

TEACHERS' PERCEPTION OF STUDENTS' READINESS IN THE IMPLEMENTATION OF THE 21ST-CENTURY SKILLS IN PRIVATE PRIMARY SCHOOLS

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Abstract

This research was examined the teachers' readiness for the implementation of 21st century skills in teaching English in private primary schools in Buleleng. The research was done in North Bali Bilingual School and SD Mutiara. The respondents involved in this research were 15 respondents. There were English teachers, teachers who use English as the medium of instruction, and the headmaster of the schools was becoming the research subject. The teachers' readiness were analyzed from perceived readiness and observed readiness. However, this article focused on the teachers' perception of students' readiness in the implementation of 21st century skills. The results of this research represented how the teachers understand the usage skills in implementing the 21st century skills. The results of this present research indicated that the students from private primary schools were ready to apply to 21st century skills.

Keywords: perception, readiness, 21st century skills

INTRODUCTION

Education nowadays is essential for many people. Education helps people to survive in life. In education, there are so many aspects to create and support a good education. The support systems are schools, teachers, students, and curriculum. Education's development should refer to the new era of education. In this time, Indonesia is applying 21st century education. 21st century education also close to the curriculum used in the country. In Indonesia is implementing curriculum 13 In which require the students to have the skills of life (Rinaldi & Saroh, 2017). It related to the preparation of the new generation to face globalization and internationalization (Boholano, 2017). Besides, in the 21st century, every country is challenged to produce trustworthy, competitive, and skillful generation (Pratiwi et al., 2019).

The new era of education is the era of transformation and development of knowledge that brings changes to every aspect of life (Mustafa, 2014). The changes become challenges for the teachers as the facilitator of the learning process. 21st-century teachers must be able to require themselves as ready to teach in this era. This important thing is linked to education that should learn from the basics. In this case, primary education is vital since primary school becomes the primary education before getting the other education (Sumual & Ali, 2017). Therefore, primary school teachers should have the capability and availability to teach in the-21st-century. Besides, the students, as the new generation, should have the proficiency to survive in life.

The 21st century teachers must be able to know the students' needs because 21st century teachers are the model for the student. 21st century teachers expected to be skillful, knowledgeable and having adequate experience in 21st century education (Jan, 2017). There are some characteristics of 21st century teachers, namely the adaptor, visionary, collaborator risk-taker, learner, communicator, model, and leader in 21st century education (Churces in Handayani, 2017). Besides, teachers also need to fulfill the competencies for teaching. The competencies are cognitive skills, interpersonal skills, and intrapersonal skills (Koenig in Shum & Crick, 2016).

Furthermore, in the teaching and learning process, teachers have the responsibility to decide the students' outcomes. Support for the teachers in developing themselves will be helpful to improve teachers' ability because the quality of the learning process is determining the students' results (Lim & Tay, 2016; Rusdin, 2018). The phenomenon appears in primary teachers. As the teacher at primary schools, they have to know the students' capability in implementing the 21st century skills. Before, the teachers have to know whether the students ready or not ready to apply the skills. It was urgent to investigate because primary school is the first stage of gaining knowledge in education (Etor et al., 2013)

The preparation of the teachers to teach the students in the 21st century should link to 21st century skills. According to Triling and Fadel (2009), 21st-century skills are including life and carrier skills, learning and innovation skills, digital literacy skills, and interdisciplinary 21st-century themes. In the implementation of 21st-century skills, teachers play a critical role. The teachers ensure themselves to have good conceptual knowledge about 21st-century skills, a positive attitude towards the application of 21st-century skills, and provide the students to have and implement the 21st-century skills which reflected on students' behavior. It can be seen from how the teachers perceived readiness on the implementation of 21st century skills.

Besides, in the 21st century, the students need to be able to replace the conventional way of learning with the new standards in learning. The traditional way of learning in which emphasize memorizing and understand the material is no longer implemented in this 21st century era of education. The students transformed to have creative thinking, problem-solving, innovation, creativity that help them to be a success in life (Pratiwi et al., 2019). Therefore, the teachers should have a good perception of the students' readiness in implementing 21st century skills. Readiness itself means the condition of the individual to respond in specific situations (Slameto in Saputri, 2016). Also, readiness is related to changes (Dalton & Gottlieb, 2003). In this case, the willingness of the students is how the students move to be better in the learning process. It showed by how the students involve themselves in the activities on the implementation of the 21st century skills.

In giving the perception, the teachers have to see the students' behavior and forming the perception of how students implement 21st century skills. It linked to the nature of perception itself. According to Mcdonald (2011), the perception that it is a different term of individual. Therefore, teachers' perception itself is how the teachers see and feel the experience by observing the students. In creating a perception, there are three stages followed. Those three stages are

selection, organization, and interpretation (Qiong, 2017). By observing the students' behavior, private primary school teachers can analyze the students' readiness for the implementation of 21st century skills. The skills that should be master by the students will have many benefits for their life. The students should replace the necessary skills that they have to the powers that help them to be successful in work and life (Pratiwi et al., 2019).

METHOD

The design used in this research was a sequential embedded mixed-method conducted at two private primary schools in Buleleng. The process of gaining data was done by dividing it into two phases based on the sequence of time. The first phase has achieved the teachers' perceived readiness, and the second phase has gained the teachers' observed willingness. The subjects of this research were English teachers, teachers who use English as the medium of instruction, and the headmaster. This present research involved 15 respondents. There were three English teachers, two headmasters, and ten classroom teachers. The English teachers from both schools had English education background in teaching English.

The data collection was from questionnaires about the perception and readiness of the teachers on the implementation of 21st-century skills. There were two questionnaires used to gain the data. The questionnaires related to the first and second research questions. The first questionnaire was about teachers' perception of the concept knowledge of 21st century skills, teachers, attitude towards the implementation of 21st century skills, and teachers' understanding of the usage skills of the application of 21st-century skills. The questionnaires were adapted from the previous research of Rusdin (2018) and Husin, Awang, and Ahmad (2017).

FINDINGS AND DISCUSSIONS

Teachers' Perception of Students' Readiness

This research examined the teachers' readiness in the implementation of the 21st century skills in teaching English in private primary schools. The teachers' readiness measured from two aspects. The first aspect was teachers' perceived readiness, which deals with teachers' conceptual knowledge about 21st century education, teachers' attitude towards the implementation of 21st century skills, and teachers' understanding of the usage skills of 21st century skills. The second aspect was teachers' observed readiness analyzed from the lesson plan and assessment in the teaching and learning process and observed the teaching and learning process. However, this article focused on the teachers' perceived readiness on the usage skills of 21st century skills. The teachers viewed the students' readiness from how they understand and implement usage skills. On the usage skills, the teachers saw from every skill developed and reflected the students' behavior.

The results of this research analyzed from teachers' responses on the usage skills in the implementation of the 21st century skills. In the questionnaire, there were 22 items developed from the 21st century skills by Triling and Fadel (2009). The respondents responded to the items by choosing the rate of each item. The results of this research led to the readiness of the students in that private primary school' to implement 21st century skills. The results of the teachers' responses on the usage skills from private primary schools can be seen in the table below.

Table 1. Private Primary School Teachers Responses of Students' Readiness in the Implementation of 21st Century Skills

No	21 st Century Skills	Scale		
		Disagree (2)	Agree (3)	Strongly Agree (4)
Life and Carrier Skills				
1	Students can place themselves and be open-minded to every situation and condition around		11	4
2	Students can adapt and explore the new things and ideas		5	10
3	Students have the initiative to do something		4	11
4	Students can manage and spend time effectively	1	5	9
5	Students have the social skill and make friends regardless of Ethnicity, Religion, Race, and Custom		2	13
6	Students learn other's culture to expand the knowledge selectively		2	13
7	Students express their ideas to produce something		3	12
8	Students can give an opinion and take responsibility by showing the relevant evidence		9	6
9	Students have excellent leadership skill in doing their duties which given to them		10	5
10	Students always take responsibility for doing the duties		4	11
Learning and Innovation Skills				
11	Students think critically and solve the problem in the learning process		3	12
12	Students can communicate and build a good relationship with other students and all school residents		2	13
13	Students can collaborate with the other students in doing the project given in the learning process		3	12
14	Students utilize every chance from a different point of view to produce new ideas		5	10
Digital Literacy Skills				
15	Students can select the information to avoid hoax		5	10
16	Students can use digital and conventional media for useful things		7	8
17	Students can use the technology effectively		11	4

No	21 st Century Skills	Scale		
		Disagree (2)	Agree (3)	Strongly Agree (4)
Interdisciplinary 21st-Century Themes				
18	Students can learn from the problems in their environment and global		5	10
19	Students implement the aspects of Pancasila in their daily life		2	13
20	Students understand the importance of managing finances since earlier. For example, by saving money		7	8
21	Students care about their health by implementing the instruction on how to wash hands before and after eating, after going to the toilet, and doing activities		2	13
22	Students understand the importance of maintaining the environment and also showing their attentive by not throwing the garbage away		2	13
Total		1 (0,3%)	109 (33%)	220 (66%)

From table 1, it can be seen that the teachers from private primary schools in Buleleng showed that they were perceived themselves as being agreed and strongly agreed, even though there was one respondent who disagreed on for one item in the life and carrier skills. It indicated that teachers believed the students ready to implement 21st century skills. The explanation of every skill in 21st century skills as follows:

1. Life and Carrier Skills

Life and carrier skills are the skills used to prepare students to have work skills. The skills used to prepare students to face the needs of the work world. The skills are flexibility and adaptability, initiative and self-directed, social and cross-cultural skills, productivity and accountability skills, and leadership and responsibility skills. Those skills were having a different role in the process of learning.

a. Flexibility and Adaptability

In the flexibility and adaptability, all the respondents agreed that the students have the skills of being open-minded to see all the aspects in every point of view. Besides, the teachers believed that the students could be adaptive in placing themselves regarding the unpredictable conditions

b. Initiative and Self-Directed

Almost all of the respondents agreed that the students had the skills. The students have the initiative to do something. Therefore, the teachers no need to mandate or ask the students in the activity because of students' initiative skills. The students also can manage themselves as well as manage their time in learning effectively and efficiently. However,

there was a respondent disagreed that the students already have and implement the initiative and self-directed skills.

c. Social and Cross-cultural Skills

All of the private primary school teachers perceived that the students have social and cross-cultural skills. The teachers agreed that the students could live and survived in diversity. Respecting other cultures, learning the others' policies, and appreciate people's works.

d. Productivity and Accountability

In productivity and accountability, all of the respondents perceived that their students had the skills. It because the teachers believed the student could produce ideas and learning results as the prove of productivity skills. Besides, students can produce accurate and accountable learning results.

e. Leadership and Responsibility

The last skills in life and carrier skills are leadership and responsibility. In the real-life, the students must be able to be a leader for themselves and others. It should be the students' responsibility. The teachers believed their students have excellent skills and high responsibility while doing the duties. It showed by the students who always take responsibility for learning.

2. Learning and Innovation Skills

In the 21st century era of education, innovation in every aspect is needed to follow the changes in education. 21st century teachers and the students are following and adapting the innovation in learning. Learning and innovation skills involved critical thinking and problem-solving skills, communication skills, collaboration skills, and creativity skills. By looking at table 1, the respondents showed good responses to the items of learning and innovation skills as follows

a. Critical Thinking and Problem-Solving

In critical thinking and problem-solving skills, all of the respondents agreed that the students have the skills. The teachers believed that the students could use their ability to think to solve the problem in any situation as well as in the learning process.

b. Communication Skills

The teachers' responses towards communication skills indicated that the students' could implement the communication skills. It proved by the student who used the ability to communicate and build relationships among students, teachers, and schools' residents.

c. Collaboration Skills

The respondents from private primary schools agreed that students have the skills of collaboration. The teachers agreed that students could collaborate with the other students in learning. An example is in finishing the project given, besides the students can use the other ability in one project.

d. Creativity Skills

In creativity skills, the respondents agreed that students had creative skills. The teachers believed the students utilize every chance and be creative to produce ideas.

3. Digital Literacy Skills

In the era of technology, the students and teachers prepare themselves to move from the conventional way of teaching onto the technology-based era. The students must be able to adapt to the technical terms, and the conventional way of learning would replace time by time. The digital literacy skills, including information literacy, media literacy, and technology literacy skills as follows:

- a. Information Literacy
All of the respondents from private primary schools agreed students have the information literacy skills. The teachers perceived the students could manage, utilize, and cross-check the information from many sources to avoid the wrong information. The information literacy was done to select and get the information selectively.
- b. Media Literacy
Private primary schools' teachers marked on agreed and strongly agreed category in which indicated that the students have the media literacy skills. The teachers perceived that the students ready to implement 21st century skills in terms of media literacy because the students could use digital and conventional media for useful things.
- c. Technology Literacy
In the 21st century, the teachers and students were asked to use the technology. Effectively. Therefore, the teachers agreed that the students could use the technology effectively in the teaching and learning process. The technology can be used for research, gain, create information, etc.

4. Interdisciplinary 21st Century Themes

According to P21 (2010), interdisciplinary 21st-century themes help to promote the understanding of academic learning. The interdisciplinary 21st-century skills, including global awareness, civic literacy, financial literacy, health literacy, and environmental literacy as follows:

- a. Global Awareness
In global awareness, the respondents agreed that the students had an awareness of global issues and problems. The teachers perceived the students could learn from the issues around them.
- b. Civic Literacy
The respondents from private primary schools perceived that their students ready to implement civic literacy. It was found that the teachers agreed the students could implement the aspects of Pancasila's value in life. Besides, civic literacy taught the students to understand the policy around them.
- c. Financial Literacy
The importance of managing finance since earlier become one of the teachers' focus. Therefore, the teachers agreed students could manage their finance from the small things done, such as saving money or raising money by themselves. Besides, in financial literacy, the teachers believed students could choose economically and understand the role of economics in society (Partnership for 21st Century Learning, 2010).
- d. Health Literacy
In the health literacy, the respondents agreed that their students could keep their health. The teachers perceived that the students understand the importance of keeping and knowing the self-health.
- e. Environmental Literacy
In environmental literacy, the teachers perceived that the students understood the importance of maintaining the environment. The students kept the environment, such as recycling the used things, keeping the environment clean, not using a single plastic, etc.

From the findings on the questionnaire of usage skills in the implementation of 21st century skills, it can be found that the teachers were highly confident in perceiving that the students were ready to implement the 21st century skills. In the learning process, the students' readiness also being the responsibility of the teachers. Teachers, as the school staff, need to know the students'

needs because the teachers have an important role in the teaching and learning process (Rusdin, 2018). As the 21st century students, the students have to be compatible with the skills to enrich their knowledge in 21st century era. The role of the teachers and school is important since the school should provide the students to master the skills in the 21st century (Zubaidah, 2016). The teachers also take responsibility for the students' achievement of how successful the implementation of the skills in the learning process (Rusdin, 2018).

Besides, the students also prepare to face global issues and change the conventional way of learning to be global (Zubaidah, 2016). One of the ways to prepare the students is by training the students and preparing the students to have all the 21st century skills. As the results of the questionnaires, the teachers perceived that the students have and ready to implement the life and carrier skills, learning and innovation skills, digital literacy skills, and interdisciplinary 21st century skills. The teachers highly agreed that students' readiness was reflected in the students' behavior, as mentioned in the items of the questionnaire. It lined with the important reasons for training 21st century skills. There are three important reasons for implementing the 21st century skills, namely economic reason, citizenship reason, and globalization reason (Mahanal, 2014).

Mahanal (2014) explained that in the 21st century, the students expected to master the technical skills, which help to lessen the cost. Besides, in economic globalization, it required the people to have communication skills and high order thinking to solve the problem in the environment. For citizenship reasons, the students trained to contribute themselves, understanding the regulation, identifying the problems to understand the global issues and policy. In globalization reason, the students prepared to face the internationalization and globalization. The students would be able to be competitive in the global area. From those reasons, it can be analyzed that the students have big challenges to ensure themselves as being 21st century students.

Further, 21st century teachers also teach the students to be competent in every aspect. There are four pillars in education for preparing the students in line with the implementation of 21st century skills. Those four pillars are learning to know, learning to do, learning to be, and learning to live together (UNESCO in Syamsuri & Ishaq, 2010). According to Zubaidah (2016), learning to know means the activity of gaining and utilizing the material that related to the modern era. The skills that suitable for the first pillar are the interdisciplinary 21st century themes in which prepare the students to face the challenges in working-life. In learning to do, the students are expected to be adaptive in society to select the information. Therefore, students need learning and innovation skills and digital literacy skills.

Learning to live together involved all the skills in the 21st century because the students can manage themselves and respect others in working (Zubaidah, 2016). Learning to live together also asked the students to use all the skills because every skill is connected. The last pillar is learning to be. In the learning to be, the students expand their skills on life and carrier skills. The students learned to respect others, responsible for theirs and others, and developing students' self in learning. From those pillars and 21st century skills, it can be found that the aspect of them is connected. The students were more ready to implement the skills because it also covered on the four pillars of education. The importance of 21st century skills also in line with the previous study from (Tuzlukova, Al Busaidi, Burns, and Bugon (2018) in which teachers believed that the skills are beneficial for the students in 21st century education.

CONCLUSIONS AND SUGGESTIONS

Based on the results of this research, teachers' perceptions of the implementation of 21st century skills were showing good results. The teachers perceived that the students were ready to implement the 21st century skills. It showed by most of the teachers marked on the agreed category and strongly agreed category to ensure that students have and implement the skills in the learning process. The students' readiness cannot be separated from the teachers' preparation to ensure the students learning outcome because it was the teacher's responsibility (Rusdin, 2018). The students' readiness from the private primary schools showed that they are ready to implement life and carrier skills, learning and innovation skills, digital literacy skills, and interdisciplinary 21st century themes.

Even though this research provided the information on teachers' perception on the students' readiness in the implementation of 21st century skills in private primary schools in Buleleng, but further and depth research on the larger group of private primary schools need to be conducted. It is needed to draw the situation of private primary school students in implementing the 21st century skills. The future researcher needs to explore other's aspects of the implementation of 21st century skills. Besides, involving more respondents is also needed to get more various data and information.

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