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ANALYSIS OF CITIZENSHIP EDUCATION LEARNING MATERIALS WITH THE INDEPENDENT CURRICULUM AT THE MADRASAH IBTIDAIYAH AND ELEMENTARY SCHOOL LEVELS

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Abstract

Pancasila education plays an inportant role in sahping students characeten, morality, and civic awareness at the ellementary education level. The implemention of the merdeka curiculum requires aligment between learning materials and learning autchomes (capaian pembelajaran/CP) to ensure that education objectives are achived effectifely materials with the learning otchomes of the merdeka curiculum at the madrasah ibtidaiyah (MI) and elementary school (SD) levels.

This research am ployet a descriptip kualitatif approach. Data were collected through semi-stuctured interviews with teacher in velved in teching pancasila education. The collected data were analyzed through data redution, data presentation, conculasion drawing.

The findings indicate that the pancasila education materials taught at the miand SD levels are generally aligned with the learning out comes out lined in the merdeka curiculum. The learning materials forcus not only on kognitivig aspects but also on character develodmen through the implementation of pancasila values, mutual komperattion toleranse, responsibility and patriotism. Teachers apply flexible learning strategies, by utilizing discussion methods, problem bassed learning (PBL), Roll min playying activitys, and digital media. However, several challenges remain, including limited facilyties resoulces, and varying lavels of teachers understanding of the merdeka curriculum, implementation. Therefore efforts are neded to improve teachers competencies, provide adekuate learning facilites, and strengthen collaboration among schools, parents, and the governmants to support the successful implementation of the merdeka curriculum.

INTRODUCTION

Education plays a crucial role in shaping the character, knowledge, and attitudes of students, enabling them to become good citizens. One subject that makes a significant contribution is civics education (PKN). PKN serves not only as a means of imparting knowledge about the rights and obligations of citizens, but also as a vehicle for character development based on national values, honesty, tolerance, and responsibility. (manullang, 2025)

The Indonesian education system continues to evolve, particularly with the implementation of the independent curriculum, one of the government's efforts to improve education quality. However, in practice, several obstacles remain, such as a mismatch between civics (PKn) material and curriculum guidelines, a lack of teacher understanding of the curriculum's implementation, and learning methods that do not fully support student character development.

Civics education in elementary schools is also crucial for students, helping them become good citizens, capable of understanding and implementing it. The rights and obligations of being intelligent, skilled, and well-mannered citizens are mandated by the 1945 Constitution. Furthermore, teachers play a crucial role in fostering the development of values, attitudes, and morals in students at school. Students will understand better if they understand the concept of values themselves. (ramdhan)

The curriculum in Indonesia is evolving dynamically. It is a plan for achieving learning objectives, including goals, materials, content, and methods. It serves as a guideline for implementing learning activities. It also serves as a support for the learning process. The success of curriculum management determines whether educational outcomes are achieved. (Firdaus, 2024)

Curriculum changes are a common occurrence in education, adapting to changing times and the needs of students in Indonesia. This general curriculum has been continuously updated, resulting in the emergence of a more flexible and student-centered independent curriculum. These changes aim to improve the quality of learning, develop skills, and shape student character. However, these changes also face challenges such as teacher readiness and limited resources. Therefore, support from all parties is needed for optimal implementation.

The alignment of Civics learning materials with the curriculum is crucial, ensuring that students' learning load is not too heavy, overloaded, or too shallow. Misalignment of the teaching materials can hinder the achievement of core competencies and disorient students' understanding of democratic values and morality.

Thus, an in-depth analysis of the relevance, depth, and scope of Civics learning materials is necessary to ensure that the knowledge taught remains aligned with the current curriculum. Through this paper, the author aims to further explore the suitability of Civics learning materials to the elementary school/Islamic elementary school curriculum. This analysis is expected to provide an overview of the extent to which teaching materials support the achievement of national education goals and provide recommendations for the development of Civics learning materials.

Based on the results of interviews with several teachers in elementary schools, regarding the suitability of Civics with the curriculum, the purpose of this interview was to find out the scope of Civics material in MI/SD, as well as the suitability of Civics material with the curriculum in elementary schools in accordance with the independent curriculum, and to find out the obstacles and efforts faced in the learning process.

Based on this description, this paper aims to provide a deeper understanding of the scope of Civics Education (PKN) in MI/SD. This research also aims to analyze the extent to which Civics education aligns with the applicable curriculum, thereby providing teachers and related parties with a clear understanding of how to improve the quality of Civics education.

METHOD

This approach uses a qualitative approach with a descriptive research type that aims to analyze the suitability of Civic Education (PKn) materials with the applicable curriculum at the elementary/Islamic elementary school (SD/MI) level. This approach was chosen because it is able to provide an in-depth understanding of the implementation of Civic Education (PKn) materials in the learning process. The main data collection technique used is in-depth interviews. Interviews were conducted to gather data regarding teachers' understanding of the Civic Education (PKn) curriculum, the suitability of the materials used with learning outcomes, and obstacles faced in its implementation in the classroom.

The research subjects were determined using purposive sampling, selecting informants based on specific criteria. The information in this study consisted of civics teachers, principals, and other parties involved in the civics learning process. This selection was based on their experience and direct involvement in curriculum implementation.

The research instrument consisted of a semi-structured interview guideline based on indicators of curriculum suitability, such as alignment of material with learning outcomes, relevance to Pancasila values, and application in learning. This guideline allowed for flexible question development to suit the situation on the ground.

The data collection process was conducted through direct interviews with selected informants. All interview results were recorded and audiotaped to ensure accuracy. The collected data was then transcribed and analyzed using qualitative data analysis techniques.

Data analysis was conducted through several stages: data reduction, data presentation, and conclusion drawing. To ensure data validity, the study employed source triangulation, comparing interview results from three informants. Thus, the research results are expected to provide an accurate picture of the suitability of Civics material to the implemented curriculum.

RESULTS AND DISCUSSION

Scope of Civic Education (PKn) material at MI/SD level.

The scope of the material (Pkn) in elementary schools/Islamic elementary schools is the most important part of the basic education system, which functions to shape the character, attitudes, and awareness of nation and state in early childhood students. Pkn not only focuses on mastering knowledge, but also emphasizes the formation of values, morals, and social skills in accordance with the state ideology, namely Pancasila. This is in line with studies in scientific journals that state that Pkn has a strategic role and builds the character of students to become active, critical, and responsible citizens in the life of society, nation and state (Martini, 2024)

In its implementation at the MI/SD level, the scope of Civics material covers various interrelated main aspects, especially the values of Pancasila which are the basis for attitudes and actions, norms and laws that regulate social life, as well as the rights and obligations of citizens that need to be recognized from an early age. In addition, Civics material also covers aspects of national unity and integrity which aims to foster a sense of love for the homeland and a spirit of nationalism, as well as respect for the diversity of ethnicities, religions, races, and cultures as the wealth of the Indonesian nation. Students are also introduced to the concept of democracy through simple activities such as deliberation and discussion, so that they can learn to respect the opinions of others and make decisions together.

Other equally important topics include a simple introduction to the constitution and government system, which aims to help students understand how a country is run. Furthermore, globalization discusses the impact of global developments on people's lives and the importance of being selective in accepting foreign cultures. More broadly, the scope of civics in elementary schools also encompasses aspects of human rights, the needs of citizens, and power and politics, all in a format tailored to the students' developmental level (Understanding PKN, Benevits, imptotance of learning in elementary school, gols, fungcion, scope)

Therefore, the scope of Civics is interdisciplinary, combining various fields of study, such as law, politics, and morals. Therefore, Civics learning in MI/SD aims not only to impart knowledge but also to develop holistic citizenship attitudes and skills. This fosters students' awareness of being part of the Indonesian nation.

Civics material isn't just theory, but also relates closely to everyday life, such as rights, obligations, and responsibilities. Here, students are encouraged to understand that everyone has rights that must be respected, but also obligations that must be fulfilled. This way, they will be fair and not only demand but also give. (damayanti, 2021)

In addition, students are introduced to the ethnic and cultural diversity of the Indonesian nation, which has many differences in nationality, culture, customs, and habits. Here, students develop a sense of tolerance and mutual respect for these differences. The scope of Civics (PKN) material at the MI/SD level covers several important topics that are quite close to students' daily lives. Civics material not only discusses knowledge but also instills basic values such as rights and

obligations, especially those related to human rights. Students are taught that every human being has rights from birth, but also must respect the rights of others. Furthermore, Civics also emphasizes the importance of moral attitudes such as mutual respect, responsibility, and non-arbitrary behavior towards others. (Z, 2021)

On the other hand, students are also introduced to their roles as Indonesian citizens from an early age, both within the family, school, and community. They are guided to live in harmony, respect differences, and maintain harmony in their shared lives. Furthermore, the state also plays a crucial role in educating citizens about their rights, so students need to understand the applicable rules and laws.

Civics education is one of several subjects offered in elementary schools. Civics education is characterized by the following characteristics: it teaches concepts, moral values, and norms. The goal of civics education is to shape the character of students, enabling them to become Indonesian citizens capable of applying the values of Pancasila and the Constitution in their daily lives.

Civic skills can be interpreted as the ability of students to apply civic knowledge. In addition, students must also have a Pancasilaist spirit, be good citizens, have a high level of responsibility in all matters, be good at socializing and also be able to distinguish between deviant actions so as not to damage the environment. (zainuri, 2022)

The curriculum that applies in MI/SD

A curriculum is a set of plans and regulations regarding objectives, content, teaching materials, and methods used as guidelines for implementing learning. The curriculum serves to direct the educational process so that educational goals can be achieved effectively. In education, the curriculum serves as the basis for teachers in developing learning materials, learning strategies, and student assessments. (Endi Rochand dyansi alin solihah, 2025)

The current curriculum in MI/SD is the Merdeka Curriculum. This curriculum was developed by the Ministry of Education, Culture, Research, and Technology as an improvement on the 2013 curriculum. (Khalijah, 2024)

The Merdeka Curriculum emphasizes flexible, student-centered learning, and character development and competency development aligned with the Pancasila student profile. In its implementation in MI/SD (Islamic elementary schools), learning materials are structured based on learning outcomes (CP) tailored to the developmental stage and abilities of students. Teachers are also given flexibility in determining learning methods and strategies to encourage students to be more active, creative, and critical thinkers. In addition to focusing on understanding learning theory, the Merdeka Curriculum also emphasizes project activities and the application of the material to everyday life.

The independent curriculum also allows teachers to adapt materials to local contexts, making learning more relevant to the surrounding environment. Furthermore, the use of technology and digital media is increasingly optimized, enabling students to learn independently and collaboratively. With this approach, it is hoped that students will not only master knowledge but also develop 21st-century skills, such as critical thinking, creativity, and communication. (Ym A. N., 2026)

The Compatibility of Pkn Materials with the Current Curriculum in MI/SD

Based on interviews with various elementary school teachers, we can conclude that Civics (Pkn) instruction has undergone significant developments, particularly since the introduction of the independent curriculum. This is evident in the shift in learning orientation, from previously emphasizing cognitive aspects or memorization to more emphasis on affective and psychomotor aspects. This means that students are not only required to understand the material but also to understand it, internalize it, and apply the values taught, especially Pancasila, in their daily lives.

Furthermore, the interviewees shared similar views regarding the suitability of current Civics material. They argued that the suitability of Civics material to the current curriculum is not only determined by the content itself, but also by how it is presented to students.

Teachers are required to adapt learning to the needs and characteristics of their students. Therefore, teachers use learning outcomes (CP) as the primary reference in teaching, then flexibly develop the materials to be taught.

And for material that is deemed too difficult or hard to understand, it is usually simplified first with notes without losing its main meaning, and linked to real-world situations in the students' environment, the goal being to help students understand it. This learning approach creates a more contextual and understandable learning experience.

Furthermore, the materials taught by teachers in Civics lessons are also deemed relevant to students' needs, particularly character development. Interviews revealed that values such as mutual cooperation, tolerance, rights and obligations, honesty, courtesy, and patriotism are crucial for students. In fact, in today's world, digital literacy is also incorporated into Civics lessons. This demonstrates that Civics not only focuses on core national values but also adapts to changing times, particularly in the current digital era.

In the learning process at school, teachers typically employ active and creative approaches that center on students. Examples include problem-based learning (PBL), group discussions, role-playing, and digital media like videos. These methods have been proven to enhance student learning. They don't just sit and listen, but are also directly involved, enabling them to better understand the material being taught. However, their implementation still faces several challenges. One such issue is the discrepancy between the values taught in schools and those they see in their surroundings. Family and surrounding environments significantly influence students' attitudes and development. Furthermore, technological and social media developments pose challenges, as not all information students receive aligns with accepted values. This can impact their behavior even without supervision. Other problems include students' lack of focus during learning. Many students become easily bored, pay less attention, or are more interested in things outside of class.

Furthermore, the limited availability of engaging learning media also impacts learning effectiveness. Therefore, teachers are required to be more creative to ensure a pleasant classroom atmosphere and student engagement. To overcome these obstacles, teachers must make various efforts to create effective learning, provide icebreakers during lessons, and engage with students experiencing difficulties. Furthermore, teachers must foster good communication with students' parents to ensure harmony in instilling values at school and at home. The use of digital media, such as instructional videos, is one solution to increase student interest and motivation in learning. The success of civics learning is inseparable from the role of teachers as good role models for their students. Teachers serve not only as transmitters of material but also as role models for implementing Pancasila values. Teachers' attitudes and behaviors significantly influence students' attitudes and behaviors. Therefore, teacher role models are a key factor in the success of character education.

The alignment of Civics (PKN) material with the curriculum is also crucial for shaping students' character. The curriculum serves as a guideline for implementing learning. If the material provided aligns with the curriculum and current needs, learning objectives will be more easily achieved. Conversely, if the material provided is not appropriate, it will have a negative impact on students. Furthermore, Civics (PKN) learning plays a strategic role in fostering students' awareness as good citizens. Through Civics (PKN) learning, students are expected to not only understand their rights and obligations but also be able to apply these values in their lives. This will also shape a generation with character and a love for their nation and state.

Obstaeles in the suitabylity of material and curriculum

Although the independent curriculum has been well designed, its implementation in MI/SD still faces various obstacles that affect the suitability of the material with the curriculum objectives.

1. Lack of teacher understanding

   Some teachers still struggle to understand the concept of the independent curriculum, particularly in developing teaching modules, assessments, and differentiated learning. The lack of ongoing training has prevented optimal implementation of the curriculum in some schools. (Isjoni, 2025)

2. Limited facilities and infrastructure

   Not all schools have adequate facilities to support project-based and technology-based learning. Some schools still face limitations in classroom space, teaching aids, internet access, and digital devices. (Ym A. Z., 2025)

3. Differences in student abilities

   The diverse abilities of students also pose a challenge for teachers in adapting learning materials and methods in the independent curriculum. Teachers are required to implement differentiated learning so that students can understand the material according to their respective abilities, but its implementation requires better teacher adaptation and readiness. (Ym A. I., 2025)

4. Limited learning resources

   In many schools, there is still a shortage of textbooks, learning media, and technology-based learning resources. This means that teachers have to find or create teaching materials so that the material remains in accordance with learning requirements. (Ym P.)

5. Adaptation to the new curriculum

   The transition from the previous curriculum to the independent curriculum required an adaptation process for both teachers and students. Most teachers are still adjusting to the changes in the learning system to make it more flexible and student-centered. Changes in assessment methods and the use of technology also pose challenges in curriculum implementation. (rusmawan, 2025)

Efforts to Overcome Curriculum Problems

To overcome these obstacles, several efforts are needed, namely:

1. Teacher training on the independent curriculum.

   Training to help teachers understand and implement the independent curriculum in learning.

2. Provision of adequate learning facilities and media.

   Provision of learning facilities and media so that the learning process runs more effectively.

3. Developing more creative and contextual teaching materials.

   Creating learning materials that are interesting and relevant to students' daily lives.

4. Collaboration with schools, teachers, parents, and the government. With the participation of all parties, we support student success.

5. Teacher mentoring in developing teaching modules and learning assessments. Guidance to teachers in creating teaching modules and assessments that align with the curriculum.

With this support, the implementation of the independent curriculum in MI/SD is expected to run more optimally and improve the quality of education in Indonesia. (Ym Y. P., 2025)

A.CONCLUSION

Civics plays a crucial role in shaping students' character, morals, and awareness as good citizens. Civics materials focus not only on knowledge but also on instilling the values of Pancasila, rights and obligations, tolerance, mutual cooperation, and love for the homeland.

The independent curriculum introduces changes to the learning process to make it more flexible and student-centered. This curriculum emphasizes character development, fostering creativity, and critical thinking skills through contextual, contemporary learning. Teachers are also given the freedom to choose learning methods and strategies to engage students more actively and facilitate their understanding of the material.

Currently, Civics material is quite aligned with the Merdeka Curriculum, as the material taught is not simply rote memorization but also emphasizes the values of Pancasila in everyday life. Teachers also strive to adapt the material to the students' environment by selecting active learning methods such as discussions, problem-based learning (PBL), role-playing, and the use of digital media. This makes Civics learning engaging, relevant, and easy for students to understand.

Obstacles to the alignment of material and curriculum include teachers' lack of understanding of curriculum implementation, limited facilities and infrastructure, differences in student abilities, limited learning resources, and the adaptation process to the new curriculum. Furthermore, the influence of family environment, social media, and students' lack of focus present challenges in civics learning.

Curriculum challenges can be addressed through teacher training, providing adequate learning resources, developing creative and contextual teaching materials, and fostering collaboration between schools, teachers, parents, and the government. With this support, it is hoped that learning in MI/SD can be more structured, improving the quality of education and developing students with character, responsibility, and a love for their country.

B. Suggestions

Based on our analysis, we recommend that teachers continually improve digital media innovation and enhance icebreaker techniques to maintain student focus and enthusiasm during the learning process. Furthermore, strengthening synergy between schools and parents through regular communication is crucial to ensure that the character values instilled in students at school align with their habits at home. Finally, teachers must consistently maintain their role as role models in their daily behavior.

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