

**EXPLORING THE POTENTIAL INTEGRATION
COLLABORATION AND CRITICAL THINKING IN WRITING
ACTIVITIES OF THE WIDER WORLD 2 TEXTBOOK**



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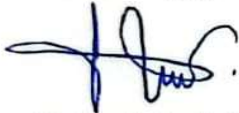
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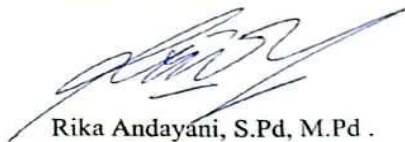
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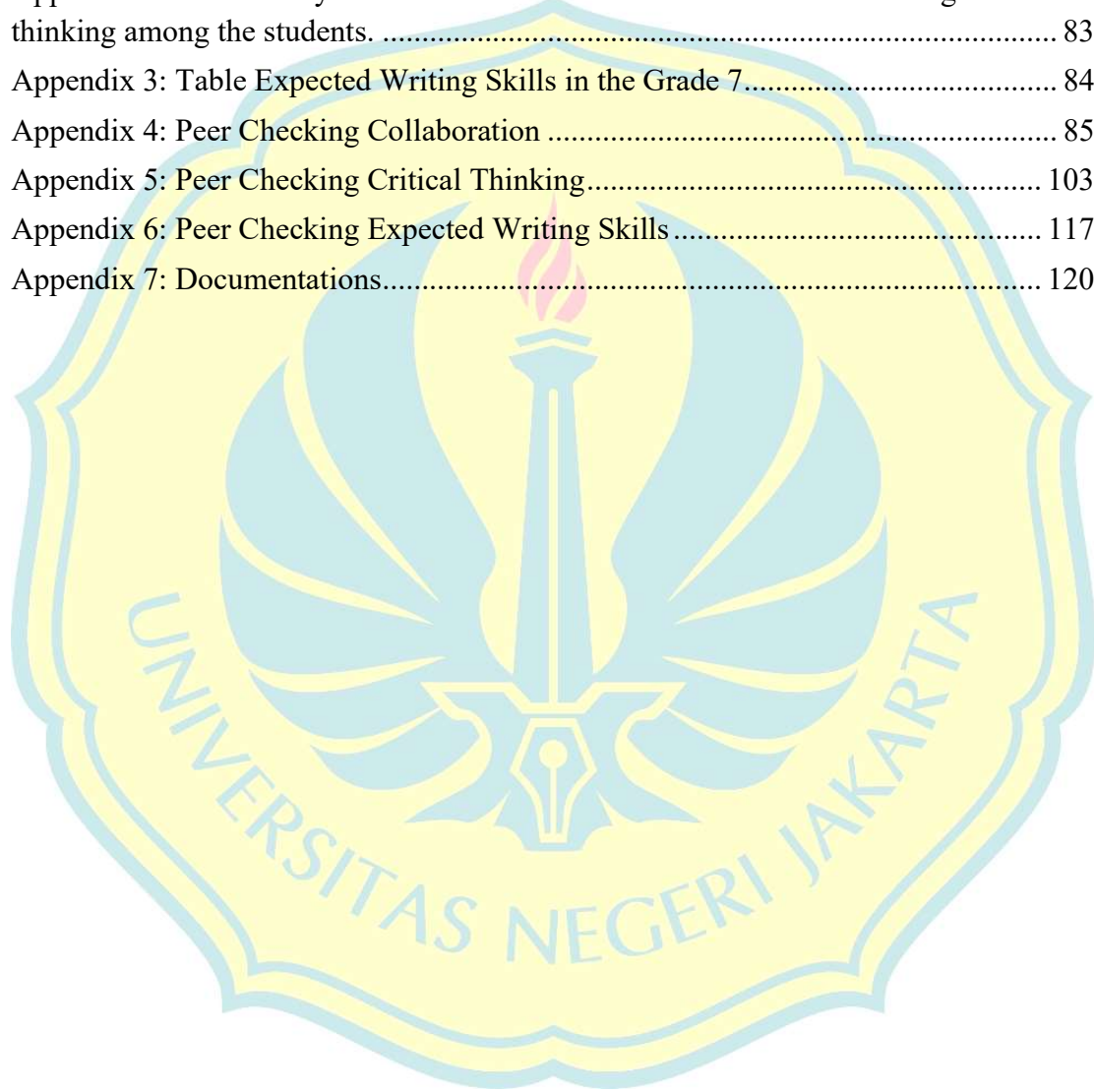
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ABSTRACT

Regina Anjelita. 2026. Exploring The Potential Integration of Collaboration and Critical Thinking in Writing Activities of The Wider World 2 Textbook. A *Skripsi*, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

This study explores the integration of Collaboration and Critical Thinking within the writing activities of the Wider World 2 textbook, analyzed through the lens of Fullan's (2018) Deep Learning framework and the Indonesian Kurikulum Merdeka. Despite the importance of these 21st-century competencies, many ELT materials still focus on surface-level linguistic mastery rather than deep cognitive engagement. This research employed a qualitative content analysis method to evaluate writing tasks in five selected units (Units 1, 3, 5, 7, and 9). Data were collected through systematic document review and analyzed using thematic coding based on Deep Learning indicators, followed by peer-validation to ensure reliability. The findings reveal that while the textbook strongly aligns with the Phase D learning outcomes of Kurikulum Merdeka, the integration of 6Cs competencies remains at a foundational level. Collaboration is frequently present through collaborative dialogue and shared responsibility yet lacks team decision-making. Similarly, critical thinking is characterized by logical reasoning and reflective judgment but offers limited opportunities for complex problem-solving and argumentation. The study concludes that while Wider World 2 provides a robust starting point for communicative interaction, pedagogical enrichment is required to transition from guided participation to transformative knowledge construction. These results suggest that teachers should act as facilitators to extend textbook tasks into more authentic, inquiry-based learning experiences to fulfill the ultimate vision of Merdeka Belajar.

Keywords: Deep Learning, Collaboration, Critical Thinking, Writing Activities, Wider World 2, Kurikulum Merdeka.

ABSTRAK

Regina Anjelita. 2026. Exploring The Potential Integration of Collaboration and Critical Thinking in Writing Activities of The Wider World 2 Textbook. A *Skripsi*, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Penelitian ini mengeksplorasi integrasi Kolaborasi dan Berpikir Kritis dalam aktivitas menulis pada buku teks *Wider World 2*, yang dianalisis melalui kerangka kerja *Deep Learning* (Pembelajaran Mendalam) oleh Fullan (2018) dan Kurikulum Merdeka di Indonesia. Terlepas dari pentingnya kompetensi abad ke-21 ini, banyak materi pembelajaran bahasa Inggris (ELT) yang masih berfokus pada penguasaan linguistik tingkat permukaan dibandingkan keterlibatan kognitif yang mendalam. Penelitian ini menggunakan metode analisis isi kualitatif untuk mengevaluasi tugas menulis di lima unit terpilih (Unit 1, 3, 5, 7, dan 9). Data dikumpulkan melalui tinjauan dokumen sistematis dan dianalisis menggunakan pengkodean tematik berdasarkan indikator *Deep Learning*, diikuti dengan validasi rekan sejawat (*peer-validation*) untuk memastikan reliabilitas. Temuan menunjukkan bahwa meskipun buku teks ini sangat selaras dengan Capaian Pembelajaran Fase D Kurikulum Merdeka, integrasi kompetensi 6Cs masih berada pada tingkat dasar (*foundational*). Kolaborasi sering muncul melalui dialog kolaboratif dan tanggung jawab bersama, namun kurang dalam pengambilan keputusan tim (*team decision-making*). Demikian pula, berpikir kritis ditandai dengan penalaran logis dan pertimbangan reflektif (*reflective judgment*), tetapi memberikan peluang yang terbatas untuk pemecahan masalah kompleks dan argumentasi. Penelitian ini menyimpulkan bahwa meskipun *Wider World 2* menyediakan titik awal yang kuat untuk interaksi komunikatif, pengayaan pedagogis diperlukan untuk bertransformasi dari partisipasi terbimbing menuju konstruksi pengetahuan yang transformatif. Hasil ini menyarankan bahwa guru harus berperan sebagai fasilitator untuk memperluas tugas-tugas buku teks ke dalam pengalaman belajar berbasis inkuiri yang lebih autentik demi memenuhi visi utama Merdeka Belajar.

Kata Kunci: *Deep Learning*, Kolaborasi, Berpikir Kritis, Aktivitas Menulis, *Wider World 2*, Kurikulum Merdeka