

AN ANALYSIS 21ST CENTURY SKILL OF PRE-SERVICE TEACHERS READINES IN THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM STATE ISLAMIC UNIVERSITY OF MATARAM

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ABSTRACT

This research aims to analyze the perspectives of seven English Education students at the State Islamic University of Mataram regarding the significance of 21st-century skills in education. The respondents are pre-service teacher were above 7th semester unanimously agree that mastering these skills is essential for pre-service teachers, especially in the context of English language learning. They emphasize that such skills enhance educational quality through technology, foster creativity, and prepare students to face global challenges. The integration of technology into educational practices is highlighted as crucial for improving learning outcomes and increasing student engagement. The practical application of 21st-century skills during teaching practice illustrates how these pre-service teachers incorporate critical thinking, communication, collaboration, and creativity alongside technological tools. Many participants advocate for student-centered approaches that encourage critical thinking and effective communication, utilizing digital resources to enhance interactions. The importance of digital platforms for promoting teamwork among students is also noted, reflecting a collaborative learning environment. Furthermore, the proactive engagement of these students during their Field Experience Practice Program demonstrates their readiness to apply these skills in real-world teaching scenarios. The successes reported in implementing 21st-century skills during this program underscore the effectiveness of their educational preparation and suggest a positive outlook for their future careers as educators.

Keywords: Pre-Service Teacher Analysis; 21st Century Skills; Teacher Readiness

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Introduction

Education is crucial for knowledge preservation and transfer, serving as a national treasure for future generations. In the 21st century, there are growing concerns about the skills prospective teachers need, particularly the gap between

traditional teacher education and the demands of modern educational environments. Today's teachers must understand technology's role in learning, yet many lack training in its effective integration.

The diverse methods in education must adapt to current trends. Mastering 21st century skills is essential, as learners must develop interpersonal communication in a complex, interconnected world. Integrating these skills into learning activities prepares students for future challenges. Digital advancements influence education, necessitating that teachers act as facilitators and motivators.

Teachers must equip students with 21st century skills, fostering critical thinking, logical reasoning, and collaboration. Key aspects include Learning and Innovation Skills, critical thinking, communication, collaboration, and creativity essential for all education levels.

Additionally, understanding cultural diversity is increasingly important. Prospective teachers need a solid grasp of diverse cultures, yet preparation in this area is often lacking, affecting their ability to create inclusive classrooms. Revising teacher education curricula is vital for effective training in technology and multicultural understanding.

While 21st century skills are not new, their significance has grown. Numerous studies have explored these skills, but gaps remain, especially for prospective teachers. Teacher education programs must be restructured to address these needs. Observations at Mataram State Islamic University highlight anxiety among prospective teachers about their readiness for the evolving educational landscape.

Literature Review

There are several previous studies related to this research. Canses Tican and Sahabattin Deniz, in their article "Pre-service Teachers' Opinions on the Use of Skills of 21st Century Learners and 21st Century Teachers," published in the **European Journal of Educational Research** (Vol. 8, no. December 1), discuss the perspectives of pre-service teachers regarding the skills needed by 21st-century learners and teachers. This study highlights the importance of adapting curricula and teaching methods to meet the demands of modern education. Through surveys and analysis,

the authors found that pre-service teachers possess a strong awareness of 21st-century skills such as collaboration, creativity, and problem-solving. These findings emphasize the need for professional development for educators to effectively integrate these skills into their teaching practices. This type of research is qualitative research using survey methods, group studies and data collection. This research has identified and discovered the pre-service teachers' perceptions of their competence and their readiness for teaching profession. The result showed that the pre service teachers' perceptions of their readiness revealed that they considered themselves as ready for teaching as profession. By realizing and considering their competence and readiness for the teaching profession, they will feel more confident and ready to face the real environment of teaching as a profession. This can also create conditions where their readiness will go a long way to improve their quality as a teacher.

Based on this explanation, there are similarities and differences concluded between this research and this research. In previous research the research approach used was quantitative, while in this research a qualitative approach was used. What these two studies have in common is that they both take students or pre-service teachers as research subjects.

Second, In the article "Pre-service Teachers' Perceptions of Their Competence and Readiness to Undertake the Teaching Profession," Lou Chien Gita Arista, Dzulfikri, Junaidi Mistar, and Mutmainnah Mustofa investigate the self-perceptions of pre-service teachers regarding their skills and preparedness for the teaching profession. Published in the *English Education Journal (EEJ)* (Vol. 13, No. 2, April 2022), this study employs surveys and interviews to gather data on pre-service teachers' confidence in their teaching abilities and their readiness to enter the classroom. The findings reveal varying degrees of self-assessed competence, highlighting factors such as training experiences and support systems that influence their perceptions. This research underscores the importance of enhancing teacher education programs to better equip future educators for their roles in the classroom.

This research aims to investigating the perception of pre service teachers who are undergraduate student about their competence and readiness for their teaching profession an on measuring the correlation between pre service teacher teachers' perception of their competence and their readiness. In collecting data, the researcher used two questionnaire as instrument.

The results of research conducted by Lhou Chien Gita Arista, Dzulfikri, Junaidi Mistar and Mutmainnah Mustofa show that teacher candidate perceptions are positive regarding their competence in all fields and are ready to enter the teaching profession, however, based on the tests, this research does does not show a relationship between teacher perceptions and teacher candidate competency with the professional readiness of teachers.

Based on the explanation, the research carried out by Lhou Chien Gita Arista, Dzulfikri, Junaidi Mistar and Mutmainnah Mustofa similarities with this research is that they both discuss the perceptions of pre-service teachers to become professional teachers, The difference between the research conducted by Lhou Chien Gita Arista, Dzulfikri, Junaidi Mistar and Mutmainnah Mustofa and this research is that Lhou Chien and friends' research use a questionnaire method discussed it in general while this research only discussed pre-service English teachers and the present research used kualitatif type research and collecting data.

Third, In the article "Pre-Service EFL Teachers' Perceptions of Educational Video Production Technology: Needs Analysis," I'anutul Avifah and Muhammad Solakhudin Al Fajri examine how pre-service English as a Foreign Language (EFL) teachers perceive the use of educational video production technology. Published in the *International Journal of Education and Research (IJERE)* (Vol. 11, no. 3), this study conducts a needs analysis to identify the specific requirements and challenges faced by these future educators in integrating video production into their teaching practices. Through surveys and qualitative interviews, the authors reveal that while pre-service teachers recognize the potential benefits of using video technology, they also express a need for more training and resources to effectively implement it in their classrooms. The findings suggest that enhancing teacher education programs

with a focus on technology integration could significantly improve pre-service teachers' readiness to utilize such tools in their future careers.

The research conducted a need analysis by investigating the perception of Indonesian pre service English as a foreign Language (EFL) teachers and in service lecturer about instructional media development and the potential of educational video production for EFL teacher education. This research used quantitative method using a semi open questionnaire. Administering of the questionnaitre is not constrained by time and places since it can be conducted either directly at a site or a distance and situated online using an online survei tool called "Typeform". The results suggested that the design of the workshop should be devised as constructive learning with a focus on project based learning to help teacher candidates develop their skills in employee value proposition (EVP).

Based on the explanation, research carried out by I'anatul Avifah and Muchamad Sholakhuddin Al-Fajri has in common is that they both discuss pre-service teachers. The difference between this research and the present research is, that discusses Teacher Perceptions of Production Technology Educational Videos using an open questionnaire method, while the research conducted by the researcher discusses 21st Century English Language Pre-Service Teacher Skills using list of interviews.

Fourth, In the article "Pre-service ELT Teachers' Beliefs and Perception on 21st Century Learning and Innovation Skills (4C)," Hasan Bedir explores the beliefs and perceptions of pre-service English Language Teaching (ELT) teachers regarding the 21st-century skills known as the 4Cs: critical thinking, communication, collaboration, and creativity. Published in the *Journal of Language and Linguistic Studies* (Vol. 15, no. 1, 2019), the study utilizes surveys and interviews to gather insights into how these future educators view the importance of these skills in their teaching practices. The findings indicate that while pre-service teachers acknowledge the relevance of the 4Cs, there are gaps in their understanding and preparation to integrate these skills into their pedagogy. Bedir's research emphasizes the need for teacher education programs to better address these skills

to enhance pre-service teachers' effectiveness in fostering a more innovative and collaborative learning environment.

This research used mix methods design with qualitative and quantitative approach. Data were collected using a customized questionnaire and semi-structured question of interview. The results of Hasan Bedir's research refer specifically to the perceptions and beliefs of pre-service teachers on the 4Cs context of English Language teaching. As teachers' perception and beliefs change.

Based on the explanation, the difference this previous research is conducted 21st century learning and skills as the integration of technology into classroom teaching using two research methods, namely qualitative and quantitative. While the present research discusses the perception and practice of implementing learning using 21st century skills in the classroom using only qualitative research methods and collecting data used interview with several question. The similarity between the current research and previous research is that both discuss pre-service English teachers with 21st century skills, especially 4C.

Lastly, In the article "An Analysis of Teachers' Pedagogical Competence in Teaching English: A Case Study at an Islamic School in Lombok," Dini Damayanti, Ika Rama Suhandra, and Soni Ariawan investigate the pedagogical competencies of English teachers in an Islamic school setting. Published in *English Language Teaching for English Foreign Language (EFL) Learners (ELTIES)* (Vol. 5, No. 01), this study employs qualitative methods, including classroom observations and interviews, to assess how teachers apply pedagogical strategies in their instruction. The findings reveal strengths and weaknesses in teachers' competencies, highlighting areas such as lesson planning, student engagement, and assessment practices. The authors argue that enhancing pedagogical skills is essential for improving English language instruction in similar educational contexts, and they recommend targeted professional development programs to support teachers in their growth.

The result of this study was positive result of evaluation. It was found that the teachers have shown an effort to use their pedagogical skills in three step: preparation, teaching and after teaching.

Based on the explanation, there are similarities in the previous research and present research. Both of the research used qualitative method, collected data with several question of interview and discuss about teacher competence. The differences of the study were analysis of the teacher, but the present research discuss about the pre service english teacher's.

Method

1. Research Approaches and Types

This study utilized qualitative research with a descriptive approach to analyze 21st century skills of pre-service teachers in the English Language Education Study Program at State Islamic University of Mataram. This approach aims to gather valid information related to the research problem, focusing on how these skills are perceived and applied.

2. Research Setting

The research was conducted within the English Language Education Study Program at State Islamic University of Mataram, targeting seventh-semester students who had completed a teaching practice program. The focus was on their perceptions and practices regarding 21st century skills.

3. Research Instruments

The primary instrument for data collection was unstructured interviews, allowing participants to freely express their opinions. In-depth interviews were conducted with 6-10 students to explore their motivations and experiences, using open-ended questions to capture nuanced perspectives. Thematic analysis identified key patterns and insights from the data.

4. Data Source

This research involved both primary and secondary data. Primary data was collected directly from the seventh-semester students through interviews, while

secondary data was sourced from existing literature and publications. Total sampling was employed to select respondents.

5. Data Collection Procedures

Data was collected through interviews based on a structured set of 10 questions posed to 7-10 pre-service teachers. The information gathered was transcribed for analysis, focusing on the skills relevant to 21st century teaching.

6. Data Analysis Techniques

Data analysis involved three stages:

- Data Reduction: Selecting and simplifying data from interviews to focus on relevant findings.

- Data Display: Organizing the data into meaningful formats, identifying themes that emerged.

- Drawing Conclusions: Synthesizing the information to compare with previous studies, verifying the findings against established research.

7. Trustworthiness

To ensure validity, triangulation was applied through questionnaires and interviews. The criteria for trustworthiness included credibility, transferability, dependability, and confirmability, ensuring that the findings are both accurate and applicable.

Findings

The results indicate that while pre-service English teachers at UIN Mataram demonstrate a strong understanding of 21st-century skills, they face challenges in adapting to rapid technological advancements. This reflects a critical need for continuous professional development. Additionally, the support from educational institutions plays a pivotal role in enhancing their readiness.

To effectively apply their skills, pre-service teachers should engage in self-evaluation practices that foster reflection and adaptability. By creating supportive

environments, institutions can better prepare future educators for the demands of modern teaching.

The findings of this research are summarized in the following table:

Table 1. Pre-service English Teachers Readiness

No	Aspects of Readiness	Findings
1	Understanding of 21st-century skills	High level of awareness among pre-service teachers
2	Practical teaching experiences	Many have served as honorary teachers or tutors
3	Challenges in technology adaptation	Need for ongoing training and skill updates
4	Institutional support	Demand for structured training programs

21st Century Skills

These skills primarily involve higher-order thinking abilities and complex cognitive processes. These skills include concepts such as creativity, problem solving, and complex cognitive processes. information and communications technology (ICT) literacy, as well as skills such as collaboration, communication, and critical thinking that were important in the past (Selvinc, 2019).

21st Century Skills based on Partnership for 21st Century Skills 21st Century Skills includes 4Cs, namely Communication, Collaboration, Critical thinking, Creativity 21st Century Skills based on Partnership for 21st Century Skills includes 4Cs, namely: (1) Communication skills, or communication skills used to convey ideas both outside or inside the classroom, or convey ideas in writing essays, (2) Collaboration, or collaboration skills must be possessed by individuals in order to be able to synergize and cooperate with various parties and be responsible for themselves or others, (3) Critical thinking or critical thinking is an individual's skill in criticizing every event around them (4) Creativity or creative thinking skills are

skills that must be given to students so that they have competitiveness and great opportunities to face the challenges of global life. This is reinforced by Greenstein's statement that defines 21st century skills as valuable skills including critical thinking skills, communication skills, problem solving skills and collaborative skills in solving problems (Luluk Nurjanah, 2022).

1. Education and Curriculum in the 21st Century

In this era, the teacher's task is to prepare students to face a participatory global world and master advanced technology. These skills bring about fundamental changes in the education system and curriculum. The curriculum transition that has been developed in the 21st century has changed the learning approach from Teacher Centered to Student Centered. Learning skills in the 21st century can be seen when implementing student-centered learning and will not look the same as teacher-centered learning. Therefore, in order for teachers to be inspired by the implementation of 21st century learning skills, teachers must have a foundation that allows them to truly stay ahead of the changing times. Adopting three concepts of 21st century education, the Ministry of Culture is able to develop a curriculum for elementary schools (SD), junior high schools (SMP), senior high schools (SMA) and vocational schools (SMK). The three concepts, namely 21st Century Skills, Scientific Method and Authentic Learning with Authentic Assessment, are then adapted to develop Education towards Creative Indonesia in 2045. This is certainly supported by research findings that show that the most types of jobs are creative jobs that require human intelligence and ingenuity to produce creative and innovative products while routine tasks will be taken by robots and automation (Glenda et al., 2016)

2. Pre-service Teachers and Basic Teaching Skills

In the learning process, there are eight teaching skills that teachers or pre-service teachers must master. First, for a teacher, opening and closing a lesson is a basic skill that is very important to achieve effective, efficient,

interesting and enjoyable learning. Even though it seems trivial, not all teachers can carry out the learning process well, this greatly influences students' success and enthusiasm or interest in learning. The teacher's capacity to initiate teaching and learning interactions in a particular session is measured by his ability to open learning. Likewise, closing a lesson is an activity carried out by a teacher to end a lesson or teaching and learning activity. According to Asril, close learning efforts are intended to provide a comprehensive picture of what students have learned and determine the level of student achievement and level of success in the teaching and learning process (Inda, 2022).

The Practice of 21st Century Skills by Pre-service teachers

1. ICT (Information and Communication Technology)

Digital literacy or often called ICT (Information and Communication Technology) refers to technical skills that involve components of society in line with the development of culture and digital-based public services. The first level is digital competence which includes skills, approaches, concepts and behaviors. The second level is digital use which refers to the application of digital competence related to the context certain.

The third level is digital transformation which requires creativity and innovation in the digital world, because in digital literacy, technology plays a very important role. By having digital literacy skills, pre-service teachers can easily process various information, communicate effectively in various forms (Ai Siti et al., 2023)

2. Teacher Readiness

The teacher as a professional educator must have standardized competency abilities and be able to demonstrate his qualities as a professional teacher, because competency is the mastery of each individual's work abilities which includes aspects of knowledge, skills and work attitudes

that are in accordance with established standards. Competency standards that teachers must have based on the Ministry of National Education Regulation (Regulation of the Ministry of National Education No. 16 of 2007, 2007) concerning academic qualification standards and teachers Competency explains that these competency standards are developed in their entirety from four main competencies, namely pedagogic, personality, social and professional competencies. These four competencies are integrated into teacher professionalism. The professional success demonstrated by Furu is generally a benchmark for the quality of good education (Rika, 2019). Apart from that, teachers must also be ready to face the world of education which is always changing along with rapid technological developments and requires teachers to master and learn new knowledge. As a result, this will have a positive impact on the teacher's teaching ability and will ultimately attract students' interest in coming to school.

3. Perception Gaps Between Teachers and Students

The ease of internet access and the availability of affordable cell phones are increasing and their use must be guided wisely so as not to cause negative impacts. Therefore, teachers need to utilize students' abilities in using technology to increase learning effectiveness. The success of 21st century education depends not only on the physical infrastructure of the classroom, but rather on a student-oriented learning approach.

According to Mr. Naufal, 10 important characteristics were found in 21st century learning that educators must understand and apply. One of them is a student-centered approach, where students are placed at the center of the learning process and the teacher acts as a facilitator. Apart from that, 21st century learning requires students to be actively involved in discussions with classmates and respond to learning material. Collaborative learning and supportive learning environments are also important features of 21st century education (Fathizaki, 2019)

Discussion

The results indicate that while pre-service English teachers at UIN Mataram demonstrate a strong understanding of 21st-century skills, they face challenges in adapting to rapid technological advancements. This reflects a critical need for continuous professional development. Additionally, the support from educational institutions plays a pivotal role in enhancing their readiness.

To effectively apply their skills, pre-service teachers should engage in self-evaluation practices that foster reflection and adaptability. By creating supportive environments, institutions can better prepare future educators for the demands of modern teaching. The discourse around 21st-century teacher skills continues to emphasize their significance in preparing students for a digitally connected future and fostering an inclusive, innovative learning environment. As the world evolves with rapid technological advancements and shifting societal dynamics, educators must adapt their approaches to meet these challenges head-on (Day et al., 2007). Furthermore, the readiness of Pre-service teachers is also influenced by the support they receive from their educational institutions (Cuhadar, 2018). More structured and sustainable training programs can strengthen their readiness to face challenges

in the field. With programs that focus on technology-based learning and interpersonal skills development, pre-service teachers can be better prepared to apply their knowledge and skills effectively in the classroom.

Overall, although the pre-service English teachers at UIN Mataram have shown significant progress, they need to continue to evaluate and update their approaches. Their readiness to adopt and integrate 21st-century skills will be key to their success as future educators. Institutional support and ongoing monitoring will be important factors in ensuring that they can face the challenges and meet the demands of the ever-evolving teaching profession. However, although pre-service English teachers at UIN Mataram have shown strong efforts in developing 21st-century skills, several areas need attention to improve their effectiveness in the field. One of them is the importance of continuous evaluation of the application of these skills in daily practice.

Although many preservice teachers have engaged in additional instruction and training, effectively integrating technology into the curriculum requires a deep understanding of how technology can support specific learning objectives. Therefore, developing training that emphasizes appropriate technology integration strategies and adaptation to student needs would be helpful.

Teachers' readiness to face the challenges of the 21st century is also a very big challenge. In accordance with Sutrisno Djaja, he mentioned several challenges faced in the 21st century. Changes in science and technology and teacher adjustments. Technology, communication and information are developing rapidly and almost all fields use technology (Nurul, 2019). The perception of pre-service English teachers in 21st century learning skills, especially in terms of technology, is very important and brings convenience in the process of delivering knowledge information. Pre-service English teachers are very aware of this importance and with that, the 21st century skills that have been mastered by pre-service teachers prove readiness to become an English teacher.

Conclusion

The research on pre-service teachers' readiness to become English teachers at the State Islamic University of Mataram highlights a strong consensus among seven English Education students on the importance of 21st-century skills in education. Respondents agree that mastering these skills is essential for enhancing educational quality, fostering creativity, and preparing for global challenges. They stress the need to integrate technology into teaching practices to improve learning outcomes and student engagement. Participants emphasize that the practical application of 21st-century skills such as critical thinking, communication, collaboration, and creativity during teaching practice is crucial. They advocate for student-centered approaches that utilize digital tools to promote effective communication and teamwork. Their proactive engagement in the Field Experience Practice Program demonstrates their readiness to apply these skills, with positive reports indicating effective preparation that bodes well for their future careers as educators.

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