

21st Century Skills-Based Civic Engagement: An Analysis of Civics Textbooks in Elementary Schools

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ABSTRACTS

This study aims to analyze the learning models on civic engagement contained in Elementary School Civic Education (PKn) textbooks and evaluate the extent to which these models support 21st-century skills. 21st-century skills such as critical, creative, collaborative, and communicative thinking (4C) are recognized as important skills for students in facing future global challenges. Through a quantitative approach with content analysis methods, this study identified two learning models applied in PKn textbooks, namely problem-solving and project-based learning (PBL). The results of the analysis indicate that these two models are relevant and effective in supporting the development of 21st-century skills as capital for civic engagement. The problem-solving model allows students to identify and solve problems, while project-based learning provides opportunities for students to learn through real projects, improve practical skills, and encourage collaboration. This research is expected to contribute to the development of more relevant and contextual textbooks, as well as support education that is adaptive and responsive to current developments.

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1. INTRODUCTION

21st century education requires a transformation in the learning approach, especially at the basic education level. Rapid global changes due to technological, economic, and social advances have presented new challenges to the world of education. To answer these challenges, educational institutions are not only required to produce students who have academic knowledge, but also master 21st

century skills such as critical, creative, collaborative, and communicative (4C) thinking. "The US-based Partnership for 21st Century Learning states that one of the most critical skills mastered and taught is learning and innovation skills, known as "The 4Cs", critical thinking and problem solving, creativity and innovation skills, collaboration, and communication" (Rati et al., 2023). 21st century skills will assist students in answering future challenges. The development of the times is an

inevitability that has an impact on all elements of society. Therefore, with critical thinking, creativity, communication, and collaboration skills, you can answer anything that will be faced in the future. Especially these skills are mastered by students in general. The National Education Association (Thornhill-Miller et al., 2023) revealed that *"they may also be one of the most useful ways of summarizing and addressing the critical challenges faced by the future of work and education"*.

In the Indonesian context, Civic Education in elementary schools plays a strategic role in shaping the character and attitude of democratic citizens. *"Citizenship knowledge is related to equipping students with a lot of knowledge that is the basis for being intelligent, critical, democratic citizens, respecting human rights, obeying the law, knowing political rights and obligations as citizens, knowing the role of state institutions, and so on"* (Sujastika & Abdulkarim, 2022). PKn textbooks as one of the main sources of learning, are an important instrument in supporting the development of student competencies, both cognitively and affectively. *"Civics textbooks are designed to develop scientific citizenship by encouraging students to collect data, ask questions, relate, pay attention, and exchange knowledge"* (Jamaludin et al., 2023). Susanto in (Susanto et al., 2022) said that "The curriculum and textbooks are a unit that has become the most basic educational tool from time to time". Therefore, it is important to examine the extent to which PKn textbooks in elementary schools have accommodated a learning model that is able to support the mastery of 21st century skills.

Unfortunately, many textbooks still prioritize a traditional, teacher-centered approach to learning, as well as a lack of variety of activities that encourage active student participation. Ikawati et al. in (Marwiah & Wingkolatin, 2024) explain that "textbooks can be used flexibly and combined with other educational tools adapted for learning". The flexible tool in

question can be in the form of a learning model that can shape students' skills. The learning model must be adapted to existing textbooks. Therefore, textbooks must have a learning model that can be directly practiced in the classroom. To create meaningful and relevant learning to the needs of the times, a learning model that is constructive, contextual, and oriented towards the development of essential skills of the century is needed. "education must adapt to meet needs by integrating new technologies, encouraging project-based learning, and focusing on developing deep thinking skills" (R Rafzan et al., 2022; Barella et al., 2024).

The approach of the learning model chosen is *problem solving* and *project-based learning*. The selection of problem-solving and project-based learning models is based on the need to adapt educational approaches to the demands of 21st century skills that focus on developing critical, creative, and collaborative thinking skills. *"Creativity, Critical Thinking, Communication and Collaboration skills, which are also named as "4C Skills" due to the fact that all these words start with a "C" in English, are acknowledged as skills which individuals should certainly have to be able to adjust to the complicated order of the present era"* (Ağaoğlu & Demir, 2020). Problem solving is a thought process that requires students to not only identify problems, but also to find the right solutions. "This problem-solving model is a learning model that seeks to discuss problems to find answers" (Liska, 2021). This model is very relevant to the needs of students to be able to think analytically and make wise decisions in the face of challenges.

Meanwhile, project-based learning (PBL) provides opportunities for students to learn through real projects that allow them to develop practical skills. In this model, students not only focus on theory, but they are also trained to design and implement solutions to the problems at hand. Elisabet et al. (Safitri et al., 2024) said that *"The Project-Based Learning*

(PjBL)model can help students feel more confident through group interaction, product or performance development, and problem-solving". PBL invites students to conduct investigations, work together in groups, and make decisions that have an impact on the final outcome of the project. "This Project Based Learning learning model does not only focus on the end result, but emphasizes more on the process of how students can solve their problems and finally produce a product" (Rizkasari et al., 2022). This encourages students to be more independent, creative, and able to work in teams as well as skills that are indispensable in the professional world in the future.

Both models are highly relevant to 21st-century learning that prioritizes collaboration, creativity, and problem-solving skills. Therefore, textbooks used in learning must be able to accommodate these two models. The assessment of the PKn textbooks in Elementary Schools is carried out to ensure that the content presented not only provides theoretical information, but also facilitates students in developing essential 21st century skills. Aziz et al in (Krishannanto et al., 2025) revealed that "in the context of 21st century education, the concept of the 4Cs which includes critical thinking, communication, collaboration, and creativity skills is recognized as a crucial and essential element". Thus, textbooks serve not only as a source of knowledge, but also as tools that support active and constructive learning that engages students directly in the learning process.

This study aims to identify and analyze the learning models contained in the Elementary School Curriculum textbook and evaluate the extent to which these models support 21st century skills. The findings of this study are expected to contribute to the development of teaching materials that are more relevant, contextual, and responsive to the global challenges faced by students in the future.

2. METHODS

The approach used in this study is a quantitative approach with a content analysis method. Content analysis aims to dig deep into the messages contained in documents or texts. Through the study of books or documents, this study aims to evaluate the extent to which the material contained in the book meets the criteria as a viable learning resource. By applying the content analysis method, this study can analyze the learning model in the Civic Education textbook in elementary schools to support 21st century skills. The object of this research is the PKn textbook published by the Center for Curriculum and Books. The research subjects include teachers in schools in Kerinci Regency, Jambi Province to assess the suitability of the learning model in textbooks.

3. RESULTS AND DISCUSSION

RESULTS

1. Problem Solving Learning Model Approach in the PKn Textbook published by the Indonesian Curriculum and Book Center

To find out how the results of the analysis of the two learning model approaches are, the following will describe the results of the assessment that has been carried out by Pancasila and Citizenship Education teachers.

The assessment of the *problem solving learning model* approach carried out includes the content of the PPKn textbook to be able to understand the existing problem, the content of the PPKn textbook can find a way to solve an existing problem, and the content of the PPKn textbook can carry out a plan to solve an existing problem.

In the following, the researcher will attach an overall assessment of the *Problem solving learning model approach* in the PPKn textbook in the form of a table.

Table 1.

Results of the Assessment of the *Problem Solving* in the PPKn Textbook published by the Indonesian Curriculum and Books Center

No	Content Aspect	Civic Engagement			
		1	2	3	4
CHAPTER I					
1	The content of the PPKn textbook can understand the existing problems				√
2	The content of the PPKn textbook can find a way to solve an existing problem			√	
3	The content of the PPKn textbook can carry out a plan that has been made to solve an existing problem			√	
CHAPTER II					
4	The content of the PPKn textbook can understand the existing problems				√
5	The content of the PPKn textbook can find a way to solve an existing problem			√	
6	The content of the PPKn textbook can carry out a plan that has been made to solve an existing problem			√	
CHAPTER III					
7	The content of the PPKn textbook can understand the existing problems				√
8	The content of the PPKn textbook can find a way to solve an existing problem			√	
9	The content of the PPKn textbook can carry out a plan that has been made to solve an existing problem			√	
CHAPTER IV					
10	The content of the PPKn textbook can			√	

	understand the existing problems				
11	The content of the PPKn textbook can find a way to solve an existing problem			√	
12	The content of the PPKn textbook can carry out a plan that has been made to solve an existing problem			√	
CHAPTER V					
13	The content of the PPKn textbook can understand the existing problems				√
14	The content of the PPKn textbook can find a way to solve an existing problem			√	
15	The content of the PPKn textbook can carry out a plan that has been made to solve an existing problem			√	
CHAPTER VI					
16	The content of the PPKn textbook can understand the existing problems				√
17	The content of the PPKn textbook can find a way to solve an existing problem				√
18	The content of the PPKn textbook can carry out a plan that has been made to solve an existing problem			√	
CHAPTER VII					
19	The content of the PPKn textbook can understand the existing problems			√	
20	The content of the PPKn textbook can find a way to solve an existing problem			√	
21	The content of the PPKn textbook can carry out a plan that has been made to solve an existing problem			√	
Sum		45		24	
Average		2.14		1.14	
Percentage %		71%		29%	

Total Acquisition Score	69
Maximum Score Amount	84
Percentage	82%

Judging from the overall results in the table above, which shows a percentage of 82%, the approach to the *problem solving learning model* in the PPKn textbook is said to be very good. This means that the learning model approach has been revealed by the discussion of the PPKn textbook published by the Indonesian Curriculum and Books Center, then through this book students are taught to be involved in understanding learning directly.

2. Project Based Learning Model Approach in the PPKn Textbook published by the Indonesian Curriculum and Book Center

In addition to the *problem solving learning model* approach, there are also results from the assessment of the *project-based learning model* approach in the PPKn textbook. The assessment carried out includes the content of the PPKn textbook presenting data and facts, the content of the PPKn textbook can solve problems related to the data and facts that have been presented, the content of the PPKn textbook can gain new knowledge and skills gained from problem solving with data and in fact, the content of the PPKn textbook can develop and improve the skills that have been obtained from solving the problem, and the content of the PPKn textbook can increase collaboration to solve problems in groups.

In the following, the researcher will attach an overall assessment of the *Project based learning model approach* in the PPKn textbook in the form of a table.

Table 2.

Results of Assessment of the *Project Based Learning Model* in the PPKn Textbook published by the Indonesian Curriculum and Books Center

No	Content Aspect	Civic Engagement Value			
		1	2	3	4

CHAPTER I					
1	The content of the PPKn textbook presents data and facts			√	
2	The content of the PPKn textbook can solve problems related to the data and facts that have been presented				√
3	The content of the PPKn textbook can gain new knowledge and skills gained from problem-solving to data and facts				√
4	The content of the PPKn textbook can develop and improve the skills that have been obtained from solving these problems			√	
5	The content of the PPKn textbook can increase collaboration in order to solve problems in groups			√	
CHAPTER II					
6	The content of the PPKn textbook presents data and facts			√	
7	The content of the PPKn textbook can solve problems related to the data and facts that have been presented				√
8	The content of the PPKn textbook can gain new knowledge and skills gained from problem-solving to data and facts				√
9	The content of the PPKn textbook can develop and improve the skills that have been obtained from			√	

	solving these problems				
10	The content of the PPKn textbook can increase collaboration in order to solve problems in groups			√	
CHAPTER III					
11	The content of the PPKn textbook presents data and facts			√	
12	The content of the PPKn textbook can solve problems related to the data and facts that have been presented			√	
13	The content of the PPKn textbook can gain new knowledge and skills gained from problem-solving to data and facts			√	
14	The content of the PPKn textbook can develop and improve the skills that have been obtained from solving these problems			√	
15	The content of the PPKn textbook can increase collaboration in order to solve problems in groups			√	
CHAPTER IV					
16	The content of the PPKn textbook presents data and facts				√
17	The content of the PPKn textbook can solve problems related to the data and facts that have been presented			√	
18	The content of the PPKn textbook can gain new knowledge and skills gained from problem-solving to data and facts			√	

19	The content of the PPKn textbook can develop and improve the skills that have been obtained from solving these problems			√	
20	The content of the PPKn textbook can increase collaboration in order to solve problems in groups			√	
CHAPTER V					
21	The content of the PPKn textbook presents data and facts				√
22	The content of the PPKn textbook can solve problems related to the data and facts that have been presented				√
23	The content of the PPKn textbook can gain new knowledge and skills gained from problem-solving to data and facts			√	
24	The content of the PPKn textbook can develop and improve the skills that have been obtained from solving these problems			√	
25	The content of the PPKn textbook can increase collaboration in order to solve problems in groups			√	
CHAPTER VI					
26	The content of the PPKn textbook presents data and facts				√
27	The content of the PPKn textbook can solve problems related to the data and facts that have been presented				√
28	The content of the PPKn textbook can			√	

	gain new knowledge and skills gained from problem-solving to data and facts				
29	The content of the PPKn textbook can develop and improve the skills that have been obtained from solving these problems			√	
30	The content of the PPKn textbook can increase collaboration in order to solve problems in groups			√	
CHAPTER VII					
31	The content of the PPKn textbook presents data and facts				√
32	The content of the PPKn textbook can solve problems related to the data and facts that have been presented				√
33	The content of the PPKn textbook can gain new knowledge and skills gained from problem-solving to data and facts			√	
34	The content of the PPKn textbook can develop and improve the skills that have been obtained from solving these problems			√	
35	The content of the PPKn textbook can increase collaboration in order to solve problems in groups			√	
Sum		72	44		
Average		2.06	1.26		
Percentage %		69%	31%		

Total Acquisition Score	116
Maximum Score	140
Amount	83%
Percentage	

Judging from the overall results in the table above, which shows a percentage of 83%, the approach of *the Project based learning model* in the PPKn textbook is said to be very good. This means that the learning model approach has been revealed by the discussion of the PPKn textbook published by the Indonesian Curriculum and Books Center.

DISCUSSION

1. Learning Model Approach in PPKn Textbooks published by the Indonesian Curriculum and Books Center

The learning model approach is one of the factors that supports the success of the learning process in the classroom. The use of methods in learning is highly prioritized to generate passion for learning, motivation to learn, and stimulate students to play an active role in the learning process. In this study, the learning model approach used is *problem solving* and *project-based learning*. The approach used is to improve students' skills in critical, creative and innovative thinking, communication and collaboration. Therefore, learners are trained to solve problems, acquire new knowledge and skills, develop and improve skills and improve collaboration skills. This is included in 21st century learning. The following is the approach of the learning model that has been analyzed in the textbook.

Table 3.

Learning Model Approach in PPKn Class X Textbooks

Learning Model Approach in Textbooks for Citizen Involvement	
<i>Problem solving</i>	<i>Project based learning</i>

1. Understanding the problem	1. Presenting data and facts
2. Find a way to resolve issues	2. Troubleshoot
3. Execute a plan to solve the problem	3. Acquire new knowledge and skills
	4. Develop and improve skills
	5. Improve collaboration

The learning model approach that has been described in the table above is already relevant to the content of the PPKn textbook. From solving these problems, there is a way to solve it. In addition, the textbook also presents data and facts, acquires new knowledge and skills on civic tasks and projects, develops and improves these skills on civic tasks and projects, and improves collaboration presented on group tasks and on civic projects. It states that the approach of the problem-solving and project-based learning model is relevant to the content of the PPKn textbook published by the Indonesian Curriculum and Books Center.

2. Problem Solving Learning Model

Chafez in (Azizah & Haroh, 2023) argues that "the Problem Solving learning model can be defined as a learning model that prioritizes the process of formulating an answer to a problem". The problem in question is also found in textbooks to find a way to solve it. Problems in textbooks can be presented in assignments, cases, or in citizenship projects. This is done to stimulate students to think critically, conduct analysis to find ways to solve a problem and train students in decision-making. "The Problem Solving model is believed to be able to improve conceptual understanding, critical thinking skills, and ultimately improve student learning outcomes" (Gambe et al., 2025).

The issues presented in the textbook can take the form of assignments, case studies, or projects related to citizenship. It is intended to invite learners not only to understand the concepts being taught, but also to involve them in a deeper process, where they must try to find a way to solve the problem. In this way, learners not only

learn theory, but are also trained in terms of decision-making, teamwork, and practical application of the knowledge that has been learned. The development of teaching materials always depends on the needs of the learners, including the need for knowledge, skills, guidance, training, and feedback. (Wibowo et al., 2024). In addition, textbooks must also have a context in improving students' skills, especially critical thinking, creativity, communication and collaboration skills. An effective textbook not only presents the material completely and accurately, but must also be able to arouse students' interest in learning, develop critical, creative, and communicative thinking skills, and be in harmony with the development of the curriculum (Firmansyah & Marlina, 2025).

More than that, a problem-solving learning model is needed to help improve 21st century skills, which include critical thinking, collaboration, communication, and creativity. In this era of globalization and rapid technological development, these skills are indispensable to prepare students to face the challenges of the increasingly complex world of work and life. Wayan dalam (Mantau & Talango, 2023) argues that "The industry needs individuals who have 21st century skills to be able to adapt to rapid change, think critically, innovate, collaborate, and be able to solve complex problems". By facilitating learners in facing and solving real problems, this learning model also encourages them to become independent thinkers who are able to adapt to constant change. "The *problem solving* model when faced with a question or problem situation, students can reason and find solutions to solve the problem by developing their mindset" (Mari'a & Ismono, 2021).

3. Model Pembelajaran Project Based Learning

The Project Based Learning (PBL) learning model approach is very effective in creating an active, creative, and collaborative learning environment for students. Through PBL, students not only

become recipients of information, but also directly engage in the learning process that challenges them to think critically and solve problems relevant to daily life. Trianto in (Anggraini & Wulandari, 2020) explained that "the project-based learning model is innovative learning that is *student-centered* and places teachers as motivators and facilitators, where students are given the opportunity to work autonomously to construct their learning". This approach provides space for students to develop a variety of essential skills, such as the ability to work independently, collaborate with others, and hone analytical and problem-solving skills. Fitria in (Nurhadiyati et al., 2021) argues that "students not only build concepts through the problem solving given, but also produce products as a result of problem solving so that students can be active in learning both from the quality of the process, and the quality of results". The textbook has presented questions and problems that will be solved by students. These questions and problems are presented in assignments, cases, and in citizenship projects.

The Project Based Learning learning model also has a positive impact in improving 21st century skills that are urgently needed by students to face global challenges. 21st century skills, such as critical thinking, collaboration, communication, creativity, and problem-solving, can be optimally developed through this PBL approach. Pongkitwitoon in (Prasetyo et al., 2023) revealed that *"Through the creation of products that address real-world issues, project-based learning has enabled the development of 21st-century skills, including the concept of digital citizenship"*. In each project carried out, students are not only required to understand theory, but also to apply knowledge in real situations, which prepares them for a world of work and life full of dynamics and changes. "Thus, project-based learning not only develops 21st century skills, but also supports the transformation of education that is more

adaptive and relevant to the times" (Lubis et al., 2024).

Through PBL, students can learn how to work in a team, communicate well, and think critically in finding solutions to the problems they face. Ponta et al. in (Farikah et al., 2022) explain that "Project-based learning (PBL) is a student-centered learning method used to solve real-life problems designed and organized around a set of key learning outcomes". Through assignments and projects involving social or civic issues, they are invited to think more broadly and understand the importance of their contribution to society. Efstratia in (Lestari & Ilhami, 2022) argues that "The application of this pattern is expected to allow educators to be able to become facilitators and be able to work together with students to form useful questions and meaningful tasks, so that they can develop knowledge and social skills and assess students from their learning experiences". As a result, they are not only academically prepared, but also personally to become competent individuals, ready for the challenges of the future.

4. CONCLUSION

The conclusion of this study is that the textbook of Civic Education (PKn) in Elementary Schools published by the Indonesian Curriculum and Books Center has accommodated two learning models that support 21st century skills, namely problem solving and project-based learning (PBL). Both models are effective in developing essential skills such as critical thinking, creativity, collaboration, and communication, which are necessary to face future global challenges.

The problem solving learning model has proven to be relevant to the PKn textbook because it can help students identify and solve problems, as well as improve analytical and decision-making skills. Meanwhile, the project-based learning model allows students to learn directly through real projects, improve practical

skills, and encourage collaboration in groups. Both of these models have been well implemented in PKn textbooks, which not only present theoretical material, but also provide opportunities for students to engage in active and contextual learning.

Overall, this PKn textbook supports the development of 21st century skills, which is critical in preparing students for a more dynamic and changeable future. Further updates and developments in teaching materials are needed so that they continue to be relevant to the development of the times and educational needs in Indonesia.

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