

Analysis of Curriculum and Textbook of Pancasila and Civic Education in State High School Madani Palu Integrated Model

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Abstract

This study aims to find out how to use the curriculum and analysis of PPKn textbooks in the Madani Integrated Model Public High School by using the method of observation and interviews with PPKn teachers who are also vice principals of student affairs with a descriptive research type. The results of the study (1) The curriculum used in this school has undergone 3 changes, namely the Competency-Based Curriculum (2004) where students are required to be able to participate actively for the formation of a graduate profile. The 2006 Education Unit Level Curriculum (KTSP) conveys curriculum messages to students to shape their competencies according to their characteristics and abilities, and the 2013 Curriculum (K13) requires teachers to be active in creating and growing activities according to the programmed plans. (2) The textbooks used and those analyzed were the 2017 Edition of Pancasila and Citizenship Education for class X (Ten) which were also equipped with pictures of each material. The use of textbooks in Civics learning activities in class is very good so this indicates that students are more interested in using textbooks than not using textbooks in learning activities.

Keywords: Analysis, Curriculum, PPKn Textbooks



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INTRODUCTION

From the data analysis that has been carried out by Prof.Dr.H. Azwar Ananda, MA in the previous section it can be concluded that the 8 (eight) national character values, as stated in Master Plan 16 (14.3) National Character Development by the Ministry of Education and Culture in 2010, are relevant to the SWKD Pkn SMPIMTI equivalent curriculum and the SWKD SMAIMAI equivalent curriculum. This means that Pkn teachers in the learning process in the classroom can design and include among the 8 (eight) national character values by selecting values that are relevant to the material being studied (Ananda, 2012). Based on the data and research data processing results, the researcher can put forward the following conclusions: (1). Competency Standards (SK) and Basic Competency (KD) in the Civics curriculum for SMA/MA and SMP/MTs are relevant to the values of national character. Thus the 8 (eight) national character values can be contained in the Civics learning process in the classroom. (2). The learning objectives developed by the teacher in the Civics learning process are still focused on cognitive aspects. In terms of learning objectives Civics must develop all three aspects, namely cognitive, affective and psychomotor in a balanced and proportionate manner.

Based on the research that has been done, it can be concluded that the Completeness of the RPP made by the science teacher at SMP Al-Ulum, the digestive system sub-material is 90.87% with the very good achievement category. This shows that teachers at SMP Al-Ulum Medan have planned the 2013 Curriculum lessons in accordance with the 2013 curriculum guidelines. Based on a study conducted on Class VII Science Lessons, the planning aspect is 75% in the poor achievement category. From the data above, the percentage of achievement in the implementation of the 2013 Curriculum at Al-Ulum Middle School based on overall observation was 83.9% in the Good achievement category (Ain et al., 2012).

The implementation of national education is the responsibility of the government. One of the efforts that has been made by the government in order to improve the quality of national education is to replace the 2006 Curriculum with the 2013 Curriculum. The 2013 Curriculum requires that education is able to produce Indonesian people who are productive, creative, innovative, affective, through strengthening integrated attitudes, skills and knowledge. This characteristic is the same as the 2013 Curriculum with the previous curriculum, namely: (1) education is a systematic process to enhance human dignity in a holistic manner which allows self-potentials in the form of affective, cognitive, and psychomotor to develop optimally, (2) the learning process consists of five activities known as the scientific approach, namely observing, asking, reasoning, trying, and creating networks, and (3) the assessment is carried out based on indicators (Wakhidah & Setiawan, 2015).

The learning process is an educational process that provides opportunities for students or students to develop their potential into abilities that gradually increase in behavior, knowledge and skills. In the learning process activities, teachers are required to be creative in increasing student learning motivation in class. For example by developing a variety of interesting methods of presenting material, but sometimes the results we expect are not as expected (Sukmawati et al., 2022). Textbooks have an important role to play in promoting student learning in schools (Mumpuni, 2018) (Solehudin, 2019) (Ravyansah & Abdillah, 2021). In the context of Pancasila and Citizenship Education (PPKn), textbooks on various citizenship topics have been developed, to attract students to become good and intelligent citizens. Fostering a sense of care through problems and challenges in society, so that broad-minded concern and active participation results in the development of civic skills. Civics textbooks are designed to develop scientific citizenship by encouraging students to collect data, ask questions, relate, pay attention, and exchange knowledge.

Books are one of the means of conveying material contained in the curriculum. The material contained in quality books will be easily absorbed by students with the help of teachers according to the demands of their competence. The development of teaching materials is one of the efforts to overcome the gap between ideal conditions and real conditions in the field. The ideal conditions in question are as follows: the availability of models of teaching materials must be in accordance with the characteristics of the concept of the subject area to improve educational outcomes that are integrated not only in terms of cognitive (knowledge), but equipped with character education according to the demands of the applicable curriculum. There are five things that must be considered in secondary student textbooks, namely: the content of the book and related information, the explanation of the textbook is good and makes sense, attracting and motivating students to learn, considerations related to the unique student, the school, the community and the supporting material designed for students and teacher-produced books financed by reputable publishers. In order for the book to have a high benefit principle, the author also presents the sharpness and range of information that can be learned through the book.

A good book contains vision (direction), mission (message), context (relationship), content (content) and process of an information (Martono, 2005). Textbooks can also be very meaningful learning media if the textbook is used as a communication tool to bring accurate information from learning resources to students. Textbooks are very effective as learning media because (1) the delivery of subject matter can be uniformed, (2) the learning process becomes more interesting and interactive, (3) the amount of teaching and learning time can be reduced, (4) the quality of student learning can be improved, (5)) The learning process can be done anywhere and anytime, (6) The positive attitude of students towards the subject matter and the learning process can be improved, (7) The role of the teacher can change towards a more positive and productive one.

Through textbooks, students are expected to be able to obtain information that is guaranteed to be more accurate because this information is obtained from sources other than the teacher. In line with the shifting educational paradigm from the teacher as a learning center (teacher centered) to students as learning centers (student centered), students need to be encouraged and given opportunities to seek information from various sources, such as textbooks, independently. Therefore, textbooks as sources of information should have good quality, which meet certain standard criteria.

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, physical and health potential compiled based on national education standards. Furthermore, Article 3 paragraph (1) states that "textbooks for each subject used in primary and secondary education units are selected from textbooks that have been determined by the Minister based on the recommendation of the feasibility assessment from the National Education Standards Agency. Curriculum is a very important tool for the success of an education. Without an appropriate and appropriate curriculum it will be difficult to achieve the desired educational goals and objectives. The curriculum is a number of subjects that must be taken or studied by students at school or college to obtain a certain diploma, a number of subjects offered in an educational institution or department (Muis & Pawero, n.d).

The 2013 curriculum is a competency-based curriculum, the development of the 2013 curriculum is directed at achieving competencies formulated from Graduation Standards (SKL). The preparation of the 2013 curriculum begins with setting graduate competency standards based on student readiness and national education goals. The 2013 curriculum was set to be the tool for providing education for the first time in the 2013/2014 academic year. As a new curriculum concept, this curriculum cannot be applied universally and quickly, so there are still a few schools that implement the 2013 curriculum (Mts & Malang, 2019). The implementation of the 2013 curriculum raises obstacles faced by schools, teachers and students. Adding hours of lessons per week will make it difficult for the school to develop the curriculum. In private schools, the new curriculum clearly creates a new burden for foundations, because they have to facilitate teacher quality improvement through training, provision of a complete library, and additional education so that teachers can properly implement the new curriculum, at the foundation's own expense. The selection of interests or majors that starts when students enter class X is confusing for new students because they are immediately confronted with the science or social studies program before adapting first.

Teachers have an important role in implementing the 2013 curriculum, teachers are not burdened with syllabus preparation but are more focused on developing the learning process according to the 2013 curriculum guidelines and carrying out learning according to learning competencies. The learning process in the 2013 curriculum is expected to have active

interaction between students and teachers, in addition to changing teacher learning towards student-centered, if in the past what usually happened was the teacher spoke and students listened, listened, and wrote, now the teacher has to listen more students interact, argue, debate, and collaborate. Assessment of learning based on the 2013 curriculum is more complete because it contains 3 aspects, namely aspects of attitude, knowledge and skills. The attitude aspect shows the student's personality and character, the knowledge aspect shows the student's intelligence and the skill aspect shows the student's creativity. Assessment of learning based on the 2013 curriculum uses a variety of assessment techniques in every aspect, teachers who have not mastered it will have difficulty implementing the assessment using the 2013 assessment instrument.

RESEARCH METHODS

Research design is a framework of research methods and techniques chosen by a researcher. The design allows researchers to hone research methods suitable for the subject matter and set their studies up for success. The research topic design describes the type of research (experimental, survey research, correlational, semi-experimental, review) and its sub-types (experimental design, research problem, descriptive case study). There are three main types of designs for research: data collection, observation, and analysis. The type of research problem an organization faces will determine the research design and not the other way around. The study design phase determines which tools will be used and how they will be used. This research was conducted at the Madani Integrated Model Public High School. The time for carrying out the research was from 03 (Wednesday) and 09 (Tuesday) May 2023, through interviews with the teacher who is also the vice principal of the integrated madani model public high school curriculum (source person). The data collection technique used by our group was by conducting interviews and observing schools and looking directly at the Civics textbooks to be analyzed.

RESEARCH RESULTS AND DISCUSSION

Curriculum and Textbooks Used in the Integrated Madani Model High School in Palu

The curriculum as a learning medium has given meaning to the process of education and learning in educational institutions. So that it is possible for an interaction to occur, it is this interaction process that will lead to the achievement of educational goals (Rohman, 2015: 1). Various efforts have been made by the government to improve the quality of education in Indonesia, both conventional and innovative. However, this is more focused on national education goals, namely to improve the quality of education through improving the curriculum (Arraman & Hazmi, 2018).

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 education offices are required to understand the curriculum that is being implemented.

The function of the curriculum broadly is in order to achieve educational goals. The curriculum is a tool or effort to achieve these educational goals. These educational objectives include: National Objectives (National Education), Institutional Objectives (Institutions or Institutions), Curricular Objectives (Field of Study), and Instructional Objectives (Description of Field of Study). As previously mentioned, the function of the curriculum can be divided into several groupings based on parties related to the curriculum. For students, the function of the

curriculum is as a means to measure self-ability and educational consumption. This is also related to the pursuit of targets so that students can easily understand various materials or carry out the learning process every day easily.

Kinds of Curriculum

Competency Based Curriculum (KBK) or the 2004 Curriculum

Curriculum problems in the world of education in Indonesia have started to be implemented since 2004 even though there have been schools that have started using this curriculum since before it was implemented. Materially, this curriculum is actually no different from the 1994 curriculum, the difference is only in the way students learn in class, this is the difference between other curricula and the Competency-Based Curriculum (KBK). (Competence, 2009). In the previous curriculum, students were conditioned by a quarterly system. Meanwhile, in this new curriculum, students are conditioned in the semester system. In the past, students only studied on the content of the subject matter, that is, they only received material from the teacher. In the 2004 curriculum, students are required to actively develop skills to apply science and technology without leaving cooperation and solidarity, even though students are actually competing with each other. So here, the teacher only acts as a facilitator, but even so the education that exists is education for all. In class activities, students are no longer objects, but subjects. And every student activity has a value. Mandatory scouting is also starting to be enforced as extracurricular added value. Since the 2006/2007 academic year.

Education Unit Level Curriculum (KTSP) or Curriculum 2006

KTSP is an educational operational curriculum compiled by, and implemented in each educational unit in Indonesia. KTSP is legally mandated by Law Number 20 of 2003 concerning the National Education System, and Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards. The preparation of KTSP by schools began in the 2007/2008 academic year with reference to Content Standards (SI) and Graduate Competency Standards (SKL) for primary and secondary education as issued through the Minister of National Education Regulations, respectively Number 22 of 2006, and Number 23 2006, as well as the KTSP Development Guide issued by the National Education Standards Agency (BSNP).

One of the prominent changes in KTSP compared to the previous curriculum is that KTSP is decentralized. That is, all the rules that are included in the curriculum, which were previously designed and determined by the central government, in KTSP some of the rules in the curriculum are left to be developed and decided by parties in the regions or schools. Although there is freedom to develop at the level of the education unit, curriculum development must refer to the National Education Standards set by the National Education Standards Agency (BSNP). This stipulation is contained in the Regulation of the Minister of National Education number 23 of 2006 concerning Graduate Competency Standards in Elementary and Secondary Education Units. KTSP consists of education unit level educational objectives, structure, and educational unit level curriculum content, educational calendar, and syllabus. Implementation of KTSP refers to Permendiknas Number 24 of 2006 concerning Implementation of SI and SKL.

In the 2006 Curriculum Content Standards it is stated that improving the quality of education is directed at improving the quality of Indonesian people as a whole through heart, thought, feeling and sports so that they have competitiveness in facing global challenges (BSNP, 2006: 3). This means that educational goals must provide holistic knowledge and skills in the cognitive, affective, and psychomotor domains (Ain et al., 2012). SKL is used as an

assessment guide in determining student graduation from educational units. SKL includes competencies for all subjects or groups of subjects. Graduate competence is a qualification of graduates' abilities which includes attitudes, knowledge, and skills in accordance with agreed national standards.

Implementation of KTSP, as stipulated in the regulation of the Minister of National Education no. 24 of 2006 concerning the Implementation of SI and SKL, determined by the school principal after taking into account the considerations of the school committee. In other words, the implementation of KTSP is fully left to schools, in the sense that there is no intervention from the Department of Education or the Ministry of National Education. In addition to involving teachers and employees, the preparation of KTSP involves the school committee and, if necessary, experts from local tertiary institutions. With the involvement of the school committee in the preparation of the KTSP, the KTSP that is prepared will be in accordance with the aspirations of the community, the situation and environmental conditions, and the needs of the community. Curriculum development at the education unit level for primary and secondary education (Julaeha, 2019).

2013 Curriculum (K-13/Kurtilas)

Kurtilas is the curriculum that applies in the Indonesian Education System. This curriculum is a permanent curriculum implemented by the government to replace the 2006 Curriculum (which is often referred to as the Education Unit Level Curriculum) which has been in force for approximately 6 years. The 2013 curriculum entered its trial period in 2013 by turning several schools into pilot schools. The 2013 curriculum has the goal of preparing Indonesian people who have the ability to live as individuals and citizens who are productive, creative, innovative and effective, and able to contribute to the life of society, nation, state and world civilization (Permendikbud Number 66 of 2013). While the main aspects of the 2013 Curriculum are Graduate Competency Standards (SKL), core competencies (KI), Basic Competencies (KD), and indicators based on scientific approach and authentic assessment. The 2013 curriculum also has several characteristics that place more emphasis on achieving attitude, knowledge, and skill competencies (Authentic & School, 2013).

The implementation of the 2013 curriculum which has been revised through the Education Unit Level Curriculum (KTSP) demands a paradigm shift in education and learning, especially the level of formal education. Therefore, the quality of education must be a concern and the main sector in the nation-building process. Quality human meaning, according to Law Number 20 of 2003 concerning the National Education System, namely educated human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Therefore, national education must function optimally as the main vehicle for nation and character development (No Title, 2013). In the 2013/2014 school year, around the middle of 2013 to be precise, the 2013 Curriculum was implemented in a limited way in pioneering schools, namely grades I and IV for the elementary school level, class VII for junior high school, and class X for high school/vocational school level, while in 2014, the 2013 curriculum has been implemented in Classes I, II, IV, and V while for Class VII and VIII Middle Schools and Classes X and XI Senior High Schools. The number of schools that became pioneer schools was 6,326 schools spread across all provinces in Indonesia.

The 2013 curriculum has four aspects of assessment, namely aspects of knowledge, aspects of skills, aspects of attitudes, and behavior. In the 2013 Curriculum, especially in learning materials, there is streamlined material and added material. Streamlined material can be seen in Indonesian language material, Social Sciences, PPKn, and so on, while the material added is Mathematics material. These subject matter (especially Mathematics and

Natural Sciences) are adapted to international standard learning materials (such as PISA and TIMSS) so that the government hopes to balance education at home with education abroad.

In the 2013 Curriculum, each level of education has determined the minimum material and competencies that must be achieved, as contained in the attachment to All Regulations of the Minister of Education and Culture Number 64 of 2013 Concerning Content Standards for Elementary and Secondary Education, that each class level is grouped based on competency level 1 up to 6. Junior High School (SMP) students are at competency level 4, with provisions that must be achieved from each level of competence, namely Core Competency (KI)-1 related to spiritual attitudes, Core Competency (KI)-2 related to social attitudes, Core Competency (KI)-3 is related to knowledge, and Core Competency (KI)-4 is related to skills. From the four Core Competencies (KI) contained in the 2013 Curriculum, it can be seen that the emphasis on student learning outcomes is not only focused on knowledge and skills. However, it also emphasizes the development of spiritual competence and social attitudes. Thus, it can be said that the 2013 curriculum is a curriculum that emphasizes the development of national character values (Qodri, 2017). The Merdeka Curriculum is a curriculum with a variety of intra-curricular learning where the content will be more optimal so that students have enough time to deepen our concepts and strengthen competence. In the learning process the teacher has the flexibility to choose various learning tools so that learning can be adapted to the learning needs and interests of students. Within this curriculum there is a project to strengthen the achievement of the Pancasila student profile. Then, it is developed based on certain themes set by the government. This project does not aim to achieve certain learning achievement targets, so it is not tied to subject content.

PPKn Textbook Study

Teacher and Student Handbook Textbook

In line with the enactment of the 2013 curriculum, the Ministry of Education and Culture has published the Pancasila and Citizenship Education textbooks for class X SMA/MA as teacher handbooks and student handbooks in the learning process. This textbook has attempted to meet the criteria mandated by the government, which contains national character values that must be instilled in students by adjusting the subject matter in each chapter. In the Regulation of the Minister of National Education Number 11 of 2005 concerning textbooks, 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, as well as physical and health potential which are compiled based on national education standards. From this understanding, indirectly the Government has mandated that in addition to containing learning material textbooks must also contain character values in order to improve the character and personality of students as the nation's generation (Dan et al., n.d).

Teacher's Book



This book is a teacher's book prepared by the government for the implementation of the 2013 curriculum. This teacher's book was compiled and reviewed by various parties under the coordination of the Ministry of Education and Culture, and was used in the early stages of implementing the 2013 curriculum. This book is a "living document" that is constantly being improved, renewed and updated according to the dynamics of needs and changing times. Input from various groups addressed to the author and the <http://buku.kemendibud.co.id> page or via email to Buku@kemendikbud.go.id is expected to improve the quality of this book. In this book there are civics learning concepts, civics curriculum structure, civics learning models, civics learning assessment, special civics learning instructions and so on.

Student Book



This book is a student book prepared by the Government in the context of implementing the 2013 Curriculum. This student book was compiled and reviewed by various parties under the coordination of the Ministry of Education and Culture, and was used in the early stages of implementing the 2013 Curriculum. This book is a "living document" that is constantly being improved, updated, and updated according to the dynamics of needs and changing times. Input from various groups addressed to the author and the <http://buku.kemdikbud.go.id> page or via email to Buku@kemdikbud.go.id is expected to improve the quality of this book. The 2013 Curriculum Class 10 PKN package book was written by Tolib and Nuryadi. This book is a student book published by the Ministry of Education and Culture as a book on the implementation of the 2013 curriculum which has been revised up to the 3rd printing of 2017. It consists of seven chapters including (1) Pancasila Values in the Framework of State Administration Practices, (2) Provisions The 1945 Constitution of the Republic of Indonesia in the Life of the Nation and State, (3) Authority of Institutions According to the 1945 Constitution of the Republic of Indonesia, (4) Structural and Functional Relations of the Central and Regional Governments, (5) National Integration within the Unity in Diversity Frame, (6) Threats to the State in the Frame of Bhinneka Tunggal Ika, and (7) Archipelagic Outlook in the Context of the Unitary State of the Republic of Indonesia.

The position of textbooks in the learning process is one of the learning resources that contains the material needed to achieve the learning objectives required in the curriculum. Textbooks used for learning in schools must be in accordance with the feasibility of textbooks. This has been regulated in Government Regulation Number 32 of 2013 concerning National Education Standards Article 43 paragraph (5) regarding the feasibility of content, language, presentation, and graphics. Therefore, the preparation of quality textbooks should contain these four aspects. (Readability of PPKn textbooks for Class VII, curriculum 2013, revision of the 2017 edition according to students, n.d) In general, this PPKn teacher and student guidebook has been able to describe the character values of the Pancasila Student Profile and how to support its realization. Even so, as a textbook, it still has to be developed, equipped, and honed in every teaching material using a variety of complementary approaches. This

statement refers to research conducted by Wakhidah and Setiawan, who found that text books or teacher manuals alone are not enough to encourage scientific-based learning activities (Zuriah & Sunaryo, 2022).

Textbooks are one component of learning that plays a very important role. In the implementation of the 2013 curriculum, the textbooks used were new textbooks adapted to the 2013 curriculum. Civics textbooks were used as a tool to monitor how far students were achieving in following lessons and as study partners when not in a classroom environment. Due to limited face-to-face time, students must try to enrich knowledge through various sources. One way is through textbooks. Therefore, given the important role of textbooks, in using Civics textbooks teachers should adapt themselves to the goals of the 2013 curriculum (No Title, 2016).

Book Rules

Teaching materials are a set of teaching materials arranged systematically which represent concepts that direct students to achieve a competency. When teaching materials are not used in classroom learning, these teaching materials only become learning resources (Magdalena et al., n.d.). This class X 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 the 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. Teachers must be able to understand several things from students such as abilities, potential, interests, hobbies, attitudes, personality, habits, health records, family background, and activities at school (Sulastri, 2018). This relates to the teacher's duties as a motivator and facilitator. The teacher must be able to facilitate the interests and talents of students who differ from one another. Teachers must also understand the stages of psychological development of their students so they can deal with any problems that occur, (Sukmawati et al., n.d.) to facilitate learning to go well according to the guidelines in the teacher's and student books.

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.

1. Curriculum Planning. Curriculum planning is planning learning opportunities that aim to foster students towards 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. Implementation of the curriculum is the implementation of the curriculum program that has been developed which is then tested with implementation and management by adjusting to the situation in the field.
2. Implementation of the Curriculum. Implementation of the Curriculum is the implementation of the curriculum program that has been developed which is then tested with implementation and management by adjusting to the situation in the field. To develop a curriculum, a curriculum development policy is needed that takes into account the linkages with the vision and mission (mandate) of tertiary institutions, the development of knowledge and the needs of stakeholders; there are curriculum development guidelines; there are curriculum implementation guidelines that include monitoring and reviewing the

curriculum that takes into account feedback from stakeholders, achievement of strategic issues to ensure suitability and up-to-date (Suryaman, 2020).

3. Curriculum Assessment. Curriculum Assessment is the process of making judgments based on agreed and accountable criteria for making decisions regarding a curriculum.
4. Curriculum Improvement. The core curriculum improvement is to improve the quality of education which can be highlighted from two aspects, process and product. Curriculum evaluation is the last activity in curriculum management. According to Hasan (2008) defines curriculum evaluation as a systematic effort to collect information about a curriculum to be used as a consideration regarding the value and meaning of the curriculum in a particular context (Hidayati & Prihatin, 2016).
5. Curriculum Activities. Activities related to new assignments and activities related to the process of implementing learning.

Implementation of the Results of Curriculum Management and Textbook Analysis at the Madani Integrated Model Public High School in Palu

At the beginning of its establishment, this school was named SMA Negeri Terpadu Madani Model, which as the initiator of its founder was Mr. Prof. Drs. H. Aminudin Ponulele, M.Sc (As Governor of Central Sulawesi at that time) and the second is Mrs. Dra. Hj. Uhra Lamarauna, M.Sc (As the Head of the Central Sulawesi Provincial Education Office at that time). It was built in 2004 and inaugurated on August 18th 2005, as well as the first admission of new students. The condition of students in the first year numbered 18 people. SMAN Madani receives funding from the Tkt I APBD, and the guidance is carried out by the Regional Education Office of the Province of Central Sulawesi. At the beginning of its establishment, this school was led by Mr. Drs. Zulkifli Radjamuda, M.Ed as daily executor, in 2007 was appointed by Drs. H. Ibrahim Janat, M.Pd as the principal of the new Madani Palu Integrated Model Public High School. Various kinds of achievements were made by Madani High School at that time, achievements both on a provincial, national and international scale. Under the leadership of Drs. H. Ibrahim Janat, M.Pd in the 2010/2011 academic year SMA Negeri Terpadu Madani Palu was entrusted by the Directorate of Education to become RSBI (International Standard School Pilot).

The curriculum that initially applied at Madani was the Competency-Based Curriculum (KBK), meaning that the orientations carried out were more on competence, 2006 and KBK were actually not much different, namely competency standards and basic competencies, while Curriculum 13 had become core competencies and basic competencies. However, the content of the curriculum is different, KBK and KTSP are narrower than K13 which covers three years or the whole of education (SMA). When the CBC was in effect, there were no rankings applied in schools that used this curriculum. Currently, Madani Integrated Model Senior High School has made three curriculum changes, namely Competency-Based Curriculum (KBK), Education Unit Level Curriculum (KTSP) and Curriculum 13. This school has not yet implemented the Independent Curriculum, and plans to implement this in the New Academic Year.

Even though it has not used the Independent Curriculum, this school has adopted little by little things related to the independent curriculum. Like, starting to implement project-based learning for all levels and also giving students the freedom to be more active during learning and so on. In learning the project based learning model assisted by media puzzles, students are more active and motivated in participating in learning and more easily absorb the material presented by the teacher. At the first meeting students were given treatment using the project based learning model. This was intended so that students were able to complete the first project, namely interviewing residents in the school environment, for

example: school principals, teachers, school guards, students, traders and the community in the school environment with Good. The project cannot be completed in one day, but in stages, giving students the opportunity to plan, implement, and present their work.

In this project-based learning applying a group learning system, students from the beginning of learning interact with each other, exchange ideas, be more enthusiastic and open, especially with the creation of projects that make students learn while working together and mutually accept and respect the opinions of other people who are not in line with or without arguments. In this case students learn according to their wishes, with their own learning style, collaborate with others, seek information related to learning materials and express new ideas and curiosity can be put forward with teacher guidance in project-based learning (Niswara et al., 2019). The application of project-based learning in the teaching and learning process is very important to improve students' abilities to be more collaborative, students are actively involved in completing projects independently and working together in teams and integrating real and practical problems (Rais, 2007).

Curriculum function for Parents

Parents are certainly one of the most important factors in their child's education. Therefore, the function of the curriculum is very influential for the parents of students. Parents are figures who must synergize with the school in building character and learning science for students. Therefore, parents are required to know the curriculum used by their child's school. Because later parents also have to guide and provide teaching to children according to the curriculum that is applied.

TEACHER BOOK ANALYSIS WORK SHEET

Book Title: Pancasila Education and Citizenship

Class : X (Ten)

Level : High School (SMA)

Theme/Sub : Pancasila Values in the Implementation Practice Framework State Government

No	Aspects Analyzed	Analysis Results					Follow-Up Analysis Results
		PB 1	PB 2	PB 3	PB 4	PB 5	
1	Compliance with SKL	✓	✓	✓			It is in accordance with SKL, because this is indeed what determines whether the curriculum is successful or not
2	Compatibility with KI	x	✓	✓			The ktsp and kbk curriculum only uses SK and KD. In 13th it is in accordance with KI
3	Compatibility with KD	✓	✓	✓			All the basic competencies contained in the textbooks for each curriculum are appropriate and the books are very ready to be used
4	The adequacy of the material in terms of: a. Coverage of essential concepts/ materials b. Time Allocation	✓	✓	✓			In the teacher's book the existing time allocation is good enough and can be used, it's just that the teacher himself must cover the concept with the specified time
5	The depth of	✓	✓	✓			The material in the teacher's book is in

	enrichment material is reviewed from: a. Scientific mindset; And b. Student characteristics						accordance with the scientific mindset that adapts to student characteristics so it is very good for use in teaching
6	Learning information according to Process Standards	✓	✓	✓			The learning in the teacher's book is up to standard, so there is no doubt for the teacher to use it, because it has been adjusted to certain standards
7	Integrated information: Application of integrated thematic learning models	x	x	x			Integrated thematic is in curriculum 13, and in KBK and KTSP it doesn't exist yet. But for now K13 is very good with various existing conditions. However, for more levels or that there is no integrated learning
8	Information about the application of the scientific approach.	x	✓	✓			The scientific approach was used in KTSP and K13, while the KBK at that time was still using a student-focused approach.
9	Authentic assessment instruments and remedial teaching materials	✓	✓	✓			This is in accordance with the three implemented curricula and is in accordance with the contents of the teacher's book regarding authentic assessment so that the book is suitable for use.

STUDENT BOOK ANALYSIS WORK SHEET

Book Title : Pancasila Education and Citizenship

Class : X (Ten)

Level : High School

Theme/sub : Pancasila Values in the Implementation Practice Framework State Government

No	Aspects Analyzed	Analysis Results					Follow-Up Analysis Results
		PB 1	PB2	PB3	PB 4	PB5	
1	Compliance with SKL	✓	✓	✓			The student books from these three curricula are in accordance with their respective SKL in the curriculum so that they are suitable for use
2	Compatibility with KI	x	✓	✓			KI in KBK does not yet exist, it's just using the term competency standard as a reference so that there are basic competencies, and it's different from K13 which has KI and KD
3	Compatibility with KD	✓	✓	✓			KD is in every curriculum that has ever been applied so that students can easily understand what should be achieved in learning
4	Appropriateness of the material with the theme	✓	✓	✓			The student book is very appropriate to the material and themes in the book, so students can easily understand the material being taught
5	The adequacy of the material in terms of:	✓	✓	✓			In the student book the time allocation is good enough and can be used, it's

	a. coverage of essential concepts/ materials; b. Time Allocation.						just that the teacher himself has to cover the concept within the allotted time
6	The depth of the material is reviewed from: a. Scientific mindset; And b. Student characteristics	✓	✓	✓			This should be in every student's book on scientific thinking and the characteristics of each student
7	Integration of various subjects	x	x	x			The integration of various subjects is in K13 which uses integrated thematics, especially for elementary school children, so that there is no integrated learning for levels above it.
8	Application of the Scientific Approach	✓	✓	✓			The scientific approach was used in KTSP and K13, while the KBK at that time was still using a student-focused approach.
9	Authentic Assessments Available in Student Book	x	x	x			All assessments starting from attitudes and other things are not in the student book, we feel that is good because only the teacher knows how to see and assess children
10	Column interaction between teachers and parents	x	x	✓			There is also curriculum 13 which trains discipline, so that K13 is feasible for students to carry out

Graduate Competency Standards are the minimum criteria regarding the unity of attitudes, skills and knowledge that show the achievement of the abilities of students from their learning outcomes at the end of the educational level. Graduate competency standards are used as assessment guidelines in determining student graduation from educational units. In this analysis, the SKL is in accordance with all curricula that have been or are currently being used at the Madani Integrated Model Senior High School. 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. Its function is as a reference for organizing basic competencies. That is, all learning activities that are developed through basic competencies must comply with and be aligned with core competencies. In our analysis, this core competency is found in the K13 curriculum, but no one has used the term core competency in the KBK.

Basic competence is a reference for developing subject matter, learning activities, and graduate competency standards for assessment. Basic competencies are formulated to achieve core competencies. Basic competence formulations are developed by taking into account the characteristics of students, initial abilities, and characteristics of a subject. Subjects as a source of content for mastering competencies are open and not always organized based on highly oriented disciplines. Basic competencies are content or competencies consisting of attitudes, knowledge, and skills originating from KI that must be mastered by students. These competencies are developed by taking into account the characteristics of students, initial abilities, and characteristics of a subject. Its function is as a teacher's reference or reference in compiling competency indicators in classroom learning. In this way, the learning objectives will be achieved. In the results of our analysis, competence

exists and is in accordance with the curriculum that was and is being implemented at the Madani Integrated Model High School.

The suitability of the material with the theme, the Pancasila and Citizenship Education textbook for class X semester 1 of the 2013 SMA curriculum is in accordance with the material in the syllabus, (2) the objectives of the Pancasila and Citizenship Education textbook for Class X semester 1 SMA with the 2013 Curriculum Syllabus are appropriate with the material to be studied in each chapter, (3) the teaching material for Pancasila and Citizenship Education textbooks for Class X semester 1 SMA with the 2013 Curriculum Syllabus is in accordance with the teaching material. Essential Material is material or important subjects that must be mastered and understood by students and sustainable material that exists at all grade levels or phases of education. In some of the curricula that we analyzed, the essential material is in accordance with the material that students must understand and master. Time allocation is the length of learning activities carried out in the classroom or laboratory which are limited by strict time allocation conditions which are usually carried out by comparing the implementation of several different programs in the same amount of time. The time allocation applied to textbooks is in accordance with the applicable curriculum and has controlled learning time well.

The depth of the material in terms of the depth of the scientific mindset, PKN in schools has the goal that students have the following abilities. a. Think critically, rationally and creatively in responding to citizenship issues b. Participate actively and responsibly, and act intelligently in community, national and state activities, as well as anti-corruption c. Develop positively and democratically to shape themselves based on the characteristics of the Indonesian people so that they can live together with other nations d. Interact with other nations in the world arena directly or indirectly by utilizing information and communication technology. Considering the above, it can be stated that Civic Education has a mission as value education, in this case philosophical values and constitutional values of the Constitution. Another is democratic political education in the framework of forming citizens who are critical, participatory and responsible for the survival of the nation state.

Student characteristics are aspects or individual qualities of students consisting of interests, attitudes, learning motivation, learning styles, thinking abilities, and prior abilities. From the many characteristics of students, the application of the curriculum can adjust and the way the teacher uses the applicable curriculum. Integration of various subjects, Integration is an approach to learning and a way of thinking that views the language process as an integral part of learning in any field. In the curriculum that used to apply, the curriculum that used integrated learning was the KTSP curriculum that was applied in elementary school, and it was different in high school, so in our analysis table it does not provide compatibility regarding ongoing learning. The implementation of a scientific approach in learning involves students actively constructing concepts, laws, or principles through observing, asking, collecting data, associating, and communicating the results of investigations. In this scientific approach, all curricula apply science by focusing on students rather than teachers.

The Interaction Column between teacher and parents is in the 2013 curriculum, then with interaction and reciprocity between teachers and parents who value information about the situation and condition of each student will give birth to a form of cooperation that can enhance student learning activities both in the school environment as well as in the home environment. It is very important the cooperative relationship between teachers and parents of students. If this is not achieved properly, it will have implications for the decline in the quality of the teaching and learning process and of course it will decrease the quality of education, and in particular will hinder student learning achievement. Process standards as

referred to in paragraph (1) include: a. lesson planning; b. implementation of learning; and c. assessment of the learning process. Based on our observations, the standard learning process exists in every curriculum that has been and is being used at the Madani Integrated Model High School. Authentic assessment instruments and remedial teaching materials exist in every curriculum that has been and is being used at the Madani Integrated Model High School so that the books used are very good for the learning process and good directions for teachers' guidance.

CONCLUSION

In the teaching and learning activities of Civics subjects at the Integrated Madani Model Senior High School class XI students and teachers have used textbooks in the learning process in class, this can be seen from the learning activities in class that the teacher uses textbooks to convey learning material, this is also done by students in receiving material and doing assignments from the teacher by using textbooks. The use of textbooks in Civics learning activities in the classroom provides enthusiasm for learning in students as can be seen from the activeness of students asking questions about the material and answering questions given by the teacher, this indicates that students are more interested in using textbooks than not using textbooks in activities. learning. Several studies on the application of authentic assessment in the 2013 curriculum include; descriptive qualitative research by (Aji, 2018) to describe the implementation or application of authentic assessment in the 2013 curriculum. Similar studies on the implementation and understanding of teachers in the 2013 curriculum authentic assessment have also been conducted by (Mutiya, Musa, & Yamin, 2018). Furthermore, research on the implementation of authentic assessment in the 2013 curriculum in Social Studies learning also aims to get a thorough picture of the implementation of authentic assessment, which has been carried out by (Safitri & Oktavia, 2017), and has been researched by (Sabri, Retnawati, & Fitriatunisyah, 2019) this study explains the obstacles faced by teachers in implementing authentic assessment, one of which is that many aspects are assessed, this requires a longer time. (Adianto et al., 2020) in our analysis, authentic assessment is found in the K13 curriculum.

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