

THE INTEGRATION OF 21st CENTURY LEARNING AND INNOVATION SKILLS IN EFL CLASSROOMS

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ABSTRACT

In this decade, students are equipped for a life that is becoming more complicated and global workforce with learning and innovation skills, namely critical thinking, creativity, collaboration, and communication. Students are encouraged to engage in the learning process so that they can be more prepared to compete in the globalized world. The aims of the research are to investigate the 21st century learning and innovation skills which are integrated in EFL classes in senior high schools and to describe how learning and innovation skills are incorporated in the classes. The research method used is descriptive qualitative. Two English teachers who taught at the senior high school level in the province of Jambi participated in the study. Data collection techniques are class observations in the form of video recording and then the data are analysed based on the P21 Framework for 21st Century Learning (2015). After analysing the data, the results showed that the integration of learning and innovation skills including creativity, communication, critical thinking, and also collaboration in English language learning in senior high school is all implemented. Teaching learning activities were aimed to help students to think critically, to be creative, collaborate with others as well as communicate effectively in the EFL classrooms.

Keywords: 21st century; EFL classroom; learning and innovation skills; P21 Framework

INTRODUCTION

A changing world requires school systems to adapt more effectively than ever before if it is going to meet the problems faced by

society. In the twenty-first century, student achievement levels and exam results no longer alone define an education's success.; instead, it is determined by how prepared and successful students are in dealing with real-world situations. Consequently, for school, it is expected to implement the learning process effectively in order to develop competent and potential students. In order to live, work, and participate in the community of the twenty-first century, the learning process must be able to contribute to the development of the students' skills. Brown, Lauder, and Ashton (2008) state several academic institutions have worked to provide frameworks for identifying 21st century skills and offering ideas on how to incorporate them into the educational system generally and English language learning particularly. According to Taylor (2009), EFL classes need to abandon the conventional emphasis on language learning and adopt fresh strategies aimed at fusing content, culture, technology, and lifetime skills.

Learning and innovation abilities, as defined by The Partnership for 21st Century abilities (2009), are widely acknowledged as what distinguishes learners from those who are equipped for the increasingly complicated living and working situations of the 21st century. A focus on creativity, critical thinking, communication, and collaboration is essential in preparing students for their future lives. Quieng et al. (2015) mentions that the essence of 21st-century skills is preparing future generations to deal with real-world issues in order to maintain global advancement and make living conditions better.

Several previous researches discussing about 21st century learning and innovation skills have been conducted. Tamela, E., & Dwi, M. (2021) investigated 4C skills were incorporated in the 7th grade lesson plans of English subject. It was found that the 4Cs skills, they are collaboration, creativity, communication, and critical thinking, have been incorporated into every lesson plan that was examined. However, there were evidence of each skill that more frequently utilized in a particular topic. Selman and Jaedun (2020) examined the efficiency of the 4C's skill application in Indonesian lessons across all senior high schools in the West Manggarai Regency. The findings showed that all senior high schools in the Komodo District implemented 4C skills in Indonesian subject. The essential components that promote implementation are also made clear, including mutual assistance, the focus from the teacher to give each student the same level of attention, and the capability of the teachers to comprehend as well as put the learning of 4C into practice.

In regarding to the explanation above and seeing the urgency

of 21st century learning and innovation skills in education, the researcher has strong interest in conducting the research with the focus on how it is integrated in EFL settings and classrooms.

METHOD

This research utilized qualitative research design since the data is expressed in qualitative terms. Patton (2002) mentioned qualitative research as an attempt to figure out the unique interactions in certain situation. Two English teachers who taught at the senior high school level in the province of Jambi participated in the study. Video recordings were used to get the data. After that, they were analysed according to P21 Framework for 21st Century Learning (2009), specifically in terms of learning and innovation skills. Those are critical thinking, creativity, collaboration, and communication. There are several points conducted to analyse the data. First, since the data were in recording form, the writer transformed the recording into the transcripts. After that, the writer analysed the integration of learning and innovation skills by using criteria proposed in P21 Framework for 21st Century Learning (2009).

Table 1. Learning Innovation Skills Proposed in P21 Framework for 21st Century (2009)

Skills	Indicators
Creativity	Creative Thinking <ul style="list-style-type: none">• Employ a variety of idea generation approaches, such as brainstorming• Generate fresh and valuable notions, both incremental and radical• Develop, hone, analyze, and assess one's own conceptions to enhance and optimize creative efforts.
	Creative Collaboration with Others <ul style="list-style-type: none">• Develop, put into practice, and successfully communicate innovative ideas to others• Be receptive to new ideas and other viewpoints; incorporate group suggestions and criticism into your work.• Show creativity and originality in your work, and be aware of the constraints placed on implementing novel concepts in the actual world.• Treat failure as a teaching opportunity; recognize that creativity and invention are long-term, cyclical processes of modest achievements and repeated failures.
	Apply innovations <ul style="list-style-type: none">• Utilize your imagination to contribute something real and worthwhile to the industry where the innovation will take place.
	Effective Reasoning

Critical Thinking	<ul style="list-style-type: none"> • Apply different kinds of reasoning (inductive, deductive, etc.) depending on the circumstances
	Utilize systems thinking <ul style="list-style-type: none"> • examine how components of complex systems interact to achieve overall results.
	Make decisions and judgments. <ul style="list-style-type: none"> • Analyze and evaluate the main alternative points of view. • Analyze and evaluate facts, arguments, assertions, and beliefs. • Synthesize information and links between arguments; • interpret data and create conclusions based on the best analysis; • critically reflect on learning processes and experiences.
	Solve issues <ul style="list-style-type: none"> • Solve issues in a variety of unfamiliar situations using both traditional and creative methods. • Identify and ask important questions that reflect insight into many viewpoints and result in better solutions.
Communication	Communicate Clearly <ul style="list-style-type: none"> • Effectively express ideas and thoughts in a range of circumstances and formats by using oral, writing, and nonverbal communication abilities. • Utilize listening skills to understand meaning, including what is known, believed, felt, and intended. • Utilize communication for a variety of purposes, such as informing, instructing, motivating, and persuading. • Make use of a variety of media and technologies. Know how to judge their effectiveness <i>a priori</i> as well as assess their impact. • Communicate effectively in a variety of environments, including multilingual ones.
Collaboration	Work together with others <ul style="list-style-type: none"> • Assume shared responsibility for collaborative work and appreciate the unique contributions of each team member. • demonstrate the ability to work respectfully and productively with diverse teams. • being flexible and willing to help when necessary to reach a common goal.

After that, all of the data from this process were bundled in the form of table followed with descriptions. Then, the writer made conclusion based on the present research findings obtained.

FINDINGS AND DISCUSSION

As mentioned in the earlier section, learning and innovation skills consist of collaboration, critical thinking, creativity, and communication skills. In this section, each of these skills is analysed separately. First to be discussed is communication. From the observation conducted in two EFL Classrooms, it was found the findings as follows:

Table 2. The Integration of Communication Skill in EFL Classrooms

No	Skills	Indicators	Integration in EFL Classrooms	
			Class 1	Class 2
1	Communication	Effectively express ideas and thoughts in a range of circumstances and formats by using oral, writing, and nonverbal communication abilities.	✓	✓
		Utilize listening skills to understand meaning, including what is known, believed, felt, and intended.	✓	✓
		Utilize communication for a variety of purposes, such as informing, instructing, motivating, and persuading.	✓	✓
		Make use of a variety of media and technologies. Know how to judge their effectiveness a priori as well as assess their impact.	✓	✓
		Communicate effectively in a variety of environments, including multilingual ones.	✓	✓

Table 2 indicates that all indicators of communication skill are integrated in these two EFL classrooms. Both teachers incorporated this

skill in their teaching to help students be able to succeed in 21st century. It is further analysed as below:

The first indicator of communication skill is effectively expressing ideas and thoughts in a range of circumstances and formats by using oral, writing, and nonverbal communication abilities. It was implemented by both classes.

Data 1:

Student A: *'The reason why the restaurant is empty because the food is bad'*

Data 2:

Student B: *'The main problem or thesis in text 1 is environment problems are threatening the existence of life in this planet'*

In data (1), the student was able to articulate her idea about the picture shown in front of the class and gave the reason why the restaurant is empty. The teacher who discussed Procedure Text in her classroom was able to encourage her students to communicate their ideas both in oral and written way, such as giving their opinion about the pictures of fried rice, fried chicken, and the condition in the restaurant which were shown in front of the class. The teacher frequently used questioning style to stimulate students' opinion toward the pictures being discussed. Student shared their ideas to their classmates. Meanwhile, in data (2), the student confidently shared his opinion about which part belongs to thesis, arguments, and reiteration. The teacher who taught Analytical Exposition was able to guide her students to articulate their ideas about climate change, global warming, and the effects due to global warming.

Further, the second indicator implemented in these classes is listening effectively to decipher meaning. It can be seen that students paid attention and listened during the classes, both when the teacher was explaining the materials and when other student conveyed his/her opinions toward the issue. After that, the third indicator which is using communication for a range of purposes was integrated in both classes. Students were able to communicate in the classes for several purpose, such as giving opinion, informing, and questioning.

Data 3:

Student A: *'personally I think pollution is raising day by day. Firstly, air pollution is very dangerous for our health'*

Data 4

Student B: *'The goal of this video is to inform how to make chicken Fettuccine'*

In data (3), it expressed that the student gave her personal opinions toward the issue being discussed, which is about air pollution while data (4) showed that the student inform what is the goal of the video they have just watched. After that, utilizing multiple media and technologies is the fourth indicator of communication skill. In both classes, the teacher utilized several media for students to learn. They both used Powerpoint to present the materials and then it was continued by watching certain videos which related to the materials. In this case, the teacher provided a video of how to make Chicken Fettuccine and a video of climate change speech delivered by a 18-year-old girl. They also prepared hand-out for students to practise and analyse genre texts.

Another indicator of communication skill is communicating effectively in diverse environment. It may cover multilingual. In both classes, the teachers and students used two languages, which are English and Indonesian.

Data 5:

Student A: '*The social function of this video is to tell readers to make food in a sequence of steps'*

Data 6

Student B: '*Masalah lingkungan mengancam keberadaan hidup di planet ini. Beberapa orang merasa bahwa perlindungan lingkungan adalah tanggung jawab politisi*' (*Environmental problems threaten the existence of life on this planet. Some feel that environmental protection is the responsibility of politicians*)

Data (5) expressed that the student spoke in English to discuss about the questions of Procedure Text while data (6) showed that the student communicate to his friends in the class by using Indonesian language. It may occur due to the limited vocabulary which students experienced.

Table 3. The Integration of Creativity Skill in EFL Classrooms

No	Skills	Indicators	Integration in EFL Classrooms	
			Class 1	Class 2

1	Creativity	Thinking creatively	✓	✓
		Working creatively with others	✓	✓
		Implementing innovations	-	-

Table 3 presents the indicators of creativity skill which are integrated in two EFL classes. The indicators of thinking creatively and working creatively with others were integrated. However, the indicator of implementing innovations did not happen in both classes. Implementing innovations, according to the P21 framework, entails acting on innovative ideas to contribute in a real and practical way to the industry in which they will be used. This may happen because the topic being discussed in both classes was analyzing genre texts (procedure and analytical exposition). The topic of analyzing genre text does not require activity such as implementing innovations.

The indicator of thinking creatively was integrated in both classes. The students in class 1 used several techniques to brainstorm and create new idea. At first, they were given real-life situation picture such as picture of empty restaurant and diverse foods. After that, they were provided by a video of how to make a certain menu. Then, they elaborate and analyze their own ideas toward the topics. The same thing happened in class 2. The students incorporate diverse technique to create worthwhile idea about the issue of climate change. In the beginning of the session, they were given a video discussing climate change, and then they were provided by an explanation about climate change. These would help students think creatively toward the topics being discussed. Furthermore, the indicator of working creatively with others was also realized in both classes. The students in these two classes develop and communicate their ideas in their own group. They are open and responsive to various point of view and feedback from their peers. Finally, they can come up with their ideas and demonstrate originality of their ideas. Read (2015) mentions when people include creative thinking in English lessons, students gain useful cognitive abilities like comparing, contrasting, questioning, imagining, and hypothesizing.

Table 4. The Integration of Critical Thinking Skill in EFL Classrooms

No	Skills	Indicators	Integration in EFL Classrooms	
			Class 1	Class 2
1	Critical Thinking	Effective Reasoning	✓	✓
		Utilizing systems thinking	✓	✓
		Making decisions and judgments.	✓	✓
		Solving issues	✓	✓

Table 4 expresses that all indicators in critical thinking were integrated in teaching English in these classes. The teachers encouraged their students to critically think over the topics. It can be seen from various activities which engaged critical thinking for the students. They are further analysed as follows

Students in both classes were first introduced and related to the familiar information about the topic, in this case are procedure text and analytical exposition. The teacher recalled students' prior knowledge about the topic because it really matters. It makes students easier to learn new things the teacher is offering in the classes. These teachers also helped students analyse the topic in sequenced order. They delivered the information pieces by pieces to students about procedure text and analytical exposition. It would help students to use and analyse systematically. Besides, the teachers frequently asked 'why' questions to students which help students use their reasoning ability. For instance, in class 1, the students were asked the reasons why the restaurant in the picture has no customers, or in class 2, the students were asked why climate change happened based on their point of view.

Moreover, students have enough rooms to analyse and evaluate the information given. They are required to analyse data and formulate conclusions based on their analysis. For example, in class 1, the students were assigned to share their point of view about what they have watched of how to make Pettuccini and then identify the goals, types of text, steps, and so forth. It was the same with class 2. The students were asked to analyse information they got from the video of climate change and draw conclusion about climate change in

their groups. Zhao, et.al (2016) talked about ways to help students who are learning English think more critically. They suggested things like giving clear instructions, asking questions, and having students work together in groups to talk about what they are learning.

Table 5. The Integration of Collaboration Skill in EFL Classrooms

No	Skills	Indicators	Integration in EFL Classrooms	
			Class 1	Class 2
1	Collaboration	Working effectively and respectfully with diverse teams	✓	✓

Table 5 shows that collaboration was conducted in both classes. Most of the class activities was spent in group task and did collaboration. These two classes demonstrated that students were able to work respectfully in their own teams.

Teachers in both classes have planned several activities which promote students' collaboration skill. In class 1, the students worked in their group to do several activities, such as comprehending procedure text, arranging procedure text in a good order, and doing presentation of procedure text. Meanwhile, in class 2, the students collaborated with their group mates to discuss text about pollution, to find certain information from text of climate change and presenting their opinions toward the text. The students in their own groups share responsibility for collaborative work and contribute to achieve a common goal. They also showed ability to work with group members. Erdoran (2019) states when people work in groups, it's not just about achieving common goals. It also helps them learn how to be friends with different kinds of people and understand that not everyone thinks the same way they do.

CONCLUSION

Based on the findings and discussions above, 21st century learning and innovation skills were all integrated in the two EFL classrooms. Communication, collaboration, creativity, and critical thinking are learning and innovation skills that are very important in this 21st century since they are fundamental requirements for success

in school, a career, and in life. These abilities are meant to be primarily focused on preparing students for the future outside of educational institutions.

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