

Feasibility Analysis of Pancasila and Civic Education Textbooks in the 2013 Curriculum

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Abstract

This study aims to describe the feasibility of Class VII PPKn textbooks in the 2013 Curriculum in terms of content/material aspects, presentation based on a scientific approach, presentation based on authentic assessment, language, and graphics and the publication of Civics textbooks in accordance with the demands of the 2013 curriculum. Problems What is discussed in this study is the feasibility of teacher textbooks and Class VII PPKn student textbooks in the 2013 Curriculum at Madani Palu Integrated Model Public Middle School, using a qualitative research method with a descriptive research type. Research results show: (1) some aspects of the content/material in the teacher's textbook and student's textbook are appropriate in the 2013 curriculum and participation skills meet the eligibility standard, while citizenship knowledge, intellectual skills and civic character meet the eligibility standard (2) books teacher's texts and student textbooks in general are sufficient to encourage learning activities to be carried out with a scientific approach, (3) some aspects of the language are in accordance with the rules of Indonesian correctly, (4) some aspects of graphics have met the eligibility standards.

Keywords: Textbooks, PPKn, 2013 Curriculum



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INTRODUCTION

Books contain information that can be used to find out what happened in the past, present, and possibly in the future. In this case, the book serves to broaden the horizons of its readers. Books can be a source of inspiration for new ideas. Books can also contain science, technology, and art which are useful in increasing the ability to live a higher quality. The information in books can also provide refreshing entertainment. However, books can also contain propaganda or provocative information that misleads the mind or affects the negative emotions of its readers. Even worse, books can contain reading materials that damage the morale and mentality of their readers.

Textbooks before they are printed and used by teachers and students in schools are first assessed by the National Education Standards Agency (BSNP) to determine whether the textbooks are suitable for use or not. As stated in Government Regulation (PP) No. 19 of 2005 article 43 paragraph 5 which reads "The appropriateness of content, language, presentation and graphics of textbooks is assessed by BSNP and determined by Ministerial Regulation". Furthermore, it was emphasized again in the Regulation of the Minister of National Education (Permendiknas) No. 2 of 2008 in article 4 paragraph 1 which reads "Textbooks at the

elementary and secondary education levels are assessed for their feasibility by the National Education Standards Agency before being used by educators and/or students as learning resources in educational units". However, this study did not use all the criteria set by the BSNP itself, only using the most basic criteria. Like the first, in terms of content it only uses two criteria, namely the suitability of the material with Core Competencies (KI) and Basic Competencies (KD) and based on the actuality of the material. Second, in terms of language, two criteria are used, namely conformity with Indonesian language rules and suitability for the level of development of students. Third, based on the presentation using criteria that can be seen from the presence or absence of a summary and practice questions at the end of each chapter. Fourth, in terms of appearance, the criteria being assessed is the use of color in the illustrations. As explained above, textbooks that are declared to be of high quality must meet several criteria. Some of these criteria include in terms of content.

The reasons why the author chose the class VII junior high school student book were: first, due to the implementation of the new curriculum, the 2013 curriculum which was previously the Education Unit Level Curriculum (KTSP). Changes in the Civics learning approach to the 2013 curriculum, each lesson chapter studies a different type of text. Second, because class VII student books were compiled, published, and distributed by the Ministry of Education and Culture to schools. Third, because the materials in the class VI student books refer to the 2013 curriculum and are scientifically based. Looking at the PPKn class VII student books there are still deficiencies even though they were compiled, published and distributed by the Ministry of Education and Culture. We are trying to examine and study the deficiencies in the student book. This book has also been widely used by students whose schools have been designated by the Government as an example of implementing the 2013 Curriculum, such as the Civil Integrated Model Public Middle School. Because these schools previously received the title of International Standard School (RSBI). This is what causes the author to be challenged to make class VII student books and teacher books.

RESEARCH METHODS

The research method used in this article is a descriptive qualitative method which is carried out through interviews and the results obtained are the results of words, descriptions. This method is to describe the results of interviews related to the Civics Class VII Curriculum and Textbook Analysis. This research was conducted at the Civil Integrated Model Middle School from April 5 to 7 2023 through interviews with Pancasila and Citizenship Education subject teachers. Thus the research subjects were selected based on considerations from the research with the criteria and characteristics set by the researchers. The study was analyzed theoretically to produce thoughts, ideas, ideas, and problem solutions, which were arranged in writing systematically and based on scientific principles. (Sukmawati, Jamaluddin, Fera, et al., 2022) This research was used as a source of data as well as teacher information. As a support for data from interviews, researchers also conducted observations, interviews, field notes and documentation. Before going to the field to research, prepare questions and arrange time with informants. This research uses a qualitative approach to describe the problems and research focus (Sukmawati, Jamaluddin, Nuralia, et al., 2022). In collecting data using interview techniques the authors conducted interviews related to the matters discussed in the study.

RESEARCH RESULTS AND DISCUSSION

The Pancasila and Citizenship Education Books (PPKn) in the 2013 curriculum of the Madani Integrated Model Public Middle School that were analyzed in this study were student books and teacher books published by the Ministry of Education and Culture of the Republic of Indonesia which were published in 2018. This book consists of VI Chapters, including: 1)

History of the Birth of Pancasila, 2). Norms and the 1945 Constitution of the Republic of Indonesia, 3). Indonesian Unity and Regional Characteristics, 4). Indonesian diversity, 5). Appreciate the Environment and Local Culture, 6.) Work together and work together. Each book was analyzed related to understanding strategies for using teacher's books and student's books for learning activities, analyzing the suitability of the contents of teacher's books and student's books with the demands of SKL, KI, and KD, analyzing teacher's books and student's books in terms of the adequacy and depth of the material, and relation to themes and theme networks. Analyzing the suitability of teacher books and student books with the concept of a scientific approach and authentic assessment.

Table 1. Results of Analysis of Class VII Civics Class VII Curriculum Teacher Textbooks

Book Title : Pancasila Education and Citizenship
 Class : VII
 Level : Middle School
 Theme/Sub : History of the Birth of Pancasila

No	Aspects Analyzed	Analysis Results					Follow-Up Analysis Results
		PB 1	PB 2	PB 3	PB 4	PB 5	
1.	Compliance with SKL	✓	✓	✓	✓	✓	The suitability of SKL here is in accordance with the learning objectives 1,2,3,4,5, and 6 already emphasizing 3 aspects namely, attitude, knowledge and skills. Starting from the activity of observing the reading, digging up information and making works as a form of output from learning activities.
2.	Compatibility with KI	✓	✓	✓	✓	✓	Compatibility with KI is appropriate because the core competencies are designed in four interrelated groups. KI 1 covers attitude aspects, KI 2 covers social aspects, KI 3 covers knowledge aspects, KI 4 covers skills aspects. The four groups become a reference for KD and must be developed in an integrated manner. KI 1 and KI 2 are developed indirectly, namely when students learn about KI 3 and KI 4.
3.	Compatibility with KD	✓	✓	✓	✓	✓	All basic competencies have been fulfilled: KD 1, KD 2, KD 3, KD 4, exist and are suitable for use in the curriculum in books.
4.	Material Adequacy Viewed From: a. Sufficient essential concepts/material b. Time Allocation	✓	✓	✓	✓	✓	In accordance with what is in the teacher's textbook and teacher's lesson plans
5.	Depth of Enrichment Material Viewed From: a. Scientific Mindset b. Characteristics of Students	✓	✓	✓	✓	✓	The enrichment material is good, but it is not deep enough and needs additional material

6.	Learning Information According to Process Standards	✓	✓	✓	✓	✓	Learning is in accordance with the standard curriculum process
7.	Integrated Information: Application of the Integrated Thematic Learning Model	✓	✓	✓	✓	✓	Thematic learning is integrated and includes all learning processes
8.	Information about the application of the scientific approach	✓	✓	✓	✓	✓	The scientific approach is relevant when the teaching and learning process takes place
9.	Authentic assessment instruments and remedial teaching materials	✓	✓	✓	✓	✓	The assessment instrument is adequate and in accordance with KD in the curriculum.

Table 2. Results of Analysis of Student Textbooks for PPKn Class VII Curriculum 2013

Book Title : Pancasila Education and Citizenship
 Class : VII
 Level : Middle School
 Theme : History of the Birth of Pancasila

No	Aspects Analyzed	Analysis Results					Follow-Up Analysis Results
		PB 1	PB2	PB 3	PB 1	PB 5	
1.	Compliance with SKL	✓	✓	✓	✓	✓	The suitability of SKL here is in accordance with the learning objectives 1,2,3,4,5, and 6 already emphasizing 3 aspects namely, attitude, knowledge and skills. Starting from the activity of observing the reading, digging up information and making works as a form of output from learning activities.
2.	Compatibility with KI	✓	✓	✓	✓	✓	KI is in accordance with what is stated in the teacher's book
3.	Compatibility with KD	✓	✓	✓	✓	✓	KD is in accordance with what is listed in the teacher's book
4.	Appropriateness of the material with the theme	✓	✓	✓	✓	✓	Materials and themes are in accordance with existing curriculum standards
5.	Material Adequacy Viewed From: a. Sufficient essential concepts/materials b. Time Allocation	✓	✓	✓	✓	✓	In accordance with what is in the teacher's textbook and teacher's lesson plans Coverage of Essential Concepts/Materials is sufficient during learning
6.	The depth of the material is reviewed from: a. Scientific Mindset b. Characteristics of Students	✓	✓	✓	✓	✓	The time allocation is not listed on the student book.
7.	Integration of various subjects.	✓	✓	✓	✓	✓	The scientific mindset and characteristics of students are in accordance with the existing material.

8.	application of the scientific approach.	✓	✓	✓	✓	✓	the application of the scientific approach is adequate and relevant when carrying out the learning process
9.	Authentic assessment available in the student's book.	✓	✓	✓	✓	✓	Authentic assessment has fulfilled so that it can facilitate students in assessing each other
10.	Column interaction between teachers and parents.	X	X	X	X	X	Column interaction between teachers and parents has not fulfilled

Discussion of Research Results

SSL suitability

In Permendikbud Number 20 of 2016 it is stated that the definition of Graduate Competency Standards (SKL) is a criterion regarding the qualifications of graduates' abilities which include attitudes, knowledge, and skills. Meanwhile, more specifically, in Article 35 of Law Number 20 of 2003 (Article 35) it is explained that the Graduate Competency Standards are qualifications for graduates' abilities which include the attitudes, knowledge, and skills of students that must be fulfilled or achieved from an educational unit at the level primary and secondary education. The suitability of the SKL here is in accordance with the learning objectives. As the results of our interview with the PPKn teacher at the Madani Integrated Model Public Middle School, he conveyed the learning objectives in SKL 1, 2, 3, 4, 5, and 6 already emphasizing 3 aspects, namely, attitude, knowledge and skills. Starting from the activity of observing the reading, digging up information and making works as a form of output from learning activities. The attitude referred to by Pa Asri is how students are able to implement good attitudes such as appreciating, respecting, cherishing each other in daily life both with teachers, peers, and with parents, the knowledge in question is so that students are able to understand the main points learning material that is given in each learning process while skills are more on the creativity of students in doing their assignments.

Compatibility with KI

Core competencies are the main competencies that are broken down into several aspects, namely aspects of attitudes, knowledge, and skills and must be learned by students at every level and subject. According to Permendikbud Number 24 of 2016, core competencies must cover four dimensions, namely as follows.

1. Spiritual attitude core competency (KI-1). Attitude or so-called attitude is a person's tendency to do something in the form of action. This spiritual attitude is the main attitude that must be optimized because this attitude can form character strength. That is why, in every lesson a teacher must be able to direct his students to always be individuals who are close to religious teachings, for example, diligent in giving alms, afraid of cheating, always praying, and many others.
2. Social attitude core competency (KI-2). Social attitudes are closely related to human life. That is, the relationship between one human being and another human being must be guided by this attitude. The purpose of this social attitude is so that students can always maintain good relations with each other because basically humans cannot live alone without involving the role of other people.
3. Core knowledge competence (KI-3). Knowledge is a catalog of things that people already know. The way to gain knowledge is by studying both formally, non-formally, and informally. The dimensions of knowledge according to Bloom's taxonomy are as follows.

- a. Factual knowledge. Factual knowledge can be obtained scientifically through various methods, such as observation, investigation, research, and so on. Examples of factual knowledge are the planets that make up the solar system, reactions between acids and bases, and so on.
 - b. Conceptual knowledge. This knowledge is more inclined to the process of classification and categorization. Then, a conclusion will be generated.
 - c. Procedural knowledge. This knowledge contains rules for doing something, for example techniques, methods, algorithms, and so on.
 - d. Metacognitive knowledge. This knowledge includes cognitive knowledge which includes strategic knowledge, self-knowledge, and so on.
4. Competency core skills (KI-4). The competency of this skill relates to the application of knowledge acquired by students in everyday life. Therefore, the 2013 curriculum does not only require students to be proficient in theory, but also in practice. The stages that can be used to measure the skill level of students can be obtained through the activities of "observing, asking, trying, reasoning, presenting, and creating" K1 refers to spiritual attitudes, social attitudes, knowledge and skills which are still a reference in the learning process in class and outside the classroom at the Madani Integrated Model Middle School

Compatibility with KD

Basic Competency or commonly abbreviated as KD, is an elaboration of student competency standards whose scope of material is narrower than student competency standards. Basic Competencies are a number of abilities that students must have in certain subjects as a reference for compiling competency indicators. The Basic Competency component also contains learning outcomes, namely performance statements that are expected after students experience learning in certain competencies. Basic competency analysis is carried out through several processes: Task analysis, Pattern analysis, Research, Expert judgment, Individual group interview data, Role Play. According to the Madan Integrated Public Middle School teacher, in KD he still refers to the KD of the central government, but he is trying to develop by looking at the characteristics of students in the learning process, such as looking at student abilities and the potentials possessed by each student so that they can develop abilities. and its potentials.

Appropriateness of Materials with Themes

Material Content of the 2013 Curriculum Textbook as a Student Learning Resource The concept of the 2013 curriculum refers to Civics learning in an integrated and complete manner using various approaches so that any knowledge that is taught, the learning must be continued until students are skilled in presenting the knowledge they master in concrete and abstract terms (Ministry of Education and Culture, 2013). In the world of education, books are needed as a means of developing knowledge possessed by students. Textbooks are tools that play an important role in the learning process. Textbooks themselves cannot be separated from the world of education, because textbooks as media and learning resources as well as textbooks or textbooks are able to transfer knowledge or life values related to the basic competencies being taught The difference between the 2013 curriculum and the previous curriculum is the existence of student books and teacher books that have been provided by the central government as mandatory learning resources in schools. The student's book and the teacher's book describe the minimum effort that must be made by students to achieve the expected competencies. In accordance with the approach used in the 2013 Curriculum, students are encouraged to look for other learning resources that are available and widely spread around them (Kemendikbud, 2014).

Material adequacy in terms of concept/essential material adequacy and time allocation

In accordance with what is in the teacher's text book and teacher's lesson plan Coverage of Concepts/Essential Material is sufficient during learning Time allocation is not listed in the book Coverage of Concepts/Essential Material is very sufficient during the learning process it has been described how long it takes in each lesson 1 x 120 minutes

The Depth of the Material in View of the Scientific Mindset and Student Characteristics

The depth of the material is the details of the concepts contained in the subject matter that must be learned and mastered by students in the learning process. Coverage of Essential Concepts/Materials is very sufficient during the learning process The time allocation at meetings 1-6 is very sufficient and good because it has been described how long it takes in each and also looks at each student's characteristics in providing learning material

Integration of Various Subjects

The integration of learning materials in integrated thematic learning can be done in one subject from several subjects related to the learning theme by associating several interconnected concepts. The integration of various subjects has been able to meet the criteria for subjects such as social studies subjects, which are closely related to Civics subjects such as diversity, and social interactions in everyday life.

Application of the Scientific Approach

The implementation of a scientific approach in learning involves students actively constructing concepts, laws, or principles through observing, asking questions, collecting data, associating, and communicating the results of investigations. The application of the scientific approach is sufficient and relevant when carrying out the learning process by referring to the existing RPP and syllabus.

Authentic Assessment Available in Student's Book

Authentic assessment (authentic assessment) is a significant measurement of student learning outcomes for the domains of attitude (affective), skills (psychomotor) and knowledge (cognitive). The term assessment is defined as measurement, testing or evaluation. The term authentic is synonymous with real, genuine, valid or reliable. significantly compared to standardized multiple choice tests though. In applying authentic assessment to determine student learning achievement, the teacher must have used criteria related to knowledge construction, the activity of observing and trying, and the value of achievement outside of school. Authentic assessment has been fulfilled so that it can make it easier for students to assess themselves. , brooms, and other crafts

Overview of Teacher's Textbooks and Students' Textbooks of Civics Lessons in the 2013 Curriculum Class VII of Madani Integrated Model Public Middle Schools

PPKn subjects are arranged in a systematic, comprehensive and integrated manner in the learning process towards maturity and success in life in society. (Nurfadilah Kisman, Bonifasius Saneba, and Hasdin, 2014 p. 126). shows that there are changes that occur in the books of each curriculum. Pancasila and Citizenship Education (PPKn) at this time was dominated by the process of value incubation and knowledge dissemination. This can be seen from the learning material which was developed based on the points of each of the Pancasila precepts. The learning objectives are also directed to instill attitudes and behavior based on Pancasila values and to develop knowledge and abilities to understand, live and believe in Pancasila values as a guide in daily behavior.

Teacher Textbooks and Student Textbooks for Civics Lessons in the 2013 Curriculum Class VII of Public Middle School Integrated Civil Model for Class VII SMP/MTS schools published by the Curriculum and Books Center, Balitbang, Ministry of Education and Culture which consists of 142 pages is the 2017 edition of the textbook compiled by Yusnawan Lubis and Mohamad Sodeli to support the 2013 curriculum. Volume 2 of this textbook is prepared in Times New Roman font, with size 11pt. The cover depicts the Garuda and Masyaraka birds on a light blue background, accompanied by a red and white flag. This book consists of VI Chapters, including: 1) History of the Birth of Pancasila, 2). Norms and the 1945 Constitution of the Republic of Indonesia, 3). Indonesian Unity and Regional Characteristics, 4). Indonesian Diversity, 5). Respect the Environment and Local Culture, 6.) Work together and work together.

The PPKn Textbook in the 2013 Curriculum is a competency-based curriculum as well as a character-based curriculum, which can equip students with a variety of attitudes and abilities that are in line with the demands of the times and technological demands. The 2013 curriculum is a competency-based curriculum that was initiated in the 2004 Competency-Based Curriculum (KBK) pilot, but has not been completed due to pressure to immediately implement the 2006 Education Unit Level Curriculum (KTSP). That the 2013 curriculum prepares students to solve life problems in the future through knowledge, skills, attitudes and expertise to adapt as well as means of building civilization and the glory of human life in the future.

Textbooks are one of the elements in the standards for educational facilities and infrastructure, which in their preparation and writing must refer to national education goals. Government Regulation Number 32 of 2013 concerning changes to Government Regulation Number 19 of 2005 concerning National Education Standards article 1 paragraph 23 explains that textbooks are the main source of learning to achieve basic and core competencies.

In this case the Minister of National Education issued a Ministerial Regulation specifically regarding textbooks, namely Permendikbud Number 71 of 2013 concerning Textbooks and Teacher's Guidebooks for Elementary and Secondary Education. Article 1 paragraph (23) of the Government Regulation of the Republic of Indonesia of 2013 concerning Amendments to Government Regulation Number 32 of 2005 concerning National Education Standards, states that "textbooks are the main source of learning to achieve Basic Competencies and Core Competencies". Meanwhile, the term Citizenship Education (PKn), is a translation from English civic education or citizenship education. For the Indonesian context, civic education or citizenship education is broadly interpreted as Citizenship Education or Citizenship Education (Winarno, 2010: 1).

Terminologically, Cholis in Winarno (2010: 1-2), defines Citizenship Education as political education which focuses materially on the role of citizens in the life of the state, all of which are processed in order to foster this role in accordance with the provisions of Pancasila and the 1945 Constitution in order to become citizens. that the nation and state can rely on. Another opinion says that Citizenship Education is an educational program that has the core of political democracy which is expanded with other sources of knowledge, the positive influence of school education, society and parents, all of which are processed to train students to think critically, be analytical, behave and act. democracy based on Pancasila and the 1945 Constitution (Somantri in Winarno, 2010: 2). Whereas Udin Winataputra defines Citizenship Education as a field of study that has the object of studying citizenship virtues and culture, using educational and political science disciplines as the main scientific framework and other relevant disciplines, coherently organized in the form of civics curricular programs, social-cultural citizenship, and scientific studies of citizenship (Winataputra in Winarno, 2010: 2).

From the various opinions above, PPKn textbooks are (1) standard books compiled and written by experts in the field of Civics science, (2) used as a basic or complementary guide in

Civics learning, (3) are the main learning resources to achieve Basic Competencies and Core Competencies in Civics learning, (4) the focus of the material is on regulating the relationship (rights and obligations) between citizens and the state in order to create reliable citizens, and (5) the form is in the form of a collection of bound sheets of paper or in the form of BSE. The functions of PPKn textbooks are: (1) providing neat, rich, and varied learning resources according to the curriculum to form multidimensional citizenship, (2) presenting rich and varied subject matter to achieve desirable personal qualities, (3) providing learning methods that varied to encourage students to actively participate, be critical, creative, and cultured in civic culture, (4) present authentic evaluations in accordance with students' real lives, including citizenship knowledge, civic skills, and civic character. In accordance with the provisions of Article 43 paragraph (5) of the Government Regulations of the Republic Indonesia Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards, it is explained that textbooks must meet the eligibility of content/material, presentation, language, and graphics.

This provision applies to all textbooks including PPKn. Civics textbooks that apply in the 2013 Curriculum must meet these four eligibility requirements. In addition, PPKn textbooks must also reflect characteristics according to the 2013 curriculum, namely: (1) enabling self-potentials in the form of affective, cognitive, and psychomotor to develop optimally/balanced competencies, (2) encouraging the learning process with a scientific approach, and (3)) assessment of achievement of learning outcomes is carried out in the cognitive, affective, and psychomotor/authentic assessment domains (Ministry of Education and Culture, 2012)

CONCLUSION

The conclusions that can be drawn from the analysis of teacher textbooks and student textbooks for Class VII PPKn Curriculum 2013, namely: 1, in terms of content/material, the content/material of textbooks in general has met the conformity standards of content/material in the 2013 curriculum. Judging from the components of the new PPKn paradigm, the components of civic knowledge and intellectual skills generally meet the eligibility standards because most of the core substances of the components of civic knowledge and intellectual skills have been accommodated in the book. the text of the lesson. The components of participation skills in general have met the eligibility standards. Meanwhile, the civic character components (civic dispositions) that students want to instill are carried out (doing) and become habits have been accommodated by the textbook. 2, in terms of presentation aspects based on a scientific approach, textbooks in general can encourage learning activities to be carried out with a scientific approach. Learning methods that have been shown include portfolios, problem solving, and simulations. 3, in terms of presentation aspects based on authentic assessment, textbooks in general have met the eligibility standards in terms of presentation based on authentic assessment in the 2013 curriculum. In this textbook you can find affective assessment to evaluate attitudes, competency tests to evaluate knowledge, and practice citizenship to evaluate skills. Everything is presented comprehensively in an assignment at the end of each chapter presented. 4, in terms of language aspects, Civics textbooks in general have met the eligibility standards in terms of language and readability. 5, in terms of graphics, Civics textbooks in general have met the standards of good physical quality of books.

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