TEACHERS' IMPLEMENTATION STRATEGIES OF 21ST CENTURY SKILLS IN TEACHING ENGLISH AT SMP UNISMUH MAKASSAR

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ABSTRACT

This research aims to find out teachers' understanding toward 21st century skills and English teachers' implementation of 21st century skills in English language teaching. The researcher conducted this research at SMP Unismuh Makassar. The method of this research is descriptive-qualitative research. The research instruments employed were an observation and semi structure interview. The data were collected using observation sheets and interview technique. The research participants were English teachers at SMP Unismuh Makassar. The results of this study indicated that majority of teachers at SMP Unismuh Makassar have high understanding toward 21st century skills and the research shown that the implementation of 21st century skills in teaching learning has been carried out properly by teachers. All skills had been implemented, but the Citizenship skill had not been. It is because several teachers don't understand how to implement it in school.

Keywords: *21st Century Skills, Implementation, Teaching Learning process*

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1. INTRODUCTION

Learning in the 21st century requires students to achieve 21st century skills. This achievement can certainly be realized through the process of planning, implementing, and evaluating learning based on these skills. This planning activity is illustrated by the learning tools used by schools to organize the learning process in class, starting from the syllabus, lesson plans, teaching materials, learning media used, as well as the assessment instruments to be used. All aspects of this learning tool should be structured oriented towards the 21st century skill needs to be achieved (Sari et al. 2020).

As of 2013, the Ministry of Education and Culture of the Republic of Indonesia uses The Revised Curriculum 2013 to replace the previous curriculum. Revised Curriculum 2013 integrates competency reconstruction, suitability, adequateness, expansion, advancement of the teaching materials, learning revolution, and evaluation reform into one integrated whole. An evaluation, however, often leads to changes in the educational curriculum. To improve the future of national education, changes were made. There can only be improvement if an attempt is made to improve it. (Ewe, Rahman, and Faragai, 2018)

Curriculum reform is part of the government's efforts to improve the quality of education in Indonesia. The syllabus consists of learning materials arranged sequentially

to make teaching easier for teachers. The 2013 revised syllabus Merdeka Belajar is the latest syllabus revised by the government. The curriculum change stems from government concerns about tackling global challenges. The skills needed today are often referred to as 21st-century skills. 21st-century skills have become a must for students to continue their careers in the future. In the 21st century, several crucial concepts need to be mastered. The first is creative thinking, innovation, critical thinking, problem-solving, and developing metacognitive skills.

Furthermore, the way of working is based on communication and collaboration. Instead, the tools required are related to ICT skills. Finally, students must develop skills based on knowledge, attitudes, values, and ethics. (Mardian and Asrizal 2021).

Students must possess four skills to meet the challenges of the 21st century. First, critical thinking is a person's ability to solve problems, generate new ideas, take risks and persevere in finding solutions to problems. Critical thinking generally involves identifying problems, finding relevant information or data, evaluating them, and drawing conclusions. Collaboration skills are a person's ability to work together in different teams and demonstrate mutual respect to achieve a common goal. Finally, communication skills are generally defined as a person's ability to communicate positive messages in a written and direct manner. These skills need to be incorporated into learning tools, such as textbooks.

Before implementing the Merdeka curriculum, educational institutions need to pay more attention to optimizing the competencies or skills of teachers. Because in learning activities, teachers need to have skills or abilities in the form of knowledge, accompanied by actions to achieve the desired goals. Measures of teacher competence come from their performance results. Teachers' performance can be understood as completing their educational tasks within the specified time, according to the performance standards established to achieve academic goals and their responsibilities and authority. Teacher performance can be measured against competency specifications that every teacher must possess. From this perspective, teacher performance is viewed as the result of one's work over time against various possibilities or predetermined criteria. In addition, performance is related to work results, ability to achieve, or the drive to do work.

Implementing 21st-century skills by certified teachers in the 21st century prepares students for success in a rapidly changing and globalized world. Certified teachers play a

critical role in implementing the Merdeka curriculum, as they have the knowledge and experience to provide students with the necessary skills and competencies to succeed in the 21st century. By incorporating 21st-century skills into teaching, certified teachers can help students develop the necessary competencies to succeed in an increasingly complex and interconnected world.

Hence with the explanation given, the author has put interest in doing qualitative descriptive research titled "Teachers Implementation Strategies of 21st Century Skills in Teaching English at SMP Unismuh Makassar". This thesis analyses how teachers apply 21st-century learning skills to Implement Merdeka Curriculum.

2. METHOD

2.1. *Research Design*

This research employed a qualitative method. Adopted from Haryanto Atmowardoyo (2018) stated that there was an agreement among research methodologists about the term descriptive research. Descriptive research was a method to describe existing phenomena as accurately as possible. The word ―existing phenomena‖ made descriptive research contrary to experiment research which observes not only the existing phenomena but also the phenomena after a certain period of treatment. The phenomena observed in descriptive research are already available. What was necessary for a researcher to do is collected the available data using research instruments such as tests, questionnaires, interviews, or even observation? The main goal of descriptive research is to describe the existing phenomena under study systematically. Through in-depth participant interviews, descriptive research covers some subtypes of research methods, such as surveys, correlation studies, qualitative studies, or content analysis. Data will be collected using interview guidelines to achieve the goals proposed during this research.

According to Gay L.R. et al. (2006:399), qualitative research collects, analyzes, and interprets comprehensive narrative and visual data to gain insights into a particular phenomenon of interest. Therefore, the researcher applied this research program to collect, analyze and interpret data that were fit for this study to obtain and investigate 21st-century skills applied by the teacher by implementing the Merdeka curriculum. The researcher employed this method to collect and analyze data suitable for this research to get the description of 21st-century skills applied by the teacher by implementing the

Merdeka curriculum at SMP Unismuh Boarding School. The researcher collected the data, analyzed it, and drew a conclusion based on the data. In this research were conducting in SMP Unismuh Boarding School.

In this research, the researcher employed three research instruments which consist of (1) the researcher herself as an independent observer, (2) an observation checklist to check teaching style types used by the teacher, and (3) an audio-video recorder to record the teachers in the teaching-learned producing quality, character, and adequate human resources for national and state benefit.

Furthermore, they can cope with the technological and social changes that are taking place in the 21st century. Merdeka Belajar is based on several theories that generally view meaningful learning as not stuffing students with lecture material but conditioning students to learn comfortably, according to their way and interests. The results achieved are no longer only measured by how much knowledge is obtained but by how high competence can be mastered. Building competence requires improvisational efforts in cognition-action relationships that focus on relationship activities with several appropriate learning resources and an effort to form knowledge (Crossan & Sorrenti, 2001).

In analyzing data from classroom observation and interviews, the researcher used qualitative data analysis based on Miles and Huberman's theory which consisted of four stages data collection, data display, data condensation, and conclusion. The model of Miles and Huberman data analysis.

1. FINDINGS AND DISCUSSION

3.1. Finding

1.1. English teachers implement 21st-century skills in English Language Teaching.

The researcher has described the results of interviews that have been conducted. The researcher used interviews and observation to see how English teachers implement 21st-century skills in English language teaching. The full explanation can be seen in the next session.

1.2. Character Skills

The researcher observed that English teachers' lesson plans contained integrated character skills such as independence, religious values, being globally minded, creativity,

and collaboration. T1 and T2 facilitated the students with an easy circumstance to help them work independently and be helpful in a group. The students performed the Dluhur prayer on time, and at the same time, no classes were running. The English teachers only observed the students from far away without interfering with their activities. This matter proved that the students had positive religious values.

Diversity is the undeniable fact where the student's characteristics and background vary. T1 taught the students to appreciate this diversity by using polite words to speak with anyone regardless of their characteristics and background. T2 led the students to learn and listen to their friends' opinions even though they had different points of view. In promoting the students' creativity, T1 and T2 would not limit the students learning resources, and this impact the students to explore more information not only from the teachers but also from the book, internet, or other resources. In finding additional information to work on the task given by the English teachers, the students in T1 and T2 classes were helping each other. In a group, each student had a different contribution; Student A looked at the information from the internet, student B helped to gain additional information from the textbook, and Student C wrote down the information gathered before they processed it. All these activities were facilitated and guided by the English teachers at SMP Unismuh Makassar.

The response from the interview was reinforced by statements from the teachers in the interview in the extract below:

T1: "The character aspects clearly shown in this context include observing prayer times and maintaining a higher level of politeness than other schools. Moreover, the misbehavior is considerably lower. I believe the important character indicators are politeness, discipline, honesty, and the values encapsulated in the Profil Pelajar Pancasila."
T2: "If character skill had the assessment of attitude in each lesson Plan (RPP). Then we focused on the indicator of Profil Pelajar Pancasila. For example, the Teamwork aspect had an assessment instrument, how students collaborated in class."

1.3. Critical Thinking Skills

Based on the data obtained from the interview, the researcher found that teachers were Integrating 6C skills in the teaching process is a must because 6C skills are one of the things to be achieved in the Merdeka Belajar Curriculum. In the lesson plan designed by the teachers at SMP Unismuh Makassar. It is seen that they partly integrated 6C skills into the learning process.

Based on the observation, the researcher found that all the English teachers at SMP Unismuh Makassar tried to explore the students' ideas by asking them to present an argument. T1 showed six pictures of tourist places and caught the students' interest while asking, "What is in your mind when you see these pictures?". This question would lead the students to speak and present a different point of view. While some students preferred pictures with nature scenery because they were lively, others chose city-view pictures. Likewise, T2 directly confronted the students by asking what they were doing last weekend and why. This question also triggered the students to give their answers while telling the reason for their argument about their activity on the weekend. While listening to all the students' ideas, both teachers evaluate the students' ideas by replying and providing them with positive feedback.

In addition, T1 and T2 were elaborating by providing a different approach. T1 asked the students to sort out the pictures based on their similarities, while T2 offered the option to choose which activities they would take in similar circumstances. The approach applied by T1 and T2 built a problem-solving aspect of critical thinking skills.

Comparing and distinguishing ideas from the students is the evaluating aspect performed by T1 and T2. These were proven by various results from the students in sorting out the pictures; they had different criteria such as color, type of activities, and location of the activities. In summary, the students in T1 mostly used English, while the students in T2 only translated into English due to the students having low cognitive skills in T2's class.

The last aspect of critical thinking is reflection, where English teachers ask the students, "What do we learn today?" and provide the students time to give messages and impressions at the end of the class.

Statements from the teachers in the discussion in the extract below reinforced the response from the interview.

T1: "Well, for critical thinking, it usually involves giving them something, like examples. For example, if we were discussing recount text, specifically personal recount, I would provide several images, and they would identify where these images might fit and why we presented them in that way."
T2: "Yes. For example, in my cooperative learning sessions, I provide materials that require individual analysis within each group. This automatically guides students toward critical thinking."

1.4. Creativity Thinking Skills

The next skill in the 21st century is Creativity skill. This skill had three aspects: questioning, problem-solving, and evaluating. T1 and T2 acknowledged the students and

gave questions to dig up information while testing their memories to understand the topic. T1 stimulated the students by showing greeting cards in the Canva application and told the students to adjust or modify the example. At the same time, T2 used the same application but more focused on communication through trigger questions, resulting in the students producing creative feedback.

In addition, T1 and T2 stimulated students to think hard about a topic and create students' initiative to find a solution. In that case, T1 and T2 used the Canva application as digital material when teaching and asked the students to collect questions in evaluating aspects.

Statements from the teachers in the discussion in the extract below reinforced the response from the interview:

T1: "I usually stimulate creativity by having students create something. For example, I might show them previous students' portfolios or projects. Recently, I did a project on creating cards, so I showed them examples of cards from previous students and told them they could create something similar or elaborate on their ideas."

T2: "I think that giving assignments using the Canva application could improve students' creative skills in producing learning products in the form of presentation slides that were more modern and also full color. That is one of the ways I could measure the level of creativity and students' ability to reach more information from various perspectives.

1.5. Communication Skills

The fourth skill in 21st-century skills is Communication skill. In the Oral aspect of this skill, English was used as a communication language in the classroom for both the teacher and the students. The teacher used the English language based on the student's level of understanding, and the teacher thoroughly explained when the students were unfamiliar with the words used. For instance, the term "Probably" was unknown to the students' ears; therefore, T1 defined the word, T1 said, "Probably is almost certainly," and gave an example in a sentence, "She would probably never see him again" while T2 explore more by using synonym "maybe" and the word classes is an adverb.

Furthermore, T1 uses oral communication to convey instruction clearly to differentiate a specific instruction to make the students do the exact instruction without hesitation. T1 used "snip" rather than "cut" to show that it should be done with small quick strokes. Unfortunately, in T2', the teacher did not apply this matter. In motivating the students, T1 and T2, they used oral communication. They encouraged the students to ask if some topics needed further explanation and provided them with information, T1

used presentation tools to improve learning materials, and T2 used the picture to help the students understand unknown words and make the lesson enjoyable. T1 used a couple of slides and utilized technology to demonstrate, while T2 brought colorful pictures to grab students' attention.

In the written aspect of communication, T1 and T2 did not implement this aspect since they focused more on the oral aspect. There needed to be a logical introduction and conclusion in written form; even crucial points and facts needed to be highlighted. Thus, the student's ideas were not conveyed with clear sentences and paragraphs, and they were not writing grammatically.

The last aspect of the communication skill was interpersonal, where T1 and T2 showed confidence using their body language. They performed simple gestures like hands, body movements, and facial expressions to imply the topic they delivered in the class.

Statements from the teachers in the discussion in the extract below reinforced the response from the interview:

T1: "Well, I do not have specific strategies. But in my language lessons, I do not restrict them or blame them for their communication. If they say "book" as "bok," I just let it be. Later on, towards the end, we align and correct their pronunciation, so "book" becomes "buk." That is it. I do not have any specific strategies in my communication approach."

T3: "In this strategy, the teacher focuses on how to generate student motivation to speak. Most students are afraid to communicate because they feel that the information they convey can be wrong, thus triggering students' self-doubt. Therefore, it is important to increase students' self-confidence because, in such a process, it is part of learning. When students are wrong in delivering information, it is not a disgrace. Many external factors influence this, so students feel it will be mocked when they do I."

From the extract above, teacher 1 stated that she did not have specific strategies to enhance the student's communication. Still, she never restricts or blames the students for their communication or pronunciation. Then, teacher 2 stated that he integrated communication skills through group discussion, and students encouraged their communication skills. In line with this, teacher 3 has the same statement about their strategies to enhance communication skills. From these data, all the teachers at SMP Unismuh Makassar integrated communication skills in teaching learning through their lesson plans.

1.6. Collaboration Skills

During the observation of the learning process, based on the team performance aspect, the researcher found that T1 and T2 used creative ways by performing

brainstorming games to organize and classify the students to create a group. The game from T1 was called "Do this, do that," and T2 used "Do and do not" Although the game was different in the title, it was a similar way to sort the students into groups based on their current state to join the learning process.

Moreover, there was no peer work discussion in the learning process. Group work discussion was used before providing feedback to help students deeply understand and appreciate the student's hard work by giving them points as a reward.

The response from the interview was reinforced by statements from the teachers in the interview in the extract below:

T1: "For the collaboration aspect, it should be implemented as much as possible. The need to be emphasized is that students should not always be in the same monotonous group when they are in a group. This is what I underline: when someone is in a group, firstly, the student should choose their group, and secondly, the group should change throughout the semester. It can indicate that the student cannot collaborate with someone like that, which can be a separate assessment. In the classroom, if student A says, "I do not want to be in the same group as them, I believe collaboration should be built as frequently as possible, especially through activities like group work, discussions, and more."
T2: "In collaboration skills, the group investigation method from cooperative learning comes in. It directs students to engage in discussions.

1.7. Citizenship Skills

In citizenship skills, the researcher found that English teachers still need to gain more understanding and applied in their classes. They thought this skill, as a school program, would be implemented in extracurricular activities. During the observation, the researcher found that citizenship skills were applied in some extracurricular activities such as leadership training, volunteering, and sports (Tapak Suci).

T1: "Character assessment is included in the lesson plans, where we refer to the indicators of the Pancasila student profile. For example, for the value of cooperation or teamwork (gotong royong), I provide assessment instruments to evaluate students' cooperation and their attitudes in the classroom. As for citizenship, I am not very familiar with it."
T2: "Well, if we talk about the 4Cs, then yes. However, when it comes to the 6Cs, particularly citizenship, I think it is more focused on finding religious schools or institutions because it is already included there, in my opinion. And then, what else? The aspect of character, including citizenship, is usually encompassed within religious teachings. So, for me, what students should master are the 4Cs."

3.2. Discussion

English teachers' strategies to implement 21st-century skills in English language teaching

3.2.1 Character

Profil Pelajar Pancasila is the initiative idea to improve education standards in Indonesia. It focused on character development. The function of character was essential in the globalization era to balance technological growth and human beings (Faiz & Kurniawaty, 2022). As Ki Hajar Dewantara stated, character education is essential in the educational sector (Ernawati & Rahmawati, 2022). Teachers T1 and T2 created a conducive environment for the students, allowing them to work independently and develop collaborative skills.

A significant instance of this was observed when the students performed Duhur prayer promptly, demonstrating their commitment to their religious obligations. Notably, during this time, there were no ongoing classes, indicating that the students were proactive and responsible in managing their time effectively. The English teachers adopted a hands-off approach, merely observing the students' activities from a distance without interfering. This approach highlights the trust and confidence in students' abilities to carry out their tasks responsibly. The student's demonstration of positive religious values through punctuality and adherence to their spiritual practices exemplifies their commitment to their personal beliefs. It serves as an indication of their moral development.

In T1's class, the English teacher emphasized respecting and appreciating diversity among individuals. The students were encouraged to use polite and respectful language when communicating with others regardless of their characteristics or background. This approach aimed to foster an inclusive and harmonious classroom environment where every student felt valued and accepted. T2, on the other hand, focused on developing the student's ability to listen and respect differing opinions. The English teacher encouraged students to engage in discussions, even when they held contrasting viewpoints. This practice promoted open-mindedness and taught the students the importance of understanding different perspectives and fostering constructive dialogue.

3.2.2. Critical Thinking

According to Trilling & Fadel (2009), there are several aspects of critical thinking skills that teachers have to master. Critical thinking is part of the lesson plan. When the teacher integrated crucial thinking into the learning process, the students were asked to collect the essential questions that were possible. to increase critical thinking and students' involvement. Critical thinking was the skill that students could think effectively and make a decision and problem-solving.

In T1's class, the English teacher utilized a visual approach to engage the student's interest in tourism. Displaying six pictures showcasing different tourist destinations, T1 sparked curiosity by posing the question, "What comes to your mind when you see these pictures?" This inquiry encouraged the students to participate and share their diverse perspectives actively. Some students preferred pictures depicting natural scenery, citing their appeal for their vibrant beauty, while others favored images of city views. The question prompted students to engage in a lively discussion, presenting different viewpoints and engaging in constructive dialogue. Similarly, T2 directly engaged the students by asking about their activities over the past weekend. This question prompted the students to share their personal experiences and provide reasons to support their choices. The students eagerly responded, offering their arguments and rationale behind their weekend activities. T1 and T2 actively listened to the students' ideas, arguments, and perspectives during this exchange. As the students shared their thoughts, the teachers evaluated their contributions, providing valuable feedback and positive reinforcement. This approach fostered a supportive and inclusive environment where students felt encouraged to express themselves and received acknowledgment for their ideas and efforts.

3.2.3 Creativity

The teaching of creativity involves several aspects that must be mastered and integrated by teachers. There were two aspects of creativity skills: asking questions using digital material and creativity skills in every lesson plan. As each teacher integrated the learning process, students were encouraged to find more information and collect questions. In this sense, students could use their creativity to create things, services, and creations with high functionality, practicality, simplicity, and ease of use (Widiawati, 2018). T1 and T2 employed interactive techniques to engage the students and assess their understanding of the topic. T1 initiated the activity by displaying a greeting card created using the Canva application. The students were then tasked with adjusting or modifying the provided example, encouraging their creative thinking and application of the concepts discussed.

Meanwhile, T2 focused on communication skills by utilizing the same application. T2 posed trigger questions that prompted the students to provide creative feedback, fostering their ability to convey their thoughts and ideas effectively. Moreover, T1 and

T2 aimed to stimulate the students' critical thinking and problem-solving skills. They presented the students with challenging scenarios and encouraged them to think deeply about the topic, fostering their initiative to find innovative solutions. In this context, Canva was a digital tool to support the teaching process. Both teachers leveraged its features to provide interactive and visually appealing student materials.

Furthermore, they assigned the students to collect questions about the evaluating aspect, further enhancing their analytical thinking and evaluation skills. By integrating technology such as the Canva application into their teaching methods, T1 and T2 facilitated engagement and encouraged the students to think creatively and critically. These approaches nurtured the students' ability to adapt and generate solutions while expanding their digital literacy skills. Using Canva as a digital resource exemplified how technology can be harnessed to enhance learning experiences and foster students' active participation in their education.

3.2.4 Communication

Communication skills have several aspects that teachers must master and can be integrated into the learning process. There were oral communication, written communication, and interpersonal. Those aspects were included in teachers' lesson plans. Students were asked to present their ideas to the class and discuss them. Communication skills such as expressing opinions persuasively orally and in writing, providing coherent instructions, and motivating others through speech are highly valued in work and public life (National Education Association, 2010). The teachers, T1 and T2, employed effective communication strategies to cater to the student's understanding levels and ensure clarity in instruction. They used the English language appropriate to the student's proficiency, providing thorough explanations whenever unfamiliar words arose. For instance, when the term "probably" was unknown to the students, T1 defined it as "almost certainly" and provided an illustrative sentence to reinforce understanding.

On the other hand, T2 expanded on the explanation by offering the synonym "maybe" and identifying the word class as an adverb. T1 utilized oral communication to deliver clear instructions, ensuring that the students understood and followed specific directions without hesitation. T1 employed "snip" instead of "cut" to convey the need for small, quick strokes. However, it was observed that T2 needed to employ this approach consistently. Both T1 and T2 motivated the students through oral communication. They

encouraged students to ask questions and seek further explanations when needed. T1 utilized presentation tools to enhance learning materials, while T2 used pictures to aid comprehension of unfamiliar words, creating an engaging and visually stimulating learning experience. T1 incorporated a couple of slides and leveraged technology to augment the learning process.

Similarly, T2 brought colorful pictures to capture students' attention and facilitate understanding. Overall, T1 and T2 demonstrated effective communication techniques by adapting language to the student's level, providing thorough explanations, utilizing oral communication for clear instructions, motivating students to participate, employing technology and visuals to enhance learning materials, and employing engaging presentation methods. These strategies fostered a supportive and interactive learning environment, facilitating students' lesson comprehension and engagement.

Regarding written communication, it was observed that both T1 and T2 did not emphasize this aspect as much as oral communication. The written elements, such as logical introductions and conclusions, were not explicitly taught or practiced. Additionally, key points and facts needed to be effectively highlighted, resulting in a need for more organization in written work. Consequently, the students' ideas could have been more effectively conveyed through clear sentences and paragraphs, and grammatical errors were evident. On the other hand, T1 and T2 excelled in the interpersonal aspect of communication, displaying a strong sense of confidence through their body language. They utilized simple gestures, hand movements, body language, and facial expressions to enhance their delivery of the topics discussed in class. These non-verbal cues reinforced and emphasized the content, making the lessons more engaging and impactful for the students. While the focus was predominantly on oral communication skills, it is essential to acknowledge the need for a well-rounded approach that includes written and interpersonal communication. Developing students' written communication skills, such as structuring clear and coherent paragraphs, highlighting key points, and employing proper grammar, can enhance their ability to convey ideas in written form effectively. Moreover, nurturing interpersonal communication skills through body language and non-verbal cues further strengthens students' overall communication abilities, enabling them to express themselves confidently in various contexts.

3.2.5 Collaboration

Collaboration skills, several criteria must be mastered and applied by the teacher in the learning process. These essential criteria could collaborate with other students in each lesson plan. Several researchers argued that students would be better off if they were actively involved in group discussions in class. In the learning process through discussion, the teacher asked students to find and collect information and share the information based on the material. According to Robert (2004), collaborative learning is used to increase social interaction as a means of knowledge building. The team performance approach adopted by T1 and T2 was critical. They employed creative methods to organize and classify students, fostering a collaborative learning environment. T1 implemented a brain-storming game called "Do this, do that," while T2 utilized a similar game titled "Do and do not." Although the games had different titles, they shared a common purpose of sorting students into groups based on their current state or performance level, allowing them to join the learning process accordingly. However, it was noted that there was a lack of peer work discussion during the learning process. Instead, group work discussions were conducted before providing feedback. This approach ensured that students thoroughly understood the concepts and appreciated each other's hard work. The discussions served as a platform for students to exchange ideas, clarify doubts, and offer support to their peers. The emphasis on group work discussions before feedback was a way to encourage collaboration and deepen students' understanding of the subject matter.

Additionally, T1 and T2 recognized the importance of acknowledging students' efforts. Students were awarded points for their hard work as a form of recognition and motivation. This practice encouraged active participation, fostered a sense of accomplishment, and instilled a positive learning environment. T1 and T2 demonstrated their commitment to promoting student teamwork and collaboration through these strategies. Incorporating creative group organization games and encouraging group work discussions created opportunities for students to learn from one another, exchange ideas, and develop a deeper understanding of the content. Moreover, the recognition and rewards provided by T1 and T2 encouraged students to engage in the learning process and strive for excellence actively.

3.2.6 Citizenship

In line with this (Miller, 2015), Cultural awareness (or citizenship) can be summarized as understanding the world around us, recognizing the differences between

cultures respecting habits, understanding the origins of communities, and understanding the values and beliefs of the people within them. By having this competence, students will be able to avoid attitudes of intolerance toward minority cultures and increase their tolerance for foreign cultures. Alyanay & Aydin (2016) emphasize the importance of integrating students to move away from stereotyping and discrimination while also appreciating and supporting the cultural richness of the communities.

Based on the observation in the citizenship skill aspect, it became evident that there is no room for English teachers to develop further their understanding and application of this skill within their classes because all English teachers at SMP Unismuh Makassar viewed citizenship skill as a school program and believed it should be primarily implemented through extracurricular activities. Throughout the observation, it was noted that citizenship skill was indeed being applied in certain extracurricular activities, including leadership training, volunteering initiatives, and sports activities such as Tapak Suci. While extracurricular activities provide valuable opportunities for students to engage in citizenship-related experiences, it is essential to recognize that citizenship skills can also be effectively integrated within the regular classroom setting.

4. CONCLUSIONS

4.1. Conclusion

As mentioned in the first chapter of this thesis, the research questions are about the English Teachers of SMP Unismuh Makassar's understanding of 21st-century skills and to find out how English teachers implement 21st-century skills in English language teaching. Several things can be concluded in this chapter, as follow:

Most English teachers of SMP Unismuh Makassar understand 21st-century skills, Character, Critical Thinking, Communication, Creativity, and Collaboration, except Citizenship skills.

All English teachers at SMP Unismuh Makassar have implemented most aspects of 21st-century skills. There were four aspects of critical thinking skills: reasoning, problem-solving, evaluating, and reflection. In the evaluation, all the elements that the teacher has implemented. In collaboration, all the aspects have been implemented by the teachers. The teacher has implemented a partnership. The creativity skills were divided into two categories, questioning, and media. As far as creativity skills are concerned, all aspects have been incorporated through digital media.

Regarding communication skills, there were three components: oral, written, and interpersonal. Meanwhile, the application of Communication skills had yet to be fully implemented. In Character skill, all the indicators, including Profil Pelajar Pancasila, have been implemented by the teachers. In Cizitienship, the teachers did not integrate citizenship skills in class during the learning process. Still, the school facilitated activities incorporating citizenship skills, such as extracurricular activities.

4.2. Suggestions

To develop 21st century learning, the teachers must initiate one step change, namely changing traditional teacher-centered learning patterns into student-centered learning patterns. Researcher hopes that on the implementation of 4C skills teachers will further improve the implementation of 6C skills in the teaching and learning process, so that all 6C skills can be implemented and the government's goals in meeting 21st century skills can be realized. So that students can apply the 6C skills learning process including communication, collaboration, creativity, and critical thinking.

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