

Basic Literacy in Social Studies Learning to Instill 21st Century Abilities of Semarang City Junior High School Students

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Abstract

The emergence of social problems in students as a young generation due to the lack of 21st century skills, these problems include early marriage and feeling that education is enough. This study aims to analyze basic literacy in social studies learning to instill the 21st century abilities of junior high school students in Semarang City. This study uses a descriptive method with a qualitative approach. The locations in this study are SMP N 31 Semarang, SMP N 38 Semarang, SMP H. Isriati Semarang, and SMP Hasanudin 6 Semarang. The results of this study show that basic literacy in social studies learning to instill the 21st century abilities of junior high school students in Semarang City can be done with several comprehensive steps, including integrating basic literacy (literacy, financial literacy, digital literacy, and cultural and civic literacy) in social studies learning, the use of media and learning materials, as well as teacher training and competence improvement. Applying basic literacy in social studies learning can be used to instill the 21st century skills of junior high school students in Semarang City. The 21st century abilities include: character, citizenship, critical thinking, creativity, collaboration, and communication.

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INTRODUCTION

Social problems in students as the young generation in the 21st century include feeling that school is enough (9.78 percent), getting married and having children at a young age (10.07 percent), and taking care of the household (4.49 percent) (Habsy et al., 2024). The 21st century is also known as the century of knowledge, knowledge is used as the main foundation in aspects of human life, meaning in meeting human needs *generalization* It can be concluded that the context is knowledge based (Kanwar, A., Balasubramanian, K., & Carr, 2019).

Knowledge is closely related to Education, a very significant change in the 21st century also occurs in the field of Education. Education in Indonesia is still relatively low compared to other countries (Mardhiyah, Rifa Hanifa, 2021). The key to keeping up with developments in the 21st century must have quality or quality of qualified human resources, which can be improved through education both from primary and secondary education to higher education (Lase, 2019).

Education is important in human life because it affects the quality of human resources (Fitra et al., 2022). Indonesia's national education aims to form individuals with faith, morals, skills, creativity, independence, democracy and responsibility (Hardiyanto et al., 2023). This shows that education needs to be developed to improve the quality of qualified human resources, developing education can be done through learning. Changing the old learning paradigm to a new one that is suitable for the 21st century is the right thing to do (Indarta et al., 2021).

The change from the old paradigm to the new one can begin by instilling 21st century skills in students, skills and skills. soft skills in the 21st century includes: characters, citizenship, critical thinking skills, creative, collaboration/cooperation and communication. Critical thinking is a process in which a person sorts, evaluates, and challenges all the information they come across. Collaboration is a process in which individuals use their diverse personalities, skills, and knowledge to work together and create something new. The ability to convey concepts and information in an understandable and significant way is referred to as communication. The term "creativity" describes a

person's capacity to apply his skills and/or knowledge to create something new or in a new way. A person's capacity to relate to everything around them, understand and appreciate their origins, and understand the values and beliefs of their society and history is referred to as culture. The capacity to stay in touch with the surrounding environment at all times is known as connectivity (Kemendikbud, 2022).

Instilling 21st century skills can be done through learning. Learning to instill 21st century skills can be done by involving basic literacy in the learning process. World Economic Forum in 2015, there are 6 basic literacy that must be mastered, especially in the 21st century by this young generation which include: literacy, numeracy, science, digital, financial, cultural and civic literacy (Nudiati, 2020). UNESCO survey data in 2020 explains that literacy is an urgency that must be possessed by the young generation for the progress of the nation, because through this literacy it can make students have the ability to process, collect and present information so that through this ability they can improve skills in thinking and learning skills so that the ability of the 21st century can be realized, literacy is also the main indicator of inclusive education development.

This study discusses basic literacy in social studies learning to instill 21st century skills of students. Previously, there were also several previous studies that were relevant to this research to be used as a literature review by researchers. The following are some of the relevant research to be conducted: Research conducted by Mensonides et al. (2024), explaining that basic literacy is important for the community. Research conducted by Adewuni (2024). This research aims to dissect the importance and challenges of financial literacy skills for financial decision-making and managers. Research conducted by (Dewi et al., 2021). The purpose of this study is to find out the benefits of digital literacy in the growth and character development of students The research conducted by Lestari & Iryanti (2024). This study aims to find out how teachers use digital literacy to improve students' critical thinking skills. Research conducted by Odah & Yuniarti (2023). The purpose of this

study is to find out how well schools use literacy culture to foster 21st century skills.

The difference between this research and the previous research is that this research does not only focus on one basic point of literacy but also 4 basic literacy, namely literacy, digital, financial and cultural and civic literacy to be used as a basis in instilling 21st century skills in students. The researcher chose the 4 basic literacy because these four literacy complement each other and are very important in forming junior high school students who are intelligent, wise, characterful, and ready to face future challenges. By familiarizing themselves with these four literacies since junior high school, students not only excel in academics, but are also ready to become digital citizens and good citizens. Then the next difference is, in this study using social studies learning to implement the 4 basic literacy. It is applied through social studies learning, because social studies subjects have the purpose of educating and providing knowledge to students about the way humans relate to other humans so that how to achieve an ability that includes communication, talents, interests, cooperation, competition both in society and the environment, in harmony with the things needed to instill the 21st century abilities of students (Damayanti, 2024).

This research was carried out at SMP Kota Semarang, Central Java, Indonesia. The reason why the researcher chose Semarang City, including Semarang City, is the capital of Central Java Province which has social, cultural, and economic diversity. This diversity creates unique dynamics in society, which can affect education at the junior high school level. Research in this city allows researchers to explore how socio-economic, ethnic, and cultural differences affect the way students learn, the quality of education, and the challenges faced by schools and students. In addition, in Semarang City there are several social problems that are relevant to education, especially those related to students in 21st century abilities such as juvenile delinquency, early marriage, lack of education for the younger generation and social gaps.

This study aims to analyze basic literacy in social studies learning to instill the 21st century abilities of junior high school students in Semarang City. The basic literacy used to instill the 21st

century abilities of junior high school students in Semarang City includes literacy, financial literacy, digital literacy, and cultural and civic literacy.

METHOD

This study uses a descriptive method with a qualitative approach. According to Creswell and Poth, qualitative research is an approach used to understand and explain the experiences, meanings, and social contexts of an individual or group. This research focuses on in-depth and comprehensive data collection through methods such as interviews, observations, and document analysis. This approach aims to explore how people perceive and understand phenomena in their lives, thus providing a rich and detailed perspective on the issue being researched (Creswell, J. W., & Poth, 2020).

The focus of the research in this study is to analyze basic literacy in social studies learning to instill the 21st century abilities of junior high school students in Semarang City. The location in this study is a school, precisely a school in Semarang City. The researcher took 4 schools, namely SMP N 31 Semarang, SMP N 38 Semarang, SMP H. Isriati Semarang, and SMP Hasanudin 6 Semarang. The reason the researcher chose the junior high school was because in the school there were several school programs related to basic literacy, these programs were reading corner activities and school literacy movements. So that the basic literacy program in the school can be used as a basis for instilling 21st century skills.

The data sources in this study include primary data and secondary data. The primary data in this study is 1) Interview data, namely social studies teachers and junior high school students in Semarang City, in this study interviews were conducted with 3 social studies teachers of junior high school n 31 Semarang, 3 social studies teachers of junior high school n 38 Semarang, 2 social studies teachers of junior high school H. Isriati Semarang, 1 social studies teacher of Hasanudin 06 Semarang Junior High School and 30 junior high school students. 2) Observation, namely observing the implementation of learning activities in schools. 3) Observing the application of Literacy in Social Studies Learning. The secondary data used in this study are school documentation and archives. There are the three techniques used to collect data are

observation, interviews and documentation, (Scott, 2020).

This study uses Purposive Sampling (Sampling Purpose). Purposive sampling is a participant selection technique based on consideration of research objectives, in which the researcher selects individuals who have knowledge or experience relevant to the research topic (Flick, 2020). The validity test of the data conducted in this study is by using triangulation of sources and methods. 1) Data Source Triangulation is triangulation with sources means comparing and re-examining the level of trust of information obtained through different times and tools from different sources (Moleong, 2017). 2) Triangulation Method is an approach used to improve the validity and reliability of research results by combining or comparing data obtained through various data collection methods (Alfansyur, A., 2020).

RESULT AND DISCUSSION

The implementation of basic literacy in social studies learning to instill the 21st century abilities of junior high school students in Semarang City can be carried out with several comprehensive steps, including by integrating basic literacy such as literacy, finance, digital literacy, and cultural and civic literacy in social studies learning. Basic literacy is an important foundation in preparing students to face the challenges of the 21st century. Basic literacy here is a stimulus given to students, as a basis to strengthen 21st century skills. Based on the Behavioristic Learning Theory, human behavior can occur due to stimuli or stimuli, the process of changing behavior can occur if there is often a stimulus or stimulus in the individual. This has been proven by Pavlov's classical conditioning theory, which was proven with dogs (Mustika., 2022), so that basic literacy here is a stimulus in the form of habits to instill 21st century abilities of students. Based on the results of the research, the way applied to instill 21st century skills in students is to integrate basic literacy in social studies learning.

Integration of Basic Literacy in Social Studies Learning

The integration of basic literacy in social studies learning is very important to equip students to have relevant skills to strengthen 21st century

skills. The integration referred to in this study refers to efforts to incorporate literacy skills (reading, writing, numeracy, digital, culture, citizenship) into the learning process of social studies subjects. This basic literacy integration aims for students to not only understand social concepts, but also develop the skills they need to think critically, work together, and communicate effectively in complex social and cultural contexts. The integration of basic literacy here includes 4 basic literacy, which are as follows:

1. Literacy in Social Studies Learning

Literacy is a knowledge and ability to read, write, know, search, trace and process information so that it can be analyzed, responded to, and can be used as a written text in achieving a certain goal, developing its understanding and potential, and can be used as the ability to participate in the social environment (Kemendikbudristek, 2024).

Based on the results of the research, the explanation from Social Studies Teacher Pak Ade, a social studies teacher of SMP N 38 Semarang, that reading activities are mandatory before learning activities. In line with the explanation of the social studies teacher of SMP N 31 Semarang, Mrs. Yuni, that the first 10 minutes of children's learning are required to read. Reading is required because social studies learning often involves long text material, either in the form of books, articles, reports, or other sources. Reading literacy is very important. For this reason, based on the results of interviews and observations, teachers involve students in active reading activities, such as reading the latest news articles about social, economic, or political events that occur in Indonesia or the world.

Literacy can improve 21st century skills because these skills are the basis for developing various skills that are needed in this modern era. Such as critical thinking skills, mastery of technology, effective communication and solving problems creatively and effectively.

2. Financial Literacy in Social Studies Learning

Financial literacy is a skill To improve one's financial well-being, both personally and socially, and to be able to engage in community activities, one must have the necessary

knowledge and abilities to apply an understanding of concepts, risks, skills, motivations, and how to make effective financial decisions (Kemendikbudristek, 2024). Financial literacy in social studies learning refers to the development of students' ability to understand and manage aspects of personal and economic finance in a broader context, including individual financial decisions and larger economic phenomena. Financial literacy is particularly relevant in social studies learning because social studies teaches students about economics, society, and social interactions related to the use and distribution of resources.

Financial literacy is applied through learning materials and projects. Based on the results of interviews and observations of several materials in social studies subjects used by social studies teachers to strengthen financial literacy, namely financial institution materials for grade 9, priority scales for grade 7 materials, and secondary primary needs for grade 8 materials. After the social studies teacher provides the material, then the social studies teacher gives a project or assignment for students to understand and know how to save, manage their finances, and know the priority scale of their needs which are primary, secondary, and tertiary.

Financial literacy is essential to improve 21st century skills because it provides individuals with the knowledge and skills needed to manage finances wisely in daily life and in the professional world. With this financial literacy, it can strengthen their 21st century ability, namely character, with this financial literacy they have the ability to manage their finances, how they do not become consumptive individuals.

3. Digital Literacy in Social Studies Learning

Digital literacy includes the ability to access, evaluate, and use information from a variety of digital sources effectively (Kemendikbudristek, 2024). Based on the results of the study, Digital literacy has been applied in social studies learning to instill 21st century skills in students. In an increasingly digitally connected world, this ability is very

important in supporting technology-based social studies learning.

Digital literacy is used in social studies learning at SMP N 31 Semarang, SMP N 38 Semarang, SMP H.Isriati and SMP Hasanudin Semarang by actively involving the digitization of the use of smartphones/cellphones in every learning activity. Based on the results of interviews and observations, social studies teachers accustom students to use smartphones (HP) in learning activities, here students are facilitated to be able to explore science with a wider reach. Students can access information globally, adapt to new technologies, improve communication skills, develop creative skills, improve digital collaboration, creative thinking skills and analyze information.

In addition to actively using smartphones/cellphones in every learning activity, social studies teachers also support basic literacy by always providing teaching media and teaching models that support digitalization, such as using youtube, tik tok, instagram, liveworksheets, and quizizz games. Overall, digital literacy provides the basis for developing and adapting to rapid technological changes in the 21st century. These skills enable individuals to more effectively participate in the digital society, enhance their careers, and stay relevant in an increasingly connected and technology-driven world.

4. Cultural Literacy and Citizenship in Social Studies Learning

Cultural and civic literacy is knowledge and skills to be able to understand and behave towards Indonesian culture (Kemendikbudristek, 2024). Cultural and civic literacy are very important skills in the 21st century, especially in the context of social studies learning. In this era of globalization, students not only need to understand and appreciate their own cultural values, but also must be able to interact with other cultures and play an active role as responsible citizens. Integrating cultural and civic literacy in social studies learning can shape individuals who are more diversity-conscious, more inclusive, and

better prepared to contribute to global and local societies.

Integrating cultural and civic literacy in social studies learning can shape individuals who are more diversity-conscious, more inclusive, and better prepared to contribute to global and local societies. Based on the results of interviews and observations, social studies teachers integrate cultural literacy and citizenship in social studies learning by providing learning materials, perceptions, motivation, singing Indonesia Raya songs and other national songs as well as other cultural projects, such as P5 about culture (traditional houses, traditional dances, traditional clothes). Social studies learning in junior high school provides an excellent opportunity to instill cultural and civic literacy, as well as develop 21st century skills such as critical thinking, communication, collaboration, and creativity. Through social studies learning, it can teach the basic concepts of cultural literacy and citizenship, so that students can recognize and appreciate cultural diversity in addition to increasing students' nationalism.

Integrating basic literacy in social studies learning can be used to instill 21st century abilities of junior high school students, 21st century abilities that can be embedded through the integration of basic literacy are as follows:

1. Character

Character is something related to actions, ideas, and emotions that are based on moral standards and integrity, which is an important component of the child's growth and development process (Kemdikbud, 2022). A character's 21st-century abilities can be in the form of good moral and ethical values, such as honesty, responsibility, and empathy (Montessori, V. E., Murwaningsih, T., & Susilowati, 2022). The character of students is formed with the aim that students become good citizens (Catyaningsih et al., 2022).

2. Citizenship

Citizenship is an aspect that needs to be mastered in the current era of globalization, citizenship is a new skill that

is important for children. This skill is important to instill in children so that they can have a high attitude of patriotism towards the country and have their national identity (Kemdikbud, 2022). The expected result of this 21st century ability is that participants are taught to understand the rights and obligations as members of society, as well as active participation in social life.

3. Critical thinking

Critical Thinking is the capacity of the human mind to solve problems and analyze information objectively and make decisions based on logical reasoning, so that it can solve problems both with oneself and others in their daily lives (Khasanah, S., & Herina, 2022).

4. Creativity

Creativity It is an ability to generate new and original ideas, as well as develop innovative solutions to various problems. This ability is important to have so that students can adjust to their environment (Kemdikbud, 2022).

5. Collaboration

Collaboration is one of the 21st century abilities that educators and students need to have, *Collaboration* is the ability to work together with others in the team to achieve a common goal (Montessori, V. E., Murwaningsih, T., & Susilowati, 2022).

6. Communication

Communication is an important aspect and must be had, in order for the learning process to function properly, communication is an important component that must be possessed by all students, through this ability students can understand about rights and obligations as members of society, as well as active participation in social life (Ririn, 2023).

Integrating basic literacy (literacy, finance, digital literacy, and cultural and civic literacy) in IP learning can be supported by the use of media and learning materials to achieve 21st century skills in students. Learning media is a tool used by teachers in the learning process that is used to deliver material so that students can easily understand

(Wulandari et al., 2023). Learning materials are information, tools, and texts needed for learning planning and implementation, systematically arranged to display competencies that will be mastered by students in the learning process (Prasetyo, 2022).

The use of diverse and interesting learning media can make students understand more complex concepts in social studies learning, in implementing basic literacy in social studies learning to instill 21st century skills. The media used are videos, youtube, liveworksheets, package books, PPT, and the surrounding environment. The use of appropriate media and learning materials, as well as the use of innovative technology, will provide a richer, interactive, and relevant learning experience with the times. Through this approach, students will not only gain basic knowledge of the social sciences, but also essential skills that will help them become active, critical, and creative citizens in the 21st century.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the implementation of basic literacy in social studies learning to instill the 21st century abilities of junior high school students in Semarang City can be carried out with several comprehensive steps, including integrating basic literacy (literacy, finance, digital literacy and cultural and civic literacy) in social studies learning, applying basic literacy in social studies learning can help to instilling the 21st century skills of junior high school students in Semarang City. The 21st century abilities include: Character, citizenship, critical thinking, creativity, collaboration, and communication.

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