Notes from the Editor

The Construction of Historical Empathy in Learning History with a Global Diversity Perspective
Andromeda Aderoben, Wawan Darmawan

Teacher Performance and Student Character in Islamic Schools: Case of History Learning in Spain's Pandemic Time
Ruth Castillo

The Effectiveness of Historical Memes on High School Students' Interest in Learning History
Aris Nur Vaizin

Podcast-Based History of Indonesia Revolution Learning in Secondary Education
Zaenal Fathoni

Analysis of 4C Skills (Critical Thinking, Creativity, Communication, and Collaboration) in Indonesian History Textbooks
Mar’atus Sholekha

Analysis of Final Semester Assessment Question Items for Class XI Indonesian History Subjects
Faridatun Hanifah

Narrative Competence on Nationalism: Critical Studies of Independence Events in History Learning
Zufar Arsyad Zaman

Competence of History Teachers in Managing IT-Based Interactive Learning at Zaria Nigeria
J. J. Salihu

Utilization of the Homo Wajakensis Site and Regional Museum Tulungagung as a History Learning Media
Deris Lazuardi, Budi Santoso, Anggoro Putranto

CELORY (Celebrating Local History) Comic Exhibition on Instagram: Conserving Local History Through Project-Based English Learning
Muzakki Bashori et al.
Notes from the Editor!

The problem with history education today lies in conventional media and teacher performance which has not yet reached optimal levels. The use of conventional media which is dominant and tends to be monotonous has created an atmosphere of boredom among students, and learning is not going as expected. We believe that a scientific discussion moderated by scientific journal managers is needed to build knowledge about new learning media which has an impact on improving the quality of teacher teaching. So, history can be recognized as a fun subject.

In Volume 8 Number 2 September 2023, we promote an issue: "New Media in History Learning". We published ten manuscripts from three countries; Spain, Nigeria and Indonesia. We promote important themes in history learning today, such as: global diversity perspective in history learning, reflection on history learning in times of emergency, the latest media to improve history learning, and strengthening IT-based history learning. All of these themes are promoted within a critical learning framework.

We would like to thank the editors, reviewers, and authors involved in the publication process of this volume. We hope that this publication can satisfy readers in an effort to strengthen the position of history learning with a critical and creative paradigm with the support of new media.

Regards,
Editor-in-Chief: Ganda Febri Kurniawan
Co-Associate Editor: Junaidi Fery Lusianto
Analysis of 4C Skills (Critical Thinking, Creativity, Communication, and Collaboration) in Indonesian History Textbooks

Mar'atus Sholekha

Abstract
This research aims to analyze the 4C skills in the Indonesian History textbook for Class This research uses a qualitative approach with discourse analysis methods. Data collection techniques use discourse analysis, document study, observation and interviews. The research results show that the 4C skills which include critical thinking, communication, collaboration and creativity have been included in the textbook. 4C skills are integrated in textbooks in pre-learning, student activities, materials, and evaluation. Textbooks are used as learning resources in learning activities, namely discussions (critical thinking skills), written assignments (communication and creativity), and group assignments (collaboration). The obstacles to the use of textbooks that contain 4C skills in learning at Islamic high schools are that the number of textbooks is insufficient, there is less emphasis on integration of 4C skills through textbook learning, and the appearance of textbooks is less attractive.

Keywords: Analysis, 4C Skills, History Textbook

Introduction
History learning is the process of internalizing the values of past events, in the form of origins, genealogy, collective experiences and examples of historical actors. History learning aims to form a person with quality output including understanding the nation's historical events, emulating wisdom, and wise attitudes of historical actors (Garvey, 2017). This statement shows that learning history does not only provide knowledge about past events. History learning has one function to prepare students for life in the future (Hasan, 2019). Providing knowledge about the past can inspire students to prepare better for life in the future. History learning contains character values that can equip students to live life in the present and prepare for life in the future.

The current history learning in the 21st century has its own challenges due to very rapid changes in the technological, social and cultural fields. Provision of values and skills is very necessary so that students can keep up with developments in 21st century life. 21st century skills which include critical thinking, communication, collaboration, creativity, problem solving and management of feelings can be the substance of students' skills in living life in this century. 21st (Zubaidah, 2019).

1 Teacher of History, Ta'allumul Huda Islamic High School, maratussholekha328@gmail.com
One of the learning sources in history learning is textbooks. Textbooks are books that are prepared based on the curriculum of a subject. According to Salmeen & Thomas in (Juniarti, 2019) textbooks can be defined as the main tool in teaching and learning. The use of textbooks can connect teachers and students so that interaction and construction of knowledge from textbooks occurs.

History textbooks are the same as textbooks for other subjects which contain material and practice questions. History textbooks as a source or learning medium are equated with reference books (Garvey, 2017). The use of textbooks in history subjects is quite dominant compared to other learning sources. According to Kochhar, textbooks are teachers in book form. Textbooks are books that are specially prepared with systematic content according to the level of students. Textbooks not only contain knowledge, but are also filled with a variety of teaching and learning equipment to fulfill the desired learning function. Textbooks cannot be separated from the education system anywhere. Especially in history subjects, textbooks are one of the main supports in learning (Kochhar, 2008).

History learning in secondary schools with the 2013 Curriculum cannot be separated from the use of textbooks. The 2013 curriculum, which is currently still used as a general learning guide, has integrated competencies to equip students with 21st century skills in textbooks. Textbooks have an important function in learning history. According to Mulyana, textbooks and education should be in sync because textbooks are one of the main learning media in education. Textbooks are also an embodiment of the current curriculum. It is hoped that the history textbooks used in the current learning period will not only explain historical narratives but can also help students understand the context of their era (Darmawan & Mulyana, 2016).

One of the goals of history education is to better plan the future state of society (Ismaun, 1990). One of the goals of history education in the 2013 Curriculum is that students are able to develop historical thinking skills which are the basis for logical, critical and creative thinking skills (4C). There is synchronization between the objectives of history education in general and the objectives of history education in the 2013 Curriculum. This means that the objectives of history education lead to a process of preparing students to have logical, critical and creative thinking skills to face the future. History learning has the potential to equip students with these skills. As stated in P21 in 2015, history is one of nine key subjects in 21st century learning (Syaputra, 2020).

Based on the 2013 Curriculum 21st Century Skills Implementation Guide in Senior High Schools, the main skills that students must have include the 4C skills (Kemendikbud, 2017). The skills in question are critical thinking, communication, creativity and collaboration. The
4C competencies are the minimum requirements for the younger generation, especially students, to be able to face the challenges of their time. The integration of 4C skills can be developed in history learning as one of the key subjects in 21st century education. The explanation of each of these competencies is as follows.

**Table 1. 4C Skills**

<table>
<thead>
<tr>
<th>Skills</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Competency for conceptualizing, applying, analyzing, applying deductive and inductive thinking.</td>
</tr>
<tr>
<td>Creativity</td>
<td>Competency for developing solutions, ideas, concept, theory, procedure, product, innovation.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Competency for collaboration for solving problem, solution for conflict, make decision, conflict solution, and negotiate for achieving a particular goal</td>
</tr>
<tr>
<td>Communication</td>
<td>Competency for expressing ideas or opinion, the use of IT, to listen and understand message.</td>
</tr>
</tbody>
</table>

Source: Hasan, 2019

The 4C skills, based on the 2013 Curriculum 21st Century Skills Implementation Guide in Senior High Schools, are the main competencies that students need to have. Students are expected to have 4C skills which include critical thinking, communication, creativity and collaboration skills. The explanation of 4C skills based on this guide is as follows (Kemendikbud, 2017).

Critical thinking skills according to Beyer (1985) are: a) determining the credibility of a source; b) distinguishing between the relevant and the irrelevant; c) distinguishing facts from judgments; d) identifying and evaluating unspoken assumptions; e) identify existing biases; f) identify points of view; and g) evaluate the evidence offered to support the confession.

Communication skills are the process of transmitting information, ideas, emotions and skills using symbols, words, images, graphics, numbers, etc. In 21st century life, communication skills are absolutely necessary, whether through oral, written or multimedia with the possibility of multilingualism. Creativity skills according to Guilford (1976) are divergent ways of thinking, productive thinking, creative heuristic thinking and lateral thinking. Creativity is related to innovation. Collaboration skills in the learning process are a form of cooperation by helping and complementing each other to carry out certain tasks in order to obtain a predetermined goal. Collaboration becomes a provision for students to live their lives in society, nation and state.

Based on limited observations of history learning carried out in October 2022 at Ta'allumul Huda Bumiayu Islamic High School, history learning generally contains 21st century skill
values. Observations were carried out by interviews and direct observation in classroom learning. One of the missions of Ta'allumul Huda Bumiayu Islamic High School is to encourage and increase self-confidence and independence to face future challenges. Based on this mission, the learning carried out at Ta'allumul Huda Bumiayu Islamic High School seeks to integrate 21st century skills, including history learning. These 21st century skills are included in learning to prepare students to be independent in facing the future, especially 4C skills. For example, the content of 21st century skills is contained in the RPP for the Indonesian History subject. Then, the pre-research results show that the history learning model through textbooks aims to encourage students to have critical, communicative, creative and collaborative thinking skills. For example, in class discussion activities, teachers try to integrate critical thinking skills.

Learning at Ta'allumul Huda Bumiayu Islamic High School uses the 2013 Curriculum for Class XI and Class XII. Meanwhile, class X starts using the Independent Curriculum. History learning in high school is based on observation and still uses textbooks as the main learning source. The use of textbooks cannot be separated from classroom learning. The narratives contained in the 2013 Curriculum textbooks can encourage students to think critically in learning. History lesson material in class XI mainly contains knowledge about the struggle during the national movement so it really supports the integration of 21st century skills, especially 4C skills.

In the classroom learning process, textbooks as a learning resource at Ta'allumul Huda Bumiayu Islamic High School become a bridge between the expectations of the curriculum and students. The Indonesian History textbook for Class in history learning. Next, it is necessary to examine how the textbook is used in internalizing 4C skills for students and what are the obstacles to its use. Textbooks need to be studied thoroughly to find out whether the 4C skills have really been fully integrated in the material and learning activities in the textbook. Then how the textbook is used in classroom learning, it is also necessary to examine whether it has fulfilled the four 4C skills. In its use, it is also necessary to identify obstacles to the use of textbooks that contain the 4C skills in learning for both students and teachers. Therefore, the relationship between textbooks, history learning, and 4C skills is interesting to study.

Studies analyzing 21st century skills, especially 4C skills in the 2013 Curriculum Indonesian History textbook, are very necessary (Syaputra & Sariyatun, 2020). This study can raise attention to 21st century skills in history subject matter. If an analysis of the 4C skills has been obtained in history textbooks, then the elements of history learning can become information to internalize these skills in students. The expected output is the creation of students as the next
generation who are competent, able to think critically, so that they can be in harmony with the order of life in the 21st century.

Studies on the relationship between 21st century skills and textbooks have been studied previously with similar research. Several studies that have been carried out include a thesis by Deva Juniarti on the value of 21st century character in history textbooks. The textbooks studied have sufficiently emphasized the integration of 21st century character values (Juniarti, 2019). Then in other research related to the integration of 4C skills in physics textbooks (Yusliani, 2019), economics (Sholikha & Fitrayati, 2021), geography (Aksa et al., 2018), and Indonesian (Irawan et al., 2023) etc. that 4C skills are integrated in the books. Textbooks in the 2013 Curriculum generally refer to 21st century skills, especially 4C skills. However, previous studies have not specifically reviewed the analysis of 21st century skills specifically on 4C skills in class XI Indonesian history textbooks. 4C skills are the main competencies in implementing 21st century skills in the 2013 Curriculum. Therefore, researchers intend to conduct an analysis of the 4C skills in the Indonesian History textbook for Class XI Semester 1 of the 2013 Curriculum.

**Method**

This research uses a qualitative approach. The data sources for this research are documents, learning activities, and informants. Data collection techniques through discourse analysis, document study, observation and interviews. Discourse analysis is a way or method for studying discourse contained or contained in communication messages both textually and contextually (Ahmad, 2021). Discourse analysis is qualitative by describing the results of the analysis. The analysis carried out in this research was by carefully reading the description of the material in the Indonesian History textbook for Class XI Semester 1 Curriculum 2013, 2017 Revised Edition published by the Ministry of Education and Culture. This analysis was carried out to provide meaning to the data regarding the indicators or symbols that the researchers had created, namely 4C skills which include critical thinking, communication, creativity and collaboration skills.

Then observations were made on history learning in class. Furthermore, according to Esterberg in Sugiyono (2016, p. 317), an interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed on a particular topic. Furthermore, Sugiyono stated that interviews are used as a data collection technique if the researcher wants to carry out a preliminary study to find the problem to be researched, but can also be used if the researcher wants to know more in-depth things from the respondent.
The interviews conducted in this research aimed to find out how the Indonesian History textbook for Class Interviews were conducted with informants who could provide this information, namely class XI Indonesian History teachers and class XI students.

Documents in research are a source of data because in many cases documents can be used to test, interpret, and even predict (Moelong, 2007). Then according to Sugiyono, documentation studies can take the form of writing, drawings or someone's monumental works (Sugiyono, 2012). In this research, the documents used are Indonesian History RPPs and student portfolio assignments. This document is a support for other data sources to determine the use of Indonesian History textbooks which contain 4C skills in learning Indonesian History in Class XI of Ta'allumul Huda Bumiayu Islamic High School.

Next, data validity testing was carried out through source triangulation and technical triangulation. The data that has been obtained is then analyzed. Data analysis according to Miles and Huberman in Sugiyono (2016, p. 337) consists of four stages, namely data collection, data reduction, data presentation, and drawing conclusions.

Results and Discussion

This research analyzes the Indonesian History textbook for Class The book was published by the Center for Curriculum and Books, Balitbang, Ministry of Education and Culture. This book, which consists of 264 pages, is divided into 4 interrelated chapters. The first chapter is entitled "Between Colonialism and Imperialism". The second chapter is entitled "The War Against Colonialism and Imperialism". The third chapter is entitled "The Impact of the Development of Colonialism and Imperialism". Then the final chapter is about "Youth Pledge and Indonesian Identity". Each chapter consists of an introduction or pre-learning, concept maps, materials or teaching materials, student activities, and student competency tests.

Based on the results of the analysis, the 2017 Revised Edition of the Indonesian History textbook for Class 4C skills as part of 21st century skills are included in Indonesian History textbooks in pre-learning, materials, learning activities, and assignments or exercises. 4C skills which include critical thinking skills (C1), creativity (C2), communication skills (C3), and collaboration skills (C4).

Overall, the 4C skills have been included in the Indonesian History textbook for Class The distribution of 4C skills in the textbook is analyzed based on indicators for each skill. Indicators of each of these skills become points analyzed in the textbook. The source of these indicators is the Guide to Implementing 21st Century Skills in Learning in High Schools in the 2013 Curriculum. The discussion regarding 4C skills in the Indonesian History textbook for Class.
Critical Thinking Skills

According to Yusliani (2019, p. 186) critical thinking is a process of internally examining and exploring issues of concern, triggered by certain experiences, which creates and clarifies meaning in terms of oneself and others, and which results in changes in perspective and conceptual relationships. Someone who thinks critically will analyze the information or situation that occurs and develop their own perspective. In today's daily life, everyone is presented with a variety of information that can be obtained easily and quickly. This diversity of information requires each person to be careful to determine whether the information can be trusted or not. The ability to identify or assess information has become a necessity in the current era, namely by practicing critical thinking skills.

Critical thinking skills are a process of thinking carefully and not simply accepting other people's opinions, namely by reasoning, analyzing and being able to solve problems with alternative solutions so that students can increase their knowledge (Yusliani, 2019). Critical thinking skills have indicators of being able to apply deductive and inductive thinking concepts, being able to understand the relationship between concepts, being able to build arguments, and being able to link historical events with the present. These skills are important to answer the challenges of 21st century life, especially for students.

Critical thinking skills in Indonesian History textbooks are integrated in the form of deductive and inductive thinking concepts, relationships between concepts, problem solving, expressing opinions, analyzing information, and the relationship between the past and the present. The integration of thinking skills in the textbook can be described as follows.

One indicator of critical thinking skills is the concept of deductive and inductive thinking. In this textbook, inductive thinking skills are applied with the concept of cause and effect. The concept of cause and effect is often included in history textbooks. For example, in chapter 1 the author explains that one of the reasons for Western exploration of the archipelago was to obtain spices. Another example is in chapter 2 the author explains why Aceh became increasingly busy with traders, one of which was due to the fall of Malacca to the Portuguese. This then made traders who initially traded in Malacca move to the port of Aceh. In chapter 3, much is explained in the teaching material section about the causes of regional people's resistance to the Dutch. For example, one of the causes of the Diponegoro war was Dutch interference in Mataram palace affairs.

Inductive thinking skills have indicators of being able to draw conclusions. Conclusions can be drawn from short questions given by the author in the middle of the lesson material. For example, after studying Sultan Agung's resistance to Batavia, students are asked to provide
conclusions about what lessons can be drawn from this event. The description in the textbook is as follows: "By studying the story of the attack by Sultan Agung's troops on Batavia, try to formulate why the attack failed? "What lessons can you gain by studying Sultan Agung's diplomatic skills that were able to maintain the greatness of Mataram?" (Sardiman & Lestariningsih, 2017, p. 83).

The next indicator of critical thinking skills is the ability to connect relationships between concepts. There are many links between concepts in textbooks because historical events are related to each other. For example, students study colonial government policies in chapter 1. This material is related to the resistance of regional figures against colonialism in chapter 2. Meanwhile, in chapter 3 students study the impact of colonialism in various areas of life. This shows that the relationship between concepts in the Indonesian History textbook has been integrated.

As for chapter 4, the author also asks students questions to connect the concept of unity and oneness with the Youth Pledge event. The following is one of the questions in the student competency test which includes critical thinking skills: "Create a critical analysis of the relationship between the rise of a sense of nationalism and the emergence of the Youth Pledge" (Sardiman & Lestariningsih, 2017, p. 238). These two concepts are interrelated because the Youth Pledge is one of the pillars of unity in Indonesia. This shows that the author integrates skills in connecting relationships between concepts in Indonesian History textbooks.

Another indicator of critical thinking skills is that students are able to make solutions to a problem. These skills in textbooks are included in history material. In chapter 2, students can emulate problem solving skills through the struggle of regional figures against colonialism in their region such as Prince Diponegoro, Sultan Agung, and others. Exemplary in solving these problems integrates critical thinking skills. As for other examples, for example in chapter 4 material, students can emulate press figures in spreading the spirit of independence through print media. It is hoped that solving this problem by utilizing print media to spread the spirit of achieving independence can become an example for students to have problem solving skills.

Critical thinking skills can also be integrated through the ability to analyze information. The information presented in textbooks can be studied by students. Textbooks are one of the main learning sources in classroom learning. Textbooks describe various information according to learning material which has been arranged in such a way that students can understand it. For example, students understand the impacts of colonialism by analyzing the policies implemented by the Dutch colonial government.
Furthermore, critical thinking skills can also be indicated by the ability to connect the past and the present. The relationship between historical events and the present in Indonesian history textbooks is often presented in the form of cause and effect relationships. For example, students studying import-export activities today turn out to have commodities that are similar to colonial times, namely spices. Another example is that the author gives students an assignment to write about the role of youth in the past and present. The following is a question given by the author to students to connect historical events with current events: "What is your assessment regarding corruption committed by VOC officials, how does this compare with the situation in Indonesia today?" (Sardiman & Lestariningsih, 2017, p. 38).

Then, in chapter 4 of the student competency test, the author also invites students to relate the Youth Pledge event to its meaning for students and young people. In the following description, students are asked to create written works on the theme of youth from time to time. This assignment can train students to connect events in the past with events in the present. The relationship between the role of youth in the past and the present can provide meaning for students as part of the younger generation. The task description in the textbook is as follows.

Write a historical essay with the title "My Youth: Past, Present and Tomorrow" (you can use various books, newspapers and magazines around you as sources). Don't forget that the essay contains a description of the importance of the Youth Pledge, why every October 28 is celebrated as Youth Pledge Day and Youth Day. What does the Youth Pledge mean for you, for students and young people in general? (Sardiman & Lestariningsih, 2017, p. 220).

**Creativity Skills**

In the 2013 Curriculum 21st Century Skills Implementation Guide in Senior High Schools, creativity is defined as the ability to create something new from transformation or change in the field in a significant way. Creativity according to Zubaidah (2016, p. 4) is related to new ways of thinking, getting the opportunity to convey new ideas and solutions, asking unusual questions, and trying to propose suspected answers. Then according to Hasan, creativity is the ability to build solutions, ideas, concepts, theories, methods, products and innovations (Hasan, 2019).

Creativity is the ability to think creatively, new and out of the box. Creativity can create something new or upgrade existing products. The ability to think creatively gives rise to new ideas, new thoughts, new ways so that you can work more efficiently. A person's creative ideas can become something of selling value so creativity needs to be trained. Creativity is a skill that is really needed in the current era. In the fields of science, technology, economics, arts, and so on, creativity becomes something of value. Creativity encourages continuous development.
Creativity is related to thinking or creating something new. One indicator of creativity is being able to express interesting ideas both orally and in writing. In Indonesian History textbooks, student creativity is supported by getting students used to expressing their ideas in writing or creating media.

In the textbook, there are many activities that require students to compose work in written form. For example, in a competency test, students are asked to create written works and posters related to the following specific topics. Next, in chapter 1, students are also asked to express their ideas in the form of writing and posters which can increase student creativity.

Write an article that reviews the Dutch heritage infrastructure around where you live (for example factories, roads, railways, etc.). Try looking for figures/community leaders who know about this. Make a poster about the growth of cities during the Dutch era, which was marked by the construction of railways, sugar factories and so on (Sardiman & Lestariningsih, 2017, p. 67).

This activity encourages students to be able to convey ideas in writing and be creative in their assignments. The results of this work have a certain theme so students will try to arrange their assignments according to the theme. From these activities, students become increasingly trained to express creative ideas or concepts in carrying out assignments.

As for supporting student creativity, textbooks also invite students to convey their creative ideas about a problem. Creativity in this case is how students can convey orally or provide explanations in front of the class about certain topics. The following question is included in the textbook: “Is it true that R.A. Kartini had a role in encouraging the development of schools in Indonesia during the Dutch colonial period. Try to explain!” (Sardiman & Lestariningsih, 2017: 172).

**Communication Skills**

According to Rustamana (2020, p. 141) communication skills are the skills to express thoughts, ideas, knowledge or new information, both in writing and orally. Communication according to Susanti is defined as an activity to transfer information in the form of written or oral by conveying it well (Yusliani et al, 2019).

Based on several expert opinions, communication can be concluded as the process of conveying and receiving information either verbally, in writing and in other media. Communication is a process that connects two parties, one as the giver of information and the other party as the recipient of the information. A person can be said to have communication skills if they can grasp the meaning of symbols or messages conveyed from other parties, either in oral or written form. Then not only can you receive the message, but you must also be able
to transfer back the meaning/message received. Communication skills relate to skills in understanding messages and information and being able to process them so that they can be transferred back.

In the current era, communication skills are a necessity for everyone. The need for access to information means that everyone needs to have communication skills. Today's communication skills are related to language skills, both regional and foreign languages. Translating information requires language skills so that communication can run smoothly. Communication media is also increasingly developing with technological sophistication. The ability to communicate verbally needs to be supported by the ability to process information in written form or other digital communication media. In communicating in the current era, communication skills also require everyone to master communication technology such as gadgets.

Communication skills have become a necessity for humans in the 21st century. The need for communication encourages everyone to adapt to developments in communication technology. Gadgets are an example of the development of communication technology that cannot be separated from human life today. Therefore, communication skills via devices and all their contents are also a necessity. People can access various information they need with one touch. This easy access to information needs to be accompanied by wise communication skills. Wise communication skills need to be developed so that everyone can carry out effective communication. Communication skills relate to students' ability to convey information or messages both orally and in writing.

In the Indonesian History textbook for Class Much of the written communication in the textbook is contained in the form of student assignments or activities. The author invites students to make written assignments on certain topics. In chapter 2 assignment, the author invites students to watch the film Cut Nyak Dien. Communication skills are also trained through this assignment. Students absorb information from the film and then can compose written work as a form of written communication. Here is the assignment: “You need to watch the film Cut Nyak Dien! Then, try writing a piece of writing with the theme: Heroism of Cut Nyak Dien!” (Sardiman & Lestariningsih, 2017, p. 152). This activity includes written communication skills because students will absorb information and will compile the information in writing.

Furthermore, oral communication in textbooks is supported by questions from the author to students about the topics that have been studied. At the end of the question, students are then asked to provide a logical explanation. Then another example is that students are asked to
discuss with a group of friends. This activity can improve oral communication skills because students exchange opinions with each other in discussions. Then, still in chapter 1 on another page, the author also gives assignments to students to discuss with group members. Group discussion activities can train students to improve their oral communication skills. From discussion activities, students practice expressing their opinions orally. The following is the description.

So, you already know some of the policy provisions launched by Rafles starting from the land rent program to placing villages as government administrative units, so that villages are more open, free and productive. But how is it implemented in the field? Can Rafes succeed in encouraging rural people to be more productive? Have a discussion with group members. You can read existing history books (Sardiman & Lestariningsih, 2017, p. 50).

Collaboration Skills
Collaboration according to Hasan (2019, p. 65) is the ability to work together to solve problems, resolve conflicts, make decisions, and negotiate to achieve goals. Meanwhile, Susanti in Yuslianti (2019, p. 186) defines collaboration as the ability to work together, respect and be responsible for what is done in a group. Then, collaboration skills are skills for working together, synergizing with each other, adapting to various roles and responsibilities, and respecting differences. In collaboration, there will be mutually filling each other's shortcomings with the other's strengths so that the problems faced can be resolved well in an atmosphere of togetherness (Arnyana, 2019).

Some indicators of collaboration skills are: a) showing the ability to work together in groups effectively and respecting each other; b) personal flexibility, the ability to help each other, compromise to achieve common goals; and c) work productively and responsibly (Yusliani, 2019).

Based on these opinions, it can be concluded that the skills are to work together in a team to solve problems, share roles, and achieve common goals. Collaboration skills are skills to be able to work with other people with a purpose. Collaboration skills relate to how someone is able to negotiate with other people, compromise on team tasks, help each other in work, and think for mutual progress. This skill is a skill that everyone needs to have to face the challenges of 21st century life. The ability to work in a team can be a very useful potential if you have it. Students are expected to have collaboration skills considering the challenges of 21st century life which require building networks with other people. Collaboration skills in Indonesian History textbooks are included in group work. The habit of working together in groups can improve students' skills on how to contribute to a group, how to respect other people's opinions,
and be loyal in achieving common goals. In one of the assignments in chapter 2, students are asked to discuss with their groups about the Banjar War. Discussion activities can improve students' collaboration skills. In the Banjar War material, students can also emulate the collaboration skills of the Banjar War figures who united in fighting the invaders. The following is a description of these activities.

Try holding a discussion with your group members and then writing the story of the continuation and end of Prince Antasari’s resistance in the Banjar War! You can read history books in the school library or ask anyone who knows about the history of Prince Antasari’s resistance (Sardiman & Lestariningsih, 2017, p. 137).

Group assignments in textbooks, for example in chapter 3, in the competency test, students are given group assignments to make comparisons of school educational institutions in the colonial era with schools today. As for the historical material in textbooks, students can actually emulate the collaboration skills of historical figures. In chapter 2 material, students can emulate the cooperation of regional leaders in fighting colonialism in their land. Regional leaders work together and collaborate in realizing the goal of fighting colonialism in their region. Then in chapter 4 material, students can emulate the collaboration of young people in the Youth Pledge. Young people from various regions with different backgrounds can work together to realize the ideals of unity. This is proven by the Youth Pledge pledge which unites differences.

**Utilization of Class XI Indonesian History Textbooks that are Integrated with 4C Skills**

**Critical Thinking Skills**

Implementation of critical thinking skills in class XI Indonesian history learning at Ta'allumul Huda Bumiayu Islamic High School is through discussion activities and group presentations. In discussion activities, students are divided into several groups and each group is given a discussion topic. Students then carry out discussion activities according to the given topic, for example the topic of unity and integrity during the Youth Pledge period and today (Class XI student interview, 23 November 2022. From this activity, each student is encouraged to understand concepts, analyze and compose their own arguments. Students learn to find connections and differences between the concepts of unity and integrity during the Youth Pledge period and today.

Textbooks are used as one of the main sources in discussions. Furthermore, there can be an exchange of opinions that will enrich students' knowledge and their ideas. These activities support critical thinking skills for students. Furthermore, the results of the discussion are also prepared in the form of a discussion report which is then presented in front of the class. The
Presentation presents the results of discussions that have been processed or analyzed so as to support students' critical thinking skills.

**Creativity Skills**
Creativity skills in using Indonesian History textbooks are implemented through student activities. Based on the results of observations and document studies, students prepare written portfolio assignments in the form of papers or discussion reports. This activity uses textbooks as a source in preparing the assignment. Students' creativity skills are trained in preparing these assignments. In practice, creativity skills have not been strongly strengthened in student activities. Students do not often carry out tasks related to creativity such as making posters or infographics. In the textbook, the author actually integrates skills through the task of making a poster. However, teachers have not applied it in history learning in the classroom.

**Communication Skills**
Communication skills are integrated through group discussion activities. Students communicate orally in discussion activities by exchanging opinions. Discussion activities can support communication skills because students convey information or opinions. In this discussion activity, students study information, one of which is from the textbook. The discussions that take place can train students' verbal communication skills (Class XI student interview, 23 November 2022).

Written communication skills can be integrated through written assignments such as papers. The teacher gives assignments to students in the form of written assignments. Students prepare papers according to the topic given by the teacher. For example, the topic of resistance to colonialism. So students prepare the paper with information obtained from textbooks and several other sources as support.

**Collaboration Skills**
Collaboration skills in learning Indonesian History are implemented with group assignments (History teacher interview, 21 November 2022). The group tasks carried out were group discussions and intergroup quizzes. In this activity, students collaborate in their respective roles. In discussion activities, students work together to complete the given discussion topic. Students also discuss with each other to prepare a report to be presented (Class XI student interview, 23 November 2022). Student collaboration in group presentations, each student has a different
task. In a presentation, there is a moderator, presenter and note taker. Group members also work together to answer questions given by other groups.

Then in written assignments, document studies show that students collaborate in preparing papers. The papers created by students are in accordance with the material being studied in the textbook. Each group member collects information from textbooks and other sources to compile into a paper. This collaboration shows students' collaboration skills.

**Obstacles to the Use of Class XI Indonesian History Textbooks that Integrate 4C Skills**

Based on the research results, several obstacles were found in the use of Indonesian History textbooks for Class XI Semester 1 of the 2013 Curriculum at Ta'allumul Huda Islamic High School. The first obstacle, according to subject teachers and library staff, is that the number of Indonesian History textbooks is still insufficient (History teacher interview, 21 November 2022). The number of textbooks is not balanced with the number of class XI students who overall need textbooks for learning. This constraint resulted in each textbook being used by two students. In one class, for example, there are 32 students, while there are only half as many books. According to subject teachers, this shortage is usually because the provision of textbooks from the department is not sufficient and at school there are students who borrow them to take home. This then causes a shortage of textbooks in the classroom.

In 21st century history learning, according to Saputra and Sariyatun, learning should be accessible anywhere and at any time by students (Syaputra & Sariyatun, 2020). Learning in the 2013 Curriculum actually encourages students to obtain learning resources that are easily accessible (Burhanudin & Sodiq, 2018). Therefore, the form of material that can be provided is not only through physical textbooks but can also be done with e-books, Class Indonesian History textbooks. XI Semester 1. The use of physical textbooks which is more often done in class XI learning means that e-books are still rarely used. The e-books provided by the ministry are actually the same as physical textbooks. Using e-books can make it easier for students to obtain information. Therefore, teachers can use e-books as an alternative if school textbooks are insufficient.

The second obstacle, in integrating the 4C skills contained in textbooks, still depends on teacher policy. Teachers as controllers of classroom learning have not fully directed students to think critically, communicate, be creative and collaborate. Even though some of these skills have been implemented, they can still be improved so that the integration of 4C skills for students can be implemented. For example, in integrating creativity skills, teachers have not fully
directed students to be creative in the digital world. This is because mastery of technology is not yet optimal.

Integrating 4C skills in learning still depends on primary school teachers. The obstacle in learning history does not lie in its integration in textbooks, but whether the teacher conveys it in class. History learning in class XI uses discussion methods and paper projects which actually integrates 4C skills but can still be improved. Teachers who understand the importance of 21st century skills for students will certainly try to integrate them into learning. In learning Indonesian history, teachers have included several skills such as collaboration in learning design. However, in its implementation it must be well prepared so that it can be carried out optimally.

According to Supriatna (2019), teachers should be able to provide more space or opportunities for students to think creatively. The tasks given in writing have actually been carried out. But creativity can also be supported by practical things such as staging sociodrama based on material in textbooks. Textbooks that contain information about the events of the Banjar War, for example, can be developed by students into a creative drama. However, the key to implementation lies in how the teacher designs the lesson.

The third obstacle is that students' enthusiasm for using textbooks is not evenly distributed. Some students feel bored and find textbooks less interesting so they are lazy to read (Class XI student interview, 20 November 2022). According to students, the use of Indonesian History textbooks in class also needs to be supplemented with other sources such as the internet and others. In terms of material, the textbook is quite complete in providing information, but it is also necessary to add pictures so that students understand more easily. Then explanations from the teacher are also needed so that students understand the material better.

Completeness of textbooks by containing pictures and photos adds interesting value to textbooks. This is according to Helius Sjamsuddin's opinion in Juniarti (2019), history textbooks will be interesting if six factors are taken into account in writing history textbooks, namely, the factual substance must be truly accounted for academically, the interpretation must not only be systematic but also be logical and systematically pay attention to the policy vision, education, presentation and rhetoric must be appropriate to the age level of students, the introduction of historical concepts needs to use a spiral approach, technically and conceptually the writing of textbooks follows the applicable curriculum, completeness of illustrations, drawings, photos, historical maps in setting and layout informative and attractive.
Conclusion

The 4C skills in the Indonesian History textbook for class XI include the four skills, namely critical thinking skills, communication skills, creativity and collaboration. The 4C skills are spread across textbooks in pre-learning, lesson materials, student activities, and student competency tests. Critical thinking skills are found in material exploring Western nations, resistance to colonialism, the impact of colonialism, and the Youth Pledge. Then communication skills are found in student activities that support written and oral skills such as group discussions, compiling written works and posters. Furthermore, creativity can be inspired by the strategies of historical figures in resisting colonialism and young people in spreading the spirit of independence contained in textbooks. Collaboration is integrated in the form of group work and can be emulated by united national movement figures.

Utilization of the Indonesian History textbook for class XI which contains 4C skills at Ta'allumul Huda Bumiayu Islamic High School in the form of use as a learning resource. Textbooks are used as a source for student activities that contain 4C skills. In integrating critical thinking skills, the teacher carries out group discussion activities so that there is an exchange of opinions between students. In integrating communication skills, students carry out oral communication through exchanging opinions in discussions and quizzes between groups. Written communication skills through written assignments in the form of power points and papers. Furthermore, integration of collaboration skills through group activities, namely discussions. The obstacles to the use of Indonesian History textbooks which contain 4C skills in history learning in class b) the use of Indonesian History textbooks which contain 4C skills is not emphasized enough by teachers in history learning; and c) students' enthusiasm in using textbooks is still lacking because the appearance of textbooks is less attractive.

Reference


