

# **TEACHERS' READINESS ON THE IMPLEMENTATION OF THE 21<sup>ST</sup> CENTURY SKILLS IN TEACHING ENGLISH IN PUBLIC ELEMENTARY SCHOOLS IN BULELENG**

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## **ABSTRAK**

Guru bahasa Inggris harus menguasai Keterampilan Abad 21 untuk menghasilkan siswa yang berkualitas tinggi. Studi tentang kesiapan guru dalam menerapkan keterampilan abad ke-21 untuk guru bahasa Inggris di sekolah dasar di Bali belum pernah dilakukan. Oleh karena itu, penelitian ini bertujuan menganalisis kesiapan guru bahasa Inggris di sekolah dasar dalam menerapkan keterampilan abad ke-21. Penelitian ini menggunakan metode campuran berurutan dengan menggunakan desain dominan kualitatif. Subjek penelitian ini adalah 2 guru bahasa Inggris di SDN 1 Banyuasri dan 4 guru bahasa Inggris di SDN 1 Dencarik. Data dikumpulkan melalui kuesioner, observasi, dan didukung oleh wawancara. Semua data dianalisis secara kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa guru bahasa Inggris di sekolah dasar negeri berpendapat diri mereka siap dalam menerapkan keterampilan abad ke-21. Namun, perbedaan ditemukan antara persepsi dan kesiapan guru berdasarkan hasil observasi. Hasil observasi menunjukkan bahwa penerapan keterampilan abad 21 di bawah 50%. Ini berarti bahwa guru bahasa Inggris belum siap dalam menerapkan pendidikan abad ke-21. Para guru perlu meningkatkan pengembangan profesional mereka melalui pembelajaran mandiri dan mengikuti seminar yang berkaitan dengan keterampilan abad ke-21. Pemerintah juga harus memberikan dukungan yang memadai bagi para guru agar siap menerapkan keterampilan abad ke-21.

**Kata Kunci:** Persepsi, Kesiapan, Pendidikan Abad 21.

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## **ABSTRACT**

English teachers should master 21st Century Skills in order to produce high quality outcomes. Studies about the teachers' readiness in implementing the 21st century skills for elementary English teachers in Bali have never been conducted yet. Therefore, this research aimed at analyzing the elementary English teachers' readiness in implementing the 21st century skills. This study used a sequential embedded mixed method with dominantly used qualitative design. The subjects of this study were 2 English teachers at SDN 1 Banyuasri and 4 English teachers at SDN 1 Dencarik. The data were collected through questionnaires, observation, and supported by interviews. All data were analyzed qualitatively and quantitatively. The results of the study show that the English teachers in public elementary schools perceived themselves to be ready in implementing 21st century skills. However, the discrepancy was found between teachers' perceived readiness and observed readiness. The result of the observation showed that the implementation of 21st century skills was under 50%. It means that the English teachers are not ready yet in implementing 21st century education. It is implied that the teachers need to improve their professional development through independent learning and join seminars related to 21st century skills. The government also should give sufficient support for the teachers in order to be ready to implement the 21st century skills.

**Keywords:** Perception, Readiness, 21st Century Education.