



## Analysis of the Content of Citizenship Competencies in the Main Textbooks of Pancasila Education At SMP/MTs Level

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### **Abstract**

This article aims to analyze the content of the citizenship competency components in the Main Textbook (BTU) for Pancasila Education at the SMP/MTs level. The method used in this article is qualitative with a content analysis study approach. The results of this article show that the Main Textbook (BTU) for Pancasila Education at the SMP/MTs level contains knowledge competencies, skills, attitudes and values, as well as citizen actions. However, specifically for citizenship skills, it is still not optimal in the Main Textbook (BTU) for Pancasila Education at the SMP/MTs level.

**Keywords:** *Citizenship Competence; Civic Knowledge; Civic Skills; Attitude and Values; Action Citizen*

### **Introduction**

After the world was hit by the Covid-19 pandemic which had an impact on all life activities, including education. On February 11 2022, the Minister of Education, Culture, Research and Technology of the Republic of Indonesia launched the *online Merdeka Curriculum*. At the launch of this curriculum, Nadiem Anwar Makarim (Mendikbudristek) said that the Merdeka Curriculum is a curriculum that is much more concise, simpler and more flexible to be able to support *learning loss recovery* due to the Covid-19 pandemic. Apart from that, through the Merdeka Curriculum we can also catch up with Indonesian education from other countries (Directorate General of PAUD, Primary Education and Secondary Education, 2022).

In the Merdeka Curriculum, the name or nomenclature used in the Pancasila and Citizenship Education (PPKn) subjects changes to Pancasila Education. Since the existence of Presidential Regulation Number 7 of 2018 concerning the Pancasila Ideology Development Agency, the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has collaborated with the Pancasila Ideology Development Agency (BPIP) of the Republic of Indonesia which has the task and function of preparing standardization and organizing education and training development of Pancasila ideology.

Based on these regulations, the Pancasila Ideology Development Agency (BPIP) has established Pancasila Ideology Development Agency Regulation Number 2 of 2020 concerning Education and Training for Pancasila Ideology Development, which regulates the implementation, standards and

curriculum of education and training for Pancasila ideology development, in collaboration with The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) of the Republic of Indonesia has prepared the Main Textbook (BTU) for Pancasila Education in the Decree of the Minister of Education, Culture, Research and Technology (Kemendikbudristek) of the Republic of Indonesia Number 56 of 2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery (Independence Curriculum) where the subject of Pancasila Education has been stated in it.

In the context of the learning process in schools, there are at least several elements that cannot be separated, namely students, teachers, teaching materials, learning processes, learning outcomes, learning facilities and infrastructure and school management systems. In the previous Pancasila Education subject curriculum, this subject carried the vision of having a sense of nationality and love for the country within the framework of *nation and character building*, namely as a means of forming the nation's personality. Because a democratic country must rely on the knowledge, skills and policies of its citizens. Thus, this subject focuses on three competency components as a basis for development, namely: (1) knowledge; (2) skills; and (3) citizenship character. Meanwhile, according to (Mulyoto, GP, & Samsuri, 2017), this subject not only forms citizens who only know their rights and obligations, but also understands the responsibilities and participation/involvement of citizens in every public policy.

Collaboration between the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) and the Republic of Indonesia's Pancasila Ideology Development Agency (BPIP) in developing the Main Textbook (BTU) for Pancasila Education enables the integration of a deep understanding of Pancasila and its practice in social, national and state life. . This was done as an effort to support the implementation of the Merdeka Curriculum in Pancasila Education subjects, a Main Textbook (BTU) for Pancasila Education was prepared in which Pancasila Education learning in educational units was applied through citizenship learning practices based on Pancasila, the Constitution of the Republic of Indonesia In 1945, the spirit of *Bhinneka Tunggal Ika* and commitment to the Unitary State of the Republic of Indonesia.

Therefore, each school bears a special responsibility for the development of knowledge, skills and civic character. Abdulkarim (2005) believes that this school responsibility is carried out through formal curriculum tools, namely from the lower grades and continuing throughout the entire educational process. One of the important components of the educational curriculum in schools is textbooks which are often called textbooks. The availability of quality and adequate textbooks is an important instrument for producing quality educational output.

According to Stanley (1982) textbooks are books designed for use in the classroom, carefully compiled and prepared by experts in that field and equipped with appropriate and harmonious learning tools. In line with that, (Abdulkarim, 2005) also believes that textbooks are usually used by teachers and students with the aim of making it easier to understand the subjects outlined in the curriculum. On the other hand (Tarigan, 1986) says that textbooks are textbooks in a particular field of study, which are standard books, prepared by experts in that field for instructional purposes and objectives, which are equipped with harmonious teaching facilities and easy to understand by users in schools and colleges so that it can support a teaching program.

Pancasila education itself has become part of general education which plays an important role in transferring and fostering values that are in harmony with the nation's personality (Kusdarini, E., Sunarso, & Arpanudin, 2020). Therefore, the Pancasila Education Main Textbook (BTU) is interesting for analysis, especially regarding the content of the civic competency components. Because in practice, this subject has been deepened and expanded (Veugelers, W., & Samsuri, 2023). According to Print (2013), citizenship competency is an ability, potential and willingness to be involved in a phenomenon. On the

other hand (Dogonay, 2012) this citizenship competency shows the perspective of citizenship education which is the basis of ideas, concepts, principles, skills and affective qualities in the curriculum.

The same thing is also said (Patrick & Vontz, 2001) that the basis of civic competence lies in the development of knowledge, skills and dispositions related to core concepts regarding the principles and practices of citizenship in a democracy. Knowledge, skills, values and attitudes must be included in the citizenship education curriculum not separately, but integrated in the curriculum (Dogonay, 2012). With the change in the curriculum and nomenclature of the Pancasila and Citizenship Education subjects to become Pancasila Education subjects which resulted in the preparation of the Pancasila Education Main Textbook (BTU), of course the content of the citizenship competency components needs to be revisited in the textbook.

The results of a study from the Curriculum Center of the National Education Department on the Education Unit Level Curriculum (KTSP) show that the Citizenship Education (PKn) subject only contains 12% of the basic skills in the *civic disposition aspect* and 20.17% of the *civic skill / participation aspect*, while the *civic knowledge aspect* is 69.43%. The Curriculum Center believes that this arrangement is inconsistent with the mission of Citizenship Education (PKn) which aims to shape the character of citizens (Curriculum Center, Department of National Education, 2007).

The results of research (Manalu, A., & Gandamana, A, 2023) show that: (1) the content of each domain of citizenship competency in the Citizenship Education (PKn) subject in the 2013 curriculum with the independent curriculum in elementary schools contains full citizenship competency consisting of civic knowledge, civic skills, and civic attitudes; (2) looking at operational verbs (KKO), the 2013 curriculum contains 25% knowledge components, 25% skills components, and 50% attitude/character components. Meanwhile, the independent curriculum contains 31.37% knowledge components, 41.18% skills components, and 27.45% attitude/character components. Then added 20% to strengthen the profile of Pancasila students.

The research results (Abdulkarim, 2005) describe and analyze material, pedagogical elements and test the readability level of high school PPKn textbooks and examine the suitability of textbooks with the vision and mission of PPKn in improving students' thinking skills. One of the results is that the level of depth and breadth of material for the development of civic knowledge contained in Civics textbooks is not sufficient. The results of a study conducted (Arif, 2016) show that the civics textbooks at the SMP/MTs level studied contain efforts to develop civic competency components as well as the role and function of Civics Education (PKn) subjects.

A study conducted by the IEA on the implementation of Civics in 28 countries generally concluded that the components of Civics include aspects of *civic knowledge*, *civic engagement*, and *civic attitudes* as well as other concepts (Torney-Purta, et al, 2001). As (Patrick, 1999; Patrick & Vontz, 2001) groups the competency components of civic studies into four, namely: (1) *civic knowledge*; (2) *cognitive civic skills*; (3) *participatory civic skills*; and (4) *civic disposition*. The competency components were introduced by (CCE, 1994) into three components, including *civic knowledge* (civic knowledge), *civic skills* (civic skills including *cognitive skills* and *participatory skills*) and *civic disposition* (civic character).

The Main Textbook (BTU) for Pancasila Education, which was prepared in collaboration with the Ministry of Education, Culture, Research and Technology and the Pancasila Ideology Development Agency (BPIP) of the Republic of Indonesia as an effort to support the implementation of the Independent Curriculum, needs to be seen whether the textbook contains the citizenship competency components as stated in The vision and mission of these subjects is to educate good citizens, a country needs to develop *civic competence*. One way to develop civic competence can be done in the field of education. Thus, it is

necessary to pay attention to the contents of the components and competencies of citizenship in the Main Textbook (BTU) of Pancasila Education. It is important to pay attention to this textbook, especially in relation to the rules or system of values and norms that have developed in Indonesia.

Based on the background above, this article formulates the focus of the problem on "*Does the Main Textbook (BTU) for Pancasila Education at the SMP/MTs level contain components of civic competence?*". The purpose of this article is to find out whether the Main Textbook for Pancasila Education at SMP/MTs level published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2023 contains a citizenship competency component. The data obtained in this article is through a content analysis study of the textbook.

## **Method**

The method used in this article is qualitative research. It was stated (Creswell, 1998) that qualitative research is a research process for understanding based on certain research methodological traditions by investigating social or human problems. This research is a content analysis as a qualitative research tradition. Researchers do not use quantification or statistical calculations, but rather emphasize interpretive studies.

Data collection techniques through literature study. The data source is the Main Textbook for Pancasila Education at SMP/MTs level published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2023. Apart from that, other data sources are also used, such as journals, articles and internet sources as supporting elements for research related to components of civic competence.

## **Results and Discussion**

### **Main Textbook for Pancasila Education at SMP / MTs Level**

Based on the Regulation of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia Number 25 of 2022 concerning the Assessment of Educational Books, it is explained that textbooks are books prepared for learning based on national education standards and the applicable curriculum. Meanwhile, main textbooks are textbooks that must be used in learning based on the applicable curriculum and are provided by the central government free of charge.

The main function of textbooks is to protect students and the public from the circulation of books that are of poor quality and do not comply with the contents of the books and the appropriateness requirements for the contents of the books. The regulation also explains the function of student books which contain the main material that must be studied by students at primary and secondary education levels (Permendikbudristek, 2022).

This confirms the function and purpose of textbooks as stated by (Prastowo, 2012), namely as reference material or reference material for students, as evaluation material, as a tool to help educators in implementing the curriculum, as one of the determinants of the teaching methods or techniques that will be used. educators, and as a means to improve careers and positions. In addition, textbooks are designed for classroom use, carefully compiled and prepared by experts in the field and equipped with appropriate and harmonious learning tools (Stanley, 1982).

Meanwhile, Tarigan (1986) said that textbooks are textbooks in a particular field of study, which are standard books, prepared by experts in that field for instructional purposes and objectives, which are equipped with teaching tools that are harmonious and easy to understand by users in schools and colleges

so that they can support a teaching program. Abdulkarim (2005) also believes that textbooks are usually used by teachers and students with the aim of making it easier to understand the subjects outlined in the curriculum.

The collaboration carried out between the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) and the Republic of Indonesia's Pancasila Ideology Development Agency (BPIP) in developing the Main Textbook (BTU) for Pancasila Education allows for the integration of a deep understanding of Pancasila and its practice in social and national life. and state. This was done as an effort to support the implementation of the Merdeka Curriculum in Pancasila Education subjects, a Main Textbook (BTU) for Pancasila Education was prepared in which Pancasila Education learning in educational units was applied through citizenship learning practices based on Pancasila, the Constitution of the Republic of Indonesia In 1945, the spirit of *Bhinneka Tunggal Ika* and commitment to the Unitary State of the Republic of Indonesia.

With the change in curriculum and nomenclature of Pancasila and Citizenship Education subjects to become Pancasila Education subjects which resulted in the preparation of the Pancasila Education Main Textbook (BTU), of course the content of the citizenship competency components needs to be seen in the textbook. As is known, the Main Textbook (BTU) for Pancasila Education at SMP/MTs level consists of 5 different chapters from the previous textbook. The following is the structure of the Main Textbook (BTU) for Pancasila Education at the SMP/MTs level:

Table 1. Structure of the Main Textbook for Pancasila SMP/MTs Education

PP BTU Structure for SMP/MTs Level						
	Chapter 1	chapter 2	Chapter 3	Chapter 4	Chapter 5	
<b>Class VII</b>	History of the Birth of Pancasila	Application of Pancasila Values	Adhering to Norms	The Diversity of the Indonesian Nation in the Frame of <i>Bhinneka Tunggal Ika</i>	Territory of the Unitary State of the Republic of Indonesia	
<b>Class VIII</b>	Pancasila in the Life of My Nation	My Country Guide	Regulations in my country	Preserving Nation's Culture	My Caring for the Integrity of my Nation and Country	
<b>Class IX</b>	The relationship between Pancasila and the 1945 Constitution of the Republic of Indonesia, <i>Bhinneka Tunggal Ika</i> , and the Unitary State of the Republic of Indonesia	Rights and Obligations of Citizens	Citizens' Freedom of Opinion in the Era of Information Openness	Maintaining and Preserving Traditions, Local Wisdom and Culture in a Global Society	Maintaining the Territorial Integrity of the Unitary State of the Republic of Indonesia	

Source: Suryatna, Y., *et al*, Setiawan, T., *et al* , and Prahara, YD, *et al* (2023).

## Components of Citizenship Competency

Civic competence as an ability, potential and willingness to be involved in phenomena (Print, 2013). On the other hand (Doganay, 2012) believes that this citizenship competency shows the perspective of citizenship education which is the basis of ideas, concepts, principles, skills and affective qualities in the curriculum. The same thing is also said (Patrick & Vontz, 2001) that the basis of civic competence lies in the development of knowledge, skills and dispositions related to core concepts regarding the principles and practices of citizenship in a democracy. So, knowledge, skills, values and attitudes must be included in the citizenship education curriculum not separately, but integrated in the curriculum (Doganay, 2012).

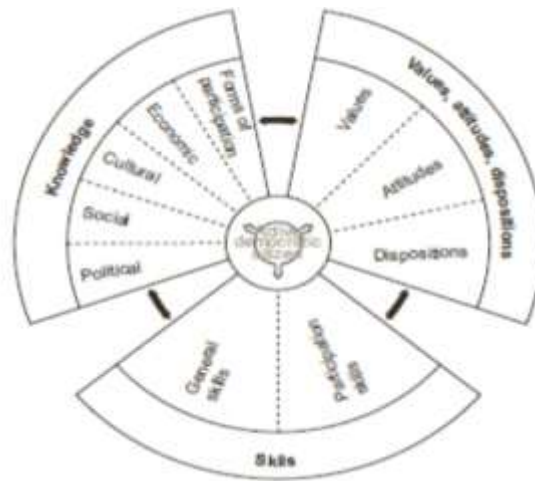


Figure 1. Main Categories of Citizenship Education Curriculum  
Source: Doganay (2012)

The study conducted by the IEA on the implementation of Civics in 28 countries generally concluded that the components of Civics include aspects of *civic knowledge*, *civic engagement*, and *civic attitudes* as well as other concepts (Torney-Purta, et al, 2001). As (Patrick, 1999; Patrick & Vontz, 2001) groups the competency components of civic studies into four, namely: (1) *civic knowledge*; (2) *cognitive civic skills*; (3) *participatory civic skills*; and (4) *civic disposition*. The competency components were introduced by (CCE, 1994) as three components, including *civic knowledge* (civic knowledge), *civic skills* (civic skills including *cognitive skills* and *participatory skills*) and *civic disposition* (civic character).

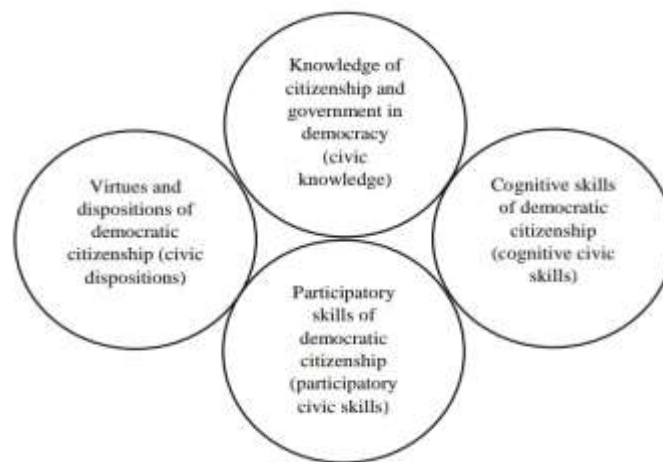


Figure 2. Citizenship Studies Competency Components  
Source: Patrick and Vontz (2001)

The concept of citizenship and citizenship education is currently an important concept in educational theory, research, policy and practice. In recent decades the concept of citizenship has been broadened and deepened (Veugelers, 2011). Expanded means that citizenship is no longer only linked to the national state, but also to the regional order, even to the whole world through the concept of global citizenship. Meanwhile, deepening means that the concept of citizenship has been expanded from the political level to the social and cultural level (Veugelers & Samsuri, 2023). In the context of changing the curriculum and nomenclature in this subject from Citizenship Education (PKn) to Pancasila and Citizenship Education (PPKn) to Pancasila Education which also produces the Main Textbook (BTU) for Pancasila Education, it is necessary to look at the content of the citizenship competency components. Therefore, this subject as a family of social sciences refers to four citizenship competencies, namely *knowledge*, *skills*, *attitudes and values*, and *action citizenship* (Banks, J., 1985; Kerr, 1999; Rozak, et al, 2015; Rafzan, 2020).

### Civic knowledge

This is a scientific method for obtaining the knowledge needed to make reflective decisions by obtaining it through (1) *concepts*; (2) facts (*facts*); and generalization (*generalization*). Based on the objectives of each discussion in the Main Textbook (BTU) of Pancasila Education at the SMP/MTs level, it can be seen from:

Table 2. BTU PP SMP/MTs Level

BTU PP Class VII structure					
	Chapter 1	chapter 2	Chapter 3	Chapter 4	Chapter 5
<b>Draft</b>	There is a Concept Map regarding the History of the Birth of Pancasila; (1) The birth of Pancasila in the BPUPK session; (2) Formulation of Pancasila by the Committee of Nine; (3) Proclamation and Determination of Pancasila as the State Foundation.	There is a Concept Map regarding the Implementation of Pancasila Values; (1) The meaning of the Pancasila Principles; (2) Pancasila in Community Life (3) Pancasila in National and State Life.	There is a Concept Map regarding Compliance with Norms; (1) Humans as creatures of God Almighty, individual creatures, and social creatures; (2) understanding norms; (3) various norms; (4) act according to norms.	There is a Concept Map regarding the Diversity of the Indonesian Nation within the Framework of Bhinneka Tunggal Ika; (1) the meaning of diversity; (2) SARA diversity; (3) factors causing social change and diversity; (4) challenges and attitudes towards social change; (5) Bhinneka Tunggal Ika.	There is a Concept Map regarding the territory of the Unitary State of the Republic of Indonesia; (1) the meaning of the state and the elements of the state; (2) territory of the Republic of Indonesia; (3) Indonesia as a unitary state; (4) efforts to maintain territorial integrity.
<b>Fact</b>	There are pictures showing the historical facts of the birth of Pancasila	There are pictures showing the facts of the application of Pancasila values.	There are pictures that show the fact of complying with norms.	There are pictures that show the fact of the diversity of the Indonesian nation within the frame of Bhinneka Tunggal Ika.	There are pictures showing facts about the territory of the Unitary State of the Republic of Indonesia
<b>Generalization</b>	There is a civic project on the history of the birth of Pancasila including: planning, implementation	There is no citizenship project. However, there is still a reflection on the values of Pancasila.	There are civic projects carrying out observations and research.	There is a citizenship project to find expressions, proverbs or local wisdom that have a theme of	There is a citizenship project to create a map of Indonesia along with information on

and reflection.

respecting unity or diversity.

land and sea boundaries between countries adjacent to Indonesia.

Structure of BTU PP Class VIII					
	Chapter 1	chapter 2	Chapter 3	Chapter 4	Chapter 5
<b>Draft</b>	There is a Concept Map regarding Pancasila in the life of my people; (1) Pancasila as the basis of the state; (2) Pancasila as the nation's way of life; (3) Pancasila as the state ideology.	There is a Concept Map regarding My Country Guidelines; (1) understand the process of formulating and ratifying the 1945 Constitution of the Republic of Indonesia; (2) the function and position of the 1945 Constitution of the Republic of Indonesia; (3) dare to implement the 1945 Constitution of the Republic of Indonesia in the environment where you live.	There is a Concept Map regarding Regulations in My Country; (1) the rules in my home, my school, my neighborhood, and my country; (2) understanding the sequence of statutory regulations; (3) type and sequence of statutory regulations; (4) implementation of laws and regulations in Indonesia; (5) commitment to implementing the sequence of laws and regulations in Indonesia.	There is a Concept Map regarding Preserving My Nation's Culture; (1) preservation of traditions, local wisdom and national culture; (2) national culture as a tool to unify the nation; (3) national culture as national identity and identity.	There is a Concept Map on Caring for the Integrity of my Nation and Country; (1) vision of the archipelago to take care of the integrity of my nation and country; (2) the implementation of the archipelago vision.
<b>Facts</b>	There are pictures that show the fact of Pancasila in the life of my people.	There are pictures that show the facts of Pedoman Negaraku.	There are pictures that show the facts of the Rules in my country.	There are pictures that show the fact of Preserving Bangsaku Culture.	There are pictures that show the fact of Caring for the Integrity of My Nation and Country.
<b>Generalization</b>	There is no citizenship project. But there are still reflections.	There is no citizenship project. But there are still reflections.	There is no citizenship project. But there is still reflection.	There is no citizenship project. However, there are staged cultural performances.	There is no citizenship project. But there is still reflection.

BTU PP Class IX structure					
	Chapter 1	chapter 2	Chapter 3	Chapter 4	Chapter 5
<b>Draft</b>	There is a concept map regarding the relationship between Pancasila and the 1945	There is a Concept Map regarding the Rights and Obligations of	There is a Concept Map regarding Citizens' Freedom of	There is a Concept Map regarding Maintaining and Preserving Local Traditions, Local	There is a Concept Map regarding Maintaining the Territorial



	<p>Constitution of the Republic of Indonesia, Bhinneka Tunggal Ika, and the Republic of Indonesia; (1) the relationship between Pancasila and Bhinneka Tunggal Ika; (2) the relationship between Pancasila and the 1945 Constitution of the Republic of Indonesia; (3) the relationship between Pancasila and the Republic of Indonesia; (4) the spirit of Pancasila in state life.</p>	<p>Citizens; (1) rights and obligations; (2) implementation of citizens' rights and obligations in a balanced manner; (3) the rights and obligations of citizens in the 1945 Constitution; (4) challenges in fulfilling the rights and obligations of citizens.</p>	<p>(1) Opinion in the Era of Information Openness; (1) the meaning of freedom of opinion for citizens; (2) guarantee of freedom of expression for citizens; (3) forms of expressing opinions; (4) openness of public information; (5) the manifestation of freedom of opinion for citizens in the era of openness of public information.</p>	<p>Wisdom and Culture in a Global Society; (1) the meaning of tradition, local wisdom and culture; (2) examples of traditions, local wisdom and culture in Indonesia; (3) the role of tradition, local wisdom and culture in global society; (4) commitment to maintaining and preserving Indonesian traditions, local wisdom and culture in the global community.</p>	<p>Integrity of the Unitary State of the Republic of Indonesia; (1) commitment to maintaining the territorial integrity of the Republic of Indonesia; (2) efforts to maintain the unity and integrity of Indonesia; (3) challenges in defending the territory of the Republic of Indonesia; (4) raising awareness to maintain the integrity of the Republic of Indonesia; (5) the active role of students in maintaining the territorial integrity of the Republic of Indonesia.</p>
<b>Fact</b>	<p>There are pictures showing the facts about the relationship between Pancasila and the 1945 Constitution of the Republic of Indonesia, Bhinneka Tunggal Ika, and the Republic of Indonesia.</p>	<p>There are pictures showing the facts about the Rights and Obligations of Citizens.</p>	<p>There are pictures showing the facts of Citizens' Freedom of Opinion in the Era of Information Openness.</p>	<p>There are pictures showing the facts of Maintaining and Preserving Traditions, Local Wisdom and Culture in Global Society.</p>	<p>There are pictures showing the facts of Maintaining the Territorial Integrity of the Unitary State of the Republic of Indonesia.</p>
<b>Generalization</b>	<p>There is no citizenship project. But there is still reflection.</p>	<p>There is a citizenship project by observing citizens' efforts to respect their rights and obligations in various areas of national and state life.</p>	<p>There is no citizenship project. But there is still reflection.</p>	<p>There is no citizenship project. But there is still reflection.</p>	<p>There is no citizenship project. But there is still reflection.</p>

Source: Created by researcher (2024).

### **Citizenship Skills ( Civic Skills )**

Citizenship skills are skills built from critical, consistent and consequent thinking and can be useful in developing oneself to face the problems of national and state life. These skills include (1) thinking ability; (2) the ability to obtain social; (3) academic ability; and (4) group capabilities (Rafzan, et al, 2020). On the other hand (Patrick, 1999) groups them into two, namely: (1) cognitive citizenship skills; (2) participatory skills.

Based on this, citizenship skills in the Main Textbook (BTU) of Pancasila Education at the SMP/MTs level can be seen as follows: *First*, cognitive skills can be seen from the existence of concepts regarding the substance of the material studied in the book. *Second*, participatory skills are seen from the existence of citizenship projects. But the civic project is absent throughout the book. The citizenship project can be seen in: (1) BTU PP Class VII contained in chapters 1, 3, 4, and 5; (2) BTU PP Class VIII does not contain a citizenship project; and (3) BTU PP Class IX is only included in chapter 2. So it can be concluded that if the citizenship project can support citizen participation skills it is still not optimal in this book.

### **Attitudes and Values ( Attitude And Values )**

The values and attitudes in Pancasila Education must develop a commitment to a commitment that is democratic and has human values. These values include (1) divine values; (2) the value of self-realization; (3) cultural attitudes and values; (4) attitudes and values of togetherness; and (5) attitudes and values of equality (Rafzan, et al, 2020). In the context of virtue or the character of democratic citizenship (Patrick, 1999), this is related to promoting general welfare or the common good of society, recognizing the equality of moral values and human dignity of each person, respecting and protecting the rights of each person equally, participate responsibly and effectively in political and civic life, take on government responsibilities, take care of oneself by exercising civic virtues, and support and maintain democratic principles and practices.

Based on this, the attitudes and values in the Main Textbook (BTU) at SMP/MTs level can be seen in: *First*, BTU PP Class VII is clearly visible in chapter 2 which includes divinity, humanity, unity, democracy and social justice. Meanwhile, chapter 3 covers norms, rules, society, order and peace. *Second*, BTU PP Class VIII in chapter 3 clearly contains regulations, rules, laws and the sequence of statutory regulations. Meanwhile, chapter 4 covers traditions, local wisdom, culture and preservation. *Third*, BTU PP Class IX is clearly visible in chapter 2 which covers rights and obligations and in chapter 3 contains freedom of opinion. Apart from that, chapter 4 also contains traditions, local wisdom and national culture. Finally, chapter 5 contains unity and oneness.

### **Citizen Action**

The social science learning curriculum, especially Pancasila Education, must provide opportunities for students (1) to participate in projects and activities that develop themselves; (2) political beliefs; and (3) teach useful skills (Rafzan, et al, 2020). On the other hand (Hoge, 2002; Hoge, 2010) explains the public character of citizens as an effort to support the common good or general welfare of society, recognizing equality of moral values and dignity.

humanity of each person (individual), respecting and protecting the rights of each person equally, participating responsibly and effectively in political and civic life, taking responsibility for government affairs with the consent of the people being governed, become someone who is able to govern themselves by applying civic virtues, as well as supporting and maintaining democratic principles and practices.

In this regard (Branson, 1999) divides the public and private characters of citizens as independent members of society, fulfilling personal civic responsibilities in the economic and political fields,

respecting the human dignity of each individual, participating in civic affairs effectively and wisely, as well as developing the healthy functioning of constitutional democracy.

Based on this, the development of citizenship actions in the Main Textbook (BTU) for Pancasila Education at the SMP/MTs level can be seen in addition to citizenship projects, it can also be carried out through competency tests, enrichment and reflection on the book. Apart from that, judging from the content of the book: (1) BTU PP Class VII is contained in chapters 2, 3, 4, and 5; (2) BTU PP Class VIII is loaded at 1,2,3,4, and 5; and (3) BTU PP Class IX loaded at 2,3,4 and 5.

## Conclusion

The Main Textbook (BTU) for Pancasila Education at SMP/MTs level published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2023 contains a citizenship competency component. *First*, citizenship knowledge skills which include concepts, facts and generalizations are very diverse. Concepts and facts can be seen in the Main Textbook (BTU) for Pancasila Education for Classes VII, VIII and IX. Meanwhile, generalizations seen from the context of citizenship projects are found in class VII and IX books, respectively in chapters 1, 3, 4, 5 and chapter 2. Meanwhile, class VIII books do not contain citizenship project content.

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Attitudes and values in the Main Textbook (BTU) at SMP/MTs level can be seen in: *First*, BTU PP Class VII is clearly visible in chapter 2 which includes divinity, humanity, unity, democracy and social justice. Meanwhile, chapter 3 covers norms, rules, society, order and peace. *Second*, BTU PP Class VIII in chapter 3 clearly contains regulations, rules, laws and the sequence of statutory regulations. Meanwhile, chapter 4 covers traditions, local wisdom, culture and preservation. *Third*, BTU PP Class IX is clearly visible in chapter 2 which covers rights and obligations and in chapter 3 contains freedom of opinion. Apart from that, chapter 4 also contains traditions, local wisdom and national culture. Finally, chapter 5 contains unity and oneness.

The development of citizenship actions in the Main Textbook (BTU) for Pancasila Education at the SMP/MTs level can be seen apart from the citizenship project, it can also be carried out through competency tests, enrichment and reflection on the book. Apart from that, judging from the content of the book: (1) BTU PP Class VII is contained in chapters 2, 3, 4, and 5; (2) BTU PP Class VIII is loaded at 1,2,3,4, and 5; and (3) BTU PP Class IX loaded at 2,3,4 and 5.

In general, the contents of the citizenship competency components in the Main Textbook (BTU) for Pancasila Education at the SMP/MTs level can be found. Especially in the competency of civic knowledge, civic skills, attitudes and values, and citizen actions. However, specifically for citizenship skills, it is still not optimal.

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