

Implementation of 21st Century Skills Competence through Improve Learning Quality

Anggun Dwi Setya Putri, anjuuundsp@gmail.com, PGRI University of Semarang

Abstract

The flow of globalization in the 21st century has a broad impact on education. Increased competence in the 21st century is a major challenge in the implementation of education, especially for learners. The rapid development of science and technology in the 21st century presents challenges for students to be able to think critically, creative, communicative and collaborative. Skill competence in the 21st century is not only on hard skills but more on soft skills. Achievement of skills competence can be obtained through improving the quality of learning. Through appropriate learning activities by developing the concept of student centered learners are taught to be able to construct their own knowledge, innovate, creatively, do project-based or problem-based learning, communicate well, work together to create involvement in learners, and actively use learning tools appropriately. In addition, other competences that are not less important is the demand for learners to have higher order thinking skill, foster the spirit of literacy, and promote the strengthening of character. It certainly needs to be taught explicitly to the learners so that later will be created 21st century learning that is able to realize the millennial generation of the 21st century nation better and able to take part in real life.

Keywords: Skills Competence, 21st Century, Student Centered, Learning Quality

INTRODUCTION

21st century is associated with the development of the current globalization so quickly. Many changes that happen with a very short period. The development of information technology to become the main trigger agents of change for the world in this century. This course provides many implications for the joints is important in the world. One of the worst affected is the world of education. The challenges in the world of education are increasingly being tested with the existence of development that is so rapidly so that the demands of the educators and learners to be able to compete with other individuals. Similarly with education in Indonesia, educational implementation must be the main idea for the government to face the challenge of the 21st century.

The availability of the means, infrastructure and education facilities in both academic and non-academic must be the main review in order to support the

establishment of the output of qualified education in cognitive impairment, affective and psychomotor. The challenge for educators and learners certainly not easy, there are many things that need to be repaired and was amended in order to realize the ideals of the nation on the future 2045 as the golden generation of Indonesia. Therefore, as educators need to improve competency so that later will produce learners who personnel also in their respective fields. Not only competent in academic but also smart in skilled. Not too concerned with the hard skills, but more to the soft skills.

The research of Harvard University United States concluded that the success of a person is no longer viewed from the competency knowledge and skill technique (*hard skill*) merely, but more to the ability to manage yourself (*soft skill*). It can be seen from the percentage of the results of research shows that the success of the specified only 20% from the hard skill, the remaining 80% is determined by the soft skills (Erry Sunarli, 2015). Therefore, there needs to be a change in the system of graduation that only brute cognitive components and high values regardless of personal ability learners.

But the reality of education in Indonesia is still worrying if the above benchmark applied. Education in Indonesia is still struggling with the style of the hard skills favored. The inability to provide education soft skill resulting in the results of the graduates that are only versed in memorize the subjects without have the skills when it arrives in the working world.

Whereas today, labor users very want graduate school or college that struggle, able to work in a team and able to communicate orally and in writing with good. This can be seen from the advertisements vacancy in some newspapers, printed media and on the internet. Where the company more using the criteria of soft skill to get employees.

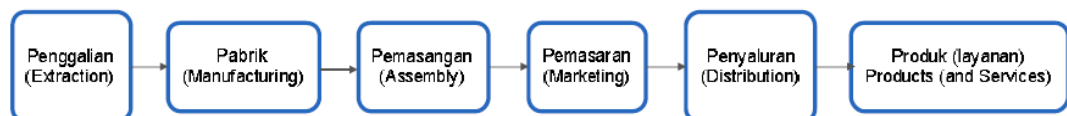
It is course can be started from improving education. With the improvement of the quality of learning is not only concerned with the values and cognitive ability alone, but provide supplies for the younger generation to have a superior skills competency and character. For that is how we as educators to be

able to provide the necessary skills so that later will produce graduates profile is able to deal with and adapt to the world competition 21st century.

DISCUSSION

21st century have many differences with the 20th century in various matters, including work, social live and actualisation of themselves. 21st century marked by the rapid development of information technology, a lot of work attributes routine and repeatedly start replaced by machine. The flow of globalisation increasingly lead in various areas provide a wide impact, one of the most impact is education. So we are challenged to be able to create the education that produce human resources with knowledge and skilled licensed citizens of the world the 21st century. Education become more important over time in order to ensure the learners who have the skills in learning and able to innovate, also to be able to prepare himself to use skills that belonged to survive.

In the 21st century education is in the knowledge age. All alternative effort to fulfill the needs of living in a variety of contexts more knowledge-based. Mukhadis (2013) stated that the effort to fulfill the needs of the education is *knowledge based education, knowledge based economic, knowledge based social empowering, and knowledge based industry*. Trend work changed from industrial age to knowledge age. Trilling and Fadel (2009) stated that the changes in the old and new communities are described in the following image:



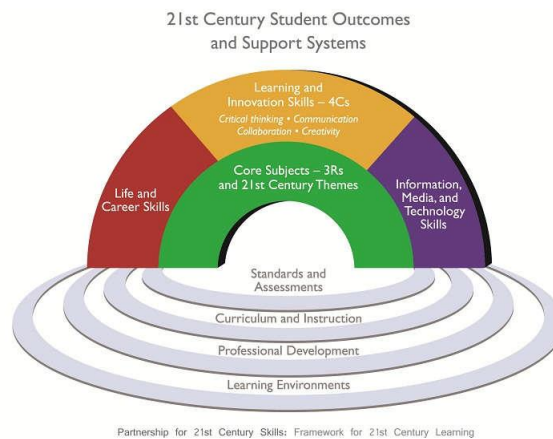
Picture 1. The Groove Changes on Industrial Age



Picture 2. The Groove Changes on Knowledge Age

The changes of course become a challenge for the workers to be able to have a better competence to be able to meet the qualification as above. The role of the education is very important in the face of globalization era in the 21st century.

Paradigm shift teaching in the 21st century requires learners who have such skills developed by P21 (*Partnership for 21st Century Learning*) in the framework of learning 21st century, such as in the picture below:



Picture. 3. Framework of Learning 21st Century

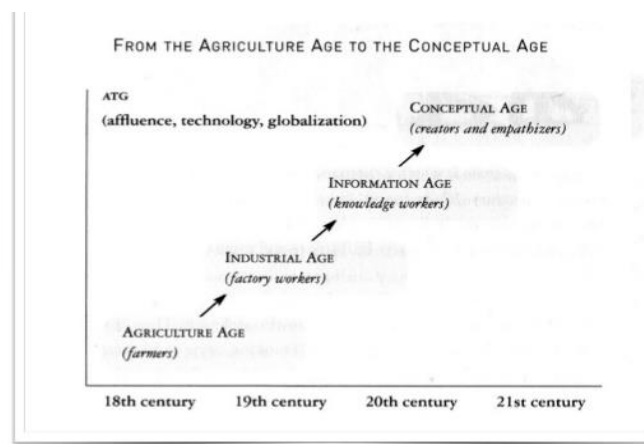
In line with this, according to “21st Century Partnership Learning Framework” (BSNP, 2010), there are a number of competencies or skills that must be owned by a person in the 21st century, among others: (1) *critical thinking and problem solving*; (2) *creativity and innovation skills*; (3) *communication and collaboration skills*; (4) *information and communications technology literacy*; (5) *contextual learning skills*; (6) *information and media literacy skills*.

Different with NACE (*National Association of Colleges and Employer*) in the research to 457 of the leaders of the 20 important quality a winner of that Achievement Index (IP) only occupied the number 17 from 20 quality that is considered important from a university graduate, quality is more important than IP among others: (1) *the ability to communicate and the presentation*; (2) *the ability to work together and interpersonal*; (3) *confident, motivation and initiative* (Zein Permana, 2017).

Similarly with Thomas J. Neff and James M. Citrin (2001) in his book *Lessons From The Top*, said that the key to the success of a person is determined by 90% soft skill and only 10% determined by hard skills. In his book also Thomas and James (2001) proposed that become a leader in the world of business,

industry or the organization requires skills such as the following: (1) *Long-term performance*; (2) *Visionary and strategic skills*; (3) *Ability to overcome challenges*; (4) *organizational and people leadership*; (5) *Integrity and strength of character*; (6) *Demonstrable impact on an industry, business, or society*.

More obvious, Pink, in his book *A Whole New Mind* (2006) stated that the 21st century is a conceptual era where the man must have *Six High Concept and High Thought Senses in the Conceptual Age*. The Six High Concept and High Thought Senses is namely: *Design, Story, Symphony, Empathy, Play, and Meaning*. This sixth sense will be increasingly growing guide our lives and shape our world. The following is a description of the *Conceptual Age* from the Pink (2006):



Picture 4. From The Agriculture Age to The Conceptual Age (Pink, 2006)

This is a challenge for education in Indonesia so that they can realize the candidates for the graduates of the superior quality both in terms of cognitive skills and manage themselves. The development toward the conceptual era of course been thought of by the government through the arrangement of the roadmap the development and improvement of the quality of high school 2025 (Kemendikbud, 2016). Along with the demands of time in this conceptual era, need to be careful that their skills become most capital home for someone to achieve success. The competition in various areas will grow even appears paradigm shift competencies that are not only concerned with education but also

the competencies in this international language and information technology literacy.

Therefore, the importance of improving the quality of education that can be done through teaching in the schools and at the university level. Education is important because education is the *transfer of knowledge, the transfer of value, the transfer of culture and the transfer of all religious* directed at efforts to humanise man (Rohimin, 2008). With the existence of education is expected to be able to fully appreciate the human form so that they can cope with all the development of the age.

The learning process can be grounds for the creation of human resources is not only get the value or GPA is high, but also have the ability to manage themselves with good in accordance with the development of the existing technology. For this reason it is necessary for educators that personnel to create a quality learning so that later will produce graduates that are also quality. The improvement of the quality of the learning was a paradigm must be completely borne by educators in accordance with the competencies that should be achieved by the learners.

In order to produce high quality learning required collaboration fit between educators and learners. In addition, educators must become teachers for a pleasing aroma to the disciples with giving freedom or independence in learning. Petrick Slattery (2006) stated that "*No one can think of freedom as a substance or the United States something individualistic. Freedom is simply something that happen to me through the other. Being free means being free for the other*". Alejandro Adler in the *Teach Like Finland* book by Timothy D. Walker (2017) reveals the results of research in Buthan that the classes in Bhutan implements a curriculum of happiness that emphasize the ten life skills non-academic as the fullness of themselves, interpersonal relationships and self-consciousness. The welfare of the students and the value of the standard test significantly driven by the happiness curriculum.

The things above a whip for us as educators to be able to create a learning that does not impose its will and give the pressure to the learners to be

able to reach the cognitive competence, but give freedom and independence of learning for them. UNESCO in “*The International Commission on Education for the Twenty First Century*” recommends four objectives of education in the face of globalization era in the 21st century. The purpose of the education are: (1) *learning to know*; (2) *learning to do*; (3) *learning to be*; (4) *learning to live together* (Muhardi, 2012). In addition, UNESCO (2008) also specify the six components, there are *policy, curriculum and assessment, pedagogic skills, ICT, organization and administration and professional development of teachers*. The six parts of each must be contained in the three aspects of the *technology literacy, knowledge deepening, and knowledge creation* that is expected to be able to become the competencies for educators in the 21st century so that later will be created on the quality of learning.

21st century learning in Indonesia has already started with the changes in the curriculum 2013 which have been revised on 2017. In the book of the national education paradigm XXI century published by the National Education Standards Agency (BNSP) or read the contents of the Permendikbud No. 65 2013 about process standards, BSNP formulate 16 learning principles that must be met in the process of education in the 21st century. While Permendikbud No. 65 2013 proposed 14 learning principles related to the implementation of the curriculum 2013. As with Jennifer Nichols (2017) stated 4 learning principles in the 21st century, among others: (1) *instruction should be student-centered*; (2) *education should be collaborative*; (3) *learning should have context*; (4) *schools should be integrated with society*.

Educators have a very important role, because any best curriculum and education system that is, without supported the quality of educators who qualify then all will be in vain. On the contrary, with quality educators and curriculum and the system that is not good will spine supported. The existence of the educators are not even replaced by anyone or anything even with the advanced technology. The appliance and the media education, infrastructure, multimedia and technology is merely the media or the appliance is only used as my colleagues in the learning process.

Therefore, educators have the required qualification, standardized competency and to be able to support and hold the professional education. Educators very determine the quality of the output and the outcome produced by schools and universities because he plan learning, run lesson plans that have been made as well as assess the learning that has been done (Popham and Baker, 2005). Quality graduates can only be achieved if all of the components required in education has been filled with good and the learning process takes place according to the purpose of education. Therefore the state should be responsible to meet the needs and prepared for all the people in a fair and evenly.

CONCLUSION

Education 21st century is in the knowledge age with the acceleration of the increase in the knowledge that extraordinary. The acceleration of the increased knowledge is also supported by the implementation of the media and digital technology which is called the information super highway (Gates, 1996). Since the internet was introduced in the commercial world in the early 1970s, information become more quickly distributed to every corner of the world.

This is a challenge for Indonesia to be able to realize the quality education and produce graduates that are not only get the value or GPA high but also have skills in various fields. The competencies which is now more preferred is a soft skill in various recruitment officer. Therefore, there is a need to planting and integration skills in the learning activities. So, reflection and understanding the subject of the challenge of 21st century is optimally can make Indonesia to become a developed and dignity.

REFERENCES

- BSNP. 2010. *Paradigma Pendidikan Nasional Abad XXI*. [Online]. Tersedia: <http://www.bsnp-indonesia.org/id/wp-content/uploads/2012/04/Laporan-BSNP-2010.pdf>. diakses pada tanggal 11 Oktober 2017
- Erry Sunarli. 2015. *Sukses: 20% skill, 80% attitude!*. https://www.kompasiana.com/errysunarli/sukses-20-skill-80-attitude_551b5e7e813311e5169de6f, diakses pada 10 Oktober 2017.
- Gates, Bill; Myhrvold, Nathan and Rinearson, Peter (1996). *The Road Ahead*, Penguin Books. ISBN 978-0-14-026040-3.

- Kementerian Pendidikan dan Kebudayaan. 2016. Roadmap Pengembangan Dan Peningkatan Mutu Sekolah Menengah Atas 2025. Jakarta: Direktorat Pembinaan Sekolah Menengah Atas.
- Muhardi. 2012. *Aktualisasi dan Aplikasi Empat Pilar Pendidikan UNESCO*. Diakses pada tanggal 10 Oktober 2017 dari https://www.academia.edu/10611130/4_Pilar_Pendidikan_UNESCO.
- Mukhadis, Amat. 2013. Sosok Manusia Indonesia Unggul dan Berkarakter dalam Bidang Teknologi sebagai Tuntutan Hidup. *Jurnal Pendidikan Karakter, Tahun III, Nomor 2, Juni 2013*.
- Petrick Slattery. 2006. *Curruculum Development in The Postmodern Era*. New York : Informa Taylor and Francis Group.
- Pink, D.H., 2006. *A Whole New Mind*. New York: The Berkley Publishing Group.
- Popham dan Baker. 2005. *Teknik Mengajar Secara Sistematis*. Jakarta: Rineka Cipta.
- Rita Nichols, Jennifer. "Four Essential Rules Of 21st Century Learning." [Online]. Tersedia: <http://www.teachthought.com/learning/4-essential-rules-of-21st-century-learning/> diakses pada tanggal 11 Oktober 2017.
- Rohimin. 2008. *Jihad Makna Dan Hikmah*. Jakarta: Erlangga.
- Thomas J. Neff dan James M. Citrin. 2001. *Lessons from the Top: The 50 Most Successful Business Leaders in America--and What You Can Learn From Them*. Newyork: Doubleday.
- Trilling, Bernie and Fadel, Charles. 2009. *21st Century Skills: Learning for Life in Our Times*. John Wiley & Sons, 978-0-47-055362-6.
- UNESCO. 2008. ICT Competency Standards for Teachers: Policy Framework. P.9. Diakses pada tanggal 11 Oktober 2017 dari https://www.academia.edu/18173664/Hand_Out_Diklat_K13_Guru_TIK_doc.
- Zein, Permana. 2017. *Panduan Praktis Personality Assesment*. Jakarta: Raih Asa Sukses.