

International Journal of Language Education
Volume 8, Number 1, 2024, pp. 83-96
ISSN: 2548-8457 (Print) 2548-8465 (Online)
Doi: <https://doi.org/10.26858/ijole.v8i1.60910>

Indonesian Textbooks Oriented on Social Integration and 21st Century Skills in Higher Education: Validity, Practicality, and Effectiveness

I Nyoman Adi Susrawan

Universitas Pendidikan Ganesha, Indonesia
Email: adisusrawan1988@gmail.com

Nengah Suandi

Universitas Pendidikan Ganesha, Indonesia
Email: nengah.suandi@undiksha.ac.id

I Nyoman Sudiana

Universitas Pendidikan Ganesha, Indonesia
Email: nyoman.sudiana@undiksha.ac.id

I Putu Mas Dewantara

Universitas Pendidikan Ganesha, Indonesia
Email: mas.dewantara@undiksha.ac.id

Received: 11 September 2022

Reviewed: 13 January 2024-14 February 2024

Accepted: 15 March 2024

Published: 30 March 2024

Abstract

This research problem is how to overcome the need for Indonesian textbooks that integrate social and 21st century skills. This research aims to develop valid, practical, and effective textbooks to improve students' Indonesian understanding. The research design uses Research and Development (R&D) methods. The research was conducted at the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati University, Denpasar. Data was collected through documentation techniques, Focus Group Discussions, questionnaires, and test administration. The instrument involves documentation sheets, validation, questionnaires, and self-evaluation. Data analysis focuses on the validity, practicality, and effectiveness of textbooks with parameters of (1) level of validity, (2) level of practicality, and (3) level of effectiveness. The results suggest the need for continuous development of appropriate and effective textbooks to meet students' needs and educational development. Research reveals that the textbook meets the criteria of validity, practicality, and effectiveness. The results suggest the need for continuous development of appropriate and effective textbooks to meet students' needs and educational development.

Keywords: Development; social integration; textbooks; 21st century skills

Introduction

The United Nations through UNESCO has proclaimed four pillars of education for the present and future, namely learning to know, learning to do, learning to be, and learning to live together. These four pillars aim to develop the intellectual, emotional, and spiritual intelligence of learners in order to shape individuals who are moral, virtuous, and of good character (Maryaeni, 2013; Sanur & Dermawan, 2023). In the 21st century, education faces challenges of globalization, democratization, and cultural conflicts that continue to evolve. Therefore, education needs to prepare learners with quality and globally competitive services. Current learning emphasizes literacy and reasoning skills, as well as the development of critical thinking and creativity to address various problems (Rozak & Mulyati, 2018; Salim Nahdi, 2015; Sudjiman & Sudjiman, 2018; Supena et al., 2021; Wijaya et al., 2016).

However, the current learning process has not fully produced skilled learners in accordance with the demands of the 21st century. Evaluation often neglects soft skills such as communication, collaboration, critical thinking, and creativity, and there is a lack of development of hard skills, which results in learners lacking 21st-century skills. This has an impact on the low absorption of graduates in the job market (Partono et al., 2021; Trilling & Fadel, 2009). Observations of students in the Language and Literature Education Study Program at Mahasaraswati University Denpasar show that students need assistance in maximizing their 21st-century skills. Students are not yet able to effectively convey ideas and perspectives, are ineffective in working in teams, lack critical and systematic thinking skills, and struggle to generate creative ideas to solve problems.

In facing these challenges, the development of textbooks oriented towards social integration and 21st-century skills in higher education is crucial. These textbooks are expected to develop students' abilities in communication, collaboration, critical thinking, and innovation. Higher education institutions play a significant role in producing competent graduates who have an understanding of social integration and universal values such as tolerance, togetherness, and recognition of the rights of others (Hendra, 2018; Muslim, 2020). The development of Indonesian language textbooks oriented towards social integration and 21st-century skills can also help address the shift in societal behavior that does not align with local Indonesian culture. Higher education institutions are responsible for producing graduates who have an understanding of social integration and are capable of facing the challenges of the complex and ambiguous Fourth Industrial Revolution (Hendra, 2018; Muslim, 2020).

Furthermore, the development of textbooks oriented towards social integration and 21st-century skills can also contribute to improving students' learning outcomes. Relevant textbooks that align with the current developments and students' characteristics can achieve the desired learning outcomes. Previous research has been conducted using approaches such as multiculturalism, local wisdom, communicative approaches, and scientific approaches in the development of Indonesian language textbooks. This study will develop textbooks oriented towards social integration and 21st-century skills using the ADDIE model in the development process (Daryanto & Karim, 2017; Wijaya et al., 2016).

In other words, through the development of Indonesian language textbooks that are oriented towards social integration and 21st-century skills, it is hoped that students will be adaptive and competitive and become graduates who love the motherland, are ready to defend the country, and can improve their national identity to produce a better understanding. Comprehensive approach to a topic/discussion being studied (Bakhtiyarovna, 2021; Mård & Hilli, 2022). In general, the presence of Indonesian language textbooks oriented towards social integration and 21st-century skills encourages innovative and effective learning accompanied by examples in

order to educate the nation's life (Astuti & Aziz, 2019; Hakim, 2016; Suryana, 2020; Yuniyanto et al., 2019).

Therefore, based on the phenomenon as described above this study was conducted to develop Indonesian language textbooks oriented to social integration and 21st-century skills. This study was considered to be important because there was urgent need from education stakeholders, teachers, students, and education to have this textbook available as a source of learning material to create effective learning atmosphere in this millennial education era. In conclusion, the development of Indonesian language textbooks oriented towards social integration and 21st-century skills in higher education is crucial in responding to the developments of the times and improving students' learning outcomes. These textbooks are expected to develop students' abilities in communication, collaboration, critical thinking, and innovation, and prepare graduates who are competent and have an understanding of social integration.

Research method

This research design uses research and development methods, or Research and Development (R&D). In principle, the R&D method is used to develop or produce products and test the effectiveness of the products being developed (Cohen et al., 2018; Gustiani, 2019). The product developed in this research is in the form of social integration-oriented Indonesian language teaching and 21st-century learning in tertiary institutions. To answer the needs in this study regarding the validity, practicality, and effectiveness of this textbook, the researcher used the ADDIE development model developed by Dick and Carry.

The choice of this model is based on the fact that it is easy to use in curricula that teach knowledge, skills, and attitudes (Cheung, 2016; Haryanti & Saputro, 2016). The same thing was also conveyed by previous research stated that the ADDIE model is the most rational and complete in developing products, such as models, learning strategies, learning methods, media, and teaching materials (Cheung, 2016; Supriyatno et al., 2020). Another reason for choosing this model is because this model can adapt very well to various conditions, has a high degree of flexibility, and is equipped with a structured framework with evaluation and revision at each stage. The ADDIE model consists of five stages: *analysis*, design, development, implementation, and evaluation (Haryanti & Saputro, 2016; Supriyatno et al., 2020).

This research was conducted at the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati University, Denpasar. The subjects of this study consisted of 4 (four) validators, 2 (two) material expert validators, 2 (two) textbook design experts to assess the level of product validity, 4 (four) lecturers supporting Indonesian language courses, and semester students, which consists of 21 (twenty-one) students to assess the level of practicality and effectiveness of the textbooks being developed.

Data collection in this study was carried out using various techniques relevant to the data requirements required with reference to the research objectives to be achieved. The techniques used to collect data in this textbook development research consist of documentation techniques, techniques Focus Group Discussion (FGD), questionnaire techniques, and test administration techniques. Furthermore, data collection instruments in the study were developed with the aim of assessing the quality of Indonesian language textbooks oriented to social integration and 21st-century skills. The data collection instruments in this study consisted of documentation sheets, validation sheets, questionnaire sheets, and self-evaluation questionnaire sheets. The data that was collected was then analyzed based on the problems studied, namely (1) the level of validity; (2) the level of practicality; and (3) the level of effectiveness of the developed textbooks.

Results

The validity of social integration-oriented Indonesian textbooks and 21st-century skills

Textbook validity results data were obtained from product validation results carried out by 4 (four) validators consisting of 2 (two) ministerial expert validators and 2 (two) textbook design experts. The validation results are presented in the following table 1.

Table 1. Material expert validation results

No	Assessment Aspects	Validator Assessment Results			Category
		V1	V2	Mean	
A Content Validation					
1	Relevance				
	Material Relevance with Course Learning Outcomes (CLO)	4.00	4.00	4.00	very valid
	Relevance of examples/illustrations/ case studies to CLO	4.00	4.00	4.00	very valid
	Relevance of practice questions with CLO	4.00	3.00	3.50	very valid
2	Accuracy				
	The accuracy of the anatomical structure of the book in terms of content, presentation, and language	4.00	4.00	4.00	very valid
	Accuracy Illustrations/examples/case studies	4.00	4.00	4.00	very valid
3	Up to date				
	Updating the material in accordance with the applicable curriculum	4.00	4.00	4.00	very valid
	Up-to-date Illustrations/examples/case studies	4.00	4.00	4.00	very valid
	Up-to-date reference sources	4.00	4.00	4.00	very valid
	Mean	3.89	3.89	3.89	very valid
B Construction Validation					
1	Presentation Completeness				
	Presentation of textbooks at least contains titles, learning outcomes, materials, exercises, and a summary of each chapter	4.00	4.00	4.00	very valid
	Presentation of examples/illustrations and case studies according to the learning objectives of each chapter	4.00	3.00	3.50	very valid
	Presentation of material from simple things to complex things	4.00	4.00	4.00	very valid
2	Suitability of Material Presentation with Social Integration				
	Develop diversity insights and not contain elements of discrimination, pornography, and gender bias	4.00	4.00	4.00	very valid

	Develop an understanding regarding the importance of social integration in society, nation, and state	4.00	4.00	4.00	very valid
3	Conformity of Material Presentation with 21st Century Skills				
	Develop critical thinking and problem-solving skills	4.00	4.00	4.00	very valid
	Develop creative and innovative skills	4.00	4.00	4.00	very valid
	Develop communication skills	4.00	4.00	4.00	very valid
	Develop collaboration skills	4.00	4.00	4.00	very valid
	Mean	4	3.89	3.94	very valid
C.	Linguistic Validation				
	The language used is good and correct in Indonesian	4.00	4.00	4.00	very valid
	The language used motivates students to learn	4.00	3.00	3.50	very valid
	The language used is communicative	4.00	4.00	4.00	very valid
	Mean	4.00	3.67	3.83	very valid
	Grand Mean		3.89		very valid

Information: V1: Validator 1, V2: Validator 2

Table 1 shows that the validation results carried out by two material expert validators related to content validation, construct/presentation validation, and linguistic validation, respectively, showed results of 3.89, 3.94, and 3.83. Overall, the average obtained from these three aspects shows the number 3.89. Based on this assessment, the textbooks developed are included in the very valid category. Furthermore, for validating the design of social integration-oriented Indonesian language textbooks and 21st-century skills, they are presented in the following table 2.

Table 2. Textbook design expert validation results

No	Assessment Aspects	Validator Assessment Results			Category
		V1	v2	Mean	
1	Clarity of textbook identity	4.00	4.00	4.00	Very Valid
2	Clarity of writing/typing	4.00	4.00	4.00	Very Valid
3	Clarity of presentation of the table of contents	4.00	4.00	4.00	Very Valid
4	Clarity of the order of presentation of the material	3.00	4.00	4.00	Very Valid
5	Clarity of image/illustration quality	4.00	4.00	4.00	Very Valid
6	Systematic suitability of numbering with the contents of the book page	4.0	4.00	4.00	Very Valid
7	Accurate placement of illustrations	4.00	4.00	4.00	Very Valid
8	Consistency in the use of title, subtitle, and typing material spacing	4.00	4.00	4.00	Very Valid
9	Completeness of the components in each chapter of the textbook	4.00	3.00	4.00	Very Valid
	Total Rating Score	3.89	3.89	3.89	Very Valid

Information: V1: Validator 1, V2: Validator 2

Table 2 shows that the two textbook design expert validators provide an assessment with an overall average showing a result of 3.89. This indicates that the design of social integration-oriented Indonesian language textbooks and 21st-century skills is very valid.

The practicality of social integration-oriented Indonesian textbooks and 21st-century skills

Data on the practicality of the textbooks were obtained from the responses of the lecturers and students' responses to the implementation of the textbooks. Lecturer and student response data were collected through the questionnaire method with instruments in the form of lecturer and student response questionnaires. In this section, an analysis of the practicality of learning data is presented simultaneously, namely an analysis of the practicality of textbooks at the limited trial stage and an analysis of the practicality of textbooks at the field trial stage. In the limited trial, the subjects of the trial were 2 (two) lecturers and 3 (three) students, while the field trial involved 4 (four) lecturers and 1 (one) class consisting of 21 (twenty-one) student persons. The following presents the results of data related to the practicality of textbooks in limited trials and field trials.

Table 3. Results of analysis of lecturers' responses to textbooks in small group trials and field trials

No	Assessment Aspects	Lecturer Assessment Results			Category
		Limited Trial Average	Field Test Average	Mean	
A Convenience					
1	This textbook is arranged in a communicative language	4.00	4.00	4.00	very practical
2	This textbook is arranged systematically	4.00	4.00	4.00	very practical
3	This textbook is practically used for independent and group study	3.50	3.50	3.50	very practical
4	This textbook presents exercises that are easy to understand	3.50	3.75	3.63	very practical
Mean		3.75	3.81	3.78	very practical
B Book Contents					
5	This textbook contains material that has been adapted to the applicable curriculum	4.00	4.00	4.00	very practical
6	This textbook contains diverse material and does not contain elements of discrimination, pornography, and gender bias	3.50	3.75	3.63	very practical
7	This textbook provides information regarding the importance of social integration in the life of society, nation, and state	3.50	3.63	3.57	very practical
8	This textbook presents material that can train critical thinking skills and problem-solving	3.50	3.50	3.50	very practical
9	This textbook presents material that can train creative and innovative skills	3.50	3.50	3.50	very practical

10	This textbook presents material that can train communication skills	4.00	4.00	4.00	very practical
11	This textbook presents material that can train skills in working independently or in groups	4.00	4.00	4.00	very practical
12	This textbook is equipped with illustrations/examples/case studies that are relevant to the learning objectives	4.00	4.00	4.00	very practical
Mean		3.75	3.80	3.77	very practical
C	Presentation Attractiveness				
13	This textbook is presented in an attractive way	4,00	4.00	4.00	very practical
14	This textbook is typed/written neatly with font sizes that are easy to read	4.00	4.00	4.00	very practical
15	This textbook is equipped with illustrations/examples/case studies with excellent image quality	3.50	3.50	3.50	very practical
16	This textbook is equipped with illustrations/examples/case studies that are placed in the correct position	3.50	3.50	3.50	very practical
17	This textbook uses an unobtrusive colour design	4.00	4.00	4.00	very practical
Mean		3.80	3.80	3.80	very practical
D.	Usefulness				
18	This textbook provides insight into the importance of social integration	4.00	3.75	3,88	very practical
19	This textbook can help practice 21st century skills	4.00	4.00	4.00	very practical
20	This textbook can increase motivation to learn Indonesian	3.50	4.00	3.75	very practical
Mean		3.83	3.92	3.88	very practical
Grand Mean		3.78	3.83	3.81	very practical

Table 3 shows an increase in the average score in limited trials with field trials. The average score in the limited trial was 3.78, and the result in the field trial was 3.83. The average results of limited and field trials were generally 3.81. According to the lecturer, this indicates that the textbooks developed are convenient for learning. Furthermore, the results of student responses to limited trials and field trials are presented in the following Table 4.

Table 4. Results of analysis of student responses to textbooks in small group trials and field trials

No	Assessment Aspects	Student Assessment Results			Category
		Limited Trial Average	Field Test Average	Mean	
A	Convenience				
1	This textbook is arranged in a communicative language	4.00	4.00	4.00	Very Practical
2	This textbook is arranged systematically	4.00	4.00	4.00	Very Practical

3	This textbook is practically used for independent and group study	3.67	3.71	3.69	Very Practical
4	This textbook presents exercises that are easy to understand	3.67	3.71	3.69	Very Practical
Mean		3.83	3.86	3.85	Very Practical
B Book Contents					
5	This textbook contains material that has been adapted to the applicable curriculum	4.00	4.00	4.00	Very Practical
6	This textbook contains diverse material and does not contain elements of SARA, pornography, and gender bias	3.67	3.81	3.74	Very Practical
7	This textbook provides information regarding the importance of social integration in the life of society, nation, and state	3.67	3.81	3.74	Very Practical
8	This textbook presents material that can train critical thinking skills and problem-solving	3.67	3.86	3.77	Very Practical
9	This textbook presents material that can train creative and innovative skills	3.33	3.71	3.52	Very Practical
10	This textbook presents material that can train communication skills	4.00	4.00	4.00	Very Practical
11	This textbook presents material that can train skills in working independently or in groups	4.00	4.00	4.00	Very Practical
12	This textbook is equipped with illustrations/examples/case studies that are relevant to the learning objectives	4.00	4.00	4.00	Very Practical
Mean		3.79	3.90	3.85	Very Practical
C Presentation attractiveness					
13	This textbook is presented in an attractive way	4.00	3.90	3.95	Very Practical
14	This textbook is typed/written neatly with font sizes that are easy to read	4.00	3.90	3.95	Very Practical
15	This textbook is equipped with illustrations/examples/case studies with excellent image quality	3.67	3.76	3.72	Very Practical
16	This textbook is equipped with illustrations/examples/case studies that are placed in the correct position	3.67	3.95	3.81	Very Practical
17	This textbook uses an unobtrusive colour design	4.00	3.86	3.93	Very Practical
Mean		3.87	3.88	3.88	Very Practical
D. Usefulness					
18	This textbook provides insight into the importance of social integration	4.00	3.71	3.86	Very Practical
19	This textbook can help 21st-century skills	3.67	3.86	3.77	Very Practical

20	This textbook can increase motivation to learn Indonesian	3.67	4.00	3.84	Very Practical
	Mean	3.78	3.86	3.82	Very Practical
	Grand Mean	3.82	3.87	3.85	Very Practical

Based on table 4, there has been an increase in the average value starting from limited trials to field trials. It can be seen that the average score of students' responses to textbooks in the limited trial was 3.82. This indicated that the teaching materials being developed included convenient criteria. At the same time, the field trials of the average score of student responses to textbooks were located at intervals of $3.5 \leq M \leq 4.0$, indicating that textbooks developed according to student responses include practical criteria.

The effectiveness of social integration-oriented Indonesian textbooks and 21st-century skills

Data on the effectiveness of textbooks were obtained from student responses to the implementation of textbooks. Student response data were collected through the questionnaire method, with the instrument being a self-evaluation response questionnaire, which contained a number of questions that had to be answered by students during limited trials and field trials. In the limited trial, the test subjects were 3 (three) students, while in the field trial, it was carried out in 1 (one) class consisting of 21 (twenty-one) students. The following presents the results of data related to the effectiveness of textbooks in field trials.

Table 5. Results of analysis of student self-evaluation responses to textbooks in field trials

No	Assessment Aspects	Average Self-Evaluation Results			Category
		Limited Trial Average	Field Test Average	Mean	
1	I have understood the importance of social integration in conditional, national and national life	3.67	3.86	3.76	Very Effective
2	I have understood about forms of social integration	3.67	3.81	3.74	Very Effective
3	I have understood the supporting factors for social integration	3.67	3.86	3.76	Very Effective
4	I have understood the inhibiting factors of social integration	4.00	3.86	3.93	Very Effective
5	I have been able to provide illustrations/examples/case studies related to social integration	3.67	3.71	3.69	Very Effective
6	I have been able to solve problems critically in a variety of contexts with different types of reasoning (inductive, deductive, mixed)	4.00	3.86	3.93	Very Effective
7	I have been able to generate new and valuable ideas (both incremental and radical concepts) and am open and responsive to new and diverse perspectives	3.67	3.95	3.81	Very Effective

8	I have been able to work effectively and respectfully with various teams	4.00	3.95	3.98	Very Effective
9	I have been able to effectively articulate thoughts and ideas using oral, written, and nonverbal communication skills in a variety of forms and contexts	4.00	3.86	3.93	Very Effective
10	I have been able to implement social integration and 21st-century skills in social and academic contexts	4.0	3.95	3.98	Very Effective
Mean		3.83	3.87	3.85	Very Effective

Table 5 shows that the results of student self-evaluations related to implementing learning using Indonesian language textbooks oriented to social integration skills and 21st-century skills in limited trials and field trials showed an average of 3.85. This indicates that from the results of the self-evaluation responses, the developed textbooks are in the very effective category.

Discussion

The validation performed by two material expert validators on elements of content validation, construct/presentation validation, and linguistic validation yielded findings of 3.89, 3.94, and 3.83, respectively. Overall, the sum of these three factors yields the number 3.89. Based on this evaluation, it is possible to conclude that the created textbooks fall into the highly valid category. According to table 2, the two textbook design expert validators offer an assessment with an overall average of 3.89. This suggests that the development of social integration-focused Indonesian language textbooks and 21st-century skills fall under the highly valid category. The average score increased in confined trials compared to field trials in the restricted circumstances.

The average value has increased from confined testing to field trials. The average score of students' replies to textbooks in the limited experiment was 3.82. This indicated that the teaching materials being developed included very practical criteria. In contrast, the field trials of the average score of student responses to textbooks were located at intervals of $3.5 \leq M \leq 4.0$, indicating that textbooks developed based on student responses include very practical criteria. The average of student self-evaluations connected to the implementation of learning using Indonesian language textbooks focused on social integration abilities and 21st-century skills in restricted trials and field trials was 3.85. This showed that Indonesian language textbooks were effectively developed to enhance 21st-century skills.

Based on the results of data analysis and discussion of the validity, practicality, and effectiveness of Indonesian language textbooks oriented to social integration and 21st-century skills, it was found that (1) Indonesian language textbooks oriented to social integration and 21st-century skills developed meet the validity criteria. This can be seen from the average score given by the material expert validator and media expert of 3.89 in the very valid category; (2) The Indonesian language textbooks are oriented towards social integration and the 21st-century skills that are developed meet the criteria of practicality. This can be seen from the results of the responses given by lecturers and students in limited trials and field trials, showing an average score of 3.81 and 3.85 in the very practical category; and (3) Indonesian language textbooks oriented to social integration and 21st-century skills developed to meet the criteria of effectiveness. This can be seen from the self-evaluation responses given by students in limited trials and field trials, showing an average score of 3.85 with a very effective category.

The results of this study show that the development of Indonesian textbooks oriented towards social integration and 21st century skills in higher education has a positive impact on students' ability to communicate, collaborate, think critically, and innovate. In Indonesian teaching, this textbook provides an innovative and relevant approach, so as to improve students' ability to interact socially and face the challenges of the 21st century.

Comparison of the findings of this study with previous studies shows suitability and alignment. Previous studies using multiculturalism approaches, local wisdom, communicative approaches, and scientific approaches have also shown that the development of textbooks oriented towards social integration and 21st century skills have a positive impact on improving students' abilities (Kholis & Azmi, 2023; Susanto et al., 2022; Waluyo & Wahyuni, 2021; Ibrahim, Abduh, & Korompot, 2023). The findings of this study are in line with the concept of 21st century education which emphasizes critical thinking skills, creativity, communication, and collaboration (Azahary & Ratmanida, 2021; Farida, Supardi, & Muchtar, 2023; Thornhill-Miller et al., 2023; Tohani & Aulia, 2022).

The development of Indonesian textbooks oriented towards social integration and 21st century skills provide tangible benefits for students in higher education (Haridza & Irving, 2017; Ihsan, 2023; Mutiani et al., 2023). In Indonesian teaching, this textbook provides a more holistic and comprehensive approach, which not only focuses on linguistic aspects, but also integrates social aspects and 21st century skills (Fandiño Parra, 2013; Teo, 2019; Yunisah, Arifin, & Ridwan, 2023). This helps students develop the ability to communicate effectively, work in teams, think critically, and generate creative ideas in solving problems.

This research contributes to developing a more holistic and comprehensive learning approach in teaching Indonesian. The developed textbooks can be a reference source that is relevant and responsive to the demands of the times and the needs of students in facing the challenges of the 21st century. One limitation of this study is that it focuses on developing Indonesian textbooks in universities. This research does not involve direct testing of developed textbooks or evaluation of their implementation in the university environment. Based on these limitations, this research can involve the participation of students and lecturers in universities to test the effectiveness and effectiveness of textbooks in improving students' ability to communicate, collaborate, think critically, and innovate.

Conclusion

This study concluded that the validity, practicality, and effectiveness of Indonesian language textbooks oriented to social integration and 21st-century skills have been developed and met the criteria. This can be seen from the responses given by lecturers and students in limited trials and field trials, showing an average score in very practical category. Therefore, Indonesian language textbooks oriented to social integration and 21st-century skills are developed to meet the effectiveness criteria and can be further used by lecturers and other educators in developing 21st-century skills.

Declaration of conflicting interest

There is no conflict of interest in this paper.

Funding acknowledgements

The research received no external funding.

References

- Astuti, R., & Aziz, T. (2019). Integrasi pengembangan kreativitas anak usia dini di TK Kanisius Sorowajan Yogyakarta. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(2), 294–302. <https://doi.org/10.31004/obsesi.v3i2.99>
- Azhary, L., & Ratmanida, R. (2021). The Implementation of 21st century skills (communication, collaboration, creativity and critical thinking) in English lesson plan at MTsN 6 Agam. *Journal of English Language Teaching*, 10(4), 608–623. <https://doi.org/10.24036/jelt.v10i4.114944>
- Bakhtiyarovna, M. Z. (2021). Integrated teaching of primary education. *Galaxy International Interdisciplinary Research Journal*, 9(12), 1332–1336. <https://giirj.com/index.php/giirj/article/view/922>
- Cheung, L. (2016). Using the ADDIE model of instructional design to teach chest radiograph interpretation. *Journal of Biomedical Education*, 2016, 1–6. <https://doi.org/10.1155/2016/9502572>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Case studies*. In *Research Methods in Education*. <https://doi.org/10.4324/9781315456539-19>
- Daryanto, K. S., & Karim, S. (2017). *Pembelajaran abad 21*. Yogyakarta: Gava Media, 267.
- Fandiño Parra, Y. J. (2013). 21st century skills and the English foreign language classroom: A call for more awareness in Colombia. *Gist Education and Learning Research Journal*, 7, 190–208.
- Farida, F., Supardi, S., & Muchtar, J. (2023). Web based Instruction for Immersion Class in Alauddin State Islamic University of Makassar. *Journal of Language Learning and Assessment*, 1(2), 57–61
- Gustiani, S. (2019). Research and Development (R&D) Method as a model design in educational research and its alternatives. *Holistics Journal*, 11(2), 12–22. <https://jurnal.polsri.ac.id/index.php/holistic/article/view/1849/892>
- Hakim, L. (2016). Pemerataan akses pendidikan bagi rakyat sesuai dengan amanat undang-undang nomor 20 tahun 2003 tentang sistem pendidikan nasional. *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, 2(1), 53–64. <https://doi.org/10.30596/edutech.v2i1.575>
- Haridza, R., & Irving, K. E. (2017). The evolution of Indonesian and American science education curriculum: A comparison study. *Educare*, 9(2), 95–110. <https://doi.org/10.2121/edu-ijes.v9i2.802.g765>
- Haryanti, F., & Saputro, B. A. (2016). Pengembangan Modul matematika berbasis discovery learning berbantuan flipbook maker untuk meningkatkan kemampuan pemahaman konsep siswa pada materi segitiga. *Kalamatika: Jurnal Pendidikan Matematika*, 1(2), 147–161. <https://doi.org/10.22236/kalamatika.vol1no2.2016pp147-161>
- Hendra, T. (2018). Profesionalisme dakwah dalam pemberdayaan masyarakat. *Jurnal At-Taghyir: Jurnal Dakwah dan Pengembangan Masyarakat Desa*, 1(1), 1–10. <https://doi.org/10.24952/taghyir.v1i1.957>
- Ibrahim, I. A., Abduh, A., & Korompot, C. A. . (2023). English Teachers' Strategies in Creating Formative Test Questions in a Public High School. *Journal of Language Learning and Assessment*, 1(2), 81–87.
- Ihsan, I. (2023). The challenges of elementary education in society 5.0 era. *International Journal of Social Learning (IJSLS)*, 3(3), 341–360. <https://doi.org/10.47134/ijsl.v3i3.214>

- Kholis, A., & Azmi, U. (2023). A need analysis on developing English interactive multimodal e-book oriented to 21st century skills. *Elsya: Journal of English Language Studies*, 5(1), 85–106. <https://doi.org/10.31849/elsya.v5i1.11804>
- Mård, N., & Hilli, C. (2022). Towards a didactic model for multidisciplinary teaching—a didactic analysis of multidisciplinary cases in Finnish primary schools. *Journal of Curriculum Studies*, 54(2), 243–258. <https://doi.org/10.1080/00220272.2020.1827044>
- Maryaeni, M. (2013). Pendidikan karakter dan multikultural: Pilar-pilar pendidikan dan kebangsaan di Indonesia. *ATIKAN*, 3(2), 129–138. <https://doi.org/10.2121/atikan-journal.v3i2.162.g161>
- Muslim, A. B. (2020). Character education curriculum in the government of Indonesia strengthening character education program. *JIEBAR: Journal of Islamic Education: Basic and Applied Research*, 1(2), 137–153. <https://doi.org/10.33853/jiebar.v1i2.101.g82>
- Mutiani, M., Handy, M. R. N., Wiyanarti, E., Abbas, E. W., Syaharuddin, S., & Jumriani, J. (2023). Strengthening the content of local history in social studies. *Yupa: Historical Studies Journal*, 7(2), 124–136. <https://doi.org/10.30872/yupa.vi0.1569>
- Partono, P., Wardhani, H. N., Setyowati, N. I., Tsalitsa, A., & Putri, S. N. (2021). Strategi meningkatkan kompetensi 4c (critical thinking, creativity, communication, & collaborative). *Jurnal Penelitian Ilmu Pendidikan*, 14(1), 41–52. <https://doi.org/10.21831/jpipfip.v14i1.35810>
- Rozak, R. W. A., & Mulyati, Y. (2018). Sastra dongeng dalam pembelajaran membaca dan menulis permulaan. *Deiksis: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 5(1), 45–55. <https://doi.org/10.33603/deiksis.v5i1.860>
- Salim Nahdi, D. (2015). Meningkatkan kemampuan berpikir kritis dan penalaran matematis siswa melalui model brain based learning. *Jurnal Cakrawala Pendas*, 1(1). <https://doi.org/10.31949/jcp.v1i1.341>
- Sanur, I. S., & Dermawan, W. (2023). Pendidikan multikultural untuk membentuk karakter bangsa. *Pendekar: Jurnal Pendidikan Berkarakter*, 6(1), 1–6. <https://doi.org/10.31764/pendekar.v6i1.8868>
- Sudjiman, P. E., & Sudjiman, L. S. (2018). Analisis sistem informasi manajemen berbasis komputer dalam proses pengambilan keputusan. *TeIKa*, 8(2), 55–66. <https://doi.org/10.36342/teika.v8i2.2327>
- Supena, I., Darmuki, A., & Hariyadi, A. (2021). The Influence of 4C (constructive, critical, creativity, collaborative) learning model on students' learning outcomes. *International Journal of Instruction*, 14(3), 873–892. https://e-iji.net/dosyalar/iji_2021_3_51.pdf
- Supriyatno, T., Susilawati, S., & Hassan, A. (2020). E-learning development in improving students' critical thinking ability. *Cypriot Journal of Educational Sciences*, 15(5), 1099–1106. <https://doi.org/10.18844/CJES.V15I5.5173>
- Suryana, S. (2020). Permasalahan mutu pendidikan dalam perspektif pembangunan pendidikan. *Edukasi*, 14(1), 1–12. <https://doi.org/10.15294/edukasi.v14i1.971>
- Susanto, S., Ritonga, A. W., & Desrani, A. (2022). The challenge of the integrated character education paradigm with 21st-century skills during the covid-19 pandemic. *Cendekia: Jurnal Kependidikan dan Kemasyarakatan*, 20(1), 74–87. <https://doi.org/10.21154/cendekia.v1i1.3816>
- Teo, P. (2019). Teaching for the 21st century: A case for dialogic pedagogy. *Learning, Culture and Social Interaction*, 21, 170–178. <https://doi.org/10.1016/j.lcsi.2019.03.009>

- Thornhill-Miller, B., Camarda, A., Mercier, M., Burkhardt, J. M., Morisseau, T., Bourgeois-Bougrine, S., & Lubart, T. (2023). Creativity, critical thinking, communication, and collaboration: assessment, certification, and promotion of 21st century skills for the future of work and education. *Journal of Intelligence*, 11(3), 1–32. <https://doi.org/10.3390/jintelligence11030054>
- Tohani, E., & Aulia, I. (2022). Effects of 21st century learning on the development of critical thinking, creativity, communication, and collaboration skills. *Journal of Nonformal Education*, 8(1), 46–53. <https://doi.org/10.15294/jne.v8i1.33334>
- Trilling, B., & Fadel, C. (2009). 21st century skills: Learning for life in our times. John Wiley & Sons.
- Waluyo, R., & Wahyuni, S. (2021). Development of STEM-based physics teaching materials integrated 21st century skills (4c) and characters. *Formatif: Jurnal Ilmiah Pendidikan Mipa*, 11(1), 83–102. <https://doi.org/10.30998/formatif.v11i1.7951>
- Wijaya, E. Y., Sudjimat, D. A., & Nyoto, A. (2016). Transformasi pendidikan abad 21 sebagai tuntutan pengembangan sumber daya manusia di era global. *Prosiding Seminar Nasional Pendidikan Matematika*, 1(26), 263–278.
- Yunianto, T., Negara, H. S., & Suherman, S. (2019). Flip builder : Pengembangannya pada media pembelajaran matematika. *TERAMPIL: Jurnal Pendidikan dan Pembelajaran Dasar*, 6(2), 115–127. <https://doi.org/10.24042/terampil.v6i2.505>
- Yunisah, N., Arifin, A., & Ridwan, R. (2023). Improving Reading Comprehension of Narrative text by Using L-B-A (Literature-based Approach) at the Ninth-grade students of SMP Negeri 1 Nunukan. *Journal of Language Learning and Assessment*, 1(2), 62–72.