

THE IMPLEMENTATION OF 21ST CENTURY SKILLS AS THE NEW LEARNING PARADIGM TO THE RESULT OF STUDENT'S CAREER AND LIFE SKILLS

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Abstract

Teaching students to learn and to work well with 21st century skills is not only the domain of vocational school (SMK), but also general senior high school (SMA/MA) as well. It is not enough for students to have only core skills in literacy and numeracy in order to succeed as individuals, citizen, or workers. This article deliberates how to implement the 21st century skills as the new learning paradigm for senior high school students. Furthermore, how the result of those implementations to the student's career and life skills is based on the five elements as the indicators. For the first research question, the study was descriptive and qualitative. For the second research question, the study was descriptive and quantitative. The writers did an observation, which is workplace action research. There is a Career and Life Skills Program for the twelfth grade students of MA NU Walisongo Sidoarjo. The indicators included in the scoring result sheet consist of the five elements of skills that comprise the Career and Life Skills (CLS) domain. They are (1) flexibility and adaptability skills; (2) initiative and self-direction skills; (3) social and cross-cultural skills; (4) productivity and accountability skills; and (5) leadership and responsibility skills. The result of those implementations to the student's career and life skills based on its five elements is quite good. At the end, they are expected will be job-ready with the skills most in demand in the 21st century.

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Keywords: 21st century skills, the new learning paradigm, career and life skills.

INTRODUCTION

21st century is the era of millennial generation who isn't enough for them to have only core skills in literacy and numeracy in order to survive in the workplace and society. The core skills is well known as the 3Rs of reading, -riting, and -rithmetic. They need more relevant skills to succeed as individuals, citizen, or workers. Nowadays, teaching students to learn and to work well with 21st century skills is not only the domain of vocational school (SMK), but also general senior high school (SMA/MA) as well. Otherwise the main goal of the general senior high school is to support the students to continue in the higher level of education (e.g., university, polytechnic, academy, or institute), SMA/MA also have responsibility to make the students will be job-ready with the skills most in demand in the 21st century.

There are four domains which are merged comprehensively as 21st century skills. They are the Traditional Core subjects and Skills domain (TCS), the Learning and Innovations Skills domain (LIS), the Career and Life Skills domain (CLS), as well as the Digital Literacies Skills domain (DLS) (Trilling & Fadel, 2009). Taken together, these four domains of skills comprise what Kivunja (2014a, p. 86) calls "The New Learning Paradigm." Meanwhile, the pedagogical move from teaching the traditional core skills of literacy and numeracy to include these additional domains of the 21st century is characterized as the pedagogical shift (Kivunza, 2014a). It is essential that students be explicitly taught the skills of critical thinking and problem solving, effective communication, collaboration, as well as creativity and innovation, in order to prepare them for success in whatever workplaces, trades, occupations or professions they will join on their graduation into the 21st century (Kivunza, 2014b).

The new learning paradigm is framed on The Framework for 21st Century Learning. It proposes that life and work environments in the 21st Digital Age are so complex and so competitive that students need far more than simple thinking skills and an understanding of content knowledge. In addition, the Information Age requires students to pay rigorous attention to developing adequate Career and Life Skills (CLS). The framework also identifies five elements of skills that comprise the CLS domain. They are (1) Flexibility and adaptability skills; (2) Initiative and self-direction skills; (3) Social and cross-cultural skills; (4) Productivity and accountability skills; and (5) Leadership and responsibility skills (P21, 2014).

Based on those backgrounds above, this writer formulates two statements of the problem.

1. How to implement the 21st century skills as the new learning paradigm for senior high school students?
2. How is the result of those implementations to the student's career and life skills based on its five elements?

METHOD

For the first research question, the study was descriptive and qualitative. It described a number of strategies that can be used by teachers to implement the 21st century skills as the new learning paradigm for senior high school students. For the second research question, the study was descriptive and quantitative. The writer did an observation, which is workplace action research. There is a Career and Life Skills Program for the twelfth grade students of MA NU Walisongo Sidoarjo.

Sample is a subset of individuals from a given population (Nunan, 2005). The sample of this observation is a group of nine students (the name list is attached) who did their professional placement task in CV ANIS Home Industry. It produces traditional snacks and beverages such as *Rengginang*—cracker made of rice, and *Jamu Beras Kencur*—beverage made of health beneficial herbs. They have to work there for three days.

There is scoring result sheet as the monitoring done by teacher as the supervisor and the owner or manager of the workplace as the evaluator.

The indicator of the scoring result sheet consists of the five elements of skills that comprise the Career and Life Skills (CLS) domain. They are (1) Flexibility and adaptability skills; (2) Initiative and self-direction skills; (3) Social and cross-cultural skills; (4) Productivity and accountability skills; and (5) Leadership and responsibility skills.

FINDING AND DISCUSSION

There is a number of strategies that can be used to implement the 21st century skills as the new learning paradigm for senior high school students.

Flexibility and adaptability skills. Firstly, they learn to use feedback to reinforce what they are doing so as to improve productivity through finding new and better ways of completing the task as indicated by the feedback. This is called the *reinforcing feedback loop*. Secondly, students can use the feedback as a balancing strategy (O'Connor & McDermott, 1997). The teacher giving the feedback as comments rather than marks. Comments can guide students in trouble-shooting their own performance to correct it. This encourages flexibility and adaptability. Exercising empathy by trying to read meaning into what a student's response is saying. Try to understand his or her reasoning, motivation, concerns and needs. Try to get inside the student's mind and see his or her explanation from his or her perspective. Involving students in decision-making about feedback by asking them to select a topic or an area of their work on which they seek quality feedback. This motivates students and encourages them to take greater interest and to put a higher quality effort into the task of their own choosing, and to show greater ownership and responsibility for the assessment process and to attend to the feedback comments more seriously.

Initiative and self-direction skills. Firstly, Management of goals skills and time. Five steps of implementing that are easily memorized with the acronym SMART. SMART stands for Specific, Measurable, Achievable, Realistic, and Timely (Kivunza, 2014b). *Measurable* goals means that students should include a target or a measure which they can use as tangible evidence or point of reference as to whether they have achieved what they set out to do or not. *Achievable* goals means that students should be taught how to set goals which challenge them to pursue their personal best, but which are not beyond their current capabilities. *Realistic* goals means that they should learn how to work towards achieving relevant outcomes or results, not just completing tasks. *Timely* means that they should be taught that what they are seeking to achieve needs to be achieved within a given timeframe, which has a set date, agreed time or deadline.

Social and cross-cultural skills. It requires students to be able to interact effectively with people that they work with or come in contact with, and to work effectively in diverse teams, not only in their own physical workplace, but also in the virtual community. Students should interact effectively with others and working effectively in diverse teams. Students need to be taught how to handle themselves and how to deal in such a workplace arena with an open mind that is receptive to different ideas and values; in consideration of the other person's ethnicity, social and cultural differences.

Productivity and accountability skills. It focus on three interrelated elements, namely, efficiency, effectiveness and high quality goods and services (Trilling & Fadel, 2009). Students should work positively and ethically, manage time and projects effectively, multitask, participate actively, as well as be reliable and punctual, present one professionally and with proper etiquette, collaborate and cooperate effectively with teams, respect and appreciate team diversity, and be accountable for results.

Leadership and responsibility skills. Leadership involves a high level of interpersonal skills that can be applied to influence the behaviors and actions of others. These skills include the ability to persuade followers, to motivate them to work towards the achievement of organizational goals and targets, to influence the human interactions and relationships that build the culture of the organization, to solve problems that arise in the workplace, to inspire others to excel at their personal bests; and above all, to demonstrate foresight, vision, and determination (Yukl, 2006).

This following table is the result of those implementations to the student's career and life skills based on its five elements as indicators. There are the scoring criteria:

- 4: Excellent
- 3: Good
- 2: Fair
- 1: Poor

Table 1. The 5 Elements of Career and Life Skills Scoring Results by Supervisor

No	Name of Students	Flexibility and adaptability skills	Initiative and self-direction skills	Social and cross-cultural skills	Productivity and accountability skills	Leadership and responsibility skills	Average Score
1	Yogi Setiawan	4	4	3	3	2	3.2
2	Siti Khusnul	3	3	4	3	2	3
3	Priya Arliya	3	3	3	4	3	3.2

No	Name of Students	Flexibility and adaptability skills	Initiative and self-direction skills	Social and cross-cultural skills	Productivity and accountability skills	Leadership and responsibility skills	Average Score
4	Ainul Yaqin	3	2	3	3	2	2.6
5	Farikha Suroiya	4	4	3	3	4	3.6
6	Yuda Wicaksono	4	4	3	3	3	3.4
7	Haidar Arrafi	2	2	3	2	2	2.2
8	Rafif Misbah	4	4	4	3	4	3.8
9	Arya Mahatma	4	4	3	3	3	3.4

Table 2. The 5 Elements of Career and Life Skills Scoring Results by the Workplace Owner

No	Name of Students	Flexibility and adaptability skills	Initiative and self-direction skills	Social and cross-cultural skills	Productivity and accountability skills	Leadership and responsibility skills	Average Score
1	Yogi Setiawan	4	4	3	4	2	3.4
2	Siti Khusnul	3	3	4	3	3	3.2
3	Priya Arliya	3	3	4	4	3	3.4
4	AinulYaqin	3	3	3	3	2	2.8
5	Farikha Suroiya	4	4	3	4	4	3.8
6	Yuda Wicaksono	4	4	3	4	3	3.6
7	Haidar Arrafi	2	2	3	3	2	2.4
8	Rafif Misbah	4	4	4	4	3	3.8
9	Arya Mahatma	4	4	3	4	3	3.6

From the table above, the writer conclude that the result of those implementations to the student's career and life skills based on its five elements is quite good. From nine samples, there are only two students who get fair score that are Haidar Arrafi (2.4) and Ainul Yaqin (2.8), the rest of them get the good scores which the average is above 3 point. It means that the students from general senior high school also have the good competence of career and life skills. At the end, they are expected will be job-ready with the skills most in demand in the 21st century.

CONCLUSION

There is a number of strategies that can be used to implement the 21st century skills as the new learning paradigm for senior high school students. First, flexibility and adaptability skills. They learn to use feedback to reinforce what they are doing so as to improve productivity through finding new and better ways of completing the task as indicated by the feedback. Second, initiative and self-direction skills. Management of goals skills and time. Five steps of implementing that are easily memorized with the acronym SMART. SMART stands for Specific, Measurable, Achievable, Realistic, and Timely. Third, social and cross-cultural skills. It requires students to be able to interact effectively with people that they work with or come in contact with, and to work effectively in diverse teams. Fourth, Productivity and accountability skills. It focus on three interrelated elements, namely, efficiency, effectiveness and high quality goods and services. Lastly, Leadership and responsibility skills. Leadership involves a high level of interpersonal skills that can be applied to influence the behaviors and actions of others.

From nine samples, there are only two students who get fair score that are Haidar Arrafi (2.4) and Ainul Yaqin (2.8), the rest of them get the good scores which the average is above 3 point. It means that the students from general senior high school also have the good competence of career

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