

# artikel 3

by dodi mulyadi

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## General metrics

**23,688**

characters

**3,398**

words

**159**

sentences

**13 min 35 sec**reading  
time**26 min 8 sec**speaking  
time

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## Score



This text scores better than 71%  
of all texts checked by Grammarly

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## Writing Issues

**189**

Issues left

**73**

Critical

**116**Advanced



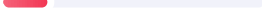
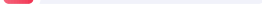















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## Plagiarism

This text hasn't been checked for plagiarism


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## Writing Issues

<b>98</b>	<b>Correctness</b>	
20	Misspelled words	
3	Incomplete sentences	
6	Improper formatting	
4	Unknown words	
3	Incorrect verb forms	
8	Comma misuse within clauses	
4	Wrong or missing prepositions	
2	Faulty subject-verb agreement	
5	Misplaced words or phrases	
1	Closing punctuation	
20	Determiner use (a/an/the/this, etc.)	
13	Punctuation in compound/complex sentences	
4	Misuse of semicolons, quotation marks, etc.	
3	Incorrect noun number	
1	Redundant words	
1	Confused words	
<b>30</b>	<b>Engagement</b>	
30	Word choice	
<b>59</b>	<b>Clarity</b>	
35	Passive voice misuse	
8	Hard-to-read text	
13	Wordy sentences	
2	Intricate text	

1 Word choice 

2 **Delivery**

2 Inappropriate colloquialisms 

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## Unique Words

21%

Measures vocabulary diversity by calculating the percentage of words used only once in your document

unique words

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## Rare Words

39%

Measures depth of vocabulary by identifying words that are not among the 5,000 most common English words.

rare words

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## Word Length

5

Measures average word length

characters per word

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## Sentence Length

21.4

Measures average sentence length

words per sentence

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# artikel 3

Preparing 21st Century Teachers: Implementation of 4C character's pre service<sup>1</sup> teacher through Teaching Practice (Case Study)

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Abstract..<sup>2</sup> The implementation of education in the 21st century has a different direction compared to the previous century. Education in the 21st century is expected<sup>3</sup> to produce outcomes for students who are ready to enter the post-industrial era (industrial revolution 4.0). The direction of education<sup>4</sup> in the 21st century is no longer holding education aimed at preparing people in a simple, static / linear<sup>5</sup>, and predictable world. The characteristics and demands of the 21st century above produce four learning characters of 21st<sup>6</sup> century, namely: (1). Critical Thinking and Problem Solving<sup>7</sup>; (2) Creativity and Innovation; (3)

Communication; (4) Collaboration. For this reason, pre-service and in-service teachers are expected<sup>8</sup> to be able to create learning with HOTS (High Order Thinking Skills) outputs. the topic<sup>9</sup> of this research is how to prepare 21st century<sup>10</sup> teachers in terms of the 4C characters, especially for pre-service teachers.

## Introduction

The success of education is a future-oriented activity. National Education of 21st century aims to realize the ideals of the nation, which is the people of Indonesia who are prosperous and happy with a respectable and equal position with other nations<sup>11</sup> in the global world through the formation of a society consisting of qualified human resources; namely individuals who are independent,<sup>12</sup> have a will,<sup>13</sup> and are capable to realize the ideals of the nation<sup>14</sup> (BSNP, 2010).<sup>15</sup> The implementation of education in the 21st century has a different direction compared to the previous century. Education in the 21st century is expected<sup>16</sup> to produce outcomes for students who are ready to enter the post-industrial era (industrial revolution 4.0). The direction of education<sup>17</sup> in the 21st century is no longer holding education aimed at preparing people in a simple, static / linear,<sup>18</sup> and predictable world. The direction<sup>19</sup> of education in the 21st century or commonly referred to the knowledge era has the purpose of education, namely; 1) preparing people in the dynamic and unpredictable world, 2) fostering creative behavior, 3) giving freedom for unique individual

intelligence, and 4) producing innovators. For this reason<sup>21</sup>, one of the directions of the Sustainable Development Goals in Indonesia is the development of human resources through the improvement of quality education. One indicator of quality education in 2030 is to significantly increase the supply of qualified teachers<sup>22</sup>. However, according to Alisjahbana (2017), this indicator is still far from the target. According to BPS data (2016), the percentage of teachers with bachelor (S1) qualifications is in the good<sup>23,24</sup> category. Figure 1 shows the availability of teachers in Indonesia in<sup>25</sup> each level.

Figure 1. Percentage of teachers with bachelor (S1) qualifications in Indonesia (Source: Publikasi Statistik Sekolah SD, SMP, SMA dan SMK 2011/2012-2015/2016, Kemendikbud (BPS, 2016)).

To prepare the students to face the 21st century<sup>26</sup>, there is a need for teachers who can inspire the learning process. The 21st century<sup>27</sup> generation has the

characteristics of multitasking, multimedia, and online info searching. To<sup>28</sup> create the generation of the 21st century above,<sup>29</sup> it requires a number of skills<sup>30</sup> that must be possessed by pre-service and in-service teachers. Pre-service and in-service teachers must have digital skills (know and master the digital world), Agile thinking abilities (be able to think multiple scenarios), interpersonal and communication skills (possess communication skills to argue), global skills (possess skills including foreign language skills, ability to adapt with foreigners who have different cultures, and have sensitivity to cultural values).<sup>32</sup> The characteristics and demands of the 21st century above produce four learning characters of 21st<sup>33</sup> century, namely: (1). Critical Thinking and Problem Solving<sup>34</sup>; (2) Creativity and Innovation; (3) Communication; (4) Collaboration. For this reason, pre-service and in-service teachers are<sup>35</sup> expected to be able to create learning with HOTS (High Order Thinking Skills) outputs.

According to the Government Regulation Number 74 of 2008 concerning teachers, it requires teachers to have academic qualifications, competencies, and educator certificates. Certificates are obtained<sup>36</sup> after the teacher has taken the Teacher Professional Program (PPG). This teacher professional<sup>37</sup> education was taken<sup>38</sup> for one year after the teachers completed their bachelor<sup>39</sup> degree (S-1) studies. After PPG was initiated<sup>40</sup> as a requirement for teaching, currently, the Education Internship substitutes the term of Field Practice (PPL) in the LPTK. It is changed because the field practice (PPL) will be obtained<sup>41</sup> in PPG. Curriculum policies at the LPTK based on Government Regulation No. 12 of 2012 concerning Higher Education in 2014 also had an impact on the curriculum of education<sup>42</sup> study program in Semarang which<sup>43</sup> result<sup>44</sup> the implementation of the education internship program in 2014.

Education Internship is in the form of practical academic activities which include learning by doing in order to form knowledge, skills and attitudes. The Education Internship provides an earlier exposure to build the identity of prospective educators, establishes educational academic competencies and fields of study, strengthens the initial ability of prospective teacher, and fosters the pedagogical skills in developing the area of expertise of prospective educators. Education Internship is also a practical academic activity that focuses more on managerial and learning in schools. Education internship aims to prepare independent candidates who are able to solve problems and can make decisions wisely so that they have pedagogic, professional, social and personality competencies mandated by Constitution. Another goal of implementing the education internship program is to equip prospective teachers to understand the process of implementing full education at school. Education internship is also in the form of learning by doing in order to prepare the initial ability of prospective educators by carrying out the learning process in a particular field with inherent guidance of model teachers and supervisors, the assistance tasks for students, and extracurricular activities.

Therefore, the topic of this research is how to prepare 21st century teachers in terms of the 4C characters, especially for pre-service teachers.

## Research Method

This research is a qualitative research with case study design. To achieve the above objectives, this research is carried out with qualitative approach with case study design. Information is collected by: (1) documentation, (2) interview, and (3) observation. Determination of information sources started from key



informants and continued with other informants in snowball<sup>68</sup>. Collected data were analyzed by<sup>69</sup>: (1) data reduction, (2) data presentation, and (3) conclusion. The subjects in this study were 32 pre-service teachers. The subjects are taken<sup>70,71</sup> are<sup>73</sup> students of the Faculty of Mathematics Education Teaching and Education Universitas Muhammadiyah Semarang as a participant of teaching practice. The variables in this study are critical thinking skills and problem solving, creativity, communication and<sup>74</sup> collaboration of pre-service teachers Educational Activities.

The variable indicator of Teaching critical thinking skills and problems solving skills<sup>75</sup> are IDEALS (Identify the problem, Define the context, enumerate the choices, analyze options, list reasons explicitly and self correct<sup>76</sup>) adapted form Facione ( 2007)

The variable indicator of creativity are 1)Think Creatively and 2)Work Creatively with Others that was adapted form Piirto (2011)

The variable indicator<sup>77</sup> of communication in teaching are 1) clarifying the purpose or intention of a message in relation to audience, context or culture<sup>78</sup>, 2) considering perspectives, emotions and experiences when seeking shared understandings<sup>79</sup>, 3) decoding and interpreting ideas or information shared through verbal or non-verbal formats, 4) expressing ideas or concepts using appropriate language, conventions or protocols, and 5) demonstrating respect and responsibility when communicating with others that was adapted from<sup>80</sup> Albertas Government<sup>81 82</sup> .

The variable indicator of collaboration are 1) sharing responsibilities and supporting others to achieve a common goal, 2) demonstrating sensitivity to diverse cultures, audiences or contexts when working with others, 3) exhibiting reciprocity and trustwhen<sup>83</sup> sharing ideas or roles, 4) valuing flexibility,

compromise and the contributions of others to nurture positive working relationships that was adapted from Albertas Government .

The instruments used in this study were CoRe, questionnaires, open ended interview sheet, (Bertram , (2014), Williams (2012), Shulman, 1987 and 1985)

The first data gathering technique used documentation method. This documentation method used an instrument in the form of a Content sheet of Representation (CoRe). This stage is called CoRe preparation task design. First, pre-service chemistry teachers were invited to write individual Co- Re specific themes. They were asked to work independently and not to discuss their plans with each other. After the pre-service teachers make CoRe, then they were asked to teach by using CoRe. Observation techniques were used in this stage.

The second data gathering technique used semi- structured techniques interview. The informant were prospective chemistry teacher education students and in service teacher as a role models. The interviewer asked structured questions related to 4C variable. Then, deeper questions were given one by one to get more information. This interview is based on an unlimited (unbound) question of the answer. The interviews took place pada rentang terlaksananya kegiatan magang

During the interviews, pre-service and in-service chemistry teachers were encouraged to talk about 4C variable. The duration of the interviews varied from 25 to 50 minutes depending on how much time student-teachers wanted to have. For this stage, in addition to teacher informants, data from students were also gathered. The researcher acted as the main instrument in this study by using the analytical guide to accommodate the research data.

## Result and Discussion

High, medium <sup>115</sup> and low criteria were used in the 0-1 range to see the characteristics of critical thinking and problem solving, creative and innovative characters, communication, and collaboration on learning conducted by pre-service teachers during educational internship activities. The following are the results of research on 4C implications in learning activities <sup>116</sup> conducted by pre-services <sup>117</sup> teachers.

### Critical Thinking and Problem Solving

According to Snyder and Snyder (2008), to produce <sup>118</sup> critical thinking skills, students then requires training, practice, and patience. For this reason, pre-service teachers must also implement these skills <sup>119</sup> starting from the preparation stage to the learning evaluation stage. In this study, the assessment of critical thinking skills of pre-service teachers <sup>120</sup> is assessed through the preparation stage (lesson plans and CoRe documents) and the implementation of learning observed by model teachers, students <sup>121</sup> and researchers. The performance of teaching critical thinking of pre-service teachers can <sup>122</sup> be seen in Figures 3.1 and 3.2.

Figure 3.1 Performance of teaching critical thinking skills of pre-service teachers (in terms of CoRe and lesson plans documents).

Figure 3.2 Performance of teaching critical thinking skills of pre-service teachers (in terms of the implementation of learning).<sup>123</sup>

From the data above, it can be seen<sup>124</sup> that teaching critical thinking skills carried out by pre-service teachers during teaching practice are<sup>125</sup> still in the medium category (indicators of the Identify the problem and Define the context). Meanwhile, the other indicators<sup>126</sup> are still in the low category.

Creativity and Innovative

The readiness of educating in the 21st century on the second indicator measured in this study is Creativity and Innovative. The variable indicators<sup>127</sup> of

creativity are 1) Think Creatively <sup>128</sup> and 2) Work Creatively with Others that was <sup>129</sup> adapted from Piirto (2011). The data of Think creatively is assessed based on CoRe and lesson planse <sup>130</sup> made by pre-service teachers. Meanwhile, the Work Creatively indicator is assessed <sup>131,132</sup> through the student <sup>133</sup> performance during an internship activity. The following are the creative and innovative performance data of pre-service teachers during the education internship activities.

Figure 3.3. Performance of Creativity and Innovative of pre-service teachers.

From the data above, indicators of Think creatively have sub indicators <sup>134</sup> 1.) Use a wide range of idea creation techniques (such as brainstorming), 2.) Create new and temporary ideas (both incremental and radical concepts) and 3.) Elaborate, refine, analyze and <sup>135</sup> evaluate their own ideas <sup>136</sup> in order to <sup>137</sup> improve and maximize <sup>138</sup> creative efforts. Meanwhile, the indicators of Work creatively with others have

<sup>139</sup>  
sub indicators; 4.) Develop, implement, and communicate new ideas to others effectively, 5.) be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work, 6.) Demonstrate originality and inventiveness in working and understand the world limits to adopting new ideas, 7.) View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

The following are research data for each indicator.

Figure 3.4 indicator performance of think<sup>140</sup> creatively of pre-service teachers.

Figure 3.5 indicator performance of work creatively with other <sup>141</sup> of pre-service teachers.

### Communication

The skills of <sup>142</sup> 21st century that teachers must also have are communication. Communication skills include sharing ideas through oral, written <sup>143</sup> or non-verbal media. Indicator of communication skills <sup>144</sup> is measured from the implementation of classroom learning and scientific articles that are the product of the output of education internship activities. <sup>145</sup> Indicators on this skill include 1) clarifying the purpose or intention of a message in relation to audience, context or culture, 2) considering perspectives, emotions and <sup>147</sup> experiences when seeking shared understanding, 3) decoding and interpreting ideas or verbal or non-shared information -verbal formats, 4) expressing ideas or concepts using appropriate language, conventions or protocols, and 5) demonstrating respect and responsibility when communicating with others following data on <sup>149</sup> communication skills of prospective teacher students.

Figure 3.6 Performance of communication skills of pre-service. <sup>150</sup>

## Collaboration

Another skill that must be possessed and applied by pre-service and in-service teachers in the learning process is the skill of collaboration.<sup>151</sup> Indicators of collaboration skills that are measured<sup>152</sup> in this research are 1) sharing responsibilities and supporting others to achieve a common goal, 2) demonstrating sensitivity to diverse cultures, audiences or contexts when working with others, 3) reciprocity and trust exhibiting sharing ideas or roles, 4) valuing accessibility, compromise and the contribution of others to nurture positive working relationships.<sup>153</sup> Data on the collaboration<sup>154</sup> skill performance can be seen<sup>155</sup> in figure 3.7.



### Figure 3.7 Performance of collaboration skills of pre-service teachers.<sup>156</sup>

Discussion.

Education is basically<sup>157</sup> the process of preparing students to have the readiness to face a better future, to have independence, and to be prepared to face various problems. The success of education cannot be separated<sup>158</sup> from learning activities carried out by educators both<sup>159</sup> teachers and lecturers.

The teacher is a professional position that provides expert services and demands adequate academic and pedagogical abilities. Teachers as professional positions must be prepared<sup>160</sup> through a relatively long education program and<sup>161</sup> it is designed based on teacher competency standards. Based on the results of this study, it can be seen<sup>162</sup> that Indonesia still has many new tasks to complete to face the 21st era, especially in the field of education. Based on the case studies that have been conducted<sup>163</sup>, the skills of prospective teachers that need to be improved are critical thinking and creativity skills. The four 21st century learning characters are<sup>164</sup>: (1) Critical Thinking and Problem Solving; (2) Creativity and Innovation; (3) Communication; (4) Collaboration. Here are suggestions that can be given<sup>165</sup> to educators. These tips are used<sup>166</sup> to help students and educators in Indonesia. They are ready to face the 21st century.

Implementation of 4C skills through educational internship activities

Critical Thinking and Problem Solving

One of the factors causing the low performance of critical thinking skills of pre-service teachers is the curriculum that they have experienced is score-oriented. As a result, pre-service teachers become individuals who are not accustomed<sup>167</sup> to developing the ability to ask questions. This<sup>168</sup> is consistent with various studies conducted by ((Ladsmann & Gorski, 2007; Sandholtz, Ogawa, & Scribner, 2004 and Wong, 2007). According to the results of Snyder's research (2008), the main obstacle why an educator cannot bring the character of critical thinking learning well during the teaching and learning process are<sup>169</sup>: (1) lack of training, (2) lack of information, (3) preconceptions, and (4) time. One of the improvements that can be done<sup>170</sup> so that students can demonstrate good<sup>171</sup> critical thinking skills in teaching is to always carry out learning<sup>172</sup> using the scientific approach. Just as students learn the process of the scientific method, they must also learn the process of critical thinking, because the scientific approach of educators and students will systematically think analytically, openly and dare to express ideas / concepts<sup>173</sup> based on the knowledge they learned.

#### Creativity and Innovation.

These characters encourage the formation of the character<sup>174</sup> of students to have the ability to develop, implement, and provide new ideas to others, as well as being open and responsive to different new perspectives. Sternberg (2006) writes that creativity is the key to discoveries. To be able to improve the creative thinking skills of learners, the connection between learning styles and the conditions of geography and culture that exist around the students is needed. That means<sup>175</sup>, learners are not only asked<sup>176</sup> to just solve the problems in order to<sup>177</sup> get good grades. However, to enhance these skills, work product associated with teaching materials and the environment they live is require<sup>178</sup>.

## Communication

Communication skills require educators to understand, manage <sup>179</sup> and create effective communication in various forms and contents in speaking, writing, and multimedia. Educators <sup>180</sup> are given the opportunity <sup>181</sup> to use their ability to express their ideas both when having <sup>182</sup> discussion with their friends and when conducting teaching and learning activities in the classroom. Based on the results of the study, this skill <sup>183</sup> is considered to be good. However, based on the research conducted by Astuti (2018), in-service teachers have low communication skills in the field of writing. To differentiate the quality of in-service teachers, the pre-service teachers need to improve their written communication skills through articles. One of the outputs of UNIMUS's education internship activities is scientific articles. Since 2013, pre-service teachers have conducted scientific publications for collaborative research articles with model teachers and supervisors.

## Collaboration

The collaboration provides an overview where learners demonstrate their abilities in teamwork and leadership, adapt in various roles and responsibilities, work productively with others, place empathy in place, and respect for different perspectives. <sup>184</sup> To grow this character, the learners must be <sup>185</sup> accustomed to work <sup>186</sup> in teams.

## Conclusion

New standards for what students should be able to do are replacing the <sup>187</sup> basic skill competencies and knowledge expectations of the past. To meet this

challenge that all learners need educational experiences in school and beyond, must be transformed in ways that will enable students to acquire the creative thinking, flexible problem solving, collaboration and innovative skills they will need to be successful in work and life.<sup>188</sup>

#### ACKNOWLEDGMENT

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1.	<del>pre-service</del> → pre-service	Misspelled Words	Correctness
2.	<del>Abstract.</del> → Abstract., Abstract...	Closing Punctuation	Correctness
3.	is expected	Passive Voice Misuse	Clarity
4.	<del>education</del> → knowledge	Word Choice	Engagement
5.	<del>static / linear</del> → static/linear	Improper Formatting	Correctness
6.	the 21st	Determiner Use (a/an/the/this, etc.)	Correctness
7.	<del>Problem Solving</del> → Problem-Solving	Misspelled Words	Correctness
8.	are expected	Passive Voice Misuse	Clarity
9.	<del>the topic</del> → The topic	Improper Formatting	Correctness
10.	<del>21st century</del> → 21st-century	Misspelled Words	Correctness
11.	<del>nations</del> → countries	Word Choice	Engagement
12.	namely,	Comma Misuse within Clauses	Correctness
13.	independent individuals	Wordy Sentences	Clarity
14.	will,	Comma Misuse within Clauses	Correctness
15.	<del>to realize</del> → of realizing	Wrong or Missing Prepositions	Correctness
16.	<i>National Education of 21st century aims to realize the ideals of the nation, which is the people of Indonesia who are prosperous and happy with a respectable and equal position with other nations in the global world through the formation of a society consisting of qualified human resources; namely ...</i>	Hard-to-read text	Clarity
17.	is expected	Passive Voice Misuse	Clarity

18.	<del>education</del> → knowledge	Word Choice	Engagement
19.	<del>static / linear</del> → static/linear	Improper Formatting	Correctness
20.	<del>direction</del> → course	Word Choice	Engagement
21.	↑ For this reason	Intricate Text	Clarity
22.	to increase the supply of qualified teachers significantly	Inappropriate Colloquialisms	Delivery
23.	<del>the good</del> → a good	Determiner Use (a/an/the/this, etc.)	Correctness
24.	<del>good</del> → excellent	Word Choice	Engagement
25.	<del>in</del> → at	Wrong or Missing Prepositions	Correctness
26.	<i>To prepare the students to face the 21st century</i>	Misplaced Words or Phrases	Correctness
27.	<del>21st century</del> → 21st-century	Misspelled Words	Correctness
28.	<del>generation</del> → age, production	Word Choice	Engagement
29.	<i>To create the generation of the 21st century above</i>	Misplaced Words or Phrases	Correctness
30.	<del>a number of</del> → several, some, many	Wordy Sentences	Clarity
31.	<del>must have</del> → must-have	Misspelled Words	Correctness
32.	<i>Pre-service and in-service teachers must have digital skills (know and master the digital world), Agile thinking abilities (be able to think multiple scenarios), interpersonal and communication skills (possess communication skills to argue), global skills (possess skills including foreign language ...</i>	Hard-to-read text	Clarity
33.	the 21st	Determiner Use	Correctness



		(a/an/the/this, etc.)	
34.	<del>Problem Solving</del> → Problem-Solving	Misspelled Words	Correctness
35.	<i>are expected</i>	Passive Voice Misuse	Clarity
36.	<i>are obtained</i>	Passive Voice Misuse	Clarity
37.	professional teacher	Misplaced Words or Phrases	Correctness
38.	<del>taken</del> → made, born, chosen	Word Choice	Engagement
39.	<del>bachelor</del> → bachelor's	Incorrect Noun Number	Correctness
40.	<i>was initiated</i>	Passive Voice Misuse	Clarity
41.	<i>be obtained</i>	Passive Voice Misuse	Clarity
42.	the education, or an education	Determiner Use (a/an/the/this, etc.)	Correctness
43.	, which	Punctuation in Compound/Complex Sentences	Correctness
44.	result in, or result from	Wrong or Missing Prepositions	Correctness
45.	, which	Punctuation in Compound/Complex Sentences	Correctness
46.	<del>in order to</del> → to	Wordy Sentences	Clarity
47.	, and	Comma Misuse within Clauses	Correctness
48.	educational,	Comma Misuse within Clauses	Correctness
49.	the prospective	Determiner Use (a/an/the/this, etc.)	Correctness

50.	<del>teacher</del> → teachers	Incorrect Noun Number	Correctness
51.	<i>The Education Internship provides an earlier exposure to build the identity of prospective educators, establishes educational academic competencies and fields of study, strengthens the initial ability of prospective teacher, and fosters the pedagogical skills in developing the area of expertise of ...</i>	Hard-to-read text	Clarity
52.	<del>are able to</del> → can	Wordy Sentences	Clarity
53.	<del>pedagogic</del> → academic, educational, scholastic	Word Choice	Clarity
54.	, and	Punctuation in Compound/Complex Sentences	Correctness
55.	<del>implementing</del> → achieving	Word Choice	Engagement
56.	<del>in order to</del> → to	Wordy Sentences	Clarity
57.	the inherent	Determiner Use (a/an/the/this, etc.)	Correctness
58.	<del>21st century</del> → 21st-century	Misspelled Words	Correctness
59.	<i>Therefore, the topic of this research is how to prepare 21st century teachers in terms of the 4C characters, especially for pre-service teachers.</i>	Wordy Sentences	Clarity
60.	<del>a</del> qualitative	Determiner Use (a/an/the/this, etc.)	Correctness
61.	<i>To achieve the above objectives</i>	Misplaced Words or Phrases	Correctness
62.	<i>is carried</i>	Passive Voice Misuse	Clarity
63.	a qualitative	Determiner Use (a/an/the/this, etc.)	Correctness

64.	a case	Determiner Use (a/an/the/this, etc.)	Correctness
65.	by:	Misuse of Semicolons, Quotation Marks, etc.	Correctness
66.	<del>Determination</del> → The determination	Determiner Use (a/an/the/this, etc.)	Correctness
67.	key → critical, crucial	Word Choice	Engagement
68.	the snowball, or a snowball	Determiner Use (a/an/the/this, etc.)	Correctness
69.	by:	Misuse of Semicolons, Quotation Marks, etc.	Correctness
70.	<del>The subjects</del> → The subjects	Improper Formatting	Correctness
71.	<del>subjects</del> → issues, items, questions, topics	Word Choice	Engagement
72.	are taken	Passive Voice Misuse	Clarity
73.	are	Redundant Words	Correctness
74.	, and	Punctuation in Compound/Complex Sentences	Correctness
75.	skills → abilities	Word Choice	Engagement
76.	<del>self-correct</del> → self-correct	Misspelled Words	Correctness
77.	indicator → symbol, sign, index	Word Choice	Engagement
78.	<del>in relation to</del> → about, to, with, concerning	Wordy Sentences	Clarity
79.	, and	Comma Misuse within Clauses	Correctness

80.	<i>was adapted</i>	Passive Voice Misuse	Clarity
81.	<del>Government</del> → Government	Misspelled Words	Correctness
82.	<i>The variable indicator of communication in teaching are 1) clarifying the purpose or intention of a message in relation to audience, context or culture, 2) considering perspectives, emotions and experiences when seeking shared understandings, 3) decoding and interpreting ideas or information shared...</i>	Hard-to-read text	Clarity
83.	<del>trustwhen</del> → trust when	Misspelled Words	Correctness
84.	<i>was adapted</i>	Passive Voice Misuse	Clarity
85.	<del>Government</del> → Government	Misspelled Words	Correctness
86.	<i>The variable indicator of collaboration are 1) sharing responsibilities and supporting others to achieve a common goal, 2) demonstrating sensitivity to diverse cultures, audiences or contexts when working with others, 3) exhibiting reciprocity and trustwhen sharing ideas or roles, 4) valuing [exibi...</i>	Hard-to-read text	Clarity
87.	<del>questionares</del> → questionnaires	Misspelled Words	Correctness
88.	<del>open-ended</del> → open-ended	Misspelled Words	Correctness
89.	<del>Bertram</del> ,	Improper Formatting	Correctness
90.	<del>data-gathering</del> → data-gathering	Misspelled Words	Correctness
91.	the documentation	Determiner Use (a/an/the/this, etc.)	Correctness
92.	the CoRe	Determiner Use (a/an/the/this, etc.)	Correctness

93.	<i>were invited</i>	Passive Voice Misuse	Clarity
94.	<i>were used</i>	Passive Voice Misuse	Clarity
95.	<del>data-gathering</del> → data-gathering	Misspelled Words	Correctness
96.	<del>semi-structure</del> → semi-structured	Misspelled Words	Correctness
97.	<del>were</del> → was	Faulty Subject-Verb Agreement	Correctness
98.	<del>in-service</del> → in-service	Misspelled Words	Correctness
99.	<del>teacher</del> → teachers	Incorrect Noun Number	Correctness
100.	<del>a role models</del> → a role model, role models	Determiner Use (a/an/the/this, etc.)	Correctness
101.	<del>the 4C</del>	Determiner Use (a/an/the/this, etc.)	Correctness
102.	<del>deeper</del> → more profound	Word Choice	Engagement
103.	<del>questions</del> → issues	Word Choice	Engagement
104.	<i>is based</i>	Passive Voice Misuse	Clarity
105.	<del>question</del> → issue, subject, item, problem	Word Choice	Engagement
106.	<del>interviews</del> → meetings, discussions	Word Choice	Engagement
107.	<i>rentang</i>	Unknown Words	Correctness
108.	<i>terlaksananya</i>	Unknown Words	Correctness
109.	<i>kegiatan</i>	Unknown Words	Correctness
110.	<i>magang</i>	Unknown Words	Correctness
111.	<del>interviews</del> → meetings, discussions	Word Choice	Engagement
112.	<del>the 4C</del>	Determiner Use	Correctness

		(a/an/the/this, etc.)	
113.	<del>interviews</del> → meetings	Word Choice	Engagement
114.	, depending	Punctuation in Compound/Complex Sentences	Correctness
115.	, and	Punctuation in Compound/Complex Sentences	Correctness
116.	<del>conducted</del> → undertaken	Word Choice	Engagement
117.	<del>pre-services</del> → pre-service	Confused Words	Correctness
118.	<del>critical</del> → essential	Word Choice	Engagement
119.	, starting	Punctuation in Compound/Complex Sentences	Correctness
120.	is assessed	Passive Voice Misuse	Clarity
121.	, and	Comma Misuse within Clauses	Correctness
122.	be seen	Passive Voice Misuse	Clarity
123.	<i>Figure 3.2 Performance of teaching critical thinking skills of pre-service teachers (in terms of the implementation of learning).</i>	Incomplete Sentences	Correctness
124.	be seen	Passive Voice Misuse	Clarity
125.	<del>are</del> → is	Faulty Subject-Verb Agreement	Correctness
126.	<del>indicators</del> → signs, symbols	Word Choice	Engagement
127.	<del>indicators</del> → symbols, signs	Word Choice	Engagement

128.	, and	Punctuation in Compound/Complex Sentences	Correctness
129.	<i>was adapted</i>	Passive Voice Misuse	Clarity
130.	<del>plance</del> → plans	Misspelled Words	Correctness
131.	<i>is assessed</i>	Passive Voice Misuse	Clarity
132.	<del>assessed</del> → determined	Word Choice	Engagement
133.	<del>the</del> student	Determiner Use (a/an/the/this, etc.)	Correctness
134.	<del>sub-indicators</del> → sub-indicators	Misspelled Words	Correctness
135.	, and	Punctuation in Compound/Complex Sentences	Correctness
136.	<del>own</del>	Wordy Sentences	Clarity
137.	<del>ideas</del> → thoughts	Word Choice	Engagement
138.	<del>in order to</del> → to	Wordy Sentences	Clarity
139.	<del>sub-indicators</del> → sub-indicators	Misspelled Words	Correctness
140.	<del>think</del> → thinking	Incorrect Verb Forms	Correctness
141.	<del>of</del>	Wrong or Missing Prepositions	Correctness
142.	the 21st	Determiner Use (a/an/the/this, etc.)	Correctness
143.	, or	Punctuation in Compound/Complex Sentences	Correctness
144.	<i>is measured</i>	Passive Voice Misuse	Clarity

145.	<del>Indicators</del> → Signs, Symbols	Word Choice	Engagement
146.	<del>in relation to</del> → about, to, with, concerning	Wordy Sentences	Clarity
147.	, and	Comma Misuse within Clauses	Correctness
148.	<del>verbal</del> → oral	Word Choice	Engagement
149.	<i>Indicators on this skill include 1) clarifying the purpose or intention of a message in relation to audience, context or culture, 2) considering perspectives, emotions and experiences when seeking shared understanding, 3) decoding and interpreting ideas or verbal or non-shared information -verbal f...</i>	Hard-to-read text	Clarity
150.	<i>Figure 3.6 Performance of communication skills of pre-service.</i>	Incomplete Sentences	Correctness
151.	<del>collaboration</del> → cooperation	Word Choice	Engagement
152.	<i>are measured</i>	Passive Voice Misuse	Clarity
153.	<i>Indicators of collaboration skills that are measured in this research are 1) sharing responsibilities and supporting others to achieve a common goal, 2) demonstrating sensitivity to diverse cultures, audiences or contexts when working with others, 3) reciprocity and trust exhibiting sharing ideas o...</i>	Hard-to-read text	Clarity
154.	<del>the</del> collaboration	Determiner Use (a/an/the/this, etc.)	Correctness
155.	<i>be seen</i>	Passive Voice Misuse	Clarity
156.	<i>Figure 3.7 Performance of collaboration skills of pre-service teachers.</i>	Incomplete Sentences	Correctness
157.	<del>basically</del>	Wordy Sentences	Clarity



158.	<i>be separated</i>	Passive Voice Misuse	Clarity
159.	, both	Punctuation in Compound/Complex Sentences	Correctness
160.	<i>be prepared</i>	Passive Voice Misuse	Clarity
161.	, and	Punctuation in Compound/Complex Sentences	Correctness
162.	<i>be seen</i>	Passive Voice Misuse	Clarity
163.	<i>been conducted</i>	Passive Voice Misuse	Clarity
164.	are:	Misuse of Semicolons, Quotation Marks, etc.	Correctness
165.	<i>be given</i>	Passive Voice Misuse	Clarity
166.	<i>are used</i>	Passive Voice Misuse	Clarity
167.	<i>are not accustomed</i>	Passive Voice Misuse	Clarity
168.	<i>This</i>	Intricate Text	Clarity
169.	are:	Misuse of Semicolons, Quotation Marks, etc.	Correctness
170.	<i>be done</i>	Passive Voice Misuse	Clarity
171.	good → excellent	Word Choice	Engagement
172.	always to carry out learning	Inappropriate Colloquialisms	Delivery
173.	ideas / concepts → ideas/concepts	Improper Formatting	Correctness
174.	character → nature, role	Word Choice	Engagement
175.	means,	Comma Misuse within	Correctness

		Clauses	
176.	<i>are not only asked</i>	Passive Voice Misuse	Clarity
177.	<del>in order to</del> → to	Wordy Sentences	Clarity
178.	<del>is require</del> → is required	Incorrect Verb Forms	Correctness
179.	, and	Punctuation in Compound/Complex Sentences	Correctness
180.	<i>are given</i>	Passive Voice Misuse	Clarity
181.	<del>given the opportunity</del> → allowed	Wordy Sentences	Clarity
182.	a discussion	Determiner Use (a/an/the/this, etc.)	Correctness
183.	<i>is considered</i>	Passive Voice Misuse	Clarity
184.	<i>To grow this character</i>	Misplaced Words or Phrases	Correctness
185.	<i>be accustomed</i>	Passive Voice Misuse	Clarity
186.	<del>work</del> → working	Incorrect Verb Forms	Correctness
187.	<del>basic</del> → essential, necessary	Word Choice	Engagement
188.	<i>To meet this challenge that all learners need educational experiences in school and beyond, must be transformed in ways that will enable students to acquire the creative thinking, flexible problem solving, collaboration and innovative skills they will need to be successful in work and life.</i>	Hard-to-read text	Clarity
189.	<i>was produced</i>	Passive Voice Misuse	Clarity