Material Development in Indonesian Language Teaching as General Course Based on the Century Learning Paradigm in Career and Life Skills (CLS) Aspect

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Abstract—**Preparing students to be skilled in work in the 21st century and able to connect a skill in 21st century teaching/ Partnership for Teaching 21st Century Skill (P21) this articulates that students are expected to become successful individual citizens in working in the 21st. This 21st century paradigm is indispensable to ensure that at graduation students must be able to prepare themselves for work and other skills most in demand in the 21st century, namely career and life skills (CLS). This research will find and develop language teaching materials consisting of aspects of skills; listening, speaking, reading and writing, and linguistic aspects; such as grammar, vocabulary, language awareness, and language for cultural togetherness, and combining career and life skills (CLS) aspects consisting of leadership, initiative, flexibility, accountability, adaptation, social and cross-cultural skills, productivity and efficiency. Conclusion: (i) the content of Indonesian language teaching materials must adjust to the times; (ii) the teaching materials used today still have deficiencies in the aspects of content. Research suggestions: (i) teaching materials must be able to provide learning experiences and have an impact on graduates in their careers and lives, (ii) this research can be used as a reference in conducting development research.**

Keywords—*Indonesian language teaching materials; new paradigm of 21st century learning; career and life skills*

I. INTRODUCTION

The assumption of Indonesian as a national language/unity language or even the first language is not too important to learn to be the result of observations at universities (especially the University of MH. Thamrin Jakarta Indonesia) teaching materials are generally only teaching linguistic theory without teaching skills. Many students are less enthusiastic in participating in learning and just sit listening. Another assumption is that the Indonesian language course is only a compulsory subject or supplementary, does not affect their careers in the future.

Haniah stated that, Indonesian language teaching materials at universities must be able to answer the needs of students, because of the possibility of excitement mental attitude language speakers and not fulfilled student needs. Therefore, there must be research that formulates a common need that is based on a paradigm that provides more opportunities for students to be able to express and create [1].

The 21st century learning paradigm to lead to success and prosperity in the 21st century invites change and caring to change the teaching, learning and assessment contained in teaching materials with 21st century skills or the Partnership for 21 Century Skills (P21), and in this case focusing on Career and Life Skills (CLS) consisting of leadership, initiative, flexibility, accountability, adaptation, social and cross-cultural skills, productivity and efficiency. All of these skills are needed by students as a provision for life now and in the future [2]. And integrating it with skill aspects; listening, speaking, reading and writing, and linguistic aspects of skills; such as grammar, vocabulary, language awareness, and language for culture.

In this section the researcher outlines theories related to the concept of model development; the concept of the model being developed, the theoretical framework, and the design of the model. The theoretical study is the basis for developing the Indonesian language teaching model as a General Course based on the 21st century learning paradigm on aspects of Career and Life Skills (CLS) at the University of M.H. Thamrin Jakarta, Indonesia.

A. Concept of Model Development

The development of the model is intended to facilitate the needs of students [3]. Research and development is the process of examining student needs [4]. One aspect of model development in the field of education is the development of instructional materials models [5]. Based on the above opinion, it can be concluded that in developing teaching materials, very important principles must be very serious. This research uses Tomlinson's development research: (1) identification of needs, (2) assessment / needs survey, (3) contextual realization between instructional materials and instructors / model analysis, (4) pedagogical realization or development of pre-

development / analysis teaching materials, (5) the production of teaching materials, (6) the use of teaching materials by students, (7) evaluation of teaching materials [6].

The model of Jolly & Bolitho teaching materials according to Tomlinson at Emzir shows (1) identifying the need to solve problems by creating materials, needed products, (2) exploring problems, languages, uses, skills, and so on, (3) product contextualization by finding the right idea, (4) realizing educational values, (5) making products that include understanding, size, images, etc. (6) product use by students, and (7) evaluating products developed [7].

Most people associate teaching materials with books, but thus teaching materials are not just textbooks [8,9]. Language teaching materials are all things used by teachers or students to facilitate language learning.

1) Indonesian language skills

a) Understanding listening skills: Listening is a process of understanding to oral symbols, appreciating, and interpreting to obtain information, capture content or messages delivered by the speaker through speech [10]. Listening makes one able to know the information or knowledge , listening also facilitates speaking and writing skills. The better listener, the better get the information or knowledge. Listening is basically very much related to hearing, but in listening requires intensity of attention.

b) Understanding speaking skills: Daily activities cannot be separated from speaking or communicating between someone or a group with other groups. Communication events are realized or not, the feeling of mutual need between one another. In essence, speaking is a productive language skill. Speaking is a complex ability which simultaneously involves several aspects. This aspect various and its development resulted in different forms of development. Based on the reality of language, we communicate more orally verbally than in other ways. More than half of the time is used to talk and listen [11].

c) Understanding reading skills: Basically reading is an activity to obtain meaning. This is as William and Frederica put it: Reading is the ability to draw meaning from the printed page and this information is appropriately. Similarly, Andrew argues: Reading is the practice of using text to create meaning [12]. Reading improves the ability of conceptual thinking which is reflected when someone formulates his thoughts and ideas through words, sentences, or expressions so that the reading process is a process of understanding the reader activates prior knowledge and experience for understanding text comprehension and making meaning.

d) Understanding writing skills: Writing is a skill which drains the mind because sometimes someone is difficult to express ideas and thoughts in writing. Writing is a creative process of moving ideas into writing symbols, good writing can be understood by the reader. Achmad revealed that writing is a skill to create information on a media using letters. Measurement of good writing criteria include: (1) suitability of the topic, (2) conformity between paragraphs, and (3) selection of words and series of sentences [11].

2) Indonesian language field

a) Indonesian grammar: People who want to learn languages need information about grammar. According to Keraf in the Muslich grammar is a set of language structures. The language structure includes sound, form, speech, sentence and meaning. So that when someone wants to learn a language, it certainly requires knowledge about grammar. Keraf divides grammar includes the fields of phonology, morphology, syntax and semantics [13]. Thus the dimensions of form in grammar includes the form of sounds, words, and sentences to support accuracy. Dimension means meaningfulness. And, the dimensions of usage are related to the suitability of the use of the language form in achieving the purpose of communicating or appropriateness.

b) Indonesian vocabulary: Vocabulary, Tomlinson stated that "the topic of developing vocabulary teaching materials will be effective and more developed if you use a personalization approach in a context, so that students want to be involved in it". Setyawan et al. stated in his research that vocabulary mastery also affects language skills, the importance of emphasizing vocabulary mastery serves to: (a) make students aware of the use of new words and (b) motivating students to learn and use new words [14].

c) Teaching materials for Indonesian language awareness: Language awareness is a responsible attitude have a language that is Indonesian, willing to participate in developing Indonesian language. Language awareness has characteristics including: (1) a positive attitude towards language (2) having responsibility for language, (3) having a sense of belonging to language, (4) a willingness to foster and develop language [9]. A positive attitude toward language produces a feeling of language. Language is considered an essential personal need which must be maintained.

d) Teaching materials for Indonesian cultural awareness: Language is very important in the lives of individuals and society in one nation and state community. Through Indonesian language teaching materials, a community can develop its culture and build a positive image in its community and can improve cultural promotion society, especially Indonesia.

Language can be a means of delivering information while reflecting people's culture, by understanding language, people can know the culture and life patterns of the people who own the language. Language can be part of the communication of nations different cultures. Teaching language is essentially teaching culture. Language and culture two sides that can't separated one another, because the language is unique from one culture. As a result, ideas about language and culture must be integrated in pedagogy. language teaching material should involve sociocultural problems, and aspects of language culture [9].

B. 21st Century Learning Paradigm

The paradigm according to Proctor is a partnership of trust that is believed to be a group of people or a model of a thinking framework (Proctor, 2009). Thomas Khun stated that: paradigm is a set of mental images or forms of thought that are outlined in a model to explain how things work. The paradigm is also to establish a conceptual framework for seeing social phenomena. In addition, the paradigm is also a prerequisite to convince yourself [15]. The learning paradigm is a conceptual model, or perspective, or mindset that represents ways of thinking or understanding of relationships involved in the learning process such as teaching materials, control learning, and generate new learning paradigms.

Fig. 1. The 21st Century Knowledge and Skills Rainbow.

The 21st century knowledge and skills rainbow, illustrates the desired student outcomes most needed for our times including learning through traditional school subjects and contemporary content themes, combined with 21st century skills. The framework adds to the traditional subjects interdisciplinary 21st century themes relevant to some of the key issues and problems of our times, such as global awareness. the core subjects and interdisciplinary 21st century themes are surrounded by the three sets of skills most in demand in the 21st century:

- Learning and innovation skills.

- Information, media, and technology skills.

- Life and career skills.

In this case the researcher will focus on Career and Life Skills (CLS), because university less teach applied skills such as consisting of leadership, initiative, flexibility, accountability, adaptation, social and cross-cultural skills, productivity and efficiency [2].

The 21st century learning paradigm there is because a few years ago, big company executives give questions simple but important: "Are students who graduate from school really.

Ready to work? "The executives collectively answered that "Students graduating from education do not really have skills". University is very lacking in teaching.

Applied skills such as: (1) oral and written communication skills, (2) critical thinking and problem solving, (3) Professionalism and work ethics, (3) team work and collaboration, (4) working in diverse teams, (4) applying technology, (5) project leadership and management. World education system now must prepare as many students as

possible able to work in the top position for a very high fee like the following table [2].

TABLE I.   JOBS AND 21ST CENTURY WORK

Type of Task	Task Description	Example Occupations
Routine	Rules-based Repetitive Procedural	Bookkeepers Assembly line workers
Manual	Environmental adaptability Interpersonal adaptability	Truck drivers Security guards Waiters Maids and janitors
Complex thinking and communicating	Abstract problem solving Mental flexibility	Scientists Attorneys Managers Doctors Designers Software programmers

In table1, explained that in developing countries all work is only done as a routine, and can be finished by humans or machines. Meanwhile, in more advanced countries, work is creativity, so that it requires people who have many skills such as a researcher, developer, design, marketing and sales, global supply chain, and management/ management.
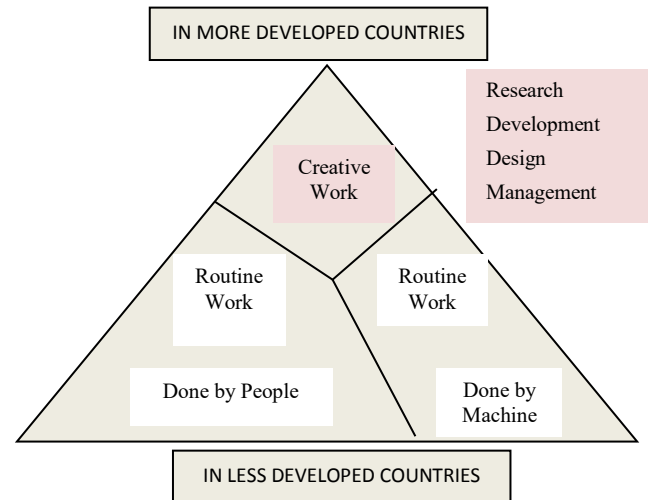

Fig. 2. The Figure Future of 21st Century Work.

Job Knowledge today and tomorrow, certainly different, tomorrow requires complex job skills, expertise, and creativity. And a lot of work in the future not even enough with learning outcomes today. There are two important skills in the top position 21st century job requirements: (1) The ability to quickly acquire and apply new knowledge, (2) Knowledge to apply essential skills in the 21st century [2].

C. Career and Life Skills (CLS)

Life and work environment in the 21st century digital era very complex and competitive so students need not only simple thinking skills and understanding of content knowledge. More advanced information requires students to always care about the development of life and career skills the Career and Life

Skills domain describes skills that discuss how these skills can be taught effectively, to prepare students for success in the digital economy, which they will enter. 21st Century learning identifies five elements of skills consisting of CLS domains. Among these elements are as follows: (1) Flexibility and adaptability skills, (2) Initiative and self-direction skills, (3) Social and cross-cultural skills, (4) Productivity and accountability skills and, (5) Leadership and responsibility/ leadership skills and responsibility skills [16]. Let's look at each of these skills.

1) Flexibility and adaptability skills: Work in the 21st century, working conditions change fast entrepreneurs actively seek out graduates who are not intelligent but also adaptable, which is flexible and has the ability to adjust to changing circumstances and the environment and easily create new ideas, to complete the task. flexibility and adaptability leads to success while lack of skills causes stagnation and failure.

Today flexibility and change are happening in the Information driven era of technology. Adapting means that students can develop well and can overcome unexpected events without noise. That is, if the role routine suddenly changes, students can be prepared to adapt effectively. Conversely, being flexible requires the ability to incorporate feedback effectively, deal positively with praise, setbacks and criticism, understand and balance diverse views and reach workable solutions, particularly in multicultural environments [16].

a) How to teach flexibility and adaptation skills for 21st century graduates students: Feedback consists of reason / loop, because of the consequences what is carried bring on new consequences which affects the next action. This is called reinforcing feedback loop [16]. Second, students can use feedback as a balancing strategy. In this case they must see where they made a mistake and able to fix it by increasing productivity and effectiveness. This is called balancing feedback loop. In the second way, feedback then able to teach flexibility and adaptability. Various strategies that can be used to teach students how to appreciate and to use feedback effectively. Strategies include: (1) Deciding whether lecturer feedback is informal or formal, individual or generic and formative or summative, (2) provide opportunities for students to monitor their progress and responsible for performance and how they can fix it as indicated by feedback.

2) Initiative and self direction skills: Educational institutions can help equip students with several skills for success in the 21st century workplace. This is mainly due to the fast working conditions, technology driven, 21st century Digital Economy, the world is always changing rapidly. This means that workers must be able to initiate and able to control himself and productive in the 21st century, they must be ready to take the initiative to learn ideas, concepts, new processes, and application, which increases efficiency and effectiveness. Control yourself, not only to overcome change, but also to find out how organizational effectiveness and productivity can be improved.

a) How to teach students initiative and skilled control yourself for the 21st century digital economy: Framework for 21st Century Learning Skills [16], outline the strategy which can be used to teach so initiative and skilled students self-direction. The strategy involves students and instructors that is: how to manage goals and time, how to work independently.

3) Social and cross cultural skills: Social and cross-cultural skills to succeed in the 21st century workplace requires participants to be able to interact effectively with people working and related, and work effectively in various teams and across cultures. 21st century teaching materials require students have social and cross-cultural skills, which allows them to learn from and to work in collaboration with people who represent diverse cultures, beliefs and lifestyles, in a spirit of mutual respect, trust and transparency.

a) How teach social and cross cultural skills: Skills for learning how to interact effectively with others and how to teach them. The most frequent reason individuals are fired from a job is not lack of job related skills, but rather lack of interpersonal skills [17]. Students need to be taught social skills so that they can communicate effectively with each other, and interact with one another using words, or non-verbal ways such as gestures, facial expressions, body language or personal appearance. Essentially learning to interact effectively with others requires the ability to judge when to talk and when to listen. This is called being an active listener that is able to determine when to talk and when to pay attention, without interrupting the speaker. Make a group and discuss "teambuilding, classbuilding, mastery, thinking skills, information sharing and communication skills" [17]. While engaging in these activities, all of which give students opportunities to interact effectively with others, students also learn to respect each other's point of view and to respect themselves.

4) Productivity and accountability: 21st century productivity and accountability skills focusing on three interrelated elements, that is high quality efficiency, effectiveness and service, or as stated by Trilling and Fadel "produce results" [2]. Therefore the production process said to be efficient because it maximizes output per unit resources used while minimizing the cost per unit produced. In this case "I" is said to be the point of economic equilibrium where resources are allocated for the most efficient production.

a) How to teach productivity and accountability skills: Teach students to maximize productivity or efficiency that is by involving them to solve every problem, to plan well and allocate and set the time according to the demands those who have been assigned must be completed [2].

5) Leadership and responsibility skills: It's difficult to appreciate the leadership skills needed in the 21st century, although leadership is a very general term. Understanding leadership among them "leadership is a matter of personality, capability to encourage compliance by followers, implementation of influence, forms of persuasion, instruments for achieving goals" [16].

a) *How to teach leadership and responsibility:* Leadership skills are not innate or hereditary, students can be taught how to give instructions and direction which leads to progress. They can be shown how to use a psychological approach to motivate others and get them involved with company activities. They can be taught how to define clearly what people have to do, problem solving strategies, make use of strength to achieve a common goal, lead by giving examples [2].

D. Research Purposes

In general, this study aims to produce an Indonesian language teaching material model as a General Course based on the 21st century learning paradigm on aspects of Career and Life Skills (CLS) appropriate with student learning needs at the M.H university. Thamrin. In particular, this study aims to: (1) understand the need for Indonesian language teaching materials as a General Course, (2) knowing teaching materials in accordance with the development of current learning, (3) designing the design of teaching materials.

II. RESEARCH METHODS

A. Research Design

Borg & Gall stated that in the research and development of teaching materials there are 10 stages of the system approach to the education and development research model, (1) considering needs and identifying objectives, (2) instructional treatment analysis, (3) student analysis and context, (4) writing learning performance goals, (5) developing evaluation instruments, (6) developing strategy instruments, (7) developing and selecting teaching materials, (8) designing and considering formative learning tests, (9) revising learning (10) designing and considering tests final semester evaluation [18]. The design of this learning process will be effective if it is supported by a teaching material model that adapts to the needs of students and the times.

B. Population / Sample

The target of the research as an object in the development of instructional material models is the first semester students in the elementary school teacher department. Students involved in the preliminary study were 64 students (30 experimental classes and 34 control classes), all are students who have and have taken an Indonesian language course as a general course, and the lecturers involved were 3 people as the teaching team.

C. Data

This research is a mix method the type of data consists of qualitative and quantitative data. Qualitative data in the form of descriptive data and reactive data. Descriptive data in the form of comments, criticisms, and suggestions, corrections, and judgments provided by the practical and expert / expert on the product. Reactive data in the form of comments and interpretations or interpretations of descriptive data by the researcher. On the other hand, quantitative data is a post test of the results of learning Indonesian as a General Course at the M.H University. Thamrin obtained from the implementation of

product effectiveness tests. Qualitative and quantitative data are obtained through: needs analysis and model feasibility.

D. Data Source

Sources of research data are expected to be obtained from students, lecturers, experts, learning documents such as textbooks that are being used in learning, existing learning outcomes, and reading materials related to research problems.

Data regarding the need for syllabus, lecture unit, and teaching material sourced from: lecturers, students, and existing learning documents. Data needs analysis was collected by questionnaire techniques, documentation, and interviews. Feasibility test data on Indonesian language teaching materials based on 21st century learning paradigms is sourced from experts and collected through questionnaires. The instrument used was a questionnaire with a Likert scale with a range of 1 d. 5 or with a statement not worthy, less worthy, enough worthy, worthy, and very worthy, in the form of an assessment score or due diligence score. The effectiveness of the Indonesian language teaching material model based on the 21st century learning paradigm sourced from experimental results through a comparison of new materials and old materials. Data was collected through post test. The instruments used are a number of questions. Questions are assessed based on scoring guidelines made.

E. Technique Data

To collect research data, applied interview observation techniques, and questionnaires. The three data collection techniques are explained below.

1) Observation: This method observes two things, (1) documents relating to learning Indonesian as a general course in the ongoing university, such as curriculum, syllabus, textbooks, the value of existing learning outcomes, (2) the process of implementing learning conducted by lecturers who teach Indonesian language courses in the classroom, and (3) the process of carrying out reading learning by researchers. The tools used are researchers and note sheets.

2) Interview: The interview will explore data in the form of words, actions, and field situations using field notes. The student interviewed is first year student who actively participates in Indonesian language lectures as a general course in college. While the lecturer was interviewed is a lecturer in elementary school education M.H university. Thamrin Jakarta Indonesia.

3) Questionnaire: Questionnaire intended to the lecturer and students who are targeted by students, the questionnaire instrument is divided: (1) questionnaire analysis of the needs of Indonesian language teaching materials as Indonesian courses, (2) questionnaire analysis of teaching materials currently in use, (3) questionnaire assessment of the feasibility of teaching materials by experts, (4) and questionnaire perceptions of users of teaching materials (students and lecturers).

4) Field notes: Through the application of the field notes method, the researcher obtained a number of data that were in

nature to strengthen and support research data and the development of Indonesian language teaching materials as general subjects in higher education. This data is obtained both in lecture classes and outside the classroom.

F. Data analysis

Data analysis activities in this study were divided into two, (a) analysis of data from experts, (b) analysis of data during product trials. Data analysis activities from experts are carried out by domain analysis techniques. Data are grouped based on content domain, format, and language based on the instructional material model developed. Each data domain is carried out a reflection to draw conclusions from the analysis. The conclusion of the analysis results is used to revise Indonesian language teaching materials as a general course in college.

III. RESULTS AND DISCUSSION

This research will result in the development of language teaching material models Indonesia as a general course in career and life skills (CLS), then the feasibility of the model, and the limitations of the study. The development of teaching material models will be elaborated with eight aspects, (1) analysis of teaching material requirements, (2) content analysis, (3) instructional material models with CLS, (4) expert review results, (5) material trials, (6) trial of teaching materials in large groups, (8) trial of teaching material in small groups, (8) and user perceptions. Referring to students' responses to the integration of Indonesian language teaching materials with career and life skills (CLS) referring to flexibility and adaptability skills indicators, initiative and self-direction skills, social and cross cultural skills, productivity and accountability skills and, leadership and responsibility skills and integration of aspects of skills and linguistics.

The research uses 64 student populations, 30 experimental classes and 34 control classes. The results of the study show value Tcount amounting to 3,763 and Ttable 0.05 and Ho = rejected. Means classes that use Indonesian language teaching materials based on the 21st century learning paradigm are better with class control. expert judgment is at a decent level of 4.22 and the perception of students is very feasible 4.45 and lecturers 4.37, meaning that research must be adapted to needs.

IV. CONCLUSIONS AND RECOMMENDATIONS

Referring to the results of research and discussion, The following is the conclusion of the study. Indonesian teaching materials that exist now not according to the needs of students and lecturers so there is a gap in needs between students and the world of work. The development of Indonesian language teaching materials by integrating 21st century learning in the aspects of career and life skills (CLS) was developed by following the principles and stages of research and development so as to obtain material that is appropriate and relevant to its use in the 21st century and the demands of work and integrating aspects of skills and linguistics. It is recommended to develop teaching materials that adjust the times and the demands of work, because out out of education not only the achievement of learning outcomes in the form of numerical values but also how they (students) can survive in real life after graduating from college.

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