

**Exploring The Integration of 21st century skills in
EFL learning: Learning from the Teacher's
Strategies through Traditional Seating Arrangements**

THESIS

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



By:

Rizki Romadhona Nurul Aeni

2003046040

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY**

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THESIS APPROVAL



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

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

THESIS APPROVAL

To:

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

Assalamu 'alaikum, wr.wb.

After correcting it to whatever extent necessary, we statue that the final project belongs to the student as below:

Name of Student : Rizki Romadhona Nurul Aeni

Student Number : 2003046040

Department : English Education

Title : Exploring The Integration of 21st century skills in EFL learning:
Learning from the Teacher's Strategies for Classroom Seating Arrangements

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 Munaqosyah session.

Wassalamu 'alaikum Wr. Wb.

Semarang, 18 Desember 2023

Advisor,

Dr. Siti Tarwiah SS., M.Hum.
NIP. 197211081999032001

RATIFICATION



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

Jalan Prof. Dr. Hanka Kus 2 Ngaliyan, Semarang 50185
Telp. 024-7601295, Fax. 024-7615387

RATIFICATION

Thesis with the following identity:

Name : Rizki Romadhona Nurul Aeni
Student Number : 2003046040
Department : Pendidikan Bahasa Inggris
Title : Exploring The Integration of 21st century skills in EFL learning:
Learning from the Teacher's Strategies through Traditional Seating
Arrangements

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

Semarang, 03 Januari 2023

THE BOARD OF EXAMINERS

Chairperson,

Dr. Siti Tarwiyah SS., M.Hum.
NIP. 197211081999032001

Secretary,

Lulut Widyaningrum, M.Pd.
NIP. 198008032009012010

Examiner I

Daviq Rizal, M.Pd.
NIP. 197710252007011015



Examiner II

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

Advisor

Dr. Hj. Siti Tarwiyah, M.Hum.
NIP. 197211081999032001

ADVISOR NOTE



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

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

ADVISOR NOTE

To:

The dean of Education and Teacher Training Faculty
Walisongo Islamic State University
Semarang³

Assalamu 'alaikum, wr.wb.

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

Title : Exploring The Integration of 21st century skills in EFL learning:
Learning from the Teacher's Strategies for Classroom Seating Arrangements

Name of Student : Rizki Romadhona Nurul Aeni

Student Number : 2003046040

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Wassalamu 'alaikum Wr. Wb.

Semarang, 18 Desember 2023

Advisor,

Dr. Siti Tarwiah SS., M.Hum.
NIP. 197211081999032001

MOTTO

..... وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مَخْرَجًا ﴿٢٠١﴾

"Whoever fears Allah, He will surely provide a way out."

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Bismillahirrohmanirrohim,

Praise is always given to Allah SWT as the most beneficent and merciful, who blessed the researcher so that this thesis could be completed. Shalawat and salam were also offered to Prophet Muhammad SAW, who leads the ummah out of the darkness and into the light.

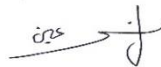
Composing this thesis reveals to the researcher that many people were willing to assist, either directly or indirectly. As an outcome, the researcher would like to extend heartfelt gratitude to:

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Semarang, 18 Desember

2023

A handwritten signature in black ink, appearing to read 'Rizki', followed by a stylized flourish that ends in a vertical line with a dot at the top.

The Writer,

Rizki Romadhona Nurul Aeni

ABSTRACT

Title : Exploring The Integration of 21st century skills in EFL learning: Learning from the Teacher's Strategies through Traditional Seating Arrangements

Writer : Rizki Romadhona Nurul Aeni

NIM : 2003046040

This thesis aims to investigate teachers' strategies and challenges in integrating 21st century skills through traditional seating arrangements. The participants were two teachers at SMAN 03 Semarang. This research is descriptive-qualitative research where the main data is obtained from observation and interview. Data analysis in this study includes the stages of data reduction, data display, and conclusion drawing. This study concluded that the teacher's strategy in integrating 21st century skills through traditional seating arrangement is more directed to how the teacher makes students active in learning with the prepared learning methods. Then, for the seating arrangement, only one pattern is applied, namely the traditional seating pattern. And this is a challenge for teachers in integrating 21st century skills because it only applies one seating pattern. Where other seating patterns can be more effective or support the integration of students' 21st century skills. And it is hoped that teachers can apply other seating arrangements to support the integration of students' 21st century skills and reduce teacher challenges in integrating them.

Keywords: *integration of 21st century skills, seating arrangement, teachers' strategies, teachers' challenges.*

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CHAPTER 1

INTRODUCTION

A. Background of The Research

One of the most important jobs teachers have is managing the classroom in an effective way. The seating arrangement is one of the essential aspects that should be highlighted in classroom management. Creating a seating arrangement in the classroom is a common difficulty that all teachers must encounter (Magfira Adolo et al., n.d.). They have to choose how to arrange the desks and whom to place where. Although classroom seating arrangement might not seem to be a novel idea, several educators believe that it is essential for learning achievement. Research has shown that teachers' classroom management strategies have a significant impact on student achievement and development. Students should do more than just learn and achieve academically. They also have to learn how to communicate with each other. The relationship between teacher and students, as well as pleased learning, is completely based on the teachers' classroom management. Because a good learning environment can improve the quality of learning in the classroom, this can happen based on the teacher's ability to manage the class well.

Jeremy Harmer (2007) explains that in order to have an effective classroom management, a number of factors must be considered, such as how the classroom space is used, whether students are working alone or in groups, and how we organize classroom time. So, the teacher is responsible for arranging classroom arrangements and creating a learning system that is fun and innovative for students in addition to providing teaching. Teachers must consider the conditions and learning objectives to be met by the teacher, as well as the classroom scenario and what students require during the learning process.

It should be highlighted that understanding of classroom seating arrangement is essential for numerous aspects of students and education, particularly for practical application of the findings. In practice, a classroom must be designed in such a way that it improves student performance.

The recent literature on education reforms and curriculum development focuses on the demand for 21st century skills and their integration and implications in classrooms (Harvey & Kenyon, 2013). 21st century learning is commonly defined as an education reform that aims to equip every student with the essential skills to face 21st century challenges. It emphasized four key elements, which are communication, collaboration, creativity, and critical thinking, also known as the 4 C's. However, some teachers have failed to fully grasp this concept and have chosen to continue teaching using outdated methods that are detrimental to children.

The traditional seating arrangement for classrooms, consists of four or five completely straight rows, each with five to seven chairs equidistant from the others. The traditional seating arrangement is the most frequent in schools and universities, with rows of seats facing the teacher. This dominance is sometimes linked to tradition, as many teachers have never considered alternative seating arrangements or have encountered difficulties when attempting to change the seating plan. Furthermore, because it concentrates students' attention to the front of the classroom, the conventional seating arrangement is particularly beneficial for attending teacher and watching presentations. It is crucial to note, however, that this seating arrangement may make student collaboration more difficult and may result in lower participation, particularly for students in the back rows. Despite these disadvantages, traditional sitting arrangements are still used in many educational contexts.

Therefore, research is needed on integrating 21st century skills through traditional seating arrangements. It is related to

the learning environment that affects students in learning English. Furthermore, this study tries to investigate what are the teachers' strategies and challenges in integrating 21st century skills through traditional seating arrangement. Because it is the teacher who creates the setting in the classroom.

B. Research Questions

Creating a seating arrangement is a complex task that requires addressing both the group's academic and social-emotional needs as well as the needs of individual students. And this information could help establish guidelines and contribute to a better understanding of teachers' seating arrangements. The research questions are:

- 1) What are the teacher's strategies in integrating 21st century skills through traditional seating arrangement?
- 2) What are the challenges for teachers in integrating 21st century skills through traditional seating arrangements?

C. The Objectives of the Research

Based of research question above, the objective of the research can be stated as follow:

1. To find out the teacher's strategies in integrating 21st century skills through traditional seating arrangements.
2. To find out teachers' challenges in integrating 21st century skills through traditional seating arrangements.

D. The Significances of the Research

Based on the research objective, this research expected to have several benefits as follows:

1. Theoretical benefits

Theoretically, this study aims to promoting active learning, student-centered learning, communication and collaboration, classroom environment, and engagement in classroom activities.

2. Pedagogy benefits

Integrating 21st century skills through classroom seating arrangements can have pedagogical benefits for student learning. Here are some potential benefits:

- a. Active learning: Roundtable seating arrangements can lead to more active learning activities, resulting in improved learning outcomes
- b. Student-centered learning: Spaces designed in a student-centered way, with a focus on student knowledge construction, which can support student learning.
- c. Collaboration: Seating arrangements can impact how students interact with each other, which can promote collaboration and teamwork
- d. Learning advantage: Teachers can adjust the seating arrangements to create optimal learning environments that suit their particular circumstances and classes
- e. Engagement: Seating arrangements can impact student engagement and participation in classroom activities

3. Practical benefits

a. For teachers

This study provides information regarding teacher preparation in preparing students for successful English learning as well as develop them in collaboration, communication, critical thinking, and creativity skills. During the teaching and learning process, teachers are

supposed to encourage and lead students in developing these skills.

b. For students

With this research, students will be able to work together, understand other students' opinion statements, process information critically, solve problems, and creatively that are needed in the future.

c. For researcher

The study can provide insights into effective teaching strategies that promote 21st century skills in EFL learning through seating arrangements, which can be useful for teachers and curriculum developers.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

There have been numerous researches related to 21st century skills and classroom seating arrangements. It can be seen below:

In honor of National Teacher Day 2019, Nadiem Makarim stated that creativity, collaboration, the ability to work together, process information critically, solve issues, and empathize are characteristics that will be required in the future. In addition, in 2017, Anies Baswedan explained numerous aspects of 21st century education at the Improving Morals, Economic Empowerment, and Social Concern for the Welfare of the People seminar. He stated that one of the most crucial factors is competence. Those competencies are the competence to think critically, be creative, communicative, and collaborative (Norazman¹ et al., 2019).

A study completed by (Pratiwi, 2020). The titled Implementasi 4C pembelajaran Bahasa Jawa di SMP Muhammadiyah 8 Semarang. The findings revealed that although the Javanese language instructor at SMP Muhammadiyah 8 Semarang had adopted 4C in learning, it wasn't working effectively in creative skills.

A thesis from Favi Ngiza (2020) titled The Implementation of 4c's in the Islamic Studies Learning at Curriculum 2013 Revision at SMP N 1 Purwokerto. Based on the data analysis, the author found that the implementation of 4Cs had not been well implemented especially in indicators of communication and creativity skills (Weinstein, 1992).

(Harvey & Kenyon, 2013) conducted a study talked about seating arrangement entitled "Classroom Seating Considerations for 21st Century Students and Faculty". Harvey

and Melaine planned to investigate the impact of various table seat models on the teaching and learning process. As a consequence of their research, students liked to sit in groups at trapezoid tables(Harvey & Kenyon, 2013). Second, students feel more at ease in a rectangle (circle or letter U). Third, students sit in a row of table arm chairs. According to the literature, seating patterns are significant for student satisfaction and academic progress. Although seating is only one of many design factors, it is one of the most easily changed aspects in classroom learning settings and may be more important than people realize.

According to Nathalie and Tessa(Benedict & Hoag, 2004) said that, teachers reported using the seating arrangement to support students' academic functioning, teamwork, and independence. Teachers also stated that they designed the seating arrangement to increase kids' social emotional social assistance in general, stimulate individual social inclusion, and improve socially competent behavior. Teachers stated that they wished to develop a positive relationship with all of the students in the classroom. Nathalie and Tessa observed students in two different seating arrangements, rows and 25 columns and circles. The findings of this paper indicate that classroom seating arrangements can influence student on-task and off-task involvement when working on group projects.

Based on the previous study, conducted a study on classroom seating consideration. In this study, Harvey and Melaine attempted to identify a classroom seating model that has been considered adequate by some institutions for assigning classroom seats. According to the findings of this study, students chose to sit in a model of seat in a group over the others. Furthermore, Nathalie and Tessa noted that seating arrangement may influence students' participation in teaching and learning. Furthermore, students who sat in a circle model were more active than those who sat in a row.

B. Literature Review

1. 21st Century Skills in EFL Learning

21st century skills, also known as transferable skills, are comprised of learning, literacy, and life skills that one needs to be a contributing member of society and flourish in the modern world. EFL teachers should incorporate 21st century skills into their classrooms to prepare their students for the future. 21st century skills into EFL learning can help students develop essential skills for success in the modern world, such as interpersonal skills, critical thinking, learning and innovation skills, literacy skills, and life skills (Azhary & Ratmanida, 2021). EFL teachers should have a positive attitude towards these skills and prioritize them in their classrooms to prepare their students for the future. Accordingly Robinson (20010), the concept of 21st century skills has become very popular in this literature recently. However, there is no agreement on what it truly implies or what skills it relates to. This term clearly overlaps with other classifications such as transferable talents and soft skills.

2. Strategies for Classroom Seating Arrangements

Studies have reported that seating arrangements impact the learning process. Students occupying the front rows are generally more attentive than those in the back (Magfira Adolo et al., n.d.). The students in front are the ones who tend to answer questions asked in class. Consider student preferences, classroom arrangement can symbolize students' personality and preferences, so it is important to consider their preferences when making decisions about seating arrangements.

One of class environment is the seating arrangement. It seems somewhat underestimated by some, but the seating arrangement has a significant influence on learning. Moreover especially related to the English learning, seating arrangement is considered to have a big hand in it. Because the seating arrangement in which students will feed that suitable with a

positive impact for students to increase its activity in communicating.

Students who sit in front of or near the chalkboard do better, and interaction between students and professors is more likely to be useful than sitting in the back. According to Victor Alberto et al. (2010), the position of students in the classroom is related to their academic achievement, with most students sitting in the front position having a strong desire to study. As a result, rearranging students' seats in the classroom should be accompanied with increased motivation, which is likely to improve school performance.

Teachers regarded arranging a seating arrangement as a difficult and complex task. This was mostly because they found to account for student variances, as they each have unique features and needs that teachers wished to satisfy. When designing their seating arrangement, teachers had (one or more) aims in mind and utilized (one or more) tactics to achieve these goals(Hoekstra et al., 2023).

Due to limited space, the typical classroom setup is generally confined to three seating patterns (rows, horseshoe, and clusters of four). In reality, much research on seating arrangements revolves around the three patterns stated above, with some variations including semicircle, concentric rings, and fishbowl. Other investigations (Michelle Bonus and Linda Riordan, 1998) find that students' attentiveness rises when the classroom seating arrangement supports the educational purpose, lending credence to the significance of the three seating arrangements.

3. Integrating 21st in EFL Learning through Strategies

21st-century learning is commonly defined as an education reform that aims to equip every student with the essential skills to face 21st-century challenges.

According to Elola and Oskoz (2010), integrating the element of collaboration during learning activities enables students to develop their ideas more effectively compared to studying alone. Here, students were given the opportunity to exchange views and opinions with their friends, and through this exchange of ideas, students can gain inspirations to be included in their writing. Additionally, collaboration also enables students in a group to evaluate their accuracy in capitalization, spelling, grammar, and punctuation in the sentences they constructed.

According to a study by Lin (2011), adopting the creative element during teaching and learning should be performed in stages to guide the students to think creatively. According to Harland (2003), children who were weaker at specific skills were able to complete a more complex activity with guidance from an adult or their more accomplished peers (Pardede, 2020). Thus, this researcher identified the more competent and weaker students before this study to facilitate group assignment. With the help of more accomplished students during the planned interventions, weaker students can master the usage of capitalization, grammar, spelling, and punctuation. They managed to list out keywords that were related to the given topic (Yu & Wan Mohammad, 2019).

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher conducted qualitative research with the type of research was descriptive qualitative. Qualitative research defines as research to understand a certain condition based on the problem faced.

B. Research Participants

The participants in this research were 2 that apply the arrangement of student seats and are competent in teaching.

C. Research Setting

Location in SMAN 3 SEMARANG, located on Jl. Pemuda No.149, RT.5/RW.3, Sekayu, Kec. Semarang Tengah, Kota Semarang, Jawa Tengah 50132

D. Method of Collecting Data

The data for this study were gathered through two steps, namely observation and interviews. The following steps:

1) Observation

The observation was to confirm whether the skills indicators of the 21st-century were fully implemented in every activities of teachers in the classroom or not.

During observation, researcher used notebook to write the data and audio recorder to record the data.

In collecting data on integrating 21st century skills through seating arrangements. The author chose a qualitative descriptive method, namely by observing

the atmosphere of the teacher's teaching and learning activities in the classroom to obtain data. The author made 2 observations for one teacher. To get the data the author wants. The author refers to the instrument that has been designed regarding integrating 21st century skills through seating arrangements.

2) Interview

Became a reference for the questions that the researchers asked English teachers to find out the problems faced by teachers in implementing teacher strategies for seating arrangements and 21st century skills (communication, collaboration, creativity and, critical thinking) in the classroom. And to answer the research questions.

In collecting data about teachers' strategies in integrating 21st century skills through seating arrangements, the author chose a qualitative descriptive method by interviewing 2 English teachers when the observation was completed. The author asked several questions about teacher strategies in integrating 21st century skills through seating arrangements and teacher challenges in integrating 21st century skills through seating arrangements. This interview was conducted to obtain data that the author had not obtained during observation. The author refers to the instrument that has been designed regarding the integration of 21st century skills through seating arrangements. Bacon-Shone states that interviews can be used to provide rich qualitative data and provide the flexibility to explore different points of view (Bacon-Shone, 2013)

E. Instruments

Research instrument is a tool used to collect, measure, and analyze data related to your research interests. This research instruments are;

1) Observation

- The observation was used the criteria of each skill were based on Trilling and Fadel's theory for implementing 21st century skills.

Table 3.1 The Instrument of observation

No	Variables 21 ST Century Skill	Indicators	Seating Arrangement	Notes
1.	Collaboration	<p>a. Demonstrate ability to work effectively and respectfully with diverse teams,</p> <p>b. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal,</p> <p>c. Assume shared</p>	Traditional (rows and columns), cluster, and stadium.	<ul style="list-style-type: none"> - Using a book 'BAHASA INGGRIS BAHASA INGGRIS English for Change for SMA/MA KELAS XI' and the material about "Love Your Environment " - Using several media, namely book, projectors, laptops, audio. - The teacher asks students

		responsibility for collaborative work, and value the individual contributions made by each team member.		to discuss with their peers to discuss the answers to the exercise questions in the book. (Activity 2: Work in pairs. Do Give-One, Get-One. Compare these two pictures. Which one is organized and which one is unorganized? What is the impact to you and your surroundings if your waste is unorganized? Then the teacher randomly selects pairs of students, who will come forward to share their answers.
2.	Communication	a. Articulate thoughts and ideas effectively	Cluster, runaway, traditional and stadium.	- Using a book 'BAHASA INGGRIS

		<p>using oral, written and nonverbal communication skills in a variety of forms and contexts,</p> <p>b. Communicate effectively in diverse environments (including multi-lingual)</p> <p>c. Enjoyment of conversation and cooperation among students.</p> <p>d. Communicate with polite language,</p> <p>e. Respect each other among students,</p> <p>f. Listening to explanations from other students well</p>		<p>BAHASA INGGRIS</p> <p>English for Change for SMA/MA KELAS XI' and the material about "Love Your Environment"</p> <ul style="list-style-type: none"> - Using several media, namely book, projectors, laptops, audio. - The teacher asks one pair of students to present the results of their discussion. (Activity 2)
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3.	Critical Thinking	<ul style="list-style-type: none"> a. Analyze and clarify questions or arguments, b. Evaluate assumptions. c. Formulate clarifications with value judgments. d. Developing explanations and making decisions or problem solving, e. Making conclusions and arguments using deductive and inductive reasoning 	Traditional (rows and columns), cluster, stadium.	<ul style="list-style-type: none"> - Using a book 'BAHASA INGGRIS BAHASA INGGRIS English for Change for SMA/MA KELAS XI' and the material about "Love Your Environment" - Using several media, namely book, projectors, laptops, audio. - When students discuss with their peers, they are honing their critical thinking skills by discussing and conveying their ideas. (Activity 2)
4.	Creativity	a. Develop, implement	Cluster, stadium,	- Using a book 'BAHASA

		<p>and communicate new ideas to others effectively,</p> <p>b. Students to be able to be open and responsive to new and diverse perspectives,</p> <p>c. Students to be able to create novel, new and worthwhile ideas,</p> <p>d. Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas</p>	runaway, and traditional.	<p>INGGRIS BAHASA INGGRIS English for Change for SMA/MA KELAS XI' and the material about "Love Your Environment"</p> <p>- Using several media, namely book, projectors, laptops, audio.</p> <p>- When students discuss with their peers, they are honing their creativity skills by discussing and conveying their ideas. (Activity 2)</p>
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- And for the observation carried out one for one teacher. It meant there were two observations for two English teachers.

2) Interview

Interviews become necessary when researchers feel the need to meet face-to-face. The interview is a process of interaction, dialogues, questions, and answers verbally by two people or more directly to gain the required information. The researcher interviewed two English teachers after the observation was done.

Here are the following questions:

Table 4.2 Instrument of interview

No.	Variables The Challenges for Teachers in Integrating 21st Century Skills	Indicators	Questions
1.	Difficulty in assessing 21st century skills	- The difficulty in assessing measuring abstract areas such as creativity or collaboration in ways that are valid and reliable.	How do you overcome difficulties in assessing each student's 21st century skills in the learning process?
2.	Limited resources	- Limited resources - Inadequately trained teachers - Teachers who lack understanding of 21 st century skills	How do you understand 21st century skills when resources are limited?
3.	Lack of alignment between	- Need for systematic	How do you align curriculum,

	curricula, pedagogy, and assessment	implementation of these curricula through alignment with appropriate pedagogy and assessment.	pedagogy and appropriate assessment?
4.	Difficulty in developing learning and authentic assessment	<ul style="list-style-type: none"> - They lack guidance on how to develop learning - Assess 21st century skills in an authentic way 	Do you have a guidebook for learning 21st century skills to design learning and assess these skills in an authentic way?

F. Method of Analyzing Data

To analyze the data, the researcher used based on model by Miles, Huberman, and Saldana.

1) Data Reduction

The process of selecting, concentrating, simplifying, and abstracting important things is referred to as data reduction. The researcher collected data from the observation guide and interview guide while conducting study with two English teachers.

2) Data display

Following the collection of data, the researcher selected and compressed the information assembly from data reduction. It was determined by the research questions.

3) Drawing conclusion. In this research, the researcher concludes the data display.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

The research had been started on October 18 until November 1 2023 to two English teachers at SMAN 03 Semarang. Based on the results of observations and interviews that researchers conducted with teachers and students at SMA Negeri 03 Semarang. It is known that SMA Negeri 03 Semarang has implemented an independent learning curriculum, especially in classes X and XII, which includes 21st century skills. The independent curriculum gives the right to learner-centered learning, which includes 21st century skills. Therefore, teachers need strategies to integrate 21st century skills in learning. In this study, researchers observed learning activities through seating arrangements to find out, i.e. what are the teacher's strategies in integrating 21st century skills, and the challenges for teachers in integrating 21st century skills through traditional seating arrangements.

The teacher's strategies in integrating 21st century skills through traditional seating arrangements

a. Collaboration Skill

The observation results showed that the collaborative skill was quite good. This result is based on indicators such as assume shared responsibility for collaborative work, and value the individual contributions made by each team member. These teachers' strategies enhance students' collaboration skills. Students exchange ideas or opinions in completing the exercises given (see Table 4.1).

Table 4.1. The Summary of the Integration of Collaboration Skills.

Teachers	Learning Materials	Seating Patterns	Strategies
Teacher 1	(Unit 2: Love Your Environment) Activity 2 Work in pairs. Do Give-One, Get-One. Compare these two pictures. Which one is organized and which one is unorganized? What is the impact to you and your surroundings if your waste is unorganized?	Traditional	Teacher asks students to work together with their peers to complete the exercises, they helped each other complete the exercises given by the teacher.
Teacher 2	(Unit 2: Love Your Environment) Activity 2 Work in pairs. Do Give-One, Get-One. Compare these two pictures. Which one is organized and which one is	Traditional	Teacher asks students to work together with their peers to complete the exercises, they helped each other

	unorganized? What is the impact to you and your surroundings if your waste is unorganized?		complete the exercises given by the teacher.
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As for the seating arrangement, the class uses a traditional seating pattern. Therefore, the teacher asked students to complete the exercise by working with their peers. Then, to increase students' collaboration, the teacher asks one of the students to answer the exercise, and the other students give suggestions or responses, and so on. So, students can collaborate to comment on the results of other students' exercise answers. Meanwhile, students' collaboration skill can be supported by other seating arrangement patterns such as cluster, stadium, runaway, etc. The cluster seating pattern is very suitable to support students' collaboration abilities in learning. Because currently, the traditional seating pattern can be considered passive learning, where the teacher only talks to explain and the students only listen, students only focus on the teacher and their seatmates.

b. **Communication Skill**

These results are based on communication indicators, which show that students communicate effectively with their peers and enjoy conversations or cooperation between other students in learning. In communicating, students use polite language, show respect, or listen well to other students' explanations. These teachers' strategies enhance

students' communication skills. Students exchange ideas or opinions while completing the exercises given (see Table 4.2).

Table 4.2. The Summary of the Integration of Communication Skills.

Teachers	Learning Materials	Seating Patterns	Strategies
Teacher 1	(Unit 2: Love Your Environment) Activity 2 Work in pairs. Do Give-One, Get-One. Compare these two pictures. Which one is organized and which one is unorganized? What is the impact to you and your surroundings if your waste is unorganized?	Traditional	The teacher appoints one student to answer the questions from the exercise given. After that, the teacher asks students to give their responses or comments to each other's opinions.
Teacher 2	(Unit 2: Love Your Environment) Activity 2 Work in pairs. Do Give-One, Get-One. Compare	Traditional	The teacher appoints one student to answer the questions from the

	<p>these two pictures. Which one is organized and which one is unorganized? What is the impact to you and your surroundings if your waste is unorganized?</p>		<p>exercise given. After that, the teacher asks the students to give their opinions on the opinion of the student the teacher appointed.</p>
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Communication is essential. One of the seating patterns that supports this skill is cluster, runaway, U-shaped, etc. However, the 11th grade class observed in this research only implemented the traditional seating pattern. Where only the teacher explains and the students listen. Most of the time, students only focus on the teacher and their seatmates. For this reason, teacher activeness is needed to integrate students' communication skills with other skills.

c. Critical thinking Skill

These results are based on critical thinking indicators, which show that analyzing the questions or orders given is quite good, as seen from how students do the exercises well and write them on the board. Students can solve problems in exercises with interesting answers and critical reasoning. These teachers' strategies enhance students' critical thinking skills. Students can also find out different answers from other students (see Table 4.3).

Table 4.3. The Summary of the Integration of Critical Thinking Skills.

Teachers	Learning Materials	Seating Patterns	Strategies
Teacher 1	(Unit 2: Love Your Environment) Activity 2 Work in pairs. Do Give-One, Get-One. Compare these two pictures. Which one is organized and which one is unorganized? What is the impact to you and your surroundings if your waste is unorganized?	Traditional	The teacher asks the students to fill in the exercises given. After that, the teacher asks the students to express their opinions on 'what is the impact on you and the environment if waste is not organized?'
Teacher 2	(Unit 2: Love Your Environment) Activity 2 Work in pairs. Do Give-One, Get-One. Compare	Traditional	The teacher asks the students to fill in the exercises given. After that, the teacher asks the students to express

	<p>these two pictures. Which one is organized and which one is unorganized? What is the impact to you and your surroundings if your waste is unorganized?</p>		<p>their opinions on 'What are the obstacles for us to organize waste?'</p>
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Similar to the previous skill, there is only one pattern for implementing seating arrangements in research classes, namely the traditional seating pattern. What happens is that working together with classmates creates less critical thinking in students compared to working in groups. The teacher must invite other students to respond to the answers to the exercises. If you apply other seating patterns, such as cluster, runaway, U-shaped, etc. it is possible that students' critical thinking is better than just discussing with their peers.

d. Creativity Skill

These results are based on creative indicators, which show that students convey their ideas or opinions effectively in learning activities. Students can create new and useful ideas when they work together with their peers or with other students to complete the given exercises. Students also show an open attitude to new and diverse ideas or perspectives from other students. These teachers'

strategies enhance students' creativity skills. Students can also find out different ideas or opinions from other students (see Table 4.4).

Table 4.4. The Summary of the Integration of Creativity Skills

Teacher s	Learning Materials	Seating Patterns	Strategies
Teacher 1	(Unit 2: Love Your Environment) Activity 2 Work in pairs. Do Give-One, Get-One. Compare these two pictures. Which one is organized and which one is unorganized ? What is the impact to you and your surroundings if your waste is unorganized ?	Traditional	The teacher asks the students to fill in the exercises given. After that, The teacher also asks one of the students to present their ideas about 'how do you tell others that it is important to organize waste?'

Teacher 2	(Unit 2: Love Your Environment) Activity 2 Work in pairs. Do Give-One, Get-One. Compare these two pictures. Which one is organized and which one is unorganized? What is the impact to you and your surroundings if your waste is unorganized?	Traditional	The teacher asks the students to fill in the exercises given. After that, the teacher appoints one student at a time to present their ideas about 'what will you do to attract the attention of others in organizing waste?'
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The seating arrangement for students' creative skill is very suitable with cluster, stadium, runaway, etc. patterns. To build students' creativity, the teacher invites students to express or show the answers to the exercises with confidence. So that other students can respond or get new ideas or opinions

from other students' answers. The seating arrangement that occurs in the research classroom only applies a traditional seating pattern, where students only focus on discussing their creativity with their peers.

The challenges for teachers in integrating 21st century skills through traditional seating arrangements

Teachers' challenges in teaching in the classroom are diverse. Teachers are required to be able to overcome every problem in the classroom, both in the classroom atmosphere and the condition of the students. The teacher's challenge in integrating 21st century skills or implementing an independent curriculum is one of them. Researchers get teacher challenges in integrating 21st century skills through seating arrangements. The data was conducted with the English teacher. The findings below (see Table 4.5) have been analyzed by researchers based on appropriate indicators.

Table 4.5. Challenges of integrating 21st century skills through Traditional Seating Arrangements.

Informant	Indicators	Representation of Teacher's challenges
Teacher A	Assessing 21st century skills	<ul style="list-style-type: none"> - Teachers have challenge in assessing students' communication skills in learning - Teachers should create learning activities that cover all students' 21st century skills well
Teacher B	Assessing 21st century skills	<ul style="list-style-type: none"> - Teachers have challenge in assessing

		<p>students' critical thinking skills in learning</p> <ul style="list-style-type: none"> - Teachers have challenge in inviting students to be active in learning, making it difficult for teachers to assess students' skills
Teacher A	Lack of alignment between curricula, pedagogy, and assessment	<ul style="list-style-type: none"> - Teachers have challenge in aligning the curriculum with the teaching module
Teacher B	Lack of alignment between curricula, pedagogy, and assessment	<ul style="list-style-type: none"> - Teachers find it challenge to align curriculum, pedagogy, teaching modules and assessment.
Teacher A	Developing learning and authentic assessment	<ul style="list-style-type: none"> - Teachers' challenges in creating learning activities in accordance with the established curriculum.
Teacher B	Developing learning and authentic assessment	<ul style="list-style-type: none"> - Teachers' challenges in authentic assessment of students' 21st century skills

Assessing 21st century skills. From the data above, teacher A said that, assessing students cannot be done through exercises or tests alone. Teachers must also look at other aspects that can be taken as student grades. In addition to the indicators of 21st century

skills, other aspects such as student courtesy, student perseverance, and student skills can also be taken as student grades. I usually have discussions or work in groups when learning to complete the exercises given. I can judge from how students express opinions, questions, and answers. For teachers' challenges in assessing each student's 21st century skills through seating arrangements, teachers rely on learning assessment indicators. If the teacher finds difficulties, the teacher will immediately test the students to do exercises that refer to these skills.

Lack of alignment between curricula, pedagogy, and assessment. From the data above, Teacher A said that, create a learning plan or learning module for each material that will be provided. So that it is easy for teachers to convey material and indicators of learning achievements. Apart from designing learning materials, teachers can add seating arrangements as a teacher strategy to support the integration of students' 21st century abilities. And it makes easier for teachers to assess each student's 21st-century skills.

Difficulty in developing learning and authentic assessment. From the data above, Teacher B said that, I use books from the Ministry of Education and Culture, which are independent curriculum editions that are in line with the learning outcomes objectives. I also apply authentic judgment. Using this book, it includes indicators of 21st century abilities. Then I apply it to students who enjoy learning. Implementing appropriate seating arrangements can support the integration of 21st century skills; teachers have no difficulty assessing students and can provide authentic material and enjoyable learning.

B. Discussion

Based on observations and interviews with English teachers who implement the independent curriculum in 10th and 11th grade, 21st century skills are very important for every student to have. 21st century skills are very relevant to the independent curriculum implemented by schools because learning is oriented or centered on students (Student Centered Learning). 21st century learning has four important aspects that must be mastered, namely 4C (collaboration, communication, critical thinking and creativity).

The collaboration is an essential skill that students must develop today. Collaboration is also necessary for assisting students improve their skills (Anantyartha & Sari, 2017). In addition, collaboration is important to support critical and creative thinking skills in solving problems. Teachers' and students' difficulties in implementing learning that emphasizes collaboration must be solved. One way to encourage the implementation of collaboration in learning is to provide training related to the display or design of interactive learning using technology and media in accordance with 21st century developments. In addition, the integration of digital technology into learning can also improve collaboration skills.

Communication is an important skill to be applied in learning. A good communication culture must be established in order to create opportunities for students to work in industries that currently require communication skills. Good communication will be beneficial to students' learning experiences (Rukayat, 2022). Furthermore, the ability to speak with the appropriate articulation can help pupils increase their creativity and critical thinking while learning. The analysis indicated that the students' difficulties were greater, with a substantial difference from the teacher's difficulties. This indicates that pupils have

more difficulty following learning that is focused on communication skills than the teacher. The increased difficulty of pupils suggests that it is vital to modify learning practices to emphasize students' fluency in communicating.

Critical thinking is one of the skills required in the 21st century. Using critical thinking abilities will yield solutions that are both meaningful and beneficial (Prihartini et al., 2015). Furthermore, problem-solving tasks will benefit from critical thinking skills. The inadequacy of Indonesian vocational education to integrate learning based on critical thinking skills must be of special concern to all aspects of education. Teachers in this situation require training and direction to maximize the management of competency-based learning. Furthermore, pupils require guidance on how to follow learning processes geared toward critical thinking skills. Learning based on problem-solving abilities is one of the most effective approaches to build critical thinking skills.

At this time, it is critical to cultivate creativity in one's profession. To be formed and matured, creativity must be sought via research. Learning creativity is critical for students to have when they graduate and work in a continuously changing environment (Ruzniar, 2018). Creativity is also essential for supporting complex problem-solving activities. Creativity contributes to the discovery of new ideas through extensive thinking and searching. As a result, it is crucial for vocational education to structure learning in order to foster critical thinking skills in pupils. Teachers and students in vocational education are still not fully implementing learning-oriented creativity skills. Guidance from related educational aspects is critical for developing skills in managing ability-based learning. One of the most essential factors in developing this competence is the use of 21st century technologies, models,

and learning material. Furthermore, creating a creative and innovative learning environment is critical to cultivating creativity in both teachers and students.

As we have mentioned above, the traditional straight row setup dominates most educational environments, especially in colleges and elementary to high schools. Seating arrangements in the 21st century classroom are important for student satisfaction and academic achievement. Flexible and movable furniture is preferred to support active learning and teaching methods. Seating selection should be based on principles of universal design to represent inclusivity of learners and educators in planned decision making to foster attainment of learning goals for all constituents. Students prefer more flexible seating arrangements, such as mobile chairs and trapezoidal tables with chairs on casters, over fixed seating arrangements. Teachers should consider redesigning their classroom to create a flexible learning environment that is most conducive to student engagement, ownership, and achievement. Seating designers and researchers might target student subpopulations as a marketing focus, such as catering to gender preferences, age groups, and people of different sizes and abilities.

It is essential for teachers to consider the diverse needs of their students and be open to experimenting with different seating arrangements to find the most effective learning environment for their class.

Based on the observation and interview findings above, it is concluded that the implementation of seating arrangements can support the integration of students' 21st century skills and can overcome teachers' challenges in integrating students' 21st century skills. Seating arrangements are critical for teachers to learn in order for teachers to be able to teach effectively and improve student participation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions, it is possible to conclude that: all 21st century skills used by teachers and students, including collaboration, communication, critical thinking, and creativity, fall into the easy category; and communication skills have significant differences in the level of difficulty experienced by teachers and students. Students have more difficulty putting learning-oriented communication skills into practice. This suggests that kids require more concentrated attention and communication enhancement. Various efforts, such as teacher and student training and development in applying 21st century skill-based learning, must be improved.

By implementing appropriate seating arrangements, it can support the integration of students' 21st century skills. However, only some seating patterns are appropriate to the learning material. Schools or classes that are the place to get research data only apply traditional seating, but teachers can be creative in accommodating students' 21st century abilities with teacher strategies. Although teachers will have difficulty integrating students' 21st century skills. Teachers are required to be more active, if the classroom atmosphere becomes passive. Therefore, implementing seating can be an active and fun learning method or strategy.

B. Suggestion

Based on the findings in this research, the researcher includes several suggestions for further studies on integrating 21st century abilities and teachers' challenges

in integrating 21st century abilities through traditional seating arrangements. Suggestions given to teachers and for further research are as follows:

1) To the teachers

Suggestions for teachers are that teachers apply seating patterns that are appropriate to the material to be delivered and that seating arrangements can support the integration of students' 21st century abilities.

2) To the next researchers

Suggestions for further research are to conduct more in-depth research on the level of 21st century skills based on numbers, as well as suitable learning models to improve the integration of students' 21st century abilities. And the challenges faced by teachers in integrating 21st century skills get the right solution.

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APPENDICES

A. Appendix 1

These observation of two English teachers at SMAN 03 Semarang

No.	Variables 21 ST Century Skill	Finding of Observation
1.	Collaboration a. Demonstrate ability to work effectively and respectfully with diverse teams, b. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal, c. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member	a) The first indicator of collaboration skills is involving students to be able to demonstrate the ability to work effectively and respect each other with diverse teams. The teacher gives instructions and asks students to pair up to discuss answering the exercise task in the book. After that the teacher gives students time to perform it in front of the class. In this activity, students will work in pairs, sharing tasks so that both students can present the results of their discussion. By knowing this, the teacher can assess

		<p>students' collaboration skills by how they divide the task.</p> <p>b) Teachers can also assess how individual students help or compromise in working on task exercises.</p> <p>c) Teachers can also see how students have a sense of responsibility and respect each other's contribution of opinions or ideas from their partners.</p>
2.	<p>Communication</p> <p>a. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts,</p> <p>b. Communicate effectively in diverse environments (including multi-lingual)</p>	<p>a) The teacher builds communication with the students. By asking what the topic of today's material is and discussing what is known about "organized waste".</p> <p>b) In the midst of the teacher's explanation of the learning material, the teacher also builds students' motivation to dare to speak English and enjoy the conversation or</p>

	<ul style="list-style-type: none"> c. Enjoyment of conversation and cooperation among students, d. Communicate with polite language, e. Respect each other among students, f. Listening to explanations from other students well 	<p>discussion in the learning process.</p> <p>c) In the learning process, students respect each other's ideas or opinions both in one group and different groups. And students communicate between students and teachers with polite language.</p>
3.	<p>Critical thinking</p> <ul style="list-style-type: none"> a. Analyze and clarify questions or arguments, b. Evaluate assumptions, c. Formulate clarifications with value judgments, d. Developing explanations and making decisions or problem solving, e. Making conclusions and arguments using deductive 	<ul style="list-style-type: none"> a) During the lesson, the teacher always invites students to think critically about the topic or discussion to be learned. In fact, the teacher also gives problems that are still related to the topic to students so that students can solve these problems. b) Then the teacher appoints one of the students to convey his argument or opinion in front of his friends. From this activity, the teacher can assess the extent

	and inductive reasoning	<p>to which students have critical thinking on the topic of the problem given.</p> <p>c) The teacher can invite other students to respond or comment on the student's argument. From this activity, the teacher can also find out the critical thinking of other students and the enthusiasm of students.</p>
4.	<p>Creativity</p> <p>a. Develop, implement and communicate new ideas to others effectively,</p> <p>b. Students to be able to be open and responsive to new and diverse perspectives,</p> <p>c. Students to be able to create novel, new and worthwhile ideas,</p> <p>d. Demonstrate originality and</p>	<p>a) By asking students to discuss, students can communicate and develop their ideas effectively. Students can also apply these ideas in their daily activities.</p> <p>b) From the discussion activities, the teacher knows the extent to which students are able to be open and responsive to new and diverse perspectives.</p> <p>c) The topic of "organized waste" is</p>

	inventiveness in work and understand the real world limits to adopting new ideas	able to make students find new and useful ideas for their daily lives.
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B. Appendix 2

These an interview by two English teachers at SMAN 03 Semarang

No.	Informant	Variables The Challenges for Teachers in Integrating 21st Century Skills	Representation of Teacher's challenges
1.	Teacher A	Assessing 21st century skills	I assess students when they discuss or work in groups, I can find out how they convey, how to answer questions, and how to ask questions. In addition, I also provide exercises or text questions, which can be about learning

			materials or tenses.
2.		Lack of alignment between curricula, pedagogy, and assessment	I make a learning plan or learning module for each material that I will deliver.
3.		Developing learning progressions and authentic assessment	I only use books from the Ministry of Education and Culture that are independent curriculum editions and align with the learning outcome objectives.

C. Appendix 3

No.	Informant	Variables The Challenges for Teachers in Integrating 21st Century Skills	Representation of Teacher's challenges
1.	Teacher B	Assessing 21st century skills	I assess students on each 21 st century skill in the learning process by always giving assignments or

			practice questions by discussing or in groups. From these discussion activities we know the extent to which each student has mastered 21 st century skills in learning.
2.		Lack of alignment between curricula, pedagogy, and assessment	I make a learning plan or learning module for each material that I will deliver.
3.		Developing learning and authentic assessment	I only use books from the Ministry of Education and Culture that are independent curriculum editions and align with the learning outcome objectives. To develop learning, I use the independent curriculum edition of the package book and harmonize it with

			the method or way I teach students.
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CURRICULUM VITAE

A. Personal Identity

Full Name : Rizki Romadhona Nurul Aeni
Place & Date of Birth : Semarang, 27 November 2000
Home Address : Jl. Gunung Jati Raya Wonosari
Ngaliyan Semarang
HP : 085786570507
E-mail : rizkiromadhona27@gmail.com

B. Educational Background

Formal Education:

MI IANATUSSHIBYAN Semarang (2007-2013)

MTS NU NURUL HUDA Semarang (2014-2016)

MA ALHIKMAH 02 Brebes (2017-2020)

UIN WALISONGO Semarang (2020-2023)

Semarang, 22 Desember 2023

Rizki Romadhona Nurul Aeni
2003046040