

Promoting Contextual Teaching and Learning Method of EFL Students in Post Pandemic for 21st Century Skill: Teachers' Perception

**Vina Fathira¹,
M. Zaim²,
Hermawati Syarif³,
Yetty Zainil⁴**
Universitas Negeri Padang
vinafathira@gmail.com

ABSTRACT

Contextual teaching and learning is one of the best method to gain the real experiences for EFL students in post pandemic for promoting learning method of 21st century skill. The aim of this study is to find out the teachers' perception for promoting contextual teaching and learning for English as Foreign Language. The method of this research was quantitative. In collecting data, the researchers were set a questionnaire about 12 items and distributed it to the teachers in any education level by Google form. After getting the data, the researcher counting the percentage of the respondents' answer and analyze based on the needs of contextual teaching and learning. The result showed that teachers' perception for language learning that contextual teaching and learning is very valuable for the students in develop many things like knowledge, curiosity, information and many others for 21st century skill in post pandemic. However, there was only a limited lack of promoting contextual teaching and learning for teaching English, like not providing new knowledge. In conclusion, the teachers' perception on contextual teaching and learning should be applied in the real classroom to explore more the knowledge in contextual meaning.

Keywords: contextual teaching and learning, learning method in post pandemic, 21st century skill, and teachers' perception

INTRODUCTION

The changing times necessitate a shift in how people think, act, and communicate, all while utilizing ever-evolving technology. As a result, components of education, particularly the learning process in Indonesia, have changed. Teachers are asked and required to have teaching skills in the learning process in order to increase the quality of learning (Damanik et al., 2021; Halimah, 2017; Mardhiyah et al., 2021; Septikasari & Frasandy, 2018). As a result, basic abilities are required that can later be used by

teachers to create creative learning (Monawati & Fauzi, 2018), motivating (Naim, 2011), and innovative learning environments (Nurdyansyah & Fahyuni, 2016).

The changing times necessitate a shift in how people think, act, and communicate. Teachers' abilities and ingenuity in increasing learning quality have grown even more in demand in the twenty-first century. Teachers in the twenty-first century must help students develop 4C competences, which include critical thinking and problem solving, creativity, communication skills, and collaboration (Andika & Saptono, 2016); Mardhiyah et al., 2021; Septikasari & Frasandy, 2018; Syahputra, 2018). Furthermore, there is a 4C-focused learning model, namely the contextual teaching and learning method, which is oriented to the 4C skills of the twenty-first century. Furthermore, according to studies conducted by the National Science Foundation, utilizing a contextual teaching and learning method can boost students' enthusiasm in learning ((Manangkari, 2018); (Satriani et al., 2012); (Haryanto & Arty, 2019); (Syarifuddin et al., 2021); and (Istiqomah & Sri Wuli, 2020).

Today's learning paradigm has shifted away from teacher-centered learning to student-centered learning. The interaction patterns of learning in the classroom alter as a result of this paradigm shift in direction in post-pandemic for 21st Century skill. New ideas and techniques in today's learning practice have prompted this shift. This Contextual Teaching and Learning based issue is suitable for both individual and group learning for 21st Century (Saripudin, 2015). This strategy may be used in a classroom context as well as for other sorts of learning for post-pandemic situation. Teachers or professionals might benefit from this Contextual Teaching and Learning based to prepare them for new duties or promotions. This is frequently accomplished through case-based learning. Contextual Teaching and Learning based are now also done utilizing online or network learning technologies, including intranet and internet, at this moment for learning in post-pandemic for 21st Century.

Some experts did the contextual teaching and learning in language teaching like Haerazi et al., 2019; Alfian, 2019; Annisa, 2015; Manangkari, 2018; Satriani et al., 2012. The researchers focused in English language teaching. The steps of Contextual Teaching and Learning based on Ruhimat (2012) are divided into: a. Constructivism, constructivism means that pupils form their own understanding of new events based on prior knowledge through social interaction and assimilation/adaptation. The notion is that rather than absorbing knowledge, learning must be framed as a process of "constructing"; b. Inquiry, the process of going from observation to understanding lies at the heart of inquiry or investigation. As a result, students learn to employ critical thinking abilities in this task; c. Asking, in contextual learning, both the instructor and the students ask and answer questions. The teacher's questions are meant to stimulate, lead, and test students' thinking skills, whereas students' questions are an essential

aspect of inquiry-based learning; d. Learning Community, according to constructivism theory, a learning community is a group of individuals (students) who are bound in learning activities, exchange experiences, and share experiences; e. Modeling, modeling is the process of exhibiting an example so that others (students) can replicate, practice, apply, and develop it. Learning, according to Albert Bandura, may be accomplished through modeling; f. Reflection, in general, reflection is thinking about what has been thought or learnt, which is an evaluation and appraisal of the learning activities he has done; g. Authentic Assessment, authentic assessment is used to examine and make judgments regarding pupils' authentic knowledge and abilities (in fact). Authentic assessment is done in a variety of methods to be able to assess reality, such as reviewing product ratings, performance assessments, portfolios, relevant and contextual activities, self-assessment, peer assessment, and so on.

METHOD

This was a descriptive research that looked at how teachers' perception on promoting contextual teaching and learning method of EFL students for post pandemic for 21st century skill. This research was carried out in one of Indonesia's teachers. The respondents of this survey were 32 English teachers. The study examined on teachers' perception on promoting contextual teaching and learning method of EFL students for post pandemic for 21st century skill. Purposive sampling was used to choose 32 teachers for this study (Arikunto, 2015).

Researchers employed online questionnaire approaches to acquire data for their study. This study's questionnaire was divided into 12 open-ended items based on Zulkifli (2021) that mostly dealt with contextual teaching and learning for 21st century skill of learning throughout the post pandemic: divided into positive and negative statements with four options or scales. The questionnaire is listed in the table below.

Table 1. Items of Questionnaires of the Research

No.	Items	Description
1	Contextual learning builds students' knowledge.	Positive Statements
2	Contextual learning can help students explore information both academic and administrative.	
3	Contextual learning arouses students curiosity.	
4	Contextual learning can generate responses to students.	
5	Helping students express opinions about learning that has taken place.	
6	With contextual learning students are more responsive in teaching and learning activities.	

7	Contextual learning does not help students explore information independently.	Negative Statements
8	Does not build the social character of students socializing in community environment.	
9	Students' understanding cannot be monitored with contextual learning.	
10	Contextual learning cannot increase enthusiasm students learning.	
11	Contextual learning cannot provide new knowledge to students.	
12	Students do not focus on the subject being conveyed.	

To make it easier for researchers to acquire study data, the questionnaire was arranged in a Google form. The researcher proceeded the study by looking at the responses to the questions that were disseminated to teachers in the Google form, as a process of carefully finding and combining the data gathered from the questionnaire results from the Google form. The data was evaluated by counting the proportion of each of the four options and providing a description in percentage number. For post pandemic, researchers looked at teachers' perceptions of carrying out contextual teaching and learning English for 21st century skill. Data analysis is carried out by compiling data, describing it as a unit, compiling it into a pattern, and drawing conclusions that can be shared with others, with the goal of making it easier for researchers to search and find findings in research that can be informed to others, choose which ones are important and what will be studied (Sugiyono, 2016).

FINDINGS AND DISCUSSION

In this part, the researchers want to share some of the responses to the questionnaires provided to the students on teachers' perceptions of promoting contextual teaching and learning for 21st century skill of post pandemic situation. This study included 32 EFL teachers of Indonesia in any education level and responded to questionnaires provided via Google form. Teachers' perceptions on promoting contextual teaching and learning method of EFL students for post pandemic for 21st century skill divided into two points. First, the respondents almost all dominantly responded that the advantages of contextual teaching and learning were contextual learning builds students' knowledge, can help students explore information both academic and administrative, arouses student curiosity, can generate responses to students, help students express opinions about learning that has taken place, and more responsive in teaching and learning activities. Second, the respondents argued that the challenges of contextual teaching learning like contextual learning does not help students explore information independently, does not build the social character of students socializing in community environment, cannot monitored the students'

understanding with contextual learning, cannot increase enthusiasm students learning, cannot provide new knowledge to students, do not focus on the subject being conveyed.

From those points on teachers' perception on promoting contextual teaching and learning, the questions number 1-6 were positive statements indicating the advantages of contextual teaching and learning, however questions number 7-12 were the negative statements the challenges of contextual teaching and learning. To see the distribution of responses from respondent based on teachers' perceptions of promoting contextual teaching and learning for 21st century skill of post pandemic situation, it can be seen in the following table.

Table 2. Distribution of Responses of Questionnaire of Contextual Teaching and Learning for Post Pandemic of 21st Century Skill

No.	Items							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%
1	13	40,625	19	59,375	0	0	0	0
2	12	37,5	20	62,5	0	0	0	0
3	12	37,5	19	59,375	1	3,125	0	0
4	11	34,375	20	62,5	1	3,125	0	0
5	9	28,125	23	71,875	0	0	0	0
6	11	34,375	21	65,625	0	0	0	0
7	2	6,25	9	28,125	15	46,875	6	18,75
8	2	6,25	8	25	17	53,125	5	15,625
9	2	6,25	8	25	18	56,25	4	12,5
10	1	3,125	8	25	18	56,25	5	15,625
11	2	6,25	7	21,875	17	53,125	6	18,75
12	2	6,25	8	25	17	53,125	15	46,875

To know more about discussion of each questionnaires distributed to the teachers on promoting contextual teaching and learning of 21st century skill of post pandemic situation, the researchers describing it into following discussions.

1. Contextual learning builds students' knowledge

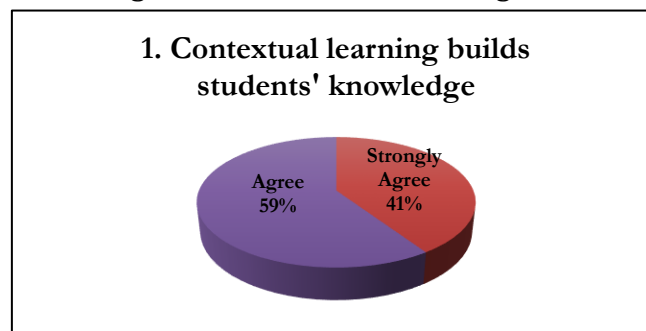


Diagram 1 Percentage of contextual learning builds students' knowledge

Based on the Diagram 1 above, it can be seen that all of teachers' perception on "Contextual learning builds students' knowledge" as positive response since most of the teachers chose "strongly agree" and "agree" with percentage of 41 and 59 in response to this statement from four alternatives. However none of teachers chose "disagree" and "strongly disagree". It signifies that the teachers' perception of building knowledge has been one of the advantages of contextual teaching and learning method. It is in line with Satriani et al. (2012) that can construct students' writing in writing class.

2. Contextual learning can help students explore information both academic and administrative

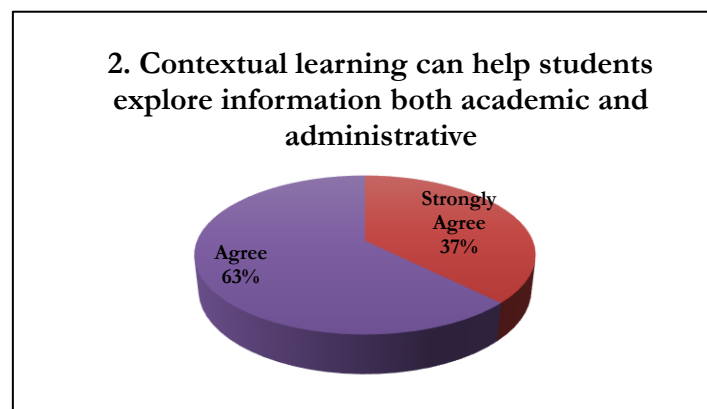


Diagram 2 Percentage of contextual learning can help students explore information both academic and administrative

Based on the Diagram 2 above, it can be seen that all of teachers' perception on "Contextual learning can help students explore information both academic and administrative" as positive response since most of the teachers chose "strongly agree" and "agree" with percentage of 37 and 63 in response to this statement from four alternatives. However none of teachers chose "disagree" and "strongly disagree". It signifies that the teachers' perception of exploring information academic and administrative has been one of the advantages of contextual teaching and learning method. It is in line with Satriani et al. (2012) that can provide much information about learning material.

3. Contextual learning arouses students' curiosity

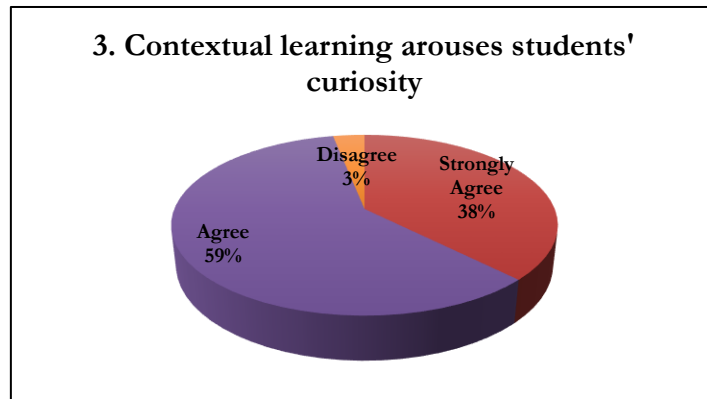


Diagram 3 Percentage of contextual learning arouses students' curiosity

Based on the Diagram 3 above, it can be seen that the most of teachers' perception on "Contextual learning arouses students' curiosity" as positive response since most of the teachers chose "strongly agree" and "agree" with percentage of 38 and 59 in response to this statement from four alternatives. Only limited number of teacher chose "disagree" with the percentage of 3. None of teachers chose "strongly disagree". It signifies that the teachers' perception of arising students' curiosity has been one of the advantages of contextual teaching and learning even though only a few teacher think that cannot arise students' curiosity from contextual teaching and learning method. It is in line with Annisa (2015) that can increase students' response in positive attitude.

4. Contextual learning can generate responses to students

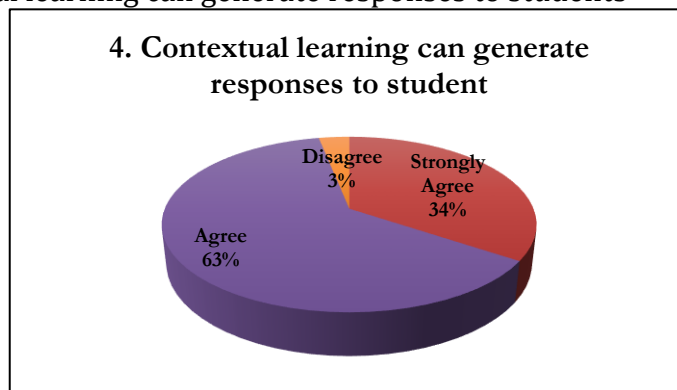


Diagram 4 Percentage of contextual learning can generate responses to student

Based on the Diagram 4 above, it can be seen that the most of teachers' perception on "Contextual learning can generate responses to students" as positive response since most of the teachers chose "strongly agree" and "agree" with percentage of 34 and 63 in response to this statement from four alternatives. Only limited number of teacher chose "disagree" with the percentage of 3. None of teachers chose "strongly disagree". It signifies that the teachers' perception of arising students' responses to students has been one of the advantages of contextual teaching and learning even though only a few teacher think that cannot arise students' responses to students from contextual teaching and learning method. It is in line with Annisa (2015) that can increase students' response in positive attitude.

agree” and “agree” with percentage of 34 and 63 in response to this statement from four alternatives. Only limited number of teacher chose “disagree” with percentage of 3. None of teachers chose “strongly disagree”. It signifies that the teachers’ perception of generating responses to students has been one of the advantages of contextual teaching and learning even though only a few teacher think that cannot can generate responses to students from contextual teaching and learning method. It is in line with Satriani et al. (2012) that can reflect the lesson.

5. Helping students express opinions about learning that has taken place

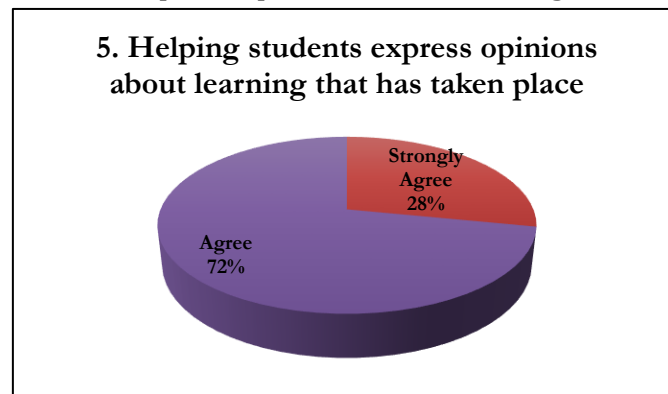


Diagram 5 Percentage of helping students express opinions about learning that has taken place

Based on the Diagram 5 above, it can be seen that all of teachers’ perception on “Helping students express opinions about learning that has taken place” as positive response since most of the teachers chose “strongly agree” and “agree” with percentage of 28 and 72 in response to this statement from four alternatives. However none of teachers chose “disagree” and “strongly disagree”. It signifies that the teachers’ perception of expressing students’ opinions about learning has been one of the advantages of contextual teaching and learning method. It is in line with Satriani et al. (2012) that provide some ways in discussing so that the students can express opinion about learning.

6. With contextual learning students are more responsive in teaching and learning activities

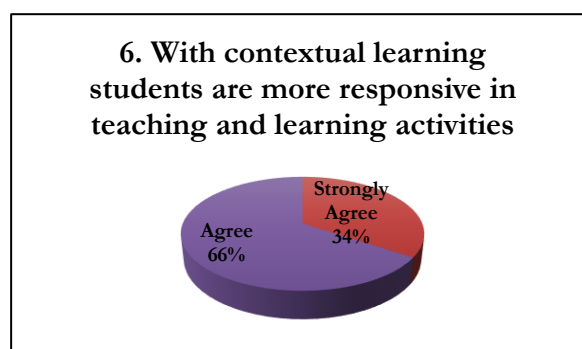


Diagram 6 Percentage of with contextual learning students are more responsive in teaching and learning activities

Based on the Diagram 6 above, it can be seen that all of teachers' perception on "With contextual learning students are more responsive in teaching and learning activities" as positive response since most of the teachers chose "strongly agree" and "agree" with percentage of 34 and 66 in response to this statement from four alternatives. However none of teachers chose "disagree" and "strongly disagree". It signifies that the teachers' perception of being more responsive in teaching and learning has been one of the advantages of contextual teaching and learning method. It is in line with Satriani et al. (2012) about advantages of contextual teaching and learning and Annisa (2015) about managing students response in positive attitude in teaching learning activities.

7. Contextual learning does not help students explore information independently

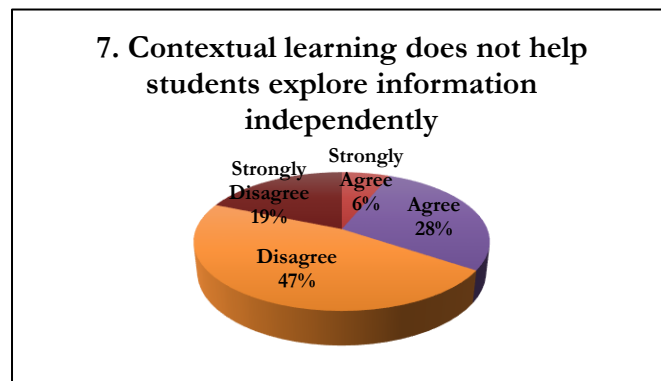


Diagram 7 Percentage of contextual learning does not help students explore information independently

Based on the Diagram 7 above, it can be seen that teachers' perception on "Contextual learning does not help students explore information independently" were varied responses. Most of responses was "disagree" and "strongly disagree" with percentage of 47 and 19 in response to this statement from four alternatives. However some of teachers chose "agree" and "strongly agree" with the percentage of 28 and 6. It signifies that the teachers' perception of not helping all students explore information independently has been one of the challenges of contextual teaching and learning method. It is stated in Satriani et al. (2012) that the challenges of promoting contextual teaching and learning when the students cannot explore information as much as possible based on the learning style, the individual character of the student.

8. Does not build the social character of students socializing in community environment

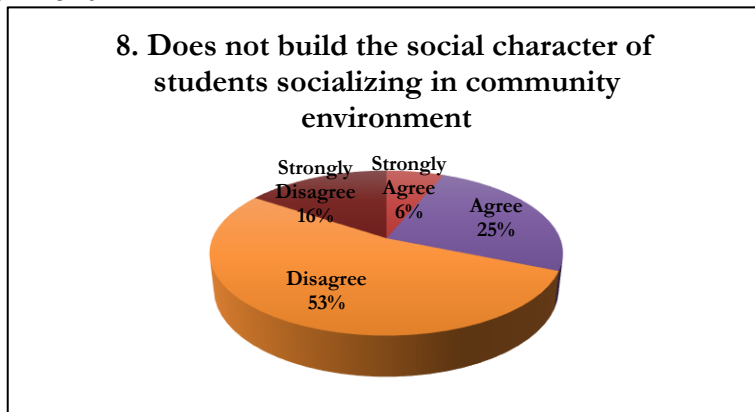


Diagram 8 Percentage of not building the social character of students socializing in community environment

Based on the Diagram 8 above, it can be seen that teachers' perception on "Does not build the social character of students socializing in community environment" were varied responses. Most of responses was "disagree" and "strongly disagree" with percentage of 53 and 16 in response to this statement from four alternatives. However some of teachers chose "agree" and "strongly agree" with the percentage of 25 and 6. It signifies that the teachers' perception of not building the social character has been one of the challenges of contextual teaching and learning method. It is stated in Satriani et al. (2012) that the challenges of promoting contextual teaching and learning when not all students get interaction actively in discussion so that the contextual teaching and learning cannot build the social character of students socializing in community environment.

9. Students' understanding cannot be monitored with contextual learning

Diagram 9 Percentage of students' understanding cannot be monitored with contextual learning

Based on the Diagram 9 above, it can be seen that teachers' perception on "Students' understanding cannot be monitored with contextual learning" were varied responses. Most of responses was "disagree" and "strongly disagree" with percentage of 56 and 13 in response to this statement from four alternatives. However, some of teachers chose "agree" and "strongly agree" with the percentage of 25 and 6. It signifies that the teachers' perception of hard to monitor of students' understanding has been one of the challenges of contextual teaching and learning method. It is stated in Satriani et al. (2012) that the challenges of promoting contextual teaching and learning when the students were out of number so that the teacher is hard to monitor of students' understanding.

10. Contextual learning cannot increase enthusiasm students learning

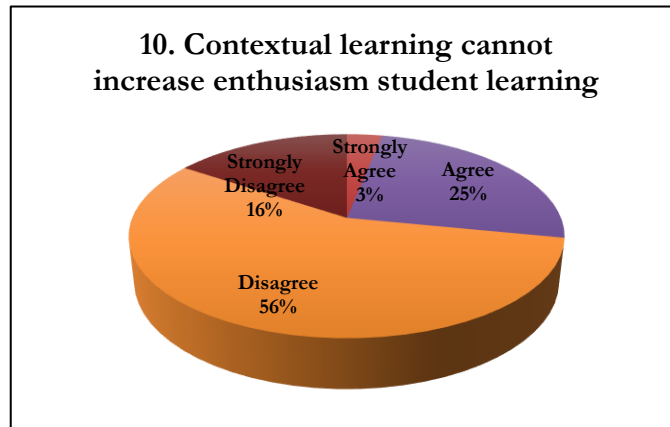


Diagram 10 Percentage of Contextual learning cannot increase enthusiasm students learning

Based on the Diagram 10 above, it can be seen that teachers' perception on "Contextual learning cannot increase enthusiasm students learning" were varied responses. Most of responses was "disagree" and "strongly disagree" with percentage of 56 and 16 in response to this statement from four alternatives. However some of teachers chose "agree" and "strongly agree" with the percentage of 25 and 3. It signifies that the teachers' perception of not increasing enthusiasm students learning has been one of the challenges of contextual teaching and learning method. It is stated in Satriani et al. (2012) that the challenges of promoting contextual teaching and learning when it influenced by the individual character of students, so that contextual teaching and learning cannot increase enthusiasm students learning.

11. Contextual learning cannot provide new knowledge to students

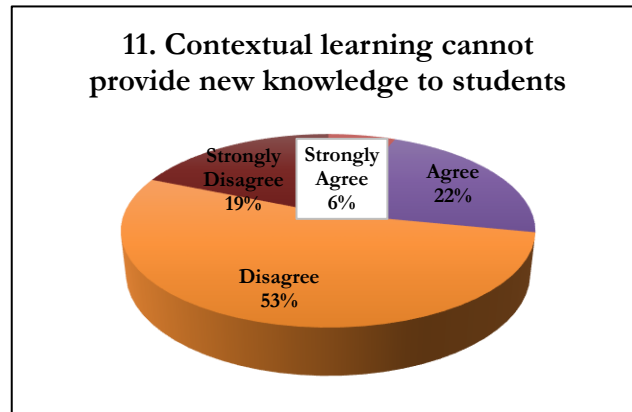


Diagram 11 Percentage of contextual learning cannot provide new knowledge to students

Based on the Diagram 11 above, it can be seen that teachers' perception on "Contextual learning cannot provide new knowledge to students" were varied responses. Most of responses was "disagree" and "strongly disagree" with percentage of 53 and 19 in response to this statement from four alternatives. However some of teachers chose "agree" and "strongly agree" with the percentage of 22 and 6. It signifies that the teachers' perception of not providing new knowledge to students has been one of the challenges of contextual teaching and learning method. It is stated in Satriani et al. (2012) that the challenges of promoting contextual teaching and learning when the environment were common setting for some students so that contextual teaching and learning cannot provide new knowledge to students.

12. Students do not focus on the subject being conveyed

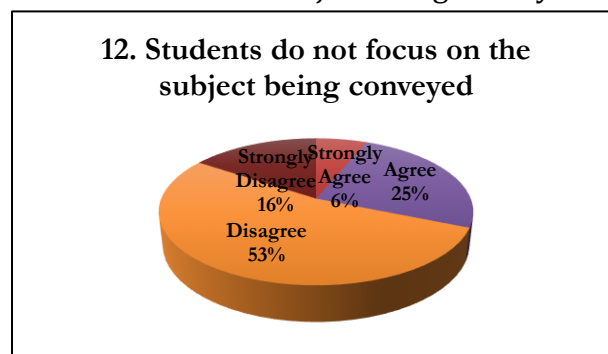


Diagram 12 Percentage of Students do not focus on the subject being conveyed

Based on the Diagram 12 above, it can be seen that teachers' perception on "Students do not focus on the subject being conveyed" is in varied responses. Most of responses was "disagree" and "strongly disagree"

with percentage of 53 and 16 in response to this statement from four alternatives. However some of teachers chose “agree” and “strongly agree” with the percentage of 25 and 6. It signifies that the teachers’ perception of not focusing on the subject being conveyed has been one of the challenges of contextual teaching and learning method. It is stated in Satriani et al. (2012) that the challenges of promoting contextual teaching and learning when not all students focus on learning since their psychological, own problem, learning style so that by contextual teaching and learning students do not focus on the subject being conveyed.

CONCLUSION

During the discussion, the researchers highlighted some points to answer the aim at 32 English teachers’ perception on promoting contextual teaching and learning method of EFL students for post pandemic for 21st century skill into two points: teachers’ perception on advantages of promoting contextual teaching and learning method of EFL students for post pandemic for 21st century skill. The majority of teachers responded positively to the advantages in positive statements contextual teaching and learning as one of the best method can be applied for post pandemic and in 21st century skill. The advantages of contextual teaching and learning were contextual learning builds students’ knowledge, can help students explore information both academic and administrative, arouses students’ curiosity, can generate responses to students, help students express opinions about learning that has taken place, and be more responsive in teaching and learning activities. Then, the challenges (negative statements) of promoting contextual teaching and learning method of EFL students for post pandemic for 21st century skill as stated in teachers’ perceptions were in varied responses. The challenges of contextual teaching and learning were explore information independently, build the social character of students socializing in community environment, monitor students’ understanding, increase enthusiasm students learning, provide new knowledge to students, and focus on the subject being conveyed. It was based on the students’ psychological, problem, learning style should pay attention to teachers. It is hoped that the findings of this study can help teachers find the best method in post pandemic for 21st century skill for gaining the learning achievement. It is vital for future researchers to use this method since it can be used in online and offline; synchronous or asynchronous; groups or individual. Promoting contextual teaching and learning as one of the best method for post pandemic and for 21st century skill for language teaching, especially for English class or other disciplines in order to increase their language ability.

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