

The EFL Teachers' Implementation of 6C Skills (Critical Thinking, Creativity, Collaboration, Communication, Citizenship, and Character) of 21st Century Skills

Iin Bulkis, Muhammad Tahir*, & Geminastiti Sakkir

Universitas Negeri Makassar, Makassar, Indonesia

Abstract

This study aimed to examine the implementation of 21st-century 6C skills (Critical Thinking, Creativity, Collaboration, Communication, Citizenship, and Character) in EFL classrooms, focusing on teachers' implementation practice. The theories of this research were social constructivism by Vygotsky (1978) and language teacher cognition by Borg (2003). Data were collected through classroom observations, semi-structured interviews, and document analysis involving two experienced EFL teachers at SMPN 27 Makassar. Findings revealed that teachers systematically integrated 6C skills through three stages such as: preparation, implementation, and evaluation. Challenges included diverse student proficiency levels, time constraints, and technological limitations, which teachers addressed through strategies like mixed-ability grouping, project-based learning (PBL), and role-playing. The study recommends professional development, resource allocation, and policy support to optimize 6C skill integration in EFL instruction.

Keywords: 21st Century Skills, 6C Skills, EFL Teachers, Teachers' Implementation.

1. Introduction

The 21st century demands comprehensive development of knowledge and skills in education to prepare students for future challenges. OECD (2022) highlights the need for education systems to cultivate key competencies, shifting teachers' roles from subject instructors to facilitators who foster essential skills. In response, Indonesia has integrated 21st-century skills into its curriculum, evolving from the 2013 curriculum to the Merdeka Curriculum, which has shown progress in international assessments like PISA. These reforms align with global educational trends, emphasizing cognitive, affective, and psychomotor development to meet the demands of the digital era.

To further enhance student readiness, Indonesia's Graduate Competency Standards in Permendikbud Riset No. 5/2022 extend beyond the 4Cs (critical thinking, creativity, collaboration, communication) to include character and citizenship, forming the 6C framework (Kemendikbudristek, 2022). This approach guarantees that students gain not only academic abilities but also ethical and social skills for global readiness. Montessori et al. (2023) and Purbowati (2024) highlights the significance of this integration, connecting it to improved behavior and career success. However, successful implementation depends on teachers' instructional methods, reflecting Vygotsky's (1978) social constructivism, which stresses that learning occurs through guided interaction and scaffolding.

Despite curriculum reforms, challenges remain in classroom application. Studies by Arkanudin et al. (2021) and Voogt & Roblin (2012) show that many teachers struggle to apply 21st-century skill frameworks effectively. This issue aligns with Borg's (2015) teacher cognition theory, which suggests that educators' beliefs and knowledge shape their teaching practices. Without proper training, even well-designed curricula may fail to produce desired outcomes. This gap is particularly evident in EFL contexts, where limited research exists on how teachers apply 6C skills in English language instruction. While studies like Anugerahwati (2019) and Belkbir (2024) discuss the importance of these skills, they lack empirical data on teachers' real-world implementation strategies. Addressing this practical gap is crucial for improving teacher training and ensuring consistent skill development across classrooms.

This study focuses on SMPN 27 Makassar, where preliminary observations indicate low integration of 21st-century skills in teaching practices. By examining how EFL teachers implement 6C skills, the research aims to identify

* Corresponding author.

E-mail address: muhammadtahir@unm.ac.id

effective strategies and challenges in real classroom settings. The findings will contribute to both theoretical understanding and practical improvements in teacher professional development, ultimately enhancing students' readiness for future challenges. Grounded in Vygotsky's emphasis on social learning and Borg's insights on teacher cognition, this study provides a deeper understanding of how pedagogical beliefs influence skill development in classrooms.

2. Research Method

In this study, the researcher uses a qualitative descriptive research method. Kim et al. (2017) describe that the qualitative descriptive method focuses on research questions related to what, who, where, and how a phenomenon or event is studied in depth to find the motives that arise in the event. Conducted in April 2025 at SMPN 27 Makassar, the research involved two EFL teachers selected through purposive sampling. Data was collected using non-participant observation, semi-structured interviews, and document analysis. The instruments included an observation checklist, interview protocol, and document analysis to ensure comprehensive data gathering.

In this study, the researcher uses thematic analysis by Braun & Clarke (2019) to examine qualitative data systematically. Following Braun and Clarke's (2021) framework, the analysis involves coding data, identifying themes, and refining them to align with the research questions. The process ensures a structured yet flexible approach to interpreting patterns in the dataset (Terry et al., 2017). Furthermore, the findings are presented in a clear narrative that addresses the study's key objectives.

3. Results

The integration of 6C skills into English language teaching represents an important advance in modern teaching approaches. Teachers are increasingly realizing that language learning should not just focus on language skills alone but use a more holistic approach to prepare students for real world challenges. The implementation framework usually includes three distinct stages of preparation, implementation and evaluation, each with specific considerations and strategies as follows:

3.1. Preparation

The preparation stage of 6C skills integration requires careful planning and strategic consideration of learning objectives that are appropriate to the specific language topic. Teachers usually design lessons by making lesson plans according to the material to be taught. Teachers often analyze language materials to link with 6C skills. The selection of teaching materials and learning frameworks also plays an important role in building a strong foundation for the development of 6c skills. Furthermore, the explanations from the two teachers are as follows:

a. Extract 22

"In preparation, saya menyiapkan lesson planning dengan mengidentifikasi keterampilan 6C yang ingin saya kembangkan seperti materi describing people, saya desain aktivitas berpasangan dimana siswa harus mendeskripsikan teman atau tokoh terkenal menggunakan simple present tense."

(In preparation, I prepare lesson planning by identifying the 6C skills that I want to develop such as describing people, I design a pair activity where students have to describe a friend or famous person using simple present tense)

(Teacher A, interview, 21/04/2025)

b. Extract 23

"In preparation, saya siapkan masalah riil dengan mengintegrasikan 6C dengan pendekatan problem-based seperti pada pembelajaran comparison degree, saya siapkan masalah riil seperti perbedaan spidol dengan pulpen atau benda yang ada di dalam kelas."

(In preparation, I prepare real problems by integrating the 6Cs with a problem-based approach such as in learning comparison degree, I prepare real problems such as the difference between markers and pens or objects in the classroom).

(Teacher B, interview, 21/04/2025)

Based on the interview results from both teachers, it shows a planned approach to incorporating the 6C skills in a specific language context. Teacher A focuses on creating paired activities to describe people, while Teacher B used a problem-based learning approach by utilizing real objects in the classroom environment to teach comparison degree. Both teachers emphasized the importance of determining specific 6C skills during the planning stage and designing activities that support the concrete application of multiple skills at once. This careful planning creates a strong foundation for students to engage in language learning that develops both language proficiency and essential life skills through contextually appropriate and relevant activities.

Based on the observation, both teachers have done thorough preparation by designing activities that integrate 6C Skills into English learning. Both teachers did ice breaking, read prayer, and took attendance. In the preparation stage, the data showed that both teachers were consistent in making systematic plans. Both teachers took examples from real problems, but Teacher B stood out more contextually which can be seen from her description of activities that are more relevant to students' lives.

Based on the document analysis of the lesson plan, it shows that both teachers designed the lesson carefully to ensure students' engagement. In Describing People lesson plan, the teacher opens the lesson with greetings, prayers, and attendance check, then conveys learning outcomes and triggering questions to spark students' curiosity. Meanwhile, in the Comparison Degree lesson plan, the teacher adds ice breaking such as the game "Do You Agree?" to increase learning motivation. Both lesson plans also prepare facilities such as devices, internet, and textbooks to support the learning process. This preparation shows the teacher's readiness in creating a structured and fun learning environment.

Based on the triangulation of interview data, observation, and document analysis, the learning preparation stage shows careful and structured planning. The interviews revealed that both teachers designed 6C-based activities, such as paired activities to describe people and problem-based tasks to compare objects. Observations reinforce this finding by showing consistency in lesson plan preparation, including the use of media and ice breaking to increase student motivation. The lesson plan document also reflects teachers' readiness with a clear learning flow, from opening to closing, as well as the provision of supporting facilities such as devices and textbooks. Thus, teachers' preparation has created a strong foundation for effective learning implementation.

3.2. Implementation

The implementation stage is the concrete action of the preparation stage where the 6C skills are realized through student engagement and participation. During this crucial stage, students are actively learning, such as working together in pairs or groups to gather information, analyze data, and produce language works that demonstrate their developing skills. Teachers observe the simultaneous development of several skills as students engage in carefully structured activities as evidenced by the following interview responses from both teachers as follows:

a. Extract 24

"Pada tahap implementasi, siswa bekerja kolaboratif interview pasangannya untuk gather information. Mereka harus critical thinking dengan memilih adjective yang tepat. Creativity muncul saat mereka membuat deskripsi menarik. Communication skills terlatih saat mereka present hasil di depan kelas. Character building terjadi ketika mereka belajar mendeskripsikan orang secara positif, tidak body shaming. Citizenship tercermin dalam pemilihan public figure lokal yang inspiratif."

(In the implementation stage, students work collaboratively with their partner interviews to gather information. They have to do critical thinking by choosing the right adjective. Creativity emerges when they make interesting descriptions. Communication skills are trained when they present the results in front of the class. Character building happens when they learn to *describe* people positively, not body shaming. Citizenship is reflected in the selection of inspiring local public figures).

(Teacher A, interview, 21/04/2025)

b. Extract 25

"Implementasinya, siswa kerja secara berpasangan untuk mengumpulkan data dan membuat comparative statements. Critical thinking terlatih saat mereka analisis data. Creativity muncul dalam penyajian hasil. Communication skills berkembang dalam diskusi. Collaboration terjadi dalam pembagian tugas. Character building terlihat dari kejujuran satu sama lain. Citizenship muncul saat mereka saling menghargai pendapat."

(The implementation is that students work in pairs to collect data and make comparative statements. Critical thinking is trained when they analyze the data. Creativity emerges in the presentation of results. Communication skills develop

in discussion. Collaboration occurs in the division of tasks. Character building is seen in honesty with each other. Citizenship emerges when they respect each other's opinions).

(Teacher B, interview, 21/04/2025)

Based on the results of the interviews, both teachers revealed how the 6C skills naturally emerged through previously designed activities. Their experience illustrates how a well-designed language activity can simultaneously incorporate several skills. The implementation stage is also an important bridge between theoretical planning and observable skill development. Language becomes the means through which students practice and demonstrate their developing 6C skills in a meaningful context.

Based on the observation results at the implementation stage, both teachers successfully realized their plans through interactive learning activities. Both teachers taught describing people and comparison degree in different classes. Then both teachers have presentation and group work in it, but Teacher A is more consistent in practicing communication skills through discussion and presentation, while Teacher B emphasizes collaborative learning through group projects to be presented. In addition, Teacher A's strength lies in the clear structure of the activities, while Teacher B excels in the flexibility of material presentation.

Based on the document analysis of the lesson plans, the implementation of learning in both lesson plans applies a collaborative and student-centered approach. In the Describing People lesson plan, students work in pairs to describe each other using Simple Present Tense, then present the results in front of the class. In the Comparison Degree lesson plan, students discuss in small groups to complete an assignment on Comparison Degree and create creative comparison sentences. This activity involves critical thinking, communication, and cooperation skills, while instilling values such as honesty, tolerance, and responsibility. teacher acts as a facilitator who encourages the active participation of all students

Based on the triangulation of interview data, observation, and document analysis, the implementation stage successfully realized 6C skills through interactive activities. Interviews showed that students actively developed critical thinking, creativity, and communication skills through pair or group tasks, such as describing people or comparing objects. Observations noted that Teacher A focused more on communication through presentations, while Teacher B emphasized collaboration in group projects. The lesson plan document shows a collaborative and student-centered approach, where the teacher acts as a facilitator. Although there are indicators that have not been maximally achieved, the overall learning activities are effective in integrating the 6C skills.

3.3. Evaluation

The evaluation stage is a complementary stage in learning by assessing students' development in various dimensions of the 6C framework. In this stage, teachers apply a comprehensive assessment strategy to see the development of students' 6C skills. Where teachers will consider written work and presentations as well as less measurable aspects including attitudes and interactions between students throughout the learning process. Usually, some teachers use customized rubrics specifically designed to assess different aspects of the 6C skills while maintaining appropriate language assessment criteria. The following interview excerpts illustrate how two teachers approach the evaluation of 6C skills integration:

a. Extract 26

“Untuk evaluasi, saya menilai hasil kerja tulis dalam tim, kreativitas penyampaian, dan sikap selama proses.”

(For the evaluation, I assessed the written work in the team, the creativity of the delivery, and the attitude during the process).

(Teacher A, interview, 21/04/2025)

b. Extract 27

“Evaluasi saya lakukan dengan rubrik yang mencakup semua aspek 6C, tidak cuma menilai tugas tetapi juga sikap siswa yang utama.”

(I evaluate with a rubric that covers all aspects of 6C, not only assessing assignments but also the main student attitudes).

(Teacher B, interview, 21/04/2025)

Based on the interviews, both teachers showed that evaluating the 6C skills requires an approach that goes beyond the usual language assessment. Teacher A emphasized the evaluation to show awareness that 6C development should be assessed through several dimensions, while Teacher B prioritizes students' attitudes along with written assessment. Although their responses were relatively short compared to the previous stage, they still expressed observable results as well as the process of development. Thus, in the evaluation stage teachers continue to refine appropriate assessment tools that can effectively capture the complexity of 6C skills development in the context of language learning.

Based on the observation of the evaluation process carried out by both teachers, it includes a comprehensive assessment of the development of students' 6C Skills. Both teachers showed that they were diligent in conducting evaluations, but Teacher B was more detailed in assessing character and citizenship. Assessment challenges such as difficulty in measuring character are successfully overcome with direct observation techniques. As a result, the evaluation not only measures language ability but also the development of students' life skills as a whole.

Based on the document analysis of the lesson plan, the learning evaluation in the lesson plan includes formative and summative assessments that focus on students' skills and attitudes. In the Describing People lesson plan, the assessment is done through oral questions and paired tasks, while in the Comparison Degree lesson plan, students do multiple-choice or fill-in-the-blank quizzes. Both lesson plans also include a reflection at the end of the lesson to evaluate students' understanding and give appreciation for their efforts. These assessments not only measure learning outcomes but also encourage the development of attitudes such as independence and creativity, in line with the Pancasila Learner Profile.

Based on the triangulation of interview data, observation, and document analysis, the evaluation stage includes a comprehensive assessment of student development. Interviews revealed that Teacher A assesses students' written work, creativity, and attitude, while Teacher B uses a specific rubric to assess all aspects of the 6Cs. Observations show that Teacher B is more detailed in assessing character and citizenship, although both teachers face challenges in measuring attitudinal aspects. The lesson plan document contains formative and summative assessments, such as oral questions and quizzes, as well as reflections at the end of the lesson to evaluate students' understanding. Thus, the evaluation not only focuses on learning outcomes but also promotes the development of students' attitudes and life skills.

3.4. Learning Activities that Develop 6C Skills

The incorporation of real-world learning experiences that simultaneously develop language abilities and 6C skills. By connecting classroom learning with real world circumstances language acquisition can be applied in students' lives outside of school. This experiential learning approach transforms abstract language concepts into tangible applications that students can immediately observe and assess in their daily interactions. The following excerpt illustrates an innovative approach to developing 6C skills through real learning experiences:

a. Extract 28

“Di SMPN 27 Makassar, kami mengintegrasikan program "Bank Sampah Kelas" dengan pelajaran Bahasa Inggris. Siswa tidak hanya mengumpulkan gelas plastik, tapi juga membuat label dan catatan dalam Bahasa Inggris. So, mereka dapat belajar vocabulary tentang lingkungan sambil praktek langsung. Siswa membuat mini presentation dalam Bahasa Inggris tentang progress pengumpulan sampah mereka setiap minggu dengan menggunakan simple present tense. Ini melatih 6C mereka: critical thinking saat menganalisis jenis sampah, creativity dalam membuat laporan menarik, communication skills berbahasa Inggris, collaboration saat kerja tim, character building melalui konsistensi, dan citizenship dalam menjaga lingkungan sekolah Adiwiyata.”

(At SMPN 27 Makassar, we integrate the "Class Waste Bank" program with English lessons. Students not only collect plastic cups, but also make labels and notes in English. So, they can learn vocabulary about the environment while practicing directly. Students make a mini presentation in English about their waste collection progress every week using simple present tense. This trains their 6Cs: *critical thinking* when analyzing the type of waste, *creativity* in making interesting reports, *communication skills* in English, *collaboration* during teamwork, *character building* through consistency, and *citizenship* in protecting the Adiwiyata school environment).

(Teacher A, interview, 21/04/2025)

b. Extract 29

“Di SMPN 27 sebagai sekolah Adiwiyata. Contohnya, saya memberikan tugas untuk membuat poster atau slogan Bahasa Inggris tentang kebersihan. Pertama, mereka observasi area sekolah untuk identifikasi masalah kebersihan

untuk critical thinking. Lalu mereka design slogan kreatif dan eye-catching as creativity. Mereka present ide ke kelompok lain untuk feedback for communication. Dalam groups, mereka bahas masukan dan perbaiki desain part of collaboration. Mereka juga harus consistent merawat poster dan jadi role model kebersihan membentuk character. Terakhir, mereka monitor dampak kampanye terhadap perilaku warga sekolah sebagai pengembangan citizenship skill. Proyek sederhana ini sangat efektif karena langsung aplikatif dan siswa bisa melihat hasil nyata dari pembelajaran Bahasa Inggris mereka. Vocabulary dan grammar jadi lebih bermakna karena digunakan dalam konteks riil.”

(At SMPN 27 as an Adiwiyata school. For example, I gave them an assignment to make an English poster or slogan about cleanliness. First, they observe the school area to identify hygiene problems for critical thinking. Then they design creative and eye-catching slogans as creativity. They present their ideas to other groups for feedback for communication. In groups, they discuss the feedback and improve the design as part of collaboration. They also have to consistently take care of the poster and be a role model for hygiene to form character. Finally, they monitor the impact of the campaign on the behavior of the *school* community as a development of citizenship skills. This simple project is very effective because it is immediately applicable and students can see the real results of their English learning. Vocabulary and grammar become more meaningful because they are used in a real context).

(Teacher B, interview, 21/04/2025)

Based on the interview, both teachers provided concrete examples such as Adiwiyata schools. To show how environmental programs can be effectively combined with English language learning to develop the 6C skills. Teacher A turned waste management into a whole language learning, while Teacher B created a complete development cycle starting with school observation. Both approaches show how real, environmentally-focused projects make vocabulary and grammar more meaningful by connecting language learning to real situations with observable impact.

Based on the observation, shows real efforts in developing 6C skills through various approaches. Both teachers prepare materials that encourage students to analyze and evaluate information, such as comparing characters' characteristics. In addition, creative tasks such as writing descriptive essays help students express ideas. Collaboration is also emphasized through group work, where students interact in pairs to complete projects together, while communication is developed through discussions and presentations in English. Citizenship and character values are reflected in mutual respect, such as when students independently reprimand noisy friends to maintain classroom order.

Based on the document analysis of the lesson plan, the learning activities are designed to develop 6C skills through collaborative and creative approaches. In Describing People lesson plan, students practice critical thinking by analyzing sentence structure, collaborate in pairs to describe each other, and communicate through presentation. Then, in the Comparison Degree lesson plan, students work in groups to complete tasks, show creativity by making comparison sentences, and develop characters such as honesty and responsibility. Both activities are aligned with the Pancasila Learner Profile, especially in the aspects of critical reasoning, mutual cooperation, and creativity.

Based on the triangulation of interview data, observation and document analysis, learning activities are designed to integrate 6C skills through collaborative and contextual approaches. Interviews reveal that teachers utilize real projects such as the "Classroom Waste Bank" and making hygiene posters to train 6C skills. Then, observation shows that students actively discuss, analyze texts, and collaborate in groups. Meanwhile, the lesson plan analysis document emphasizes role playing and paired tasks to develop communication and character. These activities not only strengthen English comprehension but also encourage the application of Pancasila values, such as gotong royong and critical reasoning. Thus, learning becomes more meaningful as it connects the material with students' daily lives.

3.5. Challenges for Implementing 6C Skills

Implementing the 6C skills does not always run smoothly, teachers often face challenges. Thus, teachers must overcome and adapt to these challenges, as explained by the two teachers regarding the challenges faced as follows:

a. Extract 30

“Saat menerapkan keterampilan 6C, tantangan utama saya adalah perbedaan level English proficiency siswa yang membuat critical thinking activities sulit dirancang untuk semua. Lalu, time constraint sangat terasa dimana kurikulum wajib dan kegiatan collaboration harus seimbang. Wifi sekolah kadang tidak stabil yang sering menghambat jika ada tugas seperti communication projects. Keempat, metode assessment untuk mengukur perkembangan character & citizenship belum terstandarisasi. Terakhir, masih ada beberapa siswa kurang confident dan kreatif dalam berbahasa Inggris, yang menghambat partisipasi aktif dalam kegiatan 6C.”

(When implementing 6C skills, my main challenge is the difference in students' English proficiency level which makes critical thinking activities difficult to design for all. Then, time constraints are very much felt where the compulsory curriculum and collaboration activities must be balanced. School wifi is sometimes unstable which often hampers tasks such as communication projects. Fourth, the assessment method to measure the development of character & citizenship has not been standardized. Finally, there are still some students who lack confidence and creativity in English, which hinders active participation in 6C activities).

(Teacher A, interview, 21/04/2025)

Teacher A specifically highlighted one of the 6C skills that presented particular difficulties in the implementation process:

b. Extract 31

“Critical thinking paling challenging karena butuh waktu lama dan kadang terhambat level English proficiency siswa yang beragam.”

(Teacher A, interview, 21/04/2025)

c. Extract 32

“Tantangan terbesar implementasi 6C dalam guruan saya adalah keberagaman kemampuan bahasa siswa dimana beberapa mahir sementara lainnya masih kesulitan dengan kalimat dasar. Then, kurangnya kesiapan siswa saat berbicara bahasa Inggris sangat mempengaruhi partisipasi mereka dalam kegiatan pengembangan keterampilan penting ini. Terakhir, WiFi yang sering tidak stabil sehingga menghambat project pembelajaran.”

(The biggest challenge of implementing the 6Cs in my teacher is the diversity of students' language skills where some are proficient while others still *struggle* with basic sentences. Then, students' lack of preparedness when speaking English greatly affects their participation in this important skill development activity. Lastly, WiFi is often unstable which hinders the learning project).

(Teacher B, interview, 21/04/2025)

Based on the interviews, both teachers identified key challenges in implementing 6C skills, including diverse student abilities, time constraints, and assessment difficulties for soft skills like character and citizenship. Teacher A emphasized critical thinking as particularly challenging due to varying proficiency levels, while Teacher B noted students' lack of confidence in English-speaking tasks. Both highlighted unstable WiFi as a major infrastructural barrier to digital projects. These challenges demonstrate how student diversity, curriculum demands, and resource limitations hinder effective 6C integration.

Based on the observations, inconsistencies in applying 6C indicators were evident, such as Teacher A's sporadic use of creativity-focused activities like unique presentations. Teacher B struggled to engage all students equally during group work, despite stronger consistency in fostering creativity. A shared challenge was motivating less confident students to participate in English discussions. These findings reveal gaps in sustained 6C skill development across different classroom activities.

Based on the document analysis (lesson plans), challenges included ensuring active participation in group tasks and maintaining student focus during discussions. For instance, the Comparison Degree lesson plan required quick mastery of complex grammar, which some students found difficult. Ice-breaking activities helped engagement but were not always sufficient for diverse ability levels. Teachers addressed these issues through flexible scaffolding and individualized support.

Based on the triangulation of interview data, observation, and document analysis, the primary challenges were designing inclusive activities for diverse learners, achieving consistent 6C integration, and overcoming technological barriers. Interviews revealed struggles with critical thinking tasks, while observations showed uneven application of creativity and collaboration. Lesson plans highlighted focus and participation issues, compounded by unreliable internet. Addressing these requires tailored strategies to ensure equitable skill development.

3.6. Strategies for Implementing 6C Skills

In facing the challenges of implementing 6C skills, teachers develop strategic approaches. As in overcoming ability differences by designing tasks appropriate for different language levels while maintaining the same skill development goals. Further explanations from both teachers regarding the strategies used are as follows:

a. Extract 33

“Untuk mengatasi tantangan 6C, saya pakai beberapa strategi yaitu saya bikin task yang berjenjang sesuai level English proficiency siswa. Soal time constraint, saya terapkan PBL yang mengintegrasikan beberapa skill sekaligus. Saya juga pakai IBL dengan pertanyaan penuntun yang mendorong critical thinking. Untuk masalah teknologi, saya mengajak siswa untuk belajar di perpustakaan. Assessment saya lakukan dengan rubrik dan penilaian kolaboratif dimana siswa saling kasih feedback. Terakhir, dalam mengatasi masalah confidence siswa ada role-playing dengan mendiskusikan perbedaan karakteristik fisik dan kepribadian tokoh terkenal atau teman sekelasnya menggunakan comparative degree. Aktivitas ini membuat mereka lebih nyaman praktik bahasa Inggris karena ada struktur jelas tapi tetap fleksibel sesuai kemampuan mereka.”

(To overcome the 6C challenge, I use several strategies, namely I make tasks that are tiered according to the students' English proficiency level. Regarding time constraints, I apply PBL which integrates several skills at once. I also use IBL with guiding questions that encourage critical thinking. For technology issues, I invite the rest to study at the library. I do assessment with rubrics and collaborative assessment where students give each other feedback. Lastly, to overcome the confidence problem, students do role-playing by discussing the differences in physical and personality characteristics of famous figures or classmates using comparative degree. This activity makes them more comfortable practicing English because there is a clear structure but still flexible according to their abilities).

(Teacher A, interview, 21/04/2025)

b. Extract 34

“Untuk mengatasi kesenjangan kemampuan bahasa, saya menerapkan mixed-ability grouping dalam collaborative learning environment dengan pembagian peran yang jelas sesuai kemampuan masing-masing siswa. Then, untuk mengatasi kesiapan siswa saya menerapkan PBL, IBL, or role-playing. Untuk mengatasi masalah Wifi saya membolehkan siswa saya untuk menggunakan perangkat pribadi mereka atau belajar bersama di perpustakaan dengan membaca buku.”

(To overcome the language ability gap, I apply mixed-ability grouping in a collaborative learning environment with a clear division of roles according to the ability of each student. Then, to overcome student readiness I apply PBL, IBL, or role-playing. To overcome the Wifi problem I allow my students to use their personal devices or study together in the library by reading books).

(Teacher B, interview, 21/04/2025)

Based on the interviews, both teachers employed adaptive strategies: Teacher A used tiered tasks, PBL, and role-playing to address proficiency gaps, while Teacher B relied on mixed-ability groups and tech workarounds like library sessions. Teacher A combined rubrics with peer feedback for assessment, whereas Teacher B emphasized PBL and IBL for engagement. Their approaches demonstrate flexibility in balancing skill development with logistical constraints.

Based on the observations, Teacher B's mixed-group model ensured peer support, while Teacher A boosted creativity through varied presentation formats. Both teachers used text analysis and reflection exercises to strengthen critical thinking. Positive feedback and clear role assignments fostered inclusivity, with periodic evaluations to refine methods. These strategies helped mitigate participation gaps and resource limitations.

Based on the document analysis of the lesson plan in overcoming the challenges, strategies included role-playing in the Describing People unit to encourage English use and Task-Based Learning in the Comparison Degree lesson for independent exploration. Teachers integrated feedback and reflection to reinforce understanding and attitudes like tolerance. These methods aligned learning goals with 6C skill development despite classroom challenges.

Based on the triangulation of interview data, observation, and document analysis, teachers combined tiered tasks, collaborative models (e.g., mixed-ability groups), and tech alternatives (e.g., offline research) to address diversity and infrastructure gaps. Observations confirmed the effectiveness of role-sharing and feedback, while lesson plans highlighted structured reflection. With this approach, teachers are able to ensure learning remains effective and meaningful for all students.

4. Discussions

a. Preparation

Preparation for 6C-based learning at SMPN 27 Makassar begins with designing lesson plans that integrate 6C skills. Activities designed include collaborative tasks such as paired assignments and problem-based learning, as explained by Teachers A and B in interviews. Classroom observations revealed that ice breaking techniques and triggering questions effectively increase students' initial motivation before learning begins. Iskandar (2019) affirms that thorough preparation by teachers is key to creating a conducive learning environment that attracts student interest. This stage includes the preparation of materials, learning media, and activity scenarios that support the development of all aspects of 6C. Thus, the quality of preparation directly affects the successful implementation of 6C skills in learning.

b. Implementation

The implementation of 6C skills at SMPN 27 Makassar is realized through various learning strategies such as group discussions and presentations. According to Teacher A, both of these encourage active interaction between students. Majid (2014) states that in the implementation phase, the curriculum must involve meaningful teacher-student interaction dynamics to achieve learning objectives. The use of technology such as Smart TVs and interactive boards has proven to enhance student creativity in conveying ideas, based on classroom observation data. These activities not only develop communication skills but also build students' confidence in expressing their thoughts. Effective implementation requires proper time and resource management so that all 6C components can be optimally integrated.

c. Evaluation

The evaluation process for 6C implementation at SMPN 27 Makassar uses assessment rubrics that cover aspects of attitude and skills, as outlined by Teacher B. Arif (2019) emphasizes that quality evaluation must be based on clear criteria to measure the achievement of learning objectives. Document data shows that self-reflection techniques help students assess their character development and competencies independently. However, these findings also reveal the need for improvement of more optimal assessment instruments. Thus, periodic evaluation becomes important to ensure that 6C skills are truly internalized in the daily learning process.

d. Learning Activities that Develop 6C Skills

Concrete learning activities implemented at SMPN 27 Makassar are often linked to the environment as the identity of the Adiwiyata school. One example given by both teachers includes the Waste Bank project and the creation of cleanliness posters. According to their view, both have proven effective in developing 6C skills in an integrated manner. Teacher A explained in an interview how this project trains creativity and citizenship. In line with Megawati (2018), learning experiences can develop students' competence in exploring and understanding nature scientifically or through real contexts.

e. Challenges in Implementing 6C Skills

The main challenges in implementing 6C skills at SMPN 27 Makassar include differences in students' language abilities and technology availability. Observation data shows that students with low language ability tend to experience difficulties in developing critical thinking skills. Additionally, Natalia's research (2023) identified that teachers still face obstacles in designing learning plans that apply differentiation approaches and applying classroom management in accordance with these principles. Based on these findings, effective strategies need to be developed to address these challenges.

f. Strategies in Implementing 6C Skills

In overcoming challenges in implementing 6C skills, both EFL teachers at SMPN 27 Makassar employ several strategies such as mixed-ability grouping and project-based learning. In line with that, Wahyuningsari et al. (2022) state that differentiated learning essentially unites elements of differentiated learning and student diversity based on learning readiness, interests, and learning profiles of students that differ from one another. Teacher B explained in detail during the interview that this strategy allows all students to contribute to learning according to their abilities. Besides that, document data shows that ice breaking and contextual tasks also increase student engagement. Although constraints such as limited technology and difficulties in preparing differentiated learning plans remain, collaboration among teachers through sharing learning resources and simplifying lesson plans with tiered activities allows the differentiation approach to still be implemented.

5. Conclusion

The implementation of 6C skills is carried out through three systematic stages: planning, implementation, and assessment. At the planning stage, teachers prepare lesson plans that combine various 6C based activities such as group work and problem solving. During the learning process, students actively participate in collaborative activities such as discussions and presentations to hone their communication and critical thinking skills, while evaluation is carried out comprehensively with assessment rubrics covering all aspects of 6C. To optimize this implementation, teachers develop various innovative strategies such as task differentiation, collaborative learning, PBL, IBL, and role-playing. Both teachers connect English learning materials with students' real-life contexts, so this approach not only addresses classroom challenges but also makes learning more meaningful and relevant in everyday life.

References

- Abduh, A., Sakkir, G., Rosmaladewi, R., Andrew, M., & Yasdin, Y. (2022). Teachers' Perceptions of English Teaching Strategies in the Current Curriculum Change. *International Journal of Language Education*, 4(6), 437-444.
- Anugerahwati, M. (2019). Integrating the 6Cs of the 21st century education into the English lesson and the school literacy movement in secondary schools. *ISOLEC: International Seminar on Language, Education, and Culture. KnE Social sciences*. 165-171. <http://doi//10.18502/kss.v3i10.3898>
- Arif, M. T. (2019). Penelitian Evaluasi Pendidikan. *Jurnal Pendidikan Agama Islam*, 2(2), 66-75.
- Arkanudin, A., Fathurrahman, M., & Rahmawati, I. (2021). Tantangan dan Peluang Implementasi Model Pembelajaran Keterampilan Abad ke-21. *Jurnal Pendidikan*, 1(1), 203-210.
- Atmowardoyo, H., & Sakkir, G. (2021). Effects of best-practice based materials in receptive language learning behaviours in improving receptive language skills. *Linguistics and Culture Review*, 1313-1334.
- Atmowardoyo, H., Sakkir, G., & Sakkir, R. I. (2023). The Characteristics of Good Language Learners in Indonesia EFL Context. *ARRUS Journal of Social Sciences and Humanities*, 3(4), 565-569.
- Atmowardoyo, H., Weda, S., & Sakkir, G. (2020). Information technology used by millennial good English language learners in an Indonesian university to improve their English skills. *Solid State Technology*, 63(5), 9532-9547.
- Atmowardoyo, H., Weda, S., & Sakkir, G. (2021). Learning Strategies in English Skills used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar. *ELT Worldwide*, 8(1), 28-40.
- Belkbir, R. (2024). Integrating the 6Cs in Moroccan Higher Education: A Framework for Inclusive AI Learning Design. *Arab World English Journal*, 15(3), 217-234.
- Borg, S. (2015). *Teacher cognition and language education*.
- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative research in sport, exercise and health*, 11(4), 589-597.
- Braun, V., & Clarke, V. (2021). *Thematic Analysis: A Practical Guide*. Los Angeles, United States of America: SAGE Publishing.
- Haidir, A. M., Dollah, S., Basri, M., & Sakkir, G. (2025). The Implementation of the Collaborative Learning Approach in Teaching Speaking: A Case Study of an Indonesian EFL Classroom. *Ethical Lingua: Journal of Language Teaching and Literature*, 12(1).
- Handayani, R., Sakkir, G., & Kasman, R. (2021). The Influence of Verbal-Linguistic Intelligence on Students Learning Outcomes in English at SMA Negeri 1 Sidrap. *EduLine: Journal of Education and Learning Innovation*, 1(2), 141-148.
- Iskandar, W. (2019). Kemampuan Guru dalam Berkomunikasi terhadap Peningkatan Minat Belajar Siswa di SD IT Ummi Darussalam Bandar Setia. *Jurnal Pendidikan Dasar*, 3(2), 135-149.

- Kemendikbudristek. (2022). *Permendikbudristek No. 5 Tahun 2022 tentang Standar Kompetensi Lulusan pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah*. Retrieved from https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/salinan_20220209_133143_PERMENDIKBUDRISTEK%20NOMOR%205%20TAHUN%202022_JDIH.pd
- Kim, H., Sefcik, J. S., & Bradway, C. (2017). Characteristics of Qualitative Descriptive Studies: A Systematic Review. *Res Nurs Health*, 40(1), 23-42.
- Majid, A. (2014). *Implementasi Kurikulum 2013 Kajian Teoritis dan Praktis*. Bandung, Indonesia: PT. Remaja Rosdakarya.
- Megawati, M. (2018). Pentingnya pengakomodasian pengalaman belajar pada pembelajaran IPA. *Jurnal Tunas Pendidikan*, 1(1), 21-30.
- MISNAWATI, M., Sakkir, G., Puspita, N., Akbar, Z., & Yusriadi, Y. (2021). Student learning interest in COVID-19 pandemic age by blended e-learning (Asynchronous and synchronous). In *Proceedings of the 11th Annual International Conference on Industrial Engineering and Operations Management* (pp. 6330-6339). IEOM Society International.
- Montessori, V. E., Murwaningsih, T., & Susilowati, T. (2023). Implementasi Keterampilan Abad 21 (6C) dalam Pembelajaran Daring pada Mata Kuliah Simulasi Bisnis. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 7(1), 65.
- Natalia, K. (2023). *Analisis Manajemen Pembelajaran Diferensiasi Dalam Penguatan Profil Pelajar Pancasila Melalui Mata Pelajaran IPS di SMAN 2 Sampit*. 7 (2).
- Nurrahmi, N., Muhayyang, M., & Sakkir, G. (2022). STUDENTS' PERCEPTION OF THE USE OF SOCIAL MEDIA FOR LEARNING ENGLISH DURING COVID 19 PANDEMIC. *Journal of Technology in Language Pedagogy (JTechLP)*, 1(4), 470-486.
- OECD. (2022). *Skills Summit 2022: Joint Summary*. Paris: OECD Publishing.
- Purbowati, D. (2024). *6C, Keterampilan Abad 21 yang Wajib Dimiliki Siswa*. Retrieved from <https://akupintar.id/info-pintar/-/blogs/6c-keterampilan-abad-21-yang-wajib-dimiliki-siswa>
- Rahman, H., Sakkir, G., & Khalik, S. (2021). Audio-Lingual Method to Improve Students's Speaking Skill at Smp Negeri 1 Baranti. *La Ogi: English Language Journal*, 7(1), 31-40.
- Sakkir, G., Dollah, S., & Ahmad, J. (2021). Characteristics of a Good Efl Teacher: Indonesian Efl Students Perspectives. *Jurnal Nalar Pendidikan*, 9(1), 52-59.
- Sakkir, G., Dollah, S., & Ahmad, J. (2022). Students' perception of the presentation activities in online speaking class. *EduLine: Journal of Education and Learning Innovation*, 2(3), 255-260.
- Sakkir, G., Mahmud, N., & Ahmad, J. (2020). Improving speaking ability using English" Shock Day" approach. *International Journal of Humanities and Innovation (IJHI)*, 3(2), 50-53.
- Sakkir, G., Safitri, N., & Muhayyang, M. (2022). *Students' Perception of Using Weekly Quizzes in EFL Classroom*. *Celebes Journal of Language Studies*, 65-74.
- Sulaiman, M. R., Korompot, C. A., & Sakkir, G. (2024). IMPROVING STUDENTS' SPEAKING SKILL THROUGH QUESTIONING TECHNIQUES. *International Journal of Business English and Communication*, 2(4), 108-114.
- Syatriana, E., & Sakkir, G. (2020). Implementing learning model based on interactive learning community for EFL students of Muhammadiyah University. *ELT Worldwide*, 7(1), 24-30.
- Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic analysis. *The SAGE handbook of qualitative research in psychology*, 17-37.
- Voogt, J., & Roblin, N. P. (2012). A comparative analysis of international frameworks for 21st century competencies: Implications for national curriculum policies. *Journal of Curriculum Studies*, 47(3), 299-321. <https://doi.org/10.1080/00220272.2012.668938>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*.

- Wahyuningsari, D., Mujiwati, Y., Hilmiyah, L., Kusumawardani, F., & Sari, I. P. (2022). Pembelajaran berdiferensiasi dalam rangka mewujudkan merdeka belajar. *Jurnal jendela pendidikan*, 2(04), 529-535.
- Yusriadi, Y., Rusnaedi, R., Siregar, N. A., Megawati, S., & Sakkir, G. (2023). Implementation of artificial intelligence in Indonesia. *International Journal of Data and Network Science*, 7.
- Zuhri, N. A., Salija, K., & Sakkir, G. (2022). THE IMPACTS OF SPEAKING ANXIETY ON STUDENTS'LEARNING PROCESS. *Journal of Technology in Language Pedagogy (JTechLP)*, 1(3).