



Private and Public English Teachers' Readiness in Implementing 21st Century Skills at Primary Schools

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Abstrak

Guru di era ini memiliki peran penting dalam menerapkan keterampilan abad 21 kepada siswa. Para guru harus siap dan memahami keterampilan abad 21. Oleh karena itu, penelitian ini bermaksud untuk mengetahui kesiapan guru sekolah dasar dalam menerapkan keterampilan abad 21, khususnya dalam pengajaran bahasa Inggris. Kesiapan guru dapat dinilai dari RPP, proses belajar mengajar dan penilaiannya. Metode campuran tertanam sekuensial digunakan sebagai metode penelitian ini. Dalam pengumpulan data digunakan kuesioner dan observasi untuk memperoleh data dan didukung dengan wawancara. Data menunjukkan bahwa hasil angket terkait kesiapan guru dalam menerapkan keterampilan abad 21 tergolong tinggi. Namun, hasil observasi menunjukkan rendahnya penyisipan keterampilan abad 21 yang dilakukan oleh para guru. Hal tersebut menunjukkan penerapan keterampilan abad 21 belum sepenuhnya disisipkan oleh para guru. Selain itu, para guru harus memahami keterampilan abad 21 sebagai keterampilan penting untuk bertahan hidup di era abad 21,

Kata Kunci: Keterampilan Abad 21, Implementasi, Kesiapan

Abstract

The teachers in this era have an essential role in implementing 21st-century skills to the students. The teachers need to be ready and understand the skills 21st century. Thus, this study intends to investigate the primary school teachers' readiness in implementing 21st-century skills, specifically in teaching English. The readiness of teachers can assess from their lesson plan, teaching and learning process and assessment. The sequential embedded mixed-method used as the method of this study. In collecting the data, questionnaires and observation were used to obtain the data and supported by interviews. The data showed that the result of the questionnaires related to the teachers' readiness in implementing the 21st-century skills was high. However, the observation result showed low insertion of the skills of the 21st century conducted by the teachers. Those indicate the implementation of 21st-century skills were not inserted fully by the teachers. Moreover, the teachers have to understand the 21st-century skills as essential skills to survive in the 21st-century era,

Keywords: 21st Century Skills, Implementation, Readiness

1. INTRODUCTION

All of the aspects of the world rapidly developed in the 21st-century era. One of the parts is education. Nowadays, there was a different standard achieved by the students. According to the [Pacific Research Center \(2010\)](#), to be an able success in the work and life in the 21st-century era, the students should have 21st-century skills. [Trilling and Fadel, \(2010\)](#) stated several skills needed to survive in the 21st-century era, such as creative thinking, flexible problem solving, collaboration and innovative skills. Especially in Indonesia, these skills put in the education curriculum called K 13.

This Curriculum 2013 is one of the actions that is taken by the government to improve education in Indonesia. The curriculum is used to prepare the students to face the era of technology known as Revolution Industry 4.0. In this era, the technology used in all of the aspect ([Aziz Hussin, 2018](#)). By using technology, the students are easier to find information and knowledge. The government also prepared this action to make a good quality of people by implementing 21st-century learning skills. It is stated in the Undang-Undang Sistem Pendidikan Nasional No 20 Tahun 2003, which noted the importance of inserting the 21st-

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century skill in learning. Besides, the important of 21st-century skills is also stated in Permendikbud No 21 Tahun 2016.

In implementing 21st-century learning skills in the teaching and learning process, the role of the teacher is essential. The teacher must insert some points of 21st-century learning skills, such as core academic knowledge, critical thinking, and social skills that could help students' master multi-dimensional abilities. Meanwhile, according to Education National Standards Board (Badan Standar Nasional Pendidikan), the framework of 21st-century skills consist of critical thinking, communicative, collaborative, creative, and also innovative skills must own by 21st human resources (Ginanjar & Suhadi, 2018). It means the teacher is needed to prepare themselves in teaching the students in era 21st century. Moreover, the teacher must have competence in 21st-century skills by having excellent capability in 21st-century skill teaching (Handayani, 2017).

In conducting the lesson that integrated with the 21st-century skills, the teachers should have ready in implementing the 21st-century skills. According to Dalton & Gottlieb (2003), readiness is dealing with changes or movement. Readiness can be associated with the changes to become better in implementing something. Besides, Lynch and Smith (2016) stated that readiness is the well-prepared conditioning of school staff in a particular plan to improve. Based on the definition, it said that the teacher's readiness associated with the preparation and understanding of implementing the 21st-century skills in the class. Besides, the readiness of the teacher played an essential role in implementing 21st-century education (Rusdin, 2018).

The 21st-century skills developed by Trilling and Fadel (2009) called the framework of 21st-century skills. Based on the Trilling and Fadel (2009) and Partnership for 21st Century learning (2015), the 21st-century framework consists of the four essential dimensions, namely life and career skills, learning and innovation skills, information, media, and technology, and supported by the 21st-century themes. The first dimension is life and career skills that contain five skills, namely leadership and responsibility, productivity and accountability, social and cross-cultural skills, flexibility and adaptability and initiative and self-direction. The second dimension is learning and innovation skills or 4 C that have communication skills, collaboration skills, critical thinking and problem solving, and creativity and innovative skills. The third is information, media, and technology skills that consists of three skills, such as information literacy, media literacy, and technology literacy. The last dimension is 21st century themes that consist of civic literacy, global awareness, financial literacy, health literacy, and environmental literacy. Each of the dimension and its skills should have by the studnets to survive in their life and career (Padmadewi et al., 2018).

One of the research related to this study conducted by Rusdin (2018), he did a study about the teacher's readiness in implementing 21st century learning through the role-play activity. Based on the study had been done by Rusdin (2018), it realized that the teachers are needed to understand the implementation of 21st-century learning skills in teaching. It influenced the teachers' readiness to implement 21st-century skills. The 21st-century teachers must cover both the things needed in the teaching and learning process supported by the technology and respected to all kinds of students' characteristics. It is essential to reveal how teachers implemented 21st-century skills in the teaching and learning process in the classroom. There were many similar studies related to the insertion of the skills of the 21st century. However, the research that investigated the implementation of the skill of the 21st century for the Primary School in teaching English as a foreign language in Bali, especially in Gianyar regency, has never been conducted. Based on that reason, this study considered as essential to undertaken to investigate the English the teachers' readiness based on the lesson plan, teaching process, and assessment that used in English course.

2. METHOD

This research used a mixed-method as the research design. The types of mixed method design applied in this research is the sequential embedded mixed-method. This design used because of the data obtained in subsequent steps. The first was obtained from the data from a questionnaire and continued by conducting observation and interview as the last steps. The quantitative data is gained from the result of the questionnaire, while the qualitative data collected from observation and interview. The subject of this study was English teachers from the private and public elementary schools in Gianyar. These subjects are chosen based on the purpose of the research that was to find out the English teacher's readiness in implementing 21st-century skills. The participant in this study is nine teachers that chose from four different private and public elementary schools in that used K 13 for their curriculum.

There was a questionnaire that used as the instrument, which consisted of 17 items related to 21st-century skills. Those items were is developed from the four dimensions in the 21st-century framework by [Trilling and Fadel, 2009](#)). Those dimensions are life and career skills, learning and innovation skills, information, media, and technology literacy, and 21st-century themes. The questionnaire has been checked the validity and reliability. Thus, the items of the questionnaire were ready to be applied in this study. The readiness of the teachers assessed from the lesson plan, teaching process, and assessment. Four categories can be chosen by the participant to chose, namely never, rarely, often, and always. To support the data, the result of the questionnaire compared to the result of observation.

The result of the questionnaire categorizes into percentages by using the categorization formula by Candiasa (2010). Four categorizations or criteria existed in the formula. The categorization can be seen in [Table 1](#).

Table 1. The Categorization of English Teachers' Readiness in Implementing 21st Century Skills

Interval	Categorization
$M \geq 59$	Very Ready
$59 > M \geq 48$	Ready
$48 > M \geq 38$	Not Ready
$38 > M \geq 27$	Very not Ready

[Table 1](#) showed the categorization criteria for teachers' readiness in implementing 21st-century skills. This categorization was considered as the standard to determine whether the English teachers were very ready, ready, not ready, or very not ready based on the score of the result of the questionnaire.

3. RESULT AND DISCUSSION

Result

This part showed the result of questionnaire teachers' readiness in implementing the 21st century for a private and public primary school in Gianyar regency. This response of the English teachers compared with the result of observation. The result of observation is a result of this comparison can be shown the readiness both of private and public primary school teachers. The first is the result of private primary school, that can be seen in [Table 2](#).

Table 2. The result of the questionnaire of Private Primary English Teachers' Readiness in Implementing 21st-Century Skills

No.	Dimension	Teachers' Responses								
		Lesson Plan			Teaching Process			Assessment		
		2	3	4	2	3	4	2	3	4
Life and Career Skills										
1	Leadership and responsibility	1	2	2	2	3				5
2	Productivity and accountability		3	2	2	3				5
3	Social and cross-cultural skills		5		5			3	2	
4	Flexibility and adaptability		2	3	2	3		4	1	
5	Initiative and self-direction		2	3	3	2		3	2	
Learning and Innovation Skills										
6	Communication		2	3	3	2		1	4	
7	Creativity and innovative			5	2	3		2	3	
8	Critical thinking and problem solving		3	2	3	2		3	2	
9	Collaboration		5		5			5		
Information, Media, and Technology Skills										
10	Information literacy			5	3	2		1	4	
11	Media literacy		3	2	5			3	2	
12	Technology literacy		2	3	5			3	2	
21st Century Themes										
13	Civic literacy	1	2	2	1	2	2	1		4
14	Global awareness		5			5			5	
15	Financial literacy		5			5			5	
16	Health literacy		2	3		3	2		1	4
17	Environmental literacy		2	3		3	2		1	4
Total		2	45	38	1	58	26	1	40	44
Percentage (%)		2%	53%	45%	1%	68%	31%	1%	47%	52%

Table 2 showed that result of teachers' readiness questionnaire. Three aspects were assessed. The first aspect is the lesson plan. Based on the result the private primary English teachers chose Category Always (45%), Often (53%), and Rarely (2%). Most of the respondents responded that they were often implementing 21st-century skills in the lesson plan. After the result score was compared with the criteria in categorization, the result was found that the private primary school English teachers were ready in implementing the 21st-century skills in their lesson plan. Even though the positive response was found in the questionnaire, but the fact only 6 (35%) skills was observed from 4 dimensions. The life and

career skills dimension and information, media, and literacy dimension were only found a skill for each skill, namely leadership and responsibility and media literacy. The rest four skills were found in the learning and innovation skills dimension, such as communication, critical thinking and problem solving, creativity and innovation, and collaboration.

The second aspect is the teaching process. The result showed that the private primary English teachers chose Often (58%) category as their mostly responses and the rest decided “always (27%)” and Rarely (1%) category as their responses. After conducting the calculation for the score and compared with the categorization table, it can determine that the private primary English teachers were ready on inserting the 21st-century framework in the teaching process in the class. Meanwhile, as the result of observation found out only 9 (53%) out 17 skills in the teaching process. Two skills were found in each life and career skills (leadership and responsibility and initiative and self-direction) and 21st-century themes dimension (civic literacy, health literacy, and envirotmental literacy). Three skills were found in the learning and innovation skills dimension (communication, critical thinking and problem-solving, and collaboration). And the last one skills was found in the information, media, and technology dimension (media literacy).

The last aspects is in the assessment. The result had the same responses from the participants who were ready to insert the 21st-century skills in assessing their students. The answered that were chose by the participant are Always (52%), Often (47%), and Rarely (1%). The respondents gave positive responses, but the result, as observed, showed the fact—the fact as observed showed only three skills that found in the asesement. The asesement only inserted by three skills out of 17 skills. These skills are communication, creativity and innocative, and critical thinking and problem soving (learning and innocation skills dimension).

Besides, the result from public primary English teachers’ response in the questionnaire is presented in the [Table 3](#), that can be seen below.

Table 3. The Result Of The Questionnaire Of Public Primary English Teachers’ Readiness In Implementing 21st-Century Skills

No.	Dimension	Teachers’ Responses								
		Lesson Plan			Teaching Process			Assessment		
		2	3	4	2	3	4	2	3	4
Life and Career Skills										
1	Leadership and responsibility		2	2			4		2	2
2	Productivity and accountability		2	2		2	2		2	2
3	Social and cross-cultural skills		2	2		2	2		2	2
4	Flexibility and adaptability			4			4			4
5	Initiative and self-direction			4			4			4
Learning and Innovation Skills										
6	Communication			4		3	2		2	2
7	Creativity and innovative		2	2		2	2		2	2
8	Critical thinking and problem solving		2	2		2	2		2	2
9	Collaboration		2	2		2	2		2	2

Information, Media, and Technology Skills										
10	Information literacy	4		4		4		4		
11	Media literacy	4		4		4		4		
12	Technology literacy	4		4		4		4		
21st Century Themes										
13	Civic literacy	2	2	2	2	2	2	2	2	
14	Global awareness	2	2	2	2	2	2	2	2	
15	Financial literacy	2	2	2	2	2	2	2	2	
16	Health literacy	4		4		4		4		
17	Environmental literacy	4		4		4		4		
Total		0	3	38	0	30	38	0	3	36
Percentage (%)		0%	4	56%	0%	44	56%	0%	4	53%
			%			%			%	

Referring to Table 3 showed the result of responses for questionnaire in term of the readiness in the lesson plan, teaching process, and asesement. Those three aspects are essential in finding out the preparedness of the teachers. The first aspect is the lesson plan. Based on the result, the public primary English teachers chose Catagory Always (56%) and Often (44%) Most of the respondents responded that they were often implementing 21st-century skills in the lesson plan. After the result score was compared with the criteria in categorization, the result was found that the private primary school English teachers were ready in implementing the 21st-century skills in their lesson plan. In comparison, the observation showed the diferent results. Only three skills was found out of 17 skills. The skills were leadership and responsibility that found in part expected character in the lesson plan, and the rest two skills were found in learning and innocation skills dimension. Besides, the information, media, technology skills and the 21st century themes were not found the insertion of the skills.

The next vital aspect is the teaching process. The result showed that the private primary English teachers chose” always (56%)” category as their mostly responses and the rest decided “Often (44%)” category as their responses. After conducting the calculation for the score and compared with the categorization table, it can determine that the private primary English teachers were ready on inserting the 21st-century framework in the teaching process in the class as the results of observation 7 (41%) out of 17 skills was found in the teaching process. Two skills was found in each of 3 dimension, namely life and career skills, learning and innocation skills, and 21st century themes. Besides, only one skill was found in the information, media, and technology skills dimension.

The last aspect is in the assessment. The result had the same responses from the participants who were ready to insert the 21st-century skills in assessing their students. The answered that were chosen by the participants are Always (53%) and Often (47%),. Meanwhile, it only found 2 (12%) skills based on the observation. The skills were communication and critical thinking and problem solving as the part skills in learning and innovation skills dimension.

Discussion

This part is discuss about the obtaining result and compare the current study with the theories and empirical study. It aimed to analyze the English teachers’ readiness in implementing the skills of the 21st century in their lesson plan, teaching and learning process, and the assessment. The discussion of the aspects can be seen in the following subsection.

English Teachers' Readiness in Implementing 21st Century Skills into the Lesson Plan

The teachers readiness can be seen in term of lesson plan that prepared by the teachers. The lesson plan is vital in the teaching and learning process. It is also supported by [Ulum \(2016\)](#), professional teachers designed an excellent lesson plan before the teaching and learning process. This statement was in line with the finding in the private and public primary school, which was found out there were all both public and private teachers prepared a lesson plan before conducting the class. Thus, it can be said that the teachers were readily inserting the skills in the 21st century in their lesson plan.

Especially, in implementing 21st century learning the teaching and learning process, the curriculum that is applying in the school must be inserted by some points of 21st-century learning skills. Paige ([Alismail & Mcguire,2015](#)) stated that innovation skills, thinking skills, media, knowledge, information, technology literacy, and also life experiences should be combined in the process of teaching and learning by adopting 21st-century curriculum. This is also found in the Curriculum 2013 that had been used Indonesia. The current study is also found the similar result for this theory. Based from the result of the current study, it was found that most of the teacher already inserted the 21st century skills in their lesson plan. Even though, they were not fully inserted the skills that mention as mention by Paige.

Comparing to previous study that conducted by [Lynch et al. \(2017\)](#), readiness is defined as the state of being fully prepared for something. But, in the implementation and its results in the questionnaire are different. Based on the observation, it found only 6 out of 17 skills of the 21st century were found in private elementary English teachers' lesson plans. Meanwhile, for the public elementary English teachers' lesson plan was found only three insertions of the skills in the 21st century. Therefore, it can be concluded that both of the private and public elementary English Teachers were not ready inserting skills of the 21st century in their lesson plan.

English Teachers' Readiness in Inserting 21st Century Skills into the Teaching Procedure

[Sequeira \(2012\)](#) stated that the learning and teaching process is a process of developing the new skills, knowledge, and attitude of the students. There is a process of delivering and obtaining information in the teaching and learning process. In teaching and learning process should be inserted of the skills of the 21st century. According to [Trilling and Fadel \(2010\)](#), there are four aspects that important in surviving in the 21st-century era, such as life and career skills, learning and innovation skills, information, media and technology skills, and the 21st-century themes. These aspects were contained in the questionnaire.

The result of the questionnaire of teachers' readiness in implementing the skills of the 21st century in the teaching and learning process showed the positive respondents' response. The private and public elementary English teachers perceived that they were ready in inserting the skills of the 21st century and the themes. This result was in line with the previous research about the implementation the skills of 21 century by [Rusdin \(2018\)](#) which showed the teachers were ready to implement 21st century learning into the action of the teaching-learning process in the classroom from their good understanding, knowledge, and skills toward 21st-century skills.

Referring to the result of the questionnaire, it found inconsistent responses between the result of the questionnaire and the result for observation. It was still a low percentage of insertion of the skills of the 21st century in their teaching and learning process. There were some reasons why they did not insert all of the skills in the teaching and learning process. One of the respondents in private elementary school stated that the respondent had heard the 21st-century skills, but the respondents did not understand it. The reasons also supported by the headmaster of one of the private elementary schools that mentioned that was no kind of

workshop or seminar related to the 21st-century skills and themes and how to insert those skills conducted.

For that reason, professional development is needed to give more information related to 21st-century skills and themes. It was supported by [Trilling and Fadel \(2010\)](#) that mention the professional development in 21st-century teachers can help the teachers to look at the opportunities in integrating 21st-century skills, tools, and teaching strategies that suitable for the condition and students' ability. It is also supported by [Fatimah and Santiana \(2017\)](#) that teaching about 21st-century skills was an important thing to prepared the students to survive in the 21st-century era. Therefore, professional development was an important thing to do in increasing the teachers' competency.

English Teachers' Readiness in Inserting 21st Century Skills into the Assessment

The private and public elementary English teachers perceived themselves as ready to implement the skills of 21st and the themes. It can be seen based on the result found in observation. However, the real insertion skills of the 21st century and theme were observed as low in action. It found out that was only less than 15% of skills that inserted in the assessment process, such as creativity and innovation skill, communicative skills, and critical thinking and problem solving,

Referring to the observation, there were found the insertion of communication skills and critical thinking and problem-solving. The communication skills assessed their performance in asking and answering the question in class. The scoring rubric for this test was found in the lesson plan of both schools. This kind of test belonged to formative assessment. At the same time, critical thinking was assessed from the summative test. This result was supported by some of the respondents of the elementary school. It can be connected to [Trilling and Fadel \(2010\)](#) statements, which mentioned the emphasis of the balance between formative and summative assessment as one of the criteria in the 21st-century assessment.

The misunderstanding was also found in conducting the oral test as communication. The oral examination is not only about the test in answering a verbal question. It was supported by [Syamsuri and Ishaq \(2010\)](#), which mention performance as one of the examples of authentic learning. So then, it can be concluded that the insertion of the skills and themes of the 21st century was not the same as their perception towards the questionnaire.

4. CONCLUSION

The study found that the English teachers' readiness in private and public elementary schools in Gianyar regency is still lack. It can be seen from the high discrepancy between the result of the questionnaire of teacher readiness and the teachers' readiness as observed. The result of the questionnaire showed that the English teacher was ready in implementing the 21st-century skills. It is in contrast with the teachers' readiness as observed. In terms of the lesson plan, teaching and learning process, and assessment, only several skills that found in the real implementation. Low insertion is most seen in the lesson plan and assessment. Both of the English teachers in private and public elementary schools did not insert any skills related to 21st-century themes in it. Besides, the private and public elementary only show less than 50% insertion of the 21st skills in the class. Thus, the teachers only perceived themselves as ready with their implementing 21st-century skills. To make the English teacher more ready implementing the 21st century skills, the author suggest to improve the knowledge of the teachers in implementing the 21st century skills in their lesson plan, teaching process, and assessment It can be done by attending seminars or workshops related to the implementation of 21st-century skills.

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