

## **Teacher Readiness in Promoting 21st-Century Skills in Teaching English as a Foreign Language at Primary Schools**

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### **Article Info**

#### *Article History*

Received:

July 2020

Accepted:

Sept 2020

Published:

Nov 2020

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#### *Keywords:*

*21st century skills,  
teachers' readiness,  
teachers' perception*

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### **ABSTRACT**

Twenty-first-century skills have been long known and used to accelerate teachers' quality and education in Indonesia. The skills that include life and career skills, learning and innovation skills, media, technology, and information skills must be inserted into classroom practices to improve students' learning competencies and learning outcomes. Despite its importance and having been long introduced, there is still limited research conducted on the investigation of primary teachers' readiness to promote classroom skills. Therefore, this study aims to analyse the primary school teachers' readiness to promote 21st-century skills. The readiness was analysed in two dimensions: readiness in terms of 21st-century skills concepts as indicated by self-perception about 21st-century learning and indicated by their readiness in the actual implementation. Six primary school teachers from several schools in Bali were involved. The study used a mixed-method design, and the data were collected using questionnaires, interviews, and direct observation. The data were analysed using descriptive quantitative analysis and supported with qualitative description. The results show that the teachers perceived themselves as ready to implement the skills; however, direct observations show different findings. Some of the skills are not implemented. This finding implies that teachers need to improve their understanding and develop competencies in implementing 21st-century skills.

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## **INTRODUCTION**

It is universally recognised that to survive in the twenty-first century, students must take much more than the core subjects offered in the school curriculum, and essential computer ability. The term "twenty-first-century sciences" is used frequently in educational circles to relate to the variety of skills and competencies that get beyond what has traditionally been learned in the classrooms, including problem-solving, communication, collaboration, creativity, and

innovation. Others define this term as "data literacy, media literacy, knowledge, communication, and engineering skill. This thought and insight that characterise 21st-century sciences are for educated people and all people who want to act productively in the force. Students require this complete expression of skills to act meaningfully in this digital reality rather than being steamrolled by it (Kurshan & McManus, 2017).

To meet the need of life, 21st-century skills must be acquired by all individuals. According to Trilling and Fadel (2009), 21st-century skills consist of the following skills such as (1) life and career skills, (2) learning and innovation skills, and (3) information media and technology skills. Mukhadis (2013) stated that the 21st century is also known as the age of knowledge. In this era, all alternative efforts to meet the needs of life in various contexts are more knowledge-based which deal with efforts to meet the needs of knowledge-based education, the development of a knowledge-based, the development and knowledge-based empowering, and industry-based knowledge. As the agents of classroom changes, teachers need to be ready with all the skills to survive in this century.

Along with the demand for life, people must adapt and develop themselves, which can be conducted through education. According to Barron and Darling-Hammond (2008), there has been an opinion that formal education has to be modified since the advent of the global movement calling for a new model for learning for the 21st century. This change is essential to bring up new forms of learning needed to overcome complex global challenges. Identification of student competencies that need to be developed is essential to face the 21st century. Barron and Darling-Hammond (2008) also state that standard methods stressing rote memorisation or basic processes would not improve students' critical reasoning capabilities or individuality. Everyone must participate in meaningful inquiry-based learning, value truth, relevance, and develop higher-order thinking skills.

The 21st-century learning aims at providing every student with learning competencies and developing their skills in order to be self-directed, active, having initiative, to be a problem solver and risk taker which require teachers to shift their roles as 'learning coaches' which is different from traditional teachers (Zubaidah, 2016). The teachers should provide guidance and many kinds of support needed to lead the students to have high order thinking skills, independent and autonomous learners. Teachers need to promote students' cognitive critical thinking and curiosity by providing beneficial experiences from which they build their new knowledge. Zubaidah (2016) reconfirms that teachers in the 21st century are not knowledgeable in every single theme in the school curriculum, but those who are professional in leading and supporting their students know how to find solutions to their problems, know and lead students learn how to learn. Teachers, for that reason, need to have knowledge and skills in order to be ready to lead and support their students in the 21st century. The teachers' readiness is essential for preparing students' 21st-century skills.

Realising the importance of the 21st-century skills and reviewing the previous research on the teachers' readiness in promoting the 21st-century skills, the investigation dealing with 21st-century skills is highly needed. Despite the fact that several studies have been conducted on teachers' readiness, similar research for English teachers of primary schools is still needed, especially for the context of Bali. This is because English is not part of the national curriculum

of primary school and still as a local content subject. The other reason for investigating the primary school English teachers' readiness is stimulated by the fact that there is no formal institution, yet which mainly prepares English teachers for primary school. For that reason, it is very important to analyse the teachers' readiness in teaching English at primary schools. This is the novelty of the research.

Referring to the importance of teacher contributions and preparedness, it is necessary to examine teachers' readiness to implement education in the 21st century, particularly in elementary schools. The readiness of elementary school English teachers to apply education of the 21st century is important to demonstrate their preparation and process of teaching and learning. In the 21st century, teachers have to be ready to teach the students, and they have to be able to have skills to teach based on 21st-century education characteristics. Lynch and Smith (2016) describe "readiness" as the state in which the organisational circumstances are such that school workers can participate in "improvement agendas." The readiness involves the ability to take parts for improvements as requested in this 21st-century era.

The 21st-century learning skills are highly needed by all primary school students in Indonesia who are prepared to be ready to take part in developing the country for its improvement. The importance of conducting this research is also logical because the readiness of the teachers influences the quality of the process of teaching and learning, which is the foundation for the next level of education. The skills of the 21st-century learning owned by the primary school students will clearly have impacts on the success of their further studies. The success of producing students to have 21st-century skills depends on the teachers' readiness.

Readiness is correlated with the shift in willingness and capacity to learn new skills or behaviours (Dalton and Gottlieb, 2003). Readiness is a stage of making some changes and willingness to act better. Action is the indicator of readiness. Husin; Awang; and Ahmad (2017) conducted research on teachers' readiness. In their instrument, the readiness was viewed from several factors such as knowledge, high attitude, and usage skills. People will be ready if they have enough knowledge about something. High attitude is required because the readiness is also indicated by the willingness to study something new and to act it out in actions, and usage skills are required in order to show the actual implementation. With regards to those definitions, it can be stated that readiness is pertaining to having the knowledge to reflect understanding and also having skills manifested in the usage or implementations.

Dalton and Gottlieb (2003) also note that preparation is a learning process. Some factors that influence the learning process in readiness can be personal, situational, and contextual. People have to have inspiration and interest in his mind, be in the stage of situation and subject they face on time, and contextually people must be able to use any facilities and technologies needed. The teachers need not only the readiness to incorporate education in the 21st century but also expectations of perceiving education in the 21st century. The perception of the teachers shows how teachers place themselves and view themselves when applying education in the 21st century. These things are important to be analysed in order to discover the readiness of elementary school English teachers in teaching and learning activities inserted with 21st-century skills. Readiness for that reason includes how the teachers perceive themselves as being ready, either personally reflected by having sufficient knowledge, situationally as indicated by being

ready to make changes in the classroom based on the current situation, or contextually by being ready to adapt oneself based on the contexts needed to be manifested in the actual implementations.

The importance of investigating teachers' readiness is also inspired by previous related research. Rusdin (2018) conducted a study on teachers' readiness which states that the teachers' readiness in implementing the 21st-century skills in high. Another research was also conducted by Balajadia (2015) investigating teachers' readiness in using ICT in their teaching. But the readiness was claimed to be limited by lacks facilities. Although several research had been conducted, research on teachers' readiness which involves primary school teachers in using English as a foreign language is hardly found. This research investigates how English teachers perceive themselves in teaching English and analyse their readiness in the actual implementation in the 21st century.

## METHODS

The research method used in this study was a mixed-method design. The research subjects were English teachers who implement the 21st-century learning skills. Since English is not an obligatory subject in the national curriculum and treated as optional local content, the inclusion of the teachers in this research was based on the existence of English in their school curriculum. The research object in this research was the teachers' readiness in implementing 21st-century learning skills which were analysed in terms of the lesson plan, teaching procedure, and assessment conducted. The data were collected using a questionnaire. The questionnaire was used to assess the teachers' readiness. To guarantee the quality of the questionnaire, the reliability of the questionnaire was calculated through Cronbach Alpha formula in SPSS 24. From the respondents who answered the questionnaire for the reliability, it was found that the reliability was 0.923, which is considered to be high. The content and the construct validity were judged by two experts, and their results were both relevantly high. They self-assess their own perception and judge how they perceived their own readiness. To triangulate the findings, the data were also supported with direct observations, document analysis and interviews to clarify any confusion or irrelevance. The data were analysed by calculating the questionnaire responses using descriptive quantitative analysis and support with qualitative description and interpretation.

## RESULTS AND DISCUSSION

To obtain the data, a theory by Trilling and Fadel (2009) about the framework of the 21st century was used. As it was previously mentioned, Trilling and Fadel (2009) state that education in the 21st century is divided into three main skills, namely life and career skills, skills in learning and innovation, and skills in information, media, and technology. In order to investigate the teachers' perceived readiness, their understanding of the 21st-century skills is self-assessed.

### *Teachers Perceived Readiness in Implementing 21<sup>st</sup>- Century Skills*

The teachers' readiness is viewed from two perspectives to show their perception about their readiness, and to analyse their action and willingness to learn new skills. The first one is how

they are cognitively ready and having a high attitude. This readiness is indicated by a good understanding of what to teach, how to teach and when to teach and supported with a good attitude about 21st-century skills. The second one is by observing their actual action in implementing the skills. The first one was assessed by questionnaire, and the second was analysed through direct observation and document analysis, which is supported with interviews. The questionnaire was in the form of Likert-type one with four options such as 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. The following is the teachers' perception of their readiness.

| Aspect                      | Teachers' perceived readiness   |
|-----------------------------|---|
| <b>Conceptual knowledge</b> | The teachers perceived themselves as 100% having good understanding of conceptual knowledge. It was collected through the questionnaire results where 63.9% chose the 'strongly agree' category, and 36.1% chose the 'agree' category toward the questions about their agreement toward the conceptual knowledge of the 21 <sup>st</sup> -century skills. It can be interpreted that they feel ready to insert the skills in classroom practices. |
| <b>Attitude</b>             | The teachers had a 98.6% positive attitude toward the implementation of the skills. These results were collected from the questionnaire results where 44.4% of respondents chose the "always" category, and the other 54.2% chose the "often" category. The results indicate that the teachers perceive themselves as having a good willingness to implement the skills.  |
| <b>Usage</b>                | The usage skills are represented by the ability to make their students having 21st-century skills. Based on the results of the questionnaire, the students used 86.4% of their useful skills. These were also collected from the questionnaire result, where 45.5% chose the 'strongly agree' category, and 40.9% chose the 'agree' category that indicated the positive result of the useful skills.   |

Table 1: The summary of the teacher's perception about their readiness reflected by their understanding of the 21st-century skills

The summary of the results described in Table 1 shows that the teachers under investigation perceived themselves has a good understanding of the conceptual knowledge about 21st-century skills. More detailed findings of this understanding are described and classified based on each group of skills, as shown in the following Table 2, 3, and 4.

| No   | Dimension                        | Rating Scales |   |      |      |       |
|--|----------------------------------|---------------|---|------|------|-------|
|  |                                  | 1             | 2 | 3    | 4    | Total |
| In preparing students to have 21st-century skills, the teachers have a clear understanding of life and career skills |                                  |               |   |      |      |       |
| Life and Career Skills   |                                  | %             | % | %    | %    | %     |
| 1  | Leadership and responsibility    |               |   | 66.7 | 33.3 | 100   |
| 2  | Productivity and accountability  |               |   | 100  |      | 100   |
| 3  | Social and cross-cultural skills |               |   | 33.3 | 66.7 | 100   |
| 4  | Flexibility and adaptability     |               |   | 33.3 | 66.7 | 100   |

|   |                               |  |  |      |      |     |
|---|-------------------------------|--|--|------|------|-----|
| 5 | Initiative and self-direction |  |  | 66.7 | 33.3 | 100 |
|---|-------------------------------|--|--|------|------|-----|

Table 2: English teachers' perceived readiness reflecting by their understanding

The data in Table 2 show that the teachers answer the questions pertaining to life and career skills with the choice of 3 (agree) and 4 (strongly agree), which all indicate positive responses. This can be interpreted that the teachers perceived themselves have a clear understanding of the skills. The data about the teachers' readiness indicated in their understanding of learning and innovation skills can be shown in Table 3.

| No  | Dimension                             | Rating Scales |   |      |      |       |
|---|---------------------------------------|---------------|---|------|------|-------|
|   |                                       | 1             | 2 | 3    | 4    | Total |
| In preparing students to have 21st-century skills, the teachers have a clear understanding of learning and innovation skills. |                                       |               |   |      |      |       |
| Learning and Innovation Skills  |                                       | %             | % | %    | %    | %     |
| 6   | Communication                         |               |   | 33.3 | 66.7 | 100   |
| 7   | Creativity and innovation             |               |   | 66.7 | 33.3 | 100   |
| 8   | Critical thinking and problem solving |               |   | 100  |      | 100   |
| 9   | Collaboration                         |               |   | 66.7 | 33.3 | 100   |

Table 3: English teachers' perceived readiness reflecting by their understanding

The same with the data in Table 2, the responses of the teachers regarding learning and innovation skills also indicate a positive perception of their understanding of learning and innovation skills. All answered around 3 and 4 scales, which indicates that they feel that they have a good understanding of the skills.

Creativity and innovation, and collaboration, which are the second and fourth items in the questionnaire, had similar results. All respondents deliver positive responses such as agree and strongly agree, which means that they perceived that they understand creativity and innovation; and collaboration. Besides, they also agree that skills are essential for students.

Similar results for the third item that is critical thinking and problem-solving. It also means that they feel that they understand critical thinking and problem-solving skill. All of them agreed that critical thinking and problem solving, and collaboration are needed for students in 21st-century education.

In the questionnaire, the last skills of the 21st-century skills consist of 3 items - information literacy, media literacy, and technology literacy. The result is presented in the table below.

| No   | Dimension            | Rating Scales (%) |   |     |   |       |
|--|----------------------|-------------------|---|-----|---|-------|
|  |                      | 1                 | 2 | 3   | 4 | Total |
| In preparing students to have the 21 <sup>st</sup> -century skills, the teachers have a clear understanding of information, media, and technology skills |                      |                   |   |     |   |       |
| Information, Media, and Technology Skills  |                      | %                 | % | %   | % | %     |
| 10   | Information literacy |                   |   | 100 |   | 100   |

|    |                     |  |    |    |  |     |
|----|---------------------|--|----|----|--|-----|
| 11 | Media Literacy      |  | 50 | 50 |  | 100 |
| 12 | Technology Literacy |  | 50 | 50 |  | 100 |

Table 4: English teachers' perceived readiness reflected by their understanding

From Table 4, it can be seen that information literacy got a different response from the respondents compared to the other two items. All of the respondents perceived that they understand information pertaining to literacy skills. However, 50% of the respondent chose two scales (disagree) for media and technology literacy which indicate that they do not have a good understanding of the two literacy skills. This is understandable because technology and media literacy need special knowledge and understanding which need special professional developments.

The data in Table 4 indicate that the teachers perceived themselves as having a good understanding of information literacy, but they perceive themselves differently on media and technology literacy. In other words, they considered themselves as having good knowledge about information literacy, but they are not equally confident with media and technology literacy.

#### ***English Teachers' Readiness: the implementation of 21st-century skills***

The data about the implementation were gathered in two ways, such as through questionnaires and through direct observation and document analysis. The questionnaire has a Likert-type scale from 1-4, which is never (1), rarely (2), often (3), and always (4). There were 17 items in the questionnaire. All items are about the skills and 21st-century learning themes. There were three dimensions in this questionnaire; they were life and career skills, learning and innovation skills, and information, media, and technology skills. The summary of the data about teacher readiness can be presented in Table 5.

| Aspects of implementation in teaching | Perception of the teachers' readiness  |
|---------------------------------------|--|
| <b>Lesson Plan</b>                    | The English teachers were ready to insert the skills and themes of 21st century education into their lesson plans.                                       |
| <b>Teaching Procedure</b>             | The English teachers were ready about the insertion of the skills and themes of 21st-century education into their teaching and learning process.         |
| <b>Assessment</b>                     | The English teachers were ready in inserting the skills and themes of 21st-century education into the assessment that they used to assess their students |

Table 5: The Summary of Teachers' Readiness in Implementing

In general, the data can be presented in Table 5. It was found that the responses on the questionnaire of English teachers were the "always (4) category". English teachers also perceived that they are ready in all aspects of readiness. English teachers perceived that they are ready to implement the 21st-century education by inserting the skills in the lesson plan, teaching and learning process, and assessment.

In order to investigate the actual implementation, document analysis was conducted. The pictures below show the excerpt of the lesson plans and how the skills are inserted in the lesson plans.

- the form of power-point media .
2. The teacher asks students to imitate the pronunciation of the objects correctly
  3. The teacher asks students which objects have difficult pronunciation and then reads them together.
  4. The teacher asks each student to come to the front of the class to name the objects on the slide in English.
  5. The teacher gives students 5 minutes to memorize the name of each item on the slide.
  6. The teacher gives an assignment to students to write the 5 objects that were previously on the slide together with the group
  7. The teacher gives the opportunity for each group leader to read out their work with the group in front of the class.
- Closing Activity**
1. The teacher asks students to do the exercises in LKS as homework.
  2. The teacher provides self-reflection to students regarding attitudes that must be improved in learning

Picture 1: The Insertion of Communication Skill in the lesson plans

All of the respondents perceived that they always insert the skills in their lesson plan. But not all of the skills were inserted in the lesson plan. It was found that the respondents only inserted communication, collaboration, and critical thinking, and problem-solving.

Communication skill is inserted as the main learning activity for the students. They communicate their result of discussion in the group. And it is also found in the other activity where the teacher asks the students to come in front of the class one by one to mention the name of things in class in English.

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2. The teacher asks students to imitate the pronunciation of the objects correctly
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  4. The teacher asks each student to come to the front of the class to name the objects on the slide in English.
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  6. The teacher gives an assignment to students to write the 5 objects that were previously on the slide together with the group
  7. The teacher gives the opportunity for each group leader to read out their work with the group in front of the class.
- Closing Activity**
1. The teacher asks students to do the exercises in LKS as homework.
  2. The teacher provides self-reflection to students regarding attitudes that must be improved in learning

Picture 2: The Insertion of Collaboration Skill the Teachers' Lesson Plan

The same responses were also found in collaboration skills. All of the respondents perceived that they always inserted collaboration skills in the lesson plan. Collaboration skill was inserted when the students collaborate in order to discuss and find out some new information in other sources.

2. Practice vocabulary about objects in school in conversation.

## B. LEARNING ACTIVITIES

### Preliminary activities

1. The teacher invites one student to lead the prayer
2. The teacher asks students to tidy themselves and the classroom environment before starting the lesson
3. The teacher asks again the material that was learned last week
4. The teacher conveys the purpose of learning today.
5. The teacher asks several questions related to objects in class
6. The teacher tests students' understanding of the names of objects in class in English

### Core activities

1. The teacher shows pictures of a classroom containing the names of objects in English in the form of power-point media .
2. The teacher asks students to imitate the pronunciation of the objects correctly
3. The teacher asks students which objects have difficult pronunciation and then reads them together

Picture 3: The Insertion of Critical Thinking and Problem-Solving English Teachers' Lesson Plan

Picture 3 is an example of how the teacher inserted the activity of questioning and discussing in the activity. This is considered as a way of practising critical thinking and problem-solving. For example, the teacher invited students to ask questions pertaining to a topic, from the questions made, the teacher can judge their students' critical thinking. The other activity is when the teacher checks students' understanding. From this question, it indicates students are trained to solve problems by answering the questions, even though the questions are still low basic questions.

In order to investigate the actual implementation of 21st-century skills, the teachers were observed. Table 5 indicates the results of the observation and the discrepancy between the teachers' perception and the implementation, as observed.

| No | Learning and Innovation Skills        | Teachers' Perception |             |               | The Result of Observation  | Remark   |
|----|---------------------------------------|----------------------|-------------|---------------|--|--|
|    |                                       | Rarely (in %)        | Often (in%) | Always (in %) |  |  |
| 1  | Communication                         |                      |             | 100           | Communication skills are inserted as the learning activity.                      | Students were asked to make a conversation in pairs. Communications were not comprehensively done; they were only presenting their dialogues.                              |
| 2  | Creativity and innovation             |                      |             | 100           | Creativity was inserted into the basic competency statement in the lesson plans. | There had not been significant activities can be categorised as creativity and innovation conducted in the classroom.  |
| 3  | Critical thinking and problem solving |                      |             | 100           | Critical thinking and problem-solving are inserted implicitly in the             | The students asked to find the other information in the other sources. They have to use their critical thinking to find suitable information on the topic that they learn. |

|   |               |  |  |     |  |   |
|---|---------------|--|--|-----|--|---|
|   |               |  |  |     | data collection activity in the lesson plan.   |   |
| 4 | Collaboration |  |  | 100 | Collaboration skills are inserted in observing and associating activity conducted in the classroom. They collaborate in a group. | The students were asked to discuss in their group. However, collaboration was not well conducted. Students gathered in small groups but not collaborating well. Most of them worked alone in a group. |

Table 6: Discrepancy between the perceived readiness and observed readiness during the actual implementation

Table 6 indicates the comparison between the perception and the actual implementation in the classroom. The teachers chose the "always" category in the questionnaire pertaining to the learning and innovation skills. It can be interpreted that they perceived themselves as ready to implement the skills. The career and life skills are blended in the daily practices of the classroom. In contrast, the media, literacy, and technology skills are reflected from the daily performances of the teachers, whether they were using technology in their teaching or not, how they read references for literacy improvements for their teaching processes.

A general summary of the questionnaire results shows that teachers believe in their skills in teaching in the 21st century by perceiving their students learning skills in 21st-century education. The teachers perceived that their students could apply the 21st-century education framework. This is linked to Omohundro's previous research (2015). They find that students clearly reflect the education skills of the 21st century. The teachers in this study were confident in their practical skills to help students obtain their qualifications in this context.

The positive interpretation is the result of the perception they face. This is related to Qiong's (2017) final stage of perception, which is interpretation. This is because of the new information they store and plan that still makes sense. The interpretation process of their students' skills is influenced by the application of skills in the 21st century. In line with the result of this research, the same thing happens in the previous study about techniques for building character and literacy for 21st-century education (Padmadewi et al., 2018). It was revealed that the skills and literacy in 21st-century education reflected in the students' behaviour and good character have increased because the teachers could integrate it by using appropriate techniques. Interpretation can be different, and it depends on the context. McDonald (2012) also supports the view that different socio-cultural representations of each personality appear. The English teacher demonstrates that they are very confident with their ability in usage skills, although English teachers are confident in their abilities to teach 21st-century education skills to their students.

Besides having a good understanding of the 21st-century skills, the readiness is also indicated by how the teachers inserted the 21st-century skills in the teaching-learning process. 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 were ready to insert 21st-century education in their lesson plans.

The lesson plan used by the respondent is different from each other. The teacher used one sheet lesson plan that is the new format of the lesson plan given by the government. This format of the lesson plan emphasises the procedure of the activity. So, not all of the teaching components were written in the lesson plan. However, this is in contrast with the statement stated by Ulum (2015). Ulum (2015) stated that in the lesson plan, the teacher must be able to organise facilities, equipment, teaching aids, time, and content in order to achieve learning objectives as effectively as possible and connect the objectives and procedures to the overall objectives of the subjects being taught.

Regarding the necessity in making lesson plans, one respondent mentioned that the headmaster does not require English teachers to make lesson plans to carry out the teaching and learning process. This is because, currently, English is included in the subject of local content. The administration that schools need to provide to the government as a report is a lesson plan for thematic subjects. Even so, one of the teachers who was the respondent of this study still made a lesson plan to be a guide in implementing the teaching and learning process. This is in line with the statement stated by Ulum (2015), where teachers are required to be professional with regard to their duties and responsibilities, one of which is making lesson plans.

According to Nasution et al. (2018), a person's readiness is seen within their preparation. The lesson plan is a teacher's preparation for teaching and learning. Nevertheless, the implementation and results are different in the questionnaire. Based on the document analysis conducted, it was found that several skills of 21st-century education have not been found in their lesson plan. It means they are not ready in the education of the 21st century since not all skills were inserted in their lesson plan. It is in line with the finding in the research conducted by Kustijono (2014). He found that the teachers do not fully understand the making of lesson plans regarding learning resources, media, and character education that can be inserted in the teaching and learning process.

In contrast with the responses of the respondents in the questionnaire, some of the skills in the 21st-century framework were not found in the teaching and learning process in the classroom. According to one of the respondents, not all of the skill can be inserted in the teaching and learning process in the classroom. The respondent implemented some skills outside the classroom, for example, environmental literacy, which is carried out by inviting students to carry out cleaning activities in the school environment. This is supported by the results of research by Evanita (2013), which shows that teachers meet indicators of pedagogical competence regarding facilitating the development of learner potential by providing learning activities other than in the classroom. Besides, Evanita (2013) also noted that being demanded to develop a useful learning component, teachers are also required to do learning that can encourage students to develop their thinking.

Some skills are found not clearly observable in the teaching-learning process. The first skill that was not found was flexibility and adaptability. According to Wijaya et al. (2016), this skill plays an important role in the 21st century. Wijaya et al. (2016) state that adaptability is a defence obtained from birth or obtained because of learning from experience to deal with stress. How to deal with stress can be conducted by considering the place where stress occurs by reducing or neutralising its effects.

Critical thinking and problem-solving were trivially conducted, as observed during the observation. The teachers just asked questions, and the students were demanded to answer with short answers by identifying the information easily found. There were no leading questions that provide students with scaffolding information on how critically the information can be explored. In fact, according to Kustijono (2014), thinking critically enables students to study problems systematically, bringing together many challenges in an organised way, formulating innovative questions, and designing genuine solutions. In the cognitive realm, Kustijono (2014) identifies six levels which include: knowledge, understanding, application, analysis, synthesis, and evaluation. These domains are still used today in developing critical thinking skills. Critical thinking involves thinking and logical reasoning, which includes skills such as comparing, classifying, sorting, identifying cause and effect, patterning, webbing, analogy, deductive and inductive reasoning, predicting, planning, making hypotheses, and criticising.

In the process of collecting data through interviews, the respondents mentioned that they did not use rubrics to assess students. Teachers more often assess students by observing students during the teaching and learning process. This is supported by the theory from Veloo, Krishnamaly, and Md-ali (2015), which states that teachers must track and assess from time to time to what extent their students have mastered the knowledge and skills in a given subject. The evaluation is also critical as it provides a positive influence on the successful generation of new ideas, which in turn helps to develop the mastery of the students continuously.

Despite the fact that the teachers perceived themselves as being ready, but the actual implementation indicates that the teachers need to improve their implementation, not only in terms of the quantity of the skills to be inserted in the classroom practices but also the quality. The quality of the classroom practices needs to be supported with the availability of the resources needed, like sufficient internet connection and other supporting equipment. These technical obstacles often influence the process of teaching and learning in the classroom. A study by Nur Agung, Surikanti, and Quinones (2020) stated that the availability and sustainability of internet connections, accessibility of teaching media, and compatibility of tools to access the media are three major obstacles in conducting online learning. This is the fact in the implementation stage that needs to be taken into considerations. For that reason, teachers need to stimulate their creativity in order to be still creative in any conditions of teaching. Teachers need to empower their skills in order how the learning and innovation skills and other skills of the 21st century can be implemented, which leads students to have the skills of life and authentically useful and beneficial to live and face the 21st century and the future with strong foundation and competencies.

## **CONCLUSION**

Based on the results and analysis, it can be concluded that the teachers' are not ready to promote 21st-century skills in teaching English as a foreign language. Conversely, they perceived themselves as ready, understanding information literacy, and inserted some 21st-century skills to be achieved in the lesson plans. The teachers also perceived themselves as having a good understanding of conceptual knowledge and having a positive attitude toward implementing the skills. However, different results were identified in the actual implementation. It is suggested that the teachers need to improve their skills in implementing the 21st-century skills appropriately in their classroom practices. Teachers should be more active in finding any 21st-century education information and learning more about it. It is also suggested that the schools conduct a seminar and workshop related to 21st-century education and implement the skills to enhance the teachers' knowledge about the implementation of 21st-century skills.

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