



ANALYSIS OF THE CITIZENSHIP EDUCATION CURRICULUM IN ELEMENTARY SCHOOLS: CHALLENGES AND OPPORTUNITIES

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Abstract

The research method used in this article is the Systematic Literature Review (SLR) method, the author traces the sources of published articles and then filters them according to the predetermined article topic. After searching 20 articles, the author filtered the articles into 10 articles to answer questions that were considered most relevant according to the article topic. From these articles it can be seen that curriculum changes occurred several times starting from the 2006 Curriculum Change to the Education Unit Level Curriculum (KTSP), the 2013 Curriculum (K13), the Competency Based Curriculum (KBK), and the Independent Curriculum. The research results show that the citizenship education curriculum in elementary schools faces various challenges, including a lack of educational resources, conventional teaching methods, and low awareness and participation from students' parents. Apart from that, the challenges of globalization and the development of information technology also put pressure on the relevance of the material taught. On the other hand, there are significant opportunities to increase the effectiveness of citizenship education curricula. Integrating technology in the teaching and learning process, active involvement of the community and parents, as well as developing teaching materials that are relevant to contemporary issues, can be a solution in overcoming existing challenges. This research suggests that there is a need for innovation and adaptation in the curriculum and teaching methods to create citizenship education that is responsive and relevant to current and future needs.

Keywords : Curriculum, citizenship, education, opportunities and challenges

Introduction

The educational curriculum is a plan and arrangement regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals. The educational curriculum is designed to ensure that students acquire knowledge, skills and values that are relevant to their needs, society and the demands of the times. The curriculum includes the structure of the educational program, including the subjects taught, teaching methods, learning materials, student assessments, and competency standards that must be achieved by students. Educational curricula can vary depending on the context of the country, region or educational institution, but the main goal remains the same, namely facilitating an effective teaching and learning process for the maximum development of student potential. Curriculum has various meanings based on the origin of the language variety. In *Latin*, curriculum can be interpreted as a track to run in small steps (Jacobs, 2010b: 72). According to Abs (2004: 212), the word curriculum in German is synonymous with the word *Lehrplan* which can be translated as content syllabus or teaching targets. According to Walker (2003), arguing in "Fundamentals of Curriculum" defines curriculum as an integrated plan of educational objectives, content, and teaching methods including assessment used to direct the teaching and learning process. Walker emphasized the importance of integration between various components in the curriculum. The conclusion from these various definitions shows that the curriculum is not only limited to the content or material taught, but includes

the learning process, teaching methods, evaluation, and overall educational goals. The curriculum is designed to guide and facilitate students' learning experiences in order to achieve the desired learning outcomes. The education curriculum in elementary schools is closely related to citizenship education, because the curriculum is a framework that determines how citizenship education is integrated and delivered to students. Citizenship education, as a subject or cross-subject theme, plays an important role in shaping students' character, equipping them with knowledge about their rights and obligations as citizens, as well as promoting values such as democracy, tolerance, justice and patriotism. The following are several aspects of the relationship between the educational curriculum and citizenship education in elementary schools. The educational curriculum determines the material or content that must be taught in citizenship education, including basic concepts about the state, law, rights and obligations of citizens, as well as moral and ethical values. This material is adapted to the level of understanding and needs of elementary school students.

The curriculum also directs teachers in selecting and implementing effective teaching methodologies for citizenship subjects. This can include thematic learning approaches, project-based learning, or learning that integrates technology, with the aim of making learning more interactive, interesting and relevant for students. The educational curriculum provides guidelines on how assessment and evaluation are carried out in citizenship education. This includes assessing students' knowledge of civics material, as well as evaluating their attitudes and behavior as a reflection of the civics values they have learned. One of the main goals of citizenship education is the development of student character. The educational curriculum provides a framework for schools to integrate the teaching of values and attitudes in all aspects of learning, not only in citizenship lessons, but also in daily activities at school. The curriculum often encourages engagement with the community as part of citizenship education, allowing students to practice civic values in real contexts. This could involve activities such as field trips, community service projects, or collaborations with local organizations. A dynamic and responsive educational curriculum enables citizenship education to adapt to social change and technological advances. This helps ensure that students are equipped with the relevant understanding and skills to participate actively and responsibly in an ever-evolving society. Overall, the educational curriculum serves as a foundation for the integration of citizenship education in elementary schools, ensuring that students not only acquire essential knowledge, but also develop attitudes and behavior that reflect good civic values. Citizenship education in elementary schools (SD) is a crucial component in forming children's character and identity as responsible citizens. The citizenship education curriculum is expected to provide a strong foundation for understanding rights and obligations, national values, as well as ethics and morals as members of society. In the last few decades, Indonesia has experienced a significant curriculum transition, from the Education Unit Level Curriculum (KTSP), the 2013 Curriculum, to the most recent, the Merdeka Curriculum. Every curriculum change brings hope to improve the quality of education, including citizenship education. However, this transition also raises various challenges and opens up new opportunities in teaching and learning practices in elementary schools. Citizenship education is not only related to knowledge about the government system or national history, but also about how students can develop attitudes and behavior that reflect good citizenship values. In this context, the citizenship education curriculum has an important role in instilling basic values such as democracy, justice, equality and patriotism. Challenges in implementing the curriculum include, among others, related to effective teaching methods, the relevance of the material to students' real lives, and the teacher's ability to adapt the curriculum into interesting and meaningful learning practices.

One of the main challenges is how to make citizenship learning materials interesting and relevant for very young elementary school students. Children at this age tend to be more interested in interactive learning that they can apply directly to their daily lives. Therefore, innovation is needed in teaching methods that do not only focus on theory, but also practice, such as through activities that encourage active participation of students in the democratic process at school, class discussions about moral and ethical values, as well as social projects that involving local communities. On the other hand, transitions between curricula also create a need for adjustments from teachers. Teachers play a key role in the successful implementation of the citizenship education curriculum. They must be able to understand the essence of the applicable curriculum, and have creativity and flexibility in applying it in the classroom. Apart from that, teachers also need to continuously improve their knowledge and skills through training and continuous professional development. Opportunities opened by the curriculum transition, especially the Merdeka Curriculum, include the opportunity to place greater emphasis on project-based learning that integrates civic knowledge with students' real lives. This allows students not only to understand citizenship concepts theoretically, but also to practice them through real activities. This more flexible and student-oriented curriculum also provides room for teachers to be more creative in developing materials and teaching methods that suit students' needs and interests. However, effective curriculum implementation also requires support from various parties, including the government, schools, parents and the wider community. Collaboration between

schools and parents, for example, is very important to strengthen the civic values taught at school with practice at home and in the surrounding environment.

Research Methodology

This research uses a systematic literature review method, which involves collecting, evaluating and analyzing data from relevant literature sources. The steps taken in this research process are as follows: (1) Identifying Literary Sources: Searching for relevant literature from various academic databases, online journals, and other sources with predetermined keywords, such as "civic education", "elementary school curriculum", "challenges", and "opportunities". (2) Literature Selection: Filtering the literature found based on relevance, quality and contribution to the research topic. The selected literature must meet the previously established inclusion criteria. (3) Data Extraction and Analysis: Collect data from selected literature and conduct thematic analysis to identify key themes, challenges, opportunities, and recommendations emerging from the literature. (4) Synthesis of Findings: Integrate the results of the analysis into general conclusions regarding the citizenship education curriculum in elementary schools, including the main challenges and opportunities for its development.

Result & Discussion

From the results of searching for keywords, collecting references, and designing a review of each published reference, the conclusions in table 1 below were obtained.

Table 1 Review Document

Author and Year of Publication	Title	Research methods	Findings
Roharjo , R. (2020)	Analysis of the Development of the PPKN Curriculum: From the 1947 Lesson Plan to the 2020 Freedom of Learning	<i>Library Research</i>	The development of PPKn is very dynamic and has undergone a long development process in terms of nomenclature and canonical content. First appeared in 1957 under the name Civic. In 1959, citizenship education was introduced with the source book New Indonesian Citizenship and Seven Basic Indoctrination Materials (TUBAPI). In 1962, the term citizenship was replaced with citizenship, and in 1968, the term citizenship was replaced with nationality. Through citizenship education, in 1975, PMP replaced citizenship education and in 1978, P-4 became mainstream material in PMP. In 1984 it was called PMP, but in 1994 it became PPKn. P-4 material was discovered in 1999. Reform changed to Civics, returning to Civics in 2013. Civics developed dynamically according to the needs, vision and mission of the government, influencing curriculum policy in Indonesia. However, the strength in implementing Pancasila and citizenship education is Pancasila, the 1945 Constitution,

			Politics, Law, Values, Morals, Progressive Citizenship Wisdom Vol. 15 No. 1 June 2020, 80 regional and cultural diversity as well as developments in the citizenship curriculum influence Indonesia's political and legal situation. Samsuri (2012) stated that the regime's interest in PMP has led to reductionism in the mission of this research in educating good citizens.
Prastowo, A. (2018)	Changes in the Pancasila and Citizenship Education Curriculum for SD/MI in Indonesia from KTSP to the 2013 Curriculum	<i>Literature Review</i>	Changes in teaching content are needed to ensure the relevance of education to reality. When there were policy changes to the 2013 Curriculum which replaced the 2006 Curriculum, there were also changes to the Pancasila and Civics Curriculum in Indonesian Primary and Islamic Religion Schools. This change aims to improve the quality of education in Indonesia. However, during the implementation of the 2013 education program, various ethical and legal problems emerged and have not been resolved among children and students. Changes to the Elementary School Civics and Ibtai Daiya Seminary courses mainly cover four aspects, namely objectives, content or materials, strategies or methods, and learning assessment.
Supriatna, MMN, et al . (2023)	Comparative Analysis of the KTSP Curriculum, K13, and Merdeka Curriculum in Elementary Schools	<i>Library Research</i>	In the field of education, the curriculum is an educational program. The curriculum is very important in the way education is delivered, especially the results achieved during the learning process. There are several basics for creating a course. This foundation includes philosophical, psychological, sociological and scientific and technological foundations. KTSP is a further development of the Competency Based Curriculum (KBK), which was previously centralized and is now decentralized. Therefore, KTSP is formed by educational

			<p>units based on and taking into account competency standards and core competencies set by BSN (National Education Standards Board). The 2013 curriculum is expected to overcome the shortcomings of the previous curriculum. The 2013 curriculum is designed to develop good attitudes, knowledge and skills. Independent courses allow for significant variation in learning between classes. Therefore, students have enough time to understand the concepts and consolidate their skills. Teachers can choose various teaching methods to suit students' needs and interests.</p>
Mawati, AT, et al . (2023)	The Impact of Changing the Education Curriculum on Elementary School Students	Descriptive Approach	<p>The implementation of the 2013 curriculum in elementary schools has not been implemented optimally. This is manifested by teachers not understanding the process of preparing lesson plans, scientific learning and learning assessment, and teachers not receiving comprehensive instructions and guidance or training. Apart from that, students also face uncertainty in implementing teaching and learning activities (TLA), because many schools are less able to implement the 2013 curriculum in terms of facilities, human resources, teaching resources or teaching aids. Meanwhile, the first year of implementing independent courses went well, but the task of each driving school this year is to develop and implement independent courses so that they can be used in all classes. It can be seen that based on the results of the analysis and comparison of the two courses above, it can be said that even though the independent course has only been implemented for one year, the impact of its implementation is more optimal than the</p>

			<p>independent course. namely the 2013 courses. There are still various problems with the 2013 Curriculum which have been improved by the existence of independent courses and of course they still need to be developed and improved to overcome current educational challenges which have not been resolved by the 2013 Curriculum. The new curriculum that will be implemented is developed by continuing to explore obstacles. -obstacles that existed in the previous curriculum. It can be said that one of the aims of changing the curriculum is to fill in the gaps that existed in the previous curriculum. It is hoped that the positive impact of this new curriculum will further improve the quality of education in Indonesia. Therefore, all educational staff must be able to adapt to various changes, including changes over time.</p>
Astri, A., et al . (2021)	Analysis of Teacher Difficulties in Implementing the 2013 Curriculum in Elementary Schools	<i>Narrative Inquiry</i> Approach	<p>The difficulties faced by teachers in implementing the 2013 curriculum mainly include three aspects, namely difficulties in learning planning, difficulties in implementing teaching, and difficulties in evaluating teaching. Factors causing teacher difficulties include a lack of understanding of the 2013 curriculum, still learning and adapting to the implementation of the 2013 curriculum because the 2013 curriculum has just been introduced, lack of training to increase teachers' understanding of the 2013 curriculum program and getting opportunities. to implement the 2013 curriculum. support the implementation of K13. Considering the difficulties faced by Tamekan Elementary School teachers in implementing K13, it is recommended to carry out regular training to overcome these three difficulties.</p>

Aisyah, S., & Astuti, R. (2021)	Analysis of the Study of the K-13 Curriculum at the Elementary School Level	<i>Library Research</i>	<p>The curriculum is a plan that can be changed at any time depending on educational needs. In order for the implementation of K-13 to be successful, an important point for education sector players, especially at the operational level, is to be open in preparing plans to implement the policy and follow the necessary acceleration. Teachers must be able to prepare for new ways of doing things when a new curriculum is introduced. The school administration must also prepare various tools and systems. Human resources for education personnel must undergo training, coaching and seminars for this program. The government also plays a role in systematically and continuously disseminating program changes to all stakeholders at all levels. The public also needs adequate information regarding the implementation of the 2013 plan.</p>
Maskur, M. (2023)	The Impact of Changing the Education Curriculum on Elementary School Students	Descriptive Method with a Qualitative Approach	<p>Changes to the school curriculum often pose implementation challenges, especially in terms of full implementation by teachers. Apart from that, there are also obstacles that affect the success of adapting new programs, such as limited capacity in certain fields. Socialization of teachers as key figures in the field is also an important factor in changing school programs. Although the 2013 program was a good concept in theory, it faced several obstacles in its practical implementation. The implementation of the Merdeka program in driving schools has produced positive results in its first year and continues to be expanded to many schools. However, some schools still face difficulties in developing appropriate strategies to implement their own curriculum. Based on these results, the</p>

			analysis shows that the implementation of the independent study program is better and in accordance with the existing educational context. However, full success requires attention from policy makers and stakeholders in the education sector so that they can integrate the Merdeka program well and implement the 2013 program more effectively in the context of basic education.
Suhandi, AM, & Robi'ah, F. (2022)	Teachers and the Challenges of the New Curriculum: Analysis of the Role of Teachers in the New Curriculum Policy	Literature review	The curriculum is an important tool that functions as a guide or guide for implementing the teaching and learning process in schools. Evolution over time provides the basis for program changes to adapt to changes that occur. Changes to school programs must be able to overcome various educational problems and improve the quality of education. Curriculum prototypes are a new face of education amidst the changing times of the 21st century. Embracing changes in curriculum policy certainly requires collaboration between key stakeholders in education delivery. The teacher's role in the evolution of curriculum policy is to improve the quality of education according to educational goals. However, in the midst of these changes, of course there are also several challenges faced by teachers in order to provide good education and provide effective and meaningful learning to achieve quality education in Indonesia. .
Sumarsih , I., et al . (2022)	Analysis of the Implementation of the Independent Curriculum in Elementary School Driving Schools	Phenomonology Through Observation, Interviews, and Documentation Studies	The existence of a driving school is not only a role model and place for learning, but also a source of inspiration for teachers and other school leaders. In the driving school, namely SDN Guruminda 244 Bandung, having teachers who understand that every child is different and has different ways of teaching depending on the level of their

			<p>needs, has a noble personality, is independent and independent, and does not criticize too much will create a proactive student profile. thinker, creative, collaborative, and have taste. Diversity of countries and the world. A very important thing to get from a driving school is the support of the community around the school which supports the educational process in the classroom. Parents, community leaders, local government. All of them support the quality of student training at driving schools. From the results of previous studies, it seems that they strongly agree with the results of this research, but the similarity is that the number of other schools participating in driving schools such as SDN Guruminda 244 Bandung is increasing. The author believes that appropriate research is essential to support the success of school programs. We hope that through this independent study program, our students will develop according to their potential and abilities. Through independent learning programs, students experience critical, quality, expressive, applicable, diverse and progressive learning. "And this new program change requires collaboration, strong commitment, seriousness and real implementation from all stakeholders to instill the Pancasila student profile among students" (Sari and Amini, 2020).</p>
Yansah, O., et al . (2023)	Implementation of the Independent Curriculum Policy in Elementary Schools: Challenges and Opportunities	Phenomonology Through Observation, Interviews, and Documentation Studies	Challenges include lack of resources, training of teachers and educational staff, and lack of parental involvement in the educational process. The possibilities and potential for implementing the Merdeka curriculum include support from school principals and teachers, as well as the participation of teachers and education staff in

			<p>developing creative and innovative projects. Apart from that, parental support in the educational process is very important to improve the quality of implementing the independent curriculum in elementary schools. Implementing the Merdeka curriculum in elementary schools requires strong support and cooperation from teachers, principals, staff and parents. With good support, you can overcome challenges and fully realize the opportunities and potential of the Merdeka Curriculum. In addition, schools should continue to work hard to find challenges and take advantage of opportunities in the process of implementing the Independent Curriculum to achieve better educational goals for elementary school students.</p>
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Source: Document Review by Author

The education curriculum in elementary schools is closely related to citizenship education, because the curriculum is a framework that determines how citizenship education is integrated and delivered to students. Citizenship education, as a subject or cross-subject theme, plays an important role in shaping students' character, equipping them with knowledge about their rights and obligations as citizens, as well as promoting values such as democracy, tolerance, justice and patriotism. The development of PPKn is very dynamic and has undergone a long development process in terms of nomenclature and canonical content. First appeared in 1957 under the name Civic. In 1959 PPKn was introduced with the Citizenship source book Seven Basic Indicator Materials (TUBAPI). Through citizenship education, in 1975, PMP replaced citizenship education and in 1978, P-4 became mainstream material in PMP. In 1984 it was called PMP, but in 1994 it became PPKn. P-4 material was discovered in 1999. Reform changed to Civics, returning to Civics in 2013. Civics developed dynamically according to the needs, vision and mission of the government, influencing curriculum policy in Indonesia. Raharjo, R. (2020). Curriculum changes occurred several times, starting from the 2006 Curriculum Change to the Education Unit Level Curriculum (KTSP), the 2013 Curriculum (K13), the Competency Based Curriculum (KBK), and the Independent Curriculum. Research conducted by Supriatna, MMN, et al., (2023) revealed a comparison of the Education Unit Level Curriculum (KTSP), the 2013 Curriculum (K13), the Competency Based Curriculum (KBK), and the Merdeka Curriculum. In the field of education, the curriculum is an educational program. The curriculum is very important in the way education is delivered, especially the results achieved during the learning process. There are several basics for creating a course. This foundation includes philosophical, psychological, sociological and scientific and technological foundations. KTSP is a further development of the Competency Based Curriculum (KBK), which was previously centralized and is now decentralized. Therefore, KTSP is formed by educational units based on and taking into account competency standards and core competencies set by BSN (National Education Standards Board). The 2013 curriculum is expected to overcome the shortcomings of the previous curriculum. The 2013 curriculum is designed to develop good attitudes, knowledge and skills. Independent courses allow for significant variation in learning between classes. Therefore, students have enough time to understand the concepts and consolidate their skills. Teachers can choose various teaching methods to suit students' needs and interests.

A study conducted by Mawati, AT, Hanafiah, H., & Arifudin, O. (2023) shows that there are still various problems with the 2013 Curriculum which have been corrected by the existence of independent courses and of course still need to be developed and improved to overcome current educational challenges. has not been resolved by the 2013 Curriculum. The new curriculum that will be implemented was developed by continuing to explore the

obstacles that existed in the previous curriculum. It can be said that one of the aims of changing the curriculum is to fill in the gaps that existed in the previous curriculum. It is hoped that the positive impact of this new curriculum will further improve the quality of education in Indonesia. Therefore, all educational staff must be able to adapt to various changes, including changes over time. Likewise, a study conducted by Maskur, M. (2023) Changes to the school curriculum often pose implementation challenges, especially in terms of full implementation by teachers. Apart from that, there are also obstacles that affect the success of adapting new programs, such as limited capacity in certain fields. Socialization of teachers as key figures in the field is also an important factor in changing school programs. Although the 2013 program was a good concept in theory, it faced several obstacles in its practical implementation. The implementation of the Merdeka program in driving schools has produced positive results in its first year and continues to be expanded to many schools. However, some schools still face difficulties in developing appropriate strategies to implement their own curriculum. Based on these results, the analysis shows that the implementation of the independent study program is better and in accordance with the existing educational context. However, full success requires attention from policy makers and stakeholders in the education sector so that they can integrate the Merdeka program well and implement the 2013 program more effectively in the context of basic education.

Conclusion

Based on the research that has been carried out, it can be concluded that changes in the curriculum cannot but occur, because as time goes by there will definitely be changes and the curriculum must be able to fulfill this so that it is aligned in terms of effectiveness and also fulfills children's education standards. Apart from that, with changes to the curriculum there will be intersecting obstacles and opportunities. The citizenship education curriculum in elementary schools faces various challenges, including a lack of educational resources, conventional teaching methods, and low awareness and participation from students' parents. Apart from that, the challenges of globalization and the development of information technology also put pressure on the relevance of the material taught. On the other hand, there are significant opportunities to increase the effectiveness of citizenship education curricula. Integrating technology in the teaching and learning process, active involvement of the community and parents, as well as developing teaching materials that are relevant to contemporary issues, can be a solution in overcoming existing challenges. This research suggests that there is a need for innovation and adaptation in the curriculum and teaching methods to create citizenship education that is responsive and relevant to current and future needs.

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