Teachers’ Perception on the Implementation of Knowledge, Skill, Attitude, Value and Ethics (KSAVE) in AllPlus English Language Course and Training

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**Abstract:** This qualitative study is designed to investigate teachers’ perception of the implementation of KSAVE framework of 21st century skills (ways of thinking, ways of working, tools of working and living in the world) in non-formal education context. Using a descriptive qualitative study, interview and questionnaire are conducted to collect the related data from two teacher respondents. The result of data analysis indicates that KSAVE as the framework of 21st century skills is fairly implemented in AllPlus Language Course and Training Institution Yogyakarta. In detail, ways of thinking and living in the world categories are fairly implemented; ways of working category is well implemented; whereas tools of working category is poorly implemented.

**Keywords:** KSAVE; 21st Century Skills; Teachers’ Perception; Non-formal Education

1. Introduction

Engaging the rapid change and development in 21st century, an individual is more demanded to equip himself with various competencies to survive and to take part in its increasingly tough competition. These competencies, identified by Silva [1] as not recent, but recently important ones, are at least classified into three main domains [2, 3]. Those are 1) cognitive domain, involving thinking and other related abilities such as, reasoning, critical thinking, problem solving, and memory, 2) interpersonal domain, the ability to communicate with others through collaboration, coordination, teamwork and leadership, and 3) intrapersonal domain, involving feelings, emotions, self-monitoring, self-reinforcement and other psychological aspects. Whereas cognitive domain has been traditionally identified as a single key indicator of success, the other two domains are seen to be equally important much more than before. The interconnectedness of global economy, political and social network, characterized by huge development of information and technology, leaves out the situation where cognitive domain cannot be relied enough for people to live in this era.

This fact then, turns out an attention of educational practitioners to reflect on how these domains can be commensurately served and presented in classrooms [2, 4, 5]. It obviously becomes an urgent that 21st century skills should be in as earlier as possible brought out into educational context. The need of doing so is out of the fact that today’s educational systems must conform, accentuating information and technological skills,

rather than production-based ones [6] since in real-world, 21st century skills is a blend of content knowledge, specific skills, expertise, and literacies necessary to succeed in work and life [7].

This issue turns to be all the more crucial in English as Foreign Language (EFL) learning context, as it is in Indonesia. Facing this field of challenge and change, EFL learning should be presented for students to simultaneously build their competence and flexibility needed for success in the 21st century. Besides, it should be aware that English language plays an important role and becomes a part of involvement of globalization, particularly in economic aspect [8].

Broadly speaking, in the field of non-formal education, English language course and training has become an alternative in mastering English language by enriching the knowledge and skills got from formal schools. In Indonesia, stated in UU Sisdiknas section 26 subsections (4) and (5) that course and training institution is one of non-formal education units which is run for the society who need knowledge, skills, life skills and attitude in developing their self, profession, work, independent business or continuing study to higher level. More specifically, competency-based curriculum set by course and institutional coaching directorate; the national education directorate general of non-formal and informal education in 2009 stress the need of integrating other important skills with English curriculum such as knowledge, skills, value and ethics (KSAVE).

KSAVE, stands for Knowledge, Skills, Value and Ethics, is a framework of 21st century skills considered in setting the curriculum or learning purposes in answering the need of learning in 21st century. It is proposed under the assumption of that as a global language, EFL learning needs an integrated approach of content, culture, technology and lifelong skills [9]. Binkley et al. categorize KSAVE into 4 categories of ten 21st century skills [10]. The first category is **ways of thinking** which covers (1) creativity, (2) critical thinking, problem solving and decision making, (3) learning to metacognition. This category represents the conceptualization of thinking, such as, higher order thinking skills, creative and innovative thinking, problem solving, metacognition and the like. The second is **ways of working** which covers (4) communication and (5) collaboration. It represents the way a person gets engaged with others in social relationship. **Tools of working**, the third category, covers (6) Information literacy and (7) technology literacy. Finally, the fourth category is **living in the world** which includes (8) civilization local and global, (9) life and carrier and (10) personal responsibility and social responsibility including awareness and competence of culture. In these 10 of 4 main categories of 21st skills, the KSAVE is specifically elaborated in accordance with its each skill’s characteristic.

In relation to EFL learning, the look on KSAVE more or less focuses on the communication and collaboration skill of *ways of working* category. Storch [11] said that learners are given opportunity to practice foreign language with their partners which is relevant to the communicative approach of learning language. Then, in relation to communication skill, collaboration provides opportunity for the learners to build communication to one another by using certain rules and responsibilities [12]. This purposed communication is believed to bring effect to learners’ knowledge increasing. Thus, when collaborative learning is performed, knowledge development in language learning gained by the interaction with both the experts and peers [13], without ignoring the effort of making learners be independent in learning [14].

Accordingly, the modern 21st century EFL learning must bring together rigorous content and real world relevance, by focusing on its communicative – collaborative skills integrated with other respective domains. English teachers, as the consequence, need to understand the nature of flexibility and change of era in which assimilation among technology, multimedia, relation and culture turns into important aspect of global learning [9].

1. **Method**

This research is qualitative research design. It is conducted in AllPlus, a non-formal educational institution in Yogyakarta, Indonesia. The research is designed to investigate EFL non-formal school teachers’ perception regarding the implementation of KSAVE. The research subject is 2 English teachers in this institution who have taught in adult class for more than 5 years. The instruments used in this research are questionnaire and semi structured interview. The questionnaire was given to the teachers in detailed statements of ten skills of KSAVE framework, while semi structured interview was conducted to explore teachers’ view of the implementation of KSAVE into four main categories. In supporting teachers perspective the researcher use documents as the seconder data such as institution profile, syllabus, lesson plans, books and reports.

1. **Results**
	1. **The Data Display of Interview**

The result of interview is presented as the following. From semi structured interview here are the result can be shown in the form of teachers’ statement about four main categories of KSAVE such as ways of thinking, ways of working, tools of working and living in the world.

1. **Teachers’ answer related to ways of thinking category**

The main question: *How do you raise learners’ ways of* thinking *skills such as creativity or innovation, critical thinking, problem solving and decision making? Also learners’ ability to reflect their learning management?*

Teacher 1:

 “*Teacher never tells the answer or the language focus, but guides* students *to find it by their selves by giving examples and allows the learners to deliver their own examples then analyze the examples together with other students.”*

Teacher 2:

*“Students try to identify the pictures, video, audio or some examples given by the teacher and then give their opinion about it even make some more examples then discuss it with the class members to find conclusion.*

*We should never give teach the students directly to the language focus, we give time for them to analyze it together as we apply direct method in which we teach inductively. We give examples or case then the students discuss it.*

Teachers raise learners’ ways of thinking through direct method in which learners never given the answers or the formula of what is being learned. Teacher provides opportunity and motivates learners to find out the answers or the formula by themselves. In this case learners can use their creativity to find the answer or to conclude the formula or what they are learning about. Here they will find some problems and try to solve it by themselves, then they deliver it to the class after making decision of the right and the wrong one.

The method applies in learning activities is direct method in which students are taught in target language without any translation and are taught inductively. This method is appropriate with the one proposed by Richard& Rogers [14] that covers some principles such as using target language, everyday vocabularies and sentences, oral communication skills building, inductive grammar teaching, demonstration or act in teaching vocabularies, listening and speaking comprehension and native like pronunciation. This method is totally applied for all levels of adult classes.

AllPLus provides a place and situation for learners apply their knowledge by motivating them to speak in target language during classroom activity. This is aimed to get learners habit and confidence in speaking English. Teacher provides native like pronunciation for learner by learn how to pronounce word correctly and by listening audio or video of native speaker. Furthermore, learners are instructed or motivated to use the correct pronunciation. But teachers use different level of speaking speed depends on the level of the learners. This is easier as the learners are divided in different level by a placement test while considering the age.

1. **Teachers’ answer related to ways of working category**

The main question: *How do you raise or develop ways of working skills such as communication and collaboration through classroom activities?*

Teacher 1:

“*In classroom activities we always divide students into groups. In the groups they can work together as a teamwork or they can practice English speaking together. We usually ask them to pay attention to their friends’ mistake and correct it.*

*Teachers use English for classroom activity and we set the rule that students must speak in English also. Translation is not allowed in classroom. It can help them increasing their skill in communication.”*

Teacher 2:

*“I think collaboration happens when they work in groups. Three are so many activities such as role play, presentation, discussion, etc. provided for them to work collaboratively. By this activity students communicate each other.”*

In developing the ways of working, teachers always apply activities such as drilling and production even warming up activities that need communication and collaboration among learners. These kind of activities are for examples game, role play, presentation, discussion and brainstorming. Besides, teachers confirmed that using game and song by the help of multimedia and teachers’ creativity is one of the AllPlus teaching characteristics that is believed to be useful in gaining learners’ motivation and interest in learning activity and helping them in drilling the language focus and vocabularies collaboratively. Those kinds of multimedia are video, audio, direct game, flashcards, songs, and so on. This is supported by the observation data and documents such as lesson plans in which teacher must provide the multimedia in teaching. So far, multimedia attract learners’ attention that brings to the effect of finding the classroom activity be not boring. In addition, teachers said that this activities using multimedia train learners’ motoric system in case that they do movements from this activities such as, dance together, play the game in groups, collaborative effort in finish the game or quizzes, etc..

1. **Teachers’ answer related to tools of working category**

The main question: *How do you develop learners’ skills of tools of working such as information literacy and technology literacy?*

Teacher 1:

“*We motivate students to find more information related to the topics. They can use internet or books, newspaper and so on, but it depends on the students as we don’t know their activity outside the classroom. Sometimes when we give homework they didn’t do it as they are busy.”*

Teacher 2:

*“It’s important for students to find information by themselves using some sources like internet and magazine or something like that, but in the classroom I just do more activity related to students’ experience in real life, so it’s not enough for them to use internet or other sources in finding information.*

*Teachers do not really provide change for students to use internet in the classroom because we don’t have enough technology tools such as computer for students and more internet connection”*

Information and technology literacy are developed by motivating the learners to use internet and other printed sources out of those prepared by AllPlus in enriching their knowledge and practicing their skills. Those sources can be in the form of video, audio, newspaper, book, other printed sources, and electronic documents and so on they search by their selves. Learners do not intensively use those kinds of sources and technology tools since they are not highly motivated, besides lack of time and tools. From the existed documents it is clear enough that searching information outside classroom and using technology tools without teacher’s instruction are not be parts of activities stated in syllabus and lesson plans as they have not be the focus of AllPlus yet.

1. **Teachers’ answer related to living in the world category**

The main question: *How do you develop learners’ skills of living in the world such as civilization local and global in which they have opportunity to participate in social life and show interest in social problems? And also how do you increase learners’ responsibility to their life and carrier related to ethics and culture?*

Teacher 1:

“*Although the material in adult classes is fixed for all students, we always relate it with students’ background of culture and carrier. For example for students who work in bank need vocabularies and materials which are relevant to their job. It will be different with those who are learning in Theology University or businessmen.*

*We also ask students opinion and ask them to discuss society issues in practicing English spoken or written activities. They give opinion for current issues in order to practice the language focus and indirectly give them change to reflect the problems to solve it. We believe that this activity helps students in developing character “*

Teacher 2:

*“Teachers usually give change for students to reflect the problems or issues of society then try to give feedback of those problem, of course which is relevant to the learning materials such as giving opinion, justification, problem solving, etc.. through role play, discussion, presentation and so on .“*

Related to living in the world, teachers also pay attention toward civilization, life and carrier even the culture and ethics as the adult learners who are mostly study English in a purpose of carrier development need to be assist in related the material with their purposes. Besides, the material of adult classes not separated from the culture and ethics. At the end of every cycle consist of 3 topics, teacher always develop learners good character by discussing value from what were learned before. In this activity learners identify good value from the topics which is also done in the form of brainstorming and discussion. It is supported by the data from students’ and teacher’s book in which there is review and value at the end of every cycle.

* 1. **The Data Display of Questionnaire**

From the table 1 (see Appendices), we notice that there are 40 items of the questionnaire presented for the respondents (R1 and R2). The respondents, as to recall, are two teachers in AllPlus English Course and Training. In detail, we can see there are 12 items identifying the implementation of the ways of thinking, 8 items containing the statements about the ways of working, 8 items to discover the implementation of teaching that relates to tools of working, and 12 items to investigate how far the course implements the instruction that relates to living in the world. The score of the questionnaire is ranged from 1 – 4.The scores are calculated by using the formula as shown in table 2 to identify the value of the quality of each item and each category of KSAVE.

The main concern of the data display is to see the quality value of the implementation of each KSAVE category perceived by the respondents as also shown in figure 1. In the case of *ways of thinking*, R1 gains the score 32 and R2 is 35.Their perception is qualified into *fair* category. In *ways of working aspect*, R1 and R2 gain the score 26 and 28, respectively. Then, in *tools of work* aspect, the gain scores of R1 and R2 are 10 and 11 which qualified in *poor* category. Finally, in the case of *living in the world*, R1 gains the score 34 and R2 is 30. Their perception is qualified into *fair* category. It is now noticeable that the teachers have lowest perception in the implementation of their instruction that relates to *tools of work*, while they believe to adequately concern about the aspects of *ways of thinking* and *ways of working* in their teaching and learning activities. Overall, the mean of these two respondents’ answer is 103 which is in *fair* quality.

1. **Discussion**

The result of interview and questionnaire analysis clearly show that 21st century skills in KSAVE framework fairly applied in language learning held by AllPlus language learning course and training. Both data analysis describe how far KSAVE is implemented based on teachers’ perception which in detail are as follows:

1. The most category implemented in language learning is ways of working category with the activities by the teachers viewed as the most frequent thing done in classroom. Collaborative learning through game, group discussion, group presentation, role play and many other collaborative activities in gaining the language focus mastery and English skills such as listening, speaking, writing and reading helps learners in developing their collaboration and communication skills.
2. Ways of thinking and living in the world categories come to be the next category implemented in language learning by teachers’ perception claimed to be fairly implemented. The classroom activities that support learners in thinking critically to solve problem and make decision with the sharing ideas as the final activity are the main factors influence the learners’ development in 21st century ways of thinking that will be useful for their life not limited only in classroom. Besides, in critical thinking and problem solving together with learning metacognition by reflecting real life problems or current issues, learners gain character building that be in one line with the expectation from conducting competence-based curriculum.
3. Unexpected result of this analysis to face the perception that tools of working category contains information literacy ad technology literacy are poorly implemented in the language learning. So many reasons behind such as lack of technology tools, learners are not highly motivated, no clear instruction from teachers, busy students and so on. This is absolutely not recommended for any English language course and training as today we have many internet application and technology tools, besides printed sources in gathering information and teachers must facilitate learners in using them for collecting information, synthesize, evaluate it then share it.
4. **Conclusion**

21st century skills is the combination of knowledge, special skills, expertise and literature as important key for the success of life and carrier. This skills are not only just mastery of technology, critical thinking, problem solving, communication and teamwork, but also enable learners to access, synthesize, and communicate the information they got, collaborate in problem solving and to innovate.

KSAVE framework for 21st century skills is considered in developing competency-based curriculum for non-formal education include English language learning in order to have outputs who are creative and innovative, collaborative, good in communication and ready to face 21st century life and carrier challenge without diminishing character building. Therefore, English language course and training which sets the goal of enriching global language skill and preparing learners for becoming global society by having those 21st century skills must implement KSAVE framework particularly the one proposed by Binkley et al. who categorized those skills into ways of thinking, ways of working, tools of working and living in the world.

This research provides information of the implementation of KSAVE framework of 21st century skills in AllPlus English course and training by teachers’ perception which is fairly implemented although for tools of work such as information literacy and technology literacy are poorly implemented. It can be used as one of the considerations in evaluating the implementation of KSAVE framework in non-formal education institutions for the goal of having global society who can survive well in 21st century life. Finally, it is kindly suggested to the future research to gain more research in implementation of tools of work category as it is as same important as other categories in preparing global society.

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**Appendices**



**Table 1.** Data display of the result of questionnaire

|  |  |  |
| --- | --- | --- |
| **No.** | **Scores Interval (**$i$**)** | **Value of Quality** |
|  | $X\geq (\overbar{X\_{l}}+1.8 sbi$) | Excellent |
|  | $$\left(\overbar{X\_{l}}+0.6 sbi\right)\leq X<(\overbar{X\_{l}}+1.8 sbi)$$ | Good |
|  | $$\left(\overbar{X\_{l}}-0.6 sbi\right)\leq X<(\overbar{X\_{l}}+0.6 sbi)$$ | Fair |
|  | $$\left(\overbar{X\_{l}}-1.8 sbi\right)\leq X<(\overbar{X\_{l}}-0.6 sbi)$$ | Poor |
|  | $$X<(\overbar{X\_{l}}-1.8 sbi)$$ | Very Poor |

**Table 2.** The value of quality

|  |  |  |
| --- | --- | --- |
| $$\overbar{X\_{l}}$$ | = | Ideal average = $\frac{1}{2}$(maximum ideal score + minimum ideal score) |
| $$sbi$$ | = | $\frac{1}{6}$ (maximum ideal score + minimum ideal score) |
| Maximum ideal score | = | Total items $x$ the highest score |
| Minimum ideal score | = | Total items $x$ the lowest score |
| $$X$$ | = | Empirical score |

Where:

**Figure 1.** Teachers' Perception on the Implementation of KSAVE