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# An Analysis of the Merdeka Curriculum and Pancasila Education Learning Materials in Elementary Schools

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**Abstract**

This study aims to analyze the teacher's manual for phase A class I Independent Curriculum subjects of Pancasila Education at the elementary school level. The results showed that the learning objectives in the teacher's guide book aligned with the learning outcomes in the Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 033/H/KR/2022 concerning Learning Outcomes. In Early Childhood Education, Elementary Education Levels, and Secondary Education Levels in the Independent Curriculum. However, in some units, it develops goals and emphasizes the realm of spiritual and social attitudes. In addition, in unit V it appears that there is a merger of two elements, namely
Pancasila and Bhinneka Tunggal Ika.

## INTRODUCTION

Civic Education (PKn) at the elementary school level plays a crucial role as a foundation for developing students' character and personality from an early age. The primary objective of PKn is not merely to transfer knowledge about state structures but also to internalize moral values, ethics, and social norms that guide students' behavior throughout their lives. Values such as discipline, honesty, tolerance, and cooperation are essential because elementary school students are in a significant stage of attitude and habit formation.

In practice, PKn learning often faces challenges. Many students perceive the subject as boring and overly theoretical. Conventional teaching methods and an emphasis on memorization frequently lead to student disengagement. Furthermore, external factors such as family environment and peer influence that are inconsistent with Pancasila values may hinder the effectiveness of citizenship education in everyday life.

To address these challenges, digital technology has become an important instrument for creating a more interactive and engaging learning environment. The use of visual media, educational videos, projectors, and social media platforms enables teachers to present abstract civic values in a more concrete and understandable manner. Interactive media can increase student participation and encourage critical analysis of real-life situations.

Previous studies have discussed character values in PKn materials and the role of digital learning media in supporting citizenship education. However, most studies focus separately on curriculum content, character education, or digital media utilization. There is still limited research that comprehensively analyzes the relationship between

curriculum structure, PKn learning materials, and their implementation in elementary education, particularly in the context of the Merdeka Curriculum.

The novelty of this study lies in its comprehensive analysis of PKn curriculum content, learning materials, and their relevance to students' cognitive and character development in elementary schools. This study also examines how curriculum implementation and learning media contribute to strengthening citizenship values in the digital era.

Therefore, this study aims to analyze the PKn curriculum and learning materials at the MI/SD level, identify their characteristics and educational objectives, and examine their role in developing students' character and citizenship competencies in accordance with the goals of national education.

## METHOD

This study employed a qualitative descriptive research design to analyze the Civic Education (PKn) curriculum and learning materials at the elementary school level (MI/SD). The qualitative approach was selected because it enables researchers to obtain an in-depth understanding of curriculum implementation, learning materials, teaching practices, and challenges encountered by teachers in PKn learning.

The research participants consisted of elementary school teachers who were actively involved in PKn learning. The primary instrument of this study was the researcher as a human instrument, supported by interview guidelines, observation sheets, and document analysis forms. These instruments were used to collect information regarding curriculum content, learning materials, teaching methods, and the integration of citizenship values in classroom practices.

Data were collected through three techniques. First, in-depth interviews were conducted with teachers to obtain information regarding the objectives, implementation, challenges, and expectations of PKn learning. Second, observations were carried out to examine students' behavior, discipline, and social interactions as indicators of character development. Third, document analysis was conducted on curriculum documents, teaching materials, students' assignments, and assessment records to support the findings obtained from interviews and observations.

The collected data were analyzed using qualitative content analysis. The analysis involved three stages: data reduction, data display, and conclusion drawing. Data reduction was conducted by selecting and categorizing relevant information related to curriculum content, learning materials, teaching strategies, and citizenship values. The data were then presented descriptively to facilitate interpretation. Finally, conclusions were drawn based on patterns and themes identified throughout the analysis process.

The research procedure consisted of four stages: (1) preparation of research instruments and literature review, (2) data collection through interviews, observations, and document analysis, (3) data analysis and interpretation, and (4) preparation of

research findings and conclusions. This procedure was designed to ensure the credibility and comprehensiveness of the research results.

| Analyzed Aspects | Research Findings | Implications |
|---|---|---|
| Civics Learning Objectives | Shaping students into good citizens through instilling Pancasila values. | Supporting the formation of students' character and citizenship competencies. |
| Learning materials | Covers rights and obligations, social norms, democracy, diversity, and nationalism. | Helping students understand life in society, nation and state. |
| Developed Character Values | Discipline, honesty, responsibility, tolerance, and mutual cooperation. | Forming positive behavior that can be applied in everyday life. |
| Learning methods | Interactive lectures, group discussions, role play, and problem-based learning. | Increase student engagement and critical thinking skills. |
| Rating System | Covers cognitive, affective, and psychomotor aspects. | Provides a comprehensive overview of student development. |

## RESULTS AND DISCUSSION

### Analysis of PKn Curriculum and Learning Materials at the MI/SD Level

The findings indicate that the PKn curriculum at the elementary school level is designed systematically according to students' cognitive, social, and emotional development. The curriculum emphasizes not only the acquisition of knowledge but also the development of character values and citizenship competencies. Learning materials cover essential topics such as rights and obligations, social norms, Pancasila values, democracy, national identity, and participation in community life.

The analysis revealed that PKn learning materials are closely aligned with the objectives of national education and the Profile of Pancasila Students. Character values such as discipline, honesty, responsibility, tolerance, cooperation, and nationalism are integrated into various learning topics. The curriculum gradually introduces civic concepts according to students' developmental stages, beginning with simple social interactions in

lower grades and progressing toward broader concepts of citizenship and governance in higher grades.

The interview results also showed that teachers perceive PKn as an important subject for character formation. According to the respondents, PKn helps students understand moral values, social norms, and democratic attitudes that can be applied in daily life. Teachers emphasized that character-building aspects are more important than merely delivering theoretical knowledge.

**Challenges in PKn Learning**

The study identified several challenges in PKn learning implementation. Teachers reported that many students perceive PKn as a theoretical and less interesting subject. The dominance of conventional teaching methods and memorization-based learning often reduces students' motivation and engagement.

Another challenge involves external factors, including family environments and peer influences that may not support the implementation of citizenship values. Differences in students' backgrounds and levels of understanding also affect learning effectiveness.

**Utilization of Digital Learning Media**

The findings indicate that teachers increasingly use digital technology to support PKn learning. Learning media such as projectors, educational videos, YouTube, TikTok, and online quizzes are utilized to create more interactive learning experiences.

Teachers stated that digital media help visualize abstract civic concepts and make learning materials more relevant to students' daily lives. The use of technology also encourages active participation and critical thinking through discussions of real-life cases and social issues.

## Discussion

The findings demonstrate that the PKn curriculum functions as an important instrument for character education and citizenship development. The integration of values such as responsibility, tolerance, discipline, and cooperation reflects the fundamental principles of Civic Education, which aim to develop competent and responsible citizens. These findings support the view that PKn is not merely a knowledge-based subject but also a medium for moral and social development.

From a theoretical perspective, the results are consistent with Bandura's Social Learning Theory, which emphasizes that students learn values and behaviors through observation, imitation, and interaction with significant role models. In this context, teachers play a central role in demonstrating positive behaviors that students can emulate. The interview findings revealed that teacher modeling remains essential despite advances in educational technology.

The findings also align with the constructivist learning theory, which suggests that students actively construct knowledge through interaction and experience. The use of discussion methods, role-playing activities, and problem-based learning allows students

to connect PKn concepts with real-life situations. Such approaches help students develop deeper understanding and critical thinking skills.

Compared with previous studies, the results support the findings of Damayanti and Rahmawati (2021), who found that PKn materials contain various character values that contribute to students' moral development. Similarly, Trisiana (2020) reported that digital learning media can improve student engagement and facilitate the understanding of citizenship concepts. However, this study extends previous research by examining the relationship between curriculum content, teaching practices, and digital learning implementation within the context of elementary education.

The increasing use of digital technology in PKn learning has important implications for educational practice. Digital media provide opportunities for teachers to create more engaging and contextual learning experiences. Students can observe real-world examples of citizenship values through videos, social media content, and interactive learning activities. Nevertheless, technology should complement rather than replace the teacher's role in character formation.

The study further suggests that curriculum developers should continue updating PKn materials to address contemporary issues such as digital citizenship, media literacy, and responsible social media use. These competencies are increasingly important in preparing students to become active and responsible citizens in the digital era.

Overall, the findings indicate that the successful implementation of PKn depends on the integration of curriculum content, innovative teaching strategies, digital learning media, and teacher role modeling. Such integration contributes significantly to the development of students who are not only academically competent but also morally responsible and socially engaged citizens.

## CONCLUSION

Based on the research findings, it can be concluded that Civic Education (PKn) at the MI/SD level plays an important role in developing students' character as responsible citizens through the early internalization of Pancasila values. Although several challenges were identified, including students' boredom with materials perceived as overly theoretical and the limited availability of learning media, teachers have attempted to address these issues by implementing various instructional methods such as group discussions, role-playing (*role play*), and problem-based learning connected to students' daily lives. Furthermore, assessment practices are not limited to cognitive aspects but also include affective and psychomotor domains to ensure that civic values are applied in real-life situations.

The utilization of digital technology has also proven to support the effectiveness of PKn learning through the use of educational videos, projectors, and digital platforms that make learning materials more engaging and easier for students to understand. However, the use of technology should be accompanied by teachers' role modeling in promoting

values such as honesty, discipline, and tolerance. Therefore, teachers are encouraged to continuously develop creative and innovative learning practices and optimize the use of technology so that PKn learning becomes more relevant, engaging, and effective in fostering a generation with strong character and a sense of responsibility as citizens.

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