

The Content of 21st Century Skills in Indonesian Language Textbooks for SMA/MA Class XI Published by the Ministry of Education and Culture

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ABSTRACT

This research aims to analyze the content of 21st century skills in the form of collaboration, communication, creativity, and critical thinking in Indonesian textbooks for SMA/MA grade XI of the 2013 curriculum and the merdeka curriculum. This type of research uses descriptive qualitative research, with data collection techniques in the form of reading and recording. The instrument used in this research is a human instrument assisted by data analysis guidelines. Data analysis used in this research is in the form of data condensation, data presentation, and verification. The results showed that for the content of 21st century skills, the data found were 262 data, which were part of the materials and tasks. The content of 21st century skills in the material and tasks section is dominated by indicators in the form of critical thinking which has 100 data with a percentage of 38.1%. This shows that the Indonesian language textbooks for grade XI SMA/MA in the 2013 curriculum and the merdeka curriculum already contain 21st century skills.

INTRODUCTION

The 21st century is a century where the development of information technology is so rapid. Redhana, (2019) states that the 21st century is known as the 4.0 industrial revolution which is characterized by rapid technological developments. One of the things to keep up with this rapid development of technology and information is to have digital skills. The rapid development of technology also makes competition in various fields also tight. One of them is in the field of education. Education is no longer only focused and centered on knowledge alone, but also demands the development of 21st century skills.

This 21st century learning is learning designed to address global challenges that focuses on honing students skills in learning life skills. Some of the skills that teachers instill in students are responsibility, creativity, innovation and the ability to take risks and can have a positive impact on society. The provision of these skills seeks to anticipate the rapid development of the times and technology, thus requiring Human Resources (HR) who are able to adapt and utilize technology (Wulansari and Yaya, 2023: 1668).

These 21st century skills can be trained and developed through Indonesian language learning. Indonesian language learning is learning that is led to maximize students' skills in communication which includes listening, speaking, reading, and writing. Indonesian language learning is taught to students with the aim of providing training to be proficient in language by implementing ideas critically and creatively (Susanti and Muhammad, 2023: 345).

The Ministry of Education and Culture calls it the 4C skills, namely communication, collaboration, critical thinking and problem solving, and creativity and innovation. Education as part of the 21st century skills aspect is also an important aspect that must be mastered by students, because it is important for education stakeholders to change the education system in accordance with the characteristics of education developed in the 21st century.

One of the important factors in education that must be considered in developing 21st century skills is learning resources. What can be done in teaching higher order thinking skills and improving 21st century skills requires an adequate learning resource (Zohar, 2004). One form of learning resources is textbooks. Textbooks function as learning media that support the implementation of the learning process. This learning media is one of the components of educational resources that play an important role in achieving the competencies that are the objectives of learning (Sandi, 2019).

Rahmawati (2015: 103-104) also explains that textbooks are the main books used in teaching and learning activities because they cover the basic competencies contained in the curriculum, which are used in units of educational institutions. Students' information needs on subject matter are supported by the existence of textbooks that are of good quality and suitable for use in teaching and learning activities. Textbooks do play a very important role in improving skills in students.

Pratiwi (2017:2) explains that quality textbooks will affect the success of teachers and students in teaching and learning activities. One of the things that

makes the book classified as quality is the presence of material and practice questions that contain 21st century skills. The more material or questions in the textbook that contain 21st century skills, the more students will be able to improve these abilities at a higher level as well. Therefore, it is necessary to analyze the 21st century skills in Indonesian language textbooks.

Permendikbud No. 8/2016 also states that books used by education units are in the form of textbooks, and non-textbooks as a means in the learning process for teachers and students. Textbooks to date there are various kinds following the changes in the curriculum set as well. Since the last few years, the Indonesian government has reformed the education curriculum. The previous curriculum change, namely the 2013 curriculum, became an merdeka curriculum.

Curriculum changes certainly have an impact on textbooks that will be used in learning activities. Before the implementation of the new curriculum, the Ministry of Education and Culture compiled a book aimed at driving schools in the form of a textbook that carried the spirit of independent learning for driving schools called the merdeka curriculum with the title "Cerdas Cergas Berbahasa dan Bersastra Indonesia". The main difference from the 2013 curriculum to the merdeka curriculum is the emphasis on flexibility in learning, results-oriented, and more relevant to the needs of learners in the 21st century.

This study aims to review and analyze Indonesian language textbooks for grade XI published by the Ministry of Education and Culture, both based on the 2013 curriculum and the merdeka curriculum. This research is important to help us understand how curriculum changes affect the textbooks used, especially in relation to developing 21st century skills. The main objective of this research is to illustrate whether the merdeka curriculum provides a more significant improvement than the 2013 curriculum in terms of developing these skills.

Some previous studies have examined the content of 21st century skills, one of which was conducted by Reginata Jenike et al. in 2023 with the title '21st Century Skills of Indonesian Language Textbooks in Class X Published by the Ministry of Education and Culture. This study aims to identify and develop 4C competencies in 21st century learning that are reflected in Class X SMA / SMK textbooks published by the Ministry of Education and Culture. The results of this study show that Indonesian language textbooks for class X SMA / SMK published by the Ministry of Education and Culture develop skills with the following percentages: 42% for critical thinking and problem solving skills, 38% for creativity and originality, 14% for collaboration skills, and 7% for communication.

Aji Budi Rinekso in 2021 conducted a research entitled The Representation of 21st Century Skills in an Indonesian EFL Textbook. This study aims to analyze how 21st century skills are represented in Indonesian EFL textbooks. The method used was qualitative research with a content analysis design. The EFL textbook used by seventh grade students became the subject of this study. The results showed that out of 15 21st century skills, 12 were reflected in the textbook. The skills that appeared the most were

communication and collaboration. These skills are represented through various learning tasks, such as objectives, materials, procedures, teacher and student roles, pictures, and notes. However, this textbook does not cover some skills such as global awareness, media literacy and economic literacy. In addition, the topic of information, communication and technology (ICT) is also not covered enough.

THEORETICAL REVIEW

21st Century Skills

The development of technology and knowledge today is accelerating. Therefore, skills such as creativity, critical thinking and problem-solving have become very important in this century. These skills are known as 21st century skills, which are now the focus of education. The 21st century, as an era of technological development, has changed the way people live from traditional to more modern, supported by advances in technological media. With the rapid development of industrial technology, the changes that occur are becoming increasingly difficult to predict. For this reason, humans need to prepare themselves with the mentality and skills needed in the 21st century early on, so as not to be left behind by technological advances (Abduh & Istiqomah, 2021: 2070).

In the era of the 21st century is not the same as before, in terms of technology, in this era technology is very sophisticated. Therefore, with the development of this sophisticated technology, everyone around the world can access various kinds of information quickly and easily. Globally, 21st century skills fall into four main categories: (a) ways of thinking, which include creativity and innovation, critical thinking, problem solving, and decision making; (b) ways of working, namely the ability to communicate and collaborate; (c) tools for work, which include general knowledge and skills in information and communication technology; and (d) ways of life, including careers, personal and social responsibility, and cultural awareness and competence (Binkley in Prayogi & Rio, 2020: 145).

The 21st century skills proposed by Chalkiadaki (2018) are divided into four skills, including: (a) personal skill development (creativity, critical thinking, argumentation and decision-making), (b) social skill development (communication, collaboration, leadership, and sensitivity), (c) information and education (collaboration in learning), and (d) digital and literacy. The concepts such as communication, collaboration, critical thinking, problem solving, as well as creativity and innovation, can be applied in the exercise questions in the student book. That way, students will have a good personality and skills to be able to compete in the 21st century.

The 21st century skills promoted by (Kemendikbud, 2017) are known as 4C, namely skills (1) collaboration; (2) communication, (3) critical thinking, (4) creativity. These 4C skills can be applied in a student-centered learning process. In addition, 4C skills are very important for students in learning activities, along with the development of the times that continues to run (Anton and Ridwal, 2022: 529). The following are indicators of these 21st century skills.

a. Collaboration

Kemendikbud (2017) explains that collaboration is the activity of working together with one or more people in a group, to achieve a predetermined goal. This collaborative concept encourages learners to learn to form, adapt, and lead groups. The purpose of collaboration is for learners to work more effectively, increase empathy, and accept different opinions. The benefits of collaboration are to train learners to take responsibility, adapt to the environment, and set high goals for the group and individuals.

b. Communication

According to the Ministry of Education and Culture (2017), communication is the ability of learners to express their ideas and thoughts quickly, clearly, and effectively. This skill includes several sub-skills, such as speaking accurately, understanding the context, and reading the audience to ensure the message is delivered. In this context, learners are expected to manage, organize, and establish effective communication both verbally and in writing.

c. Creativity

According to the Ministry of Education and Culture (2017), creativity is defined as the ability to think freely, without being constrained by rules that typically limit thinking. Learners with high creativity are able to approach and view problems from multiple perspectives. As a result, they are capable of finding solutions. This concept encourages students to practice applying and articulating their own ideas.

d. Critical Thinking

According to the Ministry of Education and Culture (2017), creativity is defined as the ability to think freely, without being constrained by rules that typically limit thinking. Learners with high creativity are able to approach and view problems from multiple perspectives. As a result, they are capable of finding solutions. This concept encourages students to practice applying and articulating their own ideas.

Textbooks

The Ministerial Regulation (Permendiknas) No. 2 of 2008 states that textbooks are essential reference materials for use in primary and secondary education institutions or higher education establishments. These textbooks must contain educational content aimed at enhancing faith, piety, noble character, personality, mastery of science and technology, sensitivity, aesthetic abilities, kinesthetic skills, and health, all based on national education standards. Similarly, Permendikbud No. 8 of 2016 further clarifies that textbooks are the primary learning resources to achieve basic and core competencies and are officially validated by the Ministry of Education and Culture as suitable references for use in educational units.

Prastowo (2011: 168) explains that textbooks used in learning contain knowledge derived from the basic competencies in the curriculum and are meant for students to use in their studies. The content of the textbook must, of course, align with the curriculum to support learning that meets the required

standards and achieves basic competencies. Textbooks can be viewed as repositories of knowledge about various aspects of life, as they are designed with completeness in material and presentation. Additionally, textbooks offer resources for independent study, both in terms of content and the methods for utilizing them (Supriyanto and Kuntoro, 2021: 16).

Textbooks function as a support for teaching and learning activities for students at school. Textbooks usually contain materials that can be studied by students in accordance with the applicable curriculum to achieve national education goals. Nasution (in Prastowo, 2011: 169) suggests several functions of textbooks, including: as a resource or reference for students; 2) as material for evaluation; 3) acts as a tool for educators in carrying out the curriculum; 4) can influence the teaching methods/techniques used by educators; and 5) as a means to enhance career development.

Curriculum

Etymologically, the term "curriculum" originates from the Greek words *curir* and *currere*, which refer to the path or course of a race that forms a route which competitors must follow. According to Law No. 20 of 2003 on the National Education System, the curriculum is defined as a series of plans and arrangements concerning the objectives, content, subject matter, and resources, all serving as guidelines for organizing learning activities to achieve specific educational goals.

Curriculum development is carried out to improve the curriculum that was previously used. The current curriculum change is from the 2013 curriculum to the merdeka curriculum. The curriculum changes can be adjusted to the demands along with the development of science and technology and the times. Another goal of curriculum change is that these changes are basically able to answer various future challenges in mastering knowledge, attitudes, and skills, so that students can adapt to an ever-changing environment (Rahmadhani, et al, 2022: 41-42). The following will present the basic differences between the merdeka curriculum and the 2013 curriculum proposed by Rahmadhani (2022: 43).

Table 1. Differences between the 2013 Curriculum and the Merdeka Curriculum

Differences	2013 Curriculum	Merdeka Curriculum
Basic Framework	Formulate the core framework for the National Education System and the National Education Standards.	The design of the core framework for developing the Pancasila learner profile in students.
Competencies Reviewed	Basic Competencies, presented in the form of scope and sequence, are categorized into four Core Competencies: Spiritual Attitude, Social Attitude, Knowledge, and Skills.	Learning Outcomes are expressed in paragraphs that structure knowledge, attitudes, and skills to attain, enhance, and improve competencies.
Curriculum Structure	Lesson Hours (JP) are determined on a weekly	Lesson hours (JP) are determined on an annual basis. Educational

	<p>basis. The unit manages the weekly allocation of learning time each semester, ensuring that students receive the value of learning outcomes for each subject every semester.</p>	<p>units have the flexibility to arrange the distribution of learning time in order to meet the required JP. The curriculum is structured into two main learning activities, namely: (1) Regular or routine learning, which is an intracurricular activity, and (2) A project to strengthen the Pancasila learner profile. At the SMK level, the curriculum is further divided into: (1) General subject groups, AMD (2) Vocational subject groups.</p>
Learning	<p>The learning method applied is the scientific approach.</p>	<p>The learning approach includes: 1) Strengthening differentiated learning based on the learner's developmental stage. 2) A blend of learning (approximately 70-80% of class hours) and co-curricular activities through a project aimed at enhancing the Pancasila student profile (about 20-30% of class hours).</p>
Evaluation	<p>The assessments used are: 1) Formative and summative assessments conducted by educators serve to track learning progress, evaluate learning outcomes, and identify areas that require ongoing enhancement of learning results. 2) Reinforcing the application of authentic assessments in every subject. 3) The assessment is categorized into the evaluation of attitudes.</p>	<p>The assessments employed include: 1) Strengthening formative assessments and utilizing the results to tailor learning based on the level of student achievement. Enhancing the application of authentic assessments, particularly in the project aimed at reinforcing the Pancasila learner profile. There is no distinction made between the assessment of attitudes, knowledge, and skills.</p>

METHODOLOGY

This study employs a descriptive qualitative research approach. The data consists of reading materials and assignments, including written texts and images, that are related to the content of 21st-century skills. These materials are sourced from Indonesian language textbooks for the 2013 curriculum and the Merdeka curriculum, both published by the Ministry of Education and Culture. The data collection method involves reading and recording, with the data collection instrument being the researcher themselves. The data analysis technique used in this study is content analysis. According to Miles &

Huberman (2014: 31-33), the activities involved in this analysis are carried out interactively and continuously until completion. The steps in data analysis include data condensation, data presentation, and drawing conclusions/verification.

RESULTS

In this section, we will present the results of research related to 21st century skills contained in grade XI Indonesian language textbooks published by the Ministry of Education and Culture from the 2013 curriculum and the merdeka curriculum. The two textbooks have different numbers of chapters. The textbook for the 2013 curriculum has a total of 8 chapters, while the merdeka curriculum has a total of 6 chapters. The results of the research for the overall data derived from the material and assignments in the XI grade SMA/MA Indonesian textbooks of the 2013 curriculum and the merdeka curriculum, already contain 21st century skills. The data found to contain 21st century skills amounted to 262 data. The data were obtained from Indonesian textbooks for grade XI for the 2013 curriculum as much as 147 data and the merdeka curriculum as much as 115 data. The data came from the content of 21st century skills with the categories of collaboration, communication, critical thinking, and creativity. These four categories must be mastered by students in facing future challenges. The following data table contains descriptions related to the results of the content of 21st century skills contained in grade XI Indonesian language textbooks for the 2013 curriculum and the merdeka curriculum.

Table 2. Occurrence of the Number of Materials and Tasks for the 21st Century Skills Category.

No	Textbooks	Material Part	21 st Century Skills				Amt	Percent (%)
			C1	C2	C3	CT		
Curriculum 2013								
1	Bab I - Menyusun Prosedur	Material	0	0	2	2	4	1,5
		Task	5	4	4	9	22	8,4
2	Bab II - Mempelajari Teks Eksplanasi	Material	0	0	1	3	4	1,5
		Task	4	3	2	4	13	5,0
3	Bab III - Mengelola Informasi dalam Ceramah	Material	0	1	1	3	5	1,9
		Task	4	2	2	5	13	5,0
4	Bab IV - Meneladani Kehidupan dari Cerita Pendek	Material	0	1	0	4	5	1,9
		Task	5	4	2	9	20	7,6
5	Bab V - Mempersiapkan Proposal	Material	1	0	1	2	4	1,5
		Task	1	3	2	4	10	3,8

6	Bab VI Merancang Karya Ilmiah	Material	1	1	1	2	5	1,9
		Task	2	3	2	3	10	3,8
7	Bab VII - Menilai Karya Melalui Resensi	Material	1	1	1	2	5	1,9
		Task	3	1	1	4	9	3,4
8	Bab VIII - Bermain Drama	Material	1	1	1	3	6	2,3
		Task	1	5	1	5	12	4,6
Totally			29	30	24	64	147	
Curriculum Merdeka								
1	Bab I - Mengenal dan Mempromosikan Produk Pangan Lokal Indonesia	Material	0	0	2	2	4	1,5
		Task	5	3	5	4	17	6,5
2	Bab II - Menyajikan Berita Inovasi yang Menghibur	Material	0	1	2	2	5	1,9
		Task	3	2	3	5	13	5,0
3	Bab III - Menggali Nilai Sejarah Bangsa Lewat Cerita Pendek	Material	1	0	2	2	5	1,9
		Task	7	2	1	5	15	5,7
4	Bab IV - Menulis Puisi yang Menginspirasi Adanya Kesempatan untuk Semua	Material	0	1	3	2	6	2,3
		Task	4	3	2	2	11	4,2
5	Bab V - Mengenal Keberagaman Indonesia Lewat Pertunjukan Drama	Material	0	1	2	1	4	1,5
		Task	7	2	3	5	17	6,5
6	Bab VI - Berperan dalam Konservasi Alam Indonesia Lewat Karya Ilmiah	Material	0	2	1	2	5	1,9
		Task	4	1	4	4	13	5,0
Totally			31	18	30	36	115	
Amount			60	48	54	100	262	
%			23,0	18,3	20,6	38,1		100

Description: C1 : collaboration
C2 : communication

C3 : creativity
CT : critical thinking

DISCUSSION

The 21st-century skills, known as the 4Cs, include collaboration, communication, critical thinking, and creativity. These four skills will be examined in the grade XI Indonesian language textbook published by the Ministry of Education and Culture. The following will present a discussion related to 21st century skills contained in the Indonesian language textbook grade XI of the 2013 curriculum and the merdeka curriculum.

21st Century Skills in Grade XI Indonesian Textbooks for Curriculum 2013 Collaboration Indicator

The content of 21st century skills for collaboration indicators in the material section is only found in 4 chapters out of a total of 8 chapters in the grade XI Indonesian language textbook curriculum 2013. Whereas in the task section, collaboration indicators are included in all chapters. Collaboration is the activity of working with one or more people in a group to achieve a set goal (Kemendikbud, 2017). Collaboration activities are one of the important aspects that must be implemented in learning activities, so that students are able to work with each other. The following is the implementation of materials and tasks in Indonesian textbooks that can train students to develop collaboration skills.

Data (1) Bab V Mempersiapkan Proposal

“Menyajikan Proposal Hasil Diskusi.

Kebahasaan yang menandai proposal adalah banyaknya menggunakan fitur-fitur berupa, 1) Pernyataan argumentatif 2) Pernyataan persuasif, 3) Kata-kata teknis 4) Kata kerja tindakan 5) Kata pendefinisian 6. Kata perincian 7) Kata keakanan. Struktur dan kaidah itulah yang menjadi pedoman ketika mendiskusikan kelengkapan dan ketepatan suatu proposal. Selain itu, diskusi tentang suatu teks proposal ataupun teks-teks lainnya dapat pula berkenaan dengan kaidah-kaidah kebahasaan lainnya, seperti keefektifan kalimat, ketepatan pemilihan kata, serta kebakuan ejaan dan tanda bacanya.” (B5.K13/K1/162)

The excerpt in data (1) is included in the material that contains 21st century skills for collaboration indicators because there is an activity in the form of “discussion”. This activity is a form of activity in learning that contains the ability to work together in groups to discuss the features and linguistic rules of a proposal text. In line with the opinion expressed by the Kemendikbud (2017) which explains collaboration is the activity of working together with one or more people in a group to achieve predetermined goals. Learners are asked to discuss with their friends to discuss material related to the linguistic features in the proposal text and present it.

Data (2) Bab IV Meneladani Kehidupan dari Cerita Pendek

“Nilai-nilai kehidupan apakah yang dikisahkan di dalam cuplikan-cuplikan di bawah ini. Diskusikanlah secara berkelompok dan tuangkanlah hasilnya pada buku kerjamu” (B4.K13/K1/115)

The quote in data (2) is a task that contains 21st century skills for the collaboration indicator. This is because there is an activity in the form of discussion. This task contains activities in the form of the ability to work together in groups to find life values in short story texts. In line with the opinion of the Ministry of Education and Culture (2017) that collaboration is the activity of working together with one or more people in a group to achieve predetermined goals. Learners are asked to be able to discuss finding values in short stories. This discussion is a form of cooperation skills in one group. With collaboration, each learner can complement each other's shortcomings.

Communication Indicator

The content of 21st century skills in the material section for communication indicators is found in 5 chapters out of 8 chapters in the grade XI Indonesian language textbook curriculum 2013. While in the task section, communication indicators are contained in all chapters. Communication refers to students' ability to express their ideas and thoughts in a clear, quick, and effective manner. This skill includes the capacity to speak correctly, understand the context, and interpret the listener's response to ensure the message is effectively conveyed (Kemendikbud, 2017). Below is an overview of how the materials and tasks in Indonesian textbooks can help students develop their communication skills.

Data (3) Bab III Mengelola Informasi dalam Ceramah
"Menyampaikan Hasil Suntingan dengan Memperhatikan Struktur dan Kebahasaan. Penyuntingan bertujuan untuk menyempurnakan atau untuk mengurangi kekeliruan-kekeliruan yang mungkin terjadi dalam suatu teks. Kegiatan penyuntingan dapat dilakukan dengan langkah-langkah berikut. 1. Penyiapan teks (ceramah) yang akan disunting. 138 2. Penyediaan bahan-bahan pemandu penyuntingan, seperti pedoman Ejaan Bahasa Indonesia (EBI) dan kamus. 3. Mencermati bahan suntingan secara cermat, baik itu berkenaan dengan cara penyajian isi maupun bahasanya. 4. Memperbaiki kesalahan yang terdapat dalam bahan suntingan secara benar dengan berpedoman pada sumber-sumber yang dapat dipercaya." (B3.K13/K2/99-100)

The quotation in data (3) is included in material that contains 21st century skills with communication indicators, this is because there is an activity in the form of "conveying". The activity is a form of material that contains the ability to convey information in the form of the results of editing a text. Conveying activities are a form of communication carried out in learning activities. In this case, students can convey the information they get to share with other friends. In line with the opinion of the Kemendikbud (2017) communication is defined as the ability of learners to convey their ideas and thoughts quickly, clearly, and effectively. This explains that this material is included in the material that contains 21st century skills.

Data (4) Bab I Menyusun Prosedur
"Kamu telah selesai menemukan kata-kata sulit dalam sebuah teks. Tahap berikutnya, presentasikanlah laporan kelompokmu di depan teman-teman lainnya." (B1.K13/K2/26)

Data excerpt (4) is included in the task that contains 21st century skills for the communication indicator, because there is an activity in the form of "presenting". The activity is a form of task that contains public speaking and message delivery skills. Report presentation requires skills in conveying a message effectively. This includes the ability to organize ideas well, using appropriate language. Both of these are forms of 21st century skills. Consistent with the perspective of Kemendikbud (2017), communication is defined as the ability of learners to express their ideas and thoughts in a clear, quick, and effective manner. This skill encompasses several sub-skills, including the ability

to speak correctly, comprehend the context, and interpret the listener (audience) to ensure the message is communicated successfully.

Creativity Indicator

The content of 21st century skills in the material section for creativity indicators is found in 6 out of 8 chapters. While in the task section, creativity indicators are contained in all chapters. Creativity is the ability to think freely, without being constrained by rigid rules. Learners with high creativity can approach and view a problem from multiple perspectives (Kemendikbud, 2017). Here are some excerpts of materials and tasks in Indonesian language textbooks that contain creativity skills.

Data (5) Bab I Menyusun Proposal

“Menyusun rancangan garis besar suatu prosedur, dengan:

a. mengartikan kata-kata yang sulit.

b. memaknai maksud teks secara keseluruhan, untuk mengetahui topik umum beserta langkah-langkah yang ada dalam teks prosedur.” (B1.K13/K3/22-23)

The material contained in the data quote (5) is included in 21st century skills with an indicator of creativity. This is because there is an activity in the form of “composing”. This material has an activity in the form of the ability to create new things based on design in compiling procedure texts. Writing skills are a form of creativity indicator. Learners learn about how to write and compile a procedure text through the material studied. In accordance with the view of Kemendikbud (2017), creativity is described as the ability to think without being restricted by binding rules. Learners with high creativity are capable of approaching and viewing a problem from various perspectives, which enables them to find solutions. This concept encourages students to practice applying and articulating their own ideas.

Data (6) Bab III Mengelola Informasi dalam Ceramah

“Susunlah tujuan umum dan tujuan khusus dari topik yang telah kamu tentukan itu. Susunlah kerangka untuk topik ceramah yang telah kamu rumuskan itu. Isi dan sistematika kerangka harus sesuai dengan tujuan yang telah kamu buat” (B3.K13/K3/99)

The quote in data (6) is included in the data that contains 21st century skills for creativity indicators. This is because there are activities in the form of compiling and developing. The task contains the ability to create ideas to outline a lecture text. Setting the general and specific objectives of the topic reflects the ability to think creatively in formulating what is to be achieved by the talk. It is the skill of developing clear and specific objectives that will guide the structure and content of the outline. Developing an outline that is fit for purpose involves creativity in linking different ideas and data in a way that is relevant and supportive of achieving the objectives of the talk. According to the Ministry of Education and Culture (2017), creativity is defined as the ability to think freely, without being confined by restrictive rules. Learners with high creativity can approach and view a problem from multiple perspectives.

Critical Thinking Indicator

The 21st-century skills related to critical thinking are present throughout all chapters in the material and tasks section. Critical thinking is a focused and structured process used in problem-solving, decision-making, analysis, and conducting scientific research. It is an active process where an individual deeply reflects on issues, asks questions, and seeks relevant information (Kemendikbud, 2017). Below is an overview of how critical thinking is implemented in the Grade XI Indonesian language textbook according to the 2013 curriculum.

Data (7) Bab II Mempelajari Teks Eksplanasi

"Menganalisis Struktur Kebahasaan Teks Eksplanasi. Teks eksplanasi memiliki struktur baku sebagaimana halnya jenis teks lainnya. Sesuai dengan karakteristik umum dari isinya, teks eksplanasi dibentuk oleh bagian-bagian berikut.

- a. Identifikasi fenomena (phenomenon identification)*
- b. Penggambaran rangkaian kejadian (explanation sequence)*
- c. Ulasan (review)." (B2.K13/BK/62)*

The excerpt in data (7) is included in material that contains 21st century skills for critical thinking indicators. This is because there is an "analyzing" activity. This material contains activities in the form of the ability to analyze a linguistic structure in an explanatory text. This analytical skill is a component of the critical thinking indicator. Consistent with the Ministry of Education and Culture's (2017) definition, critical thinking is a focused and systematic process used in problem-solving, decision-making, analysis, and conducting scientific research. Learners are asked to be able to analyze the structure of the language of the explanatory text. The activities carried out by students can improve their ability to think critically.

Data (8) Bab VIII Bermain Drama

"Tentukanlah unsur-unsur drama dari pementasan sebuah drama atau dari naskah drama yang dibaca!" (B8.K13/BK/247)

The excerpt in data (8) is included in the 21st century skills content for critical thinking indicators, because there is an activity in the form of identifying. The task contains the ability to analyze the elements of a drama text. The activity of identifying the elements of drama requires students to understand and analyze the various elements in the drama text. Students must be able to think critically to identify and explain how each element contributes to the overall performance or drama script. This requires the ability to think critically. In line with the opinion of the Kemendikbud (2017) critical thinking is a directed and clear process used in problem solving, decision making, analyzing, and conducting scientific research.

21st Century Skills Content in Grade XI Indonesian Textbooks for Merdeka Curriculum Collaboration Indicator

The content of 21st century skills in the material section for collaboration indicators is found in only one chapter out of 6 chapters contained in the Indonesian language textbook grade XI of the merdeka curriculum. As for the collaboration indicator task section, it is included in all chapters. The content of collaboration includes developing the ability to work together effectively. The aim of collaboration is to help students work more efficiently, enhance empathy, and become open to different viewpoints. The benefits of teamwork include teaching learners to be responsible, adaptable to their environment, and capable of setting high goals for both groups and individuals (Kemendikbud, 2017). Below is an overview of how collaboration indicators are implemented in the Grade XI Indonesian language textbook of the Merdeka curriculum.

Data (9) Bab III Menggali Nilai Sejarah Bangsa Lewat Cerita Pendek

"Mendiskusikan ciri-ciri karya sastra berbentuk cerpen. Cerpen akan selesai dibaca kurang dari sepuluh menit dan sering disebut cerita yang selesai dibaca dalam sekali duduk. Ciri yang lain dari cerpen bisa dilihat dari segi isi. Dari segi isi, cerpen berfokus hanya pada satu tokoh utama dengan menceritakan satu peristiwa penting yang dialami oleh tokoh tersebut." (B3.KM/K1/56)

Data (9) in chapter III falls into the category of material that contains 21st century skills for collaboration indicators. This is because there is an activity in the form of discussing. Through discussion, individuals can enrich their insights and deepen their shared understanding of the characteristics of short stories and the structures in these works. In this collaboration, each individual can exchange opinions. Consistent with the perspective of Kemendikbud (2017), the concept of collaboration encourages students to learn how to form, adapt to, and lead groups. The goal of collaboration is for learners to work more efficiently, develop empathy, and become open to accepting different viewpoints.

Data (10) Bab IV Menulis Puisi yang Menginspirasi Adanya Kesempatan untuk Semua

"Dalam kelompok yang sama diskusikan persamaan dan perbedaan kedua karya sastra di atas.

1. Apa persamaan cerpen dan puisi "Malaikat Juga Tahu"?

2. Apa perbedaan cerpen dan puisi "Malaikat Juga Tahu"?" (B4.KM/K1/104)

The task for excerpt (10) falls into the 21st century skills content for the collaboration indicator. This is because there is a discussion activity. The task contains an activity in the form of the ability to work together in groups, to discuss the similarities and differences between short stories and poetry. Groups must be effectively formed and well organized to facilitate productive discussions. This process teaches students how to manage group dynamics and plan how they will divide and discuss topics. Collaboration in analyzing texts teaches students to share thoughts, listen to others' perspectives, and build shared understanding. In line with the opinion of the Kemendikbud (2017),

collaboration is the activity of working together with one or more people in a group to achieve a predetermined goal.

Communication Indicator

The content of 21st century skills in the material section for communication indicators is found in 4 out of 6 chapters. While in the task section, it is contained in all chapters. The 21st century skills content for the communication indicator involves the ability to share information, ideas, and understanding effectively through various forms and media. The main purpose of communication is to achieve mutual understanding and ensure that the message conveyed by the sender is received and understood by the receiver. The following is how the communication content in the Indonesian language textbook grade XI of the merdeka curriculum for the material and assignment sections.

Data (11) Bab II Menyajikan Berita Inovasi yang Menghibur

"Menyajikan teks berita dalam bentuk vlog. Dengan kemajuan teknologi saat ini, vlog banyak dipakai untuk melakukan penyajian berita dan peristiwa terkini. Vlog adalah blog yang unggahan nya berupa video. Hal ini tentu saja membuat penyajian berita menjadi menarik karena pemirsa dapat langsung melihat isi berita sehingga lebih mudah untuk dipahami." (B2.KM/K2/45)

The excerpt in data (11) is included in the 21st century skills content for the communication indicator, because there is an activity in the form of presenting. This material contains activities in the form of the ability to present vlogs. The activity of making a vlog involves the ability to speak effectively in front of the camera, use the right voice intonation, and compose sentences that are easily understood by the audience. In accordance with the view of Kemendikbud (2017), communication is defined as the ability of students to express their ideas and thoughts in a clear, quick, and effective manner. This skill includes several sub-skills, such as speaking correctly, understanding the context, and interpreting the listener (audience) to ensure the message is effectively conveyed.

Data (12) Bab IV Menulis Puisi yang Menginspirasi Adanya Kesempatan untuk Semua

*"Inspirasi dalam puisi di bawah ini diambil dari cerpen dengan judul yang sama yaitu Malaikat Juga Tahu. Bacalah puisi "Malaikat Juga Tahu"."
(B4.KM/K2/102)*

The excerpt in data (12) is a task that falls into the 21st century skills content for the communication indicator, because there are reading and responding activities. This task contains the ability to present a literary work in the form of reading a poetry text. The ability to capture and communicate the nuances implied in the text is a very important communication skill. Students are encouraged to communicate the emotions and themes contained in the poem through the way they read it, which is an important part of oral communication skills. This skill consists of several sub-skills, such as the ability to speak correctly,

the ability to understand the context, and the ability to read the audience to ensure the message is conveyed (Kemendikbud, 2017).

Creativity Indicator

The content of 21st century skills in the materials and tasks section, for the communication indicator, is found in all chapters out of a total of 6 chapters. The content of 21st century skills for creativity indicators in textbooks usually covers various aspects designed to develop students' ability to think creatively, generate new ideas, and apply creative solutions in various learning contexts. The following are some excerpts related to 21st century skills for creativity indicators in the materials and tasks section.

Data (13) Bab VI Berperan dalam Konservasi Alam Indonesia Lewat Karya Ilmiah

"Menulis Karya Ilmiah. Beberapa hal yang harus dilakukan dalam menulis karya ilmiah yaitu menentukan topik, menentukan tema, menyusun kerangka tulisan, mengumpulkan materi tulisan, mengembangkan kerangka tulisan menjadi teks yang teratur, utuh, dan jelas." (B6.KM/K3/204-205)

Data excerpt (13) is included in the content of 21st century skills with creativity indicators. This is because there are activities in the form of writing / compiling. The material contains activities in the form of the ability to create work in the form of scientific work. Developing a writing outline is a creative process in which students must design a scientific work structure that is logical, cohesive, and supports their train of thought. In accordance with Arnyana's (2019: 8) view, creativity is described as an individual's ability to generate new ideas or concepts that are distinct from those that already exist.

Data (14) Bab V Mengenal Keberagaman Indonesia Lewat Pertunjukan Drama

"Menuliskan naskah drama berdasarkan cerita pendek tersebut" (B5.KM/K3/136)

Data excerpt (14) includes a form of task that contains 21st century skills for the creativity indicator, because there is an activity of creating. This task contains the ability to create new literary works in the form of drama derived from a short story. The task of writing a drama script from a short story is very relevant to the development of creativity indicators in the context of 21st century skills. This process requires students to create something new, adapt and transform material from one form to another, and express their ideas creatively. In accordance with Arnyana's (2019: 8) explanation, creativity is the ability of an individual to generate new ideas or concepts that differ from those that have previously existed.

Critical Thinking Indicators

The content of 21st century skills in the materials and tasks section for critical thinking indicators is found in all chapters out of a total of 6 chapters in the merdeka curriculum grade XI Indonesian language textbooks. The content of 21st century skills for critical thinking indicators in a material and task involves

several important aspects that encourage students to think deeply, analyze information thoroughly, and make decisions based on rational judgment. Here are some excerpts related to 21st century skills for critical thinking indicators in each chapter.

Data (15) Bab I Mengenal & Mempromosikan Produk Pangan Lokal Indonesia "Menemukan Ide Pokok dan Ide-Ide Pendukung dalam Teks Argumentasi. Ide pokok adalah rancangan pokok yang tersusun di dalam pikiran, gagasan atau merupakan suatu pikiran utama dari sebuah paragraf. Dalam satu paragraf hanya ada satu ide pokok. Ide pokok tersebut dituangkan dalam kalimat utama. Kemudian, ide pokok tersebut dijabarkan dalam ide-ide penjelas yang dituangkan dalam kalimat-kalimat penjelas. Nama lain untuk kalimat utama adalah kalimat topik." (B1.KM/BK/7)

Data excerpt (15) is included in the 21st century skills content for critical thinking indicators, because there is an activity in the form of finding. The material contains activities in the form of the ability to analyze a main idea and supporting ideas in an argumentation text. Critical thinking in the context of finding main ideas and supporting ideas in argumentation text requires students to be able to identify the core information of a text. This skill requires students to critically analyze the content of the paragraph and separate the main idea from additional or explanatory information. In accordance with Kemendikbud's (2017) view, critical thinking is essentially an active process in which an individual reflects deeply on issues, poses questions, and seeks relevant information.

*Data (16) Bab II Menyajikan Berita Inovasi yang Menghibur "Untuk memastikan bahwa informasi pada berita ini akurat, cobalah cek silang dengan dua sumber berita daring (online) lainnya. Sebutkan sumber berita lain dalam format: Judul berita, nama sumber berita (surat kabar, majalah daring), tanggal, penulis, kutipan paragraf pertama.
a. Sumber berita ke-1:
b. Sumber berita ke-2:" (B2.KM/BK/37)*

Data excerpt (16) is included in the task that contains 21st century skills for critical thinking indicators, because there is an analyzing activity. This task contains the ability to analyze a news text to see its accuracy through cross-reading activities. This task is very effective in developing students' critical thinking skills, especially in terms of evaluating information and verifying the truth. In an information age full of fake news or hoaxes, the ability to cross-check and assess the accuracy of information. This task prepares students to be smarter and more critical consumers of information, and helps them develop the ability to make decisions based on reliable evidence. According to Kemendikbud (2017), critical thinking is a focused and structured process employed in problem-solving, decision-making, analysis, and conducting scientific research.

CONCLUSIONS AND RECOMMENDATIONS

Overall, the materials and tasks in each chapter in the Indonesian language textbooks for grade XI of the 2013 curriculum and the merdeka curriculum have contained 21st century skills. The results of data analysis for the material and task section, found a total of 147 data consisting of 8 chapters. The dominating indicator in the 2013 curriculum is the critical thinking indicator with 64 data. Whereas in the merdeka curriculum, the results of data analysis for the material and task section, found a total of 262 data with a more dominating critical thinking indicator.

FURTHER STUDY

This study is focused on the Grade XI Indonesian textbooks from the 2013 curriculum and the Merdeka curriculum, as published by the Ministry of Education and Culture of the Republic of Indonesia. In addition, this research is limited only to materials and tasks that have 21st century skills, and has not been reviewed in other aspects.

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