

## Content analysis of Pancasila and Civic Education curriculum at the junior high school level in Indonesia: Philosophical perspectives in affirming civic identity

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### Abstract

This article examines the Pancasila and Civic education curriculum at the Junior High School level in Indonesia using a philosophical approach. It analyzes the curriculum's goals, values, and principles to affirm students' civic identity. The study uses a literature analysis of scientific journals, articles, books, research reports, news, and government policies. Findings include the success of curriculum implementation, areas for improvement, and differences in approaches across schools. The authors compare teaching strategies and assessment approaches using a philosophical perspective. The quality of sources is evaluated for reliability, accuracy, objectivity, and relevance. The article recommends future research to strengthen students' understanding and appreciation of Pancasila values and affirm their Indonesian citizenship identity.

**Keywords:** Civic identity; content analysis; junior high school; Pancasila and Civic Education curriculum; philosophical perspective

### Introduction

Pancasila and Civic Education (PCE, *PPKn in Bahasa*) is a compulsory subject in the education curriculum in Indonesia as stated in Article 37 paragraphs (1) and (2) of Law No. 20 of 2003 concerning the National Education System. This curriculum, which is designed to shape students into human beings who have a sense of nationality and love for the homeland



accordingly with Pancasila and the 1945 Constitution, plays a crucial role in strengthening students' civic identity as part of the nation's character-building process. The analysis of PCE curriculum content from a philosophical perspective is therefore not just relevant, but essential in reinforcing students' civic identity.

Civic education is more than just a subject; it's a tool for educating the younger generation about their rights, roles, and responsibilities as citizens. It runs in the corridor of a distinctive nature that reflects and describes the awareness of Indonesia's self, groups, communities, and state. The content of the Pancasila and civic education curriculum at the Junior High School (JHS, *SMP in Bahasa*) level in Indonesia, with the time based on a philosophical approach, plays a significant role in strengthening students' civic identity.

There is an urgent need for a new version of citizenship coverage for citizens in the digital age. More broadly, global citizenship encourages global awareness, while there are concerns about character becoming unclear and exaggerated. In affirming the identity of citizenship, it is to create compatibility and balance in citizen life in the state. As citizens, we must understand national identity as the identity of the nation is a provision for creating order in the life of society, nation, and state.

Learning must be carried out gradually and continuously (Murdiono et al., 2023). Through a philosophical approach, the content analysis of the Pancasila education curriculum and citizenship at the junior high school level in Indonesia can trace the ethics of citizenship and the responsibility of citizens as members of society. Donbavand and Hoskins (2021) stated that civic education provides an understanding of superior values in society. In its learning, civic education is not only a theory but also about morals and attitudes (Abs, 2021).

Analysis of the PCE curriculum content at the JHS in Indonesia with a philosophical perspective in affirming civic identity is one of the efforts to revive the national spirit of the younger generation. Researchers consider that affirming civic identity through the Pancasila Education curriculum and junior high school citizenship in Indonesia aims to reinforce the philosophical principles underlying the curriculum in affirming students' civic identity.

Civic education carries out the formation of citizen character (Irfani et al., 2022). In character formation, cultural literacy becomes a set of values representing different cultural identities (Sarid & Goldman, 2021). Innovative civic education curricula contain dialogical, argumentative literacy skills (de Leeuw, 2023). Cultural literacy filters culture according to the values of a society (Öztürk, 2022). In terms of affirming civic identity through the Pancasila Education curriculum and secondary school citizenship, curriculum content analysis allows a more in-depth study of citizenship. In this context, philosophy provides a theoretical foundation and critical reflection on students' understanding of rights, obligations, and responsibilities as citizens. Thus, students can gain a broader and deeper understanding of the importance of active participation in civic life.

Previous research on curriculum has dramatically influenced the importance of competency improvement content for teachers (Anas et al., 2021), opportunities to empower learning (Liang et al., 2022), curriculum learning that develops students (Weissgerber, 2021) development and support online learning (Leksono et al., 2021) educate students to be more active (Antoun et al., 2023) there is a strong need for teaching techniques for experience (Asiri, 2022). Therefore, the latest research focuses on analyzing the content of the PCE curriculum at the JHS using a philosophical perspective to reinforce civic identity. Researchers emphasize analyzing the content of texts, documents, or other materials by identifying themes, ideas, or categories that appear in the material. This research provides insight into how PCE is taught in junior high schools, how civic identity is understood, and the extent to which aspects of philosophy are integrated into the curriculum. In addition, this study provides recommendations or proposed improvements related to the PCE curriculum at the junior high school level.

This research is expected to be useful theoretically, practically, and in terms of policy. Theoretically, it is expected to be a conceptual, basic framework for affirming the identity of citizenship in the content of the PCE curriculum at the JHE level in Indonesia. Practically, it is expected to have benefits in developing the content of the Pancasila and Civic Education

curriculum at the PCE curriculum at the JHE level in Indonesia so that it follows the objectives of national education. The policy is useful in strengthening civic identity through analysis of the content of the Pancasila Education curriculum and citizenship at the junior high school level in Indonesia.

## Method

Examining the content analysis of the curriculum of Pancasila and citizenship education at the junior high school level in Indonesia from a philosophical perspective in affirming civic identity, researchers use the literature study method, namely by collecting related sources through scientific journals, articles, books, research reports, news and government policies related to the citizenship curriculum at the Junior High School (SMP) level in Indonesia. This research is qualitative because it produces words; as Sugiyono (2011) said, the qualitative research method is used to examine the natural condition of objects, where the researcher is the crucial instrument in producing words.

Data analysis in this study uses descriptive analytics with a discussion focused on analyzing the content of the Pancasila and Civic Education curriculum at the junior high school level in Indonesia from a philosophical perspective in affirming civic identity. The stages of research carried out are 1) determining research objectives, 2) compiling a conceptual framework, 3) determining keywords, 4) searching literature, 5) reviewing and selecting literature, 6) organizing and synthesizing literature, 7) analyzing literature, 8) writing literature reviews 9). they are revisiting the conceptual framework.

## Result and Discussion

After examining the curriculum content of the PCE curriculum at JHS, the researcher recorded findings related to the objectives of the analysis, including the success or failure of curriculum implementation, aspects that need to be improved, and differences in approaches to curriculum implementation in various schools. In Indonesia, for the subjects of the PCE curriculum at the JHS level based on Permendikbud No. 24 of 2016 concerning Core Competencies and Basic Competencies of Lessons in the 2013 Curriculum, some general points taught in the Civics curriculum at the junior high school level in table 1.

Table 1.

*Common Points Taught in the Junior Civics Curriculum*

No	Civic Education	Pancasila Education
1	National identity, including state symbols and Indonesian cultural wealth.	Understanding and meaning of Pancasila as a state ideology.
2	Rights and obligations of citizens.	The Precepts of Pancasila: One Godhead, Just and Civilized Humanity, Indonesian Unity, Peoplehood Led by Wisdom in Deliberation / Representation, Social Justice for All Indonesian People.
3	Government system and state institutions in Indonesia.	Application of Pancasila values in everyday life and the life of the nation and state.
4	The role and function of society in the development of the country.	The noble values of the nation and the character of the Indonesian nation.
5	Tolerance, diversity, and unity in Indonesian society.	Understanding and meaning of Pancasila as a state ideology.

*Source: Research Data, 2023*

Table 1 presents the general points taught in the PCE curriculum at the junior high school level. We have utilized a philosophical perspective to compare the approaches, teaching strategies, and assessment methods used in the PCE curriculum. This philosophical perspective is not just a tool, but a significant lens that allows us to delve deeper into the underlying values and principles of the curriculum, thereby providing a more comprehensive evaluation. It is a key that unlocks a deeper understanding and engages us in a more profound evaluation. In this context, the philosophical perspective serves as a critical tool for understanding the ethical and moral implications of the curriculum, thereby enhancing the quality of our evaluation. It is instrumental in emphasizing the importance of developing human potential as a civilized citizen, which is taught in the PCE curriculum at the junior high school level by paying attention to aspects of morals, ethics, and universal values in building an excellent civic identity.

Strengthening civic identity, which refers to developing a sense of belonging and responsibility towards one's nation, has the mission of developing national character (Mahadir et al., 2021; Rapanta et al., 2021; Witarsa & Muhammad, 2023). It can be said that citizenship identity is positive for a democratic life (Trisiana & Utami, 2022). Civic education equips students with the skills to develop well in state life (Sarkadi et al., 2022). In a philosophical approach, strengthening civic identity in the PCE curriculum at the junior high school level is a critical approach to encourage students to think critically and analytically about citizenship issues. In addition, it also teaches intelligent problem-solving and decision-making skills in the context of citizenship. The results of the study that researchers conducted found that analyzing the goals, values, and philosophical principles underlying the PCE curriculum at the junior high school level is a paradigm for finding evident scientific roots. Guimarães and Finardi (2021) argue that civic identity in the curriculum is extracted from the original character of a nation. In short, civic education plays a role in realizing citizens who understand their nationality (Bosio, 2021; Estanyol et al., 2023; Seo et al., 2022). In this study, to find a clear paradigm of scientific roots, researchers evaluate the quality of sources used in literature studies, considering reliability, accuracy, objectivity, and relevance to the objectives of the analysis.

The results of this literature analysis provide a deeper understanding of the PCE curriculum at the junior high school level from a philosophical perspective. The findings lead to the identification of weaknesses and strengths in the curriculum, as well as provide recommendations for improvement or development to strengthen the civic identity of Indonesian students. In the process, learning PCE at the junior high school level in Indonesia is directed at the principle of contextual learning. This principle relates the concepts of citizenship to the situation and context of student life, making the curriculum more relevant and applicable to students' lives. Contextual learning, in the Indonesian education system, is a pedagogical approach that emphasizes the application of knowledge and skills in real-life situations, thereby enhancing the practical relevance of the curriculum.

Understanding and applying civic values is not just a task, but a continuous learning process. The internality of civic education is not just important, but crucial to realizing civic culture. Civic identity is not just an important medium, but a powerful tool to increase recognition of the state. Student development in civic education is not just a goal, but a journey to have a character that follows the values of their nation. Developing and creating competencies in achieving student citizenship identity is not just important, but essential in achieving competencies. This emphasis on the role of civic education in shaping students' character is not just inspiring, but also instills hope for the future, as it plays a crucial role in shaping the future citizens of the nation.

Exploring a deeper understanding of the PCE curriculum at the junior high school level, as well as providing insight into how the curriculum can strengthen the civic identity of Indonesian students, can cover some aspects taught to students. It is the result of an analysis of the Pancasila and Civic education curriculum at the junior high school level to strengthen Indonesian citizenship identity in Table 2.

Table 2.

*Analysis of the Pancasila and Citizenship education curriculum at the junior high school level to strengthen Indonesian citizenship identity*

Material	Components of Strengthening Indonesian Citizenship Identity		
Introduction to Indonesia	State symbols	Map of Indonesia and the division of administrative regions.	State emblem, capital and official language
Pancasila Values	Understand and appreciate the precepts of Pancasila, namely the One and Only God, Just and Civilized Humanity, Indonesian Unity Peoplehood Led by Wisdom in Consultation / Representation, and Social Justice for All Indonesians.	Apply the values of Pancasila in everyday life.	
History and Culture of Indonesia	The history of the struggle of the Indonesian nation	National heroes and important events in Indonesian history	Understanding cultural diversity
Rights and Duties of Citizens	rights and duties of citizens	responsibility and active participation in the development of the country	
Democracy and Government	democratic principles,	government structure in Indonesia	

*Source: Research Data, 2023*

Table 2 provides a deeper understanding of the detailed analysis of the content of the PCE curriculum at the JHE level in Indonesia. The philosophy behind PCE is not just a theoretical concept but a practical guide that explains the philosophical basis underlying the curriculum. This philosophical basis, which includes an understanding of Pancasila as a state ideology and the values that students want to instill as good citizens, is the foundation upon which the curriculum is built. It stresses the importance of the philosophical basis of the curriculum, which not only informs but also empowers the audience with knowledge. By understanding the philosophical basis of the curriculum, educators, curriculum developers, and policymakers can make informed decisions about the design and implementation of the PCE curriculum, thereby ensuring its effectiveness and relevance.

Understanding civic identity goes hand in hand with state development implementation of educational curricula can vary in the context of each education, especially in the identity of a country (Cuenca-López et al., 2021; Huish, 2021; Parmigiani et al., 2022). Character is considered a perfection of human attitudes (Swanson & Gamal, 2021), as the educational process is a harmonious blend of curriculum and learning activities (Sonn et al., 2021). civic identity is rooted in values based on a nation (Yanniris, 2021). The teaching approach in education has an impact on learning outcomes (Ramos et al., 2021), and in learning, the use of technology to facilitate students' understanding of concepts plays a role (Harrison & Polizzi, 2022; Leite, 2022; van Werven et al., 2023).

Analyzing the main components of the PCE curriculum at the junior high school level, such as understanding Pancasila values, national history, government system, political participation, and human rights, is to discuss the challenges in implementing the PCE curriculum at the junior high school level. In addition, opportunities to strengthen civic teaching by integrating deeper philosophical approaches into learning PCE at the junior high school level more dialogically, namely the principle of open and mutual listening to build mutual understanding and tolerance of dissent.

## Conclusion

Our research has shown that the philosophical approach is instrumental in analyzing the PCE curriculum at the junior high school level in Indonesia. This approach provides a unique and profound understanding of the civic identity of Indonesian students. The curriculum's focus on strengthening Indonesian citizenship identity, particularly through the Introduction to the State of Indonesia, which includes state symbols, maps of Indonesia, and the division of administrative regions, is of paramount importance.



The values of Pancasila, such as respecting its precepts and applying them in everyday life, understanding the History and Culture of Indonesia, the history of the struggle of the Indonesian nation, figures of national heroes, and important events in Indonesian history, are crucial. The study's limitation in scope, focusing on the content analysis of the curriculum of Pancasila education and exceptional citizenship at the junior high school level, underscores the need for a more comprehensive study approach in future research. We recommend that future research delve deeper into the strengthening, understanding, and appreciation of students towards the values of Pancasila, as well as affirming their citizenship identity as Indonesian citizens.

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