

**INCULCATING 21ST CENTURY SKILLS INTO TEACHING
PLANNING: A CASE IN MICROTEACHING COURSE OF EFL
PRESERVICE TEACHERS**

THESIS

Submitted in Partial Fulfillment of the Requirements
For Gaining the Degree of Bachelor of Islamic Education
In English Language Education



By:

Tri Astuti Widya Ningrum

2003046004

**ENGLISH EDUCATION DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY
OF WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2025**

THESIS STATEMENT



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Harko (Kampus II) Ngaliyan, Semarang 50183 Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

THESIS STATEMENT

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu 'alaikum Wr. Wb.

I am student with the following identity:

Name of Students : Tri Astuti Widya Ningrum
Student Number : 2003046004
Department : English Education
Title : **Inculcating 21st Century Skills into Teaching Planning: A Case in
Microteaching Course of EFL Preservice Teachers**

Certify that this thesis represents the original work by the author. It can be reasonable assumed that the content of this work is the author's own. And the author is responsible for the content of the thesis. The opinions or findings of the writer that have been included in the thesis are quoted or cited by the ethical standards.

Wassalamualaikum Wr. Wb.

Semarang, May 16, 2025

Researcher,


METRAL
TEMAN
7AMX282854373
Tri Astuti Widya Ningrum
NIM. 2003046004

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185 Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

RATIFICATION

Thesis with the following identity:

Title : **Inculcating 21st Century Skills into Teaching Planning: A Case in
Microteaching Course of EFL Preservice Teachers**

Name of Students : Tri Astuti Widya Ningrum
Student Number : 2003046004
Department : English Education

Had been ratified by the board of examiners of Education and Teachers Training Faculty of
Walisongo Islamic State University Semarang and can be received as one of any requirements
for gaining a Bachelor's Degree in English Education.

Semarang, 30 Juni, 2025

THE BOARD OF EXMINERS

Chairperson,

Dr. Siti Marham, M.Pd.
NIP. 196507271992032002

Secretary,

Lufut Widyaningrum, M.Pd.
NIP. 1980832009012010

Examiner I,

Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 196506141992032001

Examiner II,

Syafiq Fikrotin Izza, M.Pd.
NIP. 199303012020122005

Advisor,

Lufut Widyaningrum, M.Pd.
NIP. 1980832009012010

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. H. Soekarno, Semarang 50135 Indonesia
Telp. (021) 8261295 Fax. (021) 7915583 Semarang 50135

ADVISOR NOTE

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Bismillahirrahmanirrahim B. W.

I inform you that I have given guidance, briefing, and correction to whether extent necessary for the following thesis.

Title : **Inculcating 21st Century Skills into Teaching Planning: A Case in Microteaching Course of EFL Preservice Teachers**
Name of Students : **Ti Astuti Widya Nugrum**
Student Number : **2003040014**
Department : **English Education**

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munasosyah session.

Bismillahirrahmanirrahim B. W.

Semarang, May 16, 2023

Advisor

Lulut Widyaningrum, M.Pd
NIP. 1980052009012010

THESIS GUIDANCE SCORE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185 Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

NILAI PEMBIMBING SKRIPSI

Hal : Nilai Bimbingan Skripsi

Kepada Yth.
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
UIN Walisongo Semarang

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Kami memberitahukan bahwa setelah kami selesai membimbing skripsi saudara:

Nama : Tri Astuti Widya Ningrum
NIM : 2003046004
Jurusan : English Education
Judul : **Inculcating 21st Century Skills into Teaching Planning: A Case in Microteaching Course of EFL Preservice Teachers**

Maka nilai bimbingan skripsinya adalah (3.6, ...)

Catatan khusus pembimbing:

Siap untuk diujikan oleh dosen penguji.

Dengan ini agar dapat dipergunakan semestinya.

Wassalamu'alaikum Wr. Wb.

Semarang, May 16, 2025

Advisor

Lulut Widyaningrum, M.Pd.
NIP. 1980812009012010

ABSTRACT

Title : Inculcating 21st century Skills into teaching planning : A Case in Microteaching Course of EFL Preservice Teachers
Author : Tri Astuti Widya Ningrum
NIM : 2003046004

This study aims to examine the lesson planning documents used by EFL preservice teachers in integrating 21st-century skills into their microteaching classes. A total of 20 lesson plans were collected from sixth-semester students at UIN Walisongo Semarang. This research employed a descriptive qualitative approach through document analysis. The findings indicate that collaboration skills were the most frequently integrated among the four 21st-century skills, while creativity skills were still lacking. This presents a challenge for teachers in achieving a balanced integration of all 21st-century skills. A more even implementation of these skills is expected to make the learning process more engaging and motivating.

Keywords: EFL Preservice teachers, integration of 21st century skills, microteaching class, teaching planning.

MOTTO

*“It’s an impossibility to be perfect, but it’s possible to do
the best.”*

and

*“The Best Way To Get Started Is To Quit Talking And Begin
Doing.” – Walt Disney.*

DEDICATION

Praise is given to Allah SWT, the most Gracious and the most Merciful, who has blessed the researcher, so that the researcher could finish the thesis. Sholawat and Salam never stop to my Prophet Muhammad SAW.

This thesis is dedicated to:

1. My best support system in the world, my Parents (Mr. Hadiyanto and Mrs. Partiwi), your constant support, encouragement, and motivation throughout the process of writing this thesis. You always guide and pray the best for me every time and everywhere, you never let me down, and remind me that I can get through it, who always stayed up waiting for me while I worked on my thesis late into the night. You always gave me prayer and encouraged love, spirit, motivation, and patience while finishing this thesis. Thank you so much for everything. I love you so much more than anything.
2. My Dearest H. Kasmun's family, Wagimin's family, and Sudirman's family.

3. Mrs. Lulut Widyaningrum, M.Pd, as the researcher's advisor, who always gives support and advice to the researcher in accomplishing the thesis.
4. Everyone who gives support, motivation, and endless love to the researcher in accomplishing the thesis.

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Praise and gratitude are sincerely offered to Almighty God for His abundant blessings, guidance, and grace given to the writer. With such support, the writer has been able to complete this thesis entitled "Inculcating 21st century Skills into teaching planning: A Case in Microteaching Course of EFL Preservice Teachers" on time. During the process of writing my thesis, the writer encountered various difficulties and obstacles. However, with the help and encouragement from many parties, I completed my thesis. Therefore, the writer would like to express the deepest gratitude and highest appreciation to all those who have helped and supported the writer in preparing and completing this thesis, including:

1. Prof. Dr. Fatah Syukur, M.Ag, as the dean of the Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Dra. Nuna Mustikawati Dewi, M.Pd, as the head of the English Language Education Department of UIN Walisongo Semarang.
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Finally, the researcher will gladly take constructive feedback in order to improve this thesis, and the researcher believes that this research will be beneficial to anyone who requires further information on the topic of this study.

Semarang, May 16, 2025

The Researcher

A handwritten signature in black ink, appearing to read 'Tri', with a long horizontal stroke extending to the right.

Tri Astuti Widya Ningrum

2003046004

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CHAPTER I

INTRODUCTION

This chapter discusses the research background, reason for choosing the topic, research questions, research objectives, and the significance of the study.

A. Background of the Study

In the era of globalization and the Industrial Revolution 4.0, the education sector is facing new challenges that require students not only to master academic knowledge but also to acquire 21st-century skills such as critical thinking, creativity, communication, and collaboration (4C). In the context of English language teaching, these skills are increasingly essential, as English is no longer viewed merely as a school subject but as a global communication tool that supports digital literacy, cross-cultural teamwork, and lifelong learning (Fadel & Trilling, 2009).

Indonesia's national curriculum is designed to produce graduates with strong intellectual capabilities, particularly in mastering the 4C skills, which are vital for success in the 21st century (Herlinawati et al., 2024). However, the implementation of 21st-century learning

practices still encounters obstacles, primarily due to teachers' limited understanding of these concepts. Previous studies have attempted to promote students' collaboration, creative, and critical thinking abilities within learning environments (Bhuttah et al., 2024). Nevertheless, findings from these studies reveal that current classroom practices have yet to fully reflect the philosophy of 21st-century learning as intended. Aligned with these demands, pre-service English teachers must gain not only theoretical knowledge but also hands-on teaching experience. One essential course in preparing them for real classroom settings is microteaching.

In addition, microteaching can be defined as a students-teachers' practicum done on a real situation in a controlled and simplified way, in terms of the number of students, duration, and teaching content. Also, microteaching becomes an opportunity to develop student-teachers' professional and effective teaching skills (Kroeger et al., 2022; Lozgka, 2024).

Eslit, 2023 have also identified similar gaps. Many discussions surrounding 21st-century skills remain largely theoretical and do not delve deeply into how

these skills are practically integrated into teaching. Specifically, there is still a lack of research examining how the 4C components (critical thinking, communication, collaboration, and creativity) are internalized during microteaching sessions by pre-service English teachers. Microteaching plays a crucial role as a medium that bridges theory and practice, while also serving as a foundation for developing pedagogical competencies aligned with current educational demands. This gap highlights the need for more contextual and practical studies to explore how teaching design and implementation during microteaching can effectively foster 21st-century skills among future educators.

Based on this issue, the current study aims to explore two main objectives to address the existing gap. First, to identify 21st-century skills that are most frequently used in lesson planning (especially for 4C skills). The second is to explain the forms of activities that have integrated 21st-century skills in the lesson planning of prospective EFL teachers.

B. Reason for Choosing the Topic

This study discusses how EFL pre-service teachers integrate 21st-century skills in a microteaching class. The reasons for choosing this topic are as follows:

- The researcher identifies how EFL pre-service teachers integrate 21st-century skills into their lesson planning documents (which 4C skills appear and what types of activities are included in the lesson plans).

C. Research Questions

This study focuses on answering the following research questions:

1. Which 21st-century skills are most frequently included in the lesson plans of EFL pre-service teachers?
2. In what ways do pre-service teachers incorporate 21st-century skills into their microteaching lesson plans?

D. Research Objectives

The objectives of this research are as follows:

1. To identify 21st-century skills that are most frequently included in lesson planning (especially for 4Cs: Critical thinking, Creativity, Collaboration, and Communication).
2. To explain the forms of activities that have integrated 21st-century skills in the lesson planning of prospective EFL teachers.

E. Significance of the Study

The present study is expected to be useful and provide benefits to several parties related to this research, including the following:

1. Theoretical Benefits

This study is expected to add knowledge by highlighting the role of 21st-century skills such as critical thinking, communication, collaboration, and creativity in the process of lesson planning and teaching practice. Furthermore, it discusses the relationship between microteaching and the development of 21st-century professional teaching

skills, making it a potential reference for designing more contextual and adaptive teacher education programs in response to global changes.

2. Practical Benefits

Practically, this study offers benefits to various stakeholders, including:

a. For Microteaching Lecturers

It provides guidance and insights for designing microteaching activities integrated with 21st-century skill development, especially the 4Cs (Collaboration, Critical Thinking, Communication, and Creativity skills). It can also serve as a foundation for evaluating and innovating teaching methods to enhance the quality of future teachers.

b. For Students (Pre-service Teachers)

It helps pre-service teachers to better understand and implement 21st-century skills in their lesson planning and teaching practice. It also increases their awareness and preparedness to face current and future educational challenges.

c. For Educational Institutions

It serves as a reference for developing teacher education curricula that are more contextual and responsive to global developments. It also provides a foundation for internal training or workshops aimed at improving the quality of teacher education programs.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides theoretical reviews that are related to the research problems and a review of some previous studies that have been conducted in the same field related to this research topic.

A. Previous Research

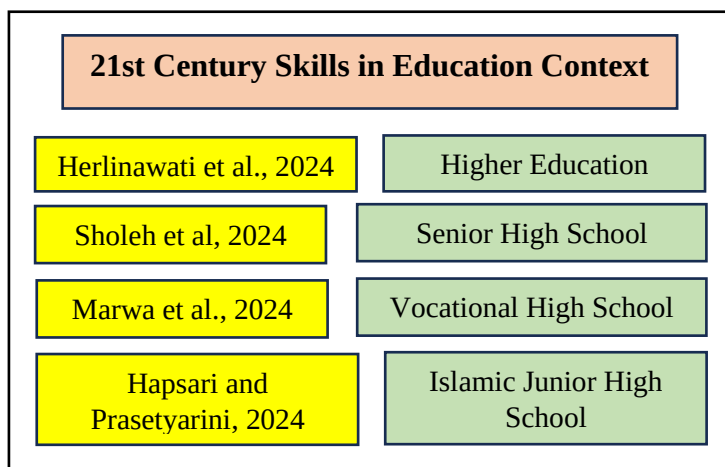


Figure 2.1: *Previous Research*

The first previous study, as discussed in "The integration of 21st-century skills in the curriculum of education," examines the role of 21st-century competencies in higher education. The study was conducted by (Herlinawati et al., 2024). The purpose of

this study was to analyze how teachers incorporate 21st-century skills, specifically the 4Cs (Communication, Collaboration, Creativity, and Critical Thinking), into their instructional plans and term evaluations. Additionally, it sought to measure teachers' comprehension of these competencies and examine the challenges faced in integrating them effectively.

No	Similarities and Differences with the First Previous Research (Herlinawati et al., 2024)
1.	Similarity
	Both studies focus on the integration of the 4Cs: Communication, Creativity, Critical Thinking, and Collaboration in instructional documents. While this study explores how preservice EFL teachers incorporate these skills into microteaching lesson plans, Herlinawati et al. (2024) examine university educators by analyzing instructional and assessment documents and conducting interviews. Both employ rubrics to assess 21st-century competencies, with Herlinawati et al. using the

	CTE Career Ready Practices rubric to classify performance levels.
2.	Differences The main difference between this study and the research by Herlinawati et al. (2024) lies in the focus, participants, and data sources. While this study investigates how preservice EFL teachers integrate 21st-century skills into lesson plans during a microteaching course, Herlinawati et al. focus on lecturers or teachers in higher education institutions. Additionally, this study uses lesson plans as the sole data source, whereas Herlinawati et al. analyze various instructional and evaluation documents and conduct interviews to gain deeper insights. Moreover, Herlinawati et al. apply the CTE Career Ready Practices rubric to assess the 4Cs competencies, while this study uses a checklist aligned with the 4C framework by Trilling and Fadel (2009).

Table 2.1 *The similarities and differences of Herlinawati's study*

The findings revealed that while instructional plans demonstrated approaching competency in integrating 21st-century skills, teachers' term evaluations reflected a not-yet-reached competency level. This suggests a disparity between instructional design and assessment practices, emphasizing the need for professional development, collaboration among educators, and institutional support to enhance competency integration.

The second study, entitled "Innovative Curriculum Adaptation in Aligning Learning Content with 21st-Century Skills: A Case Study in Senior High Schools," was conducted by (Sholeh et al., 2025) at several senior high schools (SMA) in Bojonegoro, Indonesia. This research aimed to analyze how innovative curriculum adaptation aligns learning content with 21st-century skills, specifically critical thinking, creativity, communication, and collaboration (4C skills).

No	Similarities and Differences with the First Previous Research (Sholeh et al., 2025)
1.	Similarity
	The study by Sholeh et al. (2025) shares a similar focus with the present research in integrating 21st-century skills, particularly the 4Cs: communication, collaboration, critical thinking, and creativity. Both studies emphasize the importance of embedding these skills into educational practice to meet the demands of global education in the 21st century. Moreover, both employ a qualitative approach with a case study design and aim to improve teaching quality by aligning instructional content or planning with the 4Cs framework.
2.	Differences
	The key differences lie in the context and subject of each study. Sholeh et al. investigated curriculum adaptation at the senior high school level, focusing on teachers and institutional innovation. In contrast, the current study

	focuses on preservice teachers in an English Education microteaching course, emphasizing how they internalize and integrate 21st-century skills in their lesson planning. Rather than examining curriculum policy or institutional implementation, this research concentrates on individual pedagogical preparation at the higher education level.
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Table 2.2 *The similarities and differences of Sholeh's study*

The findings revealed that schools have integrated digital technology into learning, implemented Project-Based Learning (PBL), and conducted teacher training to enhance 21st-century competencies. However, several challenges were identified, including inadequate technological facilities, varying levels of teacher readiness, and resistance to new teaching methodologies. The study emphasized that stronger institutional support from schools, policymakers, and society is essential to optimizing curriculum adaptation, ensuring students develop the necessary skills to meet future challenges.

The third study, titled "Training on the Use of 21st Century-4C Skill Assessment on Critical Thinking, Creativity, Communication, and Collaboration in Project-Based Learning for Teachers," was conducted by (Marwa et al., 2024). This research aimed to address the challenges faced by teachers at SMKN 1 Gunung Sahilan, Kampar, Riau, particularly their lack of knowledge and experience in designing Project-Based Learning (PjBL) and using assessment methods aligned with 21st-century competencies. The study focused on providing training to improve teachers' ability to assess student learning outcomes based on Critical Thinking, Creativity, Communication, and Collaboration (4C skills).

No	Similarities and Differences with the First Previous Research (Marwa et al., 2024).
1.	Similarity
	Marwa et al. (2024) and the present study both address the importance of 21st-century skills (4Cs) and highlight the role of educators in implementing them. Both acknowledge the

	need to equip either in-service or preservice teachers with the ability to apply critical thinking, creativity, communication, and collaboration in relevant and effective teaching practices.
2.	Differences The main difference lies in their objectives and methodological approach. Marwa et al. focused on training teachers in the use of 4C assessment tools within project-based learning at the school level, aiming to improve teachers' competence in evaluating student skills. In contrast, the present study explores lesson planning by preservice teachers, without emphasizing assessment or training. Additionally, while Marwa et al. worked with practicing school teachers, the current research investigates university students preparing for teaching practice in a microteaching setting.

Table 2.3 *The similarities and differences of Marwa's study*

The findings of the study revealed that the training had a significant impact on the participating teachers. Through lectures and project assessment simulations, teachers demonstrated improved competence in using the 21st-century skills assessment rubric, enabling them to evaluate project-based student learning outcomes effectively. Additionally, the study showed that teachers enhanced their ability to design various PjBL activities that aligned with their specific subject areas. The training ultimately provided educators with knowledge, understanding, and practical skills necessary to integrate 4C competencies into their teaching strategies, ensuring that students develop essential skills required for success in higher education, careers, and civic engagement in the 21st century.

The fourth study, titled "Integrating 21st Century Skills: Creative Thinking, Communication, Collaboration, and Critical Thinking in the EFL Classroom," was conducted by (Hapsari & Prasetyarini, 2021). This research aimed to examine how teachers incorporate 21st-century skills, specifically creative thinking, communication, collaboration, and critical

thinking, into lesson plans, explore their integration within English language teaching, and identify the challenges educators face in implementing these skills in classrooms.

No	Similarities and Differences with the First Previous Research (Hapsari & Prasetyarini, 2021)
1.	Similarity
	Hapsari and Prasetyarini (2021) share a similar focus with this study in terms of integrating 4C skills into English as a Foreign Language (EFL) learning. Both studies emphasize that 21st-century competencies should be an integral part of instructional design and delivery, especially in shaping learners or future teachers who are prepared for global challenges.
2.	Differences
	The main distinction lies in the stage of implementation. Hapsari and Prasetyarini explored the actual classroom application of

	4C skills by teachers in EFL classes, focusing on real-time student engagement during lessons. In contrast, the present study focuses on the planning stage, examining how preservice teachers design lessons that incorporate 4C elements before classroom implementation. As such, the present study is more conceptual and reflective, while Hapsari and Prasetyarini's work is more practical and classroom-based.
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Table 2.4 *The similarities and differences of Hapsari's study*

The study, conducted in an Islamic Junior High School in Surakarta, used a qualitative descriptive approach. Data was gathered through observations, interviews, and lesson plan analysis. The findings revealed three key insights: first, teachers had successfully integrated 21st-century skills into their lesson plans. Second, educators implemented these skills effectively in English language instruction, fostering active learning environments. Third, despite these efforts, several obstacles hindered smooth integration,

such as students' lack of motivation to learn English and limited school resources, including inadequate technological support and infrastructure.

Overall, the study underscores the importance of integrating 21st-century competencies into EFL classrooms, ensuring that students develop essential skills for global communication and problem-solving. However, institutional limitations and student engagement issues remain critical barriers, highlighting the need for more supportive learning environments and resource investment to enhance the successful application of critical thinking, creativity, communication, and collaboration in English language education.

B. Literature Review

1. 21st Century Skills Defined and Characteristics

Over the past decade, numerous studies have emphasized the importance of developing 21st-century skills. According to Fadel & Trilling, 2009, these skills are categorized into four main domains: Core subjects and foundational skills, Learning and

innovation skills, Career and life skills, and Digital literacy skills.

The definition of 21st Century Skills examined in this study primarily draws from the works of Fadel & Trilling.

a. Collaboration Skills

Collaboration Skills involve working within a team to achieve shared goals, solve problems, develop joint outputs, offer and receive feedback, and assess team effectiveness. According to Ralston Successful collaboration demands active listening, flexibility, appreciation of team contributions, shared accountability, willingness to compromise, and mutual respect.

b. Critical Thinking Skills

Critical Thinking Skills enable learners to analyze and assess complex or ill-structured problems that lack clear solutions. Virginia 2013 notes that these skills include time management, project management, research, project design, and teamwork, essential process skills that support real-world problem-solving. When

applying critical thinking, students assess the credibility of information, generate original solutions to ambiguous issues, and evaluate the suitability of those solutions. They also engage in comparison, summarization, conclusion-making, analysis, and argument construction.

c. Communication Skills

Communication Skills are essential for effective and collaborative work in the 21st century, as well as for lifelong learning and personal development. Wilcox 2017 assumed, these skills allow students to express their ideas clearly through speaking and writing, to listen actively, and to derive meaning, values, knowledge, and attitudes from diverse learning interactions. Effective communication also includes the ability to articulate, instruct, motivate, inform, and assess whether intended learning goals align with actual learning outcomes.

d. Creativity Skills

Creativity and Innovation Skills are increasingly valued in education. These skills enable students to think flexibly, embrace new ideas, combine concepts in novel ways, use ideation techniques (e.g., brainstorming) to develop original concepts, experiment with and refine their ideas, and even use failure as a catalyst for generating new solutions.

2. Microteaching for EFL Pre-service Teachers

a. Definition Of Microteaching

Microteaching is a focused and concentrated form of teaching practice that involves peer feedback and discussion to improve teaching strategies. It is a controlled training system that enables educators to focus on specific teaching behaviors and practice teaching skills in a controlled environment. Mastery of one skill is developed first before moving on to the next. According to Dr. Dwight W. Allen (1968), microteaching is defined as a controlled training

system that allows individuals to concentrate on particular teaching behaviors and practice those skills under controlled conditions. Microteaching has several key characteristics: it focuses on teaching experiences on a small scale; emphasizes specific teaching skills; includes mechanisms for direct feedback; and consists of short, focused teaching sessions with a limited number of students, allowing for in-depth observation and critique (Ostrosky et al., 2013). One of the defining features of microteaching is its cyclical nature, which involves teaching, receiving feedback, revising the plan, and reteaching. (Koross, 2016) This process promotes continuous improvement in teaching methods.

In the Walisongo State Islamic University context, the microteaching program was held in the sixth semester. The microteaching program aimed to foster pre-service teachers' teaching ability and develop their public speaking ability. Besides, they also learn how to manage a classroom and involve students in the teaching

process, so the learning process will be interactive. In the microteaching program, pre-service teachers did peer-teaching with their classmates. They are divided into several phases of learning, starting from phase A to phase F, from kindergarten to senior high school level. By participating in microteaching, a pre-service teacher will be prepared to teach as a professional in the future.

In addition, Walisongo State Islamic University, microteaching program is one of the requirements for EFL pre-service teachers to take the teaching practicum program. Therefore, all of the EFL pre-service teachers must take the microteaching class.

b. Purpose of Microteaching

The main purposes of microteaching are:

- a. To provide trainee teachers with the opportunity to learn and master new teaching skills in a controlled environment.

- b. To enable trainee teachers to acquire a variety of teaching skills.
- c. To help trainee teachers gain confidence in teaching and understand the basic concepts and principles of microteaching.
- d. To allow students to analyze the complex process of teaching into essential microteaching skills and understand the procedures of microteaching for developing teaching competencies (Allen & Eve, 1968).

c. The Significance of Microteaching

Microteaching is an effective tool for enhancing the teaching skills that shape the instructional abilities of pre-service teachers. With proven success among both pre-service and in-service teachers, microteaching helps facilitate real teaching experiences (Remesh, 2013). This approach focuses on refining, developing, and boosting the confidence of prospective teachers. Through microteaching practice, pre-service teachers can experiment with and learn teaching

skills by breaking them down into smaller, varied components. Core skills in microteaching, such as presentation and reinforcement, help pre-service teachers to improve their teaching abilities to the fullest extent.

(He & Yan, 2011), In their study on the authenticity of microteaching in pre-service teacher education programs, they stated that microteaching is an efficient tool for professional development. Meanwhile, (Fernández, 2013), in his research titled Learning Through Microteaching Lesson Study in Teacher Preparation, concluded that microteaching is an effective tool for enhancing the teaching skills of pre-service teachers.

3. The Relevance of Lesson Planning with the Integration of 21st Century Skills

In Indonesia, Lesson Study has increasingly gained recognition as a promising framework for teacher professional development. Despite its expanding popularity, its application to support in

microteaching classes remains relatively novel and underexplored (Follmer et al., 2024) and (Gutierrez, 2015). This study focuses on English Education pre-service teachers, aiming to assess how Lesson Study can support pedagogical innovation and reflective teaching practices. International research highlights the transformative impact of Lesson Study on both teaching and learning processes, reporting positive outcomes across various educational contexts (Lewis et al., 2006); (Dudley, 2014); (Thi Nguyen et al., 2014); (Perry & Lewis, 2012). These global findings provide a valuable foundation for examining their relevance and potential effectiveness within Indonesian microteaching environments.

In the context of 21st-century education, lesson planning plays a crucial role in ensuring that teaching objectives align with the demands of modern learners. Effective lesson plans serve as a blueprint for instruction, guiding teachers in delivering content that promotes not only linguistic competence but also critical thinking, communication, collaboration, and creativity, collectively known as the 4C skills.

According to (Fadel & Trilling, 2009), 21st-century education must equip students with these competencies to prepare them for complex life and work environments. Therefore, lesson planning should intentionally incorporate these skills to make learning meaningful and relevant.

Moreover, integrating 4C skills into lesson planning enables teachers to design learning experiences that go beyond rote memorization. It fosters student-centered learning, where learners are encouraged to actively participate, solve problems, and work collaboratively. As highlighted in the article *An Analysis of Teachers' Lesson Plan for Learning 4C Skills in EFL Classrooms*, (Wayan Fitriani & Gd Rahayu Budiarta, 2021) many teachers are still in the process of adjusting their lesson plans to fully reflect the integration of 21st-century competencies, indicating a gap between curriculum demands and classroom practice.

This shows that while the awareness of 4C importance is growing, consistent and deliberate planning is required to implement them effectively.

The integration of 21st-century skills is especially vital in EFL (English as a Foreign Language) classrooms, where language learning is not only about grammar and vocabulary but also about developing learners' ability to use the language meaningfully in real-world contexts. As shown in the article *Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes*, (Vacide Erdoğan, 2019), aligning the four language skills (listening, speaking, reading, writing) with the 4C framework enhances student engagement and prepares them for communicative competence in global settings. Lesson plans that incorporate project-based learning, problem-solving tasks, and group discussions are examples of how these skills can be embedded effectively.

Ultimately, lesson planning that integrates 21st-century skills is not merely a pedagogical trend but a necessity in shaping learners who are adaptable, innovative, and capable of thriving in a rapidly changing world. Teachers must be equipped with the knowledge and resources to design instruction that

aligns with these goals. As the findings (Ismail, 2011) from *Student Teachers' Microteaching Experiences in Implementing 4C Skills in EFL Classrooms* indicate, even student teachers acknowledge the importance of 4C skills and attempt to integrate them during microteaching sessions, despite facing several challenges. This underscores the need for systematic support in teacher education and professional development. Lesson Study places a strong emphasis on collaboration and professional growth, which is essential for fostering reflective and adaptive teaching. This study explores how these principles can be effectively applied in microteaching settings to better prepare future educators for the integration of 21st-century skills of contemporary classrooms (Goh & Fang, 2017); (Phuong, 2024); (Benedict et al., 2023).

As a prospective teacher which already surrounded by existence of the information and communication technology (ICT) and be prepared by the technology and pedagogical course during the lecturing process at the English Education

Department of UIN Walisongo Semarang, EFL pre-service teachers should be competenced to integrate the 4C skills which is very essential for the students to survive in the real future world.

By integrating the 4C skill into the learning process, prospective teachers will engage students in an interactive, collaborative, and communicative classroom environment. It is because by integrating the 4C skills, teachers can involve students in collaborative group work, inquiry-based questioning activity, and reflective-thinking activity.

Students are also involved in an oral presentation, peer feedback, and text-based communication so that students can practice to foster their communication skills, which will be very beneficial in developing their public speaking skills. In addition, students involved in role-playing, gamification, and creative writing activities will engage them in learning.

a. The Benefit of Implementing Lesson Study

There are several benefits to implementing lesson study. According to (Manfi, 2024) , lesson

study is effective because it helps teachers: Lesson study can alleviate the sense of isolation experienced by novice teachers when they are teaching for the first time, Before implementing a teaching technique in the classroom, a teacher may evaluate and analyse it using lesson studies, Lesson study enhances teachers' comprehension of the subject matter, instruction, and curriculum., Lesson study facilitates the instructor's focus on the execution of the lesson and the students' acquisition of knowledge process. And Lesson study improves teacher collaboration by exchanging knowledge and experiences (Doig & Groves, 2013).

b. The Function of a Lesson Plan

(Harmer, 2007) argued that without a lesson plan, teachers and students would find instruction less engaging and relevant. The unfavorable conditions make it difficult for students to learn English. Teachers are doing something completely pointless if they do not plan their

activities. For these reasons, a lesson plan is required. According to Follmer et al., (2024) about the Standard Process, all teachers must develop lesson plans thoroughly and methodically in order to administer teaching-learning in a way that is engaging, enjoyable, challenging, and capable of encouraging students to actively participate. They must also allow students to express themselves creatively and autonomously based on their interests, peers, and physical and psychological development”. This means that, in addition to encouraging students to be engaged and creative in their learning activities, the instructor must methodically plan the lesson based on the students' interests, abilities, and other factors.

In the Walisongo State Islamic University context, EFL pre-service teachers are required to make their lesson plan for teaching practice aimed at measuring their understanding related to the pedagogical competence, psychological, and physical competence. In addition, in the context

of in-service teachers, by making the lesson plan, the teacher as the classroom manager will find it easier to manage the classroom activity, which will lead the students to actively participate.

C. Conceptual Framework

The conceptual framework plays a crucial role in research. Serving as a directional guide, it acts as an interconnected foundation that helps researchers integrate various aspects of a study through a process that explains the relationships, overlaps, and the context influencing the research environment and the examination of phenomena. According to (Maxwell, 2013), a conceptual framework is a preliminary and tentative theory about the phenomenon being investigated.

In this research, the conceptual framework is formed by the main data source, which comes from the 20 documents of EFL Pre-service teachers in a microteaching class at the English Education Department of UIN Walisongo

Semarang 2024/2025, gathered through contacting each participant using the WhatsApp application. Then the researcher analyzes the documents by using a document analysis technique to examine the representation and integration of 21st-century 4C skills within the lesson plans prepared by preservice teachers during their microteaching sessions.

The conceptual framework of this study is as follows:

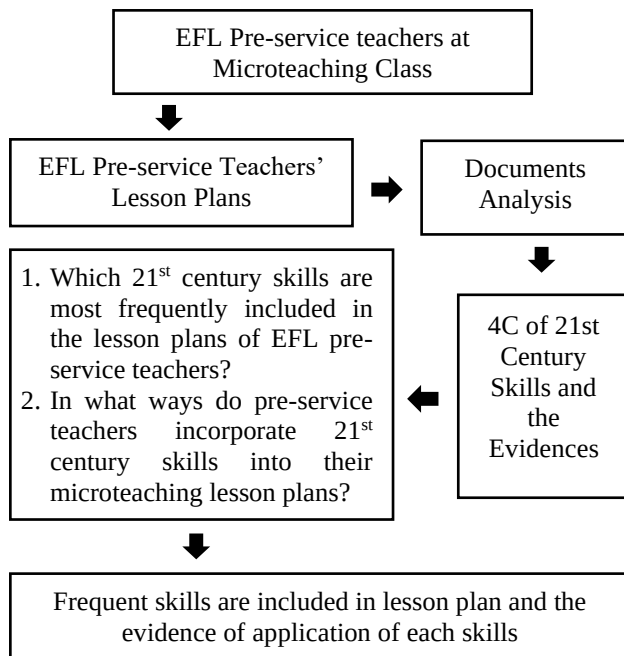


Figure 2.3 *Conceptual Framework*

In general, this study was conducted in a microteaching class using documents from EFL pre-service teachers as data sources. It is widely known that in microteaching classes, EFL pre-service teachers usually carry out teaching practice. Before that, they design a lesson by preparing a lesson plan. The researcher collected 20 lesson plan documents to be used as data for this study. After identifying these documents created by the EFL pre-service teachers, it is expected that they will help answer the first research question. Furthermore, the researcher also analysed the lesson plans to explore and describe examples of activities that integrate 21st-century skills used by the pre-service teachers in the microteaching class, following the second research question.

CHAPTER III

RESEARCH METHOD

This chapter shows the research method of the present study. It consists of a research design, type, data source, focus of the research, data collecting technique, instrument of the research, and data analysis technique.

A. Research Design

This study employs a descriptive qualitative research design to explore the lesson plan of EFL preservice teachers in implementing their 21st-century skills through the microteaching course. This study employs a descriptive qualitative approach (Creswell, 2013) to explore how 21st-century skills are internalized in the planning and teaching practices of EFL preservice teachers within the microteaching context. Guided by the 21st Century Skills framework proposed by Trilling and Fadel (2009), the analysis focuses on documents that reflect the integration of the 4Cs: communication, collaboration, critical thinking, and creativity into lesson planning and instructional implementation.

As a data collection method, the researcher uses the documentation of EFL pre-service teachers (such as lesson plans and reflection journals) to identify the alignment of the lesson plans created by the preservice teachers to connect the 21st century for 4C skills. The data were collected using document analysis, which aimed to examine the representation and integration of 21st-century 4C skills within the lesson plans prepared by preservice teachers during their microteaching sessions.

B. Research Setting and Participants

a. Research Setting

The data were gathered from the documents of EFL pre-service teachers' lesson plans on a microteaching class at the English Education Department, UIN Walisongo, in the 2024/2025 academic year.

b. Research Data Source

The main instrument used in this study was a document analysis sheet developed based on the

4Cs framework of 21st-century skills (Trilling & Fadel, 2009), including collaboration, communication, critical thinking, and creativity. Each lesson plan was analyzed using a checklist that identified the presence or absence of these skills, along with descriptive notes. The data were collected from 20 lesson plans submitted by preservice EFL teachers through WhatsApp. The researcher used purposive sampling; purposive sampling is suitable for qualitative studies where the researcher is interested in informants who have the best knowledge concerning the research topic. The data of the research were selected according to the criteria:

1. The data comes from the lesson plans document of EFL pre-service teachers who studied at the English Education Department of UIN Walisongo in the 2024/2025 academic year.
2. The data must contain the application of 4C (Collaboration, Critical Thinking, Communication, and Creativity skills) of 21st

century skills and be applied in the learning process.

3. The lesson plan document must maintain the classroom as active and interactive.

c. Data Collection Technique

This study employed a qualitative approach, a case study as proposed by (Creswell, 2013). Data were collected through lesson planning documents used for teaching practice in a microteaching class with EFL pre-service teachers. A total of 20 documents were collected. The researcher used the WhatsApp application to gather the data. The use of WhatsApp aimed to make it easier for participants to send their document files more flexibly and at any time.

The researcher ensures the confidentiality of the data by ensuring that the document of the lesson plan is only used for the research. Also, the document of the lesson plan will not be copied and will not be used for the researcher's needs. After the documents were collected, the researcher

translated all the documents into English, because some documents were written in Bahasa.

C. Data Analysis and Validations

a. Data Analysis

The data in this study were analyzed using document analysis. This method is a systematic approach used to examine or evaluate documents, whether in physical or digital form (Bowen, 2009). Similar to other qualitative research methods, document analysis involves the process of reviewing and interpreting data to gain deeper meaning, understanding, and to develop empirical knowledge (Robert W 2009). According to Bowen, the steps of skimming (quick reading), careful reading, and interpretation are essential components of document analysis. Furthermore, content analysis in this context refers to the process of organizing information into categories that are relevant to the main focus of the research questions (Bowen, 2009).

b. Data Validation

In this study, the researcher validated the findings by identifying and analyzing lesson plans (RPP) documents from pre-service EFL teachers who had completed the microteaching course. The researcher conducted data validation after briefly reviewing the documents collected through the WhatsApp application. Furthermore, the researcher validated which 21st-century skills were most dominantly used in the lesson plans and what types of activities were included to demonstrate that these 21st-century skills had been integrated into the learning plans they had designed.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter shows the research findings and discussion of the research gathered through the document analysis, with twenty documents gathered through the WhatsApp application.

A. FINDINGS

1. 21st-century skills are most frequently included in the lesson plans of EFL preservice teachers

Based on the qualitative document analysis of the lesson planning documents, it was found that the 4C aspects of 21st-century skills, critical thinking, creativity, collaboration, and communication, were implemented through various instructional approaches.

The most frequently applied skill by the EFL preservice teachers on their lesson plan was collaboration, followed by critical thinking, then communication, and lastly, creativity can be seen in Figure 4.1.

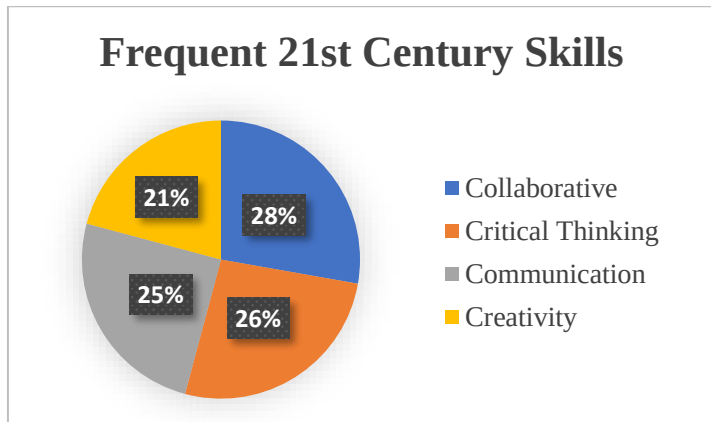


Figure 4.1 *Frequent 21st Century Skills*

According to the document analysis of 20 lesson plans of the EFL Pre-service teachers in the English Education Department of UIN Walisongo Semarang in the 2024/2025 academic year, the researcher found out that the most frequent skills included in the lesson plan

a. Collaboration Skill

Collaboration skill is defined as the ability to work together with other people in a certain situation. In this context, according to the document of the lesson plan, the researcher has seen that collaboration skills can be found in several ways, such as encouraging group work, doing peer

discussion, role-playing, and also cooperative projects.

According to Figure 4.1, collaboration skills became the most frequently skills are included in the lesson plan (28%). Meaning that all of the participants' lesson plan (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, and P20) included the collaboration skills. This proves that EFL pre-service teachers tend to involve their students to be more active interactions in class. This remains the fact that in the future, they are going to interact with people in the world.

Besides, by doing a collaboration, students can improve their mindset by understanding others' needs, opinions, feelings, etc. This emphasizes that prospective teachers are not only taught their students material in class, but also taught them how to be good people in their lives.

In addition, according to Figure 4.1, the researcher found out that there are several classifications of the activities the participants did. As can be seen in Figure 4.2, most participants,

equal to 35% (P2, P5, P6, P8, P12, and P19), are focused on group work or structured tasks. The 30% part of the participants (P1, P3, P4, P7, and P16) focused on peer discussion. Some participants focused on creative collaborative activities such as role-playing, puzzles, and hands-on activities, equal to 20% (P9, P10, P11, and P17). While the smallest percentage of the participants involved theme-based collaboration, like larger-scale group projects, which only 15% of the participants (P18 and P20) used.

Approach	Percentage	Participants
Group Work	35%	P2, P5, P6, P8, P12, and P19
Peer Discussion	30%	P1, P3, P4, P7, and P16
Creative Collaboration	20%	P9, P10, P11, and P17
Theme-based Collaboration	15%	P18 and P20

Table 4.1 *Collaborative Skills*

b. Critical Thinking Skill

Critical thinking is defined as the competence to analyze and deeply understand of any information which are necessary to solve a certain problem or to

make a decision. In the EFL pre-service teachers' lesson plan context, the researcher observed that critical thinking skills can be found in several ways, such as problem-solving activities, questioning activities, etc.

According to Figure 4.1, critical thinking skill is the second most frequently included skill, equal to 26% in lesson plans. It means that almost all participants (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P12, P13, P14, P15, P16, P17, P18, P19, and P20) have included the critical thinking skill in their teaching process. As prospective teachers, EFL pre-service teachers suggested recognizing the importance of engaging students in a deeper understanding and empowering them to analyze and memorize the content of learning.

Furthermore, by incorporating critical thinking, students are encouraged to ask questions, seek multiple perspectives, and develop independent reasoning skills; it will be beneficial for them to broaden their real world problem situations. This emphasizes the fact that teachers not only teach

linguistically but also stimulate them to think critically in social and academic contexts.

In addition, according to Figure 4.1, the researcher found out that there are several classifications of the activities the participants did. As can be seen in Figure 4.3, most participants, equal to 42% (P1, P4, P7, P10, P13, and P18) focused on problem-solving activities. The 37% of the participants (P2, P3, P5, P8, P12, P15, P16, and P17) focused on questioning and inquiry-based learning. While 21% of the participants (P6, P9, P19, and P20) are mostly doing reflective thinking.

Approach	Percentage	Participants
Problem-Solving Activities	42%	P1, P4, P7, P10, P13, P14 and P18
Inquiry-Based Questioning	37%	P2, P3, P5, P8, P12, P15, P16, and P17
Reflective Thinking	21%	P9, P10, P11, and P17

Table 4.2 *Critical Thinking Skill*

c. Communication Skill

Communication skills can be defined as the ability to convey ideas and information clearly and effectively spoken or written form. Communication skills are very vital and will be beneficial for students, because students must understand how to communicate with others, either in class or in a social environment.

According to Figure 4.1, Communication skill was the third most frequently included skill (25%), 18 participants (P2, P3, P4, P5, P6, P7, P8, P10, P11, P13, P14, P15, P16, P17, P18, P19, and P20) equal to 25% in lesson plans. It reports that EFL pre-service teachers are involving students in practicing English, both spoken and written, engaging them in an interactive dialogue, and presenting their ideas. As prospective teachers, EFL pre-service teachers are required to familiarize the students with the communication skills that will be beneficial for them in the future, especially helping them to develop their fluency, confidence, and accuracy in English,

and also improve their ability in discussion and presenting their work.

According to Figure 4,1, communication skills can be classified into several approaches, as can be seen in Table 4.3. The highest percentage is Oral Communication, which is half (50%) of the participants' lesson plan, P2, P5, P6, P7, P10, P13, P14, P15, P18, and P20 involved it. Then thr 30 30% of them involved an interactive feedback (P3, P4, P8, P11, and P19). While the rest, which is 20% of the participants, focused on text-based communications (P16 and P17).

Approach	Precentage	Participants
Oral Communication	50%	P2, P5, P6, P7, P10, P13, P14, P15, P18, and P20
Interactive Feedback	30%	P3, P4, P8, P11, and P19
Text-Based Communication	20%	P16 and P17

Table 4.3 *Communication Skill*

d. Creativity Skill

Creativity skill can be interpreted as the ability to create new ideas or even like innovate something

that already exists. In the 21st-century skills, creativity became the least frequently included skill in lesson plans (21%) which are 15 participants, P1, P2, P3, P4, P5, P6 P7, P8, P9, P10, P14, P15, P16, P17, and P18, it was less highlighted compared to collaboration, critical thinking and communication skill.

The researcher noticed that the creativity skill became unnoticeable. The participants commonly focused on developing students' collaboration and critical thinking skills. They tend to teach the students to think critically and collaborate with their friends in class, but do not pay much attention to being more creative at the same time. On the other hand, creativity skills enabled students to express themselves openly by doing a role-play, developing unique content, etc.

Furthermore, according to Figure 4.1, creativity skill is divided into three categories there are role-playing and scenario-based learning (40%), which have become the most frequent approach to teach the material by P5, P7, P9, P10, P16, and P17.

Then, 35% of the participants (P14, P15, and P16) did a Gamification and Puzzle-based learning. While the rest (25%) did creative writing and project-based learning (P2, P3, and P5).

Approach	Percentage	Participants
Role-Playing And Scenario- Based Learning	40%	P5, P7, P9, P10, P16, and P17
Gamification and Puzzle- based learning	35%	P14, P15, and P16
Creative Writing And Project- Based Learning	25%	P2, P3, and P5

Table 4.4 *Creativity Skill*

2. Types of learning activities integrating 21st-century skills designed by prospective EFL teachers in their microteaching lesson plans.

According to the data analyzed, the researcher coded data by using lexical coding to determine whether the activities done by the participants in their lesson plan are included in collaborative, critical thinking, communication, or creativity skills.

Furthermore, the researcher found that the participants are not only involving the students in one activity, but it is noted that the participants did several activities to teach the students material that includes the 21st century skills, especially collaborative, critical thinking, communication, and creativity skills.

Here are several activities listed done by the participants in their lesson plan:

a. Collaboration Skill

No	Evidence	By
1.	• The teacher divides the students into 3 groups in 1 group. • The teacher divides students into pairs to do blind dating games, to compile oral texts about shortly introducing oneself and others.	P5
2.	• Students are divided into small groups (2-3 people). • Each group practiced a self-introduction dialogue that they had created.	P8
3.	• The teacher divides the group into 4 groups.	P15

	• Students work in main groups for 10 minutes.	
4.	• Students are divided into groups that consist of 3-4 students • In groups, students are asked to ask questions with other group members, related to the parents' job and profession, for example.	P20

Table 4.5 *Collaboration Skill Activity*

Those activities represent EFL pre-service teachers' intention to involve the students in collaboration skills in class. The participants have not only done group activities (P5), small-group collaboration (P8), collaborative timed activities (P15), and role-playing teamwork (P20), but also done a theme-based collaboration and team-based discussion.

b. Critical Thinking Skill

No	Evidence	By
1.	• Students observe the types of formal invitations through video slide questions (Critical thinking).	P2

2.	• The teacher displays PowerPoint and videos and asks students to observe the videos they watch and write down the information obtained with their group friends. • Students write procedural texts according to goals, a generic structure, and steps	P6
3.	• Students are asked to write down as much information as possible about the picture.	P18
4.	• The teacher asked each group to create an analytical exposition text based on the selected theme in the form of a poster using Canva. • Educators give independent tasks to students as an exercise in determining the structure and language elements of the exposition text.	P19

Table 4.6 *Critical Thinking Skill Activity*

Those activities represent EFL pre-service teachers' intention to involve the students in critical thinking skills in class. The participants are one in inquiry-based questioning (P2),

reflective thinking (P6 and P19), problem-solving activities (P18), etc.

c. Communication Skill

No	Evidence	By
1.	• The teacher asks the learners to repeat what the teacher said. • If one of the learners knows the answer, he or she should raise their hand and answer the question. • After writing the dialogue, the teacher asks the pairs to come to the front of the class and read out their dialogue.	P4
2.	• The teacher asked the students to convey and demonstrate the results of the paired game findings in front of the class. • Each pair of student introduces themselves and introduces their group friends, after which there is a question-and-answer session or giving responses from each group.	P7
3.	• The teacher invites learners to assemble the puzzle correctly, display their board game, and read the description text they got.	P10

4.	• The teacher asked all the pairs to read the results of their work in front of the class.	P16
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Table 4.7 *Communication Skill Activities*

Those activities represent EFL pre-service teachers' intention to involve the students in communication skills in class. The participants have done an oral communication (P7 and P10), interactive feedback (P4), text-based communications activity (P16), etc.

d. Creativity Skill

No	Evidence	By
1.	• After that, the teacher asks the learners to answer 2 questions per child displayed on the big screen through the game website (https://wordwall.net/resource/63445674/profession).	P4
2.	• The teacher instructs the students to get together with their group and create a role-playing scenario based on the picture of the offering help and service situation they get, by combining 2 or more of the	P7

	capitals used in the conversation • Teachers and students jointly conclude the learning material.	
3.	• The teacher asks students to provide conclusions for learning from beginning to end	P14
4.	• Teacher asks the students to fill in their answer on Padlet.com • Students are given a formative test through quizziz.com • The teacher asks the students to review what they have learned today.	P15

Table 4.8 *Creativity Skill Activities*

Those activities represent EFL pre-service teachers' intention to involve the students in creativity skills in class. The participants are not only doing role-playing (P4 and P7) and group presentation (P14 and P15), but also peer response (P6), oral practice (P11), oral communication (P13), interactive discussion activities (P2, P5, and P1), etc.

B. DISCUSSION

1. 21st Century Skills Are Most Frequently Included in The Lesson Plans of EFL Preservice Teachers

Based on the overall result, the data show that EFL pre-service teachers include the 21st century skills, especially the 4Cs (Collaboration, Critical Thinking, Communication, and Creativity). The discussion will be further related to each skill and the classification of activities included in the lesson planning documents.

a. Collaboration Skill

The implementation of collaboration activities was commonly integrated through cooperative learning. Cooperative learning is defined as a program that consists of small groups that work together to facilitate and accomplish their learning goals (Srinivasan, 2021). The implementation of cooperative learning is grounded on the heterogeneity of the students, so that the students can work by paying attention to the diversity among the students in class.

The research on cooperative learning reported a positive impact on students' achievement. Student under cooperative learning gain a high academic achievement, better high level reasoning and critical thinking skills, deeper understanding of learned material and less disruptive behaviour in class, lower levels of anxiety and stress, higher motivation to learn and achievement, greater ability to view situations from other point of view, more positive and supportive relationships with peers, etc (Srinivasan, 2021). This emphasizes that collaborative learning has a positive impact on students' achievement in class. The researcher suggests that EFL Pre-service teachers actively involve students in collaborative learning, especially group work.

(Gusta et al., 2020) done a cooperative learning model, but their research focused on the use of the Jigsaw learning model. The research reported the effectiveness of using the Jigsaw model, indicated by the improvement of students' collaboration skills compared to traditional teaching methods, especially by making the students actively participate in the

teaching process also enhances teamwork and communication.

A study conducted by (Desyarti Safarini, 2019) reported that students' collaboration skills can be developed through project-based learning. The study reported that students can make substantive decisions based on group agreement, students take an important role in the project, and students can complete their project because of their group work. Thus, this emphasizes that as a progressive teacher, EFL pre-service teachers should be adaptive to adjust the teaching and learning process to facilitate students to develop essential skills needed in the real working world, especially collaboration skills, which will be very beneficial for the students to cooperate with other people in a company.

(Kurniawati et al., 2019) added that project-based learning (PjBL) effectively enhances students' collaboration skills. The study shows that PjBL involves students to share their ideas, support and respect peers' efforts, share responsibilities, and work cohesively to complete projects. Students show their

positive attitude such as verbal interactions, gestures, and body language, which demonstrates active participation, mutual support, and respectful communication among students.

In addition, research conducted by (Musarrat Riaz & Dr. Marium Din, 2023) report that collaboration skills among 21st-century skills can be done through work in pairs and small groups, peer assessment and feedback, and activities like think-pair-share. However, the study reported that the teacher did not actively involve students in the collaboration activities. This emphasizes that EFL pre-service teachers should be aware of the effectiveness of the collaboration skill and involve the students in the collaboration skill.

This emphasizes that as prospective teachers, EFL pre-service teachers should pay attention to involving the collaboration skill in their lesson planning document due to its effectiveness and positive impact on the teaching and learning process. In addition, according to the findings above, the activities such as group work, peer discussion,

creative collaboration, and theme-based collaboration. Those activities can be a tool to enhance students' collaboration skills, which will be beneficial for their real-world situation in the future.

b. Critical Thinking Skill

Critical thinking skills became vital during the 21st-century era. In the fast-paced industry, as a prospective teacher, EFL pre-service teachers should be aware of the information that passes by. By integrating critical thinking skills into the learning process, students will be familiar with thinking critically.

A study conducted by (Suhartono et al. (2025) proved that critical thinking skills become crucial in connecting digital competence and English proficiency. It is because critical thinking skills are able to bridge them by enhancing the impact on academic success. By integrating critical thinking skills, students can analyze problems, evaluate arguments, and make informed decisions tends to achieve higher results. This emphasizes that critical thinking skills reinforce students with good English

proficiency and digital competence by using their knowledge effectively. As a prospective teacher, EFL pre-service teachers need to be able to implement activities that can integrate the use of ICT media as a tool to develop digital competence and activities that improve critical thinking skills, such as problem-solving activities etc.

On the other hand, in the teachers' context, (Myrzatayeva et al., 2023) report that teachers need to develop themselves to ensure their ability to promote students' critical thinking skills, proven by the lack of teaching strategies for developing critical thinking in pupils. This emphasizes that EFL pre-service teachers need to prepare themselves with a competency, both strong critical thinking skills and structured training on how to teach students to be most effective. So that the students are not only able to think critically but also can understand the material clearly.

(Li, 2023) report that teachers use several activities to promote critical thinking skills, like analyzing language, creating real-life situations,

encouraging students to share opinions, and working in groups, which will develop high-order thinking skills. However, teachers usually face the problem of integrating the critical thinking activity with the emotional skills that might affect students' awareness of others. This emphasizes that critical thinking skills can be taught along with collaboration or other 21st-century skills.

(Paudel, 2025) added that the teacher can use questioning techniques to engage students in deeper analysis. Teachers can also involve students in group discussions and peer questioning to facilitate collaborative critical analysis, problem-based learning, and debate activity can be a tool in enhancing problem-solving and reasoning abilities. Also, teachers can use reflective journals and inquiry-based learning to promote self-reflection and analytical thinking. This emphasizes that critical thinking skills are not only beneficial for students themselves but also for other students.

In a social education context, (Haryanto, 2025) reported that critical thinking and

computational skills became indicators of a successful community service program in enhancing early childhood teachers' understanding and application of 21st-century skills. Proven by the increased creativity, improved understanding of CT concepts, and better English teaching skills.

c. Communication Skill

Communication skills also became an important skill that needs to be integrated into the teaching process. The fact that every person in the world needs communication. Communication skills can be done from the smallest level, such as oral communication, and then interactive feedback. As a prospective teacher, EFL pre-service teachers need to be aware of and integrate this skill into the teaching and learning process. Because the ability to convey the message or information to others is necessary for students in the future.

Effective communication is fundamental to successful learning and interaction. According to (Myrzatayeva et al., 2023) communication skills

enable students to articulate their ideas clearly, engage in logical reasoning, and interact meaningfully with peers and instructors. The ability to express oneself confidently, listen actively, and interpret messages critically plays a vital role in building students' capacity for discussion and collaboration.

One of the key instructional strategies to improve communication skills is structured discussions, where students are encouraged to share their viewpoints and justify their reasoning. Debate sessions, peer interactions, and group discussions create opportunities for students to enhance their verbal and non-verbal communication skills. (Paudel, 2025) suggests that incorporating questioning techniques in the classroom fosters deeper analysis and critical engagement. By guiding students to ask open-ended questions and reflect on responses, teachers promote constructive dialogue and analytical thinking.

Moreover, communication skills extend beyond spoken language and encompass digital literacy, written expression, and multimedia interaction. In modern classrooms, students are often required to present ideas using technology-based tools such as video presentations, digital storytelling, and collaborative writing platforms. Integrating digital communication methods ensures that students not only develop their verbal skills but also gain proficiency in articulating ideas through multiple media.

Teachers play a crucial role in shaping effective communicators by modeling clarity in instruction and encouraging active participation. (Li, 2023) Reports that teachers employ various techniques to improve classroom communication, such as analyzing language use, facilitating real-life discussions, and fostering an environment where students feel comfortable sharing opinions. Through interactive teaching approaches, students develop confidence in speaking, critical listening, and engaging in academic discourse.

d. Creativity Skill

Creativity is another essential 21st-century skill that complements communication and enhances students' ability to explore new ideas. According to (Li, 2023) Creativity involves thinking beyond conventional solutions, allowing students to develop innovative approaches to problem-solving. Creativity fosters adaptability, resourcefulness, and intellectual curiosity, which are key attributes in preparing students for future challenges.

Teachers can cultivate creativity in lesson plans by employing project-based learning, where students work on real-world problems that require imagination and innovation. Paudel (2025) suggests that inquiry-based learning and collaborative brainstorming encourage students to approach tasks with an open mind, making connections between ideas and generating novel solutions. Additionally, reflective journals provide students with the opportunity to document thoughts and refine their creative reasoning.

Creativity also intersects with technology-based learning, where students engage in digital storytelling, multimedia projects, and interactive simulations. By integrating creativity into technology-driven lessons, students enhance their ability to think critically and apply knowledge in dynamic contexts. (Myrzatayeva et al., 2023)highlight the importance of hands-on activities and artistic expression in enhancing students' ability to process information creatively.

Despite its benefits, creativity in education presents certain challenges. One major difficulty teachers face is balancing structured learning with creative exploration. While lesson plans require a degree of organization and direction, allowing room for flexibility enables students to engage in self-expression and independent thought. Furthermore, as (Li, 2023) notes, creativity must be aligned with emotional awareness to ensure students feel supported in their imaginative processes.

2. Types of learning activities integrating 21st century skills designed by prospective EFL teachers in their microteaching lesson plans

Pre-service teachers' microteaching lesson plans that incorporate 21st-century skills demonstrate a strong preference for active, student-centered teaching methods. Although the frequency and intensity of each varied, EFL pre-service teachers created learning activities that matched the 4C framework, collaboration, critical thinking, communication, and creativity across the examined texts.

The emphasis on teamwork was one of the main conclusions. These featured project-based teamwork, cooperative worksheets, peer-to-peer instruction, and group discussions. Cooperative learning theory, which holds that learning is most successful when students interact meaningfully with peers, is in line with these kinds of activities, which also help students enhance their interpersonal skills. This is consistent with research that highlights how group-oriented tasks foster accountability, mutual support, and increased

involvement, such as (Gusta et al., 2020) and (Desyarti Safarini, 2019)

Reflective analysis tasks, inquiry-based questions, and problem-solving exercises all prominently featured critical thinking. Students were encouraged to consider various viewpoints and come to well-reasoned conclusions through the use of scenario analysis and guided reflections. According to (Paudel, 2025), who promoted reflective journals and structured inquiry as strategies to increase cognitive engagement, pre-service teachers appear to understand the value of analytical reasoning in EFL instruction.

Critical thinking was emphasized in problem-solving activities, inquiry-based questions, and reflective analysis assignments. Through the use of scenario analysis and guided reflections, students were encouraged to take into account different points of view and reach well-reasoned conclusions. (Paudel, 2025), who advocated for structured inquiry and reflective journals as methods to boost cognitive engagement, claims that pre-service teachers seem to

recognize the importance of analytical reasoning in EFL instruction.

The least integrated skill was creativity. When it was present, it was most frequently found in role-playing games, gamified tasks, and the production of digital media (such as word puzzles or Canva posters). Despite the potential of these activities, their restricted availability indicates that creativity may still be seen as less important or more challenging to scaffold in EFL environments. According to (Hapsari & Prasetyarini, 2021) Teachers frequently deprioritize creativity because they are worried about time limits and evaluation challenges.

Furthermore, the regular use of digital tools like Wordwall, Quizizz, and Padlet shows that pre-service teachers are adjusting to the digital demands of education in addition to integrating content. In addition to encouraging freedom and multimodal expression—two essential components of learning in the digital age—these platforms acted as stimulants for student involvement.

3. Implications

The findings of this study provide significant implications for UIN Walisongo Semarang, particularly for the English Education Program. The integration of 21st-century skills in the lesson plans developed by EFL preservice teachers indicates that the current microteaching curriculum is aligned with global educational demands. However, the imbalance in the integration, especially in the area of creativity, suggests the need for curriculum refinement to ensure that all four core skills (4Cs) are internalized equally. Furthermore, the results highlight the crucial role of microteaching supervisors in guiding students to apply these skills more effectively. Therefore, the institution is encouraged to provide professional development programs for microteaching instructors to enhance their ability to support students through strategies aligned with 21st-century learning principles.

The study also reveals that students are capable of utilizing various digital platforms such as Wordwall, Padlet, and Canva, which demonstrates

their potential to foster creativity and multimodal communication in the classroom. This implies that the university should strengthen digital literacy through training and the provision of technological resources. Moreover, the use of project-based learning has shown effectiveness in promoting collaboration and critical thinking. Accordingly, the institution is advised to explicitly incorporate this approach into the microteaching module. In addition, the alignment between learning activities and the indicators of 4C skills within lesson plans needs to be improved. This highlights the importance of developing a standardized 4C-based rubric for evaluating preservice teachers' instructional planning.

Overall, this study contributes to the enhancement of teacher education quality at UIN Walisongo Semarang. It also serves as a foundation for future research and institutional policy-making, particularly about curriculum development, 21st-century learning integration, and the reinforcement of accreditation standards.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion of the research findings and discussion, and suggestions according to the findings and discussions.

A. Conclusion

This study indicates the integration of 21st-century skills. Specifically, cooperation, critical thinking, communication, and creativity is apparent, but not yet balanced, based on the examination of lesson plans created by EFL pre-service teachers at UIN Walisongo Semarang. Collaboration was the most prevalent ability among these that was incorporated into learning activities, indicating a high preference for peer engagement and cooperative learning. Critical thinking came next, demonstrating an understanding of the need to encourage higher-order thinking through problem-solving and reflective activities. In order to foster effective expression, the teachers included communication skills in a variety of written and oral language exercises. Nonetheless, the least valued talent

seems to be creativity, indicating a lack of confidence or a lack of strategy when it comes to creating projects that encourage imagination and creativity. The results highlight a positive move toward integrated, student-centered education by demonstrating that many of the activities created by pre-service instructors concurrently target numerous abilities, despite these variations. More focus is required on scaffolding creativity and utilizing digital resources more purposefully, not only as delivery platforms but also as catalysts for meaningful learning to significantly increase the effect of education in the twenty-first century. This study supports the value of ongoing assistance, introspective training, and curriculum development that equips aspiring educators to provide flexible and well-rounded learning environments.

B. Suggestion

1. For Pre-service Teachers

- Strive for balance in integrating all four 21st-century skills, particularly creativity, by

designing open-ended, project-based, or problem-solving tasks.

- Use reflection tools (like journals or debriefs) to articulate which skills are being targeted and why, thereby enhancing planning.

2. For Microteaching Lecturers

- Provide scaffolded examples and workshops focusing on embedding creativity and digital competence into lesson planning.
- Introduce lesson study or peer review mechanisms to help pre-service teachers critically evaluate and refine their plans.

3. For Curriculum Developers and Institutions

- Consider embedding targeted modules or micro-credentials on 21st-century skill design, assessment, and integration into teacher education programs.
- Offer more opportunities for authentic digital learning experiences to better prepare pre-service teachers for tech-enriched instruction.

4. For Future Researchers

- Investigate how these planned activities translate into actual classroom practice. Observing microteaching delivery could provide further insights into the effectiveness and implementation of the 4Cs.

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APPENDICES

A. Appendix 1 – Coded Lesson Plan

No	Skills	Participa	Code	Evidences
1.	Collaboration	P 1	LP 1	The teacher assigns tasks by asking students to work in pairs.
		P 2	LP 2	- Students in groups get 3 types of formal invitations (Wedding, Meeting, Business). - Students in groups found (C4) text structure, social function and linguistic elements of 3 types of formal invitations. - Students discussed in groups distinguishing (C4) the structure of the text, social function and linguistic elements from the 3 types of formal invitations they received
		P 3	LP 3	- After that, the students were divided into pairs - Students discuss with their partners to work on LKPD in determining the conversation to

				be had. Students practice by having a dialogue with their partners. Teachers monitor students' activeness in this regard.
		P 4	LP 4	- Learners are asked to pair up with their lapmates and - Discuss write the dialog in their notebooks, for example as in the picture of the 2 children talking about their parents' jobs.
		P 5	LP 5	- The teacher divides the students into 3 people in 1 group - The teacher instructs students to gather with their groups and create a conversation about introducing self and others based on the picture of the situation they get, by combining 2 or more expressions of introducing self and others used in the conversation - The teacher divides students into pairs to do blind dating games, to compile oral texts about Introducing self and others in a short manner - The teacher divides the students into 4 people in 1 group

				- Students were distributed LKPD 3 which already contained 1 picture about the situation of offering help and service which was different for each sheet - The teacher instructs the students to get together with their group and create a role-playing scenario based on the pictures of the Introducing self and others situations they get, by combining 2 or more Expressions used in the conversation
		P 6	LP 6	Students and group friends discuss the information obtained from the procedural text video (How to use Mobile Phone)
		P 7	LP 7	- The teacher displays other pictures, and divides students into pairs to do blind dating games to compose a short oral text about offering help and services - The teacher divides the students into 3 people in 1 group - Students were distributed LKPD 1 which already contained 1 picture about the situation of offering help and service which was different for each sheet
		P 8	LP 8	Students are divided into small groups (2-3 people).

				• Each group made a simple dialogue about introducing themselves and introducing others. • Each group practiced a self-introduction dialogue that they had created.
		P 9	LP 9	• The teacher provides one random topic related to <i>how to operate an electronic stuff</i> to make text procedures with students.
		P 10	LP 10	• The teacher divides the group into 3 groups. • One group received a blank puzzle board with descriptive text.
		P 11	LP 11	• Students are able to play in groups to reinforce their understanding of the name of the moon appropriately and correctly. • The teacher gave an example of how to play it. Example of a teacher's sentence for students and then students do activities as exemplified by the teacher.
		P 12	LP 12	• The teacher divides students into several groups. • The teacher distributes worksheet 1 and worksheet 2 to students to work on

				Students in groups work on worksheet 1 and worksheet 2
		P 13	LP 13	Then students work in groups to make a list of objects in class and match them to their English words.
		P 14	LP 14	The teacher divides the students into 4 groups
		P 15	LP 15	- Teacher divides the group into 4 groups. - Students gather with their groups. - Teacher spins the text title for each group - Students work in main groups for 10 minutes.
		P 16	LP 16	The teacher asks the students to pair up and asks them to describe the pictures they get
		P 17	LP 17	The teacher asks the learners to make greeting card creations with their partners (consisting of 2 learners)
		P 18	LP 18	The teacher organizes the students to form a group of 5 students.

				Each group prepares an activity plan.
		P 19	LP 19	- Teacher divides students into 5 groups. - Students were given 5 different contexts/themes to the group.
		P 20	LP 20	- Students are divided into groups consists of 3-4 students - Together with the members of the group, learners play roles according to the dialogue. - In groups, students are asked to ask questions with other group members, related to the parents' job and profession they, as an example. - Learners together with their groups complete the table after discussing it. - Students pay attention to how to present the results of the discussion, then each group presents the results of their interviews in front of the class.
2.	Critical Thinking	P 1	LP 1	Students actively answer and ask questions related to the simple present tense material displayed through PPT

				• Students answer questions given by the teacher about the simple present tense material. • Students identify verbs in simple present tense. • With the guidance of the teacher, students identify the characteristics of sentences used in sentences/activities that are done regularly.
		P 2	LP 2	• Students observe the types of formal invitations through video slide questions (Critical thinking).
		P 3	LP 3	• Learners are asked to rephrase the conversation sentences spoken by the teacher.
		P 4	LP 4	• Students are given LKPD and asked to make conversations according to the chosen situation.
		P 5	LP 5	• Students are asked to listen and observe some of the materials and videos about today's material and insert the cultural side through mentimeter • The teacher asks them to complete the dialogue text in writing about Introducing self and

			others using appropriate expressions
		P 6 LP 6	- The teacher displays power points and videos and asks students to observe the videos they watch and write down the information obtained with their group friends. - Students write procedural texts according to goals, generic structure and steps
		P 7 LP 7	With the guidance of the Master, based on the images shown, the Master asked them to create a verbal text about offering help and service using the right capital.
		P 8 LP 8	Each student is given the task of making a written introduction in 5-6 sentences
		P 9 LP 9	- Students were asked to observe a video about <i>How to connect smartphone to TV</i> and sample text about <i>How to connect smartphone to TV</i>. - Students and educators explored information from the two examples of <i>How to connect smartphone to TV</i>. - Students answered questions about detailed information from

				the text on <i>How to connect smartphone to TV</i>. • Educators provide independent tasks in the form of projects for students in the form of making a short guide on <i>how to operate an electronic stuff</i> according to their learning style in the form of text, images or videos.
		P 10	LP 10	• The teacher asks the learners to answer the question after read a text. • The teacher asks the learners to describe an animal. • The teacher asks the learners to write a descriptive sentence (simple present tense) • Student from each group come forward one by one to choose a mystery box, and then from the mystery box, there will be a question. • Students answer the question, if the student successfully answers the student will get one/two piece of the puzzle. • Students must be able to choose the puzzle pieces that match the clues provided from the

				descriptive text on the puzzle board. Students answer 10 multiple-choice questions about the material that has been taught about descriptive text.
		P 11	LP 11	NONE
		P 12	LP 12	- The teacher asks questions that are related to the lesson to be conducted. <i>“Have you ever sent a gift to someone on his/her special day? On what occasion? Did you insert a card in it? What will you say on the card?”</i> - The teacher presents the topic and shows a picture of the situation. students identify problems in form questions related to the observed images; - Students observe and identify problems. - Participant educate given chance For set problems in the form of questions related to the observed greeting card text. - Students observe the social function, text structure, and linguistic elements of several special texts in the form of

				greeting cards displayed on power point slides
		P 13	LP 13	• Make a list of objects in the class and match them to the English word. • The teacher distributes the exercise sheet containing pictures of objects in the class. Students are asked to write sentences using "this, that, these, those" according to the given picture.
		P 14	LP 14	• After watching the video the teacher asks students to answer the questions that have been given previously • Each group is given a problem to solve within 15 minutes
		P 15	LP 15	• Teacher asks the students about fractured story. • Teacher asked the students about the text (with its structure titled "Malin Kundang" in PDF form and the teacher asks one of the students to read the text). • Teacher asked the students about the text. • Students discuss it with the

				teacher.
		P 16	LP 16	• The teacher asks the students to observe a picture that shows an object • Teachers and students jointly describe the object according to the material that has been delivered • The teacher shows a picture of the object again and asks one of the students to describe the object
		P 17	LP 17	• The teacher asks questions to the learners (Stimulation) "Have you ever wished or congratulated someone? How do you congratulate to someone?" • Teacher asks learners to determine the expressions from the video presented Learners determine the expressions of hope, wish, and congratulation from the video presented. • The teacher asks the learners to find the social functions, some expressions and components of the greeting cards that involve the actions of expressing wishes, prayers, and congratulations

		P 18	LP 18	• The teacher asked a question as a stimulus of students' knowledge: Did you ever read a newspaper or Instagram post? and Could you get the information from that? • Students are asked to write down as much information as possible about the picture.
		P 19	LP 19	• The educator guides the students to analyze the structure of the two texts. • The educator asked each group to create an analytical exposition text based on the selected theme in the form of a poster using Canva. • Educators give independent tasks to students as an exercise in determining the structure and language elements of the exposition text.
		P 20	LP 20	• Students accompanied by teachers observe videos and dialogues related to Job and profession as warming up. • Each learner completes the table (p. 130) based on information obtained from interviews with other group participants.

				- Students verify the data from observations by relating them to sources or theories that have been studied. - The teacher gives questions to test students' knowledge of the topic that has been studied.
3.	Communi cation	P 1	LP 1	NONE
		P 2	LP 2	- Students and teachers ask questions and exchange information about the structure of the text, social functions and formal linguistic elements of the invitation - Students are given the opportunity to ask questions about the formal invitation material that has been explained by the teacher - Students answer questions given by the teacher related to the material that has been studied (Formal Invitation).
		P 3	LP 3	- Students were given questions related to social functions and expressions in the video. - Each couple is asked to provide a question or response to a

				presentation made by the other couple.
		P 4	LP 4	• The teacher asks the learners to repeat what the teacher said. • If one of the learners knows the answer, he or she should raise their hand and answer the question. • After writing the dialog, the teacher asks the pairs to come to the front of the class and read out their dialog.
		P 5	LP 5	• Students are given the opportunity to ask questions if there is material that is not understood • One of the groups presented the results of the project that had been created in front of the class • Other students were given the opportunity to criticize their friend's presentation • The teacher asks the students of the group in question to present to their friends accompanied by questions and answers • The teacher asks students to demonstrate it in front of the class. • The teacher asked the other

				students to do questions and answers and reflections on the role of palying displayed by their friends
		P 6	LP 6	- Teachers and students discuss the videos that have been observed and each group gives the results of their discussion. - Students present the results of procedural text writing in front of the class. - Other students provide comments or questions.
		P 7	LP 7	- The teacher asked the students to convey and demonstrate the results of the paired game findings in front of the class. - Each pair of student introduce themselves and introduce their group friends after which there is a question-and-answer session or giving responses from each group.
		P 8	LP 8	Some students were asked to volunteer to read their introductions in front of the class.
		P 9	LP 9	NONE
		P 10	LP 10	The teacher invites learners to assemble the puzzle correctly,

				display their board game, and read the description text they got.
		P 11	LP 11	Students imitate the teacher in reciting the names of the months.
		P 12	LP 12	NONE
		P 13	LP 13	- Each group was then asked to present their results in front of the class. - When finished, students are asked to read their sentences in front of the class
		P 14	LP 14	Each group presents the results of their answers by a group representative
		P 15	LP 15	After the time is up, representatives from each group share the results of their discussion with other groups for 15 minutes.
		P 16	LP 16	The teacher asked all the pairs to read the results of their work in front of the class.
		P 17	LP 17	The teacher presents some pictures and asks the learners to decide some appropriate expressions for some pictures involving the actions of expressing wishes, prayers, and

				congratulations orally. Students present the results of making greeting cards
		P 18	LP 18	- Students and teachers conduct question-and-answer activities and brief discussions on topics/problems related to videos that have been aired by teachers. - Students are motivated by the teacher to engage in problem-solving by asking several questions related to Caption - Students were asked to provide feedback related to the products displayed by their friends. - Teacher provides <i>feedback</i> related to the results of students' performance; - Each group displays a report - Other groups responded
		P 19	LP 19	- Students answered questions submitted by educators related to real life. - Each group presented their work in front of the class. - Educators and students from other groups gave

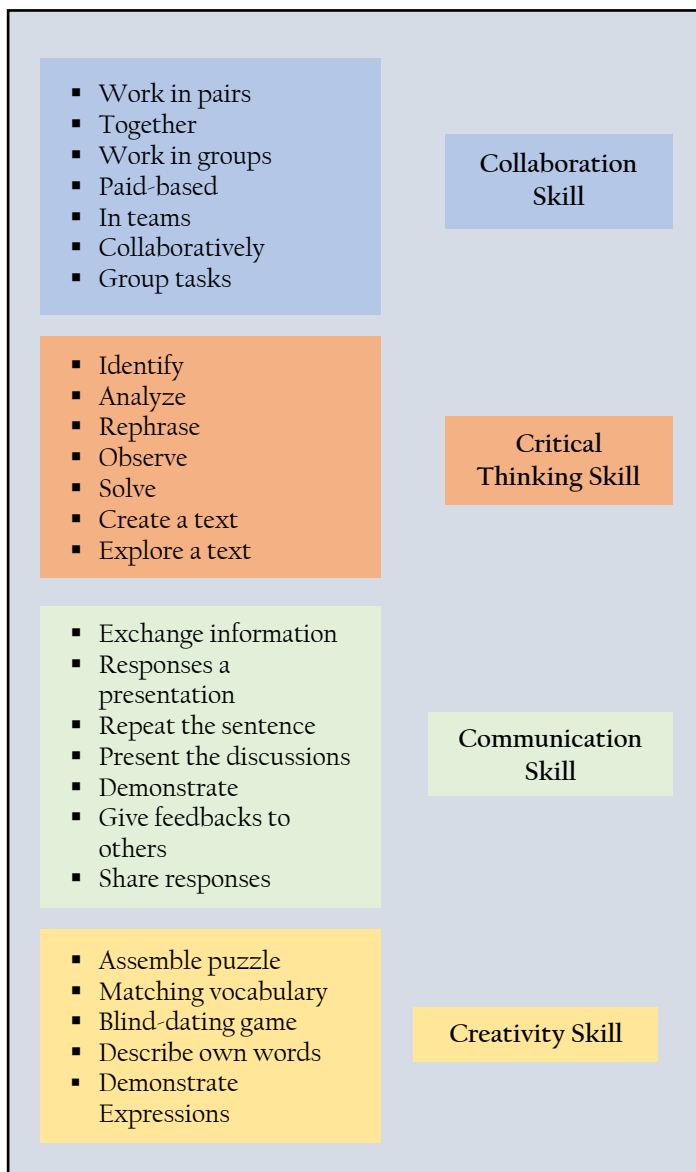
4.				feedback/suggestions to the group that had made presentations.
		P 20	LP 20	- Students listen to the dialogue read by the teacher, then imitate it sentence by sentence - Teachers and students explore information by asking questions about dialogue-related matters related to Jobs and professions; "In an English class"
	Creativity	P 1	LP 1	Students conclude learning (guided by the teacher)
		P 2	LP 2	Students and teachers reflect on the learning activities that have just been carried out.
		P 3	LP 3	- Students are given directions and facilitated by teachers so that there is interaction between students and teachers. - Students are given LKPD and asked to make conversations according to the chosen situation - Students concluded on the learning that had been carried out.
		P 4	LP 4	After that, the teacher asks the learners to answer 2 questions per child displayed on the big screen through the game website

				(https://wordwall.net/resource/63445674/profession).
		P 5	LP 5	• The teacher asks them to complete the dialogue text in writing about Introducing self and others using appropriate expressions • The teacher asks them to create a verbal text about introducing themselves and others using appropriate expressions • The teacher instructs the students to get together with their group and create a role playing scenario based on the pictures of the Introducing self and others situation they get, by combining 2 or more Expressions used in the conversation.
		P 6	LP 6	• Students conclude about the important points that arise during the activity.
		P 7	LP 7	• The teacher instructs the students to get together with their group and create a role-playing scenario based on the picture of the offering help and service situation they get, by combining 2 or more of the capital used in the conversation

			- Teachers give assignments with Practice questions about offering help and services (LKPD 2) and look for examples of Offering Help and Services in daily life made in the form of videos. - Teachers and students jointly conclude the learning material.
	P 8	LP 8	Each group made a simple dialogue about introducing themselves and introducing others.
	P 9	LP 9	Educators provide questions to conclude the material.
	P 10	LP 10	Students assemble the puzzle pieces on the puzzle board.
	P 11	LP 11	NONE
	P 12	LP 12	NONE
	P 13	LP 13	NONE
	P 14	LP 14	The teacher asks students to provide conclusions for learning from beginning to end
	P 15	LP 15	- Teacher asks the students to fill in their answer on padlet.com - Students are given a formative test through quizziz.com

				Teacher asks the students to review what have they learned today.
		P 16	LP 16	At this stage, the teacher invites students to repeat the important points in describing an object accurately and correctly.
		P 17	LP 17	The teacher reflects on today's learning with some questions: What did you learn today?
		P 18	LP 18	- The teacher directs students to the project to be made in the form of a caption in English that will be posted on the school's Instagram account. - Students can conclude the content of the material in today's lessons.
		P 19	LP 19	NONE
		P 20	LP 20	NONE

B. Appendix 2 –Coding Process



CURRICULUM VITAE

1. Personal Data

Name : Tri Astuti Widya Ningrum
Place of Birth : Sragen
Date of Birth : Mei 7th 2002
Address : Penggaron Lor RT07 RW03,
Genuk, Semarang
Email : tryaswidyaningrum@gmail.com
Phone Number : 088238856945

2. Education Background

1. RA Tarbiyatul Islam Semarang
2. SDN Sembung Harjo 02 Semarang
3. SMP Hassanudin 10 Semarang
4. MAN 2 Kota Semarang

Semarang, June 11 2025
The Researcher



Tri Astuti Widya Ningrum