

**Teachers' Readiness on the Implementation of the 21<sup>st</sup>-Century Skills in  
Teaching English in Private Primary Schools in Buleleng**

by

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**ABSTRACT**

This research aimed at investigating and analyzing the English teachers' readiness in implementing 21<sup>st</sup>-century skills in teaching English. The research subjects were 15 teachers from North Bali Bilingual School and SD Mutiara. This research involved the headmaster, English teachers, and teachers who use English as a medium of instruction at the schools. This research used a sequential embedded mixed-method design, which combined the qualitative and quantitative data in a sequential way. The data collection was done by using questionnaires, document analysis, observation, and interviews. The readiness of English teachers was measured from 2 aspects. The first one from the perceived readiness, which deals with the teachers' understanding of the concept knowledge, the teachers' attitude, and teachers' understanding of the usage skills in implementing the 21<sup>st</sup>-century skills. The second is from observed readiness by observing the reality of the implementation analyzed from the lesson plan, the teaching and learning process, and the assessment. The results of the research were described as descriptively. The results of this research revealed that the teachers perceived themselves as being ready to implement 21<sup>st</sup>-century skills. However, the discrepancy found at the end of the research at SD Mutiara between the perceived readiness and observed readiness. It is implied that the teachers' professional development is needed for the improvement of teachers' readiness in implementing the 21<sup>st</sup>-century skills, and the support from the school, government, and teachers themselves are needed.

Keywords: perception, readiness, 21<sup>st</sup>-century education, 21<sup>st</sup>-century skills

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**ABSTRAK**

Penelitian ini bertujuan untuk menginvestigasi dan menganalisis kesiapan guru bahasa Inggris dalam mengimplementasikan keterampilan abad 21 dalam mengajar bahasa Inggris. Subjek penelitian ini adalah 15 orang guru dari North Bali Bilingual School dan SD Mutiara. Penelitian ini melibatkan kepala sekolah, guru bahasa Inggris, dan guru yang menggunakan bahasa Inggris sebagai media untuk pengantar disekolah. Penelitian ini menggunakan metode campuran sekuensial dengan mengkombinasikan data kualitatif dan kuantitatif secara berurutan. Pengumpulan data dilakukan dengan kuisisioner, analisis dokumen, observasi, dan wawancara. Kesiapan guru bahasa Inggris dinilai dari 2 aspek. Pertama dinilai dari kesiapan yang dirasakan yang berhubungan dengan pemahaman guru terhadap konsep, sikap, dan keterampilan penerapan dalam menerapkan keterampilan abad 21. Kedua dinilai dari kesiapan yang diamati dengan mengamati kenyataan penerapan yang dianalisis dari rencana pelaksanaan pembelajaran, kegiatan belajar dan mengajar, serta penilaian. Hasil penelitian dijelaskan secara deskriptif. Hasil penelitian mengungkapkan bahwa guru menganggap dirinya siap untuk mengimplementasikan keterampilan abad 21. Namun, kesenjangan ditemukan di SD Mutiara pada akhir penelitian diantara kesiapan yang dirasakan dengan kesiapan yang diamati. Hal tersebut menyiratkan bahwa pengembangan profesional pada guru diperlukan untuk meningkatkan kesiapan guru dalam mengimplementasikan keterampilan abad 21, serta diperlukan dukungan dari sekolah, pemerintah, dan guru sendiri.

Kata kunci: persepsi, kesiapan, pendidikan abad 21, keterampilan abad 21