



EDUCARE

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FOREWORD



Today's education system is far too different from the education we have ever been through. The 21st century education is an education that aims to produce knowledgeable generation, capable of thinking, acting and producing something that is beneficial in the light of the global scope and the latest technology, as well as handling the tide of development and the changing present.

The 21st century education also empowers a person with ASK, namely: Attitude, Skill, and Knowledge, to do things that are necessary and should be done in the context of a constantly changing environment. In addition, education in the 21st century was synonymous with the digital era of ICT (Information and Communication Technology) skills. Simultaneously with these changes, professionalism of educators should also be enhanced as they are the core and pioneer of 21st century skills in generating creative and innovative human capital.

In the 21st century, we have seen various changes have taken place so fast. In order to adapt to current changes, educators need to adapt to the reform in teaching practices to improve the quality and rank of education to be at the international level. In most countries, particularly in the Southeast Asia region, education has been identified as one of the key success factors. Therefore, the responsible party should always design, plan, and improve the education system in their respective countries. Malaysia, for example, has taken positive steps with the introduction of the PIPP (Pelan Induk Pembangunan Pendidikan or Education Development Master Plan) for 2006-2010; and the latest PPPM (Pelan Pembangunan Pendidikan Malaysia or Malaysia Education Development Plan) for 2013-2025. Both development plans are designed to boost the quality of education in line with the global needs of producing and highly competitive human capital.

The 21st century education should be able to meet the demands and needs of a country in the New Millennium. In line with these demands, the provision of quality human resources should be produced by the national education system. To achieve that goal, the characteristics of generations to be born in the 21st century should be rich information (including science and technology); have the power of mind (creative and proactive); the presence of good and noble values (including caring); spirit of self-identity and self-esteem; and entrepreneurship and skills.

To determine the need for quality human qualities in the 21st century can be produced, then educators and students should be equipped with features such as mastering the subject (curriculum content); skilled and mastered in pedagogy (teaching and learning); understand the development of the disciples and love them; understanding the psychology of learning (cognitive psychology); have counseling skills; using the latest technology; screening research findings and latest research; cooperate with colleagues and others; and have confidence in the role and contribution as educators.

Focusing on the curriculum should be more than mastering basic knowledge and skills, but to the mastery of various skills, i.e. critical and creative thinking skills; effective communication skills; skill of enjoying the beauty of creation and art; choice skills and decision making; search, interpretation, and application skills; interpersonal skills and cooperate with others; and leadership and management skills.

It should be emphasized that any form of organized curriculum transformation would not have the expected results if not followed by restructuring in other areas, inter-agency cooperation, and heavy attention to its implementation. In the pursuit of education transformation, the key focus should be on the development of technology infrastructure; the provision of teacher re-training; preparation of course materials and evaluation formats; as well as involvement of private parties, parents, and communities in addressing this great task.

In order to transform the 21st century curriculum, teachers need to emphasize cooperative learning, critical thinking and reflective thinking, creativity development, generic skills, "multilingualism", patriotism and statehood, appreciation of noble values, various intelligence, and learning skills for learning. Towards adjusting the education system in the 21st century, "Partnership for 21st Century Skills", in 2007, states that among the skills that must exist in 21st century students is to have critical thinking skills; problem solving skills; communication skills; collaborative skills; life skills and career; learning and innovation skills; skills in media, information and communication technology; and skills mastering core subjects in school.

Finally, it can be concluded that the education industry sector in most countries is changing dynamically and is expected to experience many changes and reforms in the 21st century. The goal of making Malaysia as a center for academic excellence in the Asian region as well as internationally in the 21st century, for example, requires the nation to enhance image excellence and quality of education to the world level, or gain a "World Class Education" status.

World-class education demonstrates the rapid development and progress of the country's education, especially in terms of quality, quantity, standards, and excellence recognized and accepted internationally. Seen from a broad perspective, "World Class Education" is able to boost Malaysia's outstanding achievement in developing the education sector to contribute to manpower development; the rapid growth of the economy; the improvement of social welfare and quality; modernization and social reform of society; cultural and intellectual excellence; technology and science development; and the success of increasing the literacy rate among the community. The development of the education sector in neighboring countries in the Southeast Asian region also occurs the same, with the ultimate goal of becoming a developed, modern, prosperous, and civilized nation-states.

The articles in the EDUCARE journal this time, February 2019 edition, remain concerned with education issues. Educational research and study with various aspects comes from Lecturers, not only from Indonesia, but also from Brunei Darussalam and the Philippines. From the findings of the research and study, citizens in Southeast Asia have practiced the "sharing and caring" motto, especially in the field of education as a human capital investment for the nation-state's progress and well-being.

Do enjoy reading the EDUCARE journal and hopefully you will derive much benefit from it.

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