OBSERVED AND PERCEIVED READINESS OF ENGLISH TEACHERS IN CONDUCTING TEACHING LEARNING PROCESS BASED ON 21ST CENTURY SKILLS

Ni Made Pebriyanti Lestari
English Language Education, Universitas Pendidikan Ganesha
e-mail: pebriyanti987@gmail.com

Ni Nyoman Padmadewi
English Language Education, Universitas Pendidikan Ganesha
e-mail: nym.padmadewi@undiksha.ac.id

Ni Luh Putu Eka Sulistia Dewi,
English Language Education, Universitas Pendidikan Ganesha
e-mail: sulistia.dewi@undiksha.ac.id

Luh Putu Artini
English Language Education, Universitas Pendidikan Ganesha
e-mail: putu.artini@undiksha.ac.id

Abstract
The 21st century requires teachers to be able to integrate 21st century skills into the teaching learning process. A study on analyzing teachers' readiness in conducting the teaching learning process based on 21st century skills in Bali has not been conducted yet. Hence, this study aimed at analyzing the Elementary English teachers' readiness in conducting teaching learning process based on 21st century skills. This study which was done at SDK Marsudirini Negara School in Jembrana Regency used sequential embedded mixed-method as the design. The subject were one of the school principals and the English teacher. The data were obtained through questionnaires, observations, document analysis, and interview then analyzed quantitatively and qualitatively. The respondents perceived themselves as ready in conducting teaching learning process based on 21st century skills. However, the 21st century skills were not entirely inserted into the teaching learning process and the teachers are expected to be aware of the changes in the education field.

Keywords: teachers' readiness, teaching learning process, 21st century skills

INTRODUCTION

     21st century era requires professional teachers by having the skills and competencies of 21st century. It is under the globalization happens, so that the education system must create high quality students as the next generation to meet the challenge (Rusdin, 2018). Further, Haryono et al., (2017) added that 21st century era is a complex age because the development of information and communication runs very quick and influence to the massive production of technology. Since the 21st century is the era of technology, digital work, and more generally on the meaning and application of knowledge (Anagün, 2018), then the students must be coped up with several appropriate skills. One of the important skills in this era is high order thinking skills to

face the globalization (Padmadewi et al., 2018). Besides, Permendikbud number 21 of 2016 concerning content standards for primary and secondary education stated that the education system in Indonesia must be based on competency standars that includes three important elements namely attitude, skills, and knowledge where the competencies of graduates must be based on 21st century skills. It aims to create generations who are ready to fulfill the demand of 21st century. Its function is really important to understand in analyzing and evaluating complex information as well as able to be selective to filter the information.

In preparing students as the next generation with the skills of 21st century, the most important thing is those skills must be mastered first by the teachers. It can be said that the teachers have to be ready as the theory of readiness which said that readiness is a condition in which the school staffs are well prepared and engaged in a particular agenda (Lynch et al., 2017). According to Rusdin, (2018) teachers are the main factors to contribute in building student's competences. This statement proved that teachers take an important role to create and prepare students to be ready to work and life in the future. Realizing the importance of the 21st century skills, the 21st century students do not only need to master learning and innovation skills, but they have to expand their skills and competences demanded by the 21st century which includes life and career skills, information, media, and technology skills, and 21st century interdicipline themes. All those skills must be mastered by both teachers and students to achieve the learning target and further can be successful in work and life in the 21st century.

Teachers who play an important role in the education system must understand their students' characteristics and able to integrate the 21st century skills into the real teaching practice. Kaur and Singh, (2014) stated that teachers are the important factor in contributing students' performance in mastering 21st century skills. There were several previous studies related to teachers' readiness in implementing the 21st century skills. one of them was a study from Rusdin, (2018) entitled "Teachers' Readiness in Implementing 21st Century Learning". It aimed to identify teachers' readiness in implementing 21st century learning. The result showed that teachers' readiness in implementing 21st century learning was high, there was a significant correlation between the academic level and the level of understanding 21st century learning skills. The conclusion showed that teachers are ready to implement 21st century learning skills in the classroom and promote their understanding, knowledge, and skills in teaching was really needed to their level.

However, those studies were mostly conducted in higher school. A study on analyzing teachers' readiness in conducting teaching learning process based on 21st century skills in Bali especially in elementary school or the primary stage has not been conducted yet. Therefore, this study aimed at analyzing Elementary English teachers' readiness in conducting teaching learning process based on 21st century skills. Based on the preliminary observation, the teachers perceived that equipping students with the 21st century skills is really important. Since then, this study was conducted further which has an objective to get the data about teachers' readiness in conducting teaching learning process based on 21st century skills.

METHOD

This study which was conducted at SDK Marsudirini Negara used embedded sequential mixed-method design where qualitative data used to enhance the result of quantitative data. The subjects of this study were the English teacher and the principal

of the school. Since there was only one English teacher who teaches the students from the first until six grades, then that teacher was chosen as the respondent. Besides, the headmaster of the school also became the subject to give their point of view towards the professionalism of the English teachers at school. Meanwhile, the objects of this study were teachers' perception and readiness in implementing 21st century skills. The data were collected through questionnaires, observation, document analysis, and interview. In this study, the main instruments to collect the data were the researcher as well as questionnaires.

The questionnaire was given to all the respondents of SDK Marsudirini Negara. It aims to gain the data about teachers' perceived readiness in inserting 21st century skills into their teaching learning process. Meanwhile, the observation was used to see teachers' readiness in the real teaching learning process. In addition, the result of document analysis and interview were used to support the data of the questionnaire. There were 17 items in the questionnaire, where 5 items were developed from life and career skills, 4 items from learning and innovation skills, 3 items from information, media, and technology skills, and 5 items from 21st century interdicipline themes. 4 scales that can be chosen by the respondents about their perceived readiness in inserting 21st century skills into the teaching learning process named never (1), seldom (2), often (3) and always (4). To categorize the criteria which was adopted from Candiasa (2010) of teachers' readiness, it was decided through the Standard Deviation Ideal (SDi) and Mean Ideal (Mi) from the score result of the respondents. The following table shows the criteria of teachers' readiness.

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

No.	Criteria	Interval	Scale	Categorization
1	$X \geq M_i + 1,8 SD_i$	$X \geq 59$	4	Very Ready
2	$M_i + 0,6 SD_i > X \geq M_i + 0,6 SD_i$	$59 > X \geq 48$	3	Ready
3	$M_i + 0,6 SD_i > X \geq M_i - 0,6 SD_i$	$48 > X \geq 38$	2	Not Ready
4	$M_i - 0,6 SD_i > X \geq M_i - 1,8 SD_i$	$38 > X \geq 27$	1	Very Not Ready

FINDING AND DISCUSSION

In this study, the teaching learning process becomes the second aspect of the questionnaire. It aims to obtain the data about teachers' readiness in conducting teaching learning process based on 21st century skills. Here, there were 17 items in the questionnaire. Both the respondents have answered all the dimensions of the questionnaire which contains of 21st century skills and interdicipline themes. The following table shows the questionnaire' result about teachers' perceived readiness and the observation' result about teachers' observed readiness in conducting teaching learning processes based on 21st century skills and interdicipline themes. It is supported

by several related evidences about the insertion of 21st century skills into the teaching learning process.

Table 2. Teachers' Readiness in Conducting Teaching Learning Process based on 21st Century Skills

Private Elementary School	
Questionnaire' Results	**Observation' Result**
67, 7% of the respondents perceived that they often in inserting 21st century skills.	47% of 21st century skills were inserted into the teaching learning process.

Table 2 shows clearly the respondents' response to the questionnaire and their performance in the real teaching learning process as the result of the observation conducted. From both the respondents, it was found that the scale often (3) was mostly chosen by the respondents. Meanwhile, only 2, 9% of the respondents choose rarely (1), and 29, 4% choose always (4). On the other hand, there were discrepancies found from the result of the questionnaire and the real practice of teaching learning process. From all 17 items in the questionnaire that were developed from 21st century skills and themes namely life and career skills, learning and innovation skills, information, media and technology skills, and 21st century interdicipline themes, not all the skills were well inserted into the teaching learning process as represented by the evidences. The following explanation explains further about the finding.

The first dimension is life and career skills, both the respondents choose often in the items of social and cross cultural skills, flexibility and adaptability, as well as initiative and self-direction. Hence, the evidence only exists in the item of initiative and self-direction, where the students were active to participate by raising hands to give their opinion. Besides, it showed that they had self-directed in which guided them to participate in the learning process. Productivity and accountability got the result where half of the respondents choose often and another half choose always, but there were no evidences appeared. The last is both the respondents choose always in inserting leadership and responsibility into the teaching learning process as the students always making line which lead by a class leader before entering the class to follow the lesson. It also represents their responsibility to be disciplined.

The second dimension of the questionnaire is learning and innovation skills. The result showed that both the respondents choose always in the item of communication. It is supported by the evidence that all the students were asked to mention their body parts in front of the class. All the students got the same opportunity to come in front of the class to do the same activity. It is the same as the result of communication skill where both the respondents choose the scale often in the item collaboration, but there were no evidences found in the field to support the respondents' response on the questionnaire. In contrast, half of the respondents choose often and another half choose always in the item creativity and innovation as well as critical thinking and problem solving. Meanwhile, the evidence only exists in the item creativity and innovation, where the students made congratulation on their own creativity on the wall magazine which were written in English to celebrate Valentine's Day.

The third dimension is information, media, and technology skills. The questionnaire result showed that both the respondents choose the scale often (3) in all three items namely information, media, and technology literacy. Based on the observation's result, the information literacy were inserted into the teaching learning process as the students understand what does the prohibition "Not to Bullying" means that is attached to the wall and implement it. It used to deliver information to students to not do bullying since it was a negative thing. Besides, media literacy can be seen from the use of LCD Projector. The teachers used LCD as the media in teaching learning process, so it can attract students' attention because the material delivered in it was more interesting, so that the students more engaged in the learning process. In contrast with those two literacies before, for the last item that is technology literacy was not supported by any evidences that happened in the real teaching learning process.

The last dimension of the questionnaire is the insertion of 21st century interdicipline themes into the teaching learning process got various responses from the respondents. One of the respondents choose the scale rarely (2) and another one choose often (3) in the item of civic literacy. On the other hand, both the respondents choose often in inserting global awareness into the teaching learning process. Based on the observations' result, there was evidence in the field about the insertion of both the item of civic literacy and global awareness. The last is half of the respondents choose often and another half choose always in the item of financial, health, and environmental literacy, but only financial literacy doesn't supported by any evidences. Health literacy can be seen by the students' daily habit that is washing hands before and after doing activities at school. They did it by taking turn to wash their hands. Also, environmental literacy can be seen from the students' careless by not littering and contribute to reduce the use of plastic waste. It is based on the observation that the students brought their own rice box to keep their meals.

According to the finding above, the respondents showed a positive response toward the questionnaire. It was found that 1 (2, 9%) choose rarely, 23 (67, 7%) choose often, and 10 (29, 4%) choose always. As the scale (3) often was mostly chosen by the respondents, then it can be inferred that the English teachers often inserted the skills and themes of 21st century skills. After the calculation of mean from the respondents' responses, the score was 55, 5. It was in the interval 59> X   48. The result showed that private Elementary English teachers perceived that they were ready in conducting teaching learning process based on 21st century skills. Meanwhile, not all the skills were inserted into the teaching learning process. Based on the result of the observation, there were only 8 (47%) out of 17 items were inserted into the teaching learning process. It can be said that the teachers have to improve their performance in conducting teaching learning process by integrating the 21st century skills, since the result showed were still under 50%.

Partnership for 21st Century Skills, (2009) stated that in the 21st century, teaching learning process conducted by the teachers must insert the knowledge, skills, as well as expertise of the 21st century to prepare students to survive in this era. Since equipping students with 21st century skills to be able to face and deal with 21st century era is a must to do, then all skills offered by the 21st century must be well inserted (Fatimah & Santiana, 2017). In this study, the respondents perceived themselves ready in conducting teaching learning process based on 21st century skills since the 21st century skills and interdicipline themes often inserted. This result is in line with the previous research from Rusdin, (2018) about the implementation of 21st century learning which

showed that the teachers were ready in implementing the 21st century learning into the teaching-learning process in the classroom. It is affected by teachers' good understanding, knowledge, and skills toward the essence of 21st century then able to integrate it into the teaching practice.

In this case, having a good understanding, knowledge, and skills also means having a good condition. It is supported by theories of readiness where it is a condition when an individual ready or have a good well-prepared do a particular action (Lynch et al., 2017). In addition, Nasution et al., (2018)added that preparation is related to readiness. In this study, the teachers were ready in conducting teaching learning process based on 21st century skills. But in fact, there were only 8 from 17 skills or 47% were inserted into the teaching learning process. Those skills were leadership and responsibility, initiative and self-direction, communication, creativity and innovation, information literacy, media literacy, health literacy, and environmental literacy. The reason of the respondents' response from the interview conducted were as follows:

Citation #2: I have heard about 21st century skills, but I do not really understand deeply about it.

Citation #3: I have implemented some skills of 21st century, but in some cases I do not really understand how to integrate some themes in the 21st century interdicipline themes into the English teaching process, so I do not really often inserted it into the teaching-learning process.

The respondents' response above obviously shows that the teachers perceived themselves ready in conducting teaching learning process based on 21st century skills as the theory of teaching procedure of 21st century where the 21st century skills and expertise must be inserted well. However, the teacher still needs professional development about how to integrate 21st century skills into the teaching learning process maximally to achieve the learning target in 21st century. Fatimah & Santiana, (2017) xplained that teaching students with the 21st century skills is a must to prepare them to survive in the 21st century era. Further, a professional development related to this topic need to be done to improve teachers' competency in conducting teaching learning process based on 21st century skills. Besides, the teachers have to always aware of the education development and improve their skills and expertise to be ready to face the newest education changes as in the 21st century.

CONCLUSION

The conclusion is made from the objectives of the study as well as the finding and discussion. Based on the questionnaires' results, the teachers showed a positive response since mostly they choose the scale often (3) and perceived themselves ready in conducting teaching learning process based on 21st century skills. Meanwhile, from the observation' result, it showed that the insertion of 21st century skills into the teaching learning process was still under 50% that was 8 (47%) out of 17 skills inserted. It can be inferred that even though the teachers perceived themselves ready in conducting teaching learning process based on 21st century skills, but the more important thing is their real practice in inserting 21st century skills even more. Furthermore, the teachers have to always aware to the development in the education field and ready to have professional development for continuous improvement of teaching quality, so that the target learning based on the newest era can be fulfilled to create a successful future generation.

REFERENCES

Anagün, . S. (2018). Teachers ' Perceptions about the Relationship between 21st Century Skills and Managing Constructivist Learning Environments. *International Journal of Instruction*, *11*(4), 825–840.

Fatimah, A. S., & Santiana, S. (2017). Teaching in 21St Century: Students-Teachers' Perceptions of Technology Use in the Classroom. *Script Journal: Journal of Linguistic and English Teaching*, *2*(2), 125. https://doi.org/10.24903/sj.v2i2.132

Haryono, H., Semarang, U. N., Subkhan, E., Semarang, U. N., Putra, G., & Semarang, U. N. (2017). 21st Century Competencies and Its Implications on Educational Practices 21 st Century Competencies and Its Implications on Educational Practices. In *Adcances in Social Science, Education and Humanities Research* (Vol. 118). https://doi.org/10.2991/icset-17.2017.100

Kaur, T., & Singh, R. (2014). Teacher Readiness on ICT Integration Teaching-Learning: A Malaysian Case Study. *International Journal of Asian Social Science*, *4*(7), 874–885.

Lynch, D., Smith, R., Provost, S., Yeigh, T., & Turner, D. (2017). The correlation between "teacher readiness" and student learning improvement. *International Journal of Innovation, Creativity and Change*, *3*(1), 1–12.

Nasution, R. A., Rusnandi, L. S. L., Qodariah, E., Arnita, D., & Windasari, N. A. (2018). The Evaluation of Digital Readiness Concept: Existing Models and Future Directions. *The Asian Journal of Technology Management (AJTM)*, *11*(2), 94–117. https://doi.org/10.12695/ajtm.2018.11.2.3

Padmadewi, N. N., Artini, L. P., & Nitiasih, P. K. (2018). Techniques for Building Character and Literacy for 21st Century Educationching. In *Advances in Social Science, Education and Humanities Research* (Vol. 173, Issue January). https://doi.org/10.2991/icei-17.2018.65

Partnership for 21st Century Skills. (2009). 21st Century Student Outcomes. In *Trilling, B., & Fadel, C*. http://www.p21.org/our-work/p21-framework

Rusdin, N. M. (2018). Teachers' Readiness in Implementing 21st Century Learning. *International Journal of Academic Research in Business and Social Sciences*, *8*(4), 1293–1306. https://doi.org/10.6007/IJARBSS/v8-i4/4270