Enhancing the Future Skill Development of Learners through The FIRST Module Based on Labor Market Demands

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Abstract

This paper aims to provide the guidance to the educational institution and the organization for understanding disruptive external factor changing that impact toward shifting job landscape and skillset of needed people in workplace. This paper depicts the module regarding on the 21st century skill, core future skill, and how importance of generic skill, including life skill that affected from the contextual environment in learning. These issues have strongly influenced toward the learners' capability and competency in performance. Reskill and upskill are the solution(s) for existing human development that replaces new hiring. The FIRST framework is the tool for cultivating via all 5 steps are focusing on learner, integrating the positive group, reviewing activity, sequence of activity, and transforming into action respectively. Alternatively, after graduated, it would have 2 choices generally; entrepreneur and employee in organization. FIRST module with 5 steps in teaching for ready to be an entrepreneur and FIRST module with 5 steps with ready to work for employability. Each learners' objective has different approach, direction, details and activities through FIRST framework either entrepreneurial entrepreneurship with extra re – up skill training or students with special course(s) in learning. Herewith, self - lifelong learning consciousness should be fundamental cultivated for all in every level of teaching.

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Introduction

Advanced technology and innovation creation have dramatically revolutionized the 4th industry era. Technology is the crucial tool for digital era transformation. Not only increase high productivity, and reduce cost of operation but also reskill and upskill for people. It changed tailored the right skill(s) through smart learning, innovated training, activity designing in class, mandatories curriculum, and short course, or even lifelong learning to fit individual lifestyle.

According to Lund et al. (2021) surveyed that 75 traditional jobs will disappear and 133 new jobs will be created. Centre for Economics and Business Research. (2022) reported that 43% of business surveyed downsize the employment, 84% of employers plan to digitalize business processes, and 44% of remote work will be mandatory for operation because of technology advancement and assimilation. In addition, the Center for Economics and Business Research (2020) reported that 94% of entrepreneur expects employees can learn the new skill(s) on the job training, 40% of employees need to retrain in six months or less, and 1 out of 10 employees are in jobs expect to enhance and 1 out of 5 workers are in jobs expect to fail.

Objective

This paper aims to provide the guidance to the educational institution and the organization for human resource development in their skillset, namely; the 21st century skill, core future skills, life skill and genetic skill for readiness of working based on The FIRST module through reskill and upskill.

Skill development

Soft skill are defined as the personal ability, skill, and attitude that emphasized on affection, cognition, and society relationship, including working with others in order to achieving individual and organization. (Tito and Serrana, 2016) In addition, Almeida and Morais, 2023; McCrary, 2022; Green-Weir *et al.,* 2021; Moreno-Murcia and Quintero-Pulgar, 2021; Nahum Lajud *et al.,* 2021; Succi and Canovi, 2020; Rebele and Pierre, 2019; Patacsil and Tablatin, 2017) viewed that soft skills are so important with employability.

Skill development is the process of acquisition, improving ability to do something, skill development encompasses technical skill, soft skill, including adaptability, and employability. Therefore, learning and training are the way to enhance one's ability, increase knowledge, and develop emotion and social intelligence in living through reskilling and upskilling since study in

school, university, and workplace. To have a sustainable development, individual also necessary for self- development or lifelong leaning indefinitely.

Reskilling and Upskilling

World Economic Forum (2016) announced that new jobs requiring advanced skills will be created. Not necessarily, investing more money with new talents hiring, organizations can choose to reskill and upskill their existing employees instead.

Reskill and upskill are the populous two concept during disruptive technology in globalization. Wahab et al. (2021) stated that reskilling is described as a process of learning a new skill. It will enhance the learners to do a different task from doing a different task. Upskilling is all about learning or training with something new, and also informed that learning a new skill for upgraded the current skill. Upskilling is upgrade or learn new skills, reskilling is up-to-date knowledge, relearn in existing skills with new version, learn new information in new contextual surrounding. McKinsey Global Institute (2017) reported that business should set training tailored to reskilling and upskilling their people for high performances in marketplace.

In the future, job will be changed that affect the demand for skilled workers. Companies will struggle to determine what kind of skills and talents are required (McKinsey Global Institute, 2017). Furthermore, industry 4.0 will shift the extant of job and change how workers perform their jobs. Some jobs will become obsolete, while others will be created with different skill requirements. (Ministry of International Trade and Industry, 2018). These dynamics factors shift the way of living, therefore the 21st century skill are required in working. To survive this current situation, university and school must upskill and reskill all learners with cultivated their growth mindsets that meets the needed of labor market and ready to work in real world.

In additionally, Voogt and Roblin (2012) defined the 21st century skills in various viewpoints can be categorized into 4 dimensions are

a) Ways of thinking are skills about creativity, critical thinking, lifelong learning, innovation, metacognition, etc.

b) Ways of working are skills about communication, team working, etc.

c) Tools for working are IT, software, system, application, etc.

d) Living in the world are citizenship, civic literacy, and career planning, etc.

ICEV (2024) described the 21st century skills are

a). **Learning skills** covers wit **4Cs** related with mental process are **critical thinking** (finding solutions to problems), **creativity** (thinking outside the box), **collaboration** (working with others), and **communication** (communicating to others)

b). **Literacy skills** focus on **3Ls** discern factual information, or technological editing, how truth worth source of data is our **information literacy, media literacy**, and **technology literacy**.

c). **Life skills** focus on the quality of work life balance are flexibility, leadership Initiative, productivity and social

According to the data have shown that new skills is essential for the development of a study and career path, including the life living in the digital transformation age. Concerning the culture, society, and way of human being changing, thus learning new skills gives opportunities and surviving in the community today.

Furthermore, future skill(s) is the principle that demoted any core valued domains lead to survived behavior in all areas of public and private life in the society. Aljuwaiber (2022) and Holmes et al., (2020) mentioned that future skills in 2025 are critical taking and creativity, active learning, and multifaceted problem solving, leadership, initiative, and social impact, technology usage, technology and software design, stress management, emotional controlling, negotiation, troubleshooting, user experiences, responsiveness, system analysis, diplomacy, evaluation, and adaptability.

Office of the education council, Thailand (2566) reported that tops 3 future skills for students are digital literacy, literacy, and creative thinking skill. Whiles officers' future skills are interpersonal skill, adjustability and full stack developer. (Forbes, 2024)

Table 1 Top 3 future skills

Top 3 future skills	Student	Employee
1	Digital literacy	Interpersonal
2	Literacy	Adjustability
3	Creative thinking	Full stack developer

Digital literacy is the top one of future skills students**,** it covers many skills such as critical thinking skill, collaboration skills, digital culture, communication and negotiation skill, functional skill, online safety skill, search engine skill, and social media using skill, etc. Whiles, entrepreneurs expect to hire their employees who are ready to work and full developer for working.

Generic skills

Generic skills are the essential skills for employment, personal development, social life and citizenship (a part of employability) (Clayton et al., 2004)

Scholars' research found out the positive relationship between social life spheres and family, friends' activities with generic skills in job performances, this reason many part time students, MBA students with working experiences or executive learners have generic skills fit with the task characteristics higher than traditional learners, especially, leadership, effective communication, and creativity, decision making, and problem solving. Wheeler (2008) emphasized the importance of life spheres, such as activities and performance that go beyond education and business hours, and cause the acquisition of management skills.

FIRST framework

It is a scientific and research-based concept framework to promote active deep learning and motivate learners' positive mindset and behavior. Ashraf, et al., (2018); Bargat et al., (2017) clarified the **FIRST framework** to pave the direction for the teacher, learner, and educational environment (context) for flexible and sustainable for learning. It composes of 5 domains as the following are


Figure 1 FIRST framework

Source: Ashraf, et al. (2018); Bargat et al. (2017)

1. Focusing on learner: learner as the center and determinate of this training or learning

2. Interacting the positive group: social interaction, team building, collaboration, information or knowledge sharing, adaptability, social network, or social communication

3. Reviewing activity is revising the type of active activity in term of content, duration, complexity, flexibility, suitability with the objective such as game-based learning, on the job training, coaching, peer reviewing, etc.

4. Sequencing activity is the interesting, boring, redundant of activity, including each session of training related with learners, outcome of learning at the end.

5. Transforming into performance is the final phase for turning into real practicing leads to real work in the workplace.

It is noteworthy that the FIRST concept framework is the holistic criteria to cultivate people to get ready to work in the future both students and employees for sustainability.

Concept framework
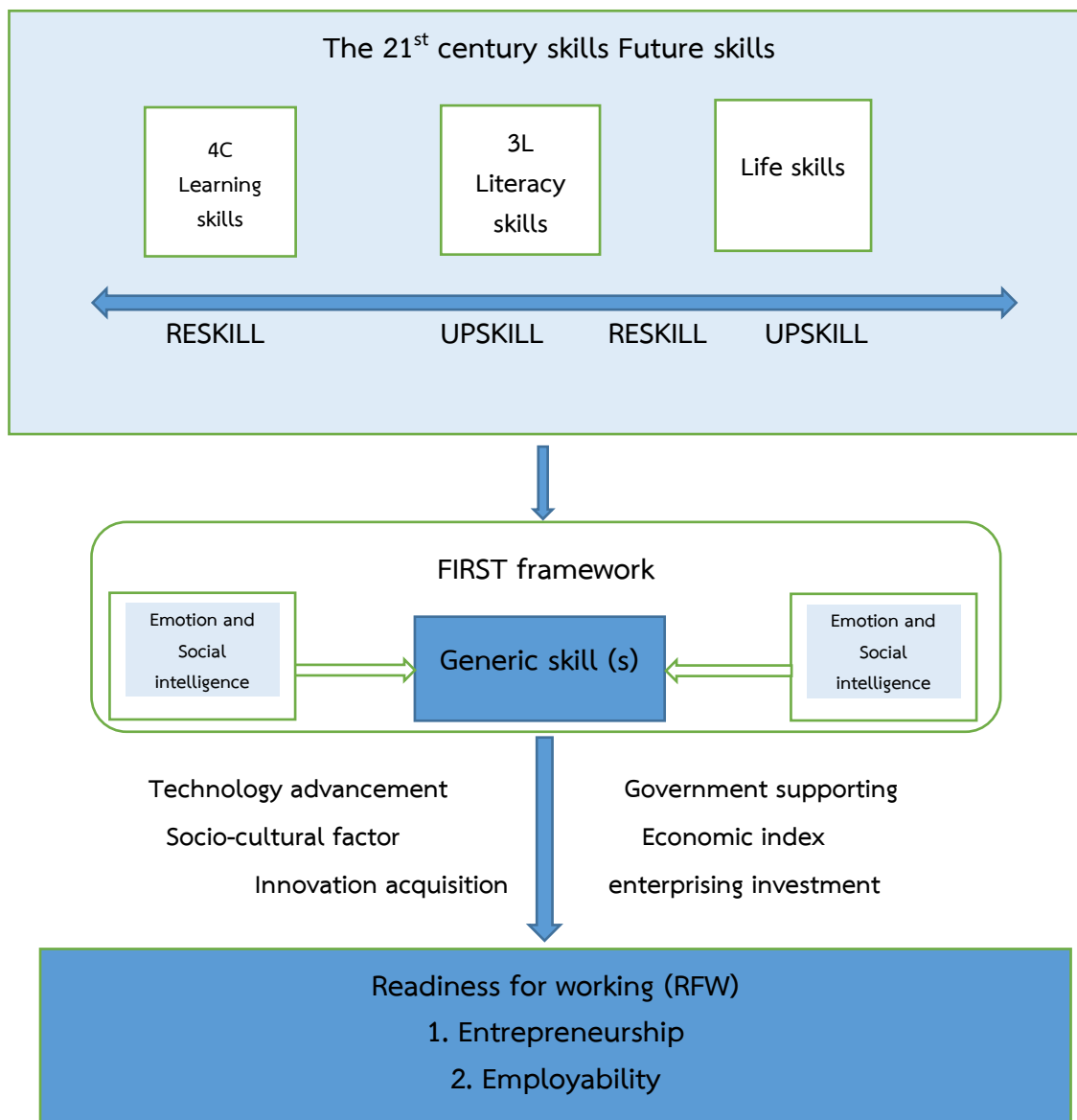
Figure 2 Conceptual framework for employability (Source: Author's creation)

From figure 2 this model describes that nowadays, the 21st century skills is the basic skills that everyone should practice for the future, however, many graduated people when start to work, they have to learn in new skills in workplace that make the problems with many organizations. It wasted time and cost for training in necessarily skill in real work. If we analyze this conceptual framework, we will found out that generic skill will be the specific skill for individual to learn and specialize in that filed, moreover several scholars studied about the competency for someone who interact or associate in social way via activity, community, social contribution, or related with other

people will have high productivity rather than people who does not have or low generic skill both in education system or performance in workplace.

Ready to work after graduated or change new task, they would be active learner and flexible adaptor, thus person who have high level of communication skill, negotiation skill, and unplanned problem-solving skill, including decision making skill, they will have more opportunities for success and understand the overall situation, what the solution (s) or new answer(s). Not only generic or particular skill is the market - demanded skill, but also social life skill is supporting factor for achievement in career path. The study was subject to the essential generic skills integrate with social sphere skills lead to talent "A" level person in society. Although they are existing employees, they will come with new sightseeing.

This paper utilizes the FIRST framework to guide 5 steps to learn in essential skills for real working rather than basic skills in school for certificate or degree. Learning to learn in specific skills leads to high performances for solve the climax issues, specially, focusing on the life sphere in good life living in community with other people, quality of global citizen.

It is challenging with put the right skill and right task fit with the right person. Every sector should be aware of this issue whether individual, family, education system, workplace, enterprising eco - system, or government policy and related organizations.

Indeed, the next or new generation have to be realized lifelong learning while as school and university ought to design appropriated curriculum or extra activities in and out of school in order to ready and cope with changing disruptive AI in the 4th revolutionized industry.

Technology

According to AI – based technology for learning to personalize learning and training strategies with learners' employability (Marwan, 2020; Mezhoudi et al., 2021; Pagani et al., 2023). Likewise, future skill, generic skill, or social value cannot be solely contributed to employability, ready to work (RTW); it is influenced by various factors such as culture of lifelong learning, socio-economic aspect, enterprising system, government supporting, especially, technological advancement are the powerful driven the quality of graduated people in work-based education. Internet, network, infrastructure, and innovation creation are accelerated in self - lifelong learning based on growth mindset integrate with resilience.

Educational implications

Zouali et al. (2023) studied soft skill development employability such as critical thinking, collaboration, and communication skill in – person training, project- based training, and experiential

learning, and its result indicates that the relationship between training and employability goes in positive direction. Skill development training can have various types and contextual environment to increase chances of employability.

FIRST framework for learner (student) development. There are 5 steps are

- Focused on student centered, what type of generic skill suit for this group of students

- Interact or engaged with higher learner, specialist or guest speaker in that generic skill

- Revise an extra - curricular activity, or short course, or workshop provide numerous opportunities for students to develop their generic skills (Tran, 2017a, b; Zakhir, 2019) and also create an extra –curricular activity in different aspects such as modern and realistic content, practical work-based learning, real success case study, or even on the job training

- Set the sequence of extra activity for complete, concise, interesting, value, cohesiveness, conclusion, and implication

- Take action by work through generic skill with real task (ready to work)

Upon previous studied from several scholars, social values subject should insert in training course of school or university can better improve learners' generic skills such as social skill, or life sphere, which are essential for future employability of students (Sail and Alavi, 2010; Mustapha and Rahmat, 2013). In this regard, Smith (2010) asserted that communication or networking with professional, particularly in authorized institutions, is assumed as a traditional manner to expand individual technological skills.

Kothari and Handscombe (2007) agreed that practical real-life skills should be provided by educational institutions for real world business, and also concentrated on the education for entrepreneur rather than education about entrepreneurship. According to many educational institutes' focuses on entrepreneurship curriculum or MBA course about entrepreneurship that these contents are theories or fundamental business sometimes these information does not really flexible and realistic.

In addition, Gibb, 2005; Jones, 2010; Roffe, 2010) mentioned on how difference between the entrepreneurship education is on managing a business, whereas enterprise education is on the acquisition and development of a broader set of personal skills, abilities and attributes students should possess whatever their discipline, including operating with the intention of changing the way people are taught as well as what they learn (Iredale, 1993, 2002; Ofsted, 2004; Jones and Iredale, 2010)

Business implications

Traditionally, there are 2 main alternatives after graduated are

a). Entrepreneurship or

b). Employability

First, research of Amanda and Paul (2011) found that challenged skills in working for students are 83% as Business planning skill and Entrepreneurship skill, 72% as Marketing skill and Sales skill and 63% as Business strategy skill. These data indicated that several skills, especially, the entrepreneurship skills included business idea generation, formulating, business concept and operational process. Moreover, marketing skills and sales skills are specific aspect in researching or viable marketing strategies to promote product or service.

Secondly, the extent of employability, employability skills are key employee skills are communication, leadership, presentation skills, and so on. In commercial, competitor plays main role in driven further develop these new skills to cope with the external factors such as technology, consumer behavior or global trends, etc.

These employability skills depend on many elements, not only generic skill, soft skill, social or emotional sphere for employee side, but potential of organization such as compensation, work life balance, welfare, happiness in workplace, opportunity in career path, etc. as well.

FIRST framework for learner (employee) development. There are 5 steps are

- Focused on employee centered, what type of generic skill suit for this group of employees

- Interact or work with someone who in higher level, or any stakeholder in that generic skill

- Revise an extra – training course, or short course, or workshop provide numerous opportunities for employee to develop their generic skills and also rotate tasks in different department or function

- Set the sequence of rotated task or the lesson learn in new task

- Take action by working with new task that employers assume such activities as a

sign of responsibility, entrepreneurship and maturity of employees, which are valuable for their new role and responsibility

Limitations

This paper mentions student and worker as learner in new or different skill for working by following FIRST concept but individual competency is dynamic, and complex contextual environment for learning also differentiated. Thus, this holistic framework cannot apply and leads

to the same outcome. Herewith its job characteristic may not fit with this framework in different industry, the extent of each structural and hierarchy organization and diversified culture.

Discussion
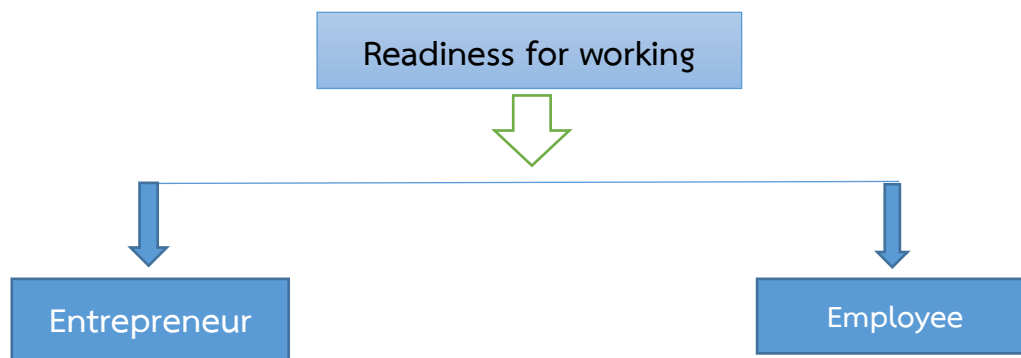
Figure 3 alternative after graduated

Source: author's creation

From figure 3 indicates that there are 2 choices after graduates are entrepreneur and employability. How to prepare students are to right direction with full skillset.

    1. Entrepreneur: educational institution should set course about entrepreneurial education rather than entrepreneurship course. Provide a business course in extra curriculum with specific skills. It is evident that learners gain benefits in the form of transferable skills enhancement from experienced learning. Encouraging them to think and act independently which is not only important for business owner, but also in high passion in business doing. Risk taking challenging as normal, growth mindset, daring to face failure and restart up, etc.

    2. Employee: educational institution should set course about core skills suit with task characteristics with demanded needed market based. Provide real experience that reduce the gap between lesson learn in curriculum and applied working skills such as workshop, case study, worked based learning, on the job training, added- activity, etc.

    Finally, business networking has the big impact to the educational institution in curriculum designing, so both private and public sectors should collaborated in working together to success in the active learning environment and enterprising system. Future research is required to extend further findings the quality of graduated with high productivity working and good career path.

Conclusion

This paper demonstrates about people as the learner focusing on reskill and upskill by using FIRST framework as the tool to develop 21st century skills, including new skills and future skills. Specially, generic skills is the driven skills to shape learners' competency and potential suits with the real business world. Specially, learning in generic skill can practice and upgrade their skill through practice by learning from extra course in university, added - program on the job training, absolutely, environmental learning also inspires learners from active doing.

Learners learn by associate with other people emphasized in person to person interaction via knowledge acquisition and knowledge sharing. Social value is the key to create new innovation and civic transformation to next generation in the 4th industry revolution. Absolutely, advancement internet and technology connect people around the world faster, reduce distance, and cost, whiles human communication and relationship building leads to higher productivity in performances. Therefore, we ought to integrate essential future skills both soft, generic skills via hard skill, and fulfill with life skill for surviving as well.

Briefly, all people are global citizen who learn to live with quality of life in this world. Teaching students and training new generation with those of skills that it can produce graduated who work smart with market demanded need in the workplace. Lastly, all impact to the nation civilization including sustainable country development.

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