EDEN
Journal of Elementary and Digital Education
e-ISSN 3090-1340

Analysis of the Suitability of Pancasila and Citizenship Education Materials with the Merdeka Curriculum in MI/SD

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Article Info

Keywords:
Pancasila and Citizenship Education, Independent Curriculum, material suitability, learning outcomes, MI/SD.
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Published by Yayasan Mujtahidin Sajimah Selong (Musa Foundation), Indonesia.

Abstract

Pancasila and Citizenship Education (PPKn) plays a strategic role in shaping the character, values, and citizenship competencies of students from the Madrasah Ibtidaiyah/Sekolah Dasar (MI/SD) level. The continuous changes in the national curriculum require adjustments to the teaching materials to remain relevant to the current educational goals. This study aims to describe the nature and objectives of PPKn learning in MI/SD, analyze the structure of the Merdeka Curriculum in that subject, examine the alignment of teaching materials with the established learning outcomes, and identify the challenges of its implementation in the field. The research uses a qualitative approach of library research by reviewing official curriculum documents, textbooks, and related scientific articles. Data were analyzed using content analysis techniques and comparative analysis of learning outcomes. The study results show that, in general, the PPKn material in MI/SD textbooks is in line with the four elements of learning outcomes in the Merdeka Curriculum, namely Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia, and applies a spiral curriculum approach. However, gaps are still found in the aspects of local contextualization, the balance of cognitive-affective dimensions, and the integration of digital literacy and global citizenship. Implementation challenges include the diversity of teacher competencies, the limited availability of contextual learning resources, and the shift in the learning paradigm toward a learner-centered approach. This study recommends strengthening continuous teacher training, developing learning materials based on local wisdom, and optimizing learning technology as strategic steps to improve the quality of PPKn education.

INTRODUCTION

Pancasila and Citizenship Education (PPKn) occupies an important position in Indonesia's national education system. At the Madrasah Ibtidaiyah (MI) and Sekolah Dasar (SD) levels, this subject serves as a means of instilling national character, internalizing Pancasila values, and forming responsible democratic citizens. The content of PPKn is not limited to the transfer of knowledge, but also includes the instillation of attitudes and citizenship skills from an early age (Nurmalina & Syaifullah, 2008).

The curriculum, as a set of plans that regulate objectives, content, teaching materials, and methods of conducting learning, has undergone various changes in Indonesia, starting from the 1994 Curriculum, the Competency-Based Curriculum (KBK) in 2004, the School-Based Curriculum (KTSP) in 2006, the 2013 Curriculum, to the widely implemented Merdeka Curriculum. Each curriculum transition brings consequences for the adjustment of materials, learning approaches, and assessment systems, including in the subject of PPKn (Kemdikbudristek, 2022).

The alignment between teaching materials and the applicable curriculum documents is a determining factor for the success of the educational process. If the material presented is not aligned with the established learning outcomes, the educational goals are at risk of not being achieved, the quality of

learning becomes low, and students are less prepared to face the demands of community life (Depdiknas, 2006). The study on the relevance of PPKn material with the Merdeka Curriculum at the MI/SD level becomes important to ensure that the direction of learning remains consistent with the current national education policy.

Several previous studies have discussed the issue of curriculum and teaching material alignment, but research specifically mapping the alignment between the four elements of Pancasila Education learning outcomes in the Merdeka Curriculum namely Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia with the presentation of material in MI/SD textbooks is still relatively limited. The novelty of this study lies in the effort to comprehensively map the alignment while also identifying the contextual challenges of its implementation in the field.

Based on the description, the objectives of this study are: (1) to describe the nature and goals of PPKn learning in MI/SD; (2) to analyze the structure of the Merdeka Curriculum in the subject of Pancasila Education; (3) to identify the level of alignment between teaching materials and the applicable learning outcomes; and (4) to outline the challenges and solutions for implementing PPKn materials in accordance with the curriculum in the field.

METHOD

This research uses a qualitative approach with a type of library research, which is conducted by collecting, reading, and examining various relevant literature in the form of books, scientific journals, articles, educational regulations, and official curriculum documents (Fraenkel et al., 2012). This approach was chosen because the focus of the research is to examine the alignment of teaching material content with the curriculum documents established by the government.

Data sources consist of primary and secondary data. Primary data includes the Merdeka Curriculum documents, Learning Outcomes (LO) for the subject of Pancasila and Citizenship Education for MI/SD, Core Competencies and Basic Competencies of PPKn in the 2013 Curriculum, as well as PPKn textbooks for MI/SD used in schools. Secondary data includes scientific journals, educational articles, and previous research results relevant to the theme of curriculum and learning material alignment.

Data collection techniques were carried out thru documentation and literature study, with the following steps: (1) inventorying the official curriculum documents in force; (2) collecting PPKn MI/SD textbooks from various publishers; (3) searching for journals and articles thru online databases such as Google Scholar and SINTA; and (4) classifying data according to the research focus (Gall et al., 2003).

The collected data were analyzed using content analysis techniques to identify themes, concepts, and values in PPKn materials, as well as comparative analysis to compare the materials in textbooks with the learning achievement formulations in the curriculum documents. The analysis results were then synthesized descriptively to produce comprehensive conclusions.

RESULTS AND DISCUSSION

The Nature and Objectives of PPKn Learning in MI/SD Pancasila and Citizenship Education

Previously known as PKn, it is a subject oriented toward the formation of citizens who are able to understand and fulfill their rights and obligations as part of an intelligent, skilled, and character-driven Indonesian nation in accordance with the mandate of Pancasila and the 1945 Constitution. Nurmalina and Syaifullah (2008) formulated that the main mission of this subject is to shape three characters of citizens, namely smart citizens, good citizens, and active citizens.

At the MI/SD level, PPKn holds a strategic position because it is taught during the golden age, which is a period of child development that is highly responsive to the formation of values and character. In general, the objectives of PPKn learning at this level can be formulated as follows: first, to build students' understanding of the norms, values, and morals that apply in community, national, and state life; second, to develop critical thinking skills in addressing citizenship issues; and third, to foster a positive attitude toward the values of Pancasila, the 1945 Constitution, and diversity as the foundation of national life.

In the Merdeka Curriculum, the naming of this subject has shifted to "Pancasila Education," with a greater emphasis on the internalization of Pancasila values as the nation's worldview. This change marks a paradigm shift from a knowledge-based orientation to a more contextual value and character-based orientation (Kemdikbudristek, 2022).

Structure of the Pancasila Education Curriculum in the Merdeka Curriculum

The structure of the PPKn curriculum at the MI/SD level has changed along with the national curriculum reform. In the 2013 Curriculum, PPKn is integrated into thematic integrated learning for grades I–III and taught as a separate subject for grades IV–VI, with competencies formulated in Core Competencies (KI-1 to KI-4) detailed into Basic Competencies per semester (Kemdikbud, 2013).

Meanwhile, the Merdeka Curriculum, which has been implemented gradually since 2022, uses a Learning Achievement (CP) approach divided into three phases: Phase A (grades I–II), Phase B (grades III–IV), and Phase C (grades V–VI). Each phase contains four elements of learning achievement, namely Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia (NKRI), which are collectively referred to as the four pillars of nationalism and form the foundation of the Pancasila Education curriculum (Kemdikbudristek, 2022).

In Phase A, learning outcomes focus on self-introduction, family, and the immediate environment as the starting point for understanding national values. In Phase B, students are directed to understand rights and obligations as members of society, social diversity, and the importance of unity and integrity. In Phase C, the material is expanded to include understanding the system of government, democratic life, and Indonesia's role in the global context. The allocation of learning time for Pancasila Education in the Merdeka Curriculum is set at 4 class hours per week (Kemdikbudristek, 2022).

The Suitability of PPKn Material with the MI/SD Curriculum

The analysis of the suitability of PPKn material with the MI/SD curriculum is conducted thru four aspects, namely the alignment of the scope of the material, the depth and breadth of the content, the relevance of the values instilled, and the inter-level connections. The findings of the literature review generally indicate a

significant alignment between the content of PPKn textbooks for MI/SD and the current curriculum requirements, although some gaps still need to be addressed.

From the aspect of the scope of the material, the PPKn MI/SD textbooks generally accommodate the themes mandated by the curriculum. The theme of Pancasila as the foundation of the state and the worldview of the nation, the 1945 Constitution as the constitutional basis, cultural diversity and the attitude of tolerance, as well as the basic concept of citizenship, have been presented proportionally in various textbooks. The values of Pancasila have also been integrated contextually according to the cognitive development stages of the students.

From the aspect of depth and breadth of content, the PPKn MI/SD material is designed using the spiral curriculum principle, where a concept is repeated and deepened at higher grade levels with increasing complexity. For example, the concept of gotong royong is introduced in lower grades within the family context, then expanded to the school and community scope in middle grades, and analyzed more critically in higher grades. This approach aligns with the principles of curriculum development that are student-centered and take into account the cognitive development stages of children (Gagne, 1977).

From the aspect of inter-level connections, the PPKn MI/SD material is designed to have a clear continuity from Phase A to Phase C, where each phase builds understanding on the foundation laid in the previous phase. This continuity is important so that students can obtain a comprehensive and coherent understanding of citizenship when entering the next level of education.

However, some gaps are still found. First, some textbooks still tend to focus on rote memorization of concepts rather than the application of values in real life. Second, the integration of knowledge, skills, and attitudes dimensions is not always depicted in a balanced manner in the presentation of the material. Third, the contextualization of the material with local conditions and the needs of the students' regions still requires strengthening. Fourth, the material related to digital literacy and global citizenship has not been optimally accommodated, even tho the Merdeka Curriculum demands learning that is relevant to the challenges of the 21st century (Soemantri, 2001).

Table 1. The Suitability of PPKn Learning Achievement Elements with MI/SD Textbook Material

Learning Outcome Element	Material Coverage in Textbook	Suitability Level	Gap Notes
Pancasila	Pancasila values are contextually integrated at every phase	High	Application of values in real life is still limited
1945 Constitution	Presented as the constitutional foundation of the state	High	Local contextualization needs improvement

Bhinneka Tunggal Ika (Unity in Diversity)	Cultural diversity and tolerance attitudes are proportionally included	Medium	Integration of global citizenship issues is not yet optimal
NKRI (Unitary State of the Republic of Indonesia)	The concept of national unity is deepened spirally across phases	High	Digital citizenship literacy has not been accommodated

Source: Results of content analysis and comparative analysis by the author (2026), adapted from Kemdikbudristek (2022) and related literature review.

Challenges and Solutions in Implementation

The implementation of PPKn material in accordance with the Merdeka Curriculum in the field faces several challenges. The first challenge is the heterogeneity of PPKn teachers' competencies at the MI/SD level. Not all teachers have an adequate understanding of the substance and orientation of the latest curriculum, leading to variations in the interpretation of the material, which in turn affects the inconsistency in the quality of learning between schools.

The second challenge is the limited availability of contextual and up-to-date learning resources. Many schools still rely on a single type of textbook that does not fully reflect the latest curriculum orientation, while the development of more varied teaching materials requires pedagogical competence and creativity from teachers that are not evenly distributed (Bonk & Graham, 2006). The third challenge is related to the shift in the learning paradigm. The Merdeka Curriculum demands a transition from teacher-centered learning to student-centered learning. This shift requires PPKn teachers to design learning activities that are active, innovative, creative, effective, and enjoyable (PAIKEM), including thru a contextual project-based learning approach.

To respond to these challenges, several strategic steps can be taken. First, strengthening the training and continuous support for teachers thru the sustainable professional development program (PKB), subject teacher discussion forums, workshops, and scheduled technical guidance. Second, the development of supplementary teaching materials based on local wisdom in collaboration between teachers, local government, and local educational institutions. Third, the optimization of the use of information and communication technology as an interactive learning medium for PPKn to bridge the gap between curriculum demands and classroom learning practices (Allen et al., 2016).

The results of this study reinforce previous findings that the alignment of curriculum documents with learning practices does not only depend on the curriculum design itself but also on the readiness of human resources and the availability of learning support facilities (Arends, 2012). Thus, improving the alignment of PPKn materials with the Merdeka Curriculum requires a systemic approach involving various educational stakeholders.

CONCLUSION

Based on the study's findings, it can be concluded that Pancasila and Citizenship Education at the MI/SD level play a strategic role in shaping the character, values, and citizenship competencies of students from an early age, with the main goal of producing a generation that is intelligent, moral, and actively

participates in national and state life. The structure of the Pancasila Education curriculum in the Merdeka Curriculum uses a phase-based Learning Achievement approach (Phase A, B, and C) with four main elements, namely Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia (NKRI), which emphasizes the formation of values and character beyond mere knowledge acquisition.

In general, there is a significant alignment between the PPKn material in MI/SD textbooks and the demands of the Merdeka Curriculum, especially in terms of the scope of themes and the application of the spiral curriculum approach. However, gaps are still found in the aspects of contextualizing the material with local conditions, balancing cognitive and affective dimensions, and integrating digital literacy and global citizenship. The implementation of curriculum-aligned materials also faces challenges such as the heterogeneity of teacher competencies, the limited availability of contextual learning resources, and the demands of shifting learning paradigms, which can be addressed thru continuous teacher training, the development of locally-based teaching materials, and the optimization of learning technology. Based on these findings, it is recommended that educational institutions, textbook publishers, and education policymakers collaborate continuously to update and contextualize PPKn materials to remain relevant to the dynamics of the Merdeka Curriculum and the needs of students in the digital era.

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