

**TEACHERS' READINESS IN IMPLEMENTING THE 21ST CENTURY
SKILLS IN TEACHING ENGLISH AT PRIMARY SCHOOLS IN
DENPASAR**

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ABSTRAK

Ketrampilan abad 21 menuntut para guru untuk dapat memahami kerangka ketrampilan tersebut dan menerapkannya dalam praktik sehari-hari di kelas. Meskipun penting bagi para guru, penelitian tentang kesiapan para guru dalam menerapkan ketrampilan abad 21 untuk sekolah dasar di Bali belum banyak ditemukan. Oleh karena itu, penelitian ini bertujuan untuk menganalisis persepsi dan kesiapan guru Bahasa Inggris sekolah dasar dalam penerapan ketrampilan abad 21. Penelitian ini menggunakan metode campuran dengan dominan kualitatif desain. Data diperoleh dengan kuesioner, observasi, dan didukung dengan wawancara dan dianalisis secara kualitatif maupun kuantitatif. Hasil penelitian menunjukkan bahwa: 1) guru merasa bahwa mereka memiliki persepsi positif dalam menerapkan ketrampilan abad 21, 2) guru merasa bahwa mereka siap dalam menerapkan ketrampilan abad 21. Penerapan ketrampilan pendidikan abad 21 berada dibawah 50% yang menunjukkan bahwa tidak semua komponen ketrampilan pendidikan abad 21 dilaksanakan dengan baik. Ini berarti bahwa mereka tidak terlalu siap dalam menerapkan ketrampilan tersebut. Penelitian ini menunjukkan bahwa para guru sebaiknya mendapatkan seminar atau pelatihan tentang topik terkait dan pemerintah perlu mendukung pelaksanaan ketrampilan pendidikan abad 21 dengan menyediakan media untuk kegiatan pembelajaran

Kata kunci: *pendidikan abad 21, kesiapan guru, persepsi guru.*

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ABSTRACT

The 21st century skills demands teachers to be able to understand the concept in its framework and implement it in the daily classroom practices. Despite its importance for teachers, research on investigating the teachers' readiness in implementing the 21st century skills for primary English schools in Bali has been hardly found yet. Therefore, this research aimed at analyzing primary English teachers' perceptions and readiness in implementing the 21st century skills. This research used sequential embedded mixed method with dominantly used qualitative design. The data were obtained by questionnaires, observation, and supported by interview and analyzed qualitatively as well as quantitatively. The results showed that: 1) the teachers perceived that they have positive perception in implementing 21st century skills, 2) the teachers were perceived that they were ready in implementing the 21st century skills. The implementation of the skills in the framework was under 50% which shows that not all of the components of 21st century skills were well implemented. It means that they were not quite ready in implementing the skills. This research suggests that the teachers have to get professional development on the topic and the government need to support the implementation of the 21st century education skills with sufficient media for learning activity at the schools.

Key words: 21st century skills, teachers' perception, teachers' readiness.