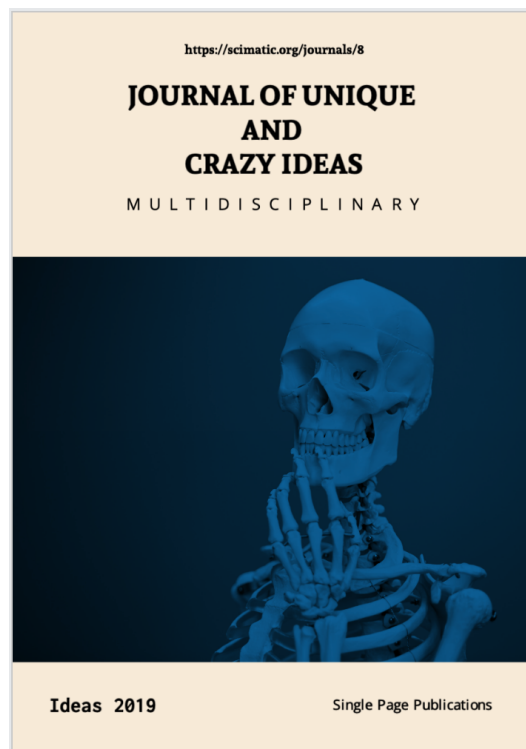


# WHAT IS STUDENT PERFORMANCE?



## JOURNAL OF UNIQUE AND CRAZY IDEAS

2024  
Volume: 0  
Issue: 0  
Pages: 0-4  
Document ID: 2024JUCI0  
DOI:  
Manuscript Accepted: N/A

## What Is Student Performance?

Rujonel F. Cariaga\*

For affiliations and correspondence, see the last page.

**Keywords:** Education, Definitions, Student Performance, Modern, 21st Century, Ways Forward

### BACKGROUND

When we talk about student performance in the 21st century, we mean how well students can show and use various essential skills and knowledge needed to do well in school and beyond. Because of how linked the world is now, schooling is changing quickly to meet the needs of the 21st century. More and more people worldwide are realizing that students need to learn skills other than academic ones to be successful in a knowledge-based economy (Kist, 2003; Kennedy & Sundberg, 2020). These skills include critical thinking, teamwork, and digital literacy. More and more people think these 21st-century skills are essential for helping students worldwide be innovative, flexible, and good global citizens (Soulé & Warrick, 2015; Voogt & Roblin, 2010). When combining and testing these skills in different cultural and governmental settings, local school systems face unique problems. Countries and areas need more time to be ready; they only sometimes use educational changes focusing on 21st-century skills. This depends on their educational policies, teacher training programs, and financial situations (Hadiyanto et al., 2022; Kan'an, 2018). It is essential to understand these local differences to make successful teaching plans that fit the needs and situations of both students and teachers (Hixson et al., 2012; Caldwell, 2016).

Even though there have been improvements, there is still a significant need for more study gaps in testing and measuring 21st-century skills. Some of the problems that need to be solved are making reliable and accurate tests that show how these skills are used in different situations and figuring out how different ways of teaching affect skill development and student results (Reeves, 2010; Thompson, 2020). Also, real-world studies are needed to look into how adding 21st-century skills to school courses affects student success and the well-being of society over time (Pa-also, 2017; Joynes et al., 2019).

Critical thinking skills are part of this because they help students think critically about what they read,

weigh reasons, and solve complex problems. Communication skills are crucial. This includes quickly and convincingly sharing your thoughts in various ways, including online. Collaboration skills are critical, especially in being able to work with people from different backgrounds, accept their different points of view, and add positively to the achievement of common goals. Creative people are encouraged to think outside the box, be unique, and develop new ways to solve problems. Digital literacy is essential because it means knowing how to use and navigate digital tools for study, conversation, and creation. Students are taught to be adaptable and resilient to change, learn from mistakes, and keep going even when things get complicated. It is emphasized that people should be culturally competent to understand and accept different cultures and points of view and work with people from other cultures. Ethical understanding and social responsibility are fundamental. They teach students to think about the moral effects of their actions and choices and act appropriately in local and global settings. In the 21st century, student achievement is measured by more than just grades. It also includes the development of skills and knowledge that are important for ongoing learning, job success, and being an involved citizen in a complicated and linked world. The idea of 21st-century skills has become a central topic of debate and study around the world as the field of education changes quickly. People depend on and are more linked to each other through technology. As a result, the skills needed to succeed in the modern world are more than just intellectual. These new literacies include skills like problem-solving, critical thinking, working with others, and digital literacy, all necessary to get around today's complicated global world (Kist, 2003; Kennedy & Sundberg, 2020).

In my area, schools need help to ensure their students are adequately prepared for a future marked by fast technological progress and globalization. It is the job of educators and policymakers to make sure that lessons and curricula are up-to-date with the needs of the 21st century. This ensures that students learn basic skills and gain the abilities they need to do well in

various professional and cultural settings (Hixson et al., 2012; Soulé & Warrick, 2015). Even though 21st-century skills are getting more and more attention in the school world, there are still significant study gaps. One significant gap is that these skills must be thoroughly evaluated and measured. Although most people agree on the importance of developing skills like creativity and flexibility, there is still disagreement on the best way to test and confirm these skills in school settings (Voogt & Roblin, 2010; Reeves, 2010).

The goal of this study is to fill in these gaps by looking at how long professional development classes that focus on project-based learning—a method known for its ability to improve the teaching of 21st-century skills—affect student achievement. Through looking into these connections, this study hopes to offer helpful information about suitable teaching methods that help students grow in all areas and get ready for the difficulties of the 21st century (Farrington & Small, 2008; Schwartz, 2013).

Finally, knowing how to teach and develop 21st-century skills is essential for the success of each student and the overall social and economic well-being of countries. This article tries to shed light on what it means to use 21st-century skills in the classroom so that policymakers and teachers can make better choices that will better prepare students for a world that is changing quickly (Jerald, 2009; Schrum & Levin, 2013).

## IDEA

### What is Student Performance?

There are more ways to measure a student's success in the 21st century than just grades and test scores. It means how well students can show a variety of skills that are necessary to be successful in the modern world. Among these skills are often the following:

1. Critical thinking means looking at facts, judging opinions, and finding logical answers to complex problems.
2. Communication is the ability to clearly and successfully share ideas through different channels, such as speaking, writing, and digital contact.
3. Collaboration skills include being able to get along with others, work as a team, and be able to discuss and find common ground.

4. Creativity is the ability to come up with new ideas, ways of doing things, and answers, as well as the ability to use creative thinking in different fields.

5. Digital literacy means finding information, organizing it, making it, and sharing it using computers and other digital tools.

6. Cultural competence means knowing and appreciating different cultures, respectfully treating people from different backgrounds, and getting along with them.

7. Self-direction means being in charge of your learning, setting goals, keeping track of your progress, and thinking critically about your work and learning situations.

8. Adaptability and resilience mean dealing with change, getting past problems, and learning from mistakes.

9. Ethics and Global Awareness: Being aware of moral problems and social duties and knowing how things work in different parts of the world.

Student performance in the 21st century includes more than academic success. It also includes many skills and knowledge that help students do well in a connected world and change quickly.

Student performance in the 21st century is when they learn and show various skills, competencies, and qualities that help them do well in a globalized, knowledge-based society. From the discussion of 21st-century skills and student success, we can draw several challenges and ways forward about student performance:

1. Diversity in Skills Testing: People are tested on more than standard academic skills. They are also tested on 21st-century skills like digital literacy, critical thinking, and working with others (Kennedy & Sundberg, 2020; Darling-Hammond et al., 2010). This shows a bigger picture of how well students do, including their intellectual abilities and helpful practical skills.
2. Effects of Educational Interventions: Research examining extended professional development in project-based learning shows that specific interventions can help students improve 21st-century skills (Hixson et al., 2012; Schwartz, 2013). This means that some ways of teaching can improve not only grades but also the growth of skills that are important for success in the modern world.

3. Problems with Measuring: Even though everyone knows how vital 21st-century skills are, it can be hard to measure and grade them correctly (Voogt & Roblin, 2010; Reeves, 2010). This means that even though these skills are emphasized, correctly measuring and comparing how well students are doing in them is still a problem that needs to be fixed and is the subject of ongoing study.

4. Effects on Education: Including 21st-century skills in school is essential for preparing kids for an international and technologically advanced world (Jerald, 2009; Schrum & Levin, 2013). This shows that improving student success affects society and the economy beyond standard academic measures.

Overall, student performance, as talked about in the literature on 21st-century skills, includes a broader range of skills and talents than just academic success. This shows how important it is to grow as a whole person to deal with modern obstacles.

## IMPLEMENTATION

From the previous discussion, the idea of student success in terms of 21st-century skills can be implemented in the following ways:

1. Integration of 21st Century Skills: Critical thinking, imagination, teamwork, and digital literacy are some of the 21st-century skills that educational study says should be taught in schools (Binkley et al., 2010; Saavedra & Opfer, 2012). This combination aims to improve student performance by giving them the skills they need to succeed in today's world, which is linked and changing quickly.

2. Effects of Combined Learning: Research examines how combined learning affects students' learning of 21st-century skills. For instance, a study shows that mixed learning settings can help students improve at things like research methods and valuable skills for the 21st century (Hadiyanto et al., 2022; Hadiyanto et al., 2021).

3. Problems with Assessment: Finding many workways to test and measure 21st-century school skills can take time and effort. This includes problems with identifying these skills and finding accurate ways to test them, considering how hard skills like problem-solving and complex communication are (Kyllonen, 2012; Thompson, 2020).

4. Reforms in Education and How Well Teachers Do

Their Jobs: The growth of 21st-century skills is also connected to educational changes and how well teachers do their jobs. According to research, professional liberty and using new ways of teaching are essential for making teachers more successful and helping students do better in these subjects (Caldwell, 2016; Pa-also, 2017).

5. Global Perspectives and Contextual Challenges: How 21st-century skills are defined, taught, and expected to be used varies across global and developmental contexts. This shows the importance of understanding local needs and challenges when putting together effective teaching plans (Joynes et al., 2019).

In the changing world of education, what makes a student successful is no longer how well they do in school. It also includes a broader range of skills called 21st-century skills. Critical thinking, teamwork, communication, imagination, and digital literacy are some of the skills that students need to be able to do well in a society that is globally linked and technologically advanced (Kist, 2003; Kennedy & Sundberg, 2020). This plan aims to describe student success in terms of 21st-century skills by looking at critical aspects, evaluation methods, and what these mean for the way we teach. The main idea behind the theme is:

1. Different aspects of how well students did

Cognitive Skills: Testing students' critical thinking, problem-solving, and creative thinking skills, which are necessary to understand complicated problems and develop new answers (Pellegrino, 2017; Maker, 2021).

Interpersonal Skills: Testing students' abilities in working together, talking to each other, and working as a team, which are necessary for good group problem-solving and getting along with others (Saavedra & Opfer, 2012; Reeves, 2010).

Digital literacy means testing students' ability to use digital tools and information literacy to safely find, analyze, and make digital material (Voogt & Roblin, 2010; Ellis, 2012).

2. Methods of Assessment

Performance-based assessments involve making real-life projects and tasks that require students to use 21st-century skills in the real world. These give a complete picture of the students' skills (Darling-Hammond et al., 2010; Thompson, 2020).

Portfolio Assessment: Keeping track of and judging

student work over time to see how they improve their 21st-century skills and think about what they have learned (Hixson et al., 2012; Lamb et al., 2017).

Rubric Development: Making vital assessment rubrics that show skill levels in all 21st-century areas and ensuring that the standards used for evaluation are consistent and clear (Binkley et al., 2010; Kyllonen, 2012).

### 3. What this means for how schools work

Including clear lessons and chances to practice 21st-century skills in all school levels and subjects (Schwartz, 2013; Caldwell, 2016) is called curriculum design.

Teacher Professional Development: Giving teachers ongoing training and support to help them teach, test, and grow students' 21st-century skills in the classroom (Schrum & Levin, 2013; Pa-also, 2017).

Policy Suggestions: Pushing for rules that make incorporating 21st-century skills into school standards, tests, and reporting systems a top priority (Jerald, 2009; Wylie, 2017).

Setting standards for student performance based on 21st-century skills is essential for preparing students for future success. This proposal focuses on researching different cognitive, social, and digital skills, using new assessment methods, and ensuring that current educational practices align with new needs. The goal is to provide a complete picture of how students perform in modern schools.

## References

- Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M., & Rumble, M. (2010). Draft white paper 1: Defining 21st century skills.
- Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M., Miller-Ricci, M., & Rumble, M. (2012). Defining twenty-first century skills. *Assessment and teaching of 21st century skills*, 17-66.
- Brandt, W. C. (2020). Measuring Student Success Skills: A Review of the Literature on Self-Directed Learning. 21st Century Success Skills. *National Center for the Improvement of Educational Assessment*.
- Caldwell, B. J. (2016). *The autonomy premium: Professional autonomy and student achievement in the 21st century*. ACER Press.
- Darling-Hammond, L., Adamson, F., & Abedi, J. (2010). *Beyond basic skills: The role of performance assessment in achieving 21st century standards of learning* (p. 52). Stanford Center for Opportunity Policy in Education.
- De Courcy, E. (2015). Defining and Measuring Teaching Excellence in Higher Education in the 21st Century. *College Quarterly*, 18(1), n1.
- Dede, C. (2010). Comparing frameworks for 21st century skills. *21st century skills: Rethinking how students learn*, 20(2010), 51-76.
- Ellis, D. L. (2012). *A new generation: A new model of education in the 21st century* (Doctoral dissertation, University of Southern California).
- Evans, C. M. (2020). Measuring Student Success Skills: A Review of the Literature on Collaboration. 21st Century Success Skills. *National Center for the Improvement of Educational Assessment*.
- Farrington, C. A., & Small, M. H. (2008). A new model of student assessment for the 21st century. Washington, DC: American Youth Policy Forum.
- Greenhill, V. (2010). 21st Century Knowledge and Skills in Educator Preparation. *Partnership for 21st century skills*.
- Guskey, T. A. (2013). Defning Student Achievement. In *International guide to student achievement* (pp. 3-6). Routledge.
- Hadiyanto, H., Failasofah, F., Armiwati, A., Abrar, M., & Thabran, Y. (2021). Students' practices of 21st century skills between conventional learning and blended learning. *Journal of University Teaching & Learning Practice*, 18(3), 07.
- Hadiyanto, H., Sulistiyo, U., Mukminin, A., Haryanto, E., & Syaiful, S. (2022). The Effect of Blended Learning on EFL Students' Performance in Research Methodology and Practice of 21st Century Skills. *Journal of Educators Online*, 19(3), n3.
- Hattie, J., & Anderman, E. M. (Eds.). (2013). *International guide to student achievement* (Vol. 711). New York, NY: Routledge.
- Hixson, N. K., Ravitz, J., & Whisman, A. (2012). Extended Professional Development in Project-Based Learning: Impacts on 21st Century Skills Teaching and Student Achievement. *West Virginia Department of Education*.
- Jerald, C. D. (2009). Defining a 21st century education. *Center for Public education*, 16, 1-10.
- Joynes, C., Rossignoli, S., & Amonoo-Kuofi, E. F. (2019). 21st Century Skills: evidence of issues in definition, demand and delivery for development contexts. *Institute of Development Studies*, 1-77.
- Kan'an, A. (2018). The Relationship between Jordanian Students' 21st Century Skills (Cs21) and Academic Achievement in Science. *Journal of Turkish Science Education*, 15(2), 82-94.
- Kennedy, T. J., & Sundberg, C. W. (2020). 21st century skills. *Science education in theory and practice: An introductory guide to learning theory*, 479-496.
- Kist, W. (2003). Student achievement in new literacies for the 21st century. *Middle School Journal*, 35(1), 6-13.
- Kyllonen, P. C. (2012, May). Measurement of 21st century skills within the common core state standards. In *Invitational Research Symposium on Technology Enhanced Assessments*(pp. 7-8).
- Lamb, S., Maire, Q., & Doecke, E. (2017). Key skills for the 21st century: An evidence-based review.



Maker, C. J. (2021). Exceptional talent in the 21st century context: Conceptual framework, definition, assessment, and development. *Gifted Education International*, 37(2), 158-198.

Nurlenasari, N., Lidinillah, D. A. M., Nugraha, A., & Hamdu, G. (2019, October). Assessing 21st century skills of fourth-grade student in STEM learning. In *Journal of Physics: Conference Series* (Vol. 1318, No. 1, p. 012058). IOP Publishing.

Pa-alisbo, M. A. C. (2017). The 21st Century Skills and Job Performance of Teachers. *Online Submission*, 8(32), 7-12.

Pellegrino, J. W. (2017). Teaching, learning and assessing 21st century skills.

Reeves, D. (2010). A framework for assessing 21st century skills. *21st century skills: Rethinking how students learn*, 305-326.

Saavedra, A. R., & Opfer, V. D. (2012). Teaching and learning 21st century skills: Lessons from the learning sciences. *A Global Cities Education Network Report. New York, Asia Society*, 10.

Schrum, L., & Levin, B. B. (2013). Leadership for twenty-first-century schools and student achievement: Lessons learned from three exemplary cases. *International Journal of Leadership in Education*, 16(4), 379-398.

Schwartz, G. D. (2013). An analysis of the effect of a 21st-century-

designed middle school on student achievement.

Soulé, H., & Warrick, T. (2015). Defining 21st century readiness for all students: What we know and how to get there. *Psychology of Aesthetics, Creativity, and the Arts*, 9(2), 178.

Thompson, J. (2020). Measuring Student Success Skills: A Review of the Literature on Complex Communication. 21st Century Success Skills. *National Center for the Improvement of Educational Assessment*.

Voogt, J., & Roblin, N. P. (2010). 21st century skills. *Discussienota. Zoetermeer: The Netherlands: Kennisnet*, 23(03), 2000.

Wylie, C. (2017). Education in or for the 21st Century?. *Policy Quarterly*, 13(3).

## Affiliations and Corresponding Informations

Corresponding: Rujonel F. Cariaga

Email: rujcariaga@gmail.com

Phone:



**Rujonel F. Cariaga:**