

**STUDENTS' PERCEPTION OF THE 21ST CENTURY
LEARNING SKILLS OF ENGLISH EDUCATION STUDY
PROGRAM SRIWIJAYA UNIVERSITY**

A THESIS

by

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English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS SRIWIJAYA
INDRALAYA
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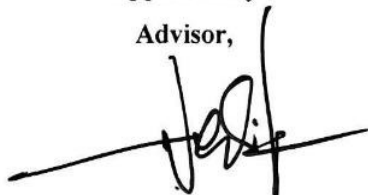
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DECLARATION

I, the undersigned,

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State that the thesis entitled "*Students Perception of the 21st Century Learning Skills of English Education Study Program Sriwijaya University*" is my own work and I did not plagiarize or use inappropriate quotations in violation of the ethics and standards endorsed by the Ministry of Education of Republic of Indonesia Number 17, 2010 concerning the plagiarism in higher education. Therefore, if I am found to have plagiarized this work, I deserve to go to court.

Indralaya, July 14th, 2022

The Undersigned,



Khamelia Agustini

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DEDICATION

The writer would like to dedicate this thesis to:

My beloved mother, thank you so much for supporting me in any condition. I always try to be a strong and the best daughter for you so that you will always smile and forget the bad memories.

MOTTO:

“Do the right things not the nice ones”

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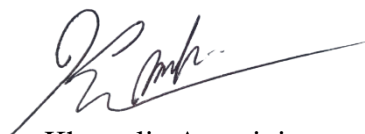
Firstly, the writer would like to express her gratitude to *Allah SWT*, by the grace of *Allah*, this thesis entitled “*Students Perception of The Needs Toward 21st Century Learning Skills of English Education Study Program Sriwijaya University*” could be finished to fulfill the requirement of acquiring the bachelor degree at English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Sriwijaya University. This thesis will never be finished without the prayers, support, and help from many people. Therefore, the writer would like to thank profusely to these people.

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Hopefully, this thesis will be able to be useful for teaching and learning in English Education Study Program, the schools in Indonesia, also all of the people who need it.

Indralaya, July 14th 2022

The Writer,

A handwritten signature in black ink, appearing to read 'Khamelia Agustini', with a long horizontal line extending to the right.

Khamelia Agustini

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ABSTRACT

This paper examines students' perceptions of 21st Century Learning Skills. It tries to identify the perceived level of importance of 21st Century Learning Skills, perceived ability of their 21st Century Learning Skills, and perceived knowledge level regarding teaching 21st Century Learning Skills. This study uses a quantitative descriptive approach, by distributing questionnaires to 302 populations with 259 samples consisting of 45 male students and 214 female students. The data analysis technique in this research is in the form of descriptive analysis; analysis with SPSS to tabulate respondents' answers according to the questionnaire into a table, then calculate the percentage, and analyze. The results showed that students realized the importance of instilling these skills into themselves but were somewhat lacking in the ability and knowledge about the skills.

Keywords: *21st Century Skills, 4Cs, IMT, FLIPS, Students' perceptions of learning skills.*

CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the study

Entering the 21st century means that the application of the 21st skills of education in Indonesia should have been implemented. To realize the quality of learning, which is necessary to analyze learning skills to face the 21st century, so that students can improve their learning quality. We cannot apply the same ability in the learning process for all ages as the world changes. We now need 21st-century skills, which are a set of abilities that students must master to succeed in this day and age. This paper discusses students' perceptions of 21st Century Learning Skills to identify the skills of each student in the 21st century, and their implications for the education system. 21st-century learning skills are divided into four skills, namely: intellection, proceedings, working tools, and life skills (Griffin, McGaw & Care, 2012). Griffin et al. (2012) statement are also in line with Van Laar et al. (2020) that the ways of thinking as called intellection (innovation and creativity; critical thinking, problem-solving, and making a decision; getting used to learning), working procedures as proceeding (communication; collaboration), working medium (information literacy; ICT literacy), and way of life in the world as life skills (citizenship; skills of life and career; responsibility of personal and social) (Griffin et al., 2012).

Based on NRC (National Research Council), regarding 21st-century skills, teachers, especially prospective teachers, they must prepare to design learning in preparing students to face 21st-century skills (Lai & Viering, 2012). The American National Science Education Standard provides advice in implementing learning activities such as teachers must prepare the design learning with teaching methods that pay more attention to making decision abilities, theory, and reasoning (Darling-

Hammond et al., 2020). Based on the NRC, this ability is related to improving the skills of teachers and prospective teachers in facing the 21st century. Therefore, in the development of an informative society like this, teachers and even prospective teachers must have the same skills as students and even more. In this study, researchers chose the students, especially in the teacher training and education faculty because they are future teacher candidates, teachers, or prospective teachers who need to have and master 21st-century learning skills to realize education that is in sync with the conditions in the 21st century. Therefore, it is very important to know the ability of students in 21st-century skills so that they can be used as the basis for further lecture activities to design learning in improving 21st-century skills.

Hendayana states Learning Skills in the 21st Century prepared Indonesia in connection with the development conditions of the 21st Century from Indonesian students in general currently known as VUCA or Vulnerable, Uncertain, Complex, and Ambiguity which happened during this pandemic (Dikti Kemdikbud Network, 2020). Things are completely uncertain but all of that must be faced with a strong character by turning higher education in Indonesia into education in the 21st century. The competencies required have been outlined since 1998 which are still actual, namely basic literacy, critical thinking and problem-solving competencies, creativity, collaboration, character qualities, and most importantly persistence.

It can be concluded from the current state of students, as well as the reason for the importance of 21st-century skills to be able to have other skills outside their study program to provide education to educators and students that are in line with the industrial revolution and to shape students into independent learners and complex problem solvers. This conclusion can be supported by Saavedra and Opfer (2012), to implement 21st-century skills in the classroom, nine strategies can be used; (1) making the relevant curriculum, (2) teaching through disciplines, (3) developing the thinking skills, (4) encouraging the learning transfer, (5) teaching the students how to learn, (6) resolving directly the misunderstanding, (7) treating teamwork like an outcome, (8) utilizing the technology to support learning, and (9) fostering creativity. While these strategies are used, the educators have to prepare

the students to solve the global challenges which face today.

The author is interested in this research, to see more clearly the development of the 21st Century Skills condition of students in Indonesia, especially students of English Education at Sriwijaya University. The author also found that several experts in the past also conducted research with the same concept but with slightly different objectives, from there it could be related to the circumstances of the author's purpose of doing this research. Several previous studies that the authors found as a reference concept for this research, including; Weeks (2019) with the title "Twenty-First Century Skills: A Needs Assessment of School-Based Agricultural Education Teachers". Then, by Siddiq et al. (2016) the title "Teachers' emphasis on developing students' digital information and communication skills (TEDDICS): A new construct in 21st-century education". Third, Van Laar et al (2017), entitled "The relation between 21 -century skills and digital skills or literacy: A systematic literature review". Fourth, conducted by Voogt et al., (2013), "Challenges to learning and schooling in the digitally networked world of the 21st century". The last one, by Claro et al., (2012), is titled "Assessment of 21st Century ICT Skills in Chile: Test Design and Results from High School Level Students."

From the several examples of research above, it is important to dig deeper into information about 21st Century Skills, especially for teachers and prospective teachers, because from the various results and real data obtained, the relationship between student abilities and current era development is very close, the role of educators is needed and important in increase the level of 21st Century Skills students, especially in our country which the level is still as "*Negara berkembang*" to be able to follow the flow of the era and be able to compete with other countries.

1.2 Research Questions

1. What are Students of the English Education Study Program at Sriwijaya University's perceived level of importance of 21st Century Learning Skills.?
2. What are Students of the English Education Study Program at Sriwijaya University's perceived ability in their 21st Century Learning Skills?
3. What are Students of the English Education Study Program at Sriwijaya University's perceived knowledge level regarding teaching 21st Century Learning Skills?

1.3 Objectives of the study

1. To know Students of the English Education Study Program Sriwijaya University's perceived level of importance of 21st Century Learning Skills.
2. To know Students of the English Education Study Program at Sriwijaya University's perceived ability that have 21st Century Learning Skills.
3. To know Students of the English Education Study Program Sriwijaya University's perceived knowledge level regarding teaching 21st Century Learning Skills.

1.4 Significance of the study

This current study is intended to get involved in helping the teachers, students, book authors, and also other researchers who are interested in researching the same kind of topic as in this study. This analysis is significant to recognize the kinds of 21st-century learning skills of students, particularly the students of the English Education Study Program at Sriwijaya University. For the students, this study is expected to help students understand their skills lacking and permits students to develop the skills required for the 21st century in its implication for the system of education. For the other readers, this study is aimed to tell them that in some aspects of life, the 21st-century skill application has more measurable benefits;

critical thinking with problem-solving, initiative, creativity, entrepreneurship, communication, teamwork, metacognition, mindset shift, and literature digital.

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