

Textbook Analysis of Pancasila and Civic Education and Curriculum in State Vocational High School 6 Palu

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Abstract

This study focused on "Analysis of Civics and Curriculum Textbooks" as a Learning Resource for Citizenship Education in Class XI Students of SMK Negeri 6 Palu. The purpose of this research; (1) the contents of PPKn textbook material as a learning resource for class XI students at SMK Negeri 6 Palu (2) the suitability of the material with curriculum updates as a learning resource for class XI students at SMK. The research method uses descriptive qualitative. Data collection techniques used direct communication techniques, direct observation techniques, and documentary techniques. The data collection tools used were interview guides, observation guides, and documentation. The research results show that; contents of PPKn and Curriculum textbook material as learning resources for class XI students of SMK Negeri 6 Palu, namely suitability of material with Competency standards (SK) and Basic Competence (KD), suitability of material with curriculum, accuracy of material, encouraging student curiosity, scientific substance and life skills, as well as enrichment of the benefits of PPKn and Curriculum textbooks as learning resources for class XI Negeri 6 Palu students namely, as serious learning materials, as easy teaching materials, for teachers textbooks mean security, guidance and assistance in the learning process.

Keywords: Curriculum, Civic Education Textbooks, Learning Resources



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INTRODUCTION

This research was conducted at SMKN 6 PALU class XI which aims to be able to create and develop teaching materials in the form of textbooks for Civics subjects at the school. This research was conducted in April 2019. This research consisted of two main topics, namely (1) the contents of the PPKn textbook material as a learning resource for class XI students of SMK Negeri 6 Palu (2) the suitability of the material with curriculum updates as a learning resource for class XI students of SMK. then teaching materials or better known as companion books are a source of teaching materials for science, information, and entertainment that can be obtained from these teaching materials. at SMKN 6 PALU. Teachers, especially PPKn teachers, use books as learning resource centers. The teacher said that the students still had difficulty understanding the material in Civics learning. In addition, they still use monotonous learning methods such as students only listen to the teacher, this school is a private school that has

undergone a change in curriculum from the 2006 curriculum KTSP to the 2013 curriculum, so teachers still do not understand the new curriculum and learning activities still use methods that only explain and listening or often referred to as the lecture method and the contents of the material contained in textbooks, students still have difficulty understanding it. (Marlina & Untari, 2020)

Jamaludin, (2009: 211) states "the world of book education is needed as a means of developing science and technology. Books are tools that play an important role in the learning process. It can be assumed, books cannot be separated from the world of education, because books as media and learning resources as well as textbooks or textbooks are able to transfer knowledge or life values related to the basic competencies being taught (Alanur & Amus, 2023) states that books this lesson text is one of the learning materials for students and teachers in (Uchrowi & Ruslinawati, 2021). Then the Implementation of the New Paradigm Curriculum, the Ministry of Education and Culture and Higher Education provided a number of supports to the schools. 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 integrated educational outcomes 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 they are used as a communication tool to convey accurate information from learning resources to students. (Abdullah, 2012) 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-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 teacher's role 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.

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 (Harosid, 2018). (Marlina & Untari, 2020) defines the 2013 Curriculum for graduate competency standards (SKL) as it should be, namely as criteria regarding the qualifications of graduate abilities which include attitudes, knowledge and skills. The references and principles for compiling the 2013 curriculum refer to article 36 of Law no.

20 of 2003, which states that curriculum development must pay attention to increasing faith and piety; improvement of noble character; increasing the potential, intelligence, and interests of students; diversity of regional and environmental potentials; demand for regional and national development; demands of the world of work; development of science, technology, and art; religion; dynamics of global developments; and national unity and national values (Kurniasih, 2014).

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 various assessment techniques in every aspect, teachers who have not mastered it will have difficulty implementing the assessment using the 2013 assessment instrument. (Kamiludin & Suryaman, 2017) distinguishes the 2013 curriculum from the previous curriculum, namely: (1) education is a systematic process to improve human dignity in a holistic manner that allows self-potential 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 create networks, and (3) assessments are carried out based on indicators that get a different focus when compared to other textbooks (Wakhidah & Setiawan, 2015).

RESEARCH METHODS

This type of research uses a descriptive qualitative method to find the right method that can be implemented in the learning process broadly (Online & Tadulako, 2020) then the data collection technique used is in the form of observation, focus group discussion (FGD), in-depth interviews (in-depth interviews). This research was conducted at SMKN 6 PALU through interviews with teachers of the Pancasila and Citizenship Education Subject at SMKN 6 Palu by Mr. Asri S.Pd.. The time for conducting the research was from May 4, 2023.

RESEARCH RESULTS AND DISCUSSION

Student Handbook Textbook



The education and civics text book for class XI SMA/SMK/MA/MK schools published by the curriculum and book center, Balitbang, Ministry of Education and Culture which consists of 242 pages is the 2017 edition of the textbook compiled by Yusnawan Lubis and Mohamad Sodeli to support the 2013 curriculum. This textbook volume 2 is prepared in Times New Roman font, with size 11pt. The cover depicts the bird Garuda and the People on a light blue background, accompanied by a red and white flag. This class XI civics education book (PPKn) is also equipped with pictures of each material so that it creates interest in reading for students. This book is also equipped with a summary which is the essence of 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. Then Consists of 6 chapters namely:

CHAPTER 1: Harmonization of Human Rights and Obligations in the Pancasila Perspective

1. The Concept of Human Rights and Obligations. The Meaning of Human Rights According to RI Law Number 39 of 1999, human rights are a set of rights that are inherent in the nature and existence of humans as creatures of God Almighty and are His gifts that must be respected, upheld and protected by the state, law , Government, and everyone for the sake of honor and protection of human dignity. Meaning of Human Obligations Obligations can simply be interpreted as everything that must be carried out with full responsibility. Human rights and obligations are two things that are interrelated. Both have a causal relationship or a causal relationship. A person gets his rights because of the fulfillment of the obligations he has.
2. Substance of Human Rights and Obligations in Pancasila. One characteristic of human rights and obligations is that they are universal. That is, basic rights and obligations are something that is owned and must be carried out by every human being in the world without discriminating against ethnicity, religion, race, or class.
 - a. Human Rights and Obligations in the Basic Values of Pancasila. The relationship between human rights and obligations and Pancasila can be briefly described as follows: Belief in One Almighty God guarantees the right to freedom to embrace religion, carry out worship and the obligation to respect religious differences, just and civilized humanity places the rights of every citizen in the same position under the law and having the same obligations and rights to receive guarantees and legal protection, the Unity of Indonesia mandates a unifying element among citizens with a spirit of mutual cooperation, mutual assistance, mutual respect, willingness to sacrifice, and placing the interests of the nation and state above personal or group interests of the people led by wisdom in representative

deliberations are reflected in the life of democratic government, state and society, social justice for all Indonesian people recognizes individual property rights and their utilization is protected by the state and provides the greatest opportunity for society.

- b. Human Rights and Obligations in the Instrumental Value of Pancasila. Instrumental values are the elaboration of the basic values of Pancasila. Instrumental values are more specific than basic values. In other words, instrumental values are guidelines for the implementation of the five Pancasila precepts. The embodiment of instrumental values generally takes the form of constitutional provisions ranging from the 1945 Constitution of the Republic of Indonesia to regional regulations.

CHAPTER 2: The System and Dynamics of Pancasila Democracy

1. The Essence of Democracy. The Meaning of Democracy According to the Big Indonesian Dictionary, democracy is a political term which means government of the people. In Abraham Lincoln's view, democracy is a system of government of the people, by the people, and for the people. That is, the people immediately have the freedom to carry out all life activities including political activities without any pressure from any party, because in essence the people in power are the people for the common interest and the Classification of Democracy.
2. Based on the focus of attention. Judging from the focus of attention, democracy can be divided into three forms. Formal democracy, material democracy and joint democracy. Based on the ideology of constitutional democracy or liberal democracy, people's democracy or proletarian democracy, based on the process of channeling the will of the people, direct democracy, namely the notion of democracy that includes every citizen in deliberations to determine state general policies or laws directly. Indirect democracy, namely the understanding of democracy implemented through a representative system. The application of democracy like this is related to the fact that a country has an increasing population, a wider territory, and the problems it faces are increasingly complex and complex. Indirect democracy or representative democracy is usually implemented through elections. Principles of Democracy Resolving disputes peacefully and institutionally Guaranteeing the implementation of peaceful change in a changing society Carrying out regular leadership changes. The dynamics of implementing Pancasila democracy, namely: Principles of Democracy in Indonesia, Democracy that believes in One God, Democracy with intelligence, Democracy with people's sovereignty, Democracy with the rule of law, Democracy with separation of state powers, Democracy with human rights, Democracy with the courts independent.

CHAPTER 3: Legal and Judicial System in Indonesia

1. Legal System in Indonesia Meaning and Characteristics of Law. A philosopher once said that law is like a fence in a zoo. The law is the rules, regulations, and rules of life. However, until now there is no definite agreement regarding the formulation of the meaning of law. To formulate the meaning of law is not easy, because the law includes many aspects and forms so that one understanding may not cover all aspects and forms of law. , Customary law, treaty law, jurisprudence law, and based on the place of application, based on the form of written law and unwritten law, based on the time of application, *ius constitutum* (positive law) and *ius constituendum*, based on how to defend it, material law and formal law. Based on its nature, coercive law and governing law, based on its form, objective law and subjective law, based on its content, public law, criminal law, constitutional law, state administrative law (administrative), international law, private law (civil), Civil Law and Commercial Law (trade).

2. Observing the Justice System in Indonesia.

- a. Meaning of Judicial Institutions Courts in general have the duty to adjudicate cases according to law without discriminating against people. The court is obliged to examine and adjudicate every judicial case that comes in. Legal Basis of Judicial Institutions The legal basis for the formation of national justice institutions is as follows. Pancasila especially the fifth precept, namely "Social justice for all Indonesian people" 1945 Constitution of the Republic of Indonesia Chapter IX Article 24 Paragraph (2) and (3).
- b. Classification of Judicial Institutions Judicial institutions under the Supreme Court General Courts, which include: District Courts domiciled in district or city capitals and High Courts domiciled in provincial capitals, Religious Courts consisting of: Religious courts domiciled in district or city capitals and The High Religious Court domiciled in the provincial capital, the Military Court, consisting of: Military Court, High Military Court, Main Military Court, and Combat Military Court, State Administrative Court consisting of: State Administrative Court domiciled in the district capital or city, State Administrative High Court domiciled in the provincial capital.
- c. Constitutional Court The Constitutional Court is an embodiment of article 24 C of the 1945 Constitution of the Republic of Indonesia. The term of office for constitutional judges is 5 (five) years and can be re-elected only for one term of office. The chairman and deputy chairman are elected from and by constitutional judges for a term of 3 (three) years. Constitutional judges are state officials. Levels of Judicial Institutions, First Level Courts (District Courts) and Second Level Courts. Cassation by the Supreme Court The Supreme Court has the position as the supreme court of all courts and as the highest court for all jurisdictions and gives leadership to the courts concerned. The Supreme Court is one of the perpetrators of judicial power as referred to in the 1945 Constitution of the Republic of Indonesia. The Role of Judicial Institutions, General Judiciary Environment In article 20 paragraph (2) of the Republic of Indonesia Law Number 48 of 2009, it is stated that the Supreme Court has following powers. Tries at the cassation level against decisions given at the final level by courts in all judicial environments which are under the Supreme Court. Examine statutory regulations under the law against the law, and other Authorities granted by law.
- d. Types of Behavior Contrary to the Law Violation of the law by the violator is considered as a habit and even the needs and laws that apply are no longer in accordance with the demands of life. Various Kinds of Sanctions, Firm. And the Main Punishment, which consists of: death penalty and imprisonment. Then the Additional Punishment, which consists of: revocation of certain rights, confiscation of certain items, announcement of the judge's decision and Real.

CHAPTER 4: The Dynamics of Indonesia's Role in World Peace

1. Indonesia's Role in Creating World Peace through International Relations.

- a. Meaning of International Relations International relations is one answer to the problems experienced by a country. When a country experiences a shortage in a field, for example a lack of experts to develop its country, through international relations the country is able to overcome this problem by asking for help from other countries.
- b. The Importance of International Relations for Indonesia The formation of one Republic of Indonesia in the form of a unitary state and a democratic nation-state. The formation of a just and prosperous society materially or spiritually within the Unitary State of the Republic of Indonesia. Formation of a good friendship between the Republic of Indonesia and all countries in the world, the basis of cooperation is to form a new world that is clean

from imperialism and colonialism towards perfect world peace. Maintaining the independence of the nation and maintaining the security of the State.

- c. Indonesian Foreign Policy in Establishing International Relations. Indonesia became the 60th member of the United Nations (UN) on September 28, 1950. Initiated the holding of the Asian-African Conference (KAA) in 1955. Indonesia's activeness as one of the founders of the Non-Aligned Movement (NAM) in 1961, even in 1992 at the Conference of Non-Aligned Countries which took place in Jakarta, Indonesia was appointed Chair of the NAM. Directly involved in UN Security Council peace missions by sending Garuda Troops to conflict-ridden countries such as Congo, Vietnam, Cambodia, Bosnia, and so on. Indonesia became one of the founders of ASEAN (Association of South-East Asian Nations).
2. Indonesia's Role in Creating World Peace through International Organizations.
 - a. Indonesia's role in the United Nations (UN) Since that year, the UN has consistently supported Indonesia to become an independent, sovereign and independent country. The role of the UN towards Indonesia during the physical revolution was quite large, such as when the Dutch Military Aggression I occurred, Indonesia and Australia proposed that Indonesia's problems be discussed in the UN general assembly.
 - b. Indonesia's role in ASEAN (Association of South East Asian Nations) Indonesia's role in ASEAN has never subsided until now. In fact, ASEAN is a top priority in Indonesia's foreign policy. Indonesia has always actively participated in every holding of the Summit (Summit) or ASEAN meetings. Indonesia often hosts important ASEAN events.
 - c. Indonesia's Participation in the Non-Aligned Movement For Indonesia, the Non-Aligned Movement (NAM) is the right platform for developing countries to fight for their ideals and for that Indonesia always strives consistently and actively to assist various efforts towards achieving goals and principles -Principles of the Non-Aligned Movement. NAM has a special meaning for the Indonesian nation which can be said to have been born as a neutral, impartial country. This is reflected in the Preamble to the 1945 Constitution of the Republic of Indonesia which states that independence is the right of all nations, and therefore colonialism over the world must be abolished because it is inconsistent with humanity and justice.

CHAPTER 5: Beware of Threats to the Unitary State of the Republic of Indonesia

1. Examining Threats to National Integration

- a. Threats in the Sector of Ideology Currently, the life of Indonesian society tends to lead to a liberal life which emphasizes the aspect of individual freedom. In fact, the liberalism supported by the United States has not only affected the Indonesian nation, but almost all countries in the world. This is as a result of the era of globalization. Globalization was able to convince the people of Indonesia that liberalism can lead people to progress and prosperity. Threats in the Field of Politics Threats in the field of politics can come from abroad and within the country. From abroad, threats in the political field are carried out by a country by exerting political pressure on Indonesia. Intimidation, provocation or political blockade are forms of non-military threats with a political dimension that are often used by other parties to put pressure on other countries. Economic Sector The negative effects of economic globalization that can become a threat to Indonesia's sovereignty, especially in the economic field include the following: Indonesia will be flooded with goods from abroad along with free trade that recognizes no national boundaries. Sooner or later the country's economy we will be controlled by foreigners, as it becomes easier for foreigners to invest in Indonesia, sharp social disparities arise as a result of free competition, and people's economic sectors that are given subsidies are

decreasing, cooperatives are increasingly difficult to develop, and employment Work and Threats in the Socio-Cultural Sector Threats from outside arise as a result of the negative influence of globalization, including the following: The emergence of a consumptive lifestyle that always consumes goods from abroad, the emergence of hedonism, the attitude of individualism, the emergence of symptoms of westernization, the diminishing spirit of mutual cooperation, solidarity, care, and social solidarity, the fading of religious values in social life.

2. Strategies to Overcome Various Threats to Ipoleksosbudhankam in Building National Integration
 - a. Strategies to Overcome Threats in the Field of Ideology and Politics The Indonesian nation must immediately realize the following: Develop political democracy, Activate civil society in the political arena, Reform political institutions so that they carry out their functions and roles properly and correctly, Strengthen people's trust by upholding a clean and authoritative government, Upholding the rule of law, Strengthening Indonesia's position in the international political arena.
 - b. Strategies for Overcoming Threats in the Economic Sector are as follows: The economic system is developed to strengthen domestic production for the domestic market so that it can strengthen the people's economy, Agriculture is made a top priority, The economy is oriented towards people's welfare, Does not depend on multilateral agencies such as the IMF, World Bank, and WTO, strengthening cooperation with fellow developing countries to address the interests of developed countries.
 - c. Strategies to Overcome Threats in the Socio-Cultural Sector In dealing with external influences that can endanger socio-cultural survival. The Indonesian nation seeks to maintain fundamental balance and harmony, namely the balance between humans and the universe, humans and society, humans and God, the balance of external progress and spiritual well-being.
 - d. The Strategy for Overcoming Threats in the Defense and Security Sector is as follows: Every citizen has the right and obligation to participate in the state defense and security efforts, the State defense and security efforts, the Indonesian National Armed Forces consists of the Army, Navy and Air Force as state instruments tasked with defending, protecting and maintaining the integrity and sovereignty of the state, the Indonesian National Police as an instrument of the state that maintains the security and composition and position of the Indonesian National Armed Forces, the Indonesian National Police, the authority relations of the Indonesian National Armed Forces and the Indonesian National Police. The universal national defense and security system has the following characteristics: Democracy, namely the orientation of national defense and security to be served by and for the benefit of all the Universal people, namely all national resources are utilized for defense and territorial efforts, namely the deployment of defense forces is carried out spread throughout the territory The Unitary State of the Republic of Indonesia, in accordance with geographical conditions as an archipelagic country.

CHAPTER 6: Strengthening the Unity and Unity of the Nation in the Unitary State of the Republic of Indonesia

1. The Meaning of National Unity and Unity Based on the concept of Archipelagic Outlook, our country has the following characteristics: Archipelagic state which means an ocean area sprinkled with large and small islands. main area, not a complement. The sea is an inseparable part of the land, not a separator between the land and one island from another.
 - a. The embodiment of the Archipelago as a political unit That the integrity of the national territory with all its content and wealth is a unified territory, container, living space, and

partner unit of the entire nation, and becomes the nation's common capital and property. That the Indonesian nation, which consists of various tribes and speaks various regional languages, embraces and believes in various religions and believes in God Almighty. That psychologically, the Indonesian people must feel one, have the same destiny, one nation and one homeland, and have one determination to achieve the nation's ideals. That Pancasila is the only philosophy and ideology of the nation and state, which underlies, guides and directs the nation towards its goals. Political life throughout the Archipelago is a political unit organized based on Pancasila and the 1945 Constitution of the Republic of Indonesia. The embodiment of the Archipelago as an economic unit That the wealth of the Archipelago, both potential and effective, is capital and joint property of the nation, necessities of daily life must be available evenly throughout the country. The level of economic development must be harmonious and balanced in all regions, without leaving behind the distinctive characteristics possessed by the regions in developing their economy. Economic life throughout the archipelago is an economic unit organized as a joint venture based on the principle of kinship and aimed at the prosperity of the people, the realization of the archipelago as a socio-cultural unit that the Indonesian people are one, the life of the nation must be a life that is in harmony with the level of progress of society That Indonesian culture is essentially one and the embodiment of the Archipelago as a unit of defense and security. That a threat to one region is essentially a threat to the entire nation and state. That every citizen has the same rights and obligations in defending the state.

2. State Life in the Concept of the Unitary State of the Republic of Indonesia (NKRI)
 - a. The concept of the Unitary State of the Republic of Indonesia according to the 1945 Constitution of the Republic of Indonesia As good citizens, of course you must understand the meaning or meaning of the Indonesian state. It is important to know this meaning to further reinforce the identity of the Indonesian state. Therefore, in this section you will be equipped with knowledge about the meaning of the concept of the Unitary State of the Republic of Indonesia according to the 1945 Constitution of the Republic of Indonesia.
 - b. Advantages of the Unitary State of the Republic of Indonesia The number and potential of its population is quite large. Having diversity in various aspects of socio-cultural life such as customs, language, religion, arts, and so on. In regional development, we have the concept of Archipelagic Insight so that even though there are various variations, the spirit of the youth oath has always permeated the soul and heart of the Indonesian people. Having manners or hospitality. The location of the area is very strategic. The natural beauty of Indonesia is no longer in doubt. One of the wonders of the world is also in Indonesia, namely the Borobudur Temple. Its territory is very wide, namely 5,193,250 km² which includes a land area of 2,027,087 km² and an ocean area of 3,166,163 km². The land is very fertile and rich in natural resources.
 - c. Factors Driving and Inhibiting the Unity and Unity of the Indonesian Nation The Factors driving the Unity and Integrity of the Indonesian Nation are: Diversity/diversity in Indonesian society. Geographical, emergence of ethnocentrism symptoms, weakening of national cultural values and unequal development.
3. Behavior that Demonstrates an Attitude to Maintain the Integrity of the Unitary State of the Republic of Indonesia Protecting the integrity of the Unitary State of the Republic of Indonesia is one of the obligations of every Indonesian citizen. Since the beginning of independence, the leaders of the Indonesian nation have fortified themselves by formulating the basis of the state, namely Pancasila. Pancasila is used as a way of life in everyday behavior. The founders of the state wanted the Indonesian people to believe in God, be

humane, have a spirit of unity, be democratic, uphold deliberation in reaching consensus, and be fair. By practicing the values of Pancasila, the Indonesian nation will always be united and protected from various conflicts and disputes.

STUDENT BOOK ANALYSIS WORK SHEET

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

| No | Aspects Analyzed | Analysis Results | | | | | Follow-Up Analysis Results |
|----|---|------------------|-----|------|------|------|--|
| | | PB 1 | PB2 | PB 3 | PB 4 | PB 5 | |
| 1. | Compliance with SKL | ✓ | ✓ | ✓ | ✓ | | The SSL has been fulfilled. Complete attitude, knowledge and skills domain. |
| 2. | Compatibility with KI | ✓ | ✓ | ✓ | ✓ | | All core competencies have been fulfilled: KI1, KI2, KI3, KI4, yes. |
| 3. | Compatibility with KD | ✓ | ✓ | ✓ | ✓ | | All basic competencies have been fulfilled: KD1, KD2, KD3, KD4, exist and are suitable for use in learning. |
| 4. | Appropriateness of the material with the theme | ✓ | ✓ | ✓ | ✓ | | It is in accordance with the theme of learning in the teacher's book. |
| 5. | The adequacy of the material in terms of: a. Coverage of essential concepts/materials b. Allocation of time | ✓ | ✓ | ✓ | ✓ | | a. Coverage of Essential Concepts/Materials: have been fulfilled and are in accordance with the learning theme b. Time Allocation: it is appropriate to use in the learning process. |
| 6. | The depth of the material is reviewed from: a. Scientific mindset b. Student characteristics | ✓ | ✓ | ✓ | ✓ | | a. Scientific Mindset; And: and suitable for use in the learning process. b. Characteristics of Students: suitable for use in the learning process. |
| 7. | Integration of various subjects. | ✓ | ✓ | ✓ | ✓ | | All subjects have integration between other subjects. Because in the student book the material is already related to other subjects. An example is tolerance between fellow religions. |
| 8. | application of the scientific approach. | ✓ | ✓ | ✓ | ✓ | | There are scientific activities. However, it is better if the application of the scientific approach is made in detail. Starting from activities, observing, asking, exploring, associating and communicating. |

| | | | | | | |
|-----|---|---|---|---|---|---|
| 9. | Authentic assessment available in the student's book. | × | × | × | × | There is nothing in the student book because in the student book there is only learning material for the assessment, it is only in the teacher's book, in our opinion that is very good, because only the teacher knows about the assessment. |
| 10. | Column interaction between teachers and parents. | ✓ | ✓ | ✓ | ✓ | It has been fulfilled in the learning process. Because in the student book there are group assignments in the form of direct observation of the community. |

TEACHER BOOK ANALYSIS WORK SHEET

Book Title : Pancasila Education and Citizenship

Class : XI

Level : SMA/MA/SMK

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

| No | Aspects Analyzed | Analysis Results | | | | | Follow-Up Analysis Results |
|----|--|------------------|-----|------|------|------|---|
| | | PB 1 | PB2 | PB 3 | PB 1 | PB 5 | |
| 1. | Compliance with SKL | ✓ | ✓ | ✓ | ✓ | | The SSL has been fulfilled. Complete attitude, knowledge and skills domain. |
| 2. | Compatibility with KI | ✓ | ✓ | ✓ | ✓ | | All core competencies have been fulfilled: KI1, KI2, KI3, KI4, yes. |
| 3. | Compatibility with KD | ✓ | ✓ | ✓ | ✓ | | All basic competencies have been fulfilled: KD1, KD2, KD3, KD4, exist and are suitable for use in learning. |
| 4. | Appropriateness of the material with the theme | ✓ | ✓ | ✓ | ✓ | | It is in accordance with the theme of learning in the teacher's book. |
| 5. | The adequacy of the material in terms of: a. Coverage of essential concepts/materials b. Time Allocation | ✓ | ✓ | ✓ | ✓ | | a. Coverage of Essential Concepts/Materials: have been fulfilled and are in accordance with the learning theme b. Time Allocation: it is appropriate to use in the learning process. |
| 6. | The depth of the material is reviewed from: a. Scientific mindset b. Student characteristics | ✓ | ✓ | ✓ | ✓ | | a. Scientific Mindset; And: and suitable for use in the learning process. b. Characteristics of Students: suitable for use in the learning process |
| 7. | Integration of various subjects. | ✓ | ✓ | ✓ | ✓ | | All subjects have integration between other subjects. Because in the student book the material is already related to other subjects. An example is |

| | | | | | | | |
|-----|---|---|---|---|---|--|---|
| | | | | | | | tolerance between fellow religions. |
| 8. | application of the scientific approach. | ✓ | ✓ | ✓ | ✓ | | There are scientific activities. However, it is better if the application of the scientific approach is made in detail. Starting from activities, observing, asking, exploring, associating and communicating. |
| 9. | Authentic assessment available in the student's book. | × | × | × | × | | There is nothing in the student book because in the student book there is only learning material for the assessment, it is only in the teacher's book, in our opinion that is very good, because only the teacher knows about the assessment. |
| 10. | Column interaction between teachers and parents. | ✓ | ✓ | ✓ | ✓ | | It has been fulfilled in the learning process. Because in the student book there are group assignments in the form of direct observation of the community. |

From the results we found that the contents of the material from the PPKn textbook were in accordance with the implementation of the 2013 curriculum where all the material was appropriate and accurate. Based on the analysis that we did, the contents of the 2013 PPKn Curriculum textbook turned out to be quite good. This can be seen from the way the presentation of teaching materials pays attention to the hierarchy and layout of the teaching materials. The book material is presented in an attractive way (coherent, coherent, straightforward, easy to understand, and interactive), so that the integrity of the meaning to be conveyed can be maintained properly. Illustrations of material, both text and attractive images, are appropriate to the level of development of students in low grades and students in high grades. The PPKn Curriculum 2013 textbook also contains contextual insight, in the sense that it is relevant to everyday life and is able to encourage students to experience and find positive things for themselves that can be applied in everyday life. The presentation of the material is also interesting so that the contents of the textbook look fun for students to read, and can foster great curiosity for learning. Even though in the 2013 curriculum textbooks on Civics subjects there are still some teaching materials that tend to repeat the discussion, so that it can affect the demand for learning and interest in students' curiosity will tend to be low. And based on the SKL suitability research on PPKn textbooks it has been fulfilled. Domain attitudes, complete knowledge and skills, Compatibility with KI All core competencies have been fulfilled: KI1, KI2, KI3, KI4, yes.

Implementation and Results of Curriculum Management at SMK Negeri 6 Palu

Implementation of the 2013 Curriculum in Learning PPKn Curriculum 2013 is one of the Government programs that aims to improve soft skills and hard skills by equipping students with attitudes, knowledge, and skills so they can become independent individuals who can live well in society. The 2013 curriculum is also prepared so that students are able to compete with the international world. Implementation of the 2013 curriculum is planned to be supplemented by student books and teacher guides provided by the Government. This strategy guarantees the

quality of the content/teaching materials and the presentation of books and materials for teacher training in the skills of conducting learning and assessment of student learning processes and outcomes. In July 2013, namely at the beginning of the implementation of the 2013 Curriculum, books should have been owned by every student and teacher. However, in reality, curriculum development is not in line with the development of the required infrastructure. The government has launched the 2013 curriculum but the teacher manual and student handbook have not been able to be fulfilled.

Based on the results of observations and interviews, the implementation of PPKn learning is carried out by applying learning in accordance with the learning plans that have been determined in the lesson plan, namely integrating the application of Core Competences (KI-1) to KI4 in one teaching material, which in learning activities is of course the main thing is KI- 3 namely knowledge. Based on the results of the research conducted, information was obtained that students understood the contents of the PPKn Curriculum 2013 textbook material. Students could learn facts, concepts, principles, laws, theories and innovative ideas at the memory level, and students could apply them effectively in solving problems in learning. The PPKn Curriculum 2013 textbook published by the Ministry of Education and Culture is centered on a drafting team formed by the Ministry of Education and Culture. The policy of centralized accountability for teacher and student handbooks was implemented to overcome mistakes by textbook publishers. The main one is KI-3, namely knowledge. Based on the results of the research conducted, information was obtained that students understood the contents of the PPKn Curriculum 2013 textbook material. Students could learn facts, concepts, principles, laws, theories and innovative ideas at the memory level, and students could apply them effectively in solving problems in learning. The PPKn Curriculum 2013 textbook published by the Ministry of Education and Culture is centered on a drafting team formed by the Ministry of Education and Culture. A policy of centralized accountability for teacher and student handbooks was implemented to overcome mistakes by textbook publishers. This can be seen from the way the presentation of teaching materials pays attention to the hierarchy and layout of the teaching materials. The book material is presented in an attractive way (coherent, coherent, straightforward, easy to understand, and interactive), so that the integrity of the meaning to be conveyed can be maintained properly. Illustrations of material, both text and attractive images, are appropriate to the level of development of students in low grades and students in high grades. The PPKn Curriculum 2013 textbook also contains contextual insight, in the sense that it is relevant to everyday life and is able to encourage students to experience and find positive things for themselves that can be applied in everyday life. The presentation of the material is also interesting so that the contents of the textbook look fun for students to read, and can foster great curiosity for learning. Even though in the 2013 curriculum textbook on Civics subjects there are still some teaching materials that tend to repeat the discussion, so that it can affect the demand for learning and interest in students' curiosity will tend to be low. And based on the SKL suitability research on PPKn textbooks it has been fulfilled. Domain attitudes, complete knowledge and skills, Compatibility with KI All core competencies have been fulfilled: KI1, KI2, KI3, KI4, yes.

Benefits of 2013 Civics Curriculum Textbooks as Student Learning Resources

Based on the results of our analysis regarding the benefits of the 2013 Curriculum textbooks for 11th grade students at SMK Negeri 6 Palu, the benefits of textbooks also provide an opportunity for students to refresh their memory of the material that has been taught, so they don't forget easily. Quality textbooks are of course text books that can be understood and understood by students or users of the book. If the readability level of students is low, then the book needs to be reviewed. Readability to students is indeed different, therefore before the

book is published it is necessary to carry out tests both through the readability aspect and the level of readability of students. This textbook also helps students to understand the material they will learn by reading and understanding it. Students are motivated to learn by having textbooks that are able to stimulate interest in reading them. With an interesting book, students will want to learn and be interested in understanding the subject matter. In addition, the benefits of the 2013 PPKn Curriculum textbook can help students solve simple and complex problems, so that they do not cause erroneous perceptions in students, and the contents of the 2013 PPKn Curriculum textbook can be accounted for for the truth in accordance with scientific principles.

CONCLUSION

In teaching and learning activities for Civics subjects at SMK NEGERI 6 PALU class XI students and teachers have used textbooks and followed the development of the 2013 curriculum 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.

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