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The Challenges and Suggestions of Practicing the Skills of the Twenty-First Century among Arabic language Teachers in Secondary Schools in Saudi Arabia

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Abstract

This study aimed to identify the challenges of practicing the skills of the 21st century, and suggestions of improvement in implementing 21st century learning among Arabic language teachers in secondary schools in Saudi Arabia. The study applied qualitative research methodology through using a questionnaire instrument. The questionnaire was applied to a random sample, consisting of 38 participants including 23 male and 15 female Arabic language teachers in secondary schools in Baha Governorate, Kingdom of Saudi Arabia. The results showed that there are several challenges faced by Arabic language teachers where was resources and facilities the highest challenges, followed by time and finally, knowledge and skills, and was reduce unrelated tasks, the highest suggestion of improvement in implementing 21st century learning, followed by professional development courses, and finally teaching module, resources and facilities (as reducing the quantity of school activities that have nothing to do with learning). The study recommended conducting additional research and Provide professional development programs for professors and teachers to effectively incorporate and teach 21st century skills, and also to prioritize skills that are rated low in practice, especially in the ICT domain, based on the study's results to enhance teaching practices.

Keywords: Teaching challenges – 21st Century learning- Arabic language learning- Teaching skills- Arabic teaching development.

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Introduction and Background of the Research

Building effective educational systems that reflect the social and economic facts of the twenty-first century is a major priority for most governments and countries. These governments and nations should be aware of the challenges that the educational systems are presently facing. Information and communication technologies (ICTs) and education marketing have a quick and significant effect on these changes. In order to effectively prepare teachers and students for life and for their communities, the educational systems must take into consideration the skills they require.

The United States created the concept of 21st Century skills in 2007. This was done in an attempt to improve educational performance and prepare individuals for the demands of the 21st-century workplace. The acceptance of these skills has drastically altered educational objectives. Numerous curriculum design initiatives and strategies have been developed and implemented in order to address these skills in the learning and teaching process. (Saleh, 2019).

To prepare undergraduates for a world where they must be proficient in academic material as well as many newly adopted skills, such as collaboration, critical thinking, communication, technology, and literacy, in order to handle the challenges of modern life and higher education, is the goal of many leaders and organisations around the world. For participation, success, and competitiveness in our global world, knowledge and skills for the twenty-first century are seen as important resources.

Furthermore, there is broad agreement that many countries, especially those in the Arab world, have failed to equip graduates with the 21st-century skills required for success in their academic, professional, and personal lives. (NCATE, 2008). In this respect, there is a greater need to develop a new educational system at the level of higher education institutions, like universities and colleges, or at the school level in response to the escalating globalization and quickening changes of the 21st century. (Sbhi, 2016).

According to Saudi Arabia's Vision 2030, which aims to restructure the educational sector, develop curricula, enroll teachers in the sector, organize the process of educational supervision, and continuously improve professional development and training, this creates a foundation for predicting the 21st century skills that the next generation must possess in order to incorporate these skills into the vision and goals of his nation. As a result, the main objective of educational institutions in Saudi Arabia is to equip students with the knowledge and abilities in a wide range of subjects so they can resolve problems and form opinions in everyday life based on ethical and rational standards. Incorporating 21st century skills like critical and creative thinking, effective communication, high productivity, scientific attitudes, and moral ideals into the course curricula (Khamis,2018).

Teachers are still expected to implement conventional teaching strategies using teacher-oriented strategies. The majority of teachers currently employ conventional ways of instruction. (Nor & Kamarudin,, 2017). The teacher has used passive methods to carry out the content delivery process. As a consequence, student participation in educational activities has slowed down, and learning has been severely restricted.

The best teaching and pedagogy practices should use a variety of well-balanced methods, strategies, techniques, approaches, and resources to ensure that teacher-centered, student-centered, and resource-centered practices are combined harmoniously and help students maintain their focus during teaching and learning sessions. (Yunos, 2015).

The results of the study indicate that teachers need to be educated about pedagogy, the subject matter, and the needs of the students in terms of learning. Along with the material covered in the present lesson, teachers also need to be informed about 21st century learning practices, challenges, and recommendations for improvement. (Veloo & Md Ali, 2015).

Problem Statement

Because there are so many 21st century skills that need to be taught in the limited amount of time available for instruction, teachers struggle greatly when attempting to impart them to every pupil. (Yunos, 2015). It is difficult to try to help students build 21st century abilities because each one has a different learning style, passion, and background. Teachers have a responsibility to take the initiative to maintain student engagement and motivation by utilising a variety of beneficial teaching and learning methods. (Iberahim & Mohamad, 2017).

Improving students' ability to acquire the required knowledge and skills requires effective teaching strategies. However, it is thought that teachers must adhere to the strict curriculum while also preparing students for exams. (Saad & Dollah, 2012).

High school students develop a wide range of talents, as well as the abilities they require for daily living and employment in the knowledge-based economy. To adequately prepare students for life and work in the quickly evolving world of today—which is mainly driven by technological advancement and global integration—the current curriculum must be updated. Education should therefore give students the skills they need to succeed in their communities and obtain employment in the twenty-first century. The basic disciplines of study and the educational system should specify and include the skills needed in the twenty-first century. (Atobi & Alfawair, 2016).

Therefore, this research tries to identify the challenges and suggestions of practicing the skills of the twenty-first century among Arabic language teachers in secondary schools.

Questions of the Research

- What are the challenges Arabic language teachers in secondary schools have faced in planning and implementing 21st century learning?
- What suggestions of improvement that Arabic language teachers at secondary schools should do in implementing 21st century learning?

Aims of the Research

This research aims to:

- Identify the challenges Arabic language teachers in secondary schools have faced in planning and implementing 21st century learning.
- Provide suggestions of improvement that Arabic language teachers at secondary schools should do in implementing 21st century learning.

Significance of the Research

The theoretical analysis of newly adapted talents in the digital era is what gives this work its theoretical significance. (the 21st Century skills). By highlighting the importance of these skills for learning the English language and at all educational levels, the study's results may be helpful to academics, educators, and curriculum designers.

In order to support students by giving them the skills, knowledge, and expertise they need to acquire and master in order to succeed in learning, life, and work in general, and in learning Arabic in particular, it is practical to identify the difficulties that teachers face when putting their 21st century skills into practice. This research could point out any areas where faculty members' use of 21st-century skills is lacking and make suggestions for improvements that secondary school Arabic teachers could make to better incorporate 21st-century learning.

Definition of Terms

21st-century skills: Many people, including educators, school reformers, college instructors, employers, and others, believe that a broad range of knowledge, skills, work habits, and character

traits are essential for success in today's world, particularly in college programs, modern careers, and the workplace. (The Partnership for 21st Century Skills, 2009) .

For the purposes of this research, it is defined as the score given by secondary school Arabic language teachers in answer to the questionnaire's questions or domains.

Reviewing Literature and Related Studies

21st Century Skills

Teachers in the twenty-first century should be most capable of fostering higher levels of thinking, supporting the knowledge economy, and managing life skills, student abilities, instructional technology, curriculum, and assessment systems. Therefore, when developing pre-service programs and training for in-service employees, these skills need to be taken into account. (Partnership for 21st Century Skill, 2006).

Students should leave school with the skills necessary to succeed in their neighborhoods and obtain employment in the twenty-first century. Many educational institutions have worked to develop frameworks for identifying 21st century skills and offering recommendations on how to integrate them into the overall educational system in this context. One of the groups doing such work is the North Central Regional Educational Laboratory. (NCREL). NCREL claims that 21st century abilities are comprised of four main skill categories: digital age, creative thinking, effective communication, and high productivity. (Ncrel, 2003).

The Organization for Economic Co-operation and Development (OECD) developed its framework for 21st century skills in 2005, which was broken down into three main categories: independent action, participation in different organizations, and use of interactive tools. (OECD, 2008). Additionally, the skills were divided into three categories by the Partnership for 21st Century Skills-P21: learning and innovation, information, media, and technology, and living and job skills. The 21st century skills paradigm was developed by P21. The Partnership for 21st Century

Talents encouraged the academic community to use the skills and integrate them across all educational institutions. (Dede, 2010). In 2007, the American Association of Colleges and Universities (AACU), referring to a set of 21st century learning outcomes, created a framework for graduate specifications in the form of learning outcomes in 2007, referring to a set of 21st century competencies as follows:

First: Knowledge of the natural and physical universe acquired through study of science, mathematics, the social sciences, humanities, history, languages, and the arts, as well as knowledge of human culture.

Second: Skills in both the real world and the mind, including study and analysis, critical and creative thinking, oral and written communication, information culture, quantitative culture, and culture of cooperation and problem solving.

Third: Individual and social accountability, including civic education, participation in regional and international events, familiarity with various cultures, moral reflection, and the foundations of lifelong learning.

Fourth: Integrating creativity and excellence in general and specialised subjects into education (Association of American Colleges and Universities, 2007).

The Need for 21st Century Skills

Having 21st century skills is essential According to experts, if 21st century skills are correctly incorporated into the curricula, educators will be able to accomplish many of the goals they have been unable to accomplish for a long time. Children with these skills do better in basic classes and when studying. A structured framework ensures that students actively participate in the learning process, builds their confidence, and equips them for civic involvement and leadership in the twenty-first century in addition to addressing teacher professional development. (Kay, 2010). The 21st century requires students to be able to use technology, overcome the illiteracy of the digital age, think analytically and creatively, and have strong social skills when interacting with others.

According to data from the Partnership for 21st Century Skills, the technological revolution significantly influenced societal norms. (Partnership for 21st Century Skills, 2002). Additionally, students who lack or do not acquire these skills will face intense competition because the skills required in the workplace will continue to rise along with economic development and new technologies in the global market. (Soh, Arsad, & Osman, 2010).

Aspects of education in the twenty-first century that need to be addressed, according to Yusof (2008), include the calibre of teaching and student characteristics like creative thinking. As a result, individuals who are open to learning new things, adapting to change, and innovating are highly regarded by the organizations in which they work and go on to play key roles in the development of the economy and of education.

Additionally, because the foundation of our economy is information, nations must compete economically based on labour force skills that are suitable for the characteristics of this age. As a consequence, the labour force, which supports the economy, has specific needs today. People should be given the skills they need to live, work, and operate in a knowledge-based society. In addition, the concepts have changed as a result of the modern period, where cooperation has replaced competition, technology is crucial for effective interpersonal communication, and non-stereotypical problem-solving skills as well as access to creative solutions are necessities. Therefore, education must reevaluate the skills that students need in order to prepare them for life and the workplace in the modern era. (Osman & Marimuthua, 2010).

The emphasis of 21st century skills is on "direct production of the collaboration between educators, the economy sector, and political decision-makers" in order to establish a national intellectual framework for education. In order to create and establish a model of educational systems for all educational levels, starting with primary school and continuing through university, the national conceptual framework for education was developed. Many countries

have implemented this strategy, including the United States of America, Canada, and England. (Al-Ghamdi, 2015).

Learning and Teaching in the Twenty-First Century

Teachers must make academic material applicable to students' lives by framing it with examples, applications, and situations from the places where students live. Technology makes it feasible to bring in community members who are subject matter experts from outside the classroom. This effort to broaden the classroom also sends students on virtual field excursions in addition to bringing the outside world into the classroom. Students can "become experts in charge of their own learning" by having the opportunity to study a topic in depth. (Partnership for 21st Century Skills, 2002: 12).

Students will be placed in a situation where they must understand the real world in order to enjoy the academic material due to the methods of teaching and learning in the twenty-first century. (Dillon, 2006). This real-world context study will require completion of application and experience stages both inside and outside of the classroom. (Dillon, 2006; Kay & Honey, 2006).

In the twenty-first century, teachers must devise instructional strategies that will help students understand and retain the majority of what they have learned in the classroom. This approach prioritises inquiry-based learning over traditional lectures, which makes instruction more pertinent and broadens student knowledge. (Becker & Riel, 2000). The process will introduce more relevant material, ensuring full student participation in fruitful research throughout the academic year.

Modern constructivist educational theory goes beyond merely introducing new ideas into the classroom. According to the new viewpoint, learning is a process that begins at conception and ends with death, and the entire world is a classroom. (Dillon, 2006).

By instructing in a 21st-century environment, teachers can create a balanced curriculum that addresses both global problems and regional demands. (Partnership for 21st Century Skills, 2002, p. 12). The challenge for teachers is to create a learning environment

that promotes educational goals that "improve cognitive presence and the fulfilment of higher-order learning outcomes" and is consistent with the subject matter. (Garrison, 2016). Making information pertinent to students' lives, integrating the outside world into the classroom, and organising field excursions all help to create opportunities for students to interact socially during authentic learning experiences. Thanks to real learning opportunities, students can relate their academic work to their lives outside of the classroom.

Critical Elements for Creating 21st Century Skills

Six crucial elements were identified by the Partnership's thorough research as being necessary for learning in the twenty-first century. The six elements are as follows (as stated by Partnership for 21st Century Skills, 2002:8):

- 1- List all the subjects taught in primary school, including "English, reading or language arts; mathematics; science; foreign languages; civics; government; economics; arts; history; and geography."
- 2- 21st Century Content - highlighting a number of crucial emerging content areas that, despite frequently not being classified as core topics, are crucial for success in both communities and the workplace. These cover subjects like worldwide awareness, financial, economic, and business literacy, as well as civic and financial literacy.
- 3- 21st-Century Learning Skills Learning and thinking skills, which should also stress information and communication skills, thinking and problem-solving skills, as well as interpersonal and self-direction abilities, are expected to aid in the development of critical and analytical thinking. Non-academic material is also anticipated to be present in learning and thinking abilities.
4. 21st-century tools - Information and communication technology (ICT) literacy is the use of technology for scholastic purposes. Computers, networking, other devices, audio, video, and other media and multimedia technologies are all examples of modern technology. These can aid in subject learning and skill development.

5. The 21st Century Context - Helping children make tangible connections is crucial because the environment in which they live presents opportunities where they are confronted with a variety of options, including difficult decisions. Teachers can give their lessons a context for the twenty-first century by making the curriculum pertinent to students' lives, bringing the outside world into the classroom, taking students on field excursions, and giving them opportunities to interact with others in real-world situations.

6- According to the Partnership for 21st Century Skills study, the other five 21st century talent components must be measured using 21st century assessments.

This research focuses on teaching and learning in a 21st-century context and 21st-century technology tools, two of the six pillars of 21st-century learning.

Challenges Facing Educators in the 21st Century

New ways of reasoning and learning are required by the educational demands of the twenty-first century, according to Kereluikand Terry (2013: 127): "There is a sense of a profound gap between the centuries from which we are emerging and the present." Reflecting on one's own teaching strategies, personal experiences, and the complexity of the world one is preparing students to join are all important for teachers. Those who were raised in the digital world had very different educational experiences than earlier generations. Therefore, it is essential that instructors broaden their curricula to include 21st-century skills. (Ametepee et al., 2014; Little, 2013).

As they work to advance students' 21st-century skills, teachers must grasp that while technology and globalisation have changed pedagogy, the fundamental principles and objectives of education have not changed. (Kereluik et al., 2013). While the basic principles of education remain constant, The Framework, rapidly changing educational initiatives, and other factors have added to a climate of confusion and misinformation. In this sense, educators are faced with a paradox. This paradox confounds many educators who are unsure of how to incorporate basic educational ideas with

cutting-edge methodologies and technical tools. Therefore, the ability of a teacher to provide students with adequate opportunities to think critically, evaluate content, and cooperate requires both disciplinary and domain knowledge. (Ametepee et al., 2014).

The biggest challenges come from teachers' attitudes and beliefs about The Framework and technology use in the classroom, which have a significant influence on curriculum decisions and how students engage with education. (Gibson et al., 2014).

When beginning to reframe their responsibilities, practitioners who use a student-centered strategy to learning face a number of challenges. (Ametepee et al., 2014). Practitioners should be encouraged to use pedagogical techniques that are influenced by current cultural phenomena, particularly in fields of the 21st century, in order to ensure that students are prepared for the evolution of the 21st century and beyond. (Leu et al., 2015). However, The Framework's approval appears to be slow and uneven, rife with confusing generalisations that invite misunderstanding. (Cviko et al., 2014).

One of the most important factors influencing teachers' expertise, beliefs, and perceptions is job-integrated professional development. Through the analysis of different instructional strategies, teachers will build a library of knowledge that will enable the creation of authentic experiences. Additionally, the information will help them improve their skills and alter their practises in order to create a learning environment fit for the twenty-first century. (Little, 2013).

Related studies:

From their point of view, Alqudah and Altweissi looked into how the language faculty at the University of Tabuk used 21st-century abilities. The (151) participants in the research were all academics. After ensuring its validity and reliability, a self-completed questionnaire with five dimensions was developed and made available. The findings revealed that faculty members gave a high rating to their use of 21st century abilities. They placed their exercise of abilities related to the Creativity and Innovation domain

at the top while ranking their practise of skills related to the ICT and digital domain at the bottom. Furthermore, the findings demonstrated that there are no statistically significant differences in faculty members' assessments of how well they are using 21st century skills related to the variables of gender, lingual status, or the interaction between them, but there are statistically significant differences related to the domain of ICT and digital skills, attributable to the variable of lingual status in favour of the non-native faculty members.

Teo and Gardiner (2021) claim that the Fourth Industrial Revolution (IR 4.0) is characterised by rapidly changing technological advancements and workforce needs. Education systems make an effort to adjust to these changes. Little is known about the academic standards that Teacher Training Institutions (TTI) are preparing aspiring teachers to achieve. This scoping analysis examines the high-quality literature on initial teacher education activities and issues, with a focus on IR 4.0's incorporation of technology and 21st century skills. The results show that for TTI to successfully respond to shifting demands and environments, there must be coherence throughout the entire organisation. The rapid development of IR 4.0 technologies offers new opportunities for preservice teachers to improve their 21st-century skills. These resources could alter how teacher trainers and TTIs work. On the other hand, as technology develops, TTI and teacher educators are under more pressure to continue developing the required skills. According to the findings of this scoping review, more study on this topic is crucial and beneficial for informing IR 4.0 initial teacher preparation and promoting the growth of 21st-century skills in preservice teachers.

Mutohhari & Samsudin (2021) assert that non-cognitive abilities, complex competencies, and adjustments to technology-based learning are necessary for 21st century learning. Using 21st century abilities is difficult for Indonesian teachers of vocational education in this situation. This research aims to investigate the variety of challenges that teachers and students in vocational

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education experience, as well as the degree of difficulty they encounter. Quantitative survey research was used in this investigation. The 178 participants in the study, which was conducted at two public vocational high schools and two private vocational schools, included 155 students and 23 teachers. A questionnaire will be used to collect data, and it will ask about the difficulties that teachers and students have in the areas of creativity, critical thinking, problem-solving, communication, and collaboration, as well as up to 50 questions about digital literacy or ICT. (ICT). The instrument used was a Likert scale with the following categories: very challenging, difficult, easy, and very easy. The study's findings showed that (i) all skills were rated as "easy," and (ii) teachers and students encountered noticeably different difficulties, especially in the area of communication skills. The study's conclusion is that 21st century abilities must be enhanced in order to produce graduate candidates for vocational education who are competitive.

The goal of Ahmed and Mamat's (2020) research was to pinpoint the challenges Arabic language instructors at Comoros high schools face in assisting their students in developing 21st-century learning skills. The 21st century places a high value on providing students with the knowledge and skills they need to overcome their learning obstacles, prepare for the workplace of the future, innovate and collaborate rather than compete in their practices, and be able to handle the quick changes in technology and the development of a modern society. Six semi-organized personal interviews with teachers for this course on one of the islands were conducted as part of this study, in which the researcher asked questions of each teacher separately. The data from the interviews was reviewed. This study consists of two sections. In the first part, the effects that prevent Arabic language students from using 21st century learning skills are discussed from the viewpoint of the teachers. The second section discusses the suggestions made by teachers for improving the application of skills among students of

the Arabic language, including pique students' interest in Arabic; providing contemporary teaching aids; and pique students' interest in learning Arabic. Administratively, there is a problem with the curriculum and teaching strategies, as well as a lack of interest on the part of students in learning Arabic. Some of the themes include difficulties, secondary teachers, the (A2) Program, learning abilities, and Comoros.

Melhem (2020) aimed to evaluate the level of 21st-century skills held by King Faisal University's Special Education Department (SED) pupils. (KFU). The descriptive analytic technique was employed by the researcher in the survey to suit the nature of the study. The study group is made up of all KFU SED students. To take part in the research, 65 students from the SED were randomly selected. A 80-item questionnaire covering five essential 21st century skills—general sustainability, creative thinking, effective communication, high productivity, and religious views relevant to the exam test—was developed by the researcher for the study. The data demonstrated that the students' degree of 21st century skills was within the norm, with the exception of the religious value component, which was at a high level. The degree of 21st century capabilities did not depend statistically significantly on specialisation or academic year level. The report claims that in order for students to continue working, academic institutions and instructors should support their efforts to help them learn new skills and knowledge.

Teachers are adopting 21st century learning, claim Rusdin & Ali (2018). Teachers have a big impact on how students learn in the twenty-first century. Today's classrooms face a number of challenges that have an impact on how lessons are taught. The quality of teaching is significantly influenced by knowledge, resources, infrastructure, and professional development. Twenty teachers took part in a qualitative research to find out their opinions on integrating 21st century learning into their teaching methods. In order to gather information on four key topics, including: (i) teachers' opinions; (ii) teaching practice; (iii) the constraints and challenges;

and (iv) suggestions for improvement related to the implementation of 21st century learning, all of the participants were subjected to a semi-structured interview session. Responses from each participant were collected, and their analysis was done using the themes. The findings show that even though instructors have positive views on 21st century learning, they still need to improve their teaching strategies. Due to time restrictions, knowledge gaps, a lack of tools, and inadequate ICT infrastructure, teachers encountered numerous challenges. Teachers have suggested a number of solutions to deal with all the problems, including: professional development; resource provision; teaching module supply; and improvement of the quantity and calibre of ICT tools and resources.

Häkkinen and Valtonen attempted to outline their pedagogical framework for the teaching methods of the twenty-first century in their paper from 2017. The policy frameworks for developing skills suitable for the twenty-first century will be reviewed first. Based on our prior work and current knowledge in the field of learning sciences, we will now elaborate the processes and strategies for collaborative problem-solving skills and strategic learning skills in order to clarify current, rather general claims presented regarding the discussion on twenty-first-century skills. Furthermore, we'll provide students with real-world case studies that will help them hone their collaboration and problem-solving skills as well as their use of information and communication technologies in the context of our earlier study.

Methodology

This research has implemented qualitative research methodology. This research involved (30) Arabic language teachers in secondary schools. A questionnaire is used as instrument.

Participants of the Research

This research involved (38) Arabic language teachers (male & female) in secondary schools in Baha Governorate, Kingdom of Saudi Arabia. The participants were chosen randomly.

• **Sample Description:**

Table (1) : Distribution of the sample for gender

	Frequency	Percent
Male	23	60.5%
Female	15	39.5%
Total	38	100%

Table (2) : Distribution of the sample for age

Age	Frequency	Percent
39 or below	8	21.1%
40-49	27	71.1%
50 or above	3	7.9%
Total	38	100%

Table (3) : Distribution of the sample for Degree

Degree	Frequency	Percent
Bachelor	32	84.2%
Master	6	15.8%
Total	38	100%

Research Instrument

For the purpose of the research, a questionnaire was developed, with (12) items distributed over Three domains: Resources and facilities (4) items, time (4) items, knowledge and skills (4) items, A five-point Likert-type scale was used (Strongly agree, Agree ,Neutral, Disagree, Disagree strongly).

Validity and reliability

Validity of the Challenges Arabic language teachers in secondary schools have faced in planning and implementing 21st century learning:

• **Internal consistency**

Internal consistency measured using the correlations between Phrase and the total sum of the Challenges Arabic language teachers in

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secondary schools have faced in planning and implementing 21st century learning , table (4) indicates correlation between Phrase and the total sum of the Challenges Arabic language teachers in secondary schools have faced in planning and implementing 21st century learning score. All correlations found to be statistically significant. This shows that the test is internally consistent.

Table (4) Correlation coefficients between the item and the dimension to which it belongs

- Resources and facilities		Time		knowledge and skills	
Number of item	Correlation= r	Number of item	Correlation= r	Number of item	Correlation= r
1	0.684**	1	0.801**	1	0.716**
2	0.776**	2	0.805**	2	0.812**
3	0.802**	3	0.827**	3	0.803**
4	0.813**	4	0.729**	4	0.812**
5	0.691**			5	0.798**
				6	0.783**
				7	0.816**
				8	0.715**
Teaching Module, Resources and Facilities		Professional Development Courses		Reduce Unrelated Tasks	
Number of item	Correlation= r	Number of item	Correlation= r	Number of item	Correlation= r
1	0.768**	1	0.792**	1	0.759**
2	0.719**	2	0.801**	2	0.811**
3	0.772**	3	0.787**	3	0.783**
4	0.768**	4	0.790**		
5	0.801**				
6	0.815**				
7	0.693**				
8	0.778**				
9	0.812**				

**Correlation is significant at the 0.01 level

All values are statistically significant, which means the validity of the internal consistency of the questionnaire. The correlation coefficient of the degrees of each axis with the total score of the questionnaire was calculated.

Table (5) : Dimensional correlation coefficients to the total degree.

	Challenges 1	Challenges 2	Challenges 3
Pearson	0.793**	0.795**	0.738**
Sig. (2-tailed)	0.01	0.01	0.01
	Suggestions 1	Suggestions 2	Suggestions 3
Pearson	0.802**	0.781**	0.793**
Sig. (2-tailed)	0.01	0.01	0.01

This means that the questionnaire is valid and reliable for application

Reliability: Alpha Cronbach:

To calculate the reliability of the Challenges Arabic language teachers in secondary schools have faced in planning and implementing 21st century learning: Reliability statistics by calculating cronbach's alpha of the scores of The Challenges Arabic language teachers in secondary schools have faced in planning and implementing 21st century learning Cronbach's Alpha of the Questionnaire = 0.830

Table (6) : Alpha Cronbach Dimensions Questionnaire.

	Challenges 1	Challenges 2	Challenges 3	Overall Challenges	Overall
cronbach's alpha	0.814	0.826	0.818	0.827	0.830
	Suggestions 1	Suggestions 2	Suggestions 3	Overall Suggestions	
Pearson	0.805	0.811	0.803	0.815	

Table (6) revealed that the Challenges Arabic language teachers in secondary schools have faced in planning and implementing 21st century learning is high reliability . The previous results indicate that the Challenges Arabic language teachers in secondary schools have faced in planning and implementing 21st century learning was reliable.

Delimitations of the Research

1. The study was delimited to some secondary schools in Baha-Saudi Arabia.
2. The study was conducted during the first semester of the academic year 2022/2023.
3. In terms of the research instrument, this study employed the questionnaire as a tool for collecting the data, thus the study was limited to the adopted validity and reliability measures.
4. The study dealt only with the 21st Century skills related to Learning and Innovation Skills the 4C's (Creativity, Critical thinking, Collaboration, and Communication) and ICT Information, Communication and Technology Skills as well as the Digital Skills.

Findings and Discussion

- **The first question: What are challenges Arabic language teachers in secondary schools have faced in planning and implementing 21st century learning from the point of view of Arabic language teachers?**

In order to answer this question, data had been described and summarized through calculating the Frequency, Percentage, mean and the standard deviation as shown in table (7).

Table (7): Descriptive Statistics.

	Mean	Std. Deviation	Percentage%	Order	
Challenges 1: - Resources and facilities	4.12	0.69	82.42%	1	Agree
Challenges 2: - Time	4.06	0.73	81.18%	2	Agree
Challenges 3: -knowledge and skills	3.62	0.54	72.37%	3	Agree
Overall	3.87	0.51	77.40%		Agree

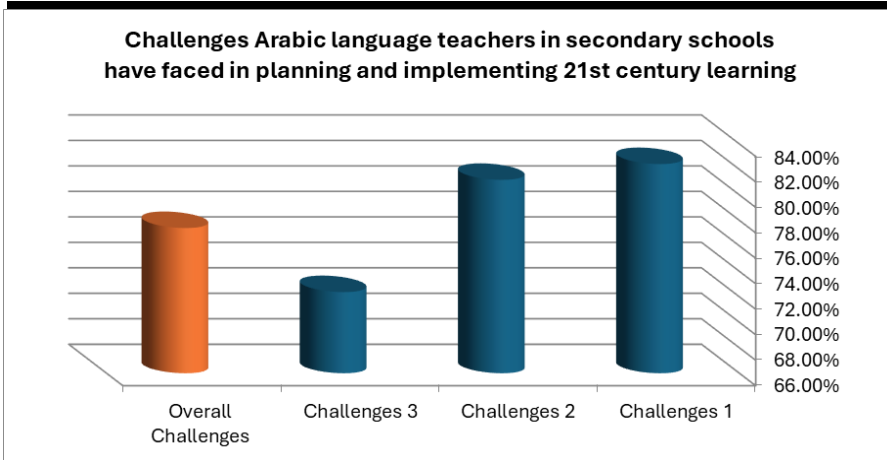


Figure (1) Percentages of Challenges Arabic language teachers

It is clear from the table the order of the Challenges Arabic language teachers in secondary schools have faced in planning and implementing 21st century learning (**Resources and facilities**) (the highest Challenges), followed by (**Time**), and finally (**knowledge and skills**).

The following is a detail of the Challenges Arabic language teachers in secondary schools have faced in planning and implementing 21st century learning from the point of view of teachers.

Table (8): Descriptive Statistics.

	strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. Deviation	Percentage%	Order	
	Freq	Freq	Freq	Freq	Freq					
- Resources and facilities						4.12	0.69	82.4%		Agree
1- The resources and facilities are inadequate.	1	5	2	19	11	3.89	1.06	77.9%	4	Agree
2- I need to gather a lot of resources.	1		2	18	17	4.32	0.81	86.3%	1	Strongly Agree
3- I get exhausted, when I have to prepare materials for numerous classes.	1		2	18	17	4.32	0.81	86.3%	2	Strongly Agree
4- The facilities offered are insufficient to facilitate the learning.	1	6	6	10	15	3.84	1.20	76.8%	5	Agree
5- I feel joyful and pleased with the abundance of digital resources assigned to me in teaching.	2	3	1	10	22	4.24	1.17	84.7%	3	Strongly Agree

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	strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. Deviation	Percentage%	Order	
Time						4.06	0.73	81.2%		Agree
1- The time allotted for teaching and learning sessions has been consumed by extracurricular activities and schoolwork.	1	3	7	18	9	3.82	0.98	76.3%	4	Agree
2- Group projects require more time.		1	2	14	21	4.45	0.72	88.9%	1	Strongly Agree
3- Time constraint and attending a course have effected teaching and learning process.	1	4	3	12	18	4.11	1.11	82.1%	2	Agree
4- A teaching and learning session with a set time limit.	1	4	4	19	10	3.87	1.02	77.4%	3	Agree
knowledge and skills						3.62	0.54	72.4%		Agree
1- A lack of comprehension of 21st-century learning.	2	6	11	14	5	3.37	1.08	67.4%	7	Agree
2- The inability to think of ways to combine subject-specific talents with 21st century learning.	1	6	10	16	5	3.47	1.01	69.5%	5	Agree
3- Using some skills in 21st century educational materials is challenging.	2	6	9	14	7	3.47	1.13	69.5%	6	Agree
4- Preparation is key when teaching to ensure that the activities can be finished on time.	3	4	6	13	12	3.71	1.25	74.2%	4	Agree
5- From my point of view, some educators are still unsure about how to teach for the 21st century.		2	9	15	12	3.97	0.88	79.5%	1	Agree
6- I feel that many Arabic language teachers are not ready to change their majors in light of the skills of the twenty-first century.	1	3	5	17	12	3.95	1.01	78.9%	2	Agree
7- Teachers dislike critical and creative thinking and get along easily with traditional teaching techniques.	6	6	6	12	8	3.26	1.39	65.3%	8	Agree
8- I see that teachers have a strong desire to practice twenty-first century skills.	1	4	9	14	10	3.74	1.06	74.7%	3	Agree
over all Challenges						3.87	0.51	77.4%		Agree

It is clear from the previous table that the level of agreement of the sample on the challenges according teachers of the Arabic language is high in its entirety and in detail. All dimensions and expressions have a high degree of agreement (agree = 4), except for 4 phrases (the second, the third and the fifth of the first dimension and the second phrase in the second dimension) that have agree strongly (5). The challenges are arranged in the table according to their being a challenge.

- **The second question: What are suggestions of improvement that Arabic language teachers at secondary schools should do in**

implementing 21st century learning from the point of view of Arabic language teachers?

In order to answer this question, data had been described and summarized through calculating the Frequency, Percentage, mean and the standard deviation as shown in table (9).

Table (9): Descriptive Statistics.

	Mean	Std. Deviation	Percentage%	Order	
Suggestions 1: Teaching Module, Resources and Facilities	4.50	0.46	90.06%	3	Strongly Agree
Suggestions 2: Professional development Courses	4.53	0.54	90.53%	2	Strongly Agree
Suggestions 3: Reduce Unrelated Tasks	4.61	0.57	92.28%	1	Strongly Agree
Overall	4.53	0.41	90.59%		Strongly Agree

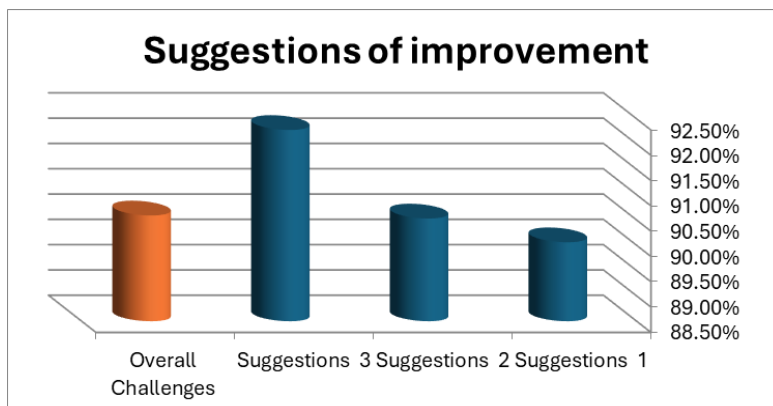


Figure (2) Percentages of Suggestions

It is clear from the table the order of the Suggestions of improvement that Arabic language teachers at secondary schools should do in implementing 21st century learning (**Reduce Unrelated Tasks**) (the highest Suggestions), followed by (**Professional Development Courses**), and finally (**Teaching Module, Resources and Facilities**).

The following is a detail of the Suggestions of improvement that Arabic language teachers at secondary schools should do in

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implementing 21st century learning from the point of view of teachers.

Table (10): Descriptive Statistics.

	strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. Deviation	Percentage %	Order	
	Freq	Freq	Freq	Freq	Freq					
Teaching Module, Resources and Facilities						4.50	0.46	90.1%		Strongly Agree
1- Offering teachers a module for teaching and learning Arabic in the context of the twenty-first century.	1	2	4	18	13	4.05	0.96	81.1%	9	Agree
2- I hope KPM would support all schools with regard to preparing for the 21st century classroom, whether in finance or new technology, and not just concentrate on specific institutions.			7	16	15	4.21	0.74	84.2%	8	Strongly Agree
3- Offering tools for engaging learning, such as a smart board.				12	26	4.68	0.47	93.7%	1	Strongly Agree
4- Assisting teachers by offering thorough teaching modules for each subject area that are connected to 21st century learning.			2	12	24	4.58	0.60	91.6%	6	Strongly Agree
5- Providing the necessary equipment and lodging.		2	3	10	23	4.42	0.86	88.4%	7	Strongly Agree
6- Requiring adaptable teaching tools				12	26	4.68	0.47	93.7%	2	Strongly Agree
7- Supplying a teaching kit			1	10	27	4.68	0.53	93.7%	3	Strongly Agree
8- Providing technical facilities.			1	12	25	4.63	0.54	92.6%	4	Strongly Agree
9- Improving both the standard and variety of facilities.		1	1	11	25	4.58	0.68	91.6%	5	Strongly Agree
Professional Development Cd						4.53	0.54	90.5%		Strongly Agree
1- Planning courses that focus on implementing 21st-century learning.			1	14	23	4.58	0.55	91.6%	1	Strongly Agree
2- Planning internal training constantly to assist struggling teachers.			3	13	22	4.50	0.65	90%	3	Strongly Agree
3- Informing educators more about 21st century learning.		1	2	12	23	4.50	0.73	90%	4	Strongly Agree
4- I see the need to move towards employing strategies that support the skills of the twenty-first century in teaching			2	14	22	4.53	0.60	90.5%	2	Strongly Agree
Reduce Unrelated Tasks						4.61	0.57	92.3%		Strongly Agree
1- Reducing the workload for teachers that is unrelated to their co-business.			2	8	28	4.68	0.57	93.7%	2	Strongly Agree
2- Reducing the quantity of school activities that have nothing to do with learning	1	1	2	8	26	4.50	0.92	90%	3	Strongly Agree
3- I see the need to move towards employing strategies that support the skills of the twenty-first century in teaching.		1	1	8	28	4.66	0.67	93.2%	1	Strongly Agree
Suggestions over all						4.53	0.41	90.6%		Strongly Agree

It is clear from the previous table that the level of approval of the sample on the suggestions is very high in total and in detail, as the three dimensions obtained a very high degree of approval (5), as well as all the sub- suggestions obtained a very high degree of approval except for the first suggestions in the first dimension that received a high degree of approval.

- **Are there any significant differences in teachers' views on challenges Arabic language teachers in secondary schools have faced in planning and implementing 21st century learning according to their backgrounds (gender- age - Degree) ?**

- **Gender**

In order to validate this hypothesis, data had been described and summarized through calculating the Means, standard deviation of the two groups; the male group and the female group , To show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in table (11):

Table (11) t-Value

	Group	N	Mean	Std. Deviation	t	df	Sig
Challenges 1	male	23	3.95	0.72	1.995	36	Non-Significant
	female	15	4.39	0.56			
Challenges 2	male	23	4.01	0.76	.501	36	Non-Significant
	female	15	4.13	0.69			
Challenges 3	male	23	3.64	0.58	.320	36	Non-Significant
	female	15	3.58	0.50			
Challenges overall	male	23	3.82	0.55	.775	36	Non-Significant
	female	15	3.95	0.44			

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	Group	N	Mean	Std. Deviation	t	df	Sig
Suggestions 1	male	23	4.52	0.41	.310	36	Non-Significant
	female	15	4.47	0.54			
Suggestions 2	male	23	4.66	0.43	2.031	36	Non-Significant
	female	15	4.32	0.62			
Suggestions 3	male	23	4.67	0.47	.697	36	Non-Significant
	female	15	4.53	0.71			
Suggestions Overall	male	23	4.58	0.33	1.030	36	Non-Significant
	female	15	4.45	0.50			Non-Significant

It is clear from table (11) that the calculated value of "t" is less than the tabulated value of "t" with 36 degrees of freedom and significant level "0.05". This reflects that the difference between the mean scores of the two groups doesn't reach the level of statistical significance.

The differences between males and females in their evaluation of challenges and suggestions are not significant: that is, the grades of both males and females are close and the differences between them are marginal.

Degree

In order to validate this hypothesis, data had been described and summarized through calculating the Means, standard deviation of the two groups; the Bachelor group and the Master group , To show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in table (12):

Table (12) t-Value

	Group	N	Mean	Std. Deviation	t	df	Sig
Challenges 1	Bachelor	32	4.12	0.74	0.047	36	Non-Significant
	Master	6	4.13	0.27			
Challenges 2	Bachelor	32	4.12	0.73	1.136	36	Non-Significant
	Master	6	3.75	0.71			
Challenges 3	Bachelor	32	3.63	0.57	0.375	36	Non-Significant
	Master	6	3.54	0.35			
Challenges overall	Bachelor	32	3.89	0.54	0.551	36	Non-Significant
	Master	6	3.76	0.28			
Suggestions 1	Bachelor	32	4.59	0.40	2.997	36	Sign 0.01
	Master	6	4.04	0.51			
Suggestions 2	Bachelor	32	4.59	0.50	1.852	36	Non-Significant
	Master	6	4.17	0.63			
Suggestions 3	Bachelor	32	4.69	0.42	1.890	36	Non-Significant
	Master	6	4.22	1.05			
Suggestions Overall	Bachelor	32	4.61	0.33	3.11	36	Non-Significant
	Master	6	4.10	0.52			Sign 0.01

It is clear from table (12) that the calculated value of "t" is less than the tabulated value of "t" with 36 degrees of freedom and significant level "0.05". This reflects that the difference between the mean scores of the two groups doesn't reach the level of statistical significance.

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The differences between males and females in their evaluation of challenges and suggestions are not significant: that is, the grades of both males and females are close and the differences between them are marginal.

As for the suggestions as a whole and the first dimension of the suggestions, the differences are significant at the level of 0.01 in favor of university qualification holders

• Does the degree of teacher evaluation differ according to age?

In order to validate this hypothesis, One way ANOVA was calculated for the difference between the two groups; as illustrated in table (13):

Table (13) One way ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Challenges 1: Resources and facilities	Between Groups	.330	2	.165	.335	Non-Significant
	Within Groups	17.233	35	.492		
	Total	17.563	37			
Challenges 2: Time	Between Groups	.752	2	.376	.695	Non-Significant
	Within Groups	18.927	35	.541		
	Total	19.679	37			
Challenges 3: knowledge and skills	Between Groups	1.554	2	.777	2.947	Non-Significant
	Within Groups	9.226	35	.264		
	Total	10.780	37			
Challenges overall	Between Groups	.378	2	.189	.730	Non-Significant
	Within Groups	9.063	35	.259		
	Total	9.441	37			
Suggestions 1: Teaching Module, Resources and Facilities	Between Groups	.222	2	.111	.516	Non-Significant
	Within Groups	7.525	35	.215		
	Total	7.747	37			
Suggestions 2: Professional Development Courses	Between Groups	.014	2	.007	.023	Non-Significant

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		Sum of Squares	Df	Mean Square	F	Sig.
	Within Groups	10.584	35	.302		
	Total	10.599	37			
Suggestions 3: Reduce Unrelated Tasks	Between Groups	.436	2	.218	.653	Non-Significant
	Within Groups	11.681	35	.334		
	Total	12.117	37			
Suggestions overall	Between Groups	.112	2	.056	.328	Non-Significant
	Within Groups	5.964	35	.170		
	Total	6.076	37			

It is clear from the table that there are no differences in the sample's grades of the challenges and suggestions due to the difference in age.

Recommendations

In the light of the results revealed by the study, the following recommendations could be suggested:

1. Conducted additional research on the state of addressing 21st-century skills and their requirements in Saudi Arabian higher education institutions, paying particular attention to other 21st-century skills components like "Life and Career Skills" due to their significant influence on undergraduates' future lives.

2- Educating professors and teachers through the delivery of top-notch programs to help them professionally use and apply 21st-century skills to help undergraduate and graduate students get ready for lifelong learning and future success.

3- Faculty members should focus on and emphasize the skills they rate their practice for at a low level, such as those linked to the ICT domain, as a result of the study's findings, which will serve as an eye-opener.

Suggestions for Further Research

1. The researcher proposed conducting additional study in other departments at the University of Baha and other academic institutions in Saudi Arabia while taking into account fresh factors like years of experience and credentials.

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2. The researcher proposed conducting additional research at the University of Baha's language institute with a focus on other 21st-century skills, such as those related to life and work, such as adaptability and flexibility, initiative and self-direction, social and cross-cultural competence, productivity, and accountability.

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