

## THE APPLICATION OF 21<sup>ST</sup> CENTURY LEARNING ASSESSMENT BY ENGLISH TEACHERS AT SENIOR HIGH SCHOOL

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### ABSTRACT

The 21<sup>st</sup> century is a century that is full of challenges. Advances in technology that are increasingly developing make humans have to be ready to accept various kinds of changes. Various competencies needed by students in the current era of globalization are often referred to as 21<sup>st</sup>-century skills, and the concept of education is known as 21<sup>st</sup>-century learning. Based on the times, the current assessment refers to 21<sup>st</sup>-century learning, which is related to critical thinking, creative thinking, communication skills, and collaboration skills. The application of 21<sup>st</sup>-century learning cannot be separated from 21<sup>st</sup>-century assessment. The purpose of the study in this paper is to determine whether the teachers were familiar with and applied 21<sup>st</sup>-century learning assessment or not, especially in learning English. This research used a descriptive qualitative research method by collecting data through observation, interviews, and documentation. The results of the study indicate that of the four 21<sup>st</sup>-century learning indicators, English teachers have started implementing 21<sup>st</sup>-century learning assessments. It can be concluded that English teachers have begun to adjust their assessment rubrics according to the indicators that exist in each type of skill possessed by students, namely critical thinking, creativity, collaboration, and communication skills.

**Keywords:** 21<sup>st</sup> century learning assessment, 21<sup>st</sup> century skill, English subject

## PENILAIAN PEMBELAJARAN ABAD 21 YANG DITERAPKAN OLEH GURU BAHASA INGGRIS SMA

### ABSTRAK

Abad 21 merupakan abad yang penuh tantangan. Kemajuan teknologi yang semakin berkembang membuat manusia harus siap menerima berbagai macam perubahan. Berbagai kompetensi yang dibutuhkan peserta didik di era globalisasi saat ini disebut sebagai keterampilan abad 21 dan konsep pendidikannya lebih dikenal dengan pembelajaran abad 21. Berdasarkan perkembangan zaman, penilaian saat ini mengacu pada pembelajaran abad 21, yang terkait dengan berpikir kritis, berpikir kreatif, keterampilan komunikasi, dan keterampilan kolaborasi. Penerapan pembelajaran abad 21 tidak lepas dari penilaian abad 21. Tujuan dari penelitian dalam artikel ini adalah untuk mengetahui apakah para guru sudah mengenal dan menerapkan penilaian pembelajaran abad 21 atau tidak, khususnya dalam pembelajaran bahasa Inggris. Penelitian menggunakan metode penelitian deskriptif kualitatif dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa dari empat indikator pembelajaran abad 21, guru bahasa Inggris sudah mulai menerapkan penilaian pembelajaran abad 21. Dapat disimpulkan bahwa guru bahasa Inggris sudah mulai menyesuaikan rubrik penilaiannya sesuai dengan indikator yang ada pada setiap jenis keterampilan yang dimiliki siswa, yaitu keterampilan berpikir kritis, kreativitas, kolaborasi, dan komunikasi.

**Kata Kunci:** penilaian pembelajaran abad ke-21, keterampilan abad ke-21, mata pelajaran bahasa inggris

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### INTRODUCTION

Humans are now faced with the 21<sup>st</sup> century where there are several life challenges that increase over time. It can be interpreted that human life in the 21<sup>st</sup> century undergoes many changes and also in this century demands quality human resources in all efforts and results of their

work. Advances in technology that are increasingly developing make people have to be ready to accept various kinds of changes. Along with increasing in terms of technological advances, the demands for life skills that must be possessed by a person also increase. Everyone

must be able to think critically and creatively in order to make the right decisions. After being critical and creative, they must be communicative and collaborative to implement the decisions they have made.

Major changes occur in almost all aspects of human life. The most noticeable changes are technological advances in this era of globalization. In addition, changes in the world of education are also very crucial. This is because education is the basis and important force of economic, social, and human development, education is at the core of changes that dramatically affect the world in the fields of science, technology, economics, and culture. Current education is expected to produce human resources who have excellent communication and collaboration skills, experts in using technology, have the ability to think creatively and innovatively and are able to solve problems (Larson & Miller, 2011). There are some competencies needed by the students in this era to answer the problems of globalization. The concept of this current education is better known as 21<sup>st</sup> century learning.

These changes need to be anticipated by mastering 21<sup>st</sup> century skills. Therefore, Indonesia must be able to keep pace with progress in the 21<sup>st</sup> century so that life can develop according to the times, one of which is through education. One of the ways to build the character we need is through learning where in 21<sup>st</sup> century learning there is integration between literacy skills, knowledge skills, attitudes, and mastery of technology (Kemendikbud 2017). In 21<sup>st</sup> century learning, student skills are important things that must be developed by teachers. There are at least four skills that must be mastered by students, namely critical thinking, creativity, collaboration and communication skills. These four things will later become the teacher's benchmark for assessing 21<sup>st</sup> century learning.

Several studies have been conducted to explore 21<sup>st</sup> century assessment, including Winaryati (2018) who has conducted a study "Assessment of Student Competence in 21<sup>st</sup> Century" which says that assessment in the 21<sup>st</sup> century must shift to measuring students' ability to think critically, solve problems, collect

information, and make sound and reasoned decisions while using technology. Digital technology is playing an increasingly important role in all types of assessments. There are at least six forms of assessment that can be used in 21<sup>st</sup> century assessment, 1) Rubric, 2) Performance-based assessments (PBAs), 3) Portfolio, 4) Student self-assessment, 5) Peer-assessment, 6) System Student Response. The conclusion from this research is that everyone must be sensitive to changes related to technology and increasing connectivity, which in the end must be a change in education. Students are required to have readiness to face social changes, technology and economic demands.

In teaching and learning context, everything that is taught or explained by the teachers requires an assessment. Assessment of the learning process is used to measure the success of teachers in learning activities (Widiyanto and Istiqomah, 2020). The 21<sup>st</sup> century learning assessment is a form of response from the world of education to today's education system. Based on the times, the current assessment refers to 21<sup>st</sup> century learning, which is related to critical thinking, creative thinking, communication skills, and collaboration skills. The applied of 21<sup>st</sup> century learning cannot be separated from 21<sup>st</sup> century assessment. Assessment and learning cannot be separated, they are integrated. The quality of good learning can be seen from the quality of the assessment, and vice versa the quality of the assessment can show how the quality of learning is. This also applies in the process of learning English. In learning English, there are four skills that must be mastered by students, namely reading, writing, listening and speaking. The assessment criteria for each of these skills are of course different. Adapting to the 21<sup>st</sup> century skills that are introduced, English teachers of course need to prepare relevant assessment indicators. The 21<sup>st</sup> century assessment needs to be considered to be one form of assessment that is in accordance with today's competency demands. Based on that, the intention of this research is to know how the English teachers apply the 21<sup>st</sup> century learning assessment in their teaching and learning process.

## **LITERATURE REVIEW**

According to Permendikbud No.23/2016, Assessment is the process of collecting and processing information to measure the achievement of student learning outcomes. Assessment activities require assessment instruments and assessment techniques. Assessment is not only focused on learning outcomes but also on the learning process. Learning assessment is a series of activities carried out by educators, in this case the teacher to see or measure the learning achievements of students in terms of attitudes, knowledge and skills. This is done to monitor and also evaluate the learning system that has been carried out by the teacher himself.

The educational assessment system is based on assignments, criteria, and standards known to students and teachers, uses a value that represents something clear, stable, and valid, provides useful feedback for students, teachers, administrators, or policy makers and provides longitudinal data (Wiggins in Hugges, 2007). The results of the assessment will later be used as a measure of the success of students in understanding learning and the effectiveness of learning carried out by a teacher. By carrying out the assessment, the teacher will obtain data about student learning progress.

The 21<sup>st</sup> Century Learning Assessment is a list of options that allows students to make decisions when choosing the best technology to demonstrate a particular skill. The 21<sup>st</sup> century assessment must be in line with the 21<sup>st</sup> century skills being taught. If 21<sup>st</sup> century skills have a category that is often also referred to as 4Cs, then 21<sup>st</sup> century assessment must also be based on this. The four categories of skills that students must possess are the ability to think critically, creatively, collaboratively and communicatively. Each of these categories has its own indicators that must be achieved by students. This is what will be used by the teacher to assess the success of a lesson.

Widiastuti in 2015 said that referring to the 21<sup>st</sup> century competency framework mentioned by the Ministry of Education and Culture, it can be concluded that 21<sup>st</sup> century learning must be able to produce human resources

who have the ability to think critically, creatively, innovatively, solve problems, be able to adapt to the environment and information technology, be able to make decisions, and have good character. strong and positive. Some of the competency aspects mentioned above can be achieved when students are given the opportunity to develop higher order thinking skills (HOTS).

Observing the essence of 4C skills, these various activities should be included in the learning steps in the lesson plan. Every task can be made to accommodate 4C activities as a process of acquiring knowledge and becoming a realm of skills. Thus the skills assessment is not solely product oriented but also process oriented (Kurniawan, 2021). 21<sup>st</sup> century assessment must be able to measure or observe student mastery across several different fields/branches. In addition, assessing student work using rubrics and checklists is very important and not all assessments need to be formal and published. Wisconsin Department of Public Instruction's Balanced Assessment System, delivers a series of assessments that include formative, interim (temporary), and large-scale testing variations (Winaryati, 2018).

## **REASERCH METHOD**

This research used descriptive qualitative method. According to Moleong (2006:6) qualitative research is a research to understand phenomena about research subjects' experiences such as behavior, perceptions, motivations, actions and others by make some descriptions in the form of words and language. Qualitative research methods were used to examine questions that can be described by verbally how participants in a research perceive and interpret various aspects of their environment.

This research has been conducted in the period of February up to August 2022. The data collection process took place from February to April while the analysis and report writing occurred from May to August. The location of this research was at Tualang District, Siak Regency, Riau Province. There are some high schools in Tualang district. Most of those high schools have good accreditation. Based on this situation, the researchers thought that some of the schools have

applied 21<sup>st</sup> century learning. The writers have chosen four Senior High Schools. The data of this research are observation results, interview results and documentations. The data in this study were obtained from the results of learning observations conducted by four English teachers from different schools. Then interviews were also conducted with the four teachers and supported by the results of interviews with four school principals and four vice principals of curriculum. To strengthen the data obtained, the researcher also collected documentation in the form of several student assignments that had been given by the teachers before.

## RESULTS AND DISCUSSION

### 1. Critical Thinking Skill

Putra (2014) asserts that critical thinking is a mental activity that involves the brain and heart in terms of finding solutions, solving problems, making decisions, analyzing assumptions, evaluating, giving rationale, and conducting investigations into something that is being faced, that has passed, and will be faced. Based on the results of the research that has been done, it is known that the English teachers have started to assess students' critical thinking skills as shown in this following result interview "... I usually give essay questions ... but I tend to make them think through the pictures I give ... In conclusion, to make these students think critically in the exam, I used questions with higher order thinking skills..." (Interview with G, 11<sup>th</sup> February 2022). Giving questions that are designed to improve students' HOTS abilities is also one of the methods used by teachers. The teacher tries to give questions that lead students to think more critically. From the results of the tasks submitted later the teacher can measure whether students have been able to hone their critical thinking skills or not.

There are several critical thinking indicators that can be used as benchmarks for assessing, including the students' ability to build their basic skills, draw conclusions, make further explanations and design their own tactics or strategies in doing assignments. Some teachers mentioned that they measure students' critical thinking skills through essay questions that have

been given several times. There are even some teachers who have their own critical thinking assessment rubric to facilitate the assessment process. This critical thinking assessment is carried out by the teachers in several ways. There are teachers who judge through writing and there are also those who judge based on their ability to respond spontaneously during learning.

Ong and Brich (2006) said that in Bloom's taxonomy, the cognitive domain is considered as the definition of critical thinking is synthesis, analysis, and evaluation. Some examples of critical thinking skills can be: analyzing the relationship between several things, determining the causes of events, and evaluating something. In assessing students' critical thinking skill, some of English teachers at SMA in Tualang district just see how students can complete their assignments, so it still can conclude as critical thinking.

### 2. Creative Thinking

The 21<sup>st</sup> century learning is learning that focuses on students, no longer on the teacher as before. This requires students to be creative and innovate in learning. The teacher in this case will only direct students how to think creatively in solving a problem and issuing a solution. In terms of creative thinking, we can see that some of the teachers have tried to make the students think creatively. In one of interviews, there is a teacher that has assessed the students' creativity and also the advance in technology "So, according to the news item material, I asked students to be news anchors. So once they find the news, they are free to unleash their creativity in becoming news anchors... Some of them are already creative in making their videos good by editing them in such a way that they look like they are on a national news program. So this is what I will look it later, how creative are they. This video is also uploaded to their respective YouTube so that they will also take advantage of technology later." (Interview with G, 11<sup>th</sup> February 2022). Although it can't be applied clearly, the teachers at the high school have started planning assessments to measure students' creativity. Based on the results of the interviews, we can see that some teachers have

asked students to create something according to the material.

Based on the research that has been done, it is known that some teachers are still having problems in training students' ability to think creatively, especially in learning English. Indeed, there are teachers who have assessed students' creative thinking well, such as giving individual assignments in the form of making a video, food through text procedures or others as said by one of teachers "For example, creativity is in procedure text. There are 3 procedures in the procedure text, how he makes something, how he does something, and how he uses something. I usually ask them to make some food as their task or a handmade thing such as a pencil case or anything else" (Interview with A, February 23<sup>rd</sup>, 2022). However, not a few teachers still see students' creativity only from writing, such as asking students to write descriptive texts. This can indeed be used to assess the level of creativity of students, but not as a whole. Some of the reasons found were because teachers felt that their students had limitations in creative thinking. The teachers also revealed that they had to lower the standard for creative thinking assessment because their students would not be able to complete the task. This constraint causes teachers not to pay too much attention to students' creative thinking skills. In general, these teachers have indeed carried out creative thinking assessments, but their assessment standards are still not as expected.

Based on the results of research conducted by Siswono (2008), it is stated that classification is about the level of students' creative thinking skills in solving problems and posing problems. These levels are classified into 5 levels, namely highly creative, creative, creative enough, not creative, and very not creative. The difference in levels is based on indicators of creative thinking skills which include fluency, flexibility, and novelty. When viewed from the way teachers assess students' creative thinking skills in learning English, there is only one school that used assessment which can be a fairly appropriate indicator where students are asked to look for problems around them and then put it in a news or poster. This is in accordance with the indicators where they must be able to find

problems and then assemble these problems in news texts or posters where later there will be some of their opinions.

### 3. Collaboration Skill

For collaborative learning assessment, on average all schools have implemented it. As stated by one teacher that collaborative learning gives good results for students "...one of the advantages of group work is that students who are slow will be greatly helped. That's why I also form groups in certain classes that I judge to be capable of..." (Interview with AN, 15<sup>th</sup> February 2022). Some things that must be considered in collaborating are: Working effectively respecting differences in the team, having the desire to be the most important part in carrying out discussions to achieve goals, and being responsible for carrying out tasks in the team. The benefit of collaboration is that students have a high potential to solve complex scientific problems. Some things that show collaboration skills according to Greenstein in Ana (2021) are when students can contribute actively, work productively, show flexibility and compromise, show responsibility, and show respect. Based on the results of previously conducted interviews, teachers conducted assessments and also shared learning. This is also consistent with the observation that each teacher in each school has their own way of assessing students' collaborative learning. We can see that four high school English teachers rated their students' ability to challenge and work together. The outcome of this project will be assessed by the teacher in collaborative learning.

### 4. Communication Skill

Interaction is important in the learning process. This interaction can take the form of communication. Communication in learning takes the form of media that convey messages from students to teachers, from teachers to students, or between students. Communication is very important in learning and should be done well from student to teacher and vice versa. The demands of 21<sup>st</sup> century learning have arranged that communication skills are one aspect that must be improved. Therefore, every teacher is expected to be able to help students in honing their



communication skills. Teachers are expected to have implemented this and begin to assess students' communication skills.

Several schools have essentially the same criteria when applying assessments of student communication skills. All English teachers in these schools try to encourage students to use English in their studies. It turns out that teachers have basically the same problem with speaking English in the class most of them have their own rubrics to assess students' communicative skills. "Speaking is a skill, so I usually use rubrics for example pronunciation, grammar and use a scale of 1 to 4. So I usually judge the expression using the scale. Because our skills have to make an assessment rubric, otherwise the assessment will not be objective...." (Interview with G, 11<sup>th</sup> February 2022). They used existing indicators to assess students' communication skills. Teachers assessed how students mastered the content being discussed, facial expressions and gestures when speaking, pronunciation, and the accuracy of the grammar used. Most teachers assess a student's communication skills when giving a classroom presentation on a topic. However, it can be concluded that they have already carried out an assessment of student communication skill which is one of the important points in the implementation of 21<sup>st</sup> century assessment.

Basically, teachers play a very important role in any learning that teachers do. As such, each teacher must be able to further develop the learning models and assessments they conduct.

## CONCLUSIONS AND RECOMMENDATION

The application of 21<sup>st</sup> century learning assessment in senior high schools in Tualang district is basically almost evenly distributed. Supported by good school accreditation, each school continues to strive to continuously improve the quality of their learning and assessment. Schools have also adapted the curriculum they use to the demands of 21<sup>st</sup> century learning contained in the Permendikbud. However, in the application of any regulations or policies there will be problems. This also occurs in the application of 21<sup>st</sup> century learning assessment. The very important thing in application of 21st century learning assessment is

teachers' role in teaching learning process. So the teachers need to be increase their ability and understanding about it.

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