

Analysis of Basic Concepts of Indonesian, Civics, and Social Studies as a Foundation for Holistic Learning in Improving Students' 21st Century Competencies

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Article Info	Abstract
<p>Article history: Received: 2026-04-21 Revised: 2026-04-30 Accepted: 2026-05-02</p> <p>Keywords: holistic learning, Bahasa Indonesia, Civic Education, Social Studies, 21st-century skills</p> <p>This is an open-access article under the CC BY-SA license. Copyright © 2026 by Author. Published by Yayasan Mujtahidin Sajimah Selong (Musa Foundation), Indonesia.</p>	<p><i>This study aims to analyze the basic concepts of Bahasa Indonesia, Civic Education (PKn), and Social Studies (IPS) as a foundation for holistic learning in enhancing students' 21st-century skills. The background of this research is based on the need for integrated learning that supports the development of literacy, character, and social awareness in the modern era, which requires critical thinking, communication, collaboration, and creativity skills. This research uses a qualitative descriptive method with a literature review approach. Data were collected from relevant scientific journals, books, and curriculum documents, then analyzed using content analysis techniques to examine the relationship between the three subjects within holistic learning. The results show that Bahasa Indonesia plays a role in strengthening literacy and communication skills, PKn contributes to character building and civic values, while IPS develops social understanding and awareness. The integration of these three subjects creates a more meaningful and contextual learning process. In conclusion, the integration of Bahasa Indonesia, PKn, and IPS is effective in improving students' 21st-century competencies, particularly in critical thinking, communication, collaboration, and creativity skills.</i></p>

INTRUDUCTION

21st-century education demands integrative and holistic learning, focusing not only on cognitive knowledge but also on critical thinking, creativity, collaboration, and communication skills. Integrating subjects such as Indonesian, civics, and social studies is crucial for developing holistic learners. The Independent Curriculum supports this by providing flexibility and emphasizing the development of 21st-century competencies (Hardiyanti et al., 2025).

Indonesian as a subject plays a strategic role in developing students' literacy, communication, and critical thinking skills. Language literacy is the primary foundation for understanding various information and building cross-disciplinary knowledge. Meanwhile, Civics (PKn) serves as a means of developing character, national values, and awareness of the rights and obligations of citizens. Research shows that integrating character values into Civics learning can strengthen students' nationalism and social responsibility, although values-based learning strategies still face challenges (Syaputri, 2025). On the other hand, Social Studies (IPS) plays a role in developing social understanding, analytical skills regarding societal phenomena, and critical thinking skills in addressing complex social issues. It also contributes to shaping students' global citizenship and digital literacy (Rejeki, 2025).



Several previous studies have examined learning in each subject separately. Research on IPS learning demonstrates the importance of integrating local wisdom in shaping student character and increasing the relevance of learning to real life (Alifauzzahra et al., 2025). Furthermore, other studies highlight the effectiveness of certain learning models, such as discovery learning and cooperative learning, in improving student learning outcomes in Civics and Social Studies (Febrianti & Calam, 2024). In the area of Indonesian Language, research emphasizes the importance of strengthening literacy among the younger generation through various innovative learning media (Febrianti & Calam, 2024). However, most of this research focuses on a single subject and has not explored the integration of the three within a comprehensive learning framework.

This research is grounded in constructivism theory and an interdisciplinary approach, which emphasizes that knowledge is built through experience and the interconnectedness of concepts. Furthermore, it is supported by 21st-century learning theory, which focuses on the 4C skills (*critical thinking, creativity, collaboration, and communication*). The integration of Indonesian Language, Civics, and Social Studies is expected to result in meaningful and contextual learning. The novelty of this research lies in the integrative analysis of the three subjects to improve students' 21st-century competencies and develop more effective and relevant learning models.

Based on this description, the purpose of this study is to analyze the basic concepts of Indonesian, Civics, and Social Studies as a foundation for holistic learning to improve students' 21st-century competencies. This research is expected to provide a deeper understanding of the importance of integrated learning and serve as a reference for educators in designing innovative, contextual learning that is oriented towards developing students' overall competencies.

METHODS

This research employed a library research approach with a qualitative descriptive method that focused on reviewing various written sources without involving field data. Data were collected through a literature review of scientific journals, reference books, and relevant documents related to the basic concepts of Indonesian, Citizenship Education (PKn), Social Sciences (IPS), and 21st-century competencies. Sources were selected selectively based on their credibility, relevance, and novelty. Data analysis techniques included data reduction, which filtered information relevant to the research focus, data classification, which grouped data based on specific themes, and data synthesis, which combined various pieces of information to identify conceptual relationships holistically. This approach was chosen because it allows for systematic theory review, identifying research gaps, and building a comprehensive conceptual framework related to the integration of learning and the development of 21st-century competencies.

RESULTS AND DISCUSSION

1. Basic Concept of Holistic Learning

Conceptually, holistic learning can be defined as an educational process that integrates various dimensions of human development into a unified whole. This approach emphasizes not only knowledge acquisition but also character development, attitudes, and life skills. According to (Marja et al., 2025), holistic learning is important because it simultaneously addresses students' cognitive, emotional, social, and moral development. Furthermore, holistic learning emphasizes the connection between knowledge and real-life experiences. This makes the learning process more meaningful because students not only understand concepts theoretically but are also able to apply them in their daily lives.

Holistic learning has several key characteristics that distinguish it from other learning approaches. First, it is integrative, connecting various subjects and learning experiences into a unified whole. Second, it is student-centered, where students actively participate in the learning process. Third, it is contextual, linking learning materials to students' real-life situations (Waryani, 2021). Research (Nuryanto & Mawardi, 2026) explains that holistic learning emphasizes the interconnectedness between various aspects of learning, such as the integration of mind and body, theory and practice, and relationships with the environment and society. Furthermore, holistic learning is flexible and adaptive to students' needs. Teachers serve not only as conveyors of information but also as facilitators, helping students find meaning in their learning.

There are several key principles in holistic learning. First, the principle of integration, which connects various aspects of learning so that students gain a comprehensive understanding. Second, the principle of balance, which emphasizes the importance of developing all students' potential in a balanced manner, including cognitive, affective, and psychomotor skills. Third, the principle of relevance to real life, where learning must be relevant to students' daily experiences. A study (Indratanovi et al., 2025) explains that a holistic approach also supports the development of self-regulated learning, namely the ability of students to manage their own learning process independently. This is crucial in the context of 21st-century learning, which demands independence and responsibility for learning. Furthermore, holistic learning also prioritizes human values, such as empathy, cooperation, and social responsibility. This principle ensures that learning is not solely oriented toward academic outcomes but also toward character development.

The implementation of holistic learning in elementary schools is highly urgent. At this age, students are at a crucial developmental stage, where they are beginning to form their mindsets, attitudes, and character. Therefore, a comprehensive learning approach is essential for optimal student development. Research (Muhammadi et al., 2025) shows that holistic learning can create more meaningful

learning experiences while simultaneously shaping students' character and spiritual values. Furthermore, this approach also helps students develop social and emotional skills, which are crucial for everyday life.

In the digital age, the urgency of holistic learning is increasing. Students require not only academic knowledge but also critical thinking skills, creativity, and the ability to adapt to change. Holistic learning can address these needs because it integrates various aspects of learning into a cohesive and contextual process. Therefore, it can be concluded that holistic learning is a highly relevant and important approach to implement in elementary schools. This approach not only helps students achieve academic success, but also shapes the character and skills needed to face future challenges.

2. Basic Concepts of Indonesian in Learning

The essence of Indonesian language learning is essentially a learning process aimed at developing students' language skills comprehensively, including listening, speaking, reading, and writing (Safari, 2023). Indonesian is positioned not only as a means of communication, but also as a means of thinking and knowledge formation. In the context of basic education, Indonesian plays a fundamental role as a foundation for literacy that supports the entire learning process of other subjects. Indonesian language learning is communicative and contextual, meaning that the material taught must be related to students' real lives to be more meaningful (Degeng, 2018). This aligns with the principles of 21st-century learning, which emphasize active student involvement in constructing knowledge. Research (Samiha et al., 2023) shows that context-based Indonesian language learning can significantly improve students' critical thinking and literacy skills.

The primary goal of Indonesian language learning is to develop students who possess effective and efficient language competencies in various communication contexts. Furthermore, this learning aims to develop logical, systematic, and critical thinking skills through language activities. From a modern curriculum perspective, Indonesian is also aimed at supporting the development of students' character and literacy. Students are expected to be able to understand information, process ideas, and express opinions politely and responsibly (Karwono, 2019). Thus, Indonesian serves not only as a means of communication but also as a medium for intellectual and moral development. Another goal is to improve basic and advanced literacy, including reading and writing, digital literacy, and information literacy. This is crucial in facing the challenges of the digital era, where the ability to understand and filter information is crucial.

Indonesian plays a central role in developing student literacy. Literacy is not merely the ability to read and write, but also the ability to understand, interpret, and use information in everyday life. In the context of basic education, Indonesian serves as the primary gateway to mastering various disciplines. All subjects require literacy skills to understand learning concepts and instructions (Endarmoko, 2020).

Therefore, strengthening literacy through Indonesian is crucial in improving the overall quality of learning. Research (Suparlan, 2020) shows that strengthening Indonesian-based literacy contributes significantly to improving students' critical thinking skills and conceptual understanding. Furthermore, digital literacy is also becoming an important part of Indonesian language learning as technology advances and information needs become increasingly complex. Thus, Indonesian serves not only as a subject but also as a primary foundation for building cross-disciplinary literacy skills.

Indonesian has a strategic function as a primary communication tool in social and educational life. Good language skills enable students to effectively convey ideas, interact with others, and understand various information (Kurniawan, 2018). Indonesian also plays a role in developing critical thinking skills. Through reading texts, analyzing information, and writing arguments, students are trained to think logically and systematically. This process helps students develop their analytical and evaluation skills regarding the various information they receive.

In 21st-century learning, communication and critical thinking skills are two key competencies that students must possess. Indonesian is the primary means of developing these two competencies. Therefore, Indonesian language learning should not focus solely on memorizing grammar but should also be directed towards developing higher-order thinking skills. Indonesian also serves as a link between other subjects such as Civics and Social Studies. Through language, students can understand social concepts, national values, and social phenomena in a more in-depth and structured way (Hasan Alwidan Dendi Sugono, 2020).

Overall, the basic concepts of Indonesian language in learning play a crucial role in supporting holistic learning. Indonesian is not only a basic subject but also the foundation of literacy, communication, and critical thinking, which are core 21st-century competencies. Integrating Indonesian language functions in learning allows students to develop higher-order thinking skills while building effective communication skills in real life.

3. Basic Concepts of Civic Education (PKn)

Civics Education (PKn) is a subject focused on developing citizens who are aware of their rights and obligations in society, the nation, and the state. The essence of PKn is not merely the transfer of knowledge about rules and laws, but also the process of internalizing the values of nationality, democracy, and Pancasila in students' daily lives. Philosophically, PKn is rooted in the need to shape the character of democratic, responsible, and noble citizens. In the context of basic education, PKn is the primary means of instilling the fundamental values of national life from an early age. Research (Mardin & Putro, 2025) shows that PKn plays a crucial role in shaping students' social awareness and character through the contextual internalization of Pancasila values in elementary schools.

The primary goal of PKn is to shape students into intelligent, critical, participatory, and responsible citizens. Furthermore, PKn aims to develop critical

thinking skills regarding social and political issues and foster awareness of the importance of participation in a democracy. Civics education serves not only as a subject but also as a means of national character education (Mardin & Putro, 2025). Civics education fosters nationalism, patriotism, and respect for diversity. In practice, Civics education also serves as a medium for learning moral and social values relevant to students' real lives. Research (Irma Susianti, 2021) shows that contextually and interactively developed Civics education can enhance students' understanding of national values and their social skills.

The values of Pancasila are at the core of Civics education in Indonesia. Pancasila, as the foundation of the state, embodies the values of divinity, humanity, unity, democracy, and social justice, which must be internalized by students. In Civics education, these values are not only taught theoretically but also implemented through learning activities such as discussions, group work, deliberation simulations, and social activities (Syaputri, 2025). This approach helps students understand that the values of Pancasila are not merely abstract concepts but must be applied in everyday life. Research (Firawati et al., 2024) shows that systematically integrating Pancasila values into Civics (PKn) learning can strengthen students' character traits, such as responsibility, discipline, mutual cooperation, and tolerance. Furthermore, the application of Pancasila values has also proven effective in shaping students with character and a national perspective.

PKn plays a strategic role in shaping students' character and social attitudes. Through Civics learning, students are guided to understand the importance of moral values, ethics, and social responsibility in community life. In the era of globalization, challenges to the morals and character of the younger generation are increasingly complex (Irma Susianti, 2021). Therefore, Civics is a crucial instrument in building national character resilience. Civics not only teaches knowledge but also shapes attitudes and behaviors consistent with Pancasila values. Research (Fauziah, 2023) shows that Civics contributes significantly to character development, such as honesty, tolerance, patriotism, and mutual cooperation, through a contextual learning approach based on real experiences.

Overall, the basic concepts of Civics (PKn) play a crucial role in shaping students' character and civic awareness. Civics serves not only as a theoretical subject but also as a means of internalizing Pancasila values in real life. Through contextual, interactive, and values-based learning, Civics can support the development of 21st-century competencies, particularly in character, collaboration, and social awareness.

4. Basic Concepts of Social Sciences (IPS)

Social Studies (IPS) is an integrated subject that examines human life in society from various perspectives, such as history, geography, economics, and sociology. The essence of IPS is to integrate various social science disciplines to provide a comprehensive understanding of human interactions with their social environment. IPS emphasizes not only knowledge but also the development of students' social

attitudes and skills. The scope of IPS is very broad, encompassing social phenomena occurring locally and globally (Sapria, 2019). In the context of basic education, IPS is designed to help students understand social realities in a simple yet meaningful way. Research (Putri et al., 2023) shows that IPS plays an integrative role, focusing not only on cognitive aspects but also on students' moral values and critical thinking skills.

The primary goal of IPS learning is to shape students into citizens with social awareness, responsibility, and the ability to think critically about social issues. IPS also aims to develop analytical, evaluation, and decision-making skills related to community life (Putri et al., 2023). Furthermore, social studies aims to instill national values, such as tolerance, mutual cooperation, and love of country. From a modern educational perspective, social studies is also aimed at equipping students with 21st-century skills, such as problem-solving and collaboration. Research (Pajrina, 2021) shows that social studies plays a crucial role in developing citizens who are knowledgeable and think critically about social phenomena.

Social studies is a subject highly relevant to real life, so its learning must be contextual. Contextual learning in social studies means connecting subject matter to students' everyday situations and experiences. This approach makes it easier for students to grasp concepts because the material is not merely abstract. For example, learning about economic activities can be linked to buying and selling activities in the students' local environment (Rejeki, 2025). This allows students to directly see the application of the concepts learned in real life. This contextual approach has proven effective in increasing student understanding and engagement in social studies learning.

Social studies plays a crucial role in developing students' social awareness. Social awareness encompasses the ability to understand, appreciate, and respond to social conditions in the community. Through social studies learning, students are trained to be sensitive to social issues such as poverty, cultural diversity, and social change. Social studies also plays a role in fostering empathy and social solidarity. Students not only understand social theory but are also encouraged to participate in social activities in their communities (Agustina, 2019). This aligns with the goal of social studies as a means of developing the character and personality of responsible citizens. Research (Sulfemi Wahyu Bagja, 2019) confirms that social studies is highly effective in developing students' social awareness and critical thinking skills, especially when developed through a meaningful learning approach based on real-life experiences (Anggraini et al., 2021).

Overall, the basic concepts of social studies reflect integrative, contextual learning, and are oriented toward building social character. Social studies serves not only as a transfer of knowledge but also as a means of developing social awareness and 21st-century skills. With the right approach, social studies can be a crucial foundation in creating a generation that is critical, caring, and responsible for social

life.

5. **Integration of Indonesian, PPKn, and IPS in Holistic Learning**

The integration of Indonesian Language, Citizenship Education (PKn), and Social Studies (IPS) subjects is a strategic approach to realizing holistic learning oriented toward developing 21st-century competencies (Gunawan, 2019). Holistic learning emphasizes the integration of knowledge, skills, and attitudes so that students are able to fully understand concepts and apply them in real life (Karwono, 2019). These three subjects are strongly interconnected because they are all oriented toward developing students' literacy, character, and social awareness.

Indonesian serves as the primary foundation for communication and literacy. Good language skills enable students to understand Civics and Social Studies material more deeply, as the entire learning process relies heavily on reading, writing, listening, and speaking skills (Endarmoko, 2020). Indonesian also serves as a means of critical thinking, training students to process information, construct arguments, and convey ideas logically. Research (Nugraheni et al., 2024) shows that integrating Indonesian language learning into life contexts can significantly improve students' literacy skills and conceptual understanding.

Civics plays a crucial role in shaping students' character and national values. Through Civics, students are taught the values of Pancasila, democracy, responsibility, and tolerance (Mardin & Putro, 2025). In holistic learning, these values are not only taught theoretically but also integrated into contextual learning activities, for example, through discussions, deliberations, and group work. Research (Fauziah, 2023) shows that integrating Pancasila values into Civics can strengthen the profile of Pancasila learners and shape student character that is adaptive to the developments of the digital age.

Social studies serves as a subject that connects students with the social realities around them. It helps students understand human interactions with their social, economic, and cultural environments (Sapria, 2019). Within the context of holistic learning, social studies serves as a means to develop social awareness and critical thinking skills regarding societal phenomena. Research (Febrianti & Calam, 2024) shows that social studies learning based on local contexts can improve students' socio-cultural literacy and make learning more meaningful.

The integration of these three subjects creates complementary learning. Indonesian serves as a means of communication and literacy, Civics (PKn) as a builder of character and moral values, and Social Studies as an understanding of social reality (Rejeki, 2025). In practice, this integration can be achieved through thematic learning, where a single theme can encompass reading texts (Bahasa Indonesia), analyzing national values (PKn), and understanding social phenomena (IPS). This approach aligns with the demands of 21st-century competencies, which emphasize critical thinking, communication, collaboration, and creativity (Muhammadi et al., 2025).

The implementation of integrated learning still faces challenges, such as



limited teacher competency in designing cross-subject learning and the dominance of conventional, fragmented learning. Therefore, teacher training and the development of innovative, technology-based learning models are needed for this integration to be optimal. Overall, the integration of Indonesian, civics, and social studies into holistic learning significantly contributes to improving students' 21st-century competencies. This approach not only enhances academic understanding but also fosters character, social skills, and higher-order thinking skills, which are essential for modern life.

CONCLUSION

The integration of basic concepts of Indonesian, Civics, and Social Studies in holistic learning creates a more meaningful, contextual, and integrated learning process. This approach not only enhances knowledge but also develops 21st-century skills such as critical thinking, communication, collaboration, and creativity. Thus, holistic learning based on the integration of these three subjects is an effective strategy for improving the quality of education and developing competent, character-based students who are ready to face global challenges.

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