

Analysis of Curriculum 13 and Class XI Pancasila and Civic Education Textbook at Al-Azhar Mandiri High School Palu

**Shofia Nurun Alanur¹ Jamaludin² Sukmawati³ Siti Rukmana⁴ Nurul Asrina⁵ Ishak⁶ Putri
Apriani⁷ Fitriani⁸ Lisa Selviana⁹ Nuraftitah¹⁰ Elma Tiana¹¹ Asyer Emarvino Kaitu¹² Andi
Rahmatullah¹³**

Pancasila and Citizenship Education Study Program, Faculty of Teacher Training and
Education, Universitas Tadulako, Palu City, Central Sulawesi Province,
Indonesia^{1,2,3,4,5,6,7,8,9,10,11,12,13}

Email: shofianurun@gmail.com¹ jamaluntad@gmail.com² sukmawati@untad.ac.id³
sitirukmana2520@gmail.com⁴ nurulasrina@gmail.com⁵ ishakfebian1010@gmail.com⁶
putriapriani920@gmail.com⁷ fhitriani92934@gmail.com⁸ lisaselviana0909@gmail.com⁹
nuraftitah@gmail.com¹⁰ elmatiana5441@gmail.com¹¹ nayrenata09@gmail.com¹²
andirahmatullah74@gmail.com¹³

Abstract

This study aims to describe the Application of PPKn Curriculum and Textbooks in Al-Azhar Mandiri High School Palu, especially in grade XI. The research uses qualitative methods and data collection techniques, namely by observation. The results of the research (1) The curriculum applied at SMA Al-Azhar Mandiri Palu is the 2013 curriculum, as for the curriculum that has been applied at SMA Al-Azhar Mandiri Palu, namely, the KBK Curriculum, the KTSP Curriculum, and the 2013 Curriculum which is valid to date. However, in 2022 it began to adopt several things from the Independent Curriculum, for example, regarding formative assessments, defensive learning (2) The PPKn textbooks used in this school adjust to the applicable curriculum, and see the suitability of the material from the student and teacher handbook PPKn books with the achievement of Competency Standards and Basic Competencies of students and students.

Keywords: Curriculum and Textbook Analysis of Pancasila and Civic Education



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INTRODUCTION

In the RI Constitution No. 20 of 2003 concerning the National education system which reads: "Education is a conscious and planned effort to realize learning efforts and learning processes so that students actively develop their potential to have religious spiritual strength, self-control, intelligence, and skills needed by themselves, society, nation and state". Along with the times, students will face increasingly complicated problems according to their learning curriculum (Shah 2004). Education is the key to developing social, national and state life based on Pancasila according to the goals of National Education contained in Article 31 of the 1945 Constitution of the Republic of Indonesia (UUD NRI 1945) and the Law on the national education system. This aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state (Alanur et al. 2022).

In the world of education there is a curriculum set by the government as an effort to achieve educational goals (Safitri, R. D., & Harmanto 2022). One component in the national education system is the curriculum. In Indonesia, there have been several changes to the education curriculum in an effort to achieve national education goals (Marsudi & Sunarso, 2019). The 2013 curriculum currently in effect in Indonesia is a curriculum developed by

balancing soft skills and hard skills in the form of knowledge, attitudes, and skills (Wahyudin & Suwirta, 2017; Komara, 2017). In this regard, curriculum development can be carried out as long as it aims to facilitate the achievement of national education goals (Hilal, Islamy, and Sriwijaya 2022).

The definition of curriculum quoted from S. Nasution quoted by Syamsul Bahri in his journal explained that curriculum is a plan prepared for the learning process by educational institutions or schools along with staff who are responsible and guide. Meanwhile, according to Widodo Winarso (2015: 3) citing the National Standardization Agency SIN 19-7057-2004, curriculum is a set of subjects that have these goals through learning experiences, taught in certain ways and methods and evaluation (Of et al. n.d.) . The current Indonesian Education Curriculum is the 2013 Curriculum. From the objectives of the 2013 curriculum, we can see the reason for the changes, namely the purpose of holding the 2013 curriculum is to encourage students to be better, especially in making observations, reasoning, asking questions, and communicating, where in the 2013 curriculum students are no longer the center of learning. teachers as in learning the 2006 curriculum. In addition, the 2013 curriculum emphasizes natural, cultural and social phenomena that can be felt directly by students and there are competencies that are expected of students, namely competency attitudes, skills and deeper knowledge.

The 2013 Curriculum is a National Curriculum that has been developed over the years and has fulfilled two dimensions of the curriculum, namely plans and arrangements regarding objectives, content, and learning materials as well as the methods used for learning activities. The 2013 curriculum places more emphasis on character education, especially at the elementary level, which will become the foundation for the next level. Through the development of the 2013 curriculum based on character and competency, we hope that this nation will become a dignified nation, and its people will have added value and selling points that can be offered to other people in the world, so that we can compete, side by side and even compete with other nations in the global arena. This is possible, if the implementation of the 2013 Curriculum can truly produce productive, creative, innovative and character-driven people (Mulyasa, 2013) (Kosassy 2017).

Of the many subjects in schools, citizenship education has a direction to develop students' personalities to become aware of their responsibilities. In regulation No. 22 of 2006 Pkn focuses on forming private citizens who understand the 1945 Constitution, carry out rights and obligations as an Indonesian citizen who are able to master intelligence, skills and characteristics according to the mandate of Pancasila and the 1945 Constitution. Citizenship Education Subject is a very important discipline for citizens in the life of society, nation and state. (Ariyan, Yusintai, and An-nisa 2017). The purpose of PKN is for students to be able to participate actively, be aware of their responsibilities and act skillfully in the community, nation and state and have anti-corruption properties.

According to Winarno (2013) Through civic education, students learn to become good individuals as citizens. Good citizens are those who have obedience and awareness of the rights and obligations of a citizen. One of them is a citizen who obeys the law and the government. Citizenship education has developed various missions, including human rights education, state defense education, legal education, anti-corruption education, pluralism education, and environmental education. In legal education, citizenship education focuses on raising public awareness to comply with applicable laws and preparing obedient citizens to pay taxes. As a form of anti-corruption education, civics education is meant to be alert so as not to take action against corruption, collusion and nepotism in the life of the state and the state. (Christina 2003)

This research is research development or Research and Development (R&D) using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model development method which aims to develop PPKn teaching materials based on Pancasila student profiles. The ADDIE model developed by Dick and Carry (1996) is very appropriate for product development research. The final result will be a learning product, namely printed teaching materials. The research was conducted at SMA Al Azhar Mandiri Palu with 34 students as subjects in Class XI A. The object of this research is the development of PPKn teaching materials based on Pancasila student profiles in the form of printed teaching materials or modules and the strengthening of civic character. The school is one of the leading and best schools in Palu City. Both in terms of student academic achievement and non-academic achievements. So, it needs to be maintained through various aspects.

At present, in the initial observations made by researchers, Civics learning by Civics teachers still uses one source of teaching materials, namely textbooks for Civics subjects. conducted to find out the description and information needed for the development of teaching materials. Preliminary studies conducted include library research and field studies. The methods used in the preliminary study include observation, interviews, document analysis and literature review which are then carried out to identify the problems that exist in learning. Document analysis was carried out on PPKn teaching materials in the form of books as a support for the 2013 curriculum circulating in the market and the thematic books used. Document analysis was carried out to find out the weaknesses and deficiencies of the current teaching materials. The results of interviews with PPKn teachers, Ms. Wisdayanti, S.Pd., said that the revised edition of the 2013 curriculum supporting books for PPKn from the government was not many and were still limited. The teacher said that generally companion books are used to expand and add material. However, the teacher only used the book as teaching material. (Alanur et al. 2022)

This research is a qualitative descriptive research using discourse analysis methods, especially content analysis. Through this research, the researcher intends to obtain and provide an in-depth description, detailed and thorough regarding the results of the study whether there is a content of Pancasila student profile values and how the profile values form in the PPKn class VII textbooks of the Independent Curriculum. The primary data source was the textbooks for PPKn class VII independent curriculum published by the Ministry of Education and Culture's Puskurbuk. The research analysis unit contains the Pancasila Student Profile values which are distributed in various parts of the book. Data collection was carried out through identification and analysis of the content framework and value content of the Pancasila Student Profile contained in the Class VII PPKn textbook (Alanur and Amus 2023). Mandiri Palu, regarding the Curriculum and Analysis of Civics Textbooks.

Al-Azhar Mandiri Palu High School is a private school located in the city of Palu, precisely at JL. Garuda. In implementing the curriculum, it still follows and adapts to the National Curriculum. In that year Al-Azhar High School used the KTSP curriculum, then in 2013 it changed to the 2013 Curriculum for 1 year, then at that time there was a revision of the 2013 Curriculum, then returned to the 2006 Curriculum / 2006 KTSP. Then officially Al-Azhar High School used The 2013 curriculum in 2018 which has been revised until now. Then last year or in 2022 SMA Al- Azhar Mandiri Palu, participated in the IKM (Implementation of the Independent Curriculum) program where the Independent Curriculum can be said to be a trial curriculum, not yet implemented, it will be officially implemented in 2024. However, before 2024 schools wishing to implement the Independent Curriculum are welcome/allowed. The Ministry released 3 things in the Independent Curriculum, namely: independent learning, independent change, and independent sharing.

RESEARCH METHODS

This research is a qualitative descriptive research (Yuliani, 2018). Respondents to this study included: school principals, subject teachers, administrative staff and parties related to this research. Data collection techniques are: observation, interviews, and document studies. Observations were made by attending several learning implementation processes carried out at the Al-Azhar Mandiri High School in Palu. Meanwhile, interviews are holding direct conversations with competent parties, namely teachers, administrative staff and other parties who have a treasury of information needed by researchers. Documents that are the source of research data are obtained from administrative data, such as a list of names of teachers who are still active as teaching teams at SMA Al-Azhar Mandiri Palu, lesson schedules, and learning tools that have been provided by the teacher. The research data were then analyzed to produce a descriptive description of the research results. Conclusion is done inductively.

RESEARCH RESULTS AND DISCUSSION

Curriculum at SMA Al- Azhar Mandiri Palu

The term curriculum was originally used in the world of sports in ancient Greece. Curriculum comes from the word *curir*, which means study, and *curere* means a place to race. In English, curriculum means lesson plans (Fuaduddin, 1997:3). Curriculum means "distance" that must be "traveled" by runners. From the meaning contained in these words, the curriculum is simply interpreted as a number of subjects that must be taken or completed by students to obtain a diploma. (Kosassy 2017). Curriculum is a set or a system of plans and arrangements regarding learning materials that can be guided in teaching and learning activities. The essence of the curriculum is a lesson plan. Therefore, all parties involved and directly related to the function of this curriculum must understand it. Parties such as students or students who carry out the curriculum, parents of students, teachers or educators, as well as the government through schools and the Education Office are required to understand the curriculum that is being implemented.

The 2013 Curriculum is a National Curriculum that has been developed over the years and has fulfilled two dimensions of the curriculum, namely plans and arrangements regarding objectives, content, and learning materials as well as the methods used for learning activities. The 2013 curriculum places more emphasis on character education, especially at the elementary level, which will become the foundation for the next level. The 2013 curriculum places more emphasis on character education, especially at the elementary level, which will become the foundation for the next level. Through the development of the 2013 curriculum based on character and competency, we hope that this nation will become a dignified nation, and its people will have added value and selling points that can be offered to other people in the world, so that we can compete, side by side and even compete with other nations in the global arena. This is possible, if the implementation of the 2013 Curriculum can truly produce productive, creative, innovative and character-driven people (Mulyasa, 2013) (Kosassy 2017).

In observing, reasoning, asking, and communicating, where in the 2013 curriculum students are no longer the center of learning. teacher as in learning the 2006 curriculum. In addition, the 2013 curriculum emphasizes natural, cultural and social phenomena that can be felt directly by students and there are competencies that are expected of students, namely competency attitudes, skills and deeper knowledge. The contents of the 2013 Curriculum at all school levels are formulated in the form of competencies, namely the ability of a person to behave, use knowledge and skills to carry out a task in school, community, and the environment where the person concerned interacts (Kemendikbud, 2012a: 5) (Farisi 2013) The actualization of the 2013 Curriculum into learning activities is inseparable from the main tasks of teachers to be able to plan, implement and evaluate their learning.

Therefore, the teacher's task is to make a lesson plan or what is known as the Learning Implementation Plan (RPP) is an absolute must. Before making lesson plans, in implementing the 2013 Curriculum the teacher must make an analysis of the linkages between SKL, KI, and KD in order to be able to describe teaching material (Rachmawati 2020). RPP is made by considering individual students, so that the ability of mathematical imagination is developed in accordance with the abilities of students. Indicators of mathematical imagination abilities are arranged based on the order in which they appear to students. The ability of Mathematical Imagination lies in the minds of students, so it will appear if there is active participation from students and student-centered learning. Giving feedback will encourage the development of students' mathematical imagination abilities, especially in the elaboration indicator. students will seek improvement by formalizing ideas (Nurcahyono and Novarina 2020).

Based on data from group observations at SMA Al- Azhar Mandiri Palu, the curriculum applied at the school is Curriculum 2013. Then last year, SMA Al- Azhar Mandiri Palu implemented the Implementation of the Independent Curriculum, namely, independent learning. Independent learning is implementing the 2013 Curriculum however, by modifying certain parts of the Merdeka Curriculum that are adopted. In the 2022-2023 academic year, the even semester now applies the 2013 Curriculum for classes XI and XII, class X also continues to use the 2013 Curriculum but there are IKM independent learning. But officially SMA Al-Azhar still implements the 2013 Curriculum. It's just that there are some that are adopted from the Merdeka Curriculum, for example, regarding formative assessment, differentiated learning. The plan is that next year or 2024 SMA Al- Azhar Mandiri Palu will implement an independent IKM change, which means that it will implement the Full/Overall Merdeka Curriculum, but for the new X class. Whereas for class XI and XII will continue to use the 2013 Curriculum until they graduate. From the changes in the curriculum from time to time at SMA Al-Azhar Mandiri Palu, for example, in the 2006 KTSP Curriculum and the 2013 Curriculum there were no very different changes.

Because, at SMA Al-Azhar Mandiri Palu itself, there was only one major, namely MIPA, which used to be called Exakta or MIA, there was no Social Studies or Language major, that was a feature that could be seen from Al-Azhar school. Thus, the changes to the curriculum did not have much effect in terms of majors, because there was only one department at the school, namely Mathematics and Natural Sciences. However, there is something unique about the 2013 Curriculum, namely in the 2013 Curriculum there are cross-interests while in the KTSP Curriculum there are no cross-interests, majors are carried out in class XI. In the 2013 curriculum, there are cross-interests and majors from class X, at SMA Al- Azhar Mandiri Palu, there are cross-interests, economics, geography, English, and Arabic. So even though MIPA children still learn about social studies lessons. The reason why SMA Al-Azhar Mandiri Palu only has MIPA majors is because before entering the school there is a test, which tests English, Mathematics, and Natural Sciences. So, if they graduate, it means they have the ability in science. Selected from the start, children for science majors, because this school is only open for science majors.

Then, for books in every curriculum change there is no change, only for example: material in class X then moves to class XI, significantly nothing. Maybe what's interesting will be in the independent curriculum where there will be Project P 5, the Pancasila Student Project. As well as regarding whether or not the objectives of a Curriculum at SMA Al- Azhar Mandiri Palu are implemented, it can be seen from the data of student graduates, based on graduates it can be said that it is implemented, because most graduates at the school are accepted at tertiary institutions according to the interests and talents of students, so the teacher at the school accommodates the interests and talents of students. With that, students who may have an

interest in the field of Social Sciences or Exacts with cross-interests that are taught at SMA Al-Azhar Mandiri Palu have a basis, because they also study Social Sciences or Sciences subjects.

In the learning process in class, the teacher is one of the important factors, both the teacher as a conveyer of material or the teacher as a student facilitator in class. In addition to teachers having to help students build their knowledge, effective learning tools are also needed. One of the facilities that is considered important is the provision of textbooks (Publication, Edition, and Year 2018). Therefore, the role of Civics teachers in schools is that they must be able to carry out their rights and obligations according to their position in the social structure of society, namely as an educator, who transfers knowledge, moral prosecution, transfers values, forms character, and trains students to be able to think critically, analyze, behave, and act democratically in reaching problems in society (Xi, KelasXi, K., Di, T. S. M. , & Negeri, S. M. K. (2023).The Role of Civics Teachers in Forming the Character of Pancasila Values of Belief in the One and Only God 02(01), Di, and Negeri 2023). In the 2013 curriculum, the teacher evaluates the competence of spiritual attitudes and social attitudes. Attitude assessment is an assessment used to observe students' attitudes during learning. Techniques and forms of attitude competency assessment include observation, self-assessment, peer assessment, and journal assessment (Authentic and School 2015).

Pancasila and Citizenship Education Textbooks at SMA Al- Azhar Mandiri Palu

Books have an important role in the process of learning and developing knowledge, books are a source of teaching materials. Knowledge, information, and entertainment can be obtained from books, therefore, books are a mandatory component that must exist in educational institutions, both formal and non-formal institutions. Likewise, school textbooks have an important role in learning, so that in compiling a textbook there must be several rules that must be fulfilled by a textbook writer (Suhaida and Suhandra 2019).

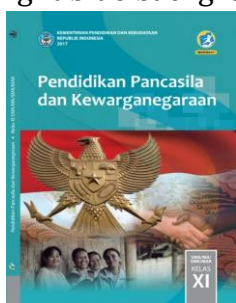
In the Regulation of the Minister of National Education Number 11 of 2005 it is explained that textbooks are mandatory reference books for use in schools which contain learning materials in the context of increasing faith and piety, character and personality, ability to master science and technology, sensitivity and aesthetic abilities, and physical and health potential compiled based on national education standards. From this understanding, indirectly the Government has mandated that in addition to containing learning materials, textbooks must also contain character values in order to improve the character and personality of students as the nation's generation. (School and First 2022). The book center concludes that textbooks are books that are used as a guide for students at a certain level as learning (instructional) media, related to certain fields of study. Based on this, textbooks are standard books compiled by experts in their fields, can be equipped with learning tools (such as recordings) and used as support for learning programs. (Of et al. n.d.)

PPKn Lesson textbooks are (1) standard books compiled and written by experts in the field of Civics science, (2) used as a basic guideline or complement in Civics learning, (3) is the main source of learning to achieve Basic Competencies and Core Competencies in Civics learning, (4) the focus of the material is to regulate the relationship (rights and obligations) between citizens and the state in order to create citizens. reliable, and (5) the form is in the form of a collection of bound sheets of paper or in the form of BSE. (Wakhidah and Setiawan 2015). In order to instill character values through textbooks, Muhammad Yaumi (2014: 141) states that the strategy for developing textbooks based on character education is a way of compiling and making textbooks by integrating character values in textbooks and learning activities. (Haryati and Khoiriyah 2017)

Core competencies and basic competencies have undergone several changes aligned with the 2013 curriculum which aims to direct students to become Indonesian people who have the ability and life skills as citizens who have faith, are useful, can think critically, are able to be creative, and have a role in changing circumstances. is happening and can compete in the development of the times in the 21st century. To have the abilities and skills needed in the 21st century such as critical, rational, creative thinking, and being able to solve a problem, can be done by giving students a learning process that uses higher-order thinking processes. Giving tests in the form of HOTS-based questions on Civics subjects will give birth to students who have broad thinking and are able to link what they have learned with an element in Civics material to be able to align it like students who are able to solve a problem by thinking critically and creatively based on previous knowledge. , and from this knowledge and reasoning can influence the attitudes and self-skills of students who can become citizens who have a sense of love for the Indonesian homeland, are trustworthy, honest, intelligent, responsible, and have skills in the 21st century to advance the country . Giving HOTS test questions in learning Civics subjects will have a big positive impact, and can even change the direction of goodness for the future (Sari, Priyadi, and Wartiningsih 2022).

Student handbook

The education and civics textbook for Balitbang schools, Ministry of Education and Culture which consists of 242 pages is the 2017 edition of the textbook compiled by Yusnawan Lubix and Mohammad Sodeli to support the 2013 curriculum. Volume 2 of the textbook is compiled in Times New Roman, with size 11pt. The cover depicts an eagle and the people on a light blue background, accompanied by a red and white flag.



Consists of 6 chapters namely:

1. Chapter 1: Harmonization of Human Rights and Obligations in the perspective of Pancasila
2. Chapter 2: The System and Dynamics of Pancasila Democracy
3. Chapter 3 : Legal and Judicial System in Indonesia
4. Chapter 4 : Dynamics of Indonesia's Role in World Peace
5. Chapter 5 : Beware of Threats Against the Unitary State of the Republic of Indonesia
6. Chapter 6 : Strengthening Unity and Unity of the Nation in the Unitary State of the Republic of Indonesia.

Book Rules

This class XI civics education book (PPKn) is also equipped with pictures of each material so that it creates interest in reading for students. This book is also equipped with a summary which is the essence of learning material in one chapter, to make it easier for students or those who read this book to understand the learning material. This book is packaged systematically and interestingly and is aimed at increasing your creativity. The language used is a language that is easily understood by those of you who are in accordance with PUEBI standards.

Curriculum Manager

Curriculum management is related to the management of learning experiences that require certain strategies to produce learning productivity for students. Curriculum management must be directed so that the learning process runs well, with benchmarks for achieving goals by students so that educational goals can be achieved. Curriculum Planning Curriculum planning is planning learning opportunities that aim to guide students toward the desired behavior change. Planning is a person's process of determining direction and determining decisions to be realized in the form of future-oriented activities or actions. Curriculum Implementation Curriculum implementation is the implementation of curriculum programs that have been developed which are then tested with implementation and management by adjusting to the situation in the field. Curriculum Assessment Curriculum Assessment is the process of making judgments based on agreed and accountable criteria for making decisions regarding a curriculum.

STUDENT BOOK ANALYSIS WORK SHEET

Book Title : Pancasila Education and Citizenship

Class : XI

Level : High School

Theme/ Sub : Harmonization of Human Rights and Obligations in Pancasila Perspective

No	Aspects Analyzed	Analysis Results					Follow-Up Analysis Results
		PB 1	PB 2	PB 3	PB 4	PB 5	
1.	Compliance with SKL	✓	✓	✓	✓		Yes, as can be seen in the student textbooks and the teacher's lesson plans .
2.	Compatibility with KI	✓	✓	✓	✓		Yes, as can be seen in the student textbooks and the teacher's lesson plans .
3.	Compatibility with KD	✓	✓	✓	✓		Yes, as can be seen in the student textbooks and the teacher's lesson plans .
4.	Appropriateness of the material with the theme	✓	✓	✓	✓		Yes, as can be seen in the student textbooks and the teacher's lesson plans .
5.	The adequacy of the material in terms of: a. coverage of essential concepts/materials; b. Time Allocation .	✓	✓	✓	✓		Yes, as can be seen in the student textbooks and the teacher's lesson plans .
6.	The depth of the material is reviewed from: a. Scientific mindset; And b. Student characteristics	✓	✓	✓	✓		Yes, as can be seen in the student textbooks and the teacher's lesson plans .
7.	Integration of various subjects	✓	✓	✓	✓		Yes, as can be seen in the student textbooks and the teacher's lesson plans .
8.	Application of the Scientific Approach	✓	✓	✓	✓		Yes, as can be seen in the student textbooks and the teacher's lesson plans .
9.	Authentic Assessment Available in the Student's Book	✓	✓	✓	✓		Yes, as can be seen in the student textbooks and the teacher's lesson plans .

10.	Column interaction between teachers and parents	✓	✓	✓	-		Not yet, in the Material Rights and Obligations, there is no teacher-parent interaction column.
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Teacher Handbook

The textbook for Education and Citizenship Teachers for Class XI SMA/SMK/MA/MK schools published by the Curriculum and Books Center, Balitbang, Ministry of Education and Culture which consists of 261 pages is the 2017 edition of the textbook compiled by Yusnawan Lubis and Mohamad Sodeli to support the 2013 curriculum This textbook volume 2 is prepared in Times New Roman font, with size 11pt. The cover depicts the bird Garuda and the People on a light blue background, accompanied by a red and white flag.



Consists of 2 sections and 6 Material and Lesson Maps, as well as 6 chapters:

1. Part 1 : General Instructions
 2. Part 2 : Specific Learning Instructions per Chapter
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1. Material Map and Learning Chapter 1. CHAPTER 1: Harmonization of Human Rights and Obligations in the Perspective of Pancasila.
 2. Map of Materials and Learning Chapter 2. CHAPTER 2: System and Dynamics of Pancasila Democracy.
 3. Map of Materials and Learning Chapter 3. CHAPTER 3: Legal and Judicial System in Indonesia
 4. Map of Materials and Lessons Learned Chapter 4. CHAPTER 4: Dynamics of Indonesia's Role in World Peace
 5. Map of Materials and Learning Chapter 5. CHAPTER 5: Beware of Threats to the Position of the Unitary State of the Republic of Indonesia
 6. Map of Materials and Learning Chapter 6. CHAPTER 6: Strengthening National Unity and Unity in the Context of the State

Book Rules

In general, the preparation of teacher's books for Pancasila and Citizenship Education (PPKn) subjects is intended to facilitate PPKn teachers in: Building positive perceptions and attitudes towards Civics subjects in accordance with ideas, regulations, psychological-pedagogical characteristics, and their functions in the context of the system National Education; Understand fully and thoroughly the characteristics of PPKn Curriculum 2013 as the basis for building a pattern of attitude and professional pattern as a Civics teacher; Facilitating the growth of collegiality (collegiality) of Civics teachers to realize Civics learning and the development of a civic culture within the education unit environment and the socio-cultural environment of students; and Developing oneself as a professional and dynamic Civics teacher in addressing and solving practical problems related to the PPKn vision and mission within the Education unit.

In particular, this Pancasila and Citizenship Education teacher's book was prepared for the following matters: Providing PPKn teachers' understanding of: Background of the Civics subject; PPKn subject mission; PPKn subject matter; Characteristics of Civics subjects; Scientific learning strategies; and Authentic Assessment of PPKn subjects. Improving the ability of PPKn teachers in: Adapting to the demands of PPKn; Carry out the PPKn learning and assessment system appropriately; Optimizing the use of Civics media and learning resources; Maintain and improve professionalism as a Civics teacher; Building management that supports the appropriate PPKn learning and assessment system. Become a reference for PPKn teachers in: Designing learning from KI and KD into teaching materials, approaches, strategies, and learning models in a more innovative, creative, effective, efficient manner and in accordance with the needs, capacities, characteristics of students and the socio-cultural conditions of the area, school/ Education units and students; Develop and utilize more creative, innovative, creative, effective, efficient and contextual learning resources in accordance with the needs, capacities, characteristics of students and the socio-cultural conditions of the region; Designing and carrying out student competency assessments (aspects of attitudes, attitudes, knowledge, and skills) as a whole in accordance with valid, objective, fair, integrated, open, comprehensive and continuous, systematic, criteria-based, and accountable principles.

TEACHER BOOK ANALYSIS WORK SHEET

Book Title : Pancasila Education and Citizenship
Class : XI
Level : High School
Theme/ Sub : Harmonization of Human Rights and Obligations in Pancasila Perspective

No	Aspects Analyzed	Analysis Results					Follow-Up Analysis Results
		PB 1	PB 2	PB 3	PB 4	PB 5	
1.	Compliance with SKL	✓	✓	✓	✓		Yes, as can be seen in the teacher's book there are aspects of assessment, namely, assessment of attitudes, knowledge and skills
2.	Compatibility with KI	✓	✓	✓	✓		Yes, according to what we can see in the teacher's book there is material that explains human rights and obligations, where students are expected to be able to live and practice the teachings of their respective religions
3.	Compatibility with KD	✓	✓	✓	✓		Yes, according to which students are expected to be able to respect human rights based on the Pancasila perspective as a gift from God Almighty
4.	The adequacy of the material in terms of: a. coverage of essential concepts/ materials; b. Time Allocation	✓	✓	✓	✓		Yes, according to what we can see in the material in sub 1 with the theme, namely, Harmonization of Human Rights and Obligations in the perspective of Pancasila, with material on the Concept of Human Rights and Obligations.
5.	The depth of the material is reviewed from:	✓	✓	✓	✓		Yes, accordingly

	a. Scientific mindset; And b. Student characteristics						a. Regarding the material Rights and Obligations is very complete in the student handbook b. The time allocation is also good, that is, 1 2 x 45 minute meetings.
6.	Learning information according to process standards	✓	✓	✓	✓		Yes, accordingly a. With material on Rights and Obligations, it contains an explanation according to the law, and the opinion of experts. b. Characteristics of students, can be seen from the student's relationship with the material Rights and Obligations, how examples of the implementation of the material to be applied in the family, school, and community environment with good things.
7.	Integrated information: Application of integrated thematic learning models	✓	✓	✓	✓		Yes, according to what we can see in the Material Rights and Obligations, which contain economic, political, social and cultural issues regarding these Rights and Obligations.
8.	Information on Applying the Scientific Approach	✓	✓	✓	✓		Yes, it is suitable, for example, to apply discovery/research based learning and learning approaches that produce problem solving based works (project based learning).
9.	Authentic assessment instruments and remedial teaching materials	✓	✓	✓	✓		Yes, according to what we can see in the book there is self-assessment, namely, attitude assessment, and understanding of the material and for remedial, for example, giving re-learning with different methods and media, re-learning can be delivered with a variety of presentation methods, simplification of tests/questions.

CONCLUSION

The curriculum implemented at SMA Al- Azhar Mandiri Palu is the 2013 curriculum, while the curriculum that has been implemented at SMA Al- Azhar Mandiri Palu is the KBK Curriculum, KTSP Curriculum, and the 2013 Curriculum which is in effect today. However, in 2022 they will begin to adopt a number of things from the Independent Curriculum, for example, regarding formative assessment, differentiated learning. The PPKn textbook used in this school conforms to the applicable curriculum, and looks at the suitability of the material from the PPKn handbook for students and teachers with the achievement of Competency Standards and Basic Competences for students and female students.

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