

CHAPTER I

INTRODUCTION

This chapter presents; 1) Background of Study 2) Research Questions 3) Objective of Study 4) Significance of Study and 5) Definition of Key Terms.

A. Background of the Study

According to Weeden & Cornwell (2020), across the globe, the spread of the novel coronavirus COVID-19 has led to profound changes in social interaction and organization, and the education sector has not been immune. While the primary student population (of both K-12 and postsecondary education) appears to be at a lower mortality risk category compared to 2 older adults, pandemic precautions called “social distancing” or “physical distancing” have attempted to reduce interpersonal contact and minimize it. The kind of community transmission that could develop quickly in dense social networks like the university campus. To reduce the speed of the spread of the COVID19 virus, “social distancing” is a very appropriate way, even though this virus has spread throughout the world, each country has a different way of dealing with the spread of this virus. In China and Italy, it uses a strict method, namely “lock down” (Handayanto & Herlawati., 2020, p. 119), in Indonesian law it is known as “regional quarantine”, while in Thailand it only implements social restrictions.

However, in Indonesia since April 15, 2020, the Indonesian government has implemented social restrictions called Large-Scale Social Restrictions or commonly known as *PSBB (Pembatasan Sosial Berskala Besar)*.

As an effort to prevent the spread of Covid-19, WHO recommends temporarily stopping activities that have the potential to cause crowds. For this reason, conventional learning that gathers many students in one room needs to be reviewed for its implementation. Learning must be carried out with a scenario that is able to minimize physical contact namely by applying E-learning as a learning method so that learning continues to be carried out but students and lecturers to be in different places during the learning process (Hidayat, Handoko, Rizki, Fitria, & Elisha, 2020, p. 65). Although learning cannot be carried out in real terms as usual, the teaching and learning process must still be carried out, because education is one of the most important sectors for every country to educate the nation, besides that Islam also obliges all its people not to stop learning. As narrated by Ibn Majah, and authenticated by Shaykh Albani in *Sahih wa Dha'if Sunan Ibnu Majah* no. 224:

عن انس بن مالك قال : قال رسول الله : طلب العلم فريضة على كل مسلم

(رواه ابن ماجه)

Based on the *hadits* above, the use of E-Learning method is the best solution to do during the COVID-19 pandemic like today. In addition to minimize the spread of the virus, this solution also helps students and

lecturers in digital technology skills, which in Industry 4.0 currently all activities can only be done using digital technology without bothering, for example if we want to buy clothes or something we can order through the online shop application on our cellphones or computers without having to go far to the market first. The teaching and learning process can be carried out through the applications available on our cellphones or computers systematically. This, the era of the industrial revolution 4.0 encourages the process of student interaction with lecturers and learning resources in an online learning environment (Legowo, Kusharjanta, Sutomo, Mulyadi, & Wahyuningsih, Increasing Competency 4Cusing The G-Suite Applicationfor Education, 2019, p. 169)

Although learning methods have changed, educational institutions in Indonesia, both schools and universities, still have to prepare adaptive human resources in facing the era of the industrial revolution 4.0, namely by increasing the competence of graduates who have skills according to the demands of the 21st century (learning and innovation skills) (Zubaidah., 2018, p. 1). In the 21st century it will be different from the previous century which is more relaxed and prioritizes hard skills over soft skills, while in the 21st century people will improve soft skills more than hard skills. Therefore, it is necessary to have learning competencies that students must have, namely the 4Cs' Competency (Critical thinking, Creative thinking, Communication and Collaboration) to prepare the nation to respond to major changes in the 21st century (Wijaya, 2020, p. 70).

Based on several research results, it is stated that students' mastery of the 4Cs' Competency is still low. Trends in International Mathematics and Science Study (TIMSS) states that Indonesian students' critical thinking skills are still at the bottom rank among the countries surveyed (Purwati, 2016, p. 84), other than that according to the results Atminingsih (2016), The creativity of Class X high school students in learning Biology is also still low (Atminingsih, 2016, p. 868).

Therefore, because there is still a lack of 4Cs' Competency owned by Indonesian students today, the application of 4Cs' Competency in online and offline learning is very important for the preparation of the successor of the nation in the future in the face of industry changes. Because industry 4.0 is no longer an era of workers who always rely on physicality rather than intelligence, but industry 4.0 is the era of artificial intelligence, super computers, genetic engineering, Nano technology, automatic cars, and innovation (Satya, 2018, p. 19). However, the application of 4Cs' Competency in online learning is clearly more difficult than when learning offline, because when online learning is clearly seen the lack of enthusiasm or student response to lecturers. For example, when the lecturer explains the lesson no one responds to the lecturer's question, the cause can be disconnected from the internet network or just lazy to answer the question. As a result, it becomes an obstacle for lecturers to apply 4Cs' Competency to students in online learning.

The researcher decides to choose this topic in this research due to the following reasons: researchers see and observe the students of Muhammadiyah Banjarmasin University (UMB), that they look proficient in using English is seen from some students who I observe reciting English well and correctly, UMB also provides a Bilingual Class Study Program which will explore foreign languages, one of which is English. Therefore, in this study the researcher will find out how to teach and what is the teaching strategy of the EFL lecturer in Muhammadiyah Banjarmasin University (UMB) in improving students' 4Cs Competency. In addition, the researcher hopes this study will help the reader and lecturers or lecturer candidates to know and apply it.

B. Research Question

What are English lecturers' teaching strategy in developing students' 4Cs' Competency in E-learning?

C. Objective of the Study

To investigate the English lecturers' teaching strategy in developing students' 4Cs' Competency in E-Learning.

D. Significance of the Research

1. Theoretically

- a. This research about students' 4C competency in *Muhammadiyah Banjarmasin University (UMB)*. It knows what EFL lecturers' teaching strategy in developing students' 4C competency.

- b. The result of this research can be used to help lecturer or lecturer candidate what EFL lecturers' teaching strategy for developing students' 4C competency.
- c. The result of this research can be used to as reference for who want to conduct research about increasing students' 4C competency.

2. Practically

- a. For university, the result of this research can be as an evaluation in developing learning English to be better.
- b. For lecturers and lecturer candidates, the result of this research to find out how to teach EFL students for developing students' 4C competency.
- c. For students, the result of this research to provide information about industry 4.0 and they should develop their 4C competency in 21st century.
- d. For the next researcher, the result of this research is expected it was a reference related to this research until that was better.

E. Definition of Key Terms

1. 4C Competency

4C Competency (Communication, Collaboration, Critical thinking and Problem Solving, and Creativity and Innovation) here are the competencies that every student must have today. Therefore, EFL lecturers play an important role in developing students' 4C competency.

This 4C competency will also help the current millennial generation in facing the industrial revolution 4.0.

2. E-Learning

E-learning, here defined as online learning and teaching through network technology, is arguably one of the most powerful responses to the growing educational needs of the current COVID-19 pandemic. E-learning is a learning method used by all schools in the world affected by the COVID-19 virus pandemic which has led to the implementation of physical distancing, including the teaching and learning process that must be done online.

3. Lecturers' Teaching Strategy

Strategi belajar mengajar adalah sebuah rencana yang akan dilakukan oleh dosen dalam mengajarkan bahan ajar kepada siswa. But lecturers' teaching strategy here is a maneuver or a way that used to facilitate students' learning and get results in developing students' 4C Competencies.

4. Developing Students' 4C Competencies

In this research, developing Students' 4C Competencies will be focus in online learning, application of teaching methods by EFL lecturers so that students use 4C competencies during online learning and develop them.