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Characteristics of competence and civic education materials curriculum in primary school in Indonesia

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Abstract: Civic education is a compulsory subject within the structure of the primary school curriculum, junior high, and high schools in Indonesia. This study aimed to analyze the characteristic of the subject matter and competence of civic education in primary schools in Indonesia. The approach used in this study is a qualitative research. The results showed that the subjects of civic education at Indonesia serves as education, legal, political and educational value. Civic education as an education program in primary schools as a primary vehicle and have the essence of a democratic education carried out in order to achieve competency in the civic aspects of Intelligence, civic responsibility, and civic participation. Core competencies in civic education in primary school psychological-pedagogical competence of learners to integrate fully and coherently with the planting, development, and strengthening moral values of *Pancasila*; values and norms of the Constitution of the Republic of Indonesia 1945; values and the spirit of unity in diversity; as well as the insight and commitment of the Republic of Indonesia.

1. Introduction

Civic Education is an important component of education that encourages citizens to participate in the lives of democratic societies to exercise their rights and release their responsibilities with the necessary knowledge and skills. Civic education covers all aspects of school life, including extracurricular activities such as activities inside and outside the classroom, discussion and organizational activities of learners. "... citizenship education as an important task in all contemporary societies the future educational policy must be based upon a conception of what we describe as multidimensional citizenship, with all its implications for all aspects of education including curriculum and pedagogy, governance and organization, and school-community relationships[1].

² In some countries the concept of Civic Education differs from Citizenship Education. In general civic education is "... the kinds of course work taking place within the context of the formalized schooling structure. Civic education is the foundational course of work in school designed to prepare young citizens for their active role in their committees in their adult lives [1]. Citizenship education has been described as 'the contribution of education to the development of those characteristics of being a citizen' and the 'process of teaching society's rules, institutions, and organizations, and the role of citizens in the well-functioning of society' ... when individuals and/or social groups pass on to the younger generation their views about and values of what is right and what is wrong [2]. Citizenship education the more inclusive term and encompasses both these in school experiences as well as out of school or "non formal/in formal" learning which takes place in the family, the religious organization, community organization, the media ect ..which help to shape the totality of the citizen [1]. Civic education in schools is necessary in democratic society, so as to produce citizenship who are able to participate in the system of self-government[3].

The results of research conducted [4], each country has a unique systemic civic education framework, as in table 1.



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Table 1. Organisation of citizenship education in the primary phase

Country	Terminology	Approach	Hour per week
England	Education for Citizenship	Non-statutory, cross curricular	Schools to decide
Canada	Social studies	Non-statutory, Integrated	Not specified
France	Civics as part of "Discovering the World"	Statutory core Separate and Integrated	4 hours out of 26
Germany	Sachunterricht	Non-statutory, Integrated	Not specified
Hungary	People and society	Statutory core Integrated	4 to 7% of curriculum time
Italy	Social sciences	Statutory core Integrated	Not specified
The Netherland	Social structure and life skills	Statutory core Integrated	80 to 100 hours per year
Spain	Knowledge of natural, social, and cultural environment	Non-statutory, Integrated	170 hours per year
Sweden	Social sciences	Noncore Integrated	885 hours over 9 years of compulsory education
Switzerland	Social sciences	Non statutory Integrated	Not specified
USA: Kentucky	Social sciences	Statutory core Integrated	Time specified per week varies a
Indonesia[5]	<i>Pancasila</i> and Civic Education	Integrated	Average 70 minute per week

The purpose of learning civic Education is operationally are (1) to promote increased understanding of American constitutional democracy and its fundamental values and principles, (2) develop the skills necessary to participate as informed, effective and responsible citizens, (3) increase the willingness of student to use democratic procedures when making decisions and managing conflicts [6]. Meanwhile in view [7] that our goal is to create a nation of able, informed and empowered citizens who, on the one hand, know, understand and can enforce their rights; and on the other, recognise that the path to greatest personal fulfilment lies through active involvement in strengthening their society. The purpose of civic education in Hong Kong to enable students to understand how the individual, as a citizen, relates to the family, the neighbouring community, the regional community, the national community and the world; and to develop in them positive attitudes and values conducive to the development of a sense of belonging to Hongkong and China so that they are ready to contribute to the betterment of the society, the state and the world[8].

In the purpose of civic education includes aspects of knowledge, skills, attitudes / beliefs, civic dispositions. Aspects of knowledge, skills, attitudes/beliefs, civic dispositions as one unity in competence. (1) Knowledge: The Content of Civic Education: (a) why do we need a government?, (b) The purpose of government, (c) constitutional principles, (d) structure of government, (e) concepts, principles, and values underlying the political system, i.e. authority, justice, diversify, rule of law, (f) individual rights (personal, political, economic), (g) responsibilities of citizen, (h) role of citizen in a democracy, (i) how the citizen can participate in community decisions. (2) Skills: What a citizen needs to be able to do to participate effectively: (a) critical thinking skills: gather and assess information, clarify and prioritize, identify and assess consequences, evaluate, reflect, (b) participation skills: communicate, negotiate, cooperate, manage conflicts peacefully and fairly, reach consensus. (3) Attitudes/Beliefs: character or dispositions of citizen: (a) personal character: Moral responsibility, Self discipline, Respect for individual dignity and diversity of opinion (empathy), (b) public character: Respect for the law, Willingness to participate in public affairs, Commitment to the rule of the majority with respect for the rights of the minority, Commitment to the balance between self-interest and the common welfare, (c) willingness to seek changes in unjust laws in a peaceful and legal manner. (4) Civic Dispositions: (a) civility, (b) respect for the rights of other individuals, (c) respect for law, (d)

honesty open mindedness, (e) critical mindedness, (f) negotiation and compromise, (g) persistence, (f) compasion, (g) patriotism, (h) courage, (i) tolerance of ambiguity [6].

In the context of this research the concept of civic education and citizenship education is limited as a school subject specifically designed to prepare students to become good citizens. Learning outcomes in PCE to be achieved both in the cognitive, affective, and psychomotor domains embodied in the form of capabilities. Learning outcomes are categorized into five: (1) intellectual skill, (2) cognitive strategy, (3) verbal information, (4) attitude, and (5) motor skill. That attitude is an internal state which affects an individual's choice of action toward some object, person or event. Examples might be: Choosing to visit an art museum, writing letters in pursuit of a cause. Verbal Information include: (1) Labels and Facts and (2) Bodies of Knowledge. Labels and facts refer to naming or making a verbal response to a specific input. The response may be naming or citing a fact or set of facts. The response may be vocal or written. Examples: Naming objects, people, or events. Recalling a person's birthday or hobbies. Stating the capitals of the United States. Bodies of Knowledge refers to recalling a large body of interconnected facts. Example: paraphrasing the meaning of textual materials or stating rules and regulations. Example: Paraphrasing the meaning of textual materials. Stating rules and regulations. Cognitive Strategy is an internal process by which the learner controls his/her own ways of thinking and learning. Example: Engaging in self-testing to decide how much study is needed; knowing what sorts of questions to ask to best define a domain of knowledge; ability to form a mental model of the problem. Intellectual Skills include (1) Discrimination (2) Concrete concept (3) Rule using and (4) Problem solving. These are the four levels within the intellectual skills domain that Gagné identified as his taxonomy[8].

The objectives of this research are: (1) to analyze the characteristics of competency in *Pancasila* and Civic Education (PCE) subjects in the primary school curriculum in Indonesia, in the attitude, knowledge, and skill domains, (2) to analyze the breadth and depth of subject matter *Pancasila* and Civic Education (PCE) in the primary school curriculum in Indonesia.

2. Methodology

This research uses qualitative approach. The method used is description. Data collection techniques use documentation and Focus Groups Discussion (FGD). The required documentation in this research is the national curriculum of *Pancasila* and Civic Education subjects in elementary school in Indonesia. The first section analyzes the national curriculum on the subjects of PCE of elementary school in Indonesia. In the second stage, the results of the analysis will be FGD with Citizenship Education experts from State University of Surabaya, State University of Malang, and Indonesia Education University of Bandung.

3. Results and discussion

There are two main concepts in the name of Civic Education subjects in the national curriculum (in Indonesia namely *Pancasila* and Civic Education-PCE), namely the concept of *Pancasila* and the concept of Citizenship Education. The concept of *Pancasila* relates to its role and position as the basis of the state and as the nation's life view. *Pancasila* contains values that will contribute to civic education. The second concept is civic education that aims to form good citizens.

PCE is a subject that focuses on the establishment of citizens who understand and are able to exercise their rights and obligations to become intelligent, skilled, and characteristic Indonesian citizens. The subjects of PCE have a mission: (1) developing learners into human beings who have a sense of nationality and love of the country, (2) through the process of accepting and carrying out the religious teachings it embraces; have honest, disciplined, responsible, polite, caring, and confident behavior in interacting with family, friends, and teachers, (3) understanding and applying factual and conceptual knowledge of citizenship, (4) present the factual and conceptual knowledge of citizenship skillfully. PCE competencies in the primary school curriculum include four domains: attitudes (religious and social), knowledge domain, and skill domain. At the attitude domain developed religious attitude and social attitudes.

Structure of Observed Learning Outcome (SOLO) Taxonomy is used as the basis for classifying the Competency Level for the knowledge aspect. In SOLO Taxonomy there are five stages passing by learners to master a knowledge, namely pre-structural, un-structural, multi-structural, relational and abstract expansion. These five stages can be simplified into three stages: surface knowledge, deep knowledge and conceptual or constructed knowledge. Especially for elementary school level in Indonesia only developed at the stage of surface knowledge[9]. In the national curriculum in Indonesia, PCE subjects at elementary level are presented in an integrated manner based on the themes. These themes include myself, experiences with friends, school experiences, my surroundings, memorable experiences, natural events, and so on.

The results of identification and FGD indicate that the competence of religious attitudes in the national curriculum on PCE subjects in elementary school in Indonesia includes: (a) be grateful for the symbol of the country *Burung Garuda* as a gift of God Almighty, (b) respect the obligations and rights as family members and school members as a form of gratitude to God Almighty, (c) be grateful for the diversity of individual characteristics in the environment as a gift of God Almighty, (d) be grateful for the united meaning in diversity in the environment as a gift of God Almighty. Whereas social attitudes in the national curriculum of primary school PCE subjects include: (a) implement the rules that apply at home, school, and country, (b) featuring togetherness and cooperation in diversity and individual characteristics, ethnic diversity, cultural diversity, religious diversity, and tolerance at home, school and the environment, (c) perform obligations and rights as family members, schools, and citizens, (d) dare to admit mistakes, apologize, forgive others.

Characteristics of knowledge domain in PCE primary school level include: (a) recognize, understand, and identify symbols of the *Pancasila* precepts in the state symbol, (b) identify rules that apply in everyday life at home, school, environment and country, (c) identify obligations and rights as family members, school residents, and citizens, (d) identify the diversity of individual characteristics, ethnic diversity, cultural diversity, religious diversity, and tolerance in schools, the environment, and in Indonesia, (e) explain the benefits of the diversity of individual characteristics, ethnic diversity, cultural diversity, religious diversity, and tolerance in schools and the environment, (f) identify and analyze the implementation of obligations and rights as family members, schools, and citizens, (g) dare to admit mistakes, apologize, forgive others, (h) explore the benefits of unity and unity to build harmony in life and its effects.

Based on the results of the analysis and FGD, the characteristics of competency skills in the national curriculum of PCE subjects at the school level include: (a) narrated the symbol of the *Pancasila* precepts, in the symbol of the state, (b) presents the results of identification of *Pancasila* values in everyday life, (c) recounting activities in accordance with the rules that apply in daily life at home, school, environment and country, (d) narrated experience in the diversity of individual characteristics, ethnic diversity, cultural diversity, religious diversity, and tolerance in schools, the environment, and in Indonesia, (e) presents the results of identification of obligations and rights as family members, school residents, and citizens, (f) presents the results of excavation of the benefits of unity and unity to build harmony of life and its effects.

Based on the results of data analysis shows that the characteristics of the material in the curriculum PCE of primary school in Indonesia consists of four contents, namely of Pancasila, Constitution of the Republic of Indonesia 1945, Values and the spirit of unity in diversity, and The Unitary State of the Republic of Indonesia. (1) *Pancasila*, its scope consists of: (a) picture on the state symbol of *Garuda Pancasila*, (b) the relation of the image to the state symbol with the precepts of *Pancasila* (*Ketuhanan yang maha esa*/the Supreme Godhead, *Kemanusiaan yang adil dan beradab*/the just and civilized humanity, *Persatuan Indonesia*/the unity of Indonesia, *Kerakyatan yang dipimpin oleh hikmat kebijaksanaan dalam permusyawaratan perwakilan*/the people led by the wisdom of wisdom in deliberation, *Keadilan bagi seluruh rakyat Indonesia*/social justice for all Indonesians), (b) The meaning of the image on the state symbol of *Garuda Pancasila*, (c) The symbolic relationship with *Pancasila's* precepts in everyday life, (d) The values of Pancasila in everyday life, (e) Application of *Pancasila* values in everyday life.(2) Constitution of the Republic of Indonesia 1945, its scope consists of: (a)

rules that apply in everyday life at home, (b) the rules and rules that apply in school, (c) obligations and rights as family members and school members, (d) implementation of obligations, rights, and responsibilities as citizens in daily life, (e) impact Implementation of obligations, rights, and responsibilities as citizens in daily life. (3) Values and the spirit of unity in diversity, its scope consists of: (a) Diversity of individual characteristics at home, (b) types of diversity and characteristics of individuals in schools, (c) the meaning of diversity and individual characteristics in everyday life, (d) the diversity of religious, socio-cultural, and economic communities. (4) The Unitary State of the Republic of Indonesia, its scope consists of: (a) form of cooperation in diversity at home, (b) the meaning united in diversity in schools and the environment, (c) forms of ethnic, social, and cultural awareness in indonesia, (d) the benefits of unity and unity to build harmony in life, (e) the impact of unity and unity on the life of nation and state.

4. Conclusion

Based on the data analysis, the conclusion can be elaborated that (1) the competence of PCE subjects in the national curriculum of elementary school covers the domain of religious and social attitudes, knowledge, and skills. This means that the competence of PCE to develop civic knowledge, civic skills, and civic virtue. (2) the characteristics of the material in the curriculum PCE of primary school in Indonesia consists of four contents, namely of Pancasila, Constitution of the Republic of Indonesia 1945, Values and the spirit of unity in diversity, and The Unitary State of the Republic of Indonesia.

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