

Analysis of Civics Textbooks in Framework of the 21st Century Learning

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ABSTRACT

The goal of this study is to have a better understanding of Civics Class X texts in the context of the 21st Century Learning Framework. Students in the 21st century are expected to have a variety of abilities, critical thinking and problem solving, creativity and invention, communication, and cooperation are just a few of the skills you'll learn. Textbooks are instruments that help students gain new skills and information. Civics textbooks are a valuable resource for students who want to increase their civics knowledge. This study employs a Mixed Methods, as well as a concurrent triangulation strategy for research design. data was gathered through text analysis, observation, questionnaires, and study of the literature. The results showed that: 1) the suitability of the contents of the Civics Class X textbook in the 21st century learning framework was very well presented. 2) The readability of the Class X Civics textbooks is rated good. The ease, attractiveness, and understanding of the textbook are in accordance with the abilities of students.

Keywords: 21st Century, 21st Century Learning, Civics, Textbooks.

1. INTRODUCTION

Along with the times, human behavior have undergone changes that occur from time to time, especially in the 21st century. The development of the education system does not only occur in Indonesia but has spread throughout the world. The education system is a method or strategy that can be used in the process of implementation learning to achieve a goal so that students are able to develop the talents or skills that are embedded in herself. Fisk explain that the new vision of learning promotes learners to learn not only skills and knowledge that are needed but also to identify the source to learn these skills and knowledge [10]. Students not only learn knowledge and skills but they must also be able to apply the knowledge and skills acquired to face the demands and challenges in accordance with the times. In addition, teachers must also be able to interact with new things in order to be able to educate well. The demands on teachers are not just being able to complete administrative tasks, but more than that, teachers are obliged to produce human resources who are tough, creative, innovative, love culture, and have character [7].

In essence, education is an effort to inherit a value that should be a determinant and helper for humans to live their life, and at once bring changes in fate and civilization for human. Today's civilization is in the 21st century learning. Sani suggested that 21st century

learning describes four learning objectives (4C) which refer to the elements of learning that must be implemented, namely critical thinking, creative and innovative, communication, and collaboration [15]. The 21st century is said to be a century that focuses on the human quality of all efforts and the work of these humans. It is clear that human resources in the 21st century must of course be of high quality, where these resources are produced from professionally managed institutions so as to create superior human beings.

To help facilitate students in learning, so a quality learning resource is needed. Learning resources called be in the form of textbooks. The factors that encourage the success of a learning that is the completeness of facilities and infrastructure. Calik stated that Among the educational instruments employed in the learning and teaching process of schools, textbooks are one of the "supplementary instruction materials." Textbooks are essential tools for educators and act as resources for teachers' and adults' learning habits [8]. Therefore, students will find it difficult to carry out the learning process if it is not equipped with qualified facilities and infrastructure. Most textbooks only contain concepts. To determine the quality of the textbook, it is necessary to analyze the textbook.

2. THEORETICAL REVIEW

2.1 Civic Education

Etymologically, the concept of citizenship (*Civic*) came from the Latin language that is *Civis* mean citizen (*citizen/citoyen*). Citizenship in Latin is called "*CIVIS*", next from the word "*CIVIS*" in English it is called "*Civic*" which means about citizens or citizenship [3]. Citizenship Education is an endeavour to provide pupils with information and fundamental skills in accordance with the citizen-state relationship, as well as early education to defend the state to become citizens so that they become a mainstay for the nation and state [18]. Civic education makes students as citizens who understand their duties for the country and become good role models for their homeland, nation and state.

In relation to National Education, civics education is a forum and instrument for the realization of the goals of national education, i.e., the development of pupils' ability to become human beings with faith and devotion toward God Almighty, noble character, health, knowledge, proficiency, creativity, independence, democratic citizenship, and a feeling of duty [19]. Civic education provides a place to realize the goals of education that create potential citizens in terms of attitudes as well as science and technology so that the formation of the 2045 golden generation.

Civic education provides a place to realize the goals of education which creates potential citizens in aspect of attitudes as well as science and technology so that the formation of the 2045 golden generation however does not eliminate their faith and devotion to God and does not eliminate their identity as democratic citizens. Civic education is a crucial component of education that prepares individuals to engage in the public life of a democracy, to exercise their rights, and to fulfill their obligations by providing them with the required information and skills [2]. It is apparent that civic education is critical in preparing citizens to participate in democratic life and to utilize their knowledge and abilities to exercise their rights and responsibilities in the state.

The purpose of the state in developing Civics is so that citizens can become *good citizens (to be good citizens)*, that is citizens who have intelligence (*Civic Intelligence*) as intellectually, emotionally, socially, and spiritually; have a sense of proud and a sense of responsibility (*Civic Responsibility*); and have the ability to participate in community and state life (*Civic Participation*) so that a sense of nationality and love for the homeland grows [13]. The concept of Civic education focuses on: a) intellectual development; b) develop emotions and attitudes; c) develop social skills [3]. Civic education as one of the fields that prioritizes intellectual development, attitude and emotional development as well as the ability to socialize with students to face the challenges that will be faced in the future.

2.1.1 Textbook

Textbooks are guide book that must be used in SD, SMP/SMA and college which the material contains about lessons in the context of increasing faith and piety, noble character, and personality, master science and technology, increase sensitivity and aesthetic abilities, increase kinesthetic abilities and health which has arranged on the basis of national education standards [14]. Textbooks are valuable teaching tools and vehicles through which national curriculums mandated courses of study are implemented in classrooms [20]. In addition, textbooks have a strategic position and have an influence in supporting the quality of education, because by using textbooks, the competencies that are the goals of learning can be achieved. Textbooks are often considered as traditional and boring learning resources. However, textbooks also help students learn more effectively in the classroom. In addition, there are some subject matter that cannot be taught without the help of textbooks. Textbooks can be used by teachers and must be understood by students. Textbooks are often considered as traditional and boring learning resources, but textbooks also contribute to the smooth learning process in the classroom.

Textbooks have a strategic position and have evect in supporting education of quality, because by using textbooks, the competencies that are the goals of learning can be achieved. Sumra dan Ranjani say that a textbook saves the teacher a lot of time since he or she does not have to spend as much time preparing problems and solutions because they are easily accessible in the textbooks [4]. In preparing something when they want to teach, the teacher only needs to bring a textbook to make it easier and not to spend a lot of time preparing the material to be taught. Textbooks have a function as a guide for students in learning and for educators in providing lessons to students in certain fields of study or subjects [16]. Textbooks are guidelines for students and teachers that are very useful and facilitate the course of a learning process.

A textbook should contain the basics of the subject matter and contribute to helping students understand the world in a real life [1]. Learning by using textbooks makes students understand social life and state life in order to know how the reality is in real life. textbooks used must have an ISBN because the book must be officially registered in the national library. If it is not registered, the book does not meet the criteria required by education and is not in accordance with the objectives of learning based on the curriculum.

2.2 21st Century Learning

At this time, The world is at the development of the 21st century where information and communication technology is more needed and more important to use in daily life, especially while the implementation of the learning process and in do work activities. Today, with

the constant introduction of fast and ever-changing educational technologies, instructors and learners alike are challenged with the need to master a wide range of competencies, collectively termed 21st-century (21-C) learning skills [14]. To utilize technology in the right way, competencies and skills are needed, especially skills in 21st century learning

P21 (Partnership for 21st Century Learning) is a framework called the framework for the 21st Century Learning. There are four components of the framework for 21st century learning: a) Key Subjects-3Rs & 21st Century Theme; b) Learning and Innovation skills; c) Information, media, & technology skills; d) Life & career skills. A framework created to develop skills, both from knowledge and mastery of technology and other abilities that can encourage students to live successful and work and be able to develop at a global level.

Students skills must be formed in accordance with the development of the 21st century world. Skills that students must possess in order to survive and develop individually and professionally so that they can welcome a more modern future. The 21st-century learning paradigm encourages students to acquire skills such as critical thinking, creative thinking, and innovation, communication, and cooperation [18].

Critical thinking is the ability to reason, express, analyze, and solve problems. According to Ennis critical thinking is reasonable reflective thinking that is focused on deciding what to believe or do [9]. *Creativity* can be said to be a person's skill that can produce new things. The results have been processed by motivated thoughts of something so that they feel interested in it. Creativity is a process that demands a balance and application of the three essential aspects of analytical, creative and practical intelligence, some of which when used in combination and balanced will give birth to intelligence [12]. *Communication* (communication) is a language or speech traded by mankind. Iksan et al said that Communication is described as the exchange of information from informants to receivers, either verbally or nonverbally. [4]. Collaboration is one of the four talents of the twenty-first century that are necessary for living in the world, one of which is the workplace. Collaborative skills are the ability to work together in diverse groups, be responsible for making joint decisions and be responsible for oneself and the group.

3. METHOD

This research uses a mix *methods* with a research design *concurrent triangulation strategy*. This study aims to analyze the suitability contents of class X Civics Education textbooks within the framework of 21st century learning and analyze the readability of Class X Civics Education textbooks. The object used in this study is Class X Civics Education Textbooks published by Pusat Kurikulum dan Perbukuan

Indonesia. The selection of the object is based on the number of schools that use the textbook throughout Indonesia. The subjects in this study were PPKn Class X teachers along with 21 students consisting of 1 class at SMA Negeri 1 Kerinci. The data collection techniques used are text analysis, observation, questionnaires, and literature study.

4. RESULT AND DISCUSSION

4.1 Suitability of the Contents of Class X Civics Textbooks in the 21st Century Learning Framework

At this stage, I will describe the results of the analysis of civics textbooks which have been used as the object of this research, which will be accompanied by the results of text analysis, literature studies, and observations of textbooks, especially those that are in accordance with the 21st century learning framework, namely critical thinking, creative thinking, and innovation, communication and collaboration. The US-based Partnership for 21st Century Skills (P21), identifies the competencies needed in the 21st century, namely "The 4Cs": communication, collaboration, critical thinking, and creativity [21]. This research was conducted to see the 21st century learning presented in the Civics Class X textbooks.

An analysis suitability of the contents of class X Civic Education textbooks in the 21st century learning framework will be carried out by the Civics Teachers as research subjects. The analysis' findings will be included in the table below.

Table 1: Suitability of the Contents of Class X Civics Textbooks in the 21st Century Learning Framework

CHAPTER	21st century learning in textbooks
Chapter I	-Critical Thinking -Communication -Collaboration
Chapter II	-Critical Thinking -Creative and Inovative -Communication -Collaboration
Chapter III	-Critical Thinking -Creative and Inovative -Communication -Collaboration
Chapter IV	-Critical Thinking -Communication -Collaboration
Chapter V	-Critical Thinking -Creative and Inovative -Communication -Collaboration
Chapter VI	-Critical Thinking -Communication -Collaboration

Chapter VII	-Critical Thinking -Creative and Inovative -Communication -Collaboration
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According to the table above, 21st century learning has spread to all chapters of class X Civics textbooks. Based on the results of an examination of Civic Education textbooks issued by the Indonesian Curriculum and Books Center, it can be concluded that this book has presented 21st century learning well.

21st century learning is a step that will advance education in Indonesia. Education is one of the most important aspects in supporting human resource development. In addition, education is also one of the milestones in improving skills for students. improving these skills is very useful for sustaining life in the future. Education also basically gives freedom to humans to develop the potentials that exist in themselves [13].

Therefore, in carrying out education in schools, learning resources are needed that will facilitate learning in the classroom, namely textbooks. To make it possible for students to have knowledge and skills, textbooks must contain 21st century learning.

4.2 Readability of Class X Civics Textbooks
Publisher of Indonesian Curriculum and Books

After describing the results of the analysis of the suitability of the contents of the Civics Class X textbooks within the framework of 21st century learning, the following authors will describe the results of the analysis of readability in books. PPKn class X text published by the Indonesian Center for Curriculum and Books.

When analyzing the data obtained from the assessment using a questionnaire/questionnaire technique, the researcher processed the results of the assessment by calculating the percentage of each question. This assessment is carried out by students. The analysis' findings will be included in the table below.

Table 2: The results of the assessment of ability in the Civic Education textbooks

Rated Aspek	rating				Score	%
	1	2	3	4		
The presentation of the PPKn textbook is easy to understand	-	6	33	28	67	79,8%
Textbook material is presented in a clear written form	-	4	18	52	74	88,1%
Textbook material is clearly presented in writing size	-	6	24	40	70	83,3%
PPKn textbooks in presenting writing have a small error rate	-	-	24	52	76	90,5%
PPKn textbooks can increase reader's interest	3	16	15	20	54	64,3%

PPKn textbooks present ideas	2	16	21	16	55	65,5%
PPKn textbooks provide good writing style	-	4	30	36	70	83,3%
PPKn textbooks present pictures that are relevant to the material	-	-	18	60	78	92,9%
PPKn textbooks present pictures that are actual to everyday life	-	-	36	36	72	85,7%
PPKn textbooks can be understood every sentence	3	10	24	24	61	72,6%
PPKn textbooks present the use of words or sentences well	-	10	27	28	65	77,4%
PPKn textbooks present a well-organized paragraph structure	-	-	36	36	72	85,7%
The PPKn textbook provides clear and easy-to-understand Exercise instructions	3	12	24	16	55	65,5%
PPKn textbooks provide easy-to-understand foreign words/terms	2	16	18	20	56	66,7%

Based on the table above, there are still legibility that has not been presented very well. Of the 14 statement items that were assessed by 21 students, there were 5 items that were in good criteria. Of the 5 items, there is still a lack of assessment. The rest, statement items get very good criteria. The following will present the overall results of the assessment.

Table 3: Overall Readability Results in Textbooks

Criteria	% Tingkat Pencapaian	f	%
SB	76-100	9	64,3
B	51-75	5	35,7
C	26-50	-	0,0
K	1-25	-	0,0
		14	100,0

Based on the table above, which shows that the readability of the Civics Class X textbooks published by the Indonesian Center for Curriculum and Books is in very good criteria with a proportion of 64.3%, and good criteria with a percentage of 35.7%. From the results obtained indicate that the highest percentage is in very good criteria, then the following classification is obtained:

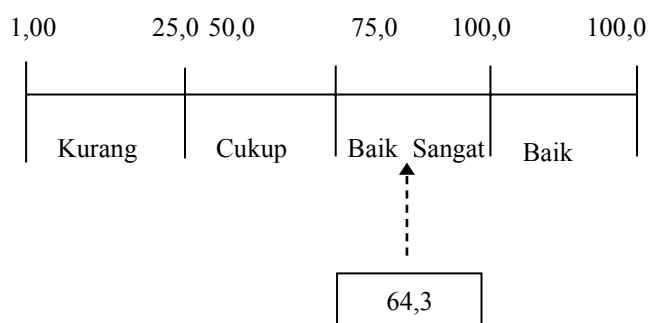


Figure 1: Readability in civic education textbooks

Readability is an important thing to look at in a textbook. Readability must be in accordance with the ability of students, in order to avoid making it difficult for pupils to comprehend the textbook's contents. Holifatur stated that the readability of textbooks can affect students' understanding, because readability that is in accordance with students' thinking levels will help in understanding the content of reading, language rules, language structure and choice of words used, so that students will more easily understand the knowledge possessed by readers. [6].

5 CONCLUSION

The suitability of the contents of the Class X Civics Textbook published by the Indonesian Curriculum and Books Center as an object of research within the framework of 21st century learning as a whole can be said to be very good (SB). This is because 21st century learning, whether critical thinking, creative and innovative, communication and collaboration, has spread to every chapter of the textbook. Meanwhile, the readability of class X Civics textbooks published by the Indonesian Center for Curriculum and Books was considered good (B). This shows that the ease, attractiveness, and understanding of the textbook are in accordance with the abilities of students.

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