



An Analysis Of The Implementation Of Learning And Innovation Skills In 21st Century Education In Teaching English As Foreign Language In Sma Negeri 2 Singaraja

Prayoga, H.¹, Padmadewi, N. N.², Agustini, D. A. E.³

^{1,2,3} English Language Education, Ganesha University of Education, Bali, Indonesia

ARTICLE INFO

Article history:

Received 10 July 2020

Received in revised

Form 01 August 2020

Accepted 18 August

2020

Available online 3

October 2020

Keywords:

21st century skills,
learning and innovation
skills

ABSTRACT

The 21st century education brings changes in the classroom practices that are increasingly complex along with the development of the technology. This demands the teachers to adapt their teaching and insert 21st century skills in the classroom. This research aimed data analyzing how English teachers implements learning and innovation skills of 21st century education in teaching English as a foreign language in SMA Negeri 2 Singaraja. A mixed-method was implemented as the method in this study. The research subjects were 4 English teachers in SMA Negeri 2 Singaraja. Due to pandemic situation of Corona virus, the data were collected using questionnaire and interview without observations. The results of the questionnaire and interview showed that English teacher inserted learning and innovation skills in their objectives and activities in lesson plans and the English teacher taught the students by inserting the learning and innovation skills. However, the teachers faced problems especially in choosing appropriate materials for their students who are in different levels of abilities.

1. Introduction

Education is one important part in human life. Many people try to follow all steps of education to succeed in their life. Many people state that education is one demand of their life. It means that education is an assertion and belief that it will be able to help people's future. Education is not a simple case of our life. In the 4.0 era, the concept of 21st century education is important. The 21st century education brings the world changes that are increasingly complex as the flow of information increases and becomes more accessible day by day. 21st century education encourages student to have 4C skills, which include communication, collaboration, creativity, and critical thinking skills. According to Bedir, (2019), 4C skills are important to be fostered to student because in the teaching program, the 4C skills will help the teacher in preparing the student in the future. Teaching students to be successful in a 21st century, knowledge-based economy requires a different way of teaching.

Nowadays, The National Education Department has changed the previous curriculum named curriculum 2013 with the new one called The Revised Curriculum 2013. It has been implemented in Indonesia since 2017. The 2013 curriculum is a national curriculum design to improve the quality of education in Indonesia in terms of knowledge Zulhernanda, (2018). The 2013 curriculum is undoubtedly an inseparable part of education. In Indonesia, education curriculum has already undergone several changes. The 2013 curriculum is a product of the changes of education in 21st century. Curriculum is developed in order to give the solution in some cases in Indonesia. This new curriculum includes the competence of knowledge, skills, metacognition, and character. Skills relate to the use of knowledge and engage in a feedback loop with knowledge. Character qualities describe how one engages with and behaves in the world. Metacognition fosters the process of self-reflection and learning how to learn, as well as the building of the other three dimensions Giacalone, (2015). Then, to realize the quality of students' skills in creative thinking, flexible problem solving, collaboration and innovative skills, 4C skills are implemented in the revised curriculum in 2013.

The lesson plan that teachers make have to be based on the curriculum that they use in their school. It is not easy because in designing the lesson plan, they need to consider the level of their students

Corresponding author.

E-mail addresses: hendriyanaprayoga@gmail.com (Prayoga), nym.padmawati@undiksha.ac.id (Padmadewi), eka.agustini@undiksha.ac.id (Agustini)

so that the lesson plan that they make suitable to their students. Before the teacher teaches the student, teacher must prepare teaching strategy that the teacher uses for a particular lesson and for the specific objective for the particular lesson that they will teach. It is important to plan activity that provided the direction of what the teacher will teach and what the students will do into the lesson plan (Shen et al., 2007). According to Nesari and Heidari (2014), the key factor of a learning process is a lesson plan. A lesson plan can be an appropriate way for promoting the quality of education. As a guide for the teacher, what, when, where and which strategies or the method that can be applied for the students in the learning process, also how to assess.

2. Methods

This research implemented mixed-method. According to Creswell, (2014), mixed method design is combination between quantitative and qualitative approach that provides a complete understanding of a research problem. Mixed-method was used to answer the research problems. SMA Negeri 2 Singaraja was the setting of this study. It was located at Jl. Srikandi No.6, Baktiserage, Kec.Buleleng, Kab. Buleleng. 4 English teachers in SMA Negeri 2 Singajara were the subject of the study.

The data collection was done by several processes. The first process was got permission and observation for conducting the data. The second process was created questionnaire and interview guide as instrument for collecting the data. The third process was gave the questionnaire and interview guide. After conducting the data, the analysis of the data were needed to determine of implementation of learning and innovation skills.

The data analysis was done by using SPSSX 24 program. This had function to determine the descriptive and inferential analysis of the data. The descriptive analysis was containing of mean, median, variance, standard deviation, maximum and minimum score. The analysis of qualitative data had a function to find out the implementation of learning and innovation skills in 21st century education in teaching English as foreign language.

3. Result and Discussion

The Way the English Teachers inserted the learning and innovation skills in 21th century education in Lesson Plan

Table 1. The ways the English teachers inserted the 4C in the lesson plan.

No	Statement	Strongly Disagree	Disagree	Partially Agree	Agree	Stongly Agree
How does the English Teachers in SMA Negeri 2 Singarajains ertthe learning and innovation skills in 21 th century education in Lesson Plan?	1	Inserting learning and innovation skills (4C) in lesson plan is important to teach student.			25%%	75%
	2	The 4Cs are inserted in the statements of objectives.				75% 25%
	3	The 4Cs are also inserted in the procedure of teaching.			50%	50%
	4	Applying learning and innovation skills (4C) in teaching learning process is important.				75% 25%
	5	Preparing teaching and learning process by using learning and innovation skills (4C) is important.				50% 50%

6	Inserting learning and innovation skills (4C) in lesson plan can be easier to teach students.	50%	50%	
7	Inserting learning and innovation skills (4C) in lesson plan guide the teachers, what, when, where and which strategies or the method that can be applied for the students in the learning process.	25%	25%	50%
8	Inserting learning and innovation skills (4C) can make the students understand learning material.	25%	25%	50%
9	In teaching and learning process we need to prepare medias and activities to support learning and innovation skills (4C) in order the student to achieve the goal.		75%	25%
10	Inserting learning and innovation skills (4C) make it easier for the teacher to give students individual and group grades.			100%
11	It's hard for you to prepare the teaching and learning process by using learning and innovation skills(4C).	25%	50%	25%
12	I like and prefer to insert learning and innovations skills (4C) in teaching and learning.		50%	50%
13	The 4Cs are also reflected in the assessments.	50%	25%	25%

The table of the questionnaire above shows the percentage of how teachers insert the learning and innovation skills in 21th century education in Lesson Plan.

There are 13 statements about How the English Teachers in SMA Negeri 2 Singaraja insert the learning and innovation skills in 21th century education in Lesson Plan given to the teachers. From the questionnaire answered by the teachers, it is stated that inserting the learning and innovation skills in 21st century education in lesson plan is important to teach student. The teachers will be easier to control the class and also manage the learning and studying in the classroom. Furthermore, inserting learning and innovation skills helps the teacher in analyzing students' achievements.

In addition, it is also stated that learning and innovation skills also need to be inserted in the statements of objectives. By doing so, the teachers will know the goals of the learning and teaching process conducted in classroom. Thus, learning and innovation skills will help the teachers to design strategy or method in teaching and learning process. Inserting 4C in statements of objective also helps the teachers choose the suitable activities for the students.

The 4Cs are also needed in the procedure of teaching. It will be the idea of how the teachers conduct the learning process. Applying 4Cs is important for the teachers in teaching learning process because it can help the teachers in guiding the students in comprehending the materials and building the students creativity, critical thinking, collaboration and communication.

Teacher needs to prepare teaching and learning process by using learning and innovation skills and insert learning and innovation skills (4C) in lesson plan in order to be able to guide the teachers about what, when, where and which strategies or the method that can be applied for the students in the learning process so that the students can understand the learning materials well.

Furthermore, teachers need to prepare media and activities to support learning and innovation skills (4C) in order to make the students achieve the goal. However, sometimes the teachers find it difficult to prepare the teaching and learning process by using learning and innovation skills(4C).The teacher tends to like and prefer to insert learning and innovation skills (4C) in the process of teaching and learning. This is supported by the result of interview.

Table 2. The ways the teachers inserted 4C based on the interview

Questions	Answers
How important for the teacher to insert learning and innovation skills (4C) in teaching learning process?	For english teacher, english teacher is very important very crucial for teacher in industry 4.0 because now we face very advance technology and the students also there is surrounded by so many advance technology that they have to be able to use that to support they life. So it's very crucial for necessary for the teacher to develop their learning and innovation skills. In here 4C in categories collaboration, creativity, critical thinking and communication, so the teachers have to insert that four aspects in every teaching learning process in our school
How important is the application of learning and innovation skills (4C) in teaching learning process?	Of course it's very important the implementation and the application of this kind of the skills inserting learning and innovation skills to real application and the teachers have to also to do real context and the teachers can invite student to internalize their knowledge on topic but also teachers always insert learning and innovation skills.
How do you prepare the teaching and learning process by using learning and innovation skills (4C)?	The teachers have got such kind of workshop and such kind of training this kind of method. The teachers have to tour guide to the student, teachers have to know character of the student and the style their learning. And also we have to mapping their character, mapping their ability so the teachers can categories the students which one is lower one which one higher one. so we can search them with the correct model of teaching.
How difficult for you to prepare the teaching and learning process by using learning and innovation skills (4C)?	Very difficult for teachers especially for the kind of student in SMA Negeri 2 Singaraja it's very extremely difficult for me. The student also can not rely all on the teacher they have learn by themself.

There are 4 questions about How the English Teachers in SMA Negeri 2 Singaraja insert the learning and innovation skills in 21th century education in Lesson Plan given to the teachers. From the interview with the teachers, it can be stated that inserting the learning and innovation skills in 21st

century education in lesson plan is important because in industry 4.0, the teachers face very advanced technology and the students do too. Moreover, students are also expected to be able to use the advanced technology to support their lives. Thus, it is very crucial for the teachers to develop their learning and innovation skills in inserting learning and innovation skills in lesson plan.

Furthermore, the implementation and the application of this kind of skills are also crucial considering the fact that inserting learning and innovation skills to real application will enable teachers to give contextual teaching and learning process which makes it easier for students to internalize their knowledge on the topic.

The ways the English teachers teach students based on learning and innovation skills in 21st century education.

Table 3. Data about the ways the teachers teach the students based on learning and innovation skills

	No	Statement	Strongly Disagree	Disagree	Partially Agree	Agree	Strongly Agree
How does the English teachers teach students based on learning and innovation skills in 21 st century education?	1	Learning and innovation skills (4C) in teaching learning process is important.				100%	
	2	Teachers always apply learning and innovation skills (4C) in teaching learning process.				25%	75%
	3	Students like to study by using learning and innovation skills (4C).				50%	50%
	4	4C are also reflected through Brainstorming and seeking out opportunities for students to improve their ideas and on the way they react to the situation.				50%	50%
	5	4C are also reflected through manipulating models and simulating for the students to experiment and create new ideas.				100%	
	6	4C are also reflected through facilitating the students in organizing, classifying, questioning or evaluating the work of their classmate.			25%	75%	
	7	4C are also reflected through breaking problems into smaller or simpler parts and developing criteria in solving problems.			25%	25%	50%
	8	4C are also reflected through the work sheet activities for the students.				100%	
	9	4C are also reflected through creating collaborative group activities to encourage			25%	75%	

	participation and share leadership.		
10	A Learning and innovation skill (4C) is an effective in teaching and learning.	25%	75%
11	Other activities (please mention.....)		

The table above shows the percentage of how teachers implement learning and innovation skills in 21st century education in teaching English as foreign language in SMA Negeri 2 singaraja. This checklist was made based on how the English teachers teach students based on learning and innovation skills in 21st century education.

There were 10 statements given to the teacher about how the English teachers teach students based on learning and innovation skills in 21st century education. From the questionnaire answered by the teachers, it can be concluded that learning and innovation skills (4C) in teaching learning process is important because teachers of today are preparing students of tomorrow for jobs that do not yet exist. In order to succeed in the future, students are required to be innovative and creative problem solvers. They must know how to look at a problem and find a solution to it - either something they create or know how to find the answer.

Teachers who always apply learning and innovation skills (4C) in teaching learning process will find it easier to design strategy or method in teaching and learning process since it will enable them to choose the suitable activities for the students. 4C are also reflected through Brainstorming which gives opportunities for students to improve their ideas and the way they react to the situation. Additionally, the students will need to know how to work together to solve these problems. It can be stated that by implementing 4C, there will be no loner sitting at the desk who has the bright idea, but the group as a whole that brainstorms and comes up with the best solution. Teaching the students by using learning and innovation skills can be a manipulating and simulating means for the students to experiment and create new ideas because in 4Cs, there are critical thinking and creativity where students can express their creative ideas and also think critically in learning and teaching process.

In regards to facilitating the students in organizing, classifying, questioning or evaluating the work of their classmate, the teachers play a role as the facilitator in 21st century learning. Thus, students can exchange ideas or ask questions to the teacher. Not only with teachers, students can also exchange ideas with friends in class providing input to their friends. 4C is also seen to be reflected through worksheet activities for students. This can be done to find out students' knowledge in working on the problems. 4C reflected through creating collaborative group activities is meant to encourage participation and share leadership. In this case students can work in groups to solve shared problems, exchange ideas and respect each other. It is safe to say that Learning and innovation skills (4C) is effective skills to be implemented in teaching and learning. It is for it makes students like to study by using learning and innovation skills (4C). This is supported by the result of interview.

Table 4. Data about the ways the teachers teach the students based on learning and innovation skills

Questions	Answer
How do you implement learning and innovation skills (4C) in teaching and learning process?	In implement learning and innovation skills teachers must be able to give questions about what material will be learned for students to build critical thinking, teachers can also ask students to create groups so students can build collaboration and communication, after that the teacher can allow all groups to argue so students can build their creativity.
How often learning and innovation skills (4C) are applied in teaching learning process?	It's not very often because of the student character is difficult to adapt the new model.
What the student changes after learning English by using learning and innovation skills (4C)?	They can learn each other, they can build cooperativeness each other, sharing the ideas and also respect each other as well as how they can present the result of their learning toward other and they can agree and disagree the opinion their friends.

That is very good point to build their character.
 What factors do effect the change the students? The factor do effect student’s change is collaboration and communication in 4C skills.

There are 4 questions about How the English Teachers in SMA Negeri 2 Singaraja teach the students based on learning and innovation skills in 21th century education given to the teachers. From the interview with the teachers, it can be inferred that in implementing learning and innovation skills, teachers must be able to give questions about what material will be learned for students to build critical thinking. Teachers can also ask students to create groups so students can build collaboration and communication. After that, the teacher can further allow all groups to argue so students can build their creativity.

Teachers in SMA Negeri 2 Singaraja stated that they did not very often teach the students using learning and innovation skills because of the students’ characters which are difficult to adapt the new model despite the fact that in teaching learning process, the use learning and innovation skills can change students in learning process in the classroom. The students will be able to learn each other, build cooperativeness each other, share the ideas, respect each other as well as present the result of their learning toward other if this skill is implemented. The students can further learn to agree and disagree towards opinion their friends which is very good point to build students character.

Factors that greatly affect students’ changes in teaching learning process in the class are collaboration and communication in 4C skills. It is for in collaboration the students can share ideas with each other and in communication, the students can be active to speak English and giving opinion to each other.

The challenges faced by the teachers in teaching English based on learning and innovation skills in 21st century education.

Table 5. Data about the challenges faced by the teachers in teaching learning process

No	Statement	Strongly Disagree	Disagree	Partially Agree	Agree	Stongly Agree
1	It is hard for the teachers to implement learning and innovation skills (4C) in teaching and learning process.				100%	
2	There are any problems that you faced in implementing learning and innovation skills (4C) in teaching learning process.			25%	50%	25%
3	There are any problems faced by the students in learning English by using learning and innovation skills (4C).				75%	25%
4	Students can’t improve their ideas to react the study.				75%	25%
5	Learning and innovation skills (4C) can’t increase students learning intentions.			25%	75%	
6	Students are not				75%	25%

	active in teaching and learning process.			
7	Learning and innovation skills can make the student bored in teaching and learning.	25%	50%	25%
8	Students make noise when working on group assignment.		100%	
9	Students Cannot conclude the learning obtained.		50%	50%
10	Learning and innovation skills (4C) supported teaching is waste of time.		50%	50%
11	Other problems faced (please mention):.....			

There were 10 statements about the challenges faced by the teachers in teaching English based on learning and innovation skills in 21st century education that were given to the teachers. From the questionnaire answered by the teacher, it is stated that sometimes they faced difficulties in implementing the skills because each student had different knowledge thus the teachers found a little difficulty in determining what material and methods would be best applied in learning so that all students could follow the learning well.

There are many problems that teachers faced in implementing learning and innovation skills (4C) in teaching learning process. Firstly, there are some students who do not like learning English. It becomes an obstacle for teachers in implementing learning and innovation skills in the teaching learning process because students who do not like learning English tend to be quiet and not active in class. Next is regarding to the problems faced by students in learning English. Students usually do not understand what is explained by the teachers and students cannot speak English well. They cannot improve their ideas to react in learning because there are some students who do not like English lessons. The detail information about the problems is described in the table below as the result of the interview.

Table 6. Data about the challenges faced by the teachers in teaching learning process based on interview

Questions	Answers
How difficult for you to implement learning and innovation skills (4C) in teaching and learning process?	Is there difficult for me to implement this method because the student in SMA Negeri 2 Singaraja have different knowledge. Is there lower and higher knowledge, sometimes I must to explain the material twice or more.
What problems that you faced in implementing learning and innovation skills (4C) in teaching learning process?	The problem that I faced when I implement this method if there student who don't like English lesson. They just kept quite and only listened to what I explained.
Is there any problems faced by the students in learning English by using learning and innovation skills (4C)?	Clearly there is problems that student faced in learning English by using learning and innovation skills. I said before that Students who have lower knowledge and don't like English lesson they just follow the learning by just listened teacher explained not participated in learning and not being active in class.
What are the solutions to the problems that you	The solution that I did was how I made students

faced in implementing learning and innovation skills (4C) in teaching learning process?

active in the class and followed the learning using this method. and also when students do group work, I as a teacher divide students by leveling up students who have lower knowledge and higher knowledge.

Could you conclude whether teaching English by using learning and innovation skills (4C) make it easier for you to teach English or not?

I think teaching English using learning and innovation skills is quite difficult to apply in class because not all students have the same abilities, but using learning and innovation skills can make students work in groups, respecting the opinions of other and sharing ideas.

There are 5 questions about what are the challenges faced by the English Teachers in teaching English based on learning and innovation skills in 21th century education that are given to the teachers. From the interview with the teachers, it is found out that the teachers found it difficult to implement this method because the students in SMA Negeri 2 Singaraja have different background knowledge. Due to this different level of knowledge, sometimes the teachers must explain the material twice or more making the teaching learning process time consuming. Another difficulty faced by the teachers in implementing this method is when there are students who do not like English lesson. The students just kept quiet and only listened to what the teachers explained.

The solution that the teachers did was making the students active in the class and follow the learning using this method. When students do group work, the teachers divide students by combining those who have lower knowledge and higher knowledge. To sum up, the teachers believe that teaching English using learning and innovation skills is quite difficult to apply in class because not all students have the same abilities, but they also believe that using learning and innovation skills can make students work in groups, respect the opinions of other and share ide. The specific objective of this study's research was to provide an analysis of the implementation of learning and innovation skills in 21st century education in teaching english as foreign language in SMA Negeri 2 Singaraja. The discussion for the first objective is divided into three subsections based on the dimension of the teacher perception questionnaire. The discussion can be viewed as subsections below.

The Way English Teachers inserted the learning and innovation skills in 21th century education in Lesson Plan

Based on that result, it showed that the teachers of SMA Negeri 2 Singaraja were very confident with their understanding in the 21st century education framework. Therefore, the elementary school English teachers perceived that they were very confident with their knowledge in 21st century education in order to prepare the students to obtain the skills in it. Ulum, (2015) states that preparing lesson plans is an important part that must be considered, which will determine the overall quality of learning and determine the quality of education and the quality of human resources (HR), both in the present and in the future. It is in line with the results in the questionnaire of the insertion of a 21st century education framework in the respondents' lesson plan. Based on the results of the questionnaire, it was found that English teachers in SMA Negeri 2 Singaraja ready in inserting learning and innovation skills in 21st century education in their lesson plan.

Based on the results of the first dimension in the questionnaire of how the teachers insert learning and innovation skills in lesson plan, it was found that the majority of the teacher's respondents agreed that inserting learning and innovation skills in lesson plan is very important to the teachers to help them in learning and teaching process and also help the students to acquire the understanding of the principles and concepts of the material.

This is consistent with the findings of Mustafa (2014) research, which indicates that 21st century is the era of information explosion because of the exponential growth of content knowledge in any discipline of study. The situation made it difficult for students or teachers to learn everything in their choice of study. Curriculum and educational processes must be designed to help students to acquire the understanding of the principles and concepts that will help them develop problem-solving skills, not the acquisition of knowledge that can be easily forgotten.

The way the English teachers teach students based on learning and innovation skills in 21st century education.

21st century education encourages student to have 4C skills, which include communication, collaboration, creativity, and critical thinking skills. According to Bedir, (2019), 4C skills are important to be fostered for student because in the teaching program, the 4C skills will help the teacher in preparing the student in the future.

The results of how the English teachers teach students based on learning and innovation skills in 21st century education infer that learning and innovation skills in teaching learning process is important and teachers should always apply learning and innovation skills in teaching learning process.

This finding is in line with the finding of the research conducted Wijaya, Sudjimat, & Nyoto (2016) which argued that 21st century education is one way to produce qualified human resources. Beside that, 21st century education also explains that many technological developments and many jobs are replaced by machine. Changes in education are a necessity in facing new challenges in the world. In addition to the development of skill in 21st century education, they said that in order to improve 21st century education competencies, cooperation with institutions is needed to correspond the needs of the 21st century.

The challenges faced by the teachers in teaching English based on learning and innovation skills in 21st century education.

Teachers stated that sometimes there found difficulties in implementing learning and innovation skills (4C) in teaching learning process. The students were also analyzed to face difficulties in learning English by using learning and innovation skills (4C). The big challenge, however, knows how to support and teach these skills in schools and classrooms. Furthermore, the most common problem to stimulate students' 4C skills in teaching practice is selecting activities of 4C. Mustafa, (1995) explained that 21st century is the era of information explosion because of the exponential growth of content knowledge in any discipline of study. The situation made it difficult for students or teachers to learn everything in their choice of study.

In the data analysis, the results of questionnaire and interview score were analyzed by using descriptive analysis. Mixed method was used to know teachers' responses about the implementation of learning and innovation skills, especially when they used learning and innovation skills in their teaching and learning process. The quantitative method had been done by giving questionnaire to the teachers. The purpose of giving questionnaire was to know the teacher's response after the implementation of learning and innovation skills in teaching and learning process. The questionnaire was delivered by the researcher on May 12 2020. The questionnaire was distributed to the teacher in SMA Negeri 2 Singaraja. In this questionnaire, there were about 33 statements in the questionnaire. Qualitative method had been done by giving interview guide to the teachers. There were 13 questions in interview guide that were divided into 3 sub variables such as how does the English teachers insert learning and innovation skills in lesson plan, how does the teachers teach the student based on learning and innovation skills and the challenges faced by the teachers implement learning and innovation skills

4. Conclusion

Based on the result of finding that has been presented previously, it could be concluded that the implementation of learning and innovation skills in teaching English is very important to the teachers to teach students and improve student's productive skill in SMA Negeri 2 Singaraja. The researcher compiles the conclusion as follows:

In inserting learning and innovation skills in teaching English, it can be concluded that the teachers can prepare teaching and learning process to guide what, when, where and which strategies or the method that can be applied for the students in the learning process which can make the students understand learning material and also the teachers will be easier to control the class and manage the learning and studying in the classroom. By inserting learning and innovation skills, the teachers will be easier in analyzing the students' achievement

In regards to teaching the students based on learning and innovation skills, it can be concluded that by using learning and innovation skills in teaching learning process, the teacher can build student's productive skill in SMA Negeri 2 Singaraja. The students can learn each other, build cooperativeness each other, share the ideas and also respect each other as well as practice the ways they can present the result

of their learning toward other. The students can also learn how to agree and disagree with the opinion of their friends'.

Last can be concluded that the challenges faced by the teachers in implementing learning and innovation skills in teaching learning process did exist because students in SMA Negeri 2 Singaraja have different knowledge which makes them have to explain the material twice or more. In addition, the result of questionnaire and interview also proved that the students had positive responses after they learn using learning and innovation skills. Then, it could be concluded that learning and innovation skills is an appropriate teaching method to improve students' productive skill in teaching and learning process.

References

- Bedir, H. (2019). Pre-service ELT teachers' beliefs and perceptions on 21st century learning and innovation skills (4Cs). *Journal of Language and Linguistic Studies*, 15(1), 231-246. <https://doi.org/10.17263/jlls.547718>
- Creswell, J. W. (2014). An Introduction to Mixed Methods Research slides. *Ssp, University of Nebraska-Lincoln*, 43. <https://books.google.nl/books?hl=nl&lr=&id=51UXBAAAQBAJ&oi=fnd&pg=PR1&dq=creswell+mixed+methods+notation&ots=69GpJ4RsNA&sig=RS6mWCewEIVBXq85S48z1zOPPVM>
- Giacalone, R. A. (2015). Character Education for the 21 st Century: What should students learn? *Center for Curriculum Redesign*, 3(4), 29.
- Mustafa, D. (1995). Responding to The Demand of 21st Century Teaching and Learning : the Case of Higher Education in Indonesia. *Teaching and Learning in the 21st Century:Challenges for Lectures and Teachers*, 80-88.
- Nesari, A. J., & Heidari, M. (2014). The Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teachers' Attitudes. *International Journal of Foreign Language Teaching & Research*, 3(5), 25-31.
- Shen, J., Poppink, S., Cui, Y., & Fan, G. (2007). Lesson planning: A practice of professional responsibility and development. *Educational Horizons*, 85(2000), 248-258.
- Ulum, M. N. (2015). *M. nurul ulum*.
- Wijaya, E. Y., Sudjimat, D. A., & Nyoto, A. (2016). Transformasi Pendidikan Abad 21 Sebagai Tuntutan Pengembangan Sumber Daya Manusia di Era Globalisasi. *Prosiding Seminar Nasional Pendidikan Matematika 2016*, 1, 263-278.
- Zulhernanda, W. (2018). Teachers' Perceptions on Application Of 2013 Curriculum for Elementary School in Medan. *Advances in Language and Literary Studies*, 9(1), 62. <https://doi.org/10.7575/aiac.all.v.9n.1p.62>