THE MOST INFLUENCE OF PHILOSOPHY STREETS IN ACHIEVING 21ST CENTURY SKILLS IN LANGUAGE LEARNING

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Abstract

Philosophy explores questions about something. The research was carried out in depth in order to achieve the goal of human welfare. 21st century skills are skills needed by humans to face the digital era 5.0. Language learning that is carried out focuses on students. The aim is to guide students to master critical thinking skills, metacognition, problem solving, as well as communication skills, information literacy, collaboration, innovation, and creativity. The achievement of these skills cannot be separated from the role of philosophy in its formulation. There are philosophical schools that have the most influence on the attainment of 21st Century skills. This study uses the content analysis method of journal articles published in 2020-2022. The results of studies on these articles found the conclusion that the philosophical school that has the most influence on the attainment of 21st century skills is progressivism. This school assumes that thinking by using intelligence is an important point in education. This philosophical school is also the basis for the Indonesian government in compiling an 'Merdeka Belajar' curriculum.

Introduction

Indonesia has the largest education system in the world. The number of students in Indonesia reaches 30 million, with 4 million teachers, managed by 200 thousand educational institutions. The education system is spread across 17,000 islands, covering an area nearly equivalent to the size of the European continent. Managing such a system poses a significant challenge, not only for the government or educational institutions but also for teachers. In language learning classes, the demands for achieving language skills are also outlined. In 21st-century learning, language teaching focuses on students. The goal is for students to achieve critical thinking skills, problem-solving abilities, metacognitive skills, proficiency in communication, collaboration, continuous innovation and creativity, as well as proficiency in information literacy (Mardhiyah et al., 2021). The language learning curriculum is text-based, integrating 21st-century skills into the learning process as part of efforts to prepare the golden generation for 2045 (Nurhayatin, 2557).

In The language learning model utilized in the classroom encompasses activities that encourage students to think critically, analytically, and systematically. Students will be able to comprehend the context of problems and their solutions. They are accustomed to effectively communicating and collaborating with various stakeholders, being creative in achieving innovative breakthroughs, and utilizing information and communication technology for daily activities and learning. Contextual and self-directed learning activities can be conducted as part of personal development. You can

communicate diverse ideas using different communication media and collaborate and interact with different stakeholders. Communication skills are crucial indicators of educational achievement in this century. Students must be able to communicate clearly and functionally. Functional communication demands students to demonstrate a broader communicative competence, meeting all the micro and macro indicators of communicative competence itself; minds can be guided to understand a set of meanings within it. Learning activities are systematically and contextually arranged to stimulate student interaction, provide opportunities to use language integratively, employ authentic language, and demonstrate the language skills to be achieved, while also considering students' desires and needs in terms of skills. Language skills and related ideas serve as inspiration in initiating activities to support students in achieving maximum language learning outcomes.

The connection between the philosophy of science and the development of language learning lies in human endeavor to comprehend the concepts and methods within the realm of scholarship. Changes and advancements integrate philosophy into the composition by demonstrating how science evolves within each field of discipline (Solihin, 2022).

Various philosophical movements continue to contribute to the world of education. Different schools of philosophy are utilized in the realm of education, particularly in language learning. This article aims to dissect the most influential philosophical movements on language learning that can aid students in mastering 21st-century skills.

Literature Review

Influence Of Philosophy

The English textbook has six philosophical foundations: existentialism, essentialism, perennialism, humanism, social reconstruction, and progressivism. The 2013 curriculum encompasses six philosophical foundations: essentialism, permanence, humanism, social reconstruction, progress, and idealism (Hastuti, 2020).

Gestalt psychology, which shares similarities with phenomenological philosophy, posits two elements within phenomena: the object and the meaning. The object can be perceived by the senses. This object then becomes information that is subsequently imbued with meaning by humans. According to this school of thought, experiences must be seen neutrally (Inderawati, 2021).

The constructivist philosophy asserts that based on experience, the learning environment can aid in realizing interpretations of reality, construction of knowledge, and activities grounded in experience (Kusumaningpuri & Fauziati, 2021).

In the realm of philosophy, the concept of critical thinking focuses on the nature, attitude, and quality of critical thinking. There are eight aspects that receive attention: analysis, reasoning, inference, comparison, hypothesis formulation, synthesis (generating new ideas), testing, and comprehensive conclusions (Rahardhian, 2022).

The 21st Century Skills encompass (1) life and work skills, (2) learning and innovation skills, and (3) media and information technology skills. These three skills are combined into a framework known as the Rainbow Rainbow of 21st Century Knowledge Skills. I refer to the Century. This program is adopted by p21, a non-profit organization that develops the 21st-century education framework globally, through its website www.p21.org, based in Tuscon, USA.

In the scheme developed by p21, the addition of the core subject 3R is clarified. In the context of education, 3R stands for reading, writing, and arithmetic, with each "R" representing a strong emphasis on these skills. From the subjects of reading and writing, the concept of modern education arises, namely literacy, which is utilized as a learning tool to comprehend ideas through written media. From the arithmetic subject, modern education related to numbers emerges, indicating the ability to understand numbers through mathematics. In education, there isn't a singular term relevant to literacy

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and numeracy that can express the ability to create something (wrighthing). The 3R, adapted from the 18th and 19th centuries, is equivalent to functional skills, literacy, numeracy, and ICT skills found in modern education systems today. Furthermore, to clarify the function of the core subject 3R in the context of 21st-century skills, 3R is translated into life and career skills, learning and innovation skills, and information media and technology skills.

Methodology

This research employs content analysis technique. The study focuses on the findings of various research articles published in reputable national and international journals. Data were collected through content analysis of articles taken from indexed journals published in the last three years, spanning from 2020 to 2022. There are a total of 20 articles to be analyzed. Subsequently, all articles discussing the most influential philosophical streams on 21st-century skills in language learning are analyzed. The analysis instrument used is a content analysis guideline containing relevant observed aspects. There are seven main aspects reviewed for content analysis in this research. These aspects include (1) types of philosophical streams emerging in research findings per year of publication; (2) Philosophical streams most frequently discussed by researchers; (3) Advantages of specific philosophical streams in supporting the achievement of 21st-century skills in language learning.

Results And Discussion

Results

There are several influential philosophical currents in education in general, and language learning in particular. English language textbooks typically encompass six philosophical foundations: existentialism, essentialism, perennialism, humanism, social reconstructionism, and progressivism. The 2013 curriculum includes six philosophical foundations as well: essentialism, permanence, humanism, social reconstructionism, progress, and idealism (Hastuti, 2020).

The following article discusses Gestalt psychology, which shares similarities with phenomenology philosophy. There are two elements in the phenomenon: object and meaning. Objects can be perceived by the senses. These objects then become information that is subsequently given meaning by humans. According to this stream of thought, experiences should be viewed neutrally (Inderawati, 2021).

Meanwhile, the constructivist philosophical stream asserts that based on experience, the learning environment can help realize interpretations of reality, constructions of knowledge, as well as activities grounded in experience (Kusumaningpuri & Fauziati, 2021).

Another study discusses the perennialism and progressivism philosophical streams. It is argued that the campus merdeka policy represents the philosophy of progressive education. This ideology aims for modernization and democratization to achieve independence and freedom in education. Broadly related to teaching and learning orientations, it focuses on efforts to transform various skills, disciplines, social sensitivity, and students' personalities.

This study suggests that the perennialist philosophy of education does not have substantial relevance, yet it reflects the importance of maintaining the substance of education. Education must remain in harmony with culture, even as we are in the modern era (Nanggala & Suryadi, 2021).

Subsequent research also reveals that the philosophical stream of progressivism has a greater influence on language education or learning in the 21st century. The theories and practices of language education and teaching are increasingly advancing to support the attainment of 21st-century skills (Ikhsanudin, 2017). Progressivism is considered to contribute significantly to the conceptual

frameworks that education policymakers need to develop, from elementary to tertiary levels (Faiz & Purwati, 2021).

Progressivism plays a significant role in spearheading major changes in national education. Emphasizing 21st-century skills has become a mandatory achievement in order to cultivate outstanding human resources.

The Ministry of Education and Culture (Kemendikbud) has formulated the 21st-century learning paradigm, emphasizing students' abilities to learn from various sources, formulate problems, think analytically, and collaborate to solve problems. The framework of 21st-century learning includes:

(a) Critical, lateral, and systemic thinking skills in solving problems;

(b) Communication and collaboration skills. Students are able to communicate effectively, using language appropriately according to the situation and conditions. Good communication skills will facilitate students to collaborate with various types of people in various areas of life;

(c) Skills in innovation and creativity. Students can develop their creativity to create innovations that bring benefits to themselves and society;

(d) Information and communication technology literacy. Students are able to utilize information and communication technology, smart in using technology so that it can help them improve performance in daily activities;

(e) Contextual learning ability. Students are able to learn independently, aware of self-development, and sensitive to the environmental contexts around them;

(f) Information and media literacy. Students are expected to be smart in understanding and using various communication media. Communication media are used as channels for conveying ideas, interaction, and collaboration with various parties.

In the philosophical perspective, the concept of critical thinking focuses on the nature, attitude, and quality of critical thinking. There are eight aspects of concern, namely analysis, reasoning, inference, comparison, hypothesis formulation, synthesis (generating new ideas), testing, and comprehensive conclusion (Rahardhian, 2022).

Facing learning in the 21st century, students are guided to think critically, engage in metacognition, solve problems, and effectively communicate, utilizing information literacy, collaboration, innovation, and creativity amidst rapid technological advancements.

The philosophy of progressivism advocates for students to develop robust personalities and the ability to solve problems, thus becoming valuable members of society with good social lives. Everything is viewed with a forward-looking perspective, considering the past as a record and preparation for facing future challenges. Students are seen as dynamic, creative beings with freedom. Thinking intelligently enables students to always find the positive aspects of every issue. In language learning, proficiency in communication guides students towards becoming individuals accepted by all parties. This proficiency extends beyond linear mathematical intelligence to encompass multidisciplinary intelligence, which combines various forms of intelligence with broader scope.

Collaboration and cooperation between schools and communities serve as the foundation for the development of progressive education ideas. The creativity of students becomes the responsibility of the education world.

Students should not only be seen as beings who are integrated physically and mentally, but also as manifestations of their behaviors and inherent experiences, and should actively function by participating in occurring phenomena. Educational institutions should act justly and openly, without creating barriers that separate them from society. Educational institutions are miniature versions of society itself, and learners are expected to navigate their lives through the educational learning processes. Pedagogical learning is independent learning that can take place within or outside the classroom.

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Progressivism requires the principle of flexibility to advance education. According to John Dewey, education must be democratic. In this context, education helps provide independence and freedom to learners so that they can adequately develop their potential. With this perspective, educators are expected to unearth the competencies, intellect, tendencies, interests, and talents of highly diverse learners, as educators must constantly view learners as a varied and unique community. An important benchmark for assessing the success of education is the extent to which it explores the intelligence, interests, and talents of its learners, as well as develops these potentials appropriately and optimally.

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Students should not only be seen as beings unified physically and mentally, but also as manifestations of behaviors and attitudes inherent in their experiences, and they should actively function by participating in occurring phenomena. Educational institutions should act fairly and openly, without creating barriers that separate them from society. Educational institutions are miniature versions of society itself, and learners are expected to live their lives through the educational learning process. Pedagogical learning is self-directed learning that can take place inside or outside the classroom. Progressivism necessitates the principle of flexibility to advance education. Therefore, according to John Dewey, education must be democratic. In this context, education assists in providing independence and freedom to learners so that they can develop their potentials adequately. With this notion, educators are expected to delve into the diverse competencies, intellect, tendencies, interests, and talents of learners, as educators must always regard learners as a varied and unique community. An important benchmark for assessing the success of education is to what extent it explores the intelligence, interests, and talents of its learners and develops these potentials appropriately and optimally.

This stream emphasizes the aspect of democracy. There are five elements required in the education process. Firstly, educators and teachers should not be authoritarian. Educators or teachers act as moderators for students as learning subjects. The role of educators is to accompany students in the Active Student Learning Act (CBSA) system. Educators accompany learners through emotional appreciation and motivation to enable them to grow independently. Secondly, do not overly focus on books in the education process, as the center of education is the student. Thirdly, do not use memorization methods, as it only makes students passive. Fourthly, education must be open to social realities and flexibly adapt to field realities so that knowledge becomes dynamic according to needs and situations. Fifthly, the use of physical punishment in the classroom is unacceptable. Because physical punishment instills fear in students, puts students in a fearful atmosphere, and hinders their growth.

Simply put, the principles of progressive education can be formulated as follows: Students should grow freely and naturally. Direct experience is the best stimulus for learning.

A guru should be able to lead and be a good facilitator. Educational institutions should serve as educational laboratories for change Students. Activities in educational institutions and at home should be collaborative.

Keterampilan abad 21 meliputi (1) keterampilan hidup dan bekerja, (2) keterampilan belajar dan inovasi, dan (3) keterampilan media dan teknologi informasi. Ketiga keterampilan ini digabungkan menjadi skema yang dikenal sebagai Rainbow Rainbow of 21st/21st Century Knowledge Skills. Saya mengacu pada Century. Program ini diadopsi oleh p21, sebuah organisasi nirlaba yang mengembangkan kerangka pendidikan abad ke-21 di seluruh dunia, melalui situs webnya www.p21.org, yang berbasis di Tuscon, AS.

In the scheme developed by p21, the addition of the core subject 3R is clarified. In the context of education, 3R stands for reading, writing, and arithmetic, with each "R" representing a strong emphasis on the respective skill. From the subjects of reading and writing, the modern education concept of literacy emerges, which is used as a learning tool to comprehend ideas through written media. From the

arithmetic subject arises modern education related to numbers, meaning the ability to understand numbers through mathematics. In education, there is no single term that adequately expresses literacy and numeracy, which can encompass the ability to create something through writing. The 3R, adapted from the 18th and 19th centuries, is equivalent to the functional skills, literacy, numeracy, and ICT skills found in modern education systems today. Furthermore, to clarify the function of the core subject 3R in the context of 21st-century skills, 3R is translated into life and career skills, learning and innovation skills, and information media and technology skills.

According to Trilling and Fadel, skills can be defined as follows:
1. Life Skills and Career Development
   Sure, here are the translations: (a) Flexibility and adaptability, (b) Initiative and self-management, (c) Social and cross-cultural interaction, (d) Productivity and accountability, (e) Leadership and accountability.
   Life and Work Skills
   a. Flexibility and Adaptability: Students are able to adapt to changes and remain flexible in their learning and collaborative group work.
   b. Initiative and Self-Management: Students are capable of managing goals and time effectively, enabling them to work independently and allowing for effective self-management.
   c. Productivity and Accountability: Community Where Students Manage Projects and Produce Products.
2. Learning Skills and Innovation
   Learning and Innovation Skills encompass (a) Critical Thinking and Problem Solving, (b) Communication and Collaboration, and (c) Creativity and Innovation.
   a. 21st Century Skills: Learning, Innovation, System Thinking, Decision Making, and Problem Solving
      21st Century Skills encompass the abilities necessary for learning and innovation, utilizing system thinking, decision making, and problem-solving.
   b. Communication and Collaboration: Students are capable of communicating clearly and collaborating with other group members effectively.
   c. Creativity and Innovation: Students can think creatively, engage in creative endeavors, and generate novel innovations.
3. Information Media and Technology Skills.
   Media and Information Technology Literacy encompasses (a) Information Literacy, (b) Media Literacy, and (c) ICT (Information and Communication Technology) Literacy.
   Information Technology and Media Literacy:
   a. Information Literacy: Students are able to access information effectively (sources) and efficiently (time). They appreciate the information they use critically and appropriately. They use and manage information accurately and effectively to solve problems.

   b. Media Competence: Students are capable of selecting and developing media used for communication.
   c. ICT Literacy: Students are able to analyze media information. They create media suitable for communication.

Indonesia is currently introducing free learning through the Ministry of Education and Culture. The 2019 PISA (Programme for International Student Assessment) survey revealed that Indonesian students ranked sixth from the bottom. In mathematics and literacy, Indonesia occupies the 72nd place out of 79 countries. In response to this, the government has put forward the idea of a minimum competency assessment which includes literacy, numeracy, and character assessments. Literacy not only measures the ability to read but also the ability to analyze what is read and understand the concepts behind it. Numeracy does not only measure mathematics but also the ability of students to apply

numerical concepts to aspects of life. The character development aspect explores the extent to which moral values, religious teachings, and Pancasila (the Indonesian state philosophy) are practiced by students.

The guru must prioritize the essence of freedom of thought before educating learners. At every level of teaching competence, learning will never occur without the basic competencies and the process of translating the existing curriculum.

Next year, the education system will also undergo a transformation from the ambiance within the classroom to the ambiance outside the classroom. Learning ambiance is explored as students engage more in discussions with teachers, participate in excursion classes, listen to teacher explanations, and develop characters that are brave, independent, sociable, and cultured in a more enjoyable manner. Students are then trained to be willing to work, competent, and capable in society. The concept of self-directed learning by Nadiem is driven by his desire to create a pleasant learning environment without the burden of achieving specific scores or grades.

The four new main guidelines issued by the Ministry of Education and Culture of Indonesia are (Kemendikbud, 2019:1–5): The National Examination (UN) will be replaced by Minimum Competency Assessment and Character Survey. This assessment emphasizes reading and mathematics skills based on the best practices of PISA tests. Unlike the national examination held at the end of the education level, this assessment is conducted within the classroom 8, and 11. The results are provided to educational institutions and are expected to enhance the learning process before students complete their education (Ministry of Education and Culture, 2019:1). The National Standardized School Examination (USBN) is administered to schools. According to the Ministry of Education and Culture, schools are autonomous in determining the form of assessment such as portfolios, essays, and other assignment formats (Ministry of Education and Culture, 2019:2). Simplified Lesson Implementation Plan (RPP). Creating a one-page RPP is sufficient. The simplification of administration is expected to enable teachers to devote time to the administrative process for teaching and skill development activities (Ministry of Education and Culture, 2019:3). For Year 1 (PPDB), the zoning system will be expanded to cover 3T areas. Students who apply through the Confirmation and Achievement pathways will be given more opportunities by the PPDB system. Local governments are given technical authority to determine these zoning areas (Ministry of Education and Culture, 2019:4).

Discussion

The discussion above highlights the similarity between the concept of "freedom to learn" and John Dewey's Progressive Philosophy of education. Both concepts emphasize independence and flexibility within an institution that seeks to uncover the diverse potential of its students, who inherently possess varied abilities and potentials. Both carry the same meaning when formulated. Direct experience is the best stimulus for learning. Teachers should be able to lead and be good facilitators. Educational institutions should serve as educational laboratories for student transformation. Activities within educational institutions and at home should be collaborative.

If both concepts above were implemented by the Indonesian education system, we aim to develop human resources capable of responding to the changes in the 21st century. However, considering teenage delinquency, drug abuse, and even promiscuity emerge from an early age, all of these indicate the failure of the state education to address the challenges the country faces.

Education is also responsible for shaping students to become mature, brave, and independent individuals. Therefore, the atmosphere within education should strive to provide opportunities for students to consistently think independently and critically in discovering their identity. In this context, the primary focus is on teaching students critical thinking skills rather than merely equipping them with passive knowledge. One way to achieve this is by empowering students to actively engage in the learning

process and knowledge transfer. In this regard, students are regarded as active participants rather than just recipients of the educational process.

CONCLUSION

Many articles discuss various philosophical streams in education today. Essentialism, constructivism, perennialism, humanism, social reconstructionism, progressivism, and idealism are among these streams. However, among these, progressivism is the most influential stream and serves as the foundation for 21st-century learning aimed at fostering students with 21st-century skills.

Progressivism, championed by John Dewey, is a philosophy of education advocating rapid change in educational practices towards more progressive, high-quality, contemporary, and timely responses to future life issues. Progressivism explores students' intelligence and abilities democratically, flexibly, and enjoyable, aligning with each student's potential, interests, and inclinations. It promotes institutional independence and flexibility.

The concept of "freedom of learning" introduced by the Minister of Education and Culture is in line with the progressive education concept of John Dewey. The emphasis on institutional autonomy and freedom in teaching and inquiry is aimed at assisting students in reaching their full potential and acquiring the skills they need for the 21st century.

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