checkbox"/> No
4	Is learning 21 st Century is the use of ICT in teaching and learning ? <input type="checkbox"/> Yes <input type="checkbox"/> No
5	If there is no ICT usage in teaching and learning 21 st Century Learning can not be implemented ? <input type="checkbox"/> Yes <input type="checkbox"/> No
6	Do you agree with the 21 st Century Learning ? State your opinion. _____ _____ _____

KAJIAN KE ATAS PEMBUDAYAAN PEMBELAJARAN ABAD 21 (PA 21)

Kajian ini adalah untuk mendapatkan maklumbalas dan cadangan bagi tujuan penyelidikan.

Responden

Guru

Ibu bapa

Pelajar

Lain-lain

1. Adakah anda pernah dengar tentang Pembelajaran Abad 21?

Ya

Tidak

2. Adakah anda tahu tentang Pembelajaran Abad 21?

Ya

Tidak

3. Adakah Pembelajaran Abad 21 adalah penggunaan ICT dalam pengajaran dan pembelajaran?

Ya

Tidak

4. Sekiranya tiada penggunaan ICT dalam pengajaran dan pembelajaran, Pembelajaran Abad 21 tidak boleh dilaksanakan?

Ya

Tidak

5. Adakah anda bersetuju dengan Pembelajaran Abad ke 21? Nyatakan pendapat anda.

Long answer text

Figure 1: A Questionnaire Developed Using A Google Form

IV. IMPACT / ACHIEVEMENTS

113 respondents have answered the questionnaires. Thank you all who have responded. Respondents consist of teachers, parents, students and others.

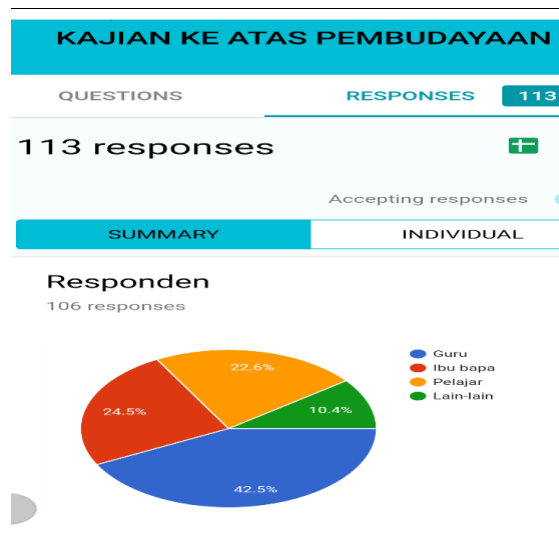


Figure 2 : Number Of Respondents Who Responded

From the 113 feedback received, only 106 respondents answered the question. 42.5% are teachers, 24.5% are parents, 22.6% are students and 10.4% are others.



Figure 3 : Number Of Respondents Who Responded To Question 1

A total of 107 respondents answered the question 1. A total of 79.4% of respondents had heard and 20.6% of respondents had never heard about PAK 21. Most who had never heard about PAK 21 consisted of parents and non-parents. Teachers and students are exposed to PAK 21 at school.

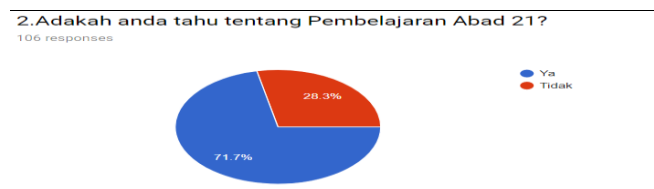


Figure 4 : Number Of Respondents Who Responded To Question 2

A total of 106 respondents have answered this question. As many as 71.7% of respondents know and 28.3% of respondents do not know about PAK 21. Most exposed by PAK 21 are teachers and students. Only a few parents and others understand this PAK 21.



Figure 5 : Number Of Respondents Who Responded To Question 3

A total of 107 respondents have answered this question 3. 64.5% of respondents agreed and 35.5% of respondents disagreed that PAK 21 was the use of ICT in teaching and learning. Respondents who agree with this question consist of teachers, parents, students and others. While the disagreement also comprises the same category respondents.

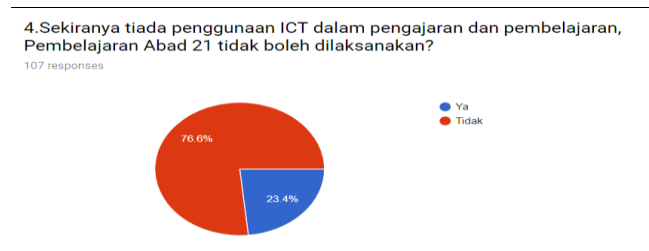


Figure 6 : Number of respondents who responded to question 4

A total of 107 respondents have answered this question. A total of 76.6% of respondents agreed and 23.4% disagreed that PAK 21 could not be implemented without the use of ICT in teaching and learning. Respondents who agree with this question consist of teachers, parents, students and others. While the disagreement also comprises the same category respondents.

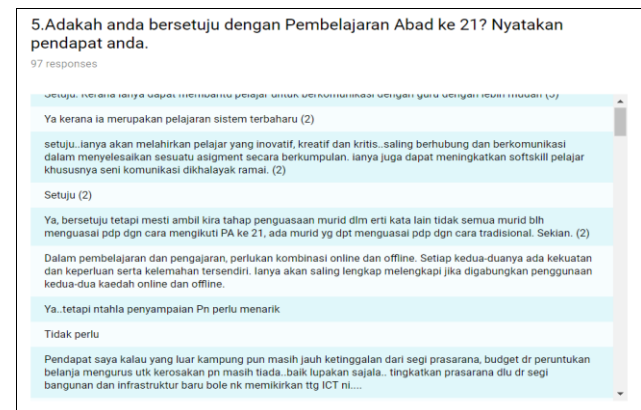


Figure 7 : Number Of Respondents Who Responded To Question 5

While for this fifth question, 97 respondents have given their opinion. Most respondents agree because they know about the advantages and disadvantages of this PAK 21 culture and those who are disagree not because they do not understand the advantages but because of the constraints in ICT usage.

From the studies conducted on observations and interviews directly or indirectly, it is clear that there is still confusion among teachers, parents, students and other respondents on the use of ICT in this PAK 21. Referring to question 3, 64.5% of respondents agreed that PAK 21 is the use of ICT in teaching and learning but referring to question 4, 23.4% of respondents say PAK 21 can not be implemented if there is no ICT usage in teaching and learning.

This study also shows that PAK 21 is not a new thing in the education world as most teachers, parents, students and the public have learned about the implementation but still many do not know about this PAK 21 in overall. They think PAK 21 is related to the use of ICT in teaching and learning. Hence many feedback received is about the constraints on using ICT.

5.0 INTERNET FACTS IN MALAYSIA

Why this issue is so popular? Let's have a look at these facts.

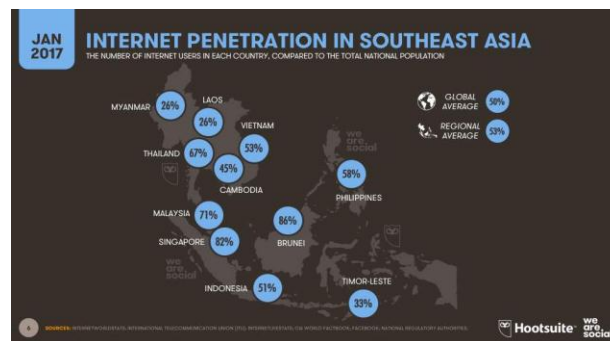


Figure 8 : Internet Penetration Percentage In South Asia

Based on the findings in journal dated 14th July 2017, open researched has been made between Open Technology Institution, Googles and Planet Lab of Princeton University resulted that the coverage of Internet has not gone well in Malaysia specifically. We are at the 3rd place after Singapore and Brunei.

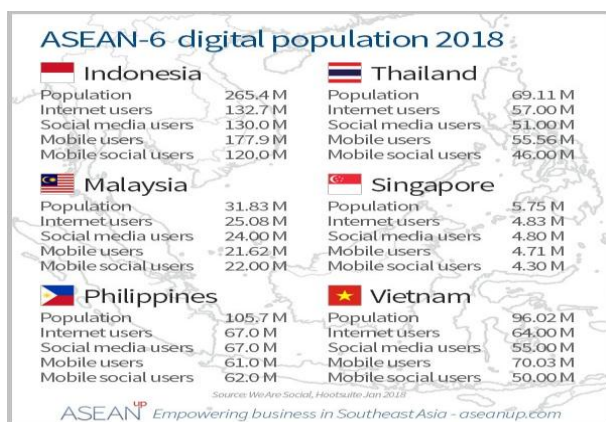


Figure 9 : Asean 6 digital population 2018.

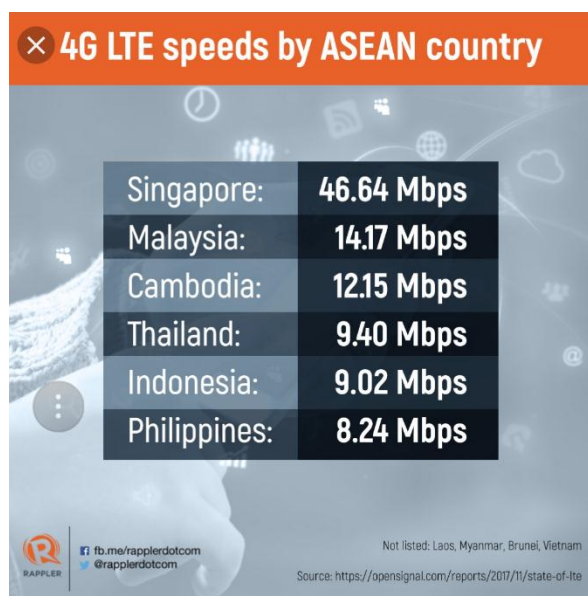


Figure 10 : Internet Speeds by Asean Country.

Based on the internet speeds by asean country as above, internet speed in Malaysia is only 14.17 mbps in which we are the no 2 in Southeast Asia. For examples, the Singaporean needs 18 minutes and 34 seconds to download a Hindustan’s film while Malaysian needs 2 hours and 33 minutes to do the same process.

So that due to the issues, the government is working together with private company, GLC to enhance the problem. It is a must-do in our digital era. It is proven that, the usage of ICT is not compulsory in our 21st century learning program.

V. CONCLUSIONS / IMPLICATIONS

Most people still do not understand what is the 21st century learning is all about. They assume ICT is the main course to generate 21st Century Learning and without ICT, the 21st century learning is not a reality.

PAK 21 is meant to create a very well disciplined student with systematic class control, to create a meaningful environment in school. Most importantly is to produce well-versed human capital in terms of communication, thinking skills and teamwork.

ICT is a tool to improve teaching and learning techniques. In fact, the constraints on the use of ICT do not affect the development of this PAK 21. What can be done is to improve ICT needs as it helps in improving the quality of teaching and learning because we are in a technological age that requires our students to compete with the latest technology advancement.

Hopefully, with this study, it will give the public an understanding of the linkages between ICT usage with PAK 21. Not all tasks are the same, different tasks encourage different levels and types of thinking. The level of thought in which activity that pupils engaged with will determine their level of learning. Teacher pedagogy is enhanced to create creative, innovative, quality and competitive human capital because 21st learning is not merely ICT.

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