



21st-Century Skills Implementation in Teaching English at Primary School

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Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi keterampilan abad ke-21 dalam pengajaran bahasa Inggris di sekolah dasar, baik di sekolah negeri maupun swasta. Penelitian ini menggunakan desain penelitian metode campuran, khususnya desain metode campuran eksploratif. Penelitian ini dilakukan di sekolah dasar di Kabupaten Karangasem. Terdapat 3 sekolah yang mewakili sekolah dasar negeri di Kabupaten Karangasem, yaitu SDN 1 Kubu, SDN 4 Dukuh, dan SDN 4 Tulamben. Selain itu, perwakilan dari sekolah dasar swasta adalah SD Insan Mandiri. Delapan guru dipilih dengan menggunakan metode pengambilan sampel yang mudah. Instrumen yang digunakan dalam penelitian ini adalah kuesioner, observasi, dan panduan wawancara. Hasil penelitian menunjukkan bahwa guru-guru bahasa Inggris di sekolah dasar di Kabupaten Karangasem belum siap dalam mengimplementasikan keterampilan abad ke-21 di sekolah karena ada beberapa keterampilan yang belum diimplementasikan dalam rencana pembelajaran dan penilaian. Sementara itu, semua keterampilan telah diimplementasikan dalam proses belajar mengajar. Dapat disimpulkan bahwa keterampilan abad ke-21 di sekolah dasar belum diimplementasikan dengan baik.

Kata Kunci: Keterampilan Abad 21, Penilaian, Implementasi, Rencana Pelaksanaan Pembelajaran, Proses Belajar-Mengajar

Abstract

This study aimed to analyze the implementation of 21st-century skills in teaching English at primary schools, such as in Public and Private Schools. This study used mixed method research design, especially the exploratory mixed methods designs. This study was taken place in primary schools in Karangasem Regency. There were 3 schools as the representative of Public Primary schools in Karangasem Regency, such as SDN 1 Kubu, SDN 4 Dukuh and SDN 4 Tulamben. Besides, the representative of Private Primary school was SD Insan Mandiri. Eight teachers were selected using a convenient sampling method. The instruments used in this study were questionnaires, observation, and interview guides. It was found the English teachers in the primary schools in Karangasem Regency were not ready in implementing 21st-century skills in the schools since there were several skills have not been implemented in the lesson plan and assessment. Meanwhile, all skills have been implemented in the teaching and learning process. It can be concluded that 21st-century skills in the primary schools were not implemented well.

Keywords: 21st-Century Skills, Assessment, Implementation, Lesson Plan, Teaching-Learning Process

1. INTRODUCTION

In this industry era of 4.0, being able to speak English is one of the important things for everyone. [Bekteshi \(2017\)](#) stated that English as the most important social tool in the 21st century which is definitely the language that needs attention to maintain and spread effectiveness and efficacy of teaching and learning. Both teachers and students cannot avoid developments from the industry era of 4.0. They have to adapt well with this development. [Mitarlis et al \(2017\)](#) state that entering global competition, there is a need to prepare the students properly so they become communicative, collaborative, creative, innovative, critical and analytical in thinking as well as having ability to solve the real problems effectively, including environmental problems. Therefore, the English teachers has an essential role in determining their students to have good skills and competency to be able to compete well in the industry era of 4.0 or 21st-century era.

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21st century skill is a very important aspect that should be applied. Jos (2014) stated that 21st century skills movement appears to believe that education should be rooted in skills-driven learning and hands-on experiences. He also added that 21st century skills movement emphasizes the idea that educational systems need to develop students' varied literacies. In 21st century skills there are a lot of aspects that need to be learned. (Triling & Fadel, 2009) state that there are four powerful forces which are converging and leading us toward new ways of learning for life in the 21st century. Those four powerful forces are knowledge work, thinking tools, digital lifestyles, learning research. Beside, Triling and Fadel (2009) also mention that in 21st century skills, there are four skills, such as learning and innovation skills, information, media, and technology skills, life and career skills, core subjects and 21st century themes.

In this 21st century era especially in Indonesia, the government already made newest curriculum named curriculum 2013 that already implemented since 2013. Gunawan (2017) explained that the development characteristic of curriculum 2013 emphasizes on the equality of spiritual, social, curiosity, creativity, and knowledge and psychomotor collaboration. Gunawan (2017) also mentioned that curriculum 2013 emphasize greatly in building students' characters, developing relevant skills based on students' interests and needs, and developing a thematic approach that benefits students' cognitive abilities. Jaedun and Hariyanto (2014) explained that curriculum 2013 was designed to prepare Indonesian have ability to live, both as individuals and citizens, who have a belief, who are productive, creative, innovative and effective and able to contribute to society, nation, state, and world civilization. It means that Indonesia is ready in facing 21st-century era by implementing curriculum 2013 which have similarities to the characteristics of 21st-century skills.

As for previous empirical research which stated the similarity, in which the previous research was about teachers' readiness in implementing 21st-century learning conducted by Rusdin (2018). It was found that there were several things that need to be known by teachers, such as 21st century skills, besides they also have to know how to assess the students in 21st century skills. Meanwhile, Rusdin (2018) found that effective teaching approaches play important part in increasing pupils' ability to master knowledge and skills they required. This research used questionnaire as research instrument. This research used 107 teachers involved in this survey. The data were analyzed by using descriptive analysis consist of mean and standard deviation, Pearson Correlation test and one-way analysis of variance (ANOVA). The findings showed that teachers' readiness in implementing 21st century learning is high, there is significant correlation between academic level and the level of understanding 21st century learning skills and there is significant difference between certificate holder and master's degree holder in understanding 21st century learning skills.

Based on the findings of the previous studies and the importance of the implementation of 21st-century skills in the schools, it can be said that it is very important to conduct an analysis toward the implementation of 21st-century skills in the schools. Especially, the schools in Indonesia that already used curriculum 2013 in the process of teaching and learning. In analyzing whether the schools already implemented 21st-century skills in the schools, there are several things analyzed, such as the existence of 21st-century skills in the lesson plan, teaching and learning process, and assessment used by the English teachers. So, this study was conducted to analyze the implementation of 21st-century skills in primary schools in real life.

2. METHOD

This study used a mixed-method especially sequential embedded mixed-method research design. It was conducted in primary schools in Karangasem Regency, such as in

Public and Private schools. SDN 1 Kubu, SDN 4 Dukuh and SDN 4 Tulamben were the representative of public school and SD Insan Mandiri was the representative of private school. Those schools already used Curriculum 2013. The subjects of this study were 8 English teachers of the schools, in which every school, there were 2 English teachers as the subject of this study. Besides the English teachers, the documents also were analyzed, those documents were the lesson plan and assessment. The object of this study was the implementation of 21st-century skills in terms of the lesson plan, teaching and learning process, and assessment.

There were three methods used to collect the data of this study, such as observation and document analysis. The observation was used to obtain the data directly in the classroom. The teaching and learning process and assessment done in the classroom were observed to find out the existence of 21st-century skills. Meanwhile, the document analysis was used to analyze the implementation of 21st-century skills in the lesson plans designed by the English teachers and the assessment in the book used by the teachers to assess the students. In collecting the data, there were three instruments used, such as the researcher, observation sheet, and checklist analysis form. The researcher was the main instrument in this study. The observation sheet was used to observe the teaching and learning process. Besides, the checklist analysis form was used to do document analysis. Whether the teachers already implemented 21st-century skills or not, it was based on 4 dimensions with 17 items. Those instruments were tested by validating and doing reliability to measure the instruments used are valid and consistent or not.

There were two methods used in analyzing the data, such as qualitative and quantitative methods. The quantitative method was used to analyze the results of the checklist analysis form. Meanwhile, the qualitative method was used to analyze the data obtained from the observation.

3. RESULT AND DISCUSSION

Result

After the observation and document analysis have been conducted. The results of the observation and document analysis showed how the implementation of 21st-century skills done by teachers in real life. As mentioned before, the implementation can be seen in the lesson plan, teaching procedures, and assessment designed by the English teachers in SDN 1 Kubu, SDN 4 Dukuh, SDN 4 Tulamben, and SD Insan Mandiri. There were 17 items used in analyzing the implementation of 21st-century skills, such as leadership and responsibility, productivity and accountability, social and cross-cultural skills, flexibility and adaptability, initiative and self-direction, communication, creativity and innovative, critical thinking and problem solving, collaboration, information literacy, media literacy, technology literacy, global awareness, civic literacy, financial literacy, health literacy, and environment literacy. The results of the analysis can be seen in [Table 1](#).

[Table 1](#) shows varied results on the analysis of the implementation of 21st-century skills. It can be seen that not all skills have been implemented in 21st-century skills. In the lesson plan, less than 50% of skills implemented, such as the English teachers in Public schools only inserted 47% of the skills. Meanwhile, in Private schools, the teachers only inserted 35% of skills in the lesson plan. Besides, in the teaching and learning process, all teachers in both Private and Public schools have inserted all of the 21st-century skills. Meanwhile, in the Public schools, teachers have inserted 52% of 21st-century skills in the assessment. In the Private school, the teachers have inserted 23% of the skills in the assessment. It means that the teachers were not ready in implementing 21st-century skills in the schools since they did not implement all 21st-century skills in the schools.

Table 1. The Implementation of 21st-Century Skills in the School

Aspect	Schools	
	Public School	Private School
Lesson Plan	<p>The teachers only inserted:</p> <ul style="list-style-type: none"> • 2 skills in life and career skills • All skills in learning and innovation skill were inserted • 2 skills in ICT literacy • There was no insertion of 21st century themes <p>Percentages: 47% of the skills have been inserted in the lesson plan.</p>	<p>The teachers only inserted:</p> <ul style="list-style-type: none"> • 2 skills in life and career skills • All skills in learning and innovation skill were inserted • There was no insertion in ICT literacy • There was no insertion of 21st century themes <p>Percentages: 35% of skills have been inserted in the lesson plan.</p>
Teaching and Learning Process	<p>The teachers already inserted all skills of 21st-century in the teaching and learning process.</p> <p>Percentages: 100% of the skills have been inserted in the teaching and learning process.</p>	<p>The teachers already inserted all skills of 21st-century in the teaching and learning process.</p> <p>Percentages: 100% of the skills have been inserted in the teaching and learning process.</p>
Assessment	<p>The teachers have inserted</p> <ul style="list-style-type: none"> • 4 in life and career skills • All skills in learning and innovation skill were inserted • There was no insertion in ICT literacy • 1 skill in 21st century themes. <p>Percentages: 52% of the skills have been inserted in the assessment.</p>	<p>The teachers have inserted</p> <ul style="list-style-type: none"> • 2 skills in life and career skills • 2 skills in learning and innovation skill were inserted • There was no insertion in ICT literacy • There was no insertion in 21st century Themes <p>Percentages: 23% of the skills have been inserted in the assessment.</p>

The first aspect is lesson plan. In Public schools, the English teachers only put several skills in the lesson plan, such as three skills in life and career skills, learning and innovation skills, and ICT literacy. It means that the teachers only inserted 8 of 17 skills in the lesson plan. The first skill inserted in the lesson plan is life and career skills. Those skills are leadership and responsibility, and initiative and self-directive. The second skill is learning and innovation skills. All skills in the learning and innovation have been inserted in the lesson plan. Besides, the skills in ICT literacy existing in the lesson plan are media literacy and technology literacy. Meanwhile, in the Private school, the English teachers have inserted 6 skills of 17 skills. Those skills are life and career skills and learning and innovation skills. The life and career skills existing in the lesson plan are leadership and responsibility, and initiative and self-direction. All skills in the learning and innovation, such as collaborative, communication, creativity and innovation, and critical thinking and problem solving. It can be concluded that only few skills existing in the lesson plan. The teachers in Public and Private schools did not insert 21st-century themes in the lesson plan.

The second aspect is teaching and learning process. Based on the observation, the percentages of the existence of 21st-century skills in the teaching and learning process is 100%. It was found that all 21st-century skills have been inserted in the teaching and learning process in Public and Private schools. In addition, the results of the interview which indicated that all English teachers in the schools already implemented 21st-century skills. It means that

their responses about the implementation of 21st-century skills is correlated to the results of the observation. The English teachers have inserted life and career skills, learning and innovation skills, information, media, and technology literacies, and 21st-century themes.

The third aspect is assessment. Assessment is always conducted after the teaching and learning process has been finished. Different to the existence of 21st-century skills in the teaching and learning process, there were only few skills of 21st-century that exist in the assessment used by the teachers in assessing the students' achievement levels. The first skills that exist in the assessment was life and career skills. In Public schools, the English teachers only inserted 4 skills of life and career skills, that is leadership and responsibility, social and cross-cultural, flexibility and adaptability, and initiative and self-direction. It means that the teachers in Public schools did not implement productivity and accountability skills. The other skill that exist in the assessment was 21st-century themes. Only one skill of 21st-century themes inserted by the teachers, that is global awareness. Meanwhile, in Private school, the teachers only inserted 2 skills of life and career skills, and 2 skills of learning and innovation skills. Those 2 skills of life and career skills were leadership and responsibility, and initiative and self-direction. Besides, two skills of learning and innovation skills are communication and collaboration skills. It can be concluded that there was no teacher who implement information, media, and technology skills in the assessments.

Gallego (2014) stated that the lesson plan is a part general planning and it also has responsibility to organize the teaching and learning process. It is used to coordinate activities in the teaching and learning process. In Indonesia, the lesson plan must consist of several skills based on Curriculum 2013. Lesson plan is important because it can help the teachers in teaching their students. it is important for teachers to insert 21st skills in lesson plan to make the students easily to adapted in this era. It means that the lesson plan consisted of 21st-century skills may help teachers to teach students to adapt and survive in the 21st-century era. Meanwhile, based on the observation done in the schools, it was found that only few skills of 21st-century skills consisted in the lesson plan designed by the English teachers. It was found that the skills existing in the 21st-century themes were not implemented in the lesson plan.

Minister of Education and Culture No. 21 of 2016 states that education in Indonesia must achieve graduates' competency standards that include attitude, skills and knowledge. It is expected that the students meet future needs and meet the golden generation in 2045, where the competency standards of graduates must be based on competencies 21st century. That is why the teachers need to have good understanding about the concept, the usage, and attitude of 21st century skills. Therefore, the teacher has a big responsibility to adopting the 21st century in their teaching and learning process in the classroom to make the students are able to master these skills well. In addition, the results of the observation found that the teachers already implemented 21st-century skills in the teaching and learning process. It means that the teachers have positive response toward the 21st-century skills since they implement all skills of 21st-century skills.

According to Jabbaarifar (2009), assessment is a process including four basic functions, such as measuring improvement over time, motivating students to study, evaluating teaching methods, and ranking students' capability. In line with the statement, Dejong et al., (2002) state that assessment provides teacher a report about student's improvement and gives guidance for future lesson. It is not only beneficial for the students, teachers also can improve their performance since they can figure out their strengths and weaknesses of their teaching method (Tosuncuoglu, 2018). Partnership for 21ST Century learning (2009) states that in assessment 21st of century serve as a research and evaluation test innovative approach students' measurement. However, based on the findings, it was found that the teachers only inserted some skills of 21st-century skills in the assessment, that is life

and career skills, learning and innovation skills, and 21st-century themes. It means that the teachers neglected information, media, and technology skills in the assessment.

Based on the results of the finding and the literature review related to this study, it can be indicated that the teachers were not ready in implementing 21st-century skills. Since they did not implement all skills of 21st-century skills in lesson plan, teaching and learning process, and assessment. According to Ariffin & Yunus (2017, as cited in Rusdin 2018), teachers are supposed to have readiness in planning and implementing teaching and learning that fulfill the needs of immersing 21st century learning skills through effective, interesting and interactive pedagogy practice. It means that the teachers have responsibilities to help students to face the 21st-century era.

4. CONCLUSION

As the results of this study, it was found that the English teachers in Public and Private schools did not implement all skills of 21st-century skills. It can be seen in the existence of 21st-century skills in the lesson plan, teaching and learning process, and assessment. In the lesson plan, there were less than 50% of skills have been implemented by the teachers. All skills of 21st-century skills have been implemented in the teaching and learning process. Meanwhile, in the assessment, there was not any information, media, and technology literacy implemented. It was indicating that the teachers were not ready in implementing 21st-century skills in the schools. It is suggested for the teachers that they have to master all the skills of 21st-century skills. So, they can implement those skills in the schools. For the other researchers, it is suggested to investigate the factors caused the teachers did not implement all skills of 21st-century skills.

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