



The 21st Century Skills In Indonesia Senior High School English Textbook

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Abstract

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Integrating 21st-century skills into textbooks is very important to accommodate students' needs for the 21st-century skills to face the global era. This study investigates the integration of the 21st-century skills in the Merdeka Curriculum English Textbooks for the tenth-grade students. Content analysis was employed as the research design. The researchers used checklist method as the instrument and analyzed the findings by using a descriptive approach. The result of the analysis revealed that 11 of the 21st-century skills were integrated into the textbook, including the essential skills such as critical thinking, problem-solving, effective communication, collaboration, creativity, and innovation. The textbook also includes various other skills, such as media literacy, leadership and responsibility, information and communication technology (ICT), productivity and accountability, initiative and self-direction, social and cross-cultural, and flexibility and adaptability. The 11 skills are included through Nunan's (2004) task components, namely goals, inputs, procedures, learner roles, and settings. The integration is also completed through other strategies, such as pictures and quotes. In conclusion, this textbook has fulfilled skills which required by current context of education, so that students are capitalized by the appropriate characteristics.

Keywords: *English textbook, content analysis, the 21st century skill*

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INTRODUCTION

The 21st century in education has undergone a significant transformation to demand the acquisition of new skills to deal with the rapidly growing complexities of the world. These skills are usually referred to as "the 21st-century skills". The 21st-century skills cover a wide range of competencies such as critical thinking, problem-solving, creativity, collaboration, communication, digital literacy, and global awareness (Voogt et al., 2013). In an era marked by technological advances and globalization, students must develop their ability to critically think, collaborate, communicate, and create (Roekel, 2014). In addition, the knowledge about the 21st-century skills such as critical thinking, creativity, and problem-solving must begin to be implemented by education providers into the learning process (Greenhill, 2010).

It is critically necessary to provide students with the 21st-century skills development. According to Azhary & Ratmanida (2021), implementing the 21st-century skills indicators into all school topics, especially English, is highly recommended. The main reason is that English is now a global language, and students must be competent for it. Schools must transform significantly to provide students with the fundamental 21st-century skills required to succeed in their careers and personal lives (Erdoğan, 2019). The objective of these changes should encourage students' critical thinking, teamwork, communication, and creativity.

Furthermore, by implementing the 21st century skills, schools can prepare students with the skills to deal with the complexity of the modern world by emphasizing these abilities.

Considering the conditions, these 21st-century skills are starting to be integrated by the Indonesian government into the learning curriculum. It develop the Merdeka Curriculum to prepare and develop the students competences to face challenges and opportunities in today's modern era. In the Merdeka Curriculum, the learning process increasingly focuses on developing the 21st-century skills. These skills include a variety of abilities that enable individuals to thrive in a complex and interconnected world. According to the Ministry of Education and Culture, the government launched the 21st-century skills integrated with skills that students must master today. These skills include character, citizenship, critical thinking, creativity, collaboration, and communication. These skills can be implemented in learning, including through learning media such as textbooks.

English textbooks are crucial as tools for teaching students the 21st-century abilities. Byrd (2001) claims that textbooks can facilitate students with content and learning activities that can be done in the classroom. The role of textbooks in the teaching and learning process is significant as they serve as crucial educational resources containing materials and instructions used in the classroom. Therefore, textbooks play a vital role in transmitting knowledge to students, making them the primary medium for delivering information (AbdelWahab, 2013). In the context of language learning, textbooks contain essential learning materials with a wide range of language inputs for language learners. As a result, textbooks can be used as a standard source of knowledge, instruments, and key elements of language teaching practices (Graves, 2001). Furthermore, textbooks as learning tools are important in improving the learning process (Huang, 2019). With textbooks as learning aids, teachers have opportunities to utilize textbooks as a tool to cultivate 21st-century skills in students, empowering them to acquire effective study techniques.

Several researchers have analyzed 21st-century skills in English textbooks. The first study was conducted by Rakhmawati & Priyana (2019). This study aims to know the incorporation of 21st-century skills in the 2013 curriculum English textbook and how these skills are integrated. The analysis findings show that are 11 skills incorporated in the textbook. Another study conducted by Rinekso (2021) aims to examine how 21st-century skills in Indonesian EFL textbooks. The findings show that of the 15 identified 21st-century skills, only 12 are represented in textbooks. The third research by Gunawan et al. (2022) examined the presence of 4C skills: communication, collaboration, creativity and innovation, critical thinking, and problem-solving skills. The finding of this research shows the representation of the 4C skills is visible in the instructions given for the activities in the textbook. The dominant 4C skills in textbooks are critical thinking and problem solving, which appear in 59 out of 142 activities, communication in 46 activities, creativity and innovation in 20 activities, and collaboration in only 17 activities.

Even though some researchers analyze 21st-century skills in English textbooks, but there is almost no research that analyzes 21st century skills on Merdeka Curriculum English textbooks. From some of the explanations given and considering previous research conducted on the analysis of integrating skills

relevant to 21st-century skills in English textbooks. This research investigates whether the textbook fits the BNSP's goal to integrate 21st-century education into Indonesian education, especially in English textbooks for tenth-grade students. The subject in this study was Merdeka Curriculum English textbook entitled "Bahasa Inggris Work in Progress for Class X SMA /SMK/MA," issued by the Indonesian Ministry of Education and Culture. To examine the presence of the 21st-century skills, the researchers utilized a criteria derived from Trilling and Fadel's (2009) 21st Century Skills framework. The criteria encompass eleven distinct skills: critical thinking and problem-solving, communication, collaboration, creativity and innovation, information and communication technology (ICT), media literacy, leadership and responsibility, productivity and accountability, social and cross-cultural, initiative and self-direction, as well as flexibility and adaptability.

METHODS

The researchers used content or document analysis as the research design. Ary et al. (2010) asserted that content or document analysis is a research method to examine textual or visual information to identify particular characteristics of the material. The subject of this study was the Merdeka Curriculum English textbook published by the Ministry of Education and Culture entitled "Bahasa Inggris Work in Progress for Class X SMA/SMK/MA." The textbook was chosen as a research subject because the book was written based on the Merdeka Curriculum features, which include 21st-century learning. In analyzing the data, the researchers used a checklist table instrument proposed by Trilling & Fadel (2009). The researchers used the table in identifying and evaluating text and images from textbooks. Then, after collecting the content in the textbook, the component to be assessed were goals, inputs, procedures, teacher/learner roles, and settings (Nunan, 2004). Apart from these aspects, the researchers added elements of illustrations/images and quotes to be analyzed to expand the data range. Furthermore, descriptive data analysis was carried out, where each component of the tasks and learning activities was interpreted considering the presence and the incorporation of the 21st-century skills.

RESULTS & DISCUSSION

Results

The findings obtained from analysis of the English textbook, it shows that the textbook "Work in Progress English for Class X SMA/SMK/MA" effectively integrates a total of 11 21st-century skills from Trilling & Fadel (2009). The integration of these skills is very prominent in the four basic competencies related to learning and innovation. These competencies are critical thinking and problem solving, communication, collaboration, and creativity and innovation. In addition, the textbook further covers various additional skills based on the framework from Trilling & Fadel (2009). The results of this study are presented in Table 1, which describes the integration of the 21st-century skills in the English textbook according to the task components of Nunan (2004), which include goals, procedures, input, learner roles, and settings. Besides that, the integration is also done through illustrations/figures and quotes.

Table 1. The 21st-century skills integrated in the textbook

No	The 21 st Century Skills	Strategies								Total
		G	I	P	TR	LR	S	I/P	Q	
1.	Critical thinking and problem-solving	63	4	37			1			105
2.	Communication	10		5		1	2	1		19
3.	Collaboration	9	1							10
4.	Creativity and innovation	11	1	11						23
5.	Information and communication technology (ICT)			8				4		12
6.	Media literacy	2				6				8
7.	Leadership and responsibility		2	4				8		14
8.	Productivity and accountability		2						1	3
9.	Social and cross-cultural		4	1						5
10.	Initiative and self-direction	8		3		2				13
11.	Flexibility and adaptability	2		3						5
TOTAL		105	13	72		9	3	13	1	216

Note:

G: Goals

I: Input

P: Procedure

TR: Teacher Roles

LR: Learner Roles

S: Setting

Q: Quotes

I/P: Illustration/Picture

The results of the 21st-century skills analysis distribution according to Trilling and Fadel (2009) in Table 1 showed that the textbook "English Work in Progress for Class X SMA/SMK/MA" contains all skills that refer to the 21st century. Skill categories related to learning are the most dominant in this textbook. For example, critical thinking and problem solving appear the most, namely 106, followed by creativity and innovation skills of 23 tasks, then communication skills of 19, and finally collaboration skills of 10. Furthermore, skills related to self-development also appeared in this textbook. For example, leadership and responsibility appear as much as 14 tasks, followed by initiative and self-direction as much as 13 tasks, then flexibility and adaptability in as much as 5 tasks, the same as previously, social and cultural skills emerged at 5 tasks, followed by productivity and accountability which emerged at least 3 tasks. Finally, skills regarding technology also appear in this textbook, namely information and communication

technology (ICT) skills, which appear as much as 12 tasks, and media literacy as much as 8 tasks.

The results of the analysis in table 1 showed that there are many ways to integrate 21st-century skills in this textbook. Most of these skills are integrated according to the component tasks of Nunan (2004), namely 105 goals, 72 procedures, 13 inputs, 9 learner roles, and 3 settings. However, the researcher did not find any teacher roles contained in this textbook. Integrating 21st-century skills is also carried out through illustrations and quotes, namely 13 illustrations and 1 quote.

Critical thinking and problem-solving skills

Research findings have revealed that the English textbook integrates 105 tasks based on critical thinking skills and problem-solving skills. In the textbook, examples of tasks containing critical thinking skills and problem-solving through input and procedure can be found in Figure 1 below.

A Listen and Take Notes

Listen to the description of Cristiano Ronaldo. Which side of him does the speaker talk about this time? Complete the text using the words from the box.

thoughtful apologized humble

fit blood type gives

generous underprivileged

He is very kind and (1) _____. I found on the internet that his (2) _____ is probably A negative. Sometimes he (3) _____ his blood to the blood bank so that people who need the same blood type as him will be able to use it.

It is not the only good thing that I like about him. He is very (4) _____ and loves to maintain his health by not smoking. He does not like to drink alcoholic drinks and also there is no tattoo on his body as well. He believes that a tattoo will not be good for the blood that he donates to the blood bank.

Figure 1. Example of the task contains critical thinking and problem-solving skill (Page 15/Bahasa Inggris Work in Progress 2022)

This activity requires students to identify suitable words for several sentences by extracting information from the speaker and analyzing the information received carefully. The task integrating skills to think critically and solve problems can be observed in the way students choose the right words and according to the sentences given. Apart from that, they also have to consider the exact form of the verb to ensure the grammatical accuracy of the sentence.

Communication skill

This research has revealed various communication education skills integrated into English textbooks with 21st-century skills. The findings showed that there are a total of 19 communication skills that have been identified and included in the textbook. These skills cover many aspects of effective communication, including verbal and written communication, active listening, critical thinking, and most focus on improving communication through collaboration among students. The example below is the communication skills found in the book through the procedure and goals task types.

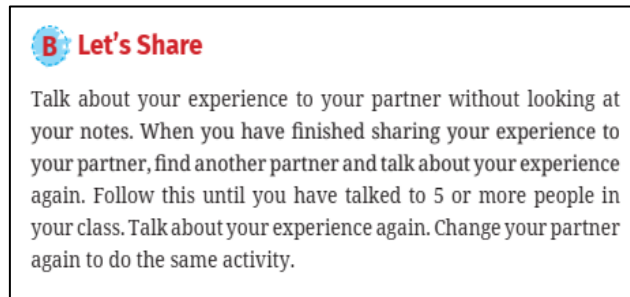


Figure 2. Example of the task contains communication skill
(Page 40/Bahasa Inggris Work in Progress/2022)

In this task, the representation of communication skills can be seen in the instructions given to students to communicate with classmates regarding the context of the sports theme that has been given. This task hones communication skills with classmates by sharing experiences without looking at the notes that have been made. The task also orders students to interact with only one person but with five or more friends at school.

Collaboration skill

This study revealed the integration of 10 collaboration skills based on a 21st-century skills framework in English textbooks. These findings highlight the efforts to equip students with essential skills for success in the modern world. The following is an example of collaboration skills integrated into tasks through the procedure task type.

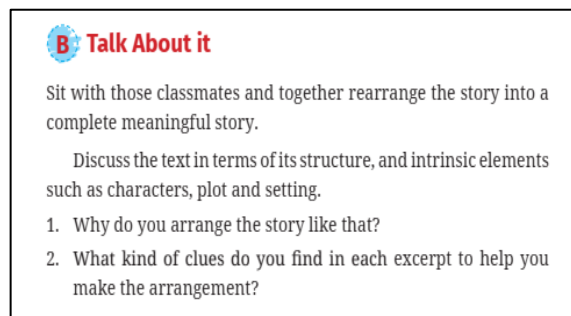


Figure 3. Example of the task contains collaboration skill
(Page 142/Bahasa Inggris Work in Progress/2022)

In this task, students can collaborate by doing tasks together to rearrange the story into a more meaningful text. The task emphasizes students practicing the ability to work together, analyze the structure of texts, and change the results into new texts.

Creativity and innovation skill

The result of the analysis has identified 23 skills of creativity and innovation. These skills cover many cognitive and practical abilities that foster critical thinking, problem-solving and originality. The following is an example of integrating creativity and innovation in textbooks in the form of procedure assignments.

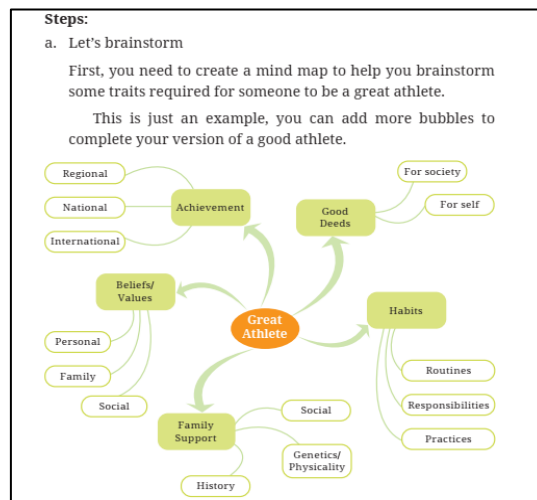


Figure 4. Example of the task contains creativity and innovation skill
 (Page 22/Bahasa Inggris Work in Progress/2022)

In this assignment, students are instructed to make the points needed by a great athlete in the form of a mind map. This assignment indeed explores students' creativity in developing ideas obtained from the process of processing information on topics that have been given before. Most of this book's creativity and innovation skills are identified as task procedures and goals to train students in idea generation, flexibility, and elaboration.

Information and communication technology (ICT) skill

This study found that incorporating information and communication technology (ICT) skills in English textbooks aligned with 21st-century skills. There are 12 information and technology skills in the textbook. In this book, several examples of integrating information and communication technology (ICT) skills include digital literacy, online collaboration, media product creation, and communication effectively through digital platforms. The image below exemplifies integrating information and technology skills in a textbook through procedural assignments.

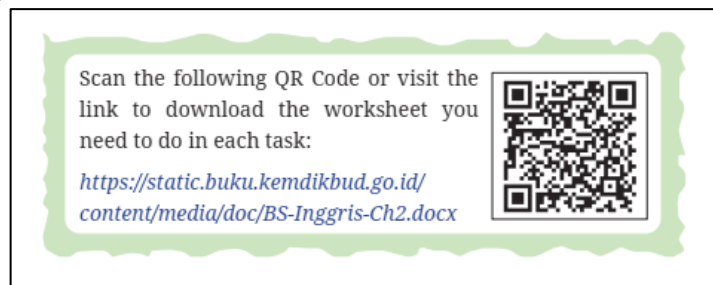


Figure 5. Example of the task contains information and communication technology (ICT) skill
 (Page 52/Bahasa Inggris Work in Progress/2022)

In this assignment, students are instructed to open a website link that directs students to the task to be done and download the assignment file. This assignment exemplifies integrating information and communication (ICT) skills. The tasks in the book introduce students to technology that functions as a learning tool, where

students work on assignments via the displayed link and QR code. This indirectly shows the introduction of the link and QR code function to students.

Media literacy skill

This research showed that English textbooks emphasize developing essential media literacy skills aligned with 21st-century skills. This study found that 8 tasks included integrating media literacy. The picture below is an example of instilling media literacy included in learner roles that encourage students to use the media to publish their writings in various media.

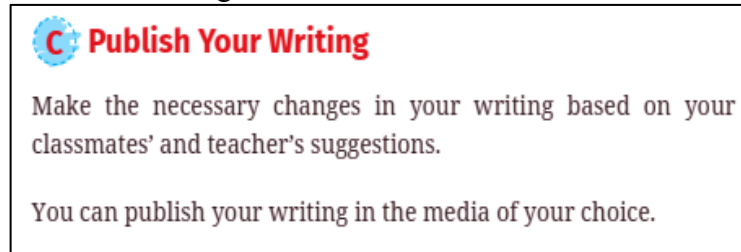


Figure 6. Example of the task contains media literacy skill
(Page 91/Bahasa Inggris Work in Progress/2022)

In this task, students are asked to publish written results corrected by students and teachers in the media they want. This task is useful for training students' abilities and confidence in writing by instructing them to publish their writing in their chosen media. This aims to introduce students to media literacy from an early age so that these students know that their creativity can be valued and introduced to the public.

Leadership and responsibility skill

This textbook has 14 leadership skills and responsibilities that align with the demands of the 21st century. The picture below is an example of a leadership attitude shown by the illustration of several Indonesian athletes fighting for their country in a match.

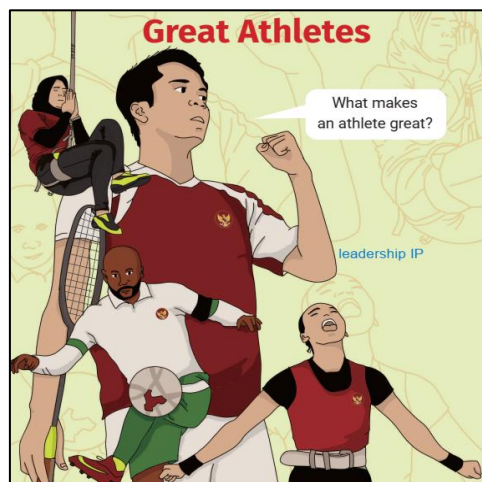


Figure 7. Example of the illustration of leadership and responsibility skill
(Page 3/Bahasa Inggris Work in Progress/2022)

This illustrative approach can motivate students to acquire leadership skills and responsibility to succeed personally and professionally. These findings highlight the importance of incorporating essential competencies in the educational curriculum to prepare students for future challenges.

Productivity and accountability skill

The findings in this study indicate that 3 productivity and accountability skills integrated into English textbooks are in line with the demands of 21st-century skills. This textbook incorporates the essential skills of productivity and accountability, which are crucial in teaching students the values of hard work and self-reliance. The figure below are examples of quotes that aim to motivate students to work hard to achieve success through quotes text.

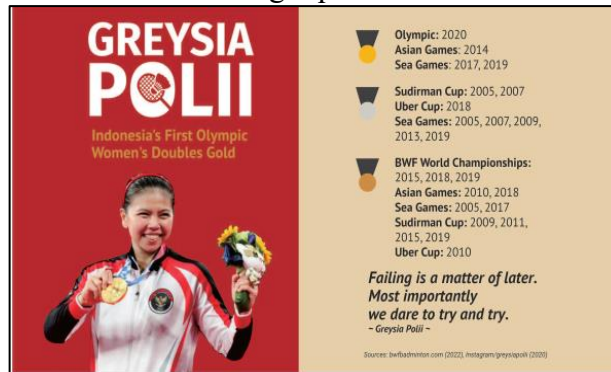


Figure 8. Example of the picture contains productivity and accountability skill

(Page 23/Bahasa Inggris Work in Progress/2022)

These words are quoted from Greysia Polli, an accomplished female badminton athlete, explaining an important perspective on failure and perseverance. In his words, “*Failing is a matter of later. Most importantly, we dare to try and try.*” She emphasized that failure should not hinder us but rather serve as a catalyst for growth and sustainable efforts. Polli’s words inspire individuals to overcome setbacks and maintain a strong work ethic in pursuit of success. These insightful quotes exemplify valuable skills and attitudes students can learn. It encourages students to take on challenges, stay motivated, and study hard to achieve their goals for the future.

Social and cross-cultural skill

This research has investigated the integration of 21st-century skills into English textbooks, specifically focusing on social and cross-cultural skills. The findings reveal 5 social and cross-cultural skills integrated into this textbook. The picture below is an example of social and cultural integration focusing on outside cultures through input task types.

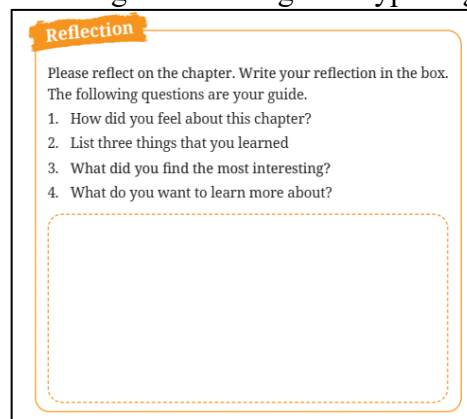


Figure 9. Example of the reading text contains social and cross-cultural skill
(Page 135/Bahasa Inggris Work in Progress/2022)

The reading text is taken from a tenth-grade English textbook depicting a narrative entitled “Little Red Riding Hood.” This European folk tale tells of the interaction between a young girl and a cunning wolf that originated in European folklore before the 17th century.

Initiative and self-direction skill

The findings revealed that the English textbooks examined in this study exhibit a comprehensive integration of 13 initiatives and self-direction skills based on a 21st-century skills framework. Integrating these skills fosters self-direction skills such as self-motivation, persistence, and adaptability, enabling students to become independent learners. The picture below is an example of a task that applies initiative and self-direction learning skills through the type of goals task.



Reflection

Please reflect on the chapter. Write your reflection in the box.
The following questions are your guide.

1. How did you feel about this chapter?
2. List three things that you learned
3. What did you find the most interesting?
4. What do you want to learn more about?

A large dashed-line box is provided for students to write their reflections.

Figure 10. Example of the task contains initiative and self-direction skill
(Page 93/Bahasa Inggris Work in Progress/2022)

This example is the integration of initiative and self-direction skills. The task encourages students to reflect on what they have learned in the chapter by asking what they have learned and what students like. Furthermore, students are given orders to make a reflection paragraph on the question. This process allows students to capture their educational progress, offering valuable insights and recommendations for future learning. The reflection assignments at the end of each chapter of the textbook are useful for students to evaluate what they have learned and understood in the previous material for future learning even better.

Flexibility and adaptability skill

Research findings indicate that the current English textbooks incorporate 5 flexibility and adaptability skills aligned with the demands of the 21st century. The flexibility and adaptability skills integrated into the textbook are described as students' readiness and flexibility in carrying out each role in the game. In carrying out roles in the game, students must be adaptive and flexible in playing their respective roles. For most, flexibility and adaptability skills are included in procedures because it asks students to play specific roles. The example below is procedures that include flexibility & adaptability displayed in the task type of procedure.

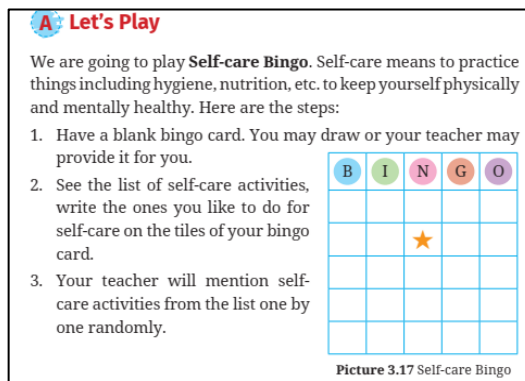


Figure 11. Example of the task contains flexibility and adaptability skill (Page 65/Bahasa Inggris Work in Progress/2022)

In this task, students are asked to play the Self-care Bingo game. The game emphasizes what students should do about self-care carried out by students. This task is included in the integration of flexibility and adaptability because students need to be flexible and adaptable in game situations.

Discussion

This research has found that the Merdeka Curriculum English textbook for the tenth-grade students has integrated 11 the 21st-century skills proposed by Trilling and Fadel (2009). The Four of the 11 skills mentioned are generally integrated into the book. These abilities include critical thinking and problem-solving, communication, collaboration, creativity and innovation. These 4 aspects are included in the context of learning and innovative skills. This reflects that the textbook has combined all abilities which are very important in the learning process and innovation skills. Meanwhile, other life and career skills such as flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility skills. In addition, this textbook incorporates skills related to the incorporation of technology into education, which includes the integration of skills such as information and communication technology (ICT) and media literacy.

There are many ways to integrate 21st-century skills in this textbook, this textbook presents the 21-century skills based on Nunan's (2004) task components, namely goals, inputs, procedures, learner roles, and settings. In addition, the integration is conducted through other strategies, such as pictures and quotes. Most 21st-century skills are in the form of goals and procedures that influence students to carry out certain activities. However, the 21st-century skills applied in this textbook are related to learning, career, and information technology in accordance with the opinion of Alismail & McGuire (2015), who emphasize the importance of prioritizing mastery of core academic subjects and instilling 21st-century skills in education. By adopting these skills, students are expected acquire important knowledge and life competencies necessary to achieve success in their lives (Lombardi, 2007).

CONCLUSION

This study focused on analyzing the 21st-century skills contained in English textbooks entitled "Bahasa Inggris Work in Progress for Class X SMA/SMK/MA.".

There are two research focuses conducted in this research. The first is to examine the integration of 21st-century skills. Secondly, this study seeks to determine how the integration is carried out. This textbook has integrated the 21st-century skills in the perspective of Trilling & Fadel (2009) through the task components from Nunan (2004), such as goals, input, procedures, learner roles, and settings. The integration is also organized through other strategies, such as illustrations/pictures and quotes from famous figures. In summary, the researchers concluded that 11 of the 21st-century skills are integrated in "Bahasa Inggris Work in Progress for Class X SMA/SMK/MA." through various strategies. This textbook is quite relevant to be used as a learning tool by teachers and students because it has accommodate some skills such as critical thinking and problem-solving, creativity and inovation, communication, and collaboration which train students to be more competitive in the current era.

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