

## Mapping 21st-Century 4C Skills to the Pancasila Student Profile: A Content Analysis of the *English for Nusantara* Grade 8 Textbook

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**Abstract:** In the era of Society 5.0, the Indonesian educational landscape has shifted toward integrating global competencies and national values through the Merdeka Curriculum. This study examines the representation of 21st-century skills (4Cs) in the *English for Nusantara* Grade 8 textbook and their alignment with the *Profil Pelajar Pancasila*. Using a qualitative content analysis design, the study systematically examined 246 instructional tasks and activities across all chapters. The instructional task served as the unit of analysis, and each task was deductively coded using predefined indicators of Critical Thinking, Creativity, Communication, and Collaboration. A task could receive more than one 4C code when multiple skills were represented within the same task. The findings identified Critical Thinking as the most frequently represented component (64.23%), followed by Collaboration (19.11%), Communication (9.76%), and Creativity (6.91%). The prevalence of Critical Thinking suggests a strong representation of higher-order thinking demands in the textbook and can be analytically mapped onto the *Bernalar Kritis* dimension of the *Profil Pelajar Pancasila*. However, the limited representation of Creativity indicates a potential gap in the representation of the *Kreatif* dimension, as most tasks are structured rather than open-ended. Similarly, the presence of Collaboration and Communication can be interpreted as reflecting elements associated with *Gotong Royong* and communicative competence, respectively, although these findings describe the content of the textbook rather than its effects on students' learning or character development. This study concludes that the textbook provides substantial representation of analytical skills while offering comparatively fewer opportunities for creative expression. As a pedagogical implication, educators and material developers may consider supplementing textbook activities with more open-ended and divergent-thinking tasks to provide broader opportunities for developing 21st-century skills.

**Keywords:** *EFL textbook analysis; English for Nusantara; 21st-century skills; 4Cs; Pancasila Student Profile*

### 1. INTRODUCTION

In the Society 5.0 era, education is increasingly expected to equip learners with competencies that extend beyond the acquisition of academic knowledge. Rapid technological and social changes have strengthened the need for higher-order cognitive and interpersonal abilities, particularly critical thinking, creativity, communication, and collaboration, commonly referred to as the 4Cs of 21st-century skills (Partnership for 21st Century Skills, 2009). These competencies are particularly relevant to English as a Foreign Language (EFL) education, where learners are expected not only to develop linguistic

competence but also to engage in analytical, creative, communicative, and collaborative learning. Thus, examining how 4C skills are represented in EFL learning materials is important for understanding how these competencies are incorporated into classroom-oriented resources. Beyond linguistic knowledge, these skills are increasingly considered important for enabling learners to respond to social and economic changes and participate effectively in a continuously changing global environment (Thornhill-Miller et al., 2023; Trilling & Fadel, 2009).

In Indonesia, these global educational demands are addressed through the implementation of the Merdeka Curriculum, which seeks to integrate competency development with national values. One of its central orientations is the *Profil Pelajar Pancasila*, which describes six interconnected dimensions: faith and piety toward God Almighty, global diversity (*Berkebinekaan Global*), mutual cooperation (*Gotong Royong*), independence (*Mandiri*), critical reasoning (*Bernalar Kritis*), and creativity (*Kreatif*) (Kemendikbudristek, 2022). Although these six dimensions are not equivalent to the international 4C framework, several of them share conceptual intersections with 21st-century skills. In this study, the relationship between the two frameworks is therefore treated as an analytical mapping rather than a one-to-one correspondence. Critical Thinking is mapped to *Bernalar Kritis* because both emphasize analyzing information, evaluating evidence, and making reasoned judgments. Creativity is related to *Kreatif* through their shared emphasis on generating ideas and producing original or alternative solutions. Collaboration is associated with *Gotong Royong* because both involve working with others, coordinating actions, sharing responsibilities, and contributing to shared goals. Communication is related to *Berkebinekaan Global* when communication involves interaction, dialogue, cultural expression, or the exchange of perspectives across differences. These relationships provide a conceptual basis for examining how 4C skills represented in textbook activities may be related to relevant dimensions of the *Profil Pelajar Pancasila*, while acknowledging that the two frameworks are multidimensional and may overlap.

This relationship is particularly important to examine in learning materials because textbooks provide structured content and instructional activities through which curricular objectives are translated into classroom-oriented resources. Cunningsworth (1995) emphasizes the role of textbooks as pedagogical resources that organize content and support language learning, while Criado (2023) and Wu and Shafait (2024) highlight their role in connecting curriculum objectives with instructional practices. In EFL contexts, textbook tasks may provide opportunities for learners to analyze information, generate ideas, communicate with others, and work collaboratively. Textbooks may also convey social and cultural values through their selection of topics, activities, and representations (Tomlinson, 2011). Therefore, examining EFL textbooks is useful for identifying how global competencies and local educational values are represented in instructional materials. Importantly, the representation of a particular competency in a textbook should not be interpreted as direct evidence that the textbook develops students' skills or character, since such outcomes require investigation of classroom implementation and learner performance.

Content analysis provides a systematic approach for examining such representations. Krippendorff (2018) describes content analysis as a method for drawing systematic and replicable inferences from textual or other meaningful data within their context of use. In EFL textbook research, this approach enables researchers to identify and categorize instructional tasks according to predefined indicators of particular competencies. Previous studies have examined the representation of 21st-century skills in EFL learning materials. Rinekso (2021), for example, found that communication and collaboration were represented more frequently than critical thinking and creativity in Indonesian EFL textbooks. Similarly,

Anwar and Pujiawati (2024) reported that intermediate-level EFL textbooks tended to emphasize basic social interaction and communication rather than higher-order analytical and creative activities. Other studies have examined competencies and learning values in textbooks developed within the Merdeka Curriculum. Damayanti and Mukarto (2024), for instance, investigated communicative activities in Merdeka Curriculum textbooks, while Murtadho et al. (2024), Nuraeni et al. (2024), and Riani and Utami (2024) examined aspects of English learning content and 21st-century competencies in *English for Nusantara*.

Although these studies provide valuable insights into the representation of 21st-century skills and curricular competencies in Indonesian EFL textbooks, the existing literature can be distinguished into three related areas. The first group focuses primarily on the representation of 21st-century skills in EFL textbooks, particularly the 4Cs. The second group examines the representation of competencies, character values, or the *Profil Pelajar Pancasila* in learning materials developed under the Merdeka Curriculum. The third and less developed area concerns the analytical relationship between the international 4C framework and the *Profil Pelajar Pancasila* within the same EFL textbook. In particular, limited attention has been given to systematically mapping individual 4C skills represented in instructional tasks onto relevant dimensions of the *Profil Pelajar Pancasila* in the Grade 8 *English for Nusantara* textbook. Addressing this gap, the present study examines the representation and distribution of the four 21st-century skills across the textbook's instructional tasks and analytically maps these representations onto relevant dimensions of the *Profil Pelajar Pancasila*. Previous research has examined the integration of 21st-century skills in Indonesian EFL teaching materials. Marwa et al. (2023), for example, used content analysis to investigate the representation of 4C skills in English teaching documents, demonstrating the relevance of the 4C framework for evaluating instructional materials.

The Grade 8 *English for Nusantara* textbook is a relevant context for this investigation because it was developed within the framework of the Merdeka Curriculum and provides instructional materials intended to support English learning at the junior secondary level. The present study examines instructional tasks and activities across all chapters of the textbook, including task instructions, conversational activities, worksheets, and projects. The analysis identifies 4C skills using predefined indicators and subsequently interprets their conceptual relationships with relevant dimensions of the *Profil Pelajar Pancasila*. The study therefore focuses on the representation of competencies within the textbook rather than claiming that the materials directly produce particular learning or character outcomes. This distinction is important because content analysis can reveal the opportunities and orientations embedded in instructional materials, while the actual development of students' competencies requires further investigation through classroom-based or learner-focused research.

Accordingly, this study addresses the following research questions:

1. How are the four 21st-century skills (Critical Thinking, Creativity, Communication, and Collaboration) represented in the instructional tasks of the *English for Nusantara* Grade 8 textbook?
2. How can the identified 4C skills be analytically mapped onto relevant dimensions of the *Profil Pelajar Pancasila*?

## 2. METHOD

### Research Design

This study employed qualitative content analysis with descriptive quantitative analysis to examine the representation of 21st-century skills (4Cs) in the *English for Nusantara* Grade

8 textbook. Qualitative content analysis was used as the primary analytical approach to identify, categorize, and interpret instructional tasks based on predefined indicators of Critical Thinking, Creativity, Communication, and Collaboration. Descriptive quantitative analysis was subsequently used to summarize the frequency and percentage distribution of the identified 4C codes. This approach allowed the study to examine the content of the textbook systematically while also describing the distributional patterns of the identified skills. Content analysis was considered appropriate because it enables researchers to make systematic and replicable inferences from textual and instructional materials within their context of use (Krippendorff, 2018). The analysis focused on the manifest content of the textbook, particularly the instructional prompts and activities through which students are directed to perform particular cognitive, communicative, creative, or collaborative actions. The quantitative results were used to support the qualitative interpretation rather than to measure students' acquisition or development of the identified skills.

### Data Source and Unit of Analysis

The data source was the Grade 8 *English for Nusantara* textbook published by the Indonesian Ministry of Education, Culture, Research, and Technology in 2022. The analysis covered all five chapters of the textbook, including reading activities, conversational activities, individual tasks, worksheets, and collaborative projects. The unit of analysis was an explicit instructional task or activity that required students to perform a distinguishable cognitive, communicative, creative, or social action. A task was treated as one coding unit when its instructions constituted a single, coherent activity with one overall instructional purpose. Several instructions that functioned together to complete the same activity were therefore treated as one unit. For example, an instruction such as “Work in groups of four and complete the clue card game” was coded as one instructional unit because the group instruction and the completion of the game constituted one integrated activity. However, when an activity contained clearly separable sub-activities with independent instructions and expected responses, each sub-activity could be treated as a separate coding unit. For example, if students were first instructed to analyze information individually and then instructed to discuss their findings with a group as a distinct subsequent activity, the two activities were coded separately when they represented different instructional actions. This segmentation procedure was applied consistently throughout the textbook to ensure that the coding unit was determined by the structure and instructional purpose of the activity rather than by the length of the instruction.

### Coding Instrument and Operational Definitions

The primary research instrument was a structured coding matrix developed from the 4C framework of 21st-century skills. The coding indicators were defined before the analysis to provide consistent criteria for identifying the four skills.

**Critical Thinking** referred to tasks requiring students to analyze, compare, interpret, evaluate, or synthesize information, make reasoned judgments, or solve problems.

**Creativity** referred to tasks requiring students to generate ideas, produce original responses, design products, modify existing materials, or develop alternative solutions.

**Communication** referred to tasks requiring students to express, exchange, present, or interpret ideas through spoken, written, or visual forms.

**Collaboration** referred to tasks requiring students to work with peers, coordinate actions, share responsibilities, or contribute to a shared outcome.

The coding procedure permitted multiple coding because the four skills are conceptually interconnected and may occur within the same instructional task. Therefore, a single task could receive more than one 4C code when its instructions explicitly represented multiple skills. For example, a task that required students to analyze a problem, discuss possible solutions with peers, and present their conclusions could be coded for Critical Thinking, Collaboration, and Communication. Each applicable code was recorded in the coding matrix.

### Data Collection and Analysis Procedures

The data collection and analysis were conducted through four stages.

1. **Surveying**, the researcher reviewed the entire textbook to identify its chapters, sections, activities, worksheets, projects, and other instructional components. This initial review established the scope of the analysis and identified potential instructional units.
2. **Coding**, each identified instructional unit was examined against the predefined 4C indicators. The researcher assigned one or more codes when the task explicitly represented the corresponding skills. Multiple coding was permitted when more than one 4C skill was identifiable within the same instructional activity.
3. **Categorizing and quantifying**, the coded data were organized in a coding matrix according to chapter and 4C category. The frequency of each 4C code was calculated, followed by descriptive percentages to identify the relative representation of Critical Thinking, Creativity, Communication, and Collaboration across the textbook. Because multiple coding was permitted, the frequency of 4C codes represents coding instances rather than necessarily representing unique instructional tasks.
4. **Validating**, the coding results were reviewed to enhance the trustworthiness of the analysis. The researcher cross-checked the coding classifications with two experts in ELT materials development. Any differences in coding were discussed by referring to the operational definitions and evidence contained in the relevant textbook activity. The final coding decisions were then incorporated into the coding matrix.

### Analytical Mapping to the Profil Pelajar Pancasila

Following the identification of the 4C skills, the study conducted an analytical mapping of the identified skills onto relevant dimensions of the *Profil Pelajar Pancasila*. The mapping was not treated as a one-to-one equivalence between the two frameworks. Instead, it was based on conceptual similarities between the behavioral or cognitive demands represented in the instructional task and the characteristics of the relevant Pancasila dimension. Critical Thinking was mapped to *Bernalar Kritis* when tasks involved analyzing information, evaluating evidence, interpreting problems, or making reasoned judgments. Creativity was mapped to *Kreatif* when tasks required students to generate ideas, produce original work, or develop alternative solutions. Collaboration was mapped to *Gotong Royong* when tasks involved cooperation, coordination, shared responsibility, or collective goals. Communication required a context-sensitive mapping. It was related to *Berkebinekaan Global* when communication involved cultural expression, dialogue, interaction across differences, or the exchange of perspectives. When communication primarily functioned as coordination within collaborative activities, it could also be interpreted in relation to *Gotong Royong*. Thus, Communication was not automatically assigned to a single Pancasila dimension solely because it represented the Communication component of the 4C framework.

The mapping was conducted as an interpretive analytical procedure to identify potential conceptual relationships between the two frameworks. It does not imply that the four 4C skills are equivalent to particular Pancasila dimensions, nor does it establish that the textbook directly develops students' Pancasila character or 21st-century skills.

### Data Interpretation

The frequencies and percentages generated from the coding matrix were interpreted alongside representative examples from the textbook. The quantitative distribution was used to identify which 4C skills were more or less frequently represented, while qualitative interpretation examined the nature of the instructional demands associated with each category. Representative tasks were subsequently used to illustrate how particular 4C skills could be analytically related to dimensions of the *Profil Pelajar Pancasila*. The findings were therefore interpreted as evidence of the representation and distribution of 4C-oriented instructional content in the textbook. They were not interpreted as direct evidence of students' actual acquisition, development, or learning outcomes, because the study did not involve classroom observation, student assessment, or implementation-based evaluation.

### 3. FINDINGS AND DISCUSSION

The systematic content analysis of the *English for Nusantara* Grade 8 textbook revealed a total of 246 learning activities that operationally integrate the 21st-century 4C skills. The empirical data showed a highly unbalanced distribution, which is heavily dominated by critical thinking tasks, as clearly structured in Table 1.

#### The Distribution of 4C Skills Across Textbook Chapters

This analysis of the *English for Nusantara* textbook for 8th grade reveals that there are 246 learning activities that represent 21st-century skills, specifically the 4C skills. The data indicates an unbalanced distribution among the four skills, with a very strong dominance of critical thinking skills. Aligns with findings from multimodal analyses of similar textbooks (Handayani et al., 2025; Murtadho, M. A. A., Eryansyah, E., & Silvhiany, 2024). The frequency distribution and percentages of the 4C skills across all chapters are presented in Table 1.

Table 1. *Distribution of 4C Skills Across Textbook Chapters*

| 4C Skills         | Ch 1 | Ch 2 | Ch 3 | Ch 4 | Ch 5 | Total Coding Instances | Percentage |
|-------------------|------|------|------|------|------|------------------------|------------|
| Critical Thinking | 28   | 31   | 27   | 36   | 36   | 158                    | 64.23%     |
| Creativity        | 2    | 3    | 3    | 3    | 6    | 17                     | 6.91%      |
| Communication     | 5    | 5    | 2    | 7    | 5    | 24                     | 9.76%      |
| Collaboration     | 7    | 14   | 3    | 11   | 12   | 47                     | 19.11%     |
| Total             | 42   | 53   | 35   | 57   | 59   | 246                    | 100%       |

Frequencies represent coding instances rather than unique instructional tasks. A single instructional task could receive more than one 4C code; therefore, the categories are not mutually exclusive. Percentages were calculated based on the total of 246 coding instances.

As shown in Table 1, Critical Thinking was the most frequently identified 4C skill, accounting for 158 coding instances (64.23%). Collaboration followed with 47 instances (19.11%), while Communication accounted for 24 instances (9.76%). Creativity was the least frequently identified skill, with 17 instances (6.91%). The predominance of Critical Thinking indicates that instructional activities in the textbook frequently contain demands

involving analysis, interpretation, evaluation, or problem solving. For example, Worksheet 1.1 requires students to match visual representations of traditional games with appropriate vocabulary, while an activity on page 147 asks students to examine and evaluate water usage in their surrounding environment. These activities demonstrate the presence of tasks that require students to process and interpret information rather than simply reproduce linguistic forms. However, this finding should be interpreted as evidence of the representation of critical-thinking-oriented tasks, rather than as evidence that the textbook directly develops students' critical-thinking ability. Content analysis identifies the cognitive demands embedded in instructional materials but does not measure how students respond to those tasks or whether their critical-thinking skills improve through classroom implementation.

The relatively high representation of Critical Thinking is consistent with previous studies reporting substantial attention to analytical skills in English learning materials developed under the Merdeka Curriculum (Murtadho et al., 2024; Nuraeni et al., 2024). It also differs from findings reported by Rineksa (2021), who identified stronger representation of communication and collaboration in earlier Indonesian EFL textbooks. This difference may indicate a change in the types of learning opportunities emphasized in the newer curriculum materials, although such a curricular shift should be interpreted cautiously because the studies examined different textbooks and analytical frameworks.

Collaboration represented 19.11% of the coding instances and appeared primarily through pair and group activities. One example is the activity on page 35, which requires students to work in groups of four to complete a clue card game. Such activities provide opportunities for students to coordinate actions and contribute to a shared task. From the perspective of the analytical mapping used in this study, these features are conceptually related to the *Gotong Royong* dimension of the *Profil Pelajar Pancasila*.

Communication accounted for 9.76% of the coding instances. It appeared in activities such as storytelling and presentation tasks in which students were required to express ideas orally or in written form. For example, the storytelling activity on page 85 requires students to present a story in front of the class. When such communication involves sharing cultural experiences or local traditions, it can be analytically associated with *Berkebinekaan Global*. Nevertheless, Communication should not be understood as exclusively corresponding to this dimension because communication may also function as part of collaboration or other learning processes.

Creativity was the least frequently identified skill, accounting for only 6.91% of the coding instances. Examples include tasks that require students to design visual products or develop their own representations of ideas. One example is the activity involving the design of Mirza's plastic soccer ball on page 260. Although such tasks provide opportunities for original expression, their relatively low frequency indicates that creative production is less prominent than analytical tasks in the textbook.

This pattern is broadly consistent with previous studies that have identified limited opportunities for creativity in Indonesian EFL learning materials (Riani & Utami, 2024; Solikhah, 2025; Tahrin et al., 2024). The finding suggests that the textbook provides fewer opportunities for students to generate original products or divergent responses than to analyze and process information. Nevertheless, the study does not establish that the textbook prevents students from developing creativity, because classroom teachers may supplement textbook activities with additional open-ended learning experiences.

The second research question examined how the identified 4C skills could be analytically mapped onto relevant dimensions of the *Profil Pelajar Pancasila*. The mapping was based on the operational criteria described in the Method section and was not treated as a one-to-one correspondence.

Table 2. *Analytical Mapping of 4C Skills and Relevant Dimensions of the Profil Pelajar Pancasila*

| 21 <sup>st</sup> -Century Skills (4C) | Pancasila Student Profile Dimension           | Basis for Mapping                                                                        | Textbook Evidence                                                                                                                |
|---------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Critical Thinking                     | <i>Bernalar Kritis</i>                        | Analysis, interpretation, evaluation, and reasoned judgment                              | Chapter 3, Section 8 (page 147): Objectively identify and analyze the issue of clean water scarcity.                             |
| Collaboration                         | <i>Gotong Royong</i>                          | Cooperation, coordination, shared responsibility, and collective goals                   | Chapter 1, Section 3 (page 35): Interactive group activity to complete the clue card game.                                       |
| Communication                         | <i>Berkebinekaan Global/context-dependent</i> | Cultural expression, exchange of perspectives, and interaction across differences        | Chapter 2, Section 5 (page 85): Present a story in front of the class.                                                           |
| Creativity                            | <i>Kreatif</i>                                | Generation of ideas, original production, and development of alternative representations | Chapter 5, Worksheet 5.2 (Page 260): Designing independent visual illustrations based on the interpretation of a narrative text. |

The mapping represents conceptual and analytical relationships rather than one-to-one equivalence. A single instructional task may relate to more than one Pancasila dimension depending on its instructional context.

The mapping in Table 2 indicates several areas of conceptual intersection between the 4C framework and the *Profil Pelajar Pancasila*. Critical Thinking, for example, is closely related to *Bernalar Kritis* because both emphasize the processing and evaluation of information. The activity concerning water usage on page 147 requires students to examine an issue and make sense of information related to their environment. This provides textual evidence for mapping the task to *Bernalar Kritis*. However, the mapping indicates the nature of the task rather than demonstrating that students acquire critical reasoning through completing it. Similarly, Collaboration shows a clear conceptual relationship with *Gotong Royong*. The group activity on page 35 requires students to coordinate with peers and work toward a shared outcome. These characteristics correspond to the principles of cooperation and collective responsibility emphasized in *Gotong Royong*. Thus, the activity provides evidence that the textbook contains instructional opportunities that can be interpreted through both the 4C Collaboration framework and the relevant Pancasila dimension.

The relationship between Communication and *Berkebinekaan Global* requires a more contextual interpretation. The storytelling activity on page 85 provides students with an opportunity to communicate a story in front of their classmates. When the content of the

story involves local traditions or cultural experiences, the task can be related to *Berkebinekaan Global* because students communicate cultural perspectives and represent local identity through English. Nevertheless, communication itself is not exclusive to *Berkebinekaan Global*. In other contexts, communication may support *Gotong Royong*, particularly when students use communication to coordinate group activities or negotiate shared decisions. Therefore, the mapping in this study is based on the function and context of communication within each task, rather than on an assumed direct correspondence. Creativity is conceptually related to the *Kreatif* dimension because both frameworks emphasize the generation and production of ideas. The activity on page 260, for example, provides students with an opportunity to produce a visual representation based on their interpretation of a narrative. Such a task can be analytically interpreted as reflecting both Creativity in the 4C framework and the *Kreatif* dimension of the Pancasila Student Profile.

These findings suggest that the textbook contains several areas in which global competency frameworks and national character objectives can be interpreted as intersecting. However, these intersections should not be understood as evidence that the textbook independently fulfills or develops the corresponding Pancasila dimensions. Rather, they demonstrate that particular instructional tasks contain characteristics that can be analytically associated with both frameworks.

### The Integration of Critical Thinking in Fostering “Bernalar Kritis” (Critical Reasoning)

Critical thinking emerges as the most dominant skill in the *English for Nusantara* textbook, appearing 158 times and accounting for 64.23% of the total activities. This overwhelming presence indicates a significant focus on developing students' analytical capacities. A representative example of this skill is found in Chapter 1, Unit 1, Section 2 (page 24).

Figure 1. *Analyzing Task in Chapter 1, page 24.*

a. Match the games and the pictures. Number one has been done for you.

|              |                      |
|--------------|----------------------|
| Sack race    | Panjang pinang       |
| Tandem race  | Tug of war           |
| Kerupuk race | Marble in spoon race |

Worksheet 1.1

As shown in Figure 1 Worksheet 1.1 requires students to match traditional games with their corresponding pictures. While this task may appear straightforward, it actively engages the 'Analyzing' indicator of Critical Thinking. Students are not merely identifying objects; they are required to differentiate visual features and logically categorize them according to the provided vocabulary. This analytical process is directly linked to the *Bernalar Kritis* (Critical Reasoning) dimension of the pancasila student profile, specifically the sub-element of obtaining and processing information. In the context of the *Merdeka Curriculum*, being "critically reasoned" means a student can objectively process qualitative information (like images and text) and make logical connections. By requiring students to interpret visual cues before providing an answer, the textbook discourages rote memorization and instead fosters a habit of systematic thinking. The high frequency of such tasks throughout the book suggests that the material is designed to build a strong foundation for Higher-Order Thinking Skills (HOTS), ensuring that students do not just learn English as a language, but also as a tool for logical reasoning.

### The Creative Gap in Empowering “*Kreatif*” (Creativity)

Among the 4C skills, Creativity appears to be the most "reserved" component in the *English for Nusantara* textbook, with only 17 occurrences, accounting for a modest 6.91% of the total activities. In this study, creativity is defined as a process where students are invited to step beyond the boundaries of existing information to produce original ideas or creative works. While its frequency is lower compared to Critical Thinking, the creative tasks in this book are strategically placed within "Project" or "Fun Time" sections, offering students a refreshing space to use English in more imaginative and personalized ways. A representative example of this creative endeavor can be found in Chapter 1, Unit 2 (page 51).

Figure 2. *Creative Task in Chapter 1, Page 51.*



In this task Figure 2, students are challenged to find a video of an Independence Day parade and retell the story using their own words. What makes this activity truly creative is

the "Producing" element: students are encouraged to transform information from a visual source into a new narrative form and are even given the option to share their work on social media. By integrating digital platforms into the learning process, the textbook allows students to shift from being passive consumers of language to becoming active, digital "content creators."

This focus on production and originality is a direct manifestation of the *Kreatif* (Creative) dimension of the *Profil Pelajar Pancasila*. Specifically, it touches upon the sub-element of generating original ideas and works. However, the low percentage of these tasks (6.91%) suggests a "creative gap" in the curriculum's implementation within the textbook. While the book succeeds in training students to analyze the world (Critical Thinking), it still provides limited "breathing room" for them to invent or create independently. This finding echoes the concerns of Damayanti, I., & Mukarto (2024) and is supported by comparative studies showing creativity as underrepresented across EFL textbooks (Handayani et al., 2025; Nuraeni, Y., Suharto, P. P., & Solihati, 2024), who noted that instructional materials often prioritize comprehension over creative expression. For educators, this gap serves as a call to action to move beyond the textbook's structured prompts and provide more open-ended projects that allow students' imaginations to flourish.

### Cultivating “*Gotong Royong*” (Mutual Cooperation) through Collaborative Learning

Collaboration stands as the second most prevalent skill in the *English for Nusantara* textbook, appearing 47 times and accounting for 19.11% of the total activities. In this context, collaboration is defined as the students' ability to work synergistically with their peers in a respectful and goal-oriented manner. The textbook consistently promotes this skill through pair work, group discussions, and collective projects, ensuring that language learning is not a solitary journey but a social experience. A representative example of this collaborative spirit is found in Chapter 1, Unit 1 (page 35).

Figure 3. *Group Work Activity in Chapter 1, Page 35.*

**Preparation**  
Clue cards:

|                                                                                  |                                                                     |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Game: Sack Race<br>Result: Win<br>Strategy: Combined jump and fast walking       | Game: Korpuk Race<br>Result: Win<br>Strategy: Took a big bite       |
| Game: Tug of War<br>Result: Win<br>Strategy: Pulled the rope as hard as possible | Game: Tandem Race<br>Result: Win<br>Strategy: Synchronized the walk |

**Steps:**

1. Make a group of four. Each group will have one deck of clue cards.
2. In each group, shuffle the clue cards and each member shall take one card.

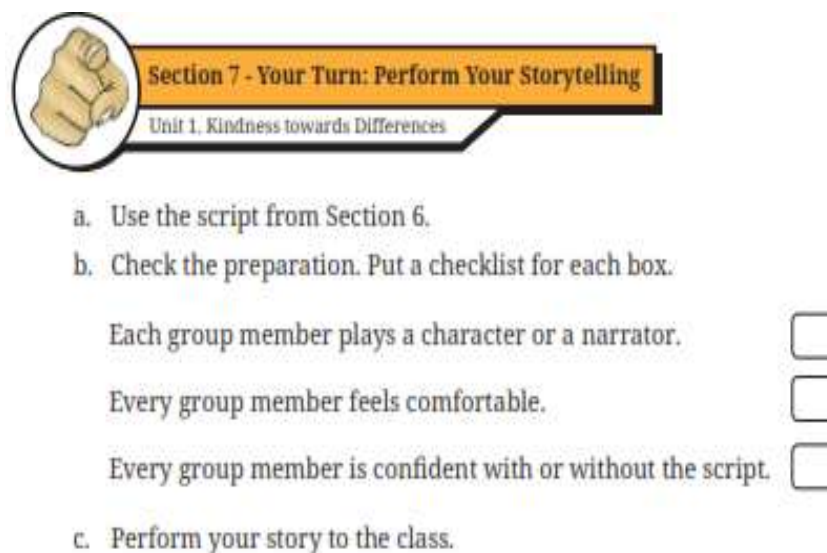
As illustrated in Figure 3, the activity explicitly instructs students to "Make a group of four" to complete a game using clue cards. This task moves beyond individual linguistic practice, as it requires students to agree on rules, distribute roles, and communicate effectively to achieve a common victory. By working in groups, students are practicing the

art of collective decision-making and interpersonal communication skills that are indispensable in the modern world. From the perspective of national character building, these collaborative tasks are a direct manifestation of the *Gotong Royong* (Mutual Cooperation) dimension of the *Profil Pelajar Pancasila*. Specifically, it reflects the sub-elements of collaboration and social perception, where students learn to coordinate their actions with others and show positive concern for their group members. With a frequency of 19.11%, the textbook provides ample opportunity for students to move from being individual learners to becoming team players. This approach ensures that as students improve their English proficiency, they also cultivate the empathy and teamwork necessary to thrive in a diverse society.

### **Bridging Communication and “Berkebinekaan Global” (Global Diversity)**

Communication skills are represented 24 times within the *English for Nusantara* textbook, accounting for 9.76% of the total 4C skills identified. In this study, communication is defined as the students' ability to articulate thoughts, ideas, and information clearly through various modes, such as speaking and writing. Although it appears less frequently than Critical Thinking or Collaboration, the textbook provides intentional spaces for students to convey messages to an audience through presentations, storytelling, and oral performances. A representative example of this skill is found in Chapter 2, Unit 1 (page 85).

Figure 4. *Oral Communication Activity in Chapter 2, Page 85*



**Section 7 - Your Turn: Perform Your Storytelling**  
Unit 1. Kindness towards Differences

a. Use the script from Section 6.

b. Check the preparation. Put a checklist for each box.

|                                                             |                          |
|-------------------------------------------------------------|--------------------------|
| Each group member plays a character or a narrator.          | <input type="checkbox"/> |
| Every group member feels comfortable.                       | <input type="checkbox"/> |
| Every group member is confident with or without the script. | <input type="checkbox"/> |

c. Perform your story to the class.

As illustrated in Figure 4, the instruction in point (c), “*Perform your story to the class,*” requires students to present a story orally to their classmates. Based on the coding criteria used in this study, the activity was categorized as Communication because students are explicitly required to convey meaning through spoken language to an audience. The task therefore provides an opportunity for students to use English for communicative purposes beyond the production of isolated linguistic forms. In addition to linguistic accuracy, completing the task requires students to organize their ideas and communicate them understandably to an audience.

The activity can also be analytically related to the *Berkebinekaan Global* dimension of the *Profil Pelajar Pancasila* when the story involves cultural experiences, traditions, or perspectives. In this context, the task provides a textual opportunity for students to communicate ideas and cultural content in English. However, the relationship between

Communication and *Berkebinekaan Global* should not be understood as a direct or exclusive correspondence. Communication may also support other Pancasila dimensions, such as *Gotong Royong*, depending on the purpose and context of the activity. Therefore, the mapping in this study is based on the contextual characteristics of the task rather than an assumption that all communication activities represent *Berkebinekaan Global*.

Although Communication accounted for 9.76% of the total coding instances, its presence demonstrates that the textbook includes activities requiring students to use English for oral expression and interaction. This finding should be interpreted as evidence of the representation of communication-oriented learning opportunities in the textbook, rather than evidence that the activity necessarily develops students' communicative competence, confidence, or intercultural skills. Such developmental outcomes would require further investigation involving classroom implementation and student performance.

#### 4. CONCLUSION

This study examined the representation of 21st-century skills (4Cs) in the *English for Nusantara* Grade 8 textbook and their conceptual relationship with the *Profil Pelajar Pancasila*. The analysis identified 246 coding instances across the five chapters, with Critical Thinking representing the largest proportion (64.23%), followed by Collaboration (19.11%), Communication (9.76%), and Creativity (6.91%). Because multiple coding was permitted, these percentages represent the distribution of 4C coding instances rather than mutually exclusive categories of instructional tasks. The predominance of Critical Thinking indicates that the textbook contains a substantial representation of instructional activities involving analysis, interpretation, evaluation, and problem solving. Based on the analytical mapping applied in this study, these characteristics show a conceptual intersection with the *Bernalar Kritis* dimension of the *Profil Pelajar Pancasila*. Similarly, Collaboration-oriented activities can be associated with *Gotong Royong*, while Creativity-oriented activities can be related to the *Kreatif* dimension. Communication can be associated with *Berkebinekaan Global* when the instructional context involves cultural expression, interaction, or the exchange of perspectives. However, these relationships should not be interpreted as one-to-one correspondences, as a single activity may represent multiple skills and Pancasila dimensions depending on its instructional context.

The relatively low representation of Creativity (6.91%) indicates that the textbook provides fewer explicitly coded opportunities for creative production than for the other 4C skills. This finding does not demonstrate that students' creativity is insufficient or that the textbook prevents the development of cognitive flexibility. Rather, it identifies an area in which additional open-ended and divergent-thinking activities could potentially complement the existing textbook materials. The findings contribute to the existing literature by providing a systematic account of how the four 4C skills are represented across the Grade 8 *English for Nusantara* textbook and by making their potential conceptual intersections with the *Profil Pelajar Pancasila* explicit. The study therefore suggests that the textbook contains substantial opportunities for analytical engagement alongside opportunities for collaboration, communication, and creative production, although these competencies are not represented equally. Pedagogically, teachers and material developers may consider supplementing the textbook with additional open-ended activities, particularly those that encourage students to generate ideas, develop alternative solutions, and produce original work. Such recommendations should be understood as pedagogical implications of the content analysis rather than demonstrated intervention effects. Since this study focused exclusively on textbook content, it cannot determine how teachers implement these activities or whether students actually develop the targeted competencies through classroom use.

Future research could therefore combine textbook analysis with classroom observations, teacher interviews, and student performance data to investigate how the opportunities identified in the textbook are enacted and experienced in actual learning contexts.

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