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## DISCREPANCY BETWEEN PERCEIVED AND CLASS OBSERVATION ABOUT THE 21<sup>ST</sup> CENTURY SKILLS IMPLEMENTATION AT PRIMARY SCHOOL

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### ABSTRACT

For preparing the Indonesian students that mastering the 21<sup>st</sup> century skills, the teachers as the intermediary of the students and the government should be ready to implement each. Meanwhile, from the teachers' readiness, there might be differences between their perception and class observation. For this reason, the study was to investigate the discrepancy between perceived and class observation on the implementation of the 21<sup>st</sup> century skills by the English teachers at primary school. This study is needed to conduct to get real information about the teachers' readiness for implementing 21<sup>st</sup> century skills. This research had arranged in the Primary School of Tabanan regency during the English teaching and learning. Six English teachers used as the subject related to their perception and reality of the implementation of 21<sup>st</sup> century skills. A mix-method design used to collect the data with the quantitative way for teachers perceived and descriptively for class observation. The questionnaire, observation checklist, document, and interview guide were the method for data collection. The result showed that there was a discrepancy between the teachers' perceived and class observation about the implementation of 21<sup>st</sup> century skills at primary school. The discrepancy was the teachers do not ready to implement the 21<sup>st</sup> century skills, but they perceived the opposed.

**Keywords:** Discrepancy, 21<sup>st</sup> Century Skills, Teaching English, Primary School

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### 1. INTRODUCTION

The phenomena of the 21<sup>st</sup> century influenced the lifestyle of people worldwide. Not only for adults but also the young generation. Thus, the 21<sup>st</sup> century skills should be implemented for students in early learning, school, beyond school, and around the world. As mentioned by Gamar, et al., (2018), In Indonesia, to prepare Indonesian students with the 21<sup>st</sup> century skills, the Indonesian National Ministries of Technology, Research, and Higher Education always tries to develop the educational system. One of the development is the newest curriculum that well-known as curriculum 2013. Also, as cited in Ismayanti (2016), Permendikbud number 21 in 2016 about primary and secondary education content standards already mentions the implementation of 21<sup>st</sup> century skills on Indonesian education.

The 21<sup>st</sup> century is the era of information superhighway (Murti, 2013). Thus, technology plays an essential role in this era to help humans work more manageable and less time consuming (Raja & Nagasubramani, 2018). Besides, this era developed a new Industrial Revolution 5.0 concerns the concept of human-based and technology-based. In addition, the revolution 5.0 is about the meaningful life of a human by help from the transformation of artificial intelligence (Sari, 2020). Also, Ang added that learning in the 21<sup>st</sup> century is globally competent, technology-driven, focused on competency, and lifelong learning (Ang, 2018). This problem covered by Trilling and Fadel as in 2009 already developed a theory related to the importance of technology in 21<sup>st</sup> century era. Not only about technology, but they also added some skills that should behave by 21<sup>st</sup> century people. It is three major skills, namely; life and career skills, learning and innovation skills, and information, media, and technology skills. Also, it followed by core subject and 21<sup>st</sup> century themes. Mastering the core subject and 21<sup>st</sup> century themes become a must for students to be wise in implementing the 21<sup>st</sup> century skills for their better life as Aditya (2020) mentioned that the 4C skills of 21<sup>st</sup> century learning is supporting the education nowadays.

In the implementation of 21<sup>st</sup> century skills, it changed humans' paradigm from learning in lower thinking skills into learning in higher thinking skills (Pratama & Retnawati, 2018). This paradigm changed becomes a challenge for the teachers with their duties to teach the students to be able to use their higher-order thinking skills. Furthermore, there are other challenges faced by the teachers to implement 21<sup>st</sup> century education (Susanto, 2010). The challenges are; teaching diverse society with multilingual competencies, teaching concepts, active learning, used technology, new view about abilities, choice, and accountability. For these challenges, the teachers must avoid it as if they will not ready to implement the 21<sup>st</sup> century skills as it should be. As mentioned, the 21<sup>st</sup> century skills should be implement in all core subject, so do English. It is because of English as one of the core subjects in the 21<sup>st</sup> century (Trilling and Fadel, 2009), as an international communication language (Dewi, 2012), and used to transfer science and technology (Suhirman, 2014).

As the teachers should be ready to implement the 21<sup>st</sup> century skills, they should be aware of it. Lynch et al. (2017) argued that the teachers' readiness is the condition of the teachers being well-prepared. The readiness of the teachers to the implementation of the skills seen from several indicators, such as; perception of comprehension, attitude, and the skills use and class observation on the preparation, execution, and evaluation. Bernhardt (2007) mentioned personal

judgment, personal feeling, and personal point of view refers to perception. In this study, the teachers' perception needed to see how the teachers self-judging themselves in comprehending the concept of 21<sup>st</sup> century skills, in showing attitude to the implementation of skills and use the skills of the 21<sup>st</sup> century. Besides, the class observation is the teachers in implementing the 21<sup>st</sup> century skills on daily activity in the teaching and learning process. In this part, three aspects observed related to the implementation of the skills, such as; preparation of teaching and learning process or the lesson plan, the execution of the teaching and learning process, and the evaluation or the assessment process.

Based on the phenomenon of the demand for 21<sup>st</sup> century skills in Indonesia, the students expected to master 21<sup>st</sup> century skills. Meanwhile, before the students can use the skills, the teachers must be able to implement the skills properly so they can deliver the knowledge to their students. It is because the teachers play a role as the mediator, facilitator, a model, and an intermediate from the government to students to achieve the qualifications skills for life in the 21<sup>st</sup> century. In this study, to match whether the teachers were truly ready in implementing the 21<sup>st</sup> century skills, it is being analyzed the discrepancy between the teachers' perception and the class observation.

Concerning to the background of the problem, there are some previous studies conducted related to the 21<sup>st</sup> century. Two of them are studies conducted by Handayani (2017) and Rusdin (2018). Handayani (2017) had studied about becoming the effect of English teachers in the 21<sup>st</sup> century. The result showed that the teachers bring an impact on students in mastering the 21<sup>st</sup> century skills. Thus, the teachers should know the 21<sup>st</sup> century skills, characteristics', and able to implement them. Rusdin (2018) had researched the teachers' readiness to implement 21<sup>st</sup> century learning and found out that the teachers were highly ready for implementing 21<sup>st</sup> century learning. There, Rusdin used teachers' perception, gender, academic level, and teaching experience as the aspects of the teachers' readiness.

However, the study conducted by Handayani (2017) was only focusing on the stage of what the teachers should know and do. In addition, the study of teachers' readiness by Rusdin (2018) located in Malaysia. From these previous studies, there was the novelty of the newest study that this study found out how the teachers can truly implement 21<sup>st</sup> century skills after they know and do 21<sup>st</sup> century skills. Besides, there is not much found the study that examines the discrepancy between the teachers' perception and the class observation to be ready to implement the 21<sup>st</sup> century skills. Also, there is no research conducted related to the teacher's readiness seen from

the discrepancy between teachers' perception and class

observation in implementing 21<sup>st</sup> century education in Indonesia, especially in public elementary school in Tabanan regency, Bali province yet.

Therefore, by looking at the phenomenon that happened, the researcher wants to investigate the discrepancy between perceived and class observation about the implementation of 21<sup>st</sup> century skills in English teaching at primary school in Tabanan regency.

## **2. METHOD**

A mix-method design was the design of this research. A mix-method design is an empirical research that involves both quantitative and qualitative design to collect and analyze data (Almaki, 2016). This research design used to collect and analyze four kinds of data collection methods, such as; questionnaire, observation checklist, document analysis, and interview guide. In addition, two multiple choice questionnaires used had been tested its' content validity and reliability before it spread to six respondents. It calculated by using Cronbach's Alpha in SPSS 24 with the score were 0,768 and 0.830 which means it was valid and reliable. The questionnaires were collected and analyzed quantitatively for teachers' perceptions. Meanwhile, the teachers' executions on teaching English were collected and analyzed qualitatively for teachers' readiness. The indicators of teachers' perception were teachers' comprehension, attitude, and the skills use of the 21<sup>st</sup> century skills, and the indicators of teachers' readiness were teachers' preparation, execution, and evaluation on teaching the students with the 21<sup>st</sup> century form. The questionnaire was adapted from Rusdin (2018) and being adjusted to the aspects studied. Meanwhile, the observation checklist that used to observe the process of teaching and learning English in the classroom in order to check the implementation of 21<sup>st</sup> century skills by the teachers and the students, document analysis that used for analyzing the lesson plan, and face-to-face interview guide that used to gain additional information about teachers' perception and readiness were collected and analyzed qualitatively. In the interview guide, the author asked the teachers' perception, especially their feeling and experiences in implementing the 21<sup>st</sup> century skills on the process of teaching and learning. The researcher also used device to record with the duration of each participants were between 3 until 4 minutes. Also, the researcher and the questionnaire used as the instrument.

This research had conducted at Primary School in Tabanan regency that chose by using purposive sampling with some criteria. Those criteria were the school used curriculum 2013, the school offers English in their curriculum, majority of teacher have get workshop

curriculum 2013. From the random sampling, it got one school located in the city and one school located in the suburb as the representative of Primary Schools in Tabanan regency. Six teachers who are teaching English were used as the subject to see their perception of the 21<sup>st</sup> century skills' concept, their attitude on the implementation of the skills, and the skills used, and to observe their reality on their preparation, execution, and evaluation of teaching and learning process.

Besides, to categorize the teachers' perception, the categorization by Candiasa (2010) was used by the researcher. The formula displayed in Table 1.

**Table 1. Table of Categorization Formula**

Scale	Criteria	Categorization
0	$X > M - 1,8 SD$	Very Low
1	$M - 0,6 SD > X \geq M - 1,8 SD$	Low
2	$M + 0,6 SD > X \geq M - 0,6 SD$	Moderate
3	$M + 1,8 SD > X \geq M + 0,6 SD$	High
4	$X \geq M + 1,8 SD$	Very High

This categorization formula was used to calculate the questionnaire result of teachers' perception on the implementation of 21<sup>st</sup> century skills.

### 3. FINDINGS AND DISCUSSION

To check whether the teachers ready or not in implementing the 21st century, the discrepancy between teachers' perception and teachers' class observation had been observed and analyzed. The result of the questionnaire and class observation presented in the following explanation.

#### 3.1 Findings

##### 3.1.1 How the teachers' perceived on the implementation of 21<sup>st</sup> century skills

Comprehending the concept, showing attitude, and using the skills of 21<sup>st</sup> century skills were three indicators used to find the information of teachers' perceived readiness.

##### 3.1.1.1 Comprehending the 21<sup>st</sup> century skills concept

The teachers' perception in comprehending the 21<sup>st</sup> century skills concept had conducted to reveal how deep the teachers know about it. There were twelve instruments fulfilled by the teachers related to teachers' comprehension of the concept of 21<sup>st</sup> century skills.

**Table 1. The Instruments of Teachers' Comprehension**

No	Dimension
Life and Career Skills	
1	Flexibility and Adaptability
2	Initiative and Self Direction
3	Social and Cross-cultural skills
4	Productivity and Accountability
5	Leadership and Responsibility
Learning and Innovation skills	
6	Communication
7	Creative and Innovative
8	Critical thinking and problem solving
9	Collaboration
Information, Media, and Technology Skills	
10	Information literacy
11	Media Literacy
12	ICT literacy

Based on the result, the school located in the city and the school located in the suburb showed the same result. It obtained the teachers were 45,8% had very confidence in comprehending the concept of 21<sup>st</sup> century skills concept, and the rest 54,2% of the teachers were confident as comprehending the 21<sup>st</sup> century skills.

Also, the answer added by respond of the teacher from SD N 1 Dajan Peken during the interview guide; *“By remembering the development of technology and globalization, the teachers’ readiness is needed. We should be able to offset the development and adjust in the implementation in the classroom. It makes us (teacher) should understand the concept of 21<sup>st</sup> century for us can use it and in the same time implement it to the students appropriately”.*

This perception categorized the English teachers as confidently having a very high comprehension of the 21<sup>st</sup> century skills’ concept.

**3.1.1.2 Attitude on the skills’ implementation**

**Table 2. The Instruments of Teachers’ Attitude**

No	Instruments
1	I always ready and able to be flexible in carrying out my duty as a teacher
2	I always ready to adapt new aspects in education sector
3	I always have initiative in improving students' learning ability inside and outside classroom
4	I am able to control myself in every situation in learning process
5	I socialize with all school's member
6	I am able to work effectively in diversity

7	I am able to produce product from the learning product
8	I produce product or learning media that are qualified and trusted
9	I am able to show my leadership skill in carrying out my duty as a teacher
10	I am responsible to carrying out personal and interpersonal duty that are carrying out to me
11	I am able to deliver the material effectively in spoken, written, and or non-verbal way
12	I am able to communicate to achieve the learning objectives, including telling information and motivate students
13	I am able to think creatively in using techniques of learning to maximize the teaching and learning process
14	I give a real contribution in creating a creative and innovative ideas
15	I am able to reflect my experience in learning process critically from many perspectives
16	I am able to solve every problems conventionally and innovatively
17	I am able to work effectively and show tolerance towards diversity in groups
18	I am able to work flexible and compromise to achieve common goals
19	I am able to access information effectively and efficient
20	I am able to use, organize, and apply information accurately and creatively related to the issues and problems which are exist
21	I understand why and how the media is made with its purpose
22	I am able to create and utilize the media effectively based on students' need
23	I am able to use technology as a tool for researching, organizing, evaluating, and communicating the information
24	I understand about the ethic code in accessing information technology

On the teachers' attitude, there were 24 instruments of the questionnaire fulfilled by the teachers. Both positive and negative attitudes perceived given by the teachers. Totally, there were 8 questions with negative attitudes and 16 questions with positive attitudes. The teachers from the school located in the city perceived as showing a positive attitude to the implementation of 21<sup>st</sup> century skills. This positive attitude was from 25% of teachers perceived as always given a positive attitude, and 66,65% teachers perceived as often given a positive attitude. Meanwhile, there still found 8,35%

of teachers given a negative attitude on the skills' implementation. This

result indicated that the teachers were highly showing a positive attitude to the implementation of the skills.

Another result from the school located in the suburb showed a higher percentage of a negative attitude than the school located in the city. A total of 29,5% negative attitude was shown by the teachers on the implementation of 21<sup>st</sup> century skills. Meanwhile, 7,3% of the teachers perceived as always given a positive attitude, and 63,5% of the teachers perceived as often given a positive attitude. This percentage indicated that the teachers having a positive attitude. It supported by the categorization that the teachers as having a moderately positive attitude to the 21<sup>st</sup> century skills implementation.

### 3.1.1.3 The use of 21<sup>st</sup> century skills

**Table 2. The Instruments of Skills used by the Teacher**

No	Instruments
1	Students are able to place themselves and think open minded toward every situation and condition surround them
2	Students are able to adapt and explore new things and ideas
3	Students have initiative to do an action based on their own
4	Students are able to organize time and use it effectively
5	Students have social skill by build friend relationship without looking at ethnicity, religion, race, and customs
6	Students learned other culture with purpose to add their knowledge selectively
7	Students put the ideas they have to create something new
8	Students are able to argue and take responsibilities on it by showing relevant evidence
9	Students have strong leadership skill in doing their duties and obligation that given to them
10	Students always take responsibilities in doing their task
11	Students are able to think critically in solving the problem during learning process
12	Students are able to communicate and build good relationship with other students and schools' society



14	Students see opportunities in many perspectives and producing many new ideas
15	Students are able to filter information they get so that they can avoid hoax
16	Students are able to learn digital and conventional media that available for useful things
17	Students have ability to use technology effectively
18	Students are able to study from the problem happen both in environment suround them and globally
19	Students implement the aspect of Pancasila in daily life
20	Students understand about the importance of managing financial life from earlier, for example is saving money
21	Students care about the healtiness by implementing the lesson of washing hand before and after eating, after going to toilet, and doing activities
22	Students understand the importance of maintaining the environment and also care about not throwing the garbage away
13	Students are able to collaborate with other students in doing project given during learning process

The use of 21<sup>st</sup> century skill by the teachers seen from the students' performance during the teaching and learning process. There were 22 instruments fulfilled by the teachers for this questionnaire. At this point, the teachers from both schools perceived as giving a highly positive attitude. The teachers from the school located in the city assigned as 100% already used the 21<sup>st</sup> century skills. Also, the teachers from the school located in the suburb assign as 95,5% use the skills. This highly used of the 21<sup>st</sup> century skills by the students categorized the teachers as already used the skills effectively.

### 3.1.2 The class observation on the implementation of 21<sup>st</sup> century skills

Another three indicators, such as; teachers' preparation, execution, and evaluation of the process of teaching and learning process had been observed and analyzed to find the information of the teachers' implementing the 21<sup>st</sup> century skills in reality.

#### 3.1.2.1 Preparation

The teachers' preparation for the implementation of the skills observed first. It was because before the teachers executing and evaluating the students related to the implementation of 21<sup>st</sup> century skills, the teachers will make a preparation first. In this

case, the lesson plan as the procedure of teaching and learning process that written step by step (Cox, 2019) by the teachers has been analyzed to find out the skills that inserted. From the teachers' lesson plan in the school located in the city, 70,6% skills of the 21<sup>st</sup> century have appeared. Those skills were life and career skills, learning and innovation skills, and information, media, and technology skills. This result indicated a moderate level of skills implementation on the lesson plan.

Meanwhile, the opposition result collected from the teachers in the school located in the suburb. The teachers who teach English were not preparing the lesson plan before teaching. It indicated that the teachers were not inserted 21<sup>st</sup> century skills in the lesson plan. The reasons for this phenomenon collected through an interview guide. The teachers' argued that they were unable to make the lesson plan because they were a homeroom teacher that appointed to teach English. Also, they argued that English is only a local content subject that had less time of teaching and learning that made them did not prepare the lesson plan. The teachers were teaching English based on the students' needs and following the students' worksheet. This result categorized the implementation of the 21<sup>st</sup> century skills by the teachers was very low.

### **3.1.2.2 Execution**

The execution of the 21<sup>st</sup> century skills implementation was seen during the process of teaching and learning in the classroom. The ability to implement the 21<sup>st</sup> century during the teaching and learning process by the teachers indicated that the teachers were having the characteristics of 21<sup>st</sup> century teachers (Churches, 2009). The teachers' from the school located in the city were implemented 76,4% skills of 21<sup>st</sup> century included; life and career skills, learning and innovation skills, information literacy, and three skills in 21<sup>st</sup> century themes; global awareness, health literacy, and environment literacy. This class observation showed that moderate skills of the 21<sup>st</sup> century were implemented by the teacher in executing the implementation of 21<sup>st</sup> century skills in the process of teaching and learning.

Even though the teachers in the school located in the suburb did not prepare the lesson plan, but based on the observation result, the teachers were showing a positive result. The teachers were implementing 58,8% skills of 21<sup>st</sup> century skills. Those skills were three skills in life and career skills; leadership and responsibility, social and cross-cultural skills, and initiative and self-directed, 3 skills in learning and innovation skills; communication, critical thinking and problem-solving, and collaboration, one

skill in information, media, and technology literacy; media literacy, and three skills in 21<sup>st</sup> century themes; global awareness, health literacy, and environment literacy. From this result, even the teachers implementing the 21<sup>st</sup>

century skills during the process of teaching and learning but the categorization showed it still low.

### **3.1.2.3 Evaluation**

The last aspect that observed was the evaluation process of the implementation of 21<sup>st</sup> century skills. In this part, the researcher has to observe the assessment process. The class observation showed that the assessed skills were categorized as very low in both schools located in the city and suburb. In the school located in the city, only 37,5% of skills assessed included; leadership and responsibility skills, productivity and accountability skills, self-direction skill, communication skills, critical thinking, and problem-solving skills, creativity, and innovation skills, and collaboration skills.

Besides, from the school located in the suburb, only 23,6% of skills assessed included; communication skills, creativity and innovation skill, critical thinking and problem-solving skill, and collaboration skill. The result from both schools categorized as a very low degree of the skills assessed by the teachers.

Also, during the class observation, it found that the teachers were used authentic assessment in assessing the implementation of 21<sup>st</sup> century skills (Syamsuri and Ishaq, 2018). Those authentic assessments have mentioned in the lesson plan, students' worksheet, and textbook, such as; performance assessment, project-based assessment, and portfolio assessment.

From the findings, it found a significant different from the present study and the previous study conducted by Rusdin (2018). The different was in the level of teacher's readiness in implementing the 21<sup>st</sup> century skills on the teaching and learning activity. Rusdin (2018) found that the teachers' level of readiness were high meanwhile the present study found that the teachers were not ready in implementing the 21<sup>st</sup> century skills.

## **3.2 Discussion**

Perception refers to a personal point of view in judging something (Bernhardt, 2007). Each human had a different perception through something. It is in harmony that the English teachers in a primary school in Tabanan regency were having a different

percentage of confidence in the implementation of 21<sup>st</sup> century skills in their schools, specifically in their class. Also, in perception, Pecher and Zwaan (2005) added that perception distinguishes into positive and negative perceptions. As the findings of the questionnaire showed that the teachers having both only a positive attitude to the 21<sup>st</sup> century skills implementation, the questionnaire results were in line with the argumentation by Pecher and Zwaan (2005). This positive result from the teachers indicated that the teachers were confident in mastering the 21<sup>st</sup> century concept, characteristics, so they can be effective teachers in the 21<sup>st</sup> century liked mentioned by Handayani (2017).

Another, the teachers also perceived as given mostly positive attitude rather than a negative attitude to the 21<sup>st</sup> century skills implementation. The positive and negative attitudes are already mentioned by Gruyter (1993) that stated two kinds of attitudes given by humans based on their experience through something. It is in harmony with the newest study where the teachers gave both positive and negative attitudes to the implementation of 21<sup>st</sup> century skills.

Not only on comprehending the concept and showing a positive attitude to the 21<sup>st</sup> century skills implementation, but the teachers were also confident in the use of 221<sup>st</sup> century skills. The teachers were confident as they already use the 21<sup>st</sup> century skills effectively seen from students' performance during the teaching and learning process. The teachers' perception of the skills used by the students indicated they already knew the skills of the 21<sup>st</sup> century. It is similar to four pillars of education where learning to do is a stage in which as the consequence of learning to know (Olaniran, 2016). Olaniran (2016) mentioned that after the students have the concept of the 21<sup>st</sup> century, the next stage is the students should be able in doing or implement the skills.

Meanwhile, a different result collected after the real situation of the teaching and learning process has observed. Even the teachers perceived as comprehending the concept of 21<sup>st</sup> century skills, but during the observation, only the English teachers from the school located in the city that being well-prepared to insert the 21<sup>st</sup> century skills on the lesson plan. Also, the English teachers in this school are following the standard of the educational system in Indonesia by which to prepare the students with qualified skills of the 21<sup>st</sup> century, it should insert in the learning process (Ismayanti, 2016; Trilling and Fadel, 2009; Guru-Id.com, 2019). The opposed, the teachers from the school located in

the suburb were not.

Also, when the teachers perceived as giving a positive attitude to the implementation of 21<sup>st</sup> century skills, the class observation showed that the teachers were nearly to give a negative attitude. The negative attitude was because of the teachers implement fewer skills of 21<sup>st</sup> century skills. Another during the interview section, the English teachers stated that technology literacy being the skills that seldom implement by the teachers because of fewer schools' facilities. This finding breaks the statement from Raja and Nagasubramani (2018) that stated technology is important in the era of the 21<sup>st</sup> century. Thus, this phenomenon must be considered by related parties to pay more attention to the facilities to improve the learning qualities.

The last aspect that showed a discrepancy between the perceived and class observation was on the evaluation process. In evaluating the students related to the 21<sup>st</sup> century skills, the teachers assessed fewer skills. Also, the percentage showed less than 50% skills assessed while the teachers should assess all of the 21<sup>st</sup> century skills. It was to measure how able the students can get, use, and implement the skills. This finding breaks the statement from Rusdin (2018), where the teachers have a high degree of readiness in implementing 21<sup>st</sup> century skills. In opposition, the teachers in assessing the students with authentic assessment. It is in harmony with Syamsuri and Ishaq (2010), where the teachers should use authentic assessment for assessed students in the 21<sup>st</sup> century.

This result is in line with the purpose of the study where the researcher wanted to find out the discrepancy between perceived and class observation about the 21<sup>st</sup> century skills implementation at primary school. The result showed that there were a significant discrepancy from the teachers' perception and the class observation. While the teachers perceived as ready to implement the 21<sup>st</sup> century skills, the class observation showed the different result.

#### **4. CONCLUSION**

Based on the data, the conclusion can propose that 1) There were discrepancies between the teachers' perception and class observation on the 21<sup>st</sup> century skills implementation. Those discrepancies were; a) The teachers perceived as comprehend well the concept of 21<sup>st</sup> century skills, but the class observation showed they were unable to insert the 21<sup>st</sup> century skills in the lesson plan. b) The teachers perceived as giving a positive attitude on the implementation of 21<sup>st</sup> century skills, but the reality showed they implemented fewer skills of 21<sup>st</sup> century skills. c)

The teachers perceived as already used almost all of the 21<sup>st</sup> century skills, but the reality showed that fewer skills used by the teachers as they assessed fewer skills. From this conclusion, there is the main conclusion that the discrepancy between the teachers' perceived and class observation presented that the English teachers in the primary school of Tabanan regency are not ready for the implementation of 21<sup>st</sup> century skills.

Considering the results of the study, it indicated that the teachers need to improve their knowledge related to the 21<sup>st</sup> century skills. Also, they should improve their understanding, giving a more positive attitude, and be able to implement more skills in the 21<sup>st</sup> century. For this reason, the teacher should be more active in finding any information related to the 21<sup>st</sup> century skills and join a seminar or workshop of 21<sup>st</sup> century skills

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