

**TEACHERS' READINESS IN IMPLEMENTING 21ST CENTURY  
SKILLS IN TEACHING ENGLISH IN PRIVATE ELEMENTARY  
SCHOOLS IN BADUNG REGENCY**

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**ABSTRAK**

Penelitian ini bertujuan untuk menganalisis kesiapan guru dalam menerapkan keterampilan abad ke-21 pada sekolah dasar swasta di Kabupated Badung. Penelitian ini menggunakan desain penelitian *mixed-method*. Terdapat dua sekolah yang dipilih mewakili sekolah dasar swasta di Kabupaten Badung, yakni SD Taman Tirta dan SD Bina Insan Mandiri Sejahtera. Penelitian ini menganalisis kesiapan guru dari tanggapan mereka terhadap keterampilan abad ke-21 dan bagaimana penerapan keterampilan abad ke-21 pada kehidupan nyata. Empat guru diseleksi menggunakan metode sampling yang sederhana berdasarkan konsentrasi guru untuk berpartisipasi dalam penelitian ini. Alat yang digunakan terdiri dari kuesioner, lembar observasi, catatan anecdotal dan panduan wawancara. Telah ditemukan bahwa guru menganggap diri mereka memiliki tingkat kesiapan yang tinggi dalam menerapkan keterampilan abad ke-21 karena mereka mengakui bahwa mereka telah menerapkan sebagian besar keterampilan pada rencana pelaksanaan pembelajaran, proses belajar mengajar, dan penilaian siswa. Terdapat perbedaan yang signifikan yang ditemukan diantara tanggapan guru dan penerapan keterampilan abad ke-21 di kehidupan nyata. Dapat disimpulkan bahwa meskipun tanggapan positif mereka tentang kesiapan mereka, namun, data hasil pengamatan menunjukkan bahwa mereka belum siap untuk menerapkan keterampilan abad ke-21 di sekolah.

**Kata kunci :** keterampilan abad ke-21, perbedaan, tanggapan guru, kesiapan guru

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## **ABSTRACT**

This study aimed to analyze the teachers' readiness in implementing 21<sup>st</sup>-century skills in Private Elementary schools in Badung Regency. This study used mixed method research design. There were two schools as the representative of Private Elementary schools in Badung Regency, such as SD Taman Tirta and SD Bina Insan Mandiri. This study analyzed the teachers' readiness from their perception toward 21<sup>st</sup>-century skills and the implementation of 21<sup>st</sup>-century skills in real life. Four teachers were selected using a convenient sampling method, which was based on teachers' consent to participate in the study. The instruments used in this study were comprised questionnaires, observation sheets, anecdotal records, and interview guides. It was found that the teachers perceived themselves were ready in implementing the skills of the 21<sup>st</sup>-century because they admitted that they had inserted most of the skills in the lesson plan, teaching performance, and assessment. There was a significant discrepancy found between the teachers' perception and the implementation of 21<sup>st</sup>-century skills in real life. It can be concluded that despite their positive judgment about their readiness; however, the observation data indicate that the teachers were not quite ready to implement 21<sup>st</sup>-century skills in the school.

**Keywords :** 21<sup>st</sup>-century skills, discrepancy, teachers' perception, teachers' readiness