DEVELOPING 21ST CENTURY SKILLS THROUGH WRITING CLASS IN ENGLISH LANGUAGE EDUCATION DEPARTMENT

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Abstract. Due to the improvement in technologies, the era of industry 4.0 was born (Ghobakhloo, 2020) mentions that the era of industry 4.0 contribute to the sustainability of the economy, environment, and social development whilst gaining the attention of the world. The purpose of this study is to explore some aspects of creative writing that can develop 21st-century skills for students. This research used the definition of 21st century skills initiated by (National Research Council, 2011) as the key finding of the research which have 3 cluster of skills Cognitive skills, Interpersonal skills and Intrapersonal skills. The elaboration of making a text based on the situation or a picture does need an ability to think critically, making question of the picture or the situation is one of the steps shown in the research and it require the skills of critical thinking. To sum up, the 21st century skills is urgently needed to prepares students in near future to help them survive the working environment. By analysing activities in creative writing using the definition of 21st century skills by (National Research Council, 2011) the author could say that 21st century skills can be developed through writing class.

INTRODUCTION

In the modern era, the skills needed for students to be able to work are increasing. Due to the improvement in technologies, the era of industry 4.0 was born (Ghobakhloo, 2020) mentions that the era of industry 4.0 contribute to the sustainability of the economy, environment, and social development whilst gaining the attention of the world. The united nation defines sustainability as a movement for ensuring better well-being including the future generation. In order to ensure students to adapt the improvement of industry 4.0, the education sector also
must be changed to make sure students will have the basics of what’s needed for work in the future. To cope with the situation (Malik, 2018) suggested that 21st-century skills are the best fit to be implemented in the education sector to help students facing the upcoming problems in the 21st-century global society.

Program for International Student Assessment (PISA) also added in Global Competence Task Force Report that schools are required to provide students with skills, knowledge, and attitude to efficiently work in an interdependent society (Program for International Student Assessment, 2018).

However, 21st-century skills consist of various hard and soft skills. (Kennedy & Sundberg, 2020) mentions that 21st-century skills are cored in science, technology, engineering, and mathematics (STEM). Besides STEM education, he also mentions several soft skills included in the 21st-century skills which are problem-solving, critical thinking, cross-cultural skills, and collaboration skills.

Furthermore, (Valtonen et al., 2021) elaborate more on the skills of the 21st century including communication, collaboration, ICT literacy, creativity, critical thinking, problem-solving, and social and cultural competencies. In 21st-century skills, each subject must have a correlation in the way that one subject must have a hint of another subject (Biesta, 2020).

The correlation between subjects is needed in order to achieve the goal of 21st-century skills. Biesta (2020) also added that 21st-century skills emphasize students being ready to utilize the knowledge they learned for different purposes in the real world. Implementing 21st-century skills will not be successful if the teacher does not improve their knowledge quality, for that (Agustini et al., 2019) suggested that 21st-century teachers are expected to be competent in learning and teaching skills.

The 21st-century skills can be developed by integrating the skills in the subject of learning. One of the subjects that became the focus of the research here is the English language subject, the 21st-century skill can be developed by giving students the appropriate task containing aspects of the 21st-century skills.

However, the task can vary the researcher chooses creative writing as the object of the research. The researchers’ consideration of choosing creative writing as the object of study is because creative writing demands students to be creative with what students wrote which is in line with one of the aspects of 21st-century learning.

Creative writing is one of many kinds of writing in academic. Creative writing also helps students to improve some aspects of language part as grammar,
phonology, vocabulary, and discourse (Ghafar & Mohamedamin, 2022). In terms of developing 21st-century, the most emphasized aspect that can be developed is the aspect of creativity. (Turnbull, 2019) defines creative writing as the type of writing which put students’ ideas into the writing. (Ghafar & Mohamedamin, 2022) argued that creative writing also helps students to build the creativeness in themselves. It means that in creative writing students are demanded to think creatively and make their creativity become their behaviour in daily life.

The purpose of this study is to explore some aspects of creative writing that can develop 21st-century skills for students. This research is conducted to fill the gap in the previous study which also researched the development of 21st-century skills through writing class. The first researcher is (Nuridayanti et al., 2021) who limit the development of 21st-century skills to just 4 main skills usually called 4C including critical thinking, collaboration, creativity, and communications.

The second research is from (Pentury et al., 2020), the research is about the same topic as the current research but it’s limited to the use of creative writing as the media to develop 21st-century skills.

This research used the definition of 21st century skills initiated by (National Research Council, 2011) as the key finding of the research which have 3 cluster of skills; Cognitive skills, Interpersonal skills and Intrapersonal skills.

**LITERATURE REVIEW**

This research uses the definition of 21st-century conceived by (Valtonen et al., 2021) who mentioned that 21st-century skills consisted of 7 aspects including communication, collaboration, ICT literacy, creativity, critical thinking, problem-solving, and social and cultural competencies. Furthermore, (National Research Council, 2011) collapsed those seven skills into three groups including cognitive skills, interpersonal skills, and intrapersonal skills.

Cognitive skills rooted in the study of problem-solving appeared in the late 1960s. the study itself focused on how humankind decides to solve difficult problems (Ozdem-Yilmaz & Bilican, 2020). As mentioned by (National Research Council, 2011) cognitive skills are included in the three groups of 21st-century skills, the cognitive skills consist of problem-solving skills and critical thinking. Those skills are grouped by the researcher because they focus on the way humans use their brains to think about something critical and make decisions based on their considerations.
1. Cognitive skills

In 21st-century, cognitive skills are indeed positioned as critical since it contains two aspects for students to improve their value. (National Research Council, 2011) mentioned two main aspects of cognitive skills are problem-solving and critical thinking.

Problem-solving is the skill where students are able to examine lots of information, recognize the pattern of the problem and narrow down the information to make the diagnoses of the problem and make the decision in order to solve the current problem faced. (Smortchkova & Shea, 2020) added that in resulting the solution required the person to have the ability in how pieces of information involve meta-cognition and are linked conceptually. (Klein et al., 2018) also argued that resulting the solution needs creativity in producing new and innovative solutions, connecting unrelated information, and taking a closer look at possibilities that others may have not yet encountered.

Critical thinking is one of the sub-skills included in cognitive skills, (Heard et al., 2020) defines critical thinking as a skill that is purposeful, goal-directed, reflective, reasonable, and can be used as a tool for testing the validity of a proposition. It also becomes one important part of decision-making.

2. Interpersonal skills

Aside from the cognitive skills that focus on the skills of students in processing the information for resulting the decision, there are other clusters of skills included in the 21st-century skills it as interpersonal skills. (National Research Council, 2011) mentioned that interpersonal skills are a cluster of skills that relate to other people.

3. Intrapersonal Skills

The last cluster of the 21st century skills is the intrapersonal skills. (Stefan, 2022) defines intrapersonal skill as the capacity for self-knowledge and self-control. (National Research Council, 2011) also give almost similar definition on intrapersonal skills that the intrapersonal skill is a set of skills that reside within an individual to help in solving a problem. (National Research Council, 2011) divide the intrapersonal skill into two section, adaptability and self-management/self-development.

Adaptability is an ability of individual to face the rapidly changing situation, new environment, and uncertain condition. (Day et al., 2019) added that the adaptability also can be applied in the working place, especially in managing the stress of working, caused by adaptation to different personalities, communication styles, cultures, and environment.
Self-management is the ability of an individual in managing themselves to work autonomously, to keep motivated when working or studying online, and to monitor themselves in the work or study. (Day et al., 2019) mention that willingness, and ability to acquire knowledge and skill for work is one of the aspects in self-management.

4. Creative Writing

In defining creative writing, (Avramenko et al., 2018a) created a formula that defining creative writing started from the definition of the creativity and creative thinking. The first aspect of defining the creative writing, (Holford, 2019) said that the creativity can be interpreted using diachronic approach, which mean monitoring from time to time the concept of creativity. (Koestler, 1964) view creativity as the combination of things such as object, concept, and ideas that usually cannot be combined or something new out of the box.

The other aspect is the creative thinking, (Michael & Michael, 1969; Rawlinson, 2017) view the creative thinking as the skills that establish connection for the unconnected thought or object, the creative thinking also includes the ability to make many ideas that unique and the ability to elaborate the existing ideas. Therefore, the creative thinking can be described as a bag that contains a variety of cognitive skills and processes required to adopt a creative approach on writing.

Based on the two aspects above, (Holford, 2019) claims that the creative writing is a type of writing that has no limitations, boundaries, and formalities. Furthermore, (Avramenko et al., 2018b) added that creative writing is a recreation of sentimental experiences within the mind of the writer.

DISCUSSION

According to (Avramenko et al., 2018b) research, there are a lot of activities related to creative writing, in the study done by (Avramenko et al., 2018b) some of activities done are students asked to describe their impression of an abstract paintings and elaborating it to produce a text, other activity of the creative writing is students are given an idea or a situation then asked to describe their feelings as if they were in that situation.

1. Cognitive skills

The activities of the creative writing do include the aspects of cognitive skills, which (National Research Council, 2011) divided in to critical thinking and problem solving, the elaboration of making a text based on the situation or a picture does need an ability to think critically, making question of the picture or the situation is
one of the steps shown in the research and it require the skills of critical thinking.

Making question over a picture or a situation help student decide on what they want to write. Another aspect used in the creative writing is the problem-solving skills. The condition where students are given a situation will contains information that can help student on what best solution and innovation they could make, (National Research Council, 2011) did mention that problem-solving is a skill to connect information to produce the solution and innovation to solve the problem.

2. Interpersonal Skill

The creative writing activities also covers two main point of the interpersonal skills, as (Beenen et al., 2018) mentioned the interpersonal skills have two sub skills they are communication skills and relationship building skills. In making a creative writing, students are allowed to make a group, working in a group require student to communicate each other, could it be in a group discussion, communicating while writing the essay, or preparing on the strategy on presenting the result of the task. While cooperating with their peers, student also acquire the skill of relationship building. It occurs when students are discussing about the project of writing the creative writing.

3. Intrapersonal skills

The last cluster that mentioned by (National Research Council, 2011) is the intrapersonal skills, the grouping in the doing the project of creative writing also covers two main aspects of intrapersonal skills. The firs skill that covered is the adaptability, as mention by (Day et al., 2019) adaptation skills can be applied when students are working in groups.

Each student will have their own opinion related to the project their doing; the adaptability skills can be a great help in a decision making, so that students can decide on what decision they could take by listening and combining opinions gathered. The other skills that covered is the self-management or self-improvement, working in group need a leader so that one of the students will become a group leader to maintain the groupwork to be efficient and making sure that the project is done.

CONCLUSION

To sum up, the 21st century skills is urgently needed to prepares students in near future to help them survive the working environment. By analysing activities in creative writing using the definition of 21st century skills by (National Research Council, 2011) the author could say that 21st century skills can be developed through writing class.

The aspect of collaboration in doing the creative writing greatly help improving
student’s skills needed in 21st century, it also covers the majority of the cluster in the 21st century skills. The three major cluster of skills mention by (National Research Council, 2011) also covers all the skills of 21st century skills mention by (Valtonen et al., 2021) with some addition in the skillset mention by him.

**BIBLIOGRAPHY**


