

## Textbook Analysis of Pancasila and Civic Education Class VIII and Curriculum 2013 in State Junior High School 4 Palu

**Sukmawati<sup>1</sup> Jamaluddin<sup>2</sup> Shofia Nurun Alanur<sup>3</sup> Fina Fatikhatus Solikhah<sup>4</sup> Rahmadani H. Dunggio<sup>5</sup> Marzella Dalla<sup>6</sup> Dewa Ayu Made Suryani<sup>7</sup> Abdy Evansyah<sup>8</sup> Fatima Az-Zahra<sup>9</sup> Tanti<sup>10</sup> Nirmaya Sasnita Sari<sup>11</sup> Husaena Almahdali<sup>12</sup> Nur Ainun<sup>13</sup>**

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

Email: [sukmawati@untad.ac.id](mailto:sukmawati@untad.ac.id)<sup>1</sup> [jamaluntad@gmail.com](mailto:jamaluntad@gmail.com)<sup>2</sup> [shofiadosenuntad@gmail.com](mailto:shofiadosenuntad@gmail.com)<sup>3</sup> [finafatikhatussolikhah18@gmail.com](mailto:finafatikhatussolikhah18@gmail.com)<sup>4</sup> [ghanidhani3563@gmail.com](mailto:ghanidhani3563@gmail.com)<sup>5</sup> [marzeladala@gmail.com](mailto:marzeladala@gmail.com)<sup>6</sup> [suryaniayu773@gmail.com](mailto:suryaniayu773@gmail.com)<sup>7</sup> [abdhyeansyah@gmail.com](mailto:abdhyeansyah@gmail.com)<sup>8</sup> [fatimaazzahra128@gmail.com](mailto:fatimaazzahra128@gmail.com)<sup>9</sup> [anitanti86@gmail.com](mailto:anitanti86@gmail.com)<sup>10</sup> [nimayasasnitassari@gmail.com](mailto:nimayasasnitassari@gmail.com)<sup>11</sup> [imaaima22@gmail.com](mailto:imaaima22@gmail.com)<sup>12</sup> [nur.inun20@gmail.com](mailto:nur.inun20@gmail.com)<sup>13</sup>

### Abstract

This study aims to determine the strategy of using teacher's and student's books for learning activities, to determine the suitability of the contents of teacher's books and student books with the demands of SKL, KI, and KD, to find out teacher's books and student books from the aspect of adequacy and depth of material, as well as its relation to themes and theme networks, and to find out the suitability of teacher's books and student books with the concept of a scientific approach. This research is a type of descriptive research with a qualitative approach. Qualitative research is methods to explore and understand the meaning obtained from a number of individuals or groups of people who are considered to originate from social or humanitarian issues. Analysis of teacher's books and student books of PPKn class VIII curriculum 2013 is very important to do in order to evaluate the success of learning PPKn. By analyzing the teacher's book, it can be seen whether the book provides clear and comprehensive guidance for teachers in teaching Civics. A good teacher's book should present clear learning objectives, structured teaching steps, and additional supporting resources. Student books and teacher books are a means of implementing the 2013 curriculum in the learning process. Curriculum is an activity carried out by schools in order to influence students in learning to achieve a goal. There are several benefits of textbooks including helping students in carrying out the curriculum because it is structured based on the applicable curriculum, being a teacher's guide in determining teaching methods, and providing opportunities for students to repeat lessons or learn new material.

**Keywords:** Analysis, Textbooks, 2013 Curriculum, PPKn



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### INTRODUCTION

Education is a fundamental need and plays a very strategic and vital role in ensuring survival within the state and nation, because education is a vehicle for improving and developing the quality of human resources (Pontoh & Hasdin Student Teacher Program in Position, n.d.). Education is essentially a process of formation and development of the whole human being, therefore educational programs must include education to know, education to do, and education to become (education for becoming) which is the potential for education and education to become (education for becoming) which is the potential education (Afriani & Mahmud, 2017). In a learning process, teachers are required to make careful and systematic planning so that learning objectives can be achieved by students. For this reason, a systematic teaching strategy is needed as an important part carried out by the teacher in carrying out teaching activities (Sukmawati and Jamaludin, 2020). What's more, the rapid development of

technology, teachers are expected to be able to utilize technology in the learning process in order to give birth to students who are creative and able to compete in facing the implications of the industrial revolution 4.0.

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 (Sukmawati; et al., 2022). PPKn is one of the important subjects in the education curriculum in Indonesia. PPKn aims to equip students with an understanding of the values of Pancasila, the constitution, democracy, human rights, and responsible citizenship. Education is a process of humanization, human development as wide as possible so that humans develop to become fully human; as voiced by educational practitioners including Fuad Hassan who based education on the noble values of the nation itself and humanity (Hassan, 1995: 137-147) in (Septiwiharti, 2010).

Citizenship Education (PKn) is a compulsory subject for the curriculum at the primary, secondary, and compulsory courses for the higher education curriculum, as mandated in Law Number 20 of 2003 concerning the National Education System article 37 (Tambalo et al., 2014). Based on Law no. 20 of 2003 concerning the National Education System explains that the curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. The curriculum as an educational program that has been systematically planned has the following roles:

1. The Conservative Role, one of the responsibilities of the curriculum is to transmit and interpret social heritage to the younger generation. Thus, the school as a social institution can influence and foster the behavior of students with social values that exist in society, in line with the role of education as a social process. Because education itself essentially functions as a bridge between students and adults in an acculturation process that is increasingly developing to become more complex, and this is where the role of the curriculum helps in this process.
2. Critical/Evaluative Role, culture is always changing and schools do not only inherit the existing culture, but also assess, choose cultural elements to be inherited. In this case, the curriculum actively participates in social control and emphasizes elements of critical thinking. Social values that are not in accordance with future conditions are eliminated and modifications and improvements are made, the curriculum needs to make the right choices on the basis of these criteria.
3. Creative Role, the curriculum carries out creative and constructive activities, in the sense of creating and compiling something new in accordance with present and future needs in society. In order to help each individual develop all the potential that exists in him, the curriculum creates new lessons, experiences, ways of thinking, abilities and skills that can benefit society (Elisa, 2013).

Student books and teacher books are a means of implementing the 2013 curriculum in the learning process. According to Nurdin and Usman as quoted by Daryanto and Sudjendro (2014: 8), curriculum is an activity carried out by schools in order to influence students in learning to achieve a goal. Regulation of the Minister of Education and Culture Number 71 of 2013 Stipulates that Textbooks are Student Books that are suitable for use in learning, which hereinafter are called Student Books (Kemendikbud, 2013). In the PPKn learning process, the teacher's book and student's book play a very important role. The teacher's book serves as a guide for teachers in conveying subject matter appropriately and effectively. While student books are the main source of reference for students in understanding concepts and developing relevant skills.

Analysis of teacher's books and student books of PPKn class VIII curriculum 2013 is very important to do in order to evaluate the success of learning PPKn. By analyzing the teacher's book, it can be seen whether the book provides clear and comprehensive guidance for teachers in teaching Civics. A good teacher's book should present clear learning objectives, structured teaching steps, and additional supporting resources. Meanwhile, an analysis of the student's book helps us understand the extent to which the book succeeds in communicating Civics concepts to students. A good student book should have a clear and systematic presentation of material, explain concepts briefly but concisely, and provide exercises or activities that can test student understanding. In addition, the introduction of a variety of learning approaches is also very important. Teacher books and student books can present an active, collaborative, and reflective learning approach. For example, through group discussions, problem-based projects, simulations, or direct experience in the field. With a variety of approaches, students can be more involved in the learning process and apply the concepts learned in real situations.

In addition, it is also important to analyze the suitability of teacher's books and student books with the characteristics and needs of class VIII students. The material presented must be relevant to students' daily lives and be able to build connections between theory and practice. In addition, teacher books and student books should also be able to take into account the diversity of students in terms of abilities, interests, and cultural backgrounds. By analyzing the teacher's book and class VIII PPKn student's book, is expected to improve the quality of Civics learning and assist students in gaining a better understanding of the values of Pancasila, the constitution, democracy, human rights, and responsible citizenship. Based on the description above, this study aims to determine the strategy of using teacher's books and student's books for learning activities, to determine the suitability of the contents of teacher's books and student books with the demands of SKL, KI, and KD, to find out teacher's books and student books from the aspect of adequacy and the depth of the material, as well as its relation to themes and theme networks, and to find out the suitability of teacher's books and student books with the concept of a scientific approach. So the writer is interested in further studying this problem by raising the research title "Analysis of Teacher's and Student's Books at SMP Negeri 4 Palu".

## **RESEARCH METHODS**

This research is a type of descriptive research with a qualitative approach. Creswell (2016: 5) argues that qualitative research is methods for exploring and understanding the meaning obtained from a number of individuals or groups of people who are considered to originate from social or humanitarian issues. The subject of this research is 1 civics teacher. Data collection techniques used observation, interviews, and documentation by Sugiyono (2017). The results of the research are then reduced to data, presenting data and drawing conclusions to get a description of the results of the research (Miles, Huberman and Saldana, 2014). Conclusion is done inductively.

## **RESEARCH RESULTS AND DISCUSSION**

### **Strategies for Using Teacher Books and Student Books**

The quality that needs to be improved includes various components, including teachers, students, facilities and learning resources. Learning facilities and resources need to be optimally utilized, maintained, and stored as well as possible (Mulyasa, 2017:49). Learning resources have an important role in relation to the preparation of teaching materials. From learning sources, various types of teaching material needs can be obtained. Teaching

materials are all forms of materials used to assist teachers or instructors in carrying out the learning process in class, which can be written or unwritten (Prastowo, 2012: 20).

Textbooks are still considered the most important teaching material. This is evident in almost all educational institutions, from the most basic to the highest levels, generally using textbooks as the main teaching material (Octavianti, 2016). Therefore, with textbooks, it is expected to optimize learning activities that present meaningful learning materials. Textbooks have an important role for teachers and students as a reference for learning materials. When choosing a textbook, the teacher should pay attention to several eligibility requirements and the quality of the book, namely the presentation must be interesting, challenging, the material varies so that students are really motivated to learn it. The higher the quality of a book, the more perfect the subjects it supports (Komalasari, 2014:44).



Strategies for using teacher's and student's books in learning Pancasila and Citizenship Education can involve several effective approaches and methods. Following are some of the strategies implemented by PPKn teachers at SMP Negeri 4 Palu:

1. Dialogical approach: The teacher's book can be used as a guide for teachers in holding discussions and dialogue with students. Student books can also provide questions or case studies that encourage students to actively participate in class discussions.
2. Use of additional sources: In addition to teacher and student books, it is important to extend the learning material by using additional sources such as relevant articles, news stories, historical documents, or videos. This will help students gain a more comprehensive and contextual understanding.
3. Project-based activities: Teacher's books and student's books can present projects or assignments that involve students in research, analysis, or developing solutions related to Pancasila values and citizenship. This project can involve critical thinking, group work, and presentation of results to the class.
4. Group discussions: Teacher's books can provide guidance for teachers in organizing group discussions that involve students in problem solving, case analysis, or debate related to issues of citizenship and Pancasila values. Student books can also provide questions or guides for these group discussions. Independent research: Student books can provide material that encourages students to carry out independent research related to the topic of Pancasila and citizenship. Teacher books can provide guidance on how to conduct research, analyze data, and present results in writing or orally.
5. Simulation or role-play: Teacher's books and student's books can provide simulation activities or role-plays that describe real situations related to Pancasila values and citizenship. This activity will help students understand the application of these values in everyday life.

In addition to these strategies, it is also important to ensure that the teacher's and student's books include material that is complete, accurate, and in accordance with the demands of the applicable curriculum and competency standards. The book should also encourage students to think critically, develop tolerance, respect differences, and build awareness of their rights and obligations as good citizens.

### **Conformity of the Content of the Teacher's Book and Student's Book with the Demands of SKL, KI, and KD**

SKL KI KD analysis is the starting point for learning planning. The thinking framework for the SKL KI KD analysis needs to be understood so that the learning presented goes according to the grand scheme of achieving the SKL curriculum. Departing from ideals and dreams, the application of the national curriculum is implemented not just updating knowledge and skills. But to prepare students to have competence in both spiritual attitudes, social attitudes, knowledge, and skills so that later they will excel in global competition in the 21st century. This advantage is supported by the development of 21st century skills such as critical thinking, creative thinking, collaborating, and communicating (4C). These advantages have been proclaimed and formulated in the SKL (Rini Indah Sabila, 2020). According to Lince Oktaviani (2018) states that the competencies for the 2013 curriculum in the 2013 Curriculum Implementation Training Materials for the 2014/2015 Academic Year, namely:

1. Curriculum content or content, namely competencies expressed in the form of Class Core Competencies (KI) and further detailed in Basic Competency (KD) subjects.
2. Core Competency (IC) is a categorical description of competence in the aspects of attitude, knowledge, and skills (cognitive and psychomotor) that students must learn for school level, class and subject. Core Competency is a quality that must be owned by a student for each class through KD learning that is organized in an active student learning process.
3. Basic Competence (KD) is a competency learned by students for a theme for SD/MI, and for subjects in certain classes for SMP/MTS, SMA/MA, SMK/MAK.
4. Core Competencies and Basic Competencies at the basic education level are prioritized in the realm of attitudes at the secondary education level on intellectual abilities (high cognitive abilities).
5. Core Competencies become organizational elements (organizing elements). Basic Competencies, namely all KD and learning processes are developed to achieve competence in Core Competencies.
6. Basic competencies that are developed are based on accumulative principles, mutually reinforcing (reinforced) and enriching (encircled) between subjects and levels of education (horizontal and vertical organization).
7. The syllabus is developed as a study plan for one theme (SD/MI) or one class and one subject (SMP/MTS, SMA/MA, SMK/MAK). The syllabus lists all KD for the theme or subject in that class.
8. Learning Implementation Plans are developed in each KD for these subjects and classes.

The Pancasila and Citizenship Education Books (PPKn) from SMP Negeri 4 Palu 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 2017. This book consists of 6 chapters, including: 1). Understanding the Position and Function of Pancasila, 2). Raising awareness of the 1945 Constitution of the Republic of Indonesia, 3). Interpreting Legislation, 4). The Spirit of National Awakening in 1908, 5). Youth Pledge Within the Frame of Bhinneka Tunggal Ika, 6). Strengthening National Commitment. Each book was analyzed in terms of understanding strategies for using teacher's 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.

### TEACHER BOOK ANALYSIS WORK SHEET

**Book Title** : Pancasila Education and Citizenship  
**Class** : VIII  
**Level** : Middle School  
**Theme/Sub** : Strengthening National Commitment

No	Aspects Analyzed	Analysis Results					Follow-Up Analysis Results
		PB 1	PB2	PB3	PB 4	PB5	
1	Compliance with SKL	✓	✓	✓	X	x	There is no SKL in the book
2	Compatibility with KI	X	✓	✓	X	x	Conformity between KI and also the material is appropriate and appropriate
3	Compatibility with KD	X	✓	✓	X	x	The suitability between KD and the material is very good
4	Appropriateness of the material with the theme	✓	✓	✓	✓	✓	The material and theme are very appropriate
5	The adequacy of the material in terms of: a. coverage of essential concepts/ materials; b. Time Allocation	✓	✓	✓	x	x	Coverage of essential concepts/materials and time allocations do not match the student books
6	The depth of the material is reviewed from: a. Scientific mindset; And b. Student characteristics	✓	✓	✓	✓	✓	The scientific mindset and characteristics of students are very good
7	Integration of various subjects	✓	✓	✓	✓	✓	The combination of subjects is very good
8	Application of the Scientific Approach	✓	✓	✓	✓	✓	The application of the scientific approach in the book has been very satisfying
9	Authentic Assessment Available in the Student's Book	✓	✓	✓	✓	✓	The authentic assessment available in the student book is appropriate
10	Column interaction between teachers and parents	✓	✓	✓	✓	✓	The interaction column between the teacher and the student's parents is appropriate and very good to use

### STUDENT BOOK ANALYSIS WORK SHEET

**Book Title** : Pancasila Education and Citizenship  
**Class** : VIII  
**Level** : SMP/MTs  
**Theme/Sub** : Strengthening National Commitment

No	Aspects Analyzed	Analysis Results					Follow-Up Analysis Results
		PB 1	PB2	PB3	PB 4	PB5	
1	Compliance with SKL	✓	✓	✓	X	x	There is no SKL in the book
2	Compatibility with KI	X	✓	✓	X	x	Conformity between KI and also the material is appropriate and appropriate
3	Compatibility with KD	X	✓	✓	X	x	The suitability between KD and the material is very good
4	Appropriateness of the material with the theme	✓	✓	✓	✓	✓	The material and theme are very appropriate
5	The adequacy of the material in terms of: a. coverage of essential concepts/ materials; b. Time Allocation.	✓	✓	✓	x	x	Coverage of essential concepts/materials and time allocations do not match the student books
6	The depth of the material is reviewed from: a. Scientific mindset; And b. Student characteristics	✓	✓	✓	✓	✓	The scientific mindset and characteristics of students are very good
7	Integration of various subjects	✓	✓	✓	✓	✓	The combination of subjects is very good
8	Application of the Scientific Approach	✓	✓	✓	✓	✓	The application of the scientific approach in the book has been very satisfying
9	Authentic Assessment Available in the Student's Book	✓	✓	✓	✓	✓	The authentic assessment available in the student book is appropriate
10	Column interaction between teachers and parents	✓	✓	✓	✓	✓	The interaction column between the teacher and the student's parents is appropriate and very good to use

#### Analysis Results from Teacher's Book Worksheets and Student's Books

##### Compliance with SKL

The 2013 curriculum is also based on character and competence, including the desire to make changes to the pattern of result-oriented education and educational materials as a process, through an integrative thematic approach (Habiby, 2017). Thus, in learning very much involves students, so that students can explore in forming competencies by exploring the various abilities students have. The suitability of textbooks with SKL in Lessons with the theme Strengthening National Commitment is in accordance with Graduate Competency Standards on the attitude dimension, because this lesson discusses national commitment which in the learning process students are directed to realize and interpret that National

Commitment is very important as citizens, from this process of realizing students will be more grateful for the existence of a collective national spirit and commitment to strengthening the Unitary State of the Republic of Indonesia. After the student's attitude of faith has been reflected and attached, students will immediately realize to behave honestly and act noble as a form of collective national spirit and commitment to strengthen the Unitary State of the Republic of Indonesia. Graduate Competency Standards are the main estuary of the intended achievement of all subjects at a certain level of education (Rachmawati, 2018).

Noble moral attitudes can also be reflected in students' self in carrying out assignments given by the teacher, whether the student is doing his own work or seeing a friend's assignment. From this task it will be seen that the self-confidence of students, students who do assignments independently without looking at their friends' assignments will reflect that these students believe in the abilities and knowledge they have and these students can be held accountable for the tasks they have made. Meanwhile, students who do their work by cheating or imitating the work of their friends show that these students lack confidence in the abilities and knowledge they have. The suitability of the skills dimension requires students to have the ability to think and act effectively and creatively. The skill dimension can be seen from the tasks done by students. language, this understanding process can be used by students to analyze and identify the text of the observation report that is used as a task. After understanding this process students can also make texts on the results of observation reports by referring to texts they have worked on before. The knowledge process in the lesson is in accordance with the Knowledge competence SKL.

### **Compatibility with KI**

According to (Murniati et al., 2021) Graduates include 3 domains, namely the realm of knowledge (cognitive), the realm of attitude (affective), and the realm of skills (psychomotor). These three domains are obtained through different psychological processes. For the realm of knowledge includes activities to remember, understand, apply, analyze, evaluate and create contained in the Basic Competency. For the realm of attitude includes the activities of receiving, implementing, appreciating, living, and practicing what is contained in the Core Competency. As for the realm of skills includes activities of observing, asking, trying, reasoning, presenting, and creating.

Core Competency (KI) in learning for class VIII even semester consists of 4 KI, of which KI 1 is living and practicing the teachings of the religion they adhere to. KI 2 namely living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and proactivity and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment as well as in placing oneself as a reflection of the nation in the association of the world. KI 3 namely understanding, applying, analyzing and evaluating factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, arts, culture, and humanities with insight into humanity, nationality, statehood, and civilization regarding the causes of phenomena and events. KI 4 namely processing, reasoning, presenting, and creating in the realm of concrete and abstract realms related to the development of what one learns at school independently and acts effectively and creatively, and is able to use methods according to scientific rules.

### **Material adequacy in terms of: coverage of essential concepts/materials and time allocation**

According to the teacher, 62.5% of the description of the teaching material with the theme of each lesson was fulfilled, while the other 37.5% of the teachers stated that only part



of it was fulfilled. Thus the teacher hopes that there are textbooks that are able to fulfill all the existing themes. The adequacy of the material in terms of the coverage of essential concepts/material according to 87.5% of the new teachers partially complied. Meanwhile, another 12.5% of teachers stated that the coverage of essential concepts/material did not meet. Meanwhile, regarding the allocation of available time, according to some teachers (50%) only some of them were sufficient, while the other half (50%) teachers said they did not. Therefore, according to the teacher, it is necessary to provide textbooks that are relevant to the suitability of the available time allocation. (Fadriati, 2017).

The adequacy of the material in this lesson when viewed from the concept and time allocation is appropriate, but only partially. The adequacy of the material in student book lessons, when viewed from the concept, should be in accordance with what is in the syllabus, the initial concept starts from Understanding the National Spirit and Commitment of the Founders of the State, Knowing the Forms of National Spirit and Commitment Shown by the Founders of the State, Understanding the Unitary State of the Republic of Indonesia as One Unity, Realizing the Behavior of National Spirit and Commitment in Life and finally Carrying out citizenship project tasks. While the adequacy of the material when viewed from the allocation of time is lacking, because at the Junior High School (SMP) level effective days for the teaching and learning process in 1 semester are only 213 days from normal days which is 364 days. These effective study days have not been reduced by the activities organized by the school, for example the election for Osis Chair, the August 17 competition, school anniversary celebrations, and other art events held by the school. If spelled out in detail in a matter of days, the election for Osis Chair will take at least 3 days, and the August 17th competition will take approximately 7 days, the school anniversary celebration will take approximately 4 days, and the art events held will take approximately 3 days, if summed up for events held by the school within 2 semesters requires 17 days. This means that the effective study days which were originally 213 days were reduced to 196 days, while Civics lessons only got 4 hours (1 lesson hour = 45 minutes) in 1 week. This lesson is seriously lacking in time allocation. This is because there are several assignments that require all students to present the results of their work in front of the class.

### **The depth of the enrichment material is viewed from: Scientific mindset and student characteristics**

One of the main materials in the 2013 curriculum document is an analysis of teacher and student books. Student books and teacher books are books provided by the government in implementing the 2013 curriculum. In Wijaya, 2013 it is stated that these books are intended for schools in various parts of the country. The contents of the book are generally made for the conditions of students in Indonesia, this has resulted in the contents of the book not being able to reach the specific needs and characteristics of each school. Some of the things above are the things that underlie the importance of analyzing teacher books and student books in implementing the 2013 curriculum. (Rufiana, 2016)

The depth of the material in terms of scientific mindset is sufficient. This is because in this material students do not only learn about the notion of nationality, this can be seen from the reading text which refers to students' knowledge of commitment and insight into the nation in accordance with the theme contained in the Lesson namely Strengthening Nation's Commitment. Apart from that, in this material students also study material on the form of national spirit and commitment, the meaning of national commitment and examples of manifestations of national commitment. The material for Strengthening National Commitment contained in this lesson is suitable for students, students not only mention types of examples of national commitment, but students are also required to explain the meaning of national

commitment. As for the purpose of the Importance of studying National Commitment, National Commitment is an attachment with full responsibility to be loyal and foster self-awareness as an Indonesian nation. Without consistent national commitment from citizens, the state cannot stand upright and achieve the aspirations and hopes of its people.

### **Learning information according to Process Standards**

Process standards are criteria regarding the implementation of learning in educational units to achieve Graduate Competency Standards. Process standards were developed referring to Graduate Competency Standards and those that have been determined in accordance with the provisions in Permendikbud Number 20 of 2016 concerning Competency Standards and Content Standards of Minister of Education and Culture Number 21 of 2016. In Permendikbud, No. 65 of 2013 concerning Process Standards for Primary and Secondary Education, process standards developed referring to Graduate Competency Standards and Content Standards that have been established in accordance with the provisions of Government Regulation No. 19 of 2005 concerning National Education Standards as amended by Government Regulation No. 32 of 2013 concerning Amendments on Government Regulation No. 19 of 2005 concerning National Education Standards. (Handoko Early Education & Implementation, 2021)

Learning planning must be done to get the right learning strategy in order to obtain optimal learning results in accordance with learning objectives. Implementation of learning is the implementation of learning planning and its success must be measured or evaluated. Learning success is determined, among other things, by understanding the characteristics of the subject matter content, student characteristics, and the learning process. Student characteristics are the entire background that is brought when present in class before learning begins. Learning standards must be appropriate if you don't make lesson plans, of course it will be more difficult to carry out the learning process, study and teach, where you will feel confused step by step and the goals are not directed.

### **Integrated information: Application of integrated thematic learning models**

The thematic learning model is an integrated learning model that uses a thematic approach that involves several subjects to provide meaningful experiences to students. It is said to be meaningful because in thematic learning, students will understand the concepts they learn through direct experience and relate them to other concepts they have understood. The focus of attention in thematic learning lies in the process that students take when trying to understand the content of learning in line with the forms of skills that must be developed. Quality classroom learning is highly dependent on student motivation, teacher creativity and learning methods used according to the context. Learners who have high motivation are supported by teachers who are able to facilitate this motivation, also with relevant methods that will lead to the success of achieving learning targets.

Through a thematic approach, it is hoped that there will be integration between everyday experiences and the experiences learned by students. When compared to the conventional approach, thematic learning seems to emphasize students as activity centers, which means students learn independently, actively and creatively, because students not only learn something but how the learning process can enrich the treasures of learning experiences and can learn how to learn. This is in accordance with the Ministry of National Education's KBK guidelines which state that student learning experience occupies an important position in efforts to improve the quality of graduates. (Moh. Mukhlis, 2012)

### **Information about the application of the scientific approach**

Scientific learning activities are learning activities contained in the material including observing, asking, gathering information, associating, and communicating. The learning process using a scientific approach is far different from conventional learning where the teacher is a source of student information and the teacher is always active in explaining, guiding students until students understand. In this way the time needed in the process of students from not understanding to understanding takes a long time, so it is less efficient. In the scientific approach, the problems given by the teacher are always based on phenomena that have been happening in the lives of students, then students try to find answers to problems that are given independently. (Ghozali, 2017)

### **Authentic assessment instruments and remedial teaching materials**

There is a slight shift in the assessment in the 2013 curriculum, namely from assessment through tests (measuring knowledge based on results only), towards authentic assessment (measuring attitudes, skills and knowledge competencies based on processes and results). The relevance of this authentic assessment is very strong for a scientific approach in learning, this assessment is able to describe an increase in student learning outcomes. Starting from observing, reasoning, trying, building networks, and others. Authentic assessment is also called responsive assessment, which is a very popular assessment for assessing the learning processes and outcomes of students who have special characteristics, both gifted and less gifted students. One of the emphases in the 2013 curriculum is the use of authentic assessments that are original, real, or valid. According to Kunandar (2014: 35), authentic assessment is an assessment of processes or results that emphasize what should be assessed in learning, with various assessment instruments or tools according to the competence demands of students. The 2013 curriculum emphasizes measuring all aspects of competence, namely from the realm of attitude (affective), knowledge (cognitive), and skills (psychomotor) based on student learning processes and outcomes. Attitude competency assessment in the 2013 curriculum has 2 dimensions, namely the spiritual attitude dimension related to forming students who believe in and fear God Almighty, and the social attitude dimension related to forming the social personality of students who are noble, independent, democratic, and responsible. Authentic assessment which includes assessment in the realm of attitude, realm of knowledge, and realm of skills based on student learning processes and outcomes, cannot be separated from the use of assessment techniques with instruments or assessment tools that vary and are in accordance with the characteristics or competency demands in the curriculum. Authentic assessment which assesses based on 3 competency domains based on the process and learning outcomes with various appropriate assessment techniques really needs to be maximized in its implementation at all levels of education so as to be able to successfully implement the 2013 curriculum. Given that authentic assessment is now different from the previous curriculum, with authentic characteristics that are more holistic and assess based on standard references so that the assessment is more objective and precise in measuring the competencies that are expected to develop in each student in learning.

### **Teacher's Books and Student's Books Seen From the Aspects of Adequacy and Depth of Material, As well as Their Relation to Themes and Theme Networks**

Akbar (2013:10) states that indicators are markers of changes in values, knowledge, attitudes, skills, and behaviors that can be measured. Indicators are the elaboration of basic competencies. The indicators described are the references used to measure the attainment of basic competencies. Teachers play an important role in improving the quality of learning in the classroom either through the application of various strategies, models, approaches and the

benefits of learning media. And of course, this is in accordance with additional understanding/mastery of relevant teaching principles in a learning process (Nurgiansah, T. H., & Sukmawati, 2020). The quality of textbooks supports the quality of learning. Quality learning will improve learning outcomes. A good textbook is a quality textbook. Greeny & Petty (1971) in Tarigan & Tarigan (2009:20) describes the category of quality textbooks, namely (1) they must attract students' interest to read them; (2) must be able to motivate students; (3) must contain illustrations that are interesting to students; (4) consider linguistic aspects, so that they are in accordance with students' abilities; (5) the content must be closely related to other lessons, it is even better if it supports it with a plan, so that everything forms a complete and integrated whole; (6) must be able to stimulate students' personal activities; (7) must consciously and firmly avoid concepts that are vague and unusual, so as not to confuse students; (8) must have a clear and firm point of view, so that in the end it becomes the point of view of the wearer; (9) must be able to provide stabilization, emphasis on the values of children and adults; and (10) must be able to respect the personal differences of the users.

Based on the 2013 curriculum for Pancasila and Citizenship Education class VIII at SMP Negeri 4 Palu, the teacher's book and student book should cover all the topics set out in the 2013 Curriculum for class VIII Pancasila and Citizenship education. This includes an understanding of the values, principles, concepts, and related issues relevant to the subject matter. The material presented in the teacher's and student's books should provide a deep understanding of the main concepts, values, and principles related to Pancasila and Citizenship education. Clear explanations, relevant examples and activities that promote deep understanding should be available. Teacher books and student books must be able to link the material presented with relevant themes in Pancasila and Citizenship education. This helps students understand how the values and concepts taught can be applied to everyday life, society, and the wider social context. The 2013 curriculum uses a theme network approach, in which material is taught through interrelated themes. Therefore, teacher books and student books must be able to relate the material presented to these themes. This helps students see the relationship between different concepts and understand the wider context of learning Pancasila and Citizenship.

### **Conformity of Teacher's Books and Student's Books with the Concept of a Scientific Approach and Authentic Assessment**

The ability to develop teaching materials independently is based on educator motivation to create better learning. However, the motivation stage is also closely related to subsequent policies so that the developed teaching materials can be utilized jointly. The development of textbooks or textbooks is an important policy to improve the quality of the teaching and learning process (Yulaelawati, 2007). In developing teaching materials in the form of textbooks, several aspects must be considered, including: Policy for publishing textbooks, Developing textbooks for teachers, Developing textbooks for students, Distributing and providing textbooks. The scientific approach or scientific approach according to Purnanto and Mustadi (2016: 51) argues that the scientific or scientific approach is learning that does not only focus on how to develop the competencies of students to be achieved, but how to develop knowledge and thinking skills so that they can support creative activity in innovate or work on students themselves.

Thematic learning according to Ramda (2017: 254) is a model in integrated learning which is a learning system that allows students, both individually and in groups, to actively explore and discover scientific concepts and principles in a holistic, meaningful, and authentic way. In the 2013 Curriculum, there are two concepts that are relevant to the teacher's book and class VIII's Pancasila and Citizenship education student books, namely the Scientific

approach and authentic assessment. The scientific approach in the 2013 curriculum emphasizes scientific process-oriented learning, including observation, exploration, problem solving, and discovery. Class VIII Pancasila and Citizenship education teacher's books and student books should reflect this approach by providing activities and exercises that encourage Grade VIII students of SMP Negeri 4 Palu to develop their understanding through observation, concept exploration, data analysis, and reflection. In the teacher's book, it is hoped that there will be instructions that direct teachers to implement a scientific approach in teaching. For example, a teacher's book can present active learning methods, such as group discussions, field research, or simulations, which involve students actively in building their understanding of Pancasila and Citizenship. The student's book must also reflect a scientific approach by providing open-ended questions, exploratory activities, case studies, or assignments that enable students to apply scientific principles and think critically in understanding Pancasila and Citizenship material.

Authentic assessment in the 2013 Curriculum aims to evaluate students' abilities in situations similar to real life. Assessment does not only focus on mastering knowledge and information, but also involves social skills, problem solving, and a deeper understanding of concepts. Teacher's books and student books on Pancasila and Citizenship education for class VIII must reflect authentic assessments by providing examples of assessments that are involving real situations. For example, a teacher's book can provide guidance for evaluating the involvement of Grade VIII students of SMP Negeri 4 Palu in social projects or simulations that involve active participation in the context of everyday life. The student's book should also include assignments or projects that allow students to demonstrate their understanding in an authentic way, such as conducting research, developing social campaigns, or making products related to Pancasila and Citizenship.

## **CONCLUSION**

Curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. (Law No. 20 of 2003 concerning the National Education System). In general, the function of the curriculum is as a tool to help students develop their personalities towards educational goals. Student books and teacher books are a means of implementing the 2013 curriculum in the learning process. According to Nurdin and Usman as quoted by Daryanto and Sudjendro (2014: 8), curriculum is an activity carried out by schools in order to influence students in learning to achieve a goal. There are several benefits of textbooks including helping students in carrying out the curriculum because it is structured based on the applicable curriculum, being a teacher's guide in determining teaching methods, and providing opportunities for students to repeat lessons or learn new material.

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