

**THE INTEGRATION OF 21ST CENTURY SKILLS IN
ENGLISH LEARNING AT SMP N 2 KARTASURA**



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APPROVAL

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LEARNING AT SMP N 2 KARTASURA**


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THE INTEGRATION OF 21ST CENTURY SKILL IN ENGLISH LEARNING AT SMP N 2 KARTASURA

Abstrak

Pembelajaran Abad 21 yang ditandai dengan perkembangan teknologi berdampak pada dunia pendidikan. Dimana setiap siswa dituntut untuk menguasai keterampilan 4C abad 21 yang terdiri dari kreativitas, berpikir kritis, komunikasi dan kolaborasi. Guru memiliki tanggung jawab yang besar untuk mencapai tujuan pembelajaran abad 21 dalam pelaksanaan pembelajaran, khususnya pada materi bahasa Inggris sebagai bekal siswa untuk dapat bersaing secara global. Oleh karenanya, penelitian ini bertujuan untuk 1) Mengetahui perspektif guru mengenai pembelajaran abad 21, dan 2) Pelaksanaan pembelajaran bahasa Inggris terintegrasi kecakapan abad 21. Penelitian dilaksanakan menggunakan metode kualitatif deskriptif melalui kegiatan observasi dan wawancara pada guru bahasa Inggris di SMP N 2 Kartasura. Dari penelitian ini didapatkan hasil bahwa guru bahasa Inggris menguasai konsep pembelajaran abad 21 dan melaksanakan pembelajaran bahasa Inggris terintegrasi pembelajaran abad 21, sehingga siswa mampu menguasai kecakapan abad 21 dengan optimal melalui implementasi pembelajaran abad 21 oleh guru.

Kata kunci: pembelajaran abad 21, keterampilan 4C, pembelajaran bahasa Inggris, perspektif guru, pelaksanaan pembelajaran

Abstract

The 21st century learning, which is characterized by technological developments, affected the education field. Every student is required to master the 4C skills of the 21st century consisting of creativity, critical thinking, communication and collaboration. Teachers have a great responsibility to achieve 21st century learning objectives in the implementation of learning, especially in English material as a provision for students to be able to compete globally. Therefore, this study aims to determine the perspective of teachers about 21st century learning and the integration of English learning 21st century skills. The research was carried out using descriptive qualitative methods through observation and interviews with English teachers at SMP N 2 Kartasura. The result showed that the teachers mastered 21st century learning and skill, and integrate the 4C of 21st century skill in English learning.

Keywords: 21st century learning, 4C skills, English learning, teacher's perspective, learning implementation.

1. INTRODUCTION

The 21st Century Education, known as 21st Century Learning, shows that education plays an important role in the development of society and the nation, this is shown by the needs of people in developing their skills to survive. So that education becomes a human investment in the present until forever. Furthermore, education in the 21st century has an important essence to form skilled and competitive human beings by mastering 21st century skills which are referred to as 21st century skills or term 4C, namely communication, collaboration, critical thinking and problem solving. In addition, the development of education in the 21st century goes hand in hand with the advancement of science and information technology as the most prominent feature in it. Thus, the use of information technology is an aspect of successful mastery of science (BNSP, 2010). In order to improve the development of superior society in

the competitive era, the Indonesian Ministry of Education and Culture orientated the concept of National education in the 2013 Curriculum in implementing 21st century skills (Astutik & Hariyati, 2021). (Fadel, 2010) Literary works such as novels, poetry, and prose are an imagination of an essay or thought of an author or writer which usually contains about the world, experiences, and life which are then poured into words. Because humans are individual creatures who must interact with other people in society, so humans must also have experiences in their lives, whether good or bad experiences, happy or sad they must have experienced it.

The development of education with character in the 21st century is an important part of the Indonesian nation, especially the development of Science and Technology is the basis for the dynamization of the Indonesian educational paradigm, especially changes in curriculum, media and technology which become a whole unit to develop students' skills in the learning process. In the implementation of the 2013 Curriculum as an education system in Indonesia, it also adopts the concept of a scientific approach and authentic assessment to familiarize students with critical thinking, as well as assess student learning outcomes comprehensively (Kemendikbud, 2013). The application of the 2013 curriculum as an implementation of 21st century learning involving ICT is indispensable for cognitive skills (knowledge) in the context of life, so that the subject matter can be mastered by students effectively and efficiently (Yusuf, I & Subaer, 2013). The ongoing development of the world has an impact on all aspects of society, so that the world becomes easier to explore through information technology and communication.

The activity of transferring knowledge by the teacher to students must be carried out in a flexible, varied manner, and in accordance with the achievement of competencies or standards. The learning process emphasizes the mastery of students' knowledge, information, concepts, and thoughts. There are several factors that affect learning such as the condition of students and teachers in the classroom, student participation, and the classroom and school environment as a place for knowledge transfer. In the process of learning emphasizes the process of change of thinking and character as the main indicators in the process (Astawa, 2016). In order to achieve the expected learning competencies, the role of teachers is very important in transferring knowledge and developing learning in an effort to get solutions to the learning problems faced. Therefore, in mastering knowledge, students are entitled to the same rights as a provision of knowledge, skills and values to be part of society to compete (Menggo, 2020).

With the demands of these global needs, it is hoped that people can develop

themselves through skills, especially communication. English as a foreign language has been included as a teaching material for students with the aim of opening up wider information through language, then over time, English has transformed into a need for society to communicate with the outside world. The integration of 21st century skills in English language learning is essential. As a universal language, the use and learning of English is something one must learn in answering and facing the challenges that arise in the 21st century (Shafiana, 2020).

Language learning aims to improve skills, habits and knowledge through guiding activities (Weinbaum, A & Blythe, 20004). Learning needs to be carried out contextually using models, strategies, methods, and techniques in accordance with the characteristics of Basic Competencies so that learning objectives are achieved. This shows that there are 4 important points that must be present in the preparation of the RPP, namely the Movement for Strengthening Character Education (PPK), the School Literacy Movement (GLS), and 21st Century Skills (Shafiana, 2020). These aspects can improve students' ability to think critically, creatively, communicatively, and be able to collaborate. Many factors affect the success of teachers in carrying out learning ranging from management, teaching techniques and strategies, preparing the tools needed in teaching, mastering the subject matter to be taught, the use of resources and methods by teachers (Nurkamto, 2004).

The importance of English learning can be seen from two implications, namely the role of teachers in providing guidance and motivation and parties related to the implementation of learning. This is important because the development of student behavior and skills is the responsibility to facilitate students, besides that the teacher is also responsible for finding the difficulties and limitations faced by students so that they can be overcome (Nurkamto, 2004). English as a subject listed in the national education curriculum aims to enable students to communicate and read books in English to the maximum.

The skills of teachers and students are required to be developed optimally in line with information technology-based innovations, but according to Jumeri, Director General of Early Childhood, Basic, and Secondary Education, Ministry of Education and Culture of Indonesia, in fact 60% of teachers have limited mastery of ICT due to gaps related to content, teaching materials, internet access and existing communication limitations (Merdeka, 2021). In addition, 57.70% of teachers in the 21st century learning training and assistance held in Cirebon have difficulty using integrated e-learning and 67.30% of teachers have not been confident in using e-learning, then as many as 84.6% of teachers want e-learning training to be held in every school where they teach so that they can keep up with developments and

compete globally (Kartimi, et al, 2019). This is in line with the expression of Harizal, a former PTP Ahli Madya Pusdatin of the Ministry of Education and Culture as well as a Lecturer at the University of Muhammadiyah Jakarta at the National Seminar on Education at the Convention Center of SMKN 1 Batam, that teachers are required to master technology so that it is not replaced so that students can master learning more fully through digital form (Kumparan, 2021).

The 21st century learning system is the process of forming student knowledge through its cognitive performance (Wijaya, 2016), so that learning must allow students to master the 4C as stated in the Framework Partnership of 21st Century Skills which includes the following principles: Instruction should be student-centered, education should be collaborative, learning should have context and schools should be integrated with society (Syahputra, 2018). But unfortunately, it was found in Entika, et al (2021) that there are still many Junior High School English teachers who have not been able to compile HOTS-based learning tools so that they are unable to hone students' high-level skills. In addition, the development and strengthening of learning skills in learning still needs to be improved starting from material adjustments according to their needs and teachers need to take advantage of their creativity to support skillful learning (Amara, et al, 2020).

Significant fundamental changes in education pose a challenge for teachers and schools in developing the potential and skills of students in it. The adaptation process in education is divided into four stages, namely dabbling, old things in old ways, old things in new ways and doing new things in new ways. These four steps need to be considered and implemented carefully so that the learning process of the 21st century can run optimally (Smaldino, 2015). But unfortunately, the implementation of the 2013 curriculum as the implementation of 21st century education is still not running optimally due to poor teacher perceptions, so that English learning competencies are not achieved due to insufficient learning management (Dian Nashrul Munif, 2015).

Along with technological advances and ease of access to learning for students it becomes an important task for teachers to make proportionate learning in the development of student potential and competencies (Prayoga, 2019). But unfortunately, the implementation of 21st century learning in English subjects has not gone well in accordance with the 2013 curriculum as an integration of 21st century education due to the implementation of technology that has not yet reached the communicative and functional stage (Arif, 2018).

Integrated English learning in the 21st century is very important to be carried out optimally, especially at the junior high school level. This is supported by the results of

research by (2017) that the average total of 3.6 which states that students feel happy learning English in line with the average of 4.8 that English is very important for student life in the future. But in the still necessary there is an improvement in classroom management, learning situations to teaching methods adapted to the needs of students. Because there is still a lack of alignment between the theory and practice of 21st century learning in English subjects in schools, especially at the junior high school level, the author feels that a more in-depth analysis of 21st century learning practices is needed.

In line with this, SMP N 2 Kartasura is one of the schools that implements the 2013 Curriculum in every learning, especially English subjects. In addition, in research conducted by Irwan Sudarno (2020) the existence of bilingualism in the implementation of learning, especially language learning, is still found in teaching and learning activities at SMP N 2 Kartasura. In addition, in the study deny Kustika (2017) the motivation to learn English by grade 8 students was still low due to insufficient learning management in the classroom. So that research is needed on the teacher's perspective on 21st century learning and the implementation of integrated English learning 21st century skills.

2. METHOD

The research was conducted using a descriptive qualitative method carried out at SMP N 2 Kartasura. This research was carried out from April to July 2022 by conducting observations and interviews with two English teachers who support grades 7, 8 and 9 in the 2022/2023 school year.

The data taken in the observations are in the form of field notes and documentation regarding the implementation of English learning integrated with 21st century proficiency in grades 7, 8 and 9. Meanwhile, in the interview, the data taken was in the form of an audio recording of the interview.

Data analysis was carried out using the Triangulation method by Miles and Huberman (1992) to obtain data that was appropriate to the situation. The sequence of data analysis consists of data reduction, data elaboration and conclusion making.

3. RESULT AND DISCUSSION

To find out the integrated English learning of 21st century skills at SMP N 2 Kartasura, the results were obtained which were explained into two parts, namely 1) The teacher's perspective in integrated English learning 21st century proficiency, and 2) The implementation of English learning integrated with 21st century skills.

The research on the perspective and accommodation of 21st century learning conducted at SMP N 2 Kartasura with two English teachers in grades 7,8 and 9 of the junior

high school for the 2022/2023 academic year for two weeks in July 2022 is as follows:

3.1 Teacher's perspective in 21st century proficiency integrated English learning

21st Century learning activities include four abilities (4C) consisting of (Critical Thinking, Communication, Collaboration, Creativity) as well as mastery of technology, information and communication. In the implementation of 21st century learning, teachers have a responsibility in efforts to innovate learning and habituate students to apply 4C to daily life. 21st century teachers are required to be able to facilitate and inspire students, so that students can play an active role in learning activities.

Based on the results of research conducted at SMP N 2 Kartasura regarding teachers' perspectives on 21st century learning in English language learning, researchers analyzed data from two English teachers by conducting interviews. The results of the data analysis showed that both English teachers understood the concept of learning and 21st century abilities. In addition, teachers are able to implement 4C of the 21st century in learning English in the classroom. The matter is explained below.

3.1.1 21st century Learning Concepts

From two English teachers, the concept of 21st century learning was obtained, including four skills (4C) namely creativity, collaboration, communication and critical thinking by utilizing technology so that students are digitally literate and able to compete globally. In English language learning, the material taught has the aim that students are able to communicate using English in their daily lives, so that students can meet social needs and compete globally.

Furthermore, teachers have an important role in the implementation of learning and the use of technology-based learning media. Where, to achieve the learning objectives of the 21st century so that students master the 4C skills by combining learning objectives and the use of technology in the classroom. So that learning activities are not only limited to collecting information, but up to the stage of application and creation by students.

From the data obtained above, it can be concluded that teachers are able to master the concept of 21st century learning in English learning well. In addition, teachers can master aspects of the implementation of 21st century learning such as technology-based learning media, learning objectives, English learning materials for students and the role of teachers in learning activities.

3.1.2 Century Learning Objectives

Of the two English teachers, they explained that there are four 21st century skills that need to be mastered by students and implemented in learning, including creativity, collaboration, communication and critical thinking. These four skills are the provision for students to enter society and compete globally, especially in English language learning. Through 21st century skills in English language learning, students' potential can be explored more deeply so that English learning competencies can be achieved to the maximum.

It can be concluded that teachers understand 21st century skills in learning, especially English, to be implemented so that students can master these 21st century skills optimally.

3.1.3 Learning Tools of the Century

From the two English teachers, it was found that learning tools are a very important aspect to be prepared before learning is carried out so that classroom learning can run optimally. Teachers always prepare lesson plans and media that are adapted to other learning tools and materials taught.

It is concluded that it is always preparing learning tools that are adapted to the material taught in class, so that students are able to achieve maximum learning competencies.

3.1.4 21st Century Learning Model

In implementing 21st century learning teachers use problem-based learning models, real-life contexts and cooperation. As for problem-based learning that is adapted to the material taught, the conditions and learning needs of students in the classroom so that learning objectives can be achieved optimally.

It can be concluded that, the learning applied by teachers has been adjusted to the learning needs of students so that learning objectives can be achieved and students can master the 4C skills of the 21st century. This is done because the conditions of each student in the class are different from one another and the learning material is associated with daily student activities.

3.1.5 21st Century Learning Methods

In the implementation of 21st century learning, teachers use methods that are adapted to the learning model and the needs of students. Furthermore, the needs of students differ between the first grade and the other, so the methods used by the teacher tend to be more conditional. This is what results in teachers sometimes using the lecture method in between the attractive

methods that are being used.

It can be concluded that the 21st century learning methods used by teachers have not optimally implemented interactive learning methods, this is because the conditions of students tend to be different from each other. But the teacher seeks to implement interactive methods by providing a stimulus to students.

3.1.6 21st Century Learning Media

From the two teachers, it was found that the learning media of the 21st century has a great influence in carrying out learning so that 21st century skills can be mastered by students. But unfortunately, english language learning has not fully used technology-based learning media due to the lack of infrastructure in schools. So that teachers must maximize the media used to implement customized learning and activities so that students can master 21st century skills.

It was concluded that in learning English at SMP N 2 Kartasura has not used the media to integrate technology optimally, but teachers are trying to maximize the media integrating existing technology or using traditional media that is usually used in learning.

3.1.7 21st Century Learning Resources

From the two teachers, it was found that the nature of learning 21st century English at SMP N 2 Kartasura uses a package book designed by the Ministry of Education and Culture, an LKS book and other additional books from erlangga publishers. In addition, teachers also use social media such as YouTube as a learning resource as a variety to get broader information and insights to convey to students. Where, these learning resources are used as supporting materials and information in learning.

It can be concluded that the learning resources used are quite varied in implementing 21st century learning, namely from existing books and from the internet to add information related to the material taught. Varied learning resources are expected to add to students' insights and increase student learning motivation.

3.1.8 21st Century Learning Materials

From the two teachers, it was found that the English material taught had been adjusted to the lesson plan and learning needs of the students. The material presented has the aim that students are able to use English in communicating, so that in learning the teacher always relates the material to the daily conditions of students. This is intended to make it easier for students to understand the material being taught, and it is easy for students to implement it in

everyday life in accordance with the concept of 21st century learning.

It can be concluded that English learning materials are delivered by linking students' daily conditions so that learning competencies can be achieved optimally, and students can master the material easily.

3.1.9 21st Century Learning Barriers

From the two teachers, it was found that there are several factors that are obstacles in integrated English learning in the 21st century, such as school infrastructure that is not sufficient so that teaching and learning activities can use technology optimally, different student conditions so that appropriate methods are needed so that students can master the material taught, and the mindset of students in learning English so that ways are needed to increase motivation student learning.

It can be concluded that there are internal and external factors in integrated English learning in the 21st century which are obstacles so that teachers are required to be creative in finding solutions so that learning can run optimally. In addition, teachers also have the responsibility to provide character education for students so as not to be adversely affected by the super-fast development of technology and information.

3.1.10 Student Learning Outcomes In 21st Century Learning

From the two teachers, it was found that students got quite good results but tended to be average. But over time, student learning outcomes are increasing due to teacher innovations in delivering material and using technology-integrated learning media.

It can be concluded that student learning outcomes are closely related to technology-integrated learning methods and media in accordance with the concept of 21st century learning.

From the results of interviews conducted with two English teachers at SMP N 2 Kartasura, the teacher has a good perspective in understanding the concept of 21st century learning and mastery of 21st century skills carried out in English learning through teaching and learning activities in the classroom.

3.2 Implementation of Integrated English Learning 21st Century Skills

21st century English learning at SMP N 2 Kartasura which is integrated with technology in grades 7, 8 and 9 in the 2021/2022 odd semester learning year has a close relationship with the perspective of an English teacher. Where in the implementation of 21st century learning

cannot be separated from how teachers understand 21st century learning and skills and their implementation in the classroom.

Where the number of students at the time of the implementation of the study amounted to the following: grade 7 consisted of 34 students, grade 8 consisted of 31 students and grade 9 consisted of 30 students. The results of the accommodation of 21st century skills in learning English in the classroom are described below.

3.2.1 English learning in grade 7

English learning in grade 7 is carried out using a Problem-Based Learning learning model with a scientific approach, where the activities are in the form of group work and presentations. The material taught in the lesson is "This is Me!" which contains an introduction activity.

In the learning carried out, teachers have not used technology-based media because the facilities are not optimal in the classroom. 21st century skills are accommodated by teachers through these teaching and learning activities such as students being asked to make conversations with existing learning resources, memorize the results of the texts that have been discussed and practice in front of the class.

The activity includes four aspects of creativity skills, cooperation, critical thinking and communication which can be explained as follows:

Table 1. Scope of 4C Skills in 7th Class Learning Activities

| | |
|-------------------|---|
| Creativity | <ol style="list-style-type: none"> 1. Provision of stimulus to solve problems and answer questions. 2. Work together to select and customize the introductory text as a joint practice task. 3. Making a presentation is in the form of a dialogue about the introductory text. 4. Find a newly discovered word or sentence in a conversation you're having and text encountered. 5. Be confident to practice in front of the class first. |
| Critical Thinking | <ol style="list-style-type: none"> 1. Looking for answers to existing problems and questions. 2. Find the introductory text that fits the given context. 3. Make an effort to memorize the text into conversational dialogue effectively together. 4. Search and analyze the meaning of newly discovered words and sentences. |
| Communication | <ol style="list-style-type: none"> 1. Discuss to select text as a practice task of dialogue. 2. Give opinions to friends regarding the practice of dialogue carried out. 3. Look for answers to the questions and problems given. 4. Conduct discussions related to the technical implementation of |

| | |
|---------------|---|
| | dialogue practices. |
| Collaboration | <ol style="list-style-type: none"> 1. Work together to determine the text in the practice of dialogue. 2. Provide support to each other to practice in front of the class first. 3. Solve problems and questions together. 4. Divide the task of memorizing text into conversational dialogues according to conditions and context. 5. Give each other opinions to get the right answer. 6. Memorize and make corrections before practicing dialogue in front of the class. |

Therefore, it can be concluded that inadequate school facilities for the implementation of learning using technology to the maximum are obstacles to the implementation of 21st century learning in the classroom, but in these teaching and learning activities teachers use methods and approaches that are adapted to the material so as to create English learning activities that can cover 4C of the 21st century. As well as the use of learning media that is used to the maximum.

3.2.2 Learning English in grade 8

English learning in grade 8 is carried out using a scientific approach and methods in the form of Problem Based Learning. The material taught is "Asking and Giving Opinion: Opinion, Appreciation and Understanding" which is carried out is the manufacture of products in the form of a mind map of problems given in groups according to the material taught.

21st century skills are carried out in joint discussion activities to create products using learning resources owned in the form of books covering the four existing skills. However, in the learning activities carried out by teachers, they have not used technology-integrated learning media due to inadequate classroom conditions and devices.

The description of the 4C 21st century skills covered in learning activities is as follows:

Table 2. Scope of 4C Skills in 8th Class Learning Activities

| | |
|-------------------|---|
| Creativity | <ol style="list-style-type: none"> 1. Providing stimulus through previous material review activities and 2. Work together to work on mind map tasks by adjusting the layout in it. 3. Work on the assigned tasks using the learning resources you have. 4. Using English when conveying the results of tasks with their abilities. 5. Lead the prayers use English according to the prescribed schedule. |
| Critical Thinking | <ol style="list-style-type: none"> 1. Recalling the material that has been taught and submitting |

| | |
|---------------|---|
| | opinions regarding the material to be taught in accordance with the teacher's stimulus. 2. Looking for answers on the given topic to create a mind map using the learning resources you have. 3. Digging for information on the topic given with group mates. 4. Strive for students to speak English in learning activities. 5. Make evaluations and reflections together with teacher guidance. |
| Communication | 1. Discussing to solve problems together. 2. Give opinions and input, and take suggestions when discussing. 3. Use English tailored to the context of the activity. |
| Collaboration | 1. Work together to solve problems and solve tasks. 2. Provide input and opinions to maximize the results of the tasks carried out. 3. Divide tasks with teammates to facilitate group work. 4. Answering questions from teachers in turn and helping each other during group assessments. |

It was concluded that English learning in grade 8 has not used technology-based learning media optimally due to inadequate school facilities. Teachers use learning methods that are tailored to the learning needs of students so that 4C skills of the 21st century can be covered to the maximum. However, improvements are still needed in creativity activities because there is no comprehensive performance activity, so that all students get input from friends outside their group and get more information than other groups.

3.2.3 English learning in grade 9

English learning in grade 9 studies material in the form of "Interpersonal Text: Expressing hopes, prayers and congratulations on a happiness and achievement", where learning is carried out using a scientific approach and the Problem Based Learning method. The activities carried out are students divided into groups to solve problems given by the teacher with activities in the form of quizzes and making works.

Teachers have used technology-based learning media to carry out learning, so that teaching and learning activities run more optimally. 21st century skills are covered in learning activities, where students communicate in group tasks, critical thinking in solving problem together, creativity in making works and cooperation in each activity carried out.

The description of the 4C 21st century skills covered in learning activities is as follows:

Table 3. Scope of 4C Skills in 9th Class Learning Activities

| | |
|-------------------|---|
| Creativity | <ol style="list-style-type: none"> 1. Providing a stimulus for students to remember the material that has been taught and will be taught. 2. Creation of text according to the given topic. 3. Indicates the usefulness of the learning media to be used. 4. Answering the questions given by the teacher. 5. Associating the material with the daily life of the student. 6. Work on assignments using available media and learning resources. 7. Explain the results of the task using English to the best of their ability. 8. Leading prayers in English as agreed. |
| Critical Thinking | <ol style="list-style-type: none"> 1. Remembering the material that has been taught, express opinions about the learning objectives and discuss the material to be studied. 2. Associating the material taught with the daily life of students. 3. Answering questions spontaneously with mastery of information and knowledge possessed. 4. Create texts according to the topic with the help of learning resources and media owned. 5. Evaluate and reflect on the learning carried out. |
| Communication | <ol style="list-style-type: none"> 1. Answering the teacher's questions in English. 2. Have discussions during the learning process. 3. Divide tasks and cooperate in completing tasks. 4. Answering given quiz questions. 5. Conduct an assessment by explaining the results of the group tasks created, 6. Leading the prayer in English. |
| Collaboration | <ol style="list-style-type: none"> 1. Working on group tasks together and discussing determines the text as a task. 2. Solve problems and solve tasks together. 3. Answering questions using English in quiz activities to collect scores with group mates. |

English language learning carried out in grade 9 of SMP N 2 Kartasura has used technology as a learning medium, besides that teachers use learning methods and activities that support the mastery of 4C skills in the 21st century. Students are also asked to use English in learning activities with the aim of getting used to using everyday English. However, there are still things that need to be developed in creative activities, which would be better if students were

allowed to make presentations using technology-integrated media. So that students can get used to using technology in learning.

It can be concluded that English learning in grade 9 has been carried out quite optimally, but it is still necessary to develop activities in terms of mastering technology for students to be more optimal. Teachers also prepare learning well, so that the learning objectives and mastery of 4C skills of the 21st century can be achieved to the maximum.

4. CLOSING

Integrated English learning 21st century skills at SMP N 2 Kartasura is concluded as the teacher's perspective on the integration of 21st century skills in English learning is quite good, where teachers master the concepts of 21st century learning and skills. This is evidenced by the implementation of learning in accordance with the concept of 21st century learning. According to the English teacher at SMP N 2 Kartasura, 21st century learning is an actual and interactive step in English learning so that students can meet the needs of today's world by mastering 4C skills.

In addition, with the adaptation of technology as a learning medium, it can facilitate the implementation of learning in the classroom, it has a good impact on the active participation of students in the classroom. However, it is still necessary to develop learning activities that are in accordance with student conditions and support for learning media facilities integrating technology to make it easier for teachers to carry out learning, so that the achievement of 21st century competencies can be mastered by students optimally.

In the integration of 21st century learning in English language learning carried out in grades 7, 8 and 9 at SMP N 2 Kartasura in the 2022/2023 academic year odd semester. Teachers use a problem-based learning model with a scientific approach and a Problem Based learning learning method that is adapted to student conditions.

Teachers also combine learning models to adapt to student conditions, so that the learning objectives and 4C abilities of the 21st century can be mastered by students to the maximum. Furthermore, the lack of technology-based learning media facilities by schools and the lack of information and training by the Ministry of Education and Culture make teachers more active in finding solutions so that learning can run optimally.

Integrated English learning 21st century skills at SMP N 2 Kartasura are going well along with the ability of teachers to master learning concepts and develop learning activities tailored to the needs of students so that the learning objectives of the 21st century can be achieved optimally. The role of teachers in integrating 21st century learning and the mastery of 21st century 4C skills by students is considered very important in achieving today's world

learning competencies.

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