



## EVALUATION OF THE CITIZENSHIP EDUCATION CURRICULUM FOR CHILD ELEMENTARY SCHOOL: REVIEW OF IMPLEMENTATION DRAFT BASIC PKN

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### Abstract

Evaluation of the citizenship education curriculum for elementary school children is important for done to assess implementation effectiveness draft base PKN in learning. This research aims to identify the extent to which the PKN curriculum has been implemented well at the elementary school level. The research method used is literature study and field observation. The systematic literature review method uses data sources obtained from the internet in the form of literature reviews on (1). Journal local, national and international, (2). Book, (3). Description technical, and (4). Regulation relevant legislation. The research results show that still there are several obstacles in implementation basic concepts of PKN in elementary school, such as lack of training for teachers, lack of resources, and students' understanding of civic values is still low. Therefore Therefore, there needs to be more intensive efforts to improve the quality of learning PKN in elementary schools in order to create a generation that is aware of the importance of citizenship in social life.

**Keywords :** Evaluation, Curriculum, Education Citizenship

### Introduction

Citizenship Education (PKn) is a subject that has an important role in forming character and civic awareness in children at the elementary school (SD) level. The Civics curriculum that is prepared must be able to provide a good understanding of civic values, rights and obligations as citizens, as well as strengthen children's sense of love for their country. However, the implementation of the Civics curriculum in elementary schools often still encounters various obstacles and challenges that require regular evaluation. The importance of evaluating the Civics curriculum for elementary school children can be seen from several aspects that form the basis of thinking. First, children at elementary school age are a very important period in the formation of character and citizenship attitudes. They are the next generation of the nation who will take Indonesia in a better direction in the future. Therefore, effective and high-quality civics learning is very necessary to shape children into individuals who have high civic awareness. Second, a good Civics curriculum will provide a comprehensive understanding of the basic concepts of citizenship, such as democracy, human rights, tolerance and cultural diversity. With this understanding, children will be able to internalize these values in their daily lives and become responsible citizens who care about the surrounding environment. Apart from that, evaluating the Civics curriculum is also important to evaluate the effectiveness of the learning methods used in the education process. By evaluating the learning methods that have been implemented, weaknesses and weaknesses can be found deficiencies that need to be corrected so that learning becomes more effective and enjoyable for children. In addition, evaluation of the Civics curriculum can also be a reference for policy makers in making improvements or adjustments to the existing curriculum. With regular evaluations, changes can be identified that are needed so that the Civics curriculum can continue developing according to the demands of the times and the needs of children in this digital era. Evaluation curriculum Civics for child elementary school own role which very important in improving the quality of citizenship education for children. Through proper evaluation, it is hoped that Civics learning in elementary schools can be more effective,

meaningful, and able to form a young generation that has ownership awareness high citizenship and ready to contribute to the development of the nation and state.

#### *Formulation Problem*

From background behind the, can taken a number of formulation problem, namely as follows:

1. How implementation curriculum education citizenship in school base?
2. How method face challenge in implementation curriculum citizenship education in elementary school?

#### *Objective*

From formulation problem on, so journal this aim for:

1. Know implementation curriculum education citizenship in elementary school
2. Know method face challenge in implementation curriculum citizenship education in elementary schools.

#### *Understanding Education Citizenship*

Citizenship education is education that reminds us of the importance of the values of the rights and obligations of a citizen so that everything we do is in accordance with objective and ambition nation and not deviated from what is in expect. Because as an important value, this education has been applied from an early age at every level of education, from the earliest to tertiary level, in order to produce competent successors to the nation who are ready to live the life of the nation and state. According to Saidurrahman (2018) Citizenship Education is democratic education which aims to prepare citizens to think critically and act democratically, through activities to instill awareness in the new generation, regarding the awareness that democracy is the form of social life that best guarantees rights public. Whereas Madihong (2018) explain that Education Citizenship is a subject which is a series of processes to direct students to become responsible so that they can play an active role in society in accordance with the provisions of Pancasila and the 1945 Constitution of the Republic of Indonesia.

#### *Essence Education Citizenship*

The essence of citizenship education in elementary schools is as an educational program based on Pancasila values to develop and preserve noble and moral values rooted in national culture which are expected to become an identity that is manifested in the form of behavior in daily life. Lessons in self-formation that are diverse in terms of religion, social, culture, language, age and ethnicity which focus on the formation of citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled and characterful Indonesian citizens. as mandated by Pancasila and the 1945 Constitution. According to the National Education System Law No. 20 of 2003 Chapter 1 Article 1, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, control self, personality, intelligence, morals glorious as well as Skills what is needed by himself, society, nation and state. And according to Carter v. Good (1997) that education is the process of developing a person's skills in the form of attitudes and behavior that prevails in society. Based on this opinion, it can be concluded that education contains goals to be achieved by forming the individual's ability to develop himself, and develop these abilities so that they are useful for the interests of his life as an individual, as well as as a citizen and member of society.

#### *Base Function and Objective Learning Civics*

The preamble to the 1945 Constitution of the Republic of Indonesia mandates the Indonesian government to protect the entire Indonesian nation and all of Indonesia's blood and to promote general welfare, educate the life of the nation, and participate in implementing world order based on independence, eternal peace and social justice. The 1945 Constitution of the Republic of Indonesia mandates that the government undertake and implement One system Education national which increase faith and devotion to God Almighty and noble morals in order to make the life of the nation intelligent as regulated by law. The national education system must be able to guarantee equal distribution of educational opportunities, improve the quality and relevance and efficiency of education management to face challenges in accordance with the changing demands of local life. Nationally and globally, it is necessary to reform education in a threatened, targeted and sustainable manner. National education is based on Pancasila and the 1945 constitution of the Republic of Indonesia. National education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing potential. students to become people of faith and have faith in God Almighty, have noble

character, be healthy, knowledgeable, capable, creative, independent, and be democratic and responsible citizens. Based on the description above, it can be emphasized that the aim of learning Pancasila and citizenship education is so that students are able to;

1. Think in a way critical, rational, and creative in respond citizenship issues
2. Participate in a quality, responsible and intelligent manner in community, national and state activities.
3. Develop positively and democratically to shape oneself based on character Indonesian society in order to life Together with other nations
4. Interact with other nations in the world arena directly by utilizing information and communication technology.

Holistically, citizenship education aims to ensure that every citizen Young *citizens* have a sense of nationality and love for the country in the context of the values and morals of Pancasila, the values and norms of the 1945 Constitution of the Republic of Indonesia, the values and commitment of Bhinneka Tunggal Ika, and the commitment to the unitary state of the Republic of Indonesia. Citizenship education is the same as democratic education because it aims to shape and prepare citizens to have critical and democratic thinking (Suhardiyansyah et al., 2016).

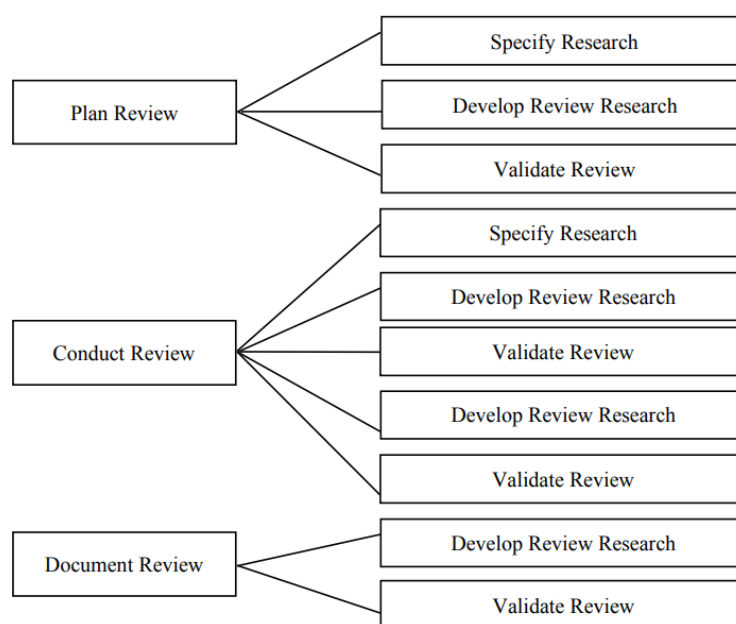
### *Importance Education Citizenship*

Education in Indonesia is expected to prepare students to become citizens who have a strong and consistent commitment to defending the Unitary State of the Republic of Indonesia. The essence of the Unitary State of the Republic of Indonesia is a modern national state. A modern national state is a state whose formation is based on the spirit of nationalism or nationalism, namely on the determination of a society to build a common future under the same state even though the citizens of that country have different religions, races, ethnicities or groups (State Secretariat of the Republic of Indonesia, 1998 ). A strong and consistent commitment to the principles and spirit of nationality in social, national and state life based on Pancasila and the Indonesian Constitution needs to be transmitted continuously to provide a deep understanding. about the Unitary State Republic of Indonesia. Historically, the country of Indonesia was created as the Unitary State of the Republic of Indonesia. The Unitary State of the Republic of Indonesia is a state which has the sovereignty of the people based on belief in the Almighty God, just and civilized humanity, the unity of Indonesia and the people led by wisdom in representative deliberations, and by realizing social justice for all the people of Indonesia (Preamble to the Constitution of the Republic of Indonesia Indonesia 1945). In the context of nation and character building, citizenship education has a very important function and role. Education citizenship is wrong one education character developed systematically and systemically which cannot be separated from the national development policy framework, nation and character building. In development during 72 years of independence, Indonesia has experienced various events that threaten the unity and integrity of the nation. For this reason, a deep understanding and strong and consistent commitment to the principles of national spirit in social, national and state life based on Pancasila and the Indonesian Constitution need to be instilled in all components of the Indonesian nation, especially the younger generation as the nation's successors. Conceptually, citizenship education is an educational program that focuses on the formation and personal development of complete citizens. Psychologically, the domain should be developed through civic education learning. Core from personality inhabitant country is policy citizenship ( *civic virtues*). The development of citizenship policy needs to be supported by the development of its elements, namely: civic insight/knowledge, civic *disposition*, civic skills, civic commitment, civic *confidence* . and state skills ( *civic competence* ). Overall, this state policy is very necessary for everyone to be willing and able to realize intelligent and responsible civic *participation*. Regarding with things Which in explain in on, education have a role and bear it answer which very important in prepare citizen which have commitment strong and consistent for maintain country Unity Republic Indonesia. Efforts that can be made are to organize educational programs that provide various ability as a inhabitant country through eye lesson Civic education ( *citizenship* ). Family, figures religious and social, mass media, and institutions other which work the same and give contribution which is conducive towards responsibility the education. Citizenship education is a course that focuses on the formation of a diverse self facet religion, socio-cultural, language, age, and ethnic group nation for become inhabitant Indonesia is an intelligent, skilled and based character by Pancasila and 1945 Constitution.

### **Research Methodology**

This research will adopt a systematic literature review method. The systematic literature review method uses data sources obtained from the internet in the form of literature reviews on (1). Journal local, national and international, (2). Book, (3). Description technical, and (4). Regulation relevant legislation. Then next in This

research is also targeting 50 articles that have been published as answers to the results of the research, but later 20 articles will be filtered and selected that are in accordance with the research theme. The analysis technique used in this research is interactive analysis which was popularized by (Budgen et al., 2022). The stages can be seen as follows: (1) Plan Review: This stage plans and summarizes, selecting the main things that focus on the themes that have been found. based on the pattern. (2) Conduct Review is process review or presentation data carried out after data completed on stages reduction. Presentation data can done in form description short, chart, and correlation between categories you can use flowcharts and the like in the hope that the data can be well organized to present patterns and obtain understandable relationships. (3) Document Review, namely conducting a review and drawing conclusions to answer existing problems. The following can be seen flow diagram in *Systematic Literature Review*



**Picture 1. Stages *Systematic literature review* (Budgen et al., 2022)**

## Result & Discussion

### *Implementation Curriculum Education Citizenship In School Base*

Implementation of the citizenship education curriculum in elementary schools (SD) is an important effort in forming character and awareness citizenship in children from an early age. The citizenship education (PKn) curriculum aims to provide a good understanding of citizenship values, rights and obligations as citizens, as well as strengthening students' sense of love for their country. Implementing the Civics curriculum in elementary schools requires good planning, implementation and evaluation so that these goals can be achieved optimally. Planning for implementing the Civics curriculum in elementary schools begins with curriculum preparation which covers objective learning, material learning, method learning, as well as assessment of learning outcomes. The Civics curriculum in elementary schools must be prepared by paying attention to children's development in accordance with established competency standards. The Civics curriculum in elementary school must also integrate values citizenship with other subjects so that students can understand its importance these values in everyday life. Next, the implementation of the Civics curriculum in elementary schools was carried out through a learning process that involves teachers, students and the school environment. Teachers are the spearhead in implementing the Civics curriculum in elementary schools. They must have a good understanding of the basic concepts of citizenship and able to deliver learning material using methods that are interesting and appropriate to the student's level of development. Teachers must also be able to create a conducive learning atmosphere so that students can actively participate in learning. Apart from that, students also need to be actively involved in Civics learning in elementary school. They must be given the opportunity to discuss, debate and collaborate in understanding civic values. Through activities like this, students can better internalize civic values and be able to apply them in everyday life. The school environment also plays an important role in implementing the Civics curriculum in elementary schools. A conducive school environment will support the creation of effective and meaningful learning. Apart from that, cooperation between schools, parents and the community also needs to be improved in supporting implementation

curriculum Civics in elementary school. Parents and the community can provide support and set a good example in applying civic values to children. Evaluation is the final stage in implementing the Civics curriculum in elementary schools. Evaluation done to evaluate so far where objective learning has achieved, as well as to evaluate the effectiveness of the learning methods used. Evaluation can also be used as a reference for making improvements or adjustments to the curriculum that has been prepared. Overall, the implementation of the Civics curriculum in elementary schools is an important effort in forming character and civic awareness in children. With planning, implementation, and evaluation which is good, expected learning civics in elementary school can have a positive impact on the development of children as individuals who have high civic awareness and are ready to contribute to building the nation and state.

### *Challenge In Implementation Curriculum Education Citizenship In Elementary School*

The implementation of the citizenship education curriculum in elementary schools (SD) is faced with various challenges that need to be overcome so that Civics learning objectives can be achieved well. Some of the challenges often faced in implementing the Civics curriculum in elementary schools include:

#### 1. Limitations Source Power

One of the main challenges in implementing the Civics curriculum in elementary schools is limited resources. It is good source human power as well material resources. Limitations Teachers who have sufficient understanding of the concept of citizenship can hinder the Civics learning process. Apart from that, limited quality books and learning materials can also affect the effectiveness of Civics learning in elementary schools.

#### 2. Lack of Understanding Draft Citizenship

Another challenge is the lack of understanding of the concept of citizenship among teachers and students. Teachers who do not understand the concept of citizenship will find it difficult to convey learning material well, so that student also will difficulty understand values citizenship taught.

#### 3. Minimal Involvement Student

Involvement student in Civics learning in Elementary school also becomes challenge. Some students may be less interested or less active in learning Civics because it is considered less interesting or relevant to their daily lives. This can hinder the process learning and influence understanding student towards civic values.

#### 4. Challenge in Evaluation

Challenge other in implementation curriculum Civics in elementary school is in matter evaluation. Assessments that are not in accordance with Civics learning objectives can lead to inaccurate evaluations of students' understanding of civic values. Apart from that, the lack of appropriate assessment instruments can also be an obstacle in evaluating Civics learning outcomes.

#### 5. Lack of Support from Person old and Society

Lack of support from parents and the community is also a challenge in implementing the curriculum Civics in elementary school. Parents and society have an important role in shaping children's character and civic awareness. Lack of support and understanding from parents and the community can hinder the Civics learning process in elementary school.

To face challenges in implementing the citizenship education curriculum in elementary schools, the following are several steps that can be taken:

#### 1. Enhancement Training and Teacher Education

Provide adequate training and education to teachers regarding citizenship concepts, methods learning which effective, as well as use of sources Study which is relevant. Teachers need to be given a deep understanding regarding the importance of citizenship education and how to apply citizenship values in everyday learning.

#### 2. Development Material Learning which are interesting

Develop learning materials that are interesting and relevant to students' daily lives in order to increase student interest and involvement in Civics learning. Learning materials that are adapted to the local context and student needs can make learning more meaningful and easier to understand by students.

#### 3. Increase Student Engagement

Push involvement active student in learning Civics with involve them in discussions, role plays, collaborative projects, or extracurricular activities related to values citizenship. In this way, students will be more involved and understand civic values better.

#### 4. Engaging Person old and Public

Building close collaboration with parents and the community in supporting Civics learning in elementary schools. Involving parents in school activities, such as educational seminars, parent teacher meetings, or socialization activities on civic values, can increase parents' understanding and support for Civics learning in elementary schools.

5. Enhancement Evaluation which Relevant.

Develop assessment instruments that are appropriate to learning objectives Civics and being able to measure students' understanding of civic values. Formative and summative assessments carried out periodically can help teachers evaluate and improve Civics learning in elementary schools.

6. Collaboration between Schools, Teachers, Parents and the Community Encouraging collaboration between schools, teachers, parents and the community in an effort to improve the implementation of the Civics curriculum in elementary schools. By working together and supporting each other, challenges in implementing the Civics curriculum can be overcome effectively and have a positive impact on the development of children's character and civic awareness.

By taking these steps in an integrated and sustainable manner, it is hoped that the implementation of the citizenship education curriculum in schools will be implemented Basics can work more effectively and deliver positive impact on the formation of children's character and civic awareness.

## Conclusion

1. The implementation of the Citizenship Education (PKn) curriculum in elementary schools (SD) has an important role in instilling national and state character and awareness in children from an early age. The Civics curriculum in elementary school is designed to provide an understanding of civic values, rights and obligations as citizens, as well as fostering a sense of love for the country in students. In order to achieve this goal, implementing the Civics curriculum in elementary schools requires planning, implementation, and evaluation which ripe. Planning covers preparation curriculum which in accordance with competency and child development standards, as well as integrating civic values with other subjects.
2. Challenges in implementing the citizenship education curriculum in schools Elementary (SD) includes limited resources, lack of understanding of the concept of citizenship, minimal student involvement, challenges in assessment, and lack of support from parents and the community. To overcome challenges Accordingly, steps that can be taken include improving teacher training and education, developing interesting learning materials, increasing student involvement, involving parents and the community, increasing relevant assessments, as well as collaboration between schools, teachers, parents and the community.

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