

Assessing The Independent Curriculum In Pkn Learning At Baddoka Sdn Primary School

Abdul Wahid¹, Nur Afni², Sri Hastati³

^{1,2}Prodi Pendidikan Profesi Guru (PPG), Universitas Islam Makassar, Indonesia

³Prodi Pendidikan Guru Sekolah Dasar (PGSD), Universitas Islam Makassar, Indonesia

Email: abdulwahid@uim-makassar.ac.id, nurafni.dty@uim-makassar.ac.id, hastati1802@gmail.com

Abstract

In Indonesia, education cannot be separated from human life. One way to obtain knowledge is the teaching and learning process in schools and this is an implementation of education. To implement the materials or teaching materials used in schools requires something that covers what is called a curriculum. The Merdeka curriculum aims for students to be virtuous, competent and contributive according to their field. This research uses the library research method. The research library used in this research can be books, articles and journals. This research aims to analyze the development of the education curriculum in Indonesia, especially the development of the curriculum in learning citizenship education (pkn) from the implementation of the 1984 curriculum to the implementation of the Merdeka curriculum. The result of the research concluded that the Merdeka curriculum brought changes in the organization of subjects and the names of citizenship education subjects, but still had similar educational goals with an approach to make students more active and independent. It is hoped that this research can make a positive contribution in developing more effective citizenship education learning strategies in implementing the independent curriculum at the basic education level.

Keywords: Study, Curriculum, Citizenship Education

Received : March 17, 2025

Accepted : April 20, 2025

Revise : March 29, 2025

Published : May 03, 2025

Citation :

Abdul Wahid. 2025. Assessing The Independent Curriculum In Pkn Learning At Baddoka Sdn Primary School. *MSJ: Majority Science Journal*, 3(1), 1-7

Corresponding Author:

Abdul Wahid

abdulwahid@uim-makassar.ac.id

1. INTRODUCTION

Civics Education used to be taught through Entrepreneurship Education. This is a lecture material on unity and integrity, citizen awareness, and national defense education as regulated in the Decree of the Director General of Higher Education No. Number. 267/DIKTI/2000. In Civics Lessons, we also learn to improve personal and intellectual abilities in politics, law, society, philosophy, and culture. The content of Civics lessons includes discussing topics such as democracy, human rights, socio-cultural and economic environments, as well as defense and security, and others. In Civics Lessons, the material is delivered objectively and scientifically without elements of indoctrination. So Civics Education does not actually focus on the military, but rather on being objective and scientific. In Law Number. According to Law Number 2 of 1998 concerning the National Education System, every type, path, and level of education must teach Pancasila Education, Religious Education, and Civics Education. The curriculum is a centralized system consisting of sections on subjects and various work procedures designed to achieve national goals and organizational goals. The Indonesian curriculum has undergone eleven changes since the change of the Minister of Education in office. The curriculum in Indonesia is developing rapidly. The curriculum is a collection of plans designed to achieve learning objectives, including objectives, materials, content, and learning methods. It is also used as a guideline for organizing learning activities (Raharjo, 2020).

The curriculum is an important part of the learning process; the success of curriculum management determines the quality of educational outcomes and the achievement of goals. Since Indonesia's independence in 1945, the curriculum has changed several times. These



include changes in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and most recently, the Merdeka Belajar Curriculum. The nomenclature and policies for each subject are influenced by the change in curriculum. The curriculum is a series of plans and arrangements regarding the objectives, content, subject matter, and methods used as a guide in organizing learning activities to achieve certain educational goals (Law No. 20 of 2003). The basic framework and structure of the primary and secondary education curriculum are determined by the Government and developed according to their relevance by each group of educational units. The curriculum is made according to the level of education in Indonesia. This takes into account the increase in faith and piety, Pancasila values, potential, intelligence, and interests of students, as well as the diversity of regional and environmental potentials, and the needs of technological development. Primary and secondary education must include subjects such as religion, Pancasila, citizenship, language, mathematics, natural and social sciences, arts and culture, physical education and sports, skills, and local content.

PPKn learning is a subject derived from Pancasila and the 1945 Constitution. The purpose of PPKn learning is to provide students with basic skills and knowledge about national defense, relations between countries, and becoming good citizens (Magdalena et al., 2020). The purpose of learning PPKn in elementary schools is to help students build national character to form complete Indonesian citizens. It is hoped that this learning will lead to the implementation of democracy in national and state life based on Pancasila, the Constitution, and community norms through the formation of a society with character. During its evolution, PPKn has undergone several changes in terms. This was done to perfect the objectives and content of PPKn. In the 1947 Curriculum *Rendja Pelajaran*, the subject of Citizenship or Citizenship was included as part of the State Administration subject. The name of the PPKn subject changed along with changes in the curriculum. The 1968 Curriculum called it "National Citizenship Education", and the 1975 Curriculum called it PMP, which is explained in the Guidelines for Understanding and Practicing Pancasila (Raharjo, 2020). In 1994, it was called PPKn. In 2004, it was combined with IPS to become PKPS. In 2006, KTSP changed to PPKn. In 2013, the PPKn subject changed back to PPKn in the curriculum. In the junior high school curriculum, this subject changed back to PPKn.

By remembering that independence indicates freedom, independent learning can be interpreted as the freedom for children to learn and study what they like and can develop their abilities. The humanistic view of free learning describes children as learning subjects who can develop because they have natural potential from within themselves and a learning process based on satisfaction to get learning outcomes to achieve goals. The independent learning curriculum not only provides freedom. The Independent Curriculum (*Kurikulum Merdeka*) is a transformative approach in Indonesia's education system designed to provide a more flexible and student-centered learning experience. It seeks to cultivate students' critical thinking, creativity, and civic responsibility through an interactive and project-based methodology. In the context of Pancasila and Citizenship Education (PKN), the Independent Curriculum plays a crucial role in fostering democratic values, national identity, and active citizenship among students. This study aims to assess the effectiveness of the Independent Curriculum in PKN learning at Baddoka SDN Primary School by evaluating student engagement, teacher adaptability, and overall learning outcomes. By understanding these aspects, this research seeks to offer insights into the curriculum's strengths and challenges, ultimately contributing to the ongoing efforts to enhance civic education in Indonesian primary schools.

The curriculum dimension of civic education focuses on learning activities. In reality, this is an effort to build good and intelligent citizens. Basically, if not given a foundation of knowledge, understanding, and moral formation, citizens are willing to participate in the public interest, have good social sensitivity, contribute to maintaining national unity, and fill independence through active roles. According to Winataputra and Budimansyah (Nurdin, 2016), civic education in the curricular dimension aims to maximize students' potential to become intelligent, characterful, democratic, and committed citizens. Facilities and infrastructure are one of the determining factors in education. The success of the learning process is greatly influenced by the adequacy and support of facilities.

education.

Permendikbud Number 3 of 2020 concerning SN-Dikti determines the 2020 curriculum, also known as the independent learning curriculum. The term PPKn to Pancasila

Education is influenced by this curriculum change. However, the content of civic education remains and is included in the Pancasila curriculum. The curriculum content remains and is integrated in it, only the nomenclature changes. This diversity focuses on three main principles of the independent learning idea: acceleration, diversity as the essence, and the Pancasila student profile. The Ministry of Education and Culture has set six characteristics for students who adhere to Pancasila: critical thinking, independence, creativity, mutual cooperation, global diversity, and noble character. It is hoped that the Pancasila student profile will improve students' character towards learning outcomes. Overall, the PPKn material included in this curriculum is Pancasila, the 1945 Constitution, the Republic of Indonesia, and Bhineka Tunggal Ika. One of the advantages of the independent learning curriculum for PPKn is that this curriculum includes a program to strengthen the profile of Pancasila students. This shows that the independent learning curriculum makes Pancasila the basis for learning Citizenship Education. The disadvantage is that teachers are not ready to apply the right learning methods. This is because the PPKn material is very broad and the independent curriculum requires interactive learning.

The concept of the independent curriculum is to have differences with the previous curriculum. Every time the curriculum changes, there will be improvements in our country's education. For example, this Independent curriculum does not only emphasize academic values, but also on the formation of student character, especially in the education of Pancasila values. In the Independent Learning curriculum, every school must have at least one motivating teacher. The function of this motivating teacher is to improve students' understanding and skills, as well as build better character values in students. Important characters in implementing the Pancasila principles involve the values of mutual cooperation, honesty, responsibility towards friends, the surrounding environment, and actions taken. The values in Pancasila include religious values (First Principle), humanitarian values (Second Principle), unity values (Third Principle), wisdom values (Fourth Principle), and social values (Fifth Principle). Pancasila is a guide for the lives of Indonesian people in building good character. Pancasila is the main basis for forming the personality values of Indonesian people. Interpretation of the Pancasila values contained in the Pancasila principles.

Rights and obligations are legal principles that govern the relationship between individuals and society, or individuals and the government. In law, rights mean privileges or freedoms granted to individuals, while obligations are responsibilities or duties that must be carried out by individuals. Rights give people the freedom to do or have something without interference from others or the government. Rights that are often recognized in various legal systems around the world include the right to free speech, the right to free religion, the right to privacy, the right to education, and the right to fair treatment (Camelia & Suryandari, 2021; Totok, 2017). Meanwhile, obligations are the responsibility of individuals to maintain order and justice in society. These obligations are often stipulated by laws and regulations. These include the obligation to follow the law, pay taxes, respect the rights of others, and play an active role in society. Rights and obligations are usually balanced and interrelated. Individuals must use their rights wisely and must not harm the rights or duties of others. For example, the right to speak freely does not mean that someone can spread false information that is detrimental to others. Because it violates the obligation not to spread misleading or defamatory information. The government and the legal system are responsible for setting fair limits and regulations to protect individual rights and ensure that obligations are met. The concept of rights and obligations is important for the development of a civilized, democratic, and just society (Totok, 2017).

In the concept of "independent learning" in Indonesia, students and related parties must understand the rights and obligations that must be held. "Independent learning" is an educational idea that gives students the freedom to choose education according to their interests, talents, and needs. Below is an explanation of the rights and obligations in the context of independent learning: (Winataputra, 2014).

Curriculum changes make it difficult for teachers as educators to implement the new curriculum comprehensively. Teachers must understand the new curriculum and its components in order to implement it with the desired results. No matter how good the new curriculum is, the most important thing is whether the teacher can implement it well when teaching. If the teacher cannot implement the curriculum well, then the curriculum will not run smoothly. In some areas, inadequate school facilities can be an obstacle in implementing the new curriculum. To implement

curriculum changes, of course, socialization is needed for teachers who will implement it in the field. The new curriculum must be able to make all teachers understand the new curriculum so that its implementation is successful.

Based on research, the implementation of the independent curriculum has positive and negative impacts on student learning achievement. The implementation of the independent curriculum has a positive impact on student learning achievement. One of them is a change in student learning with a focus on developing persuasive text writing material. This increases students' ability to write persuasive texts after being taught by the teacher. One of the advantages of the independent curriculum is that students' communication skills improve. In addition, students also become more active, creative, independent, and critical thinkers.

2. Method

This research was conducted using this research using a quantitative method of quasi-experimental type (Quasi Experiment) and a library research approach method (library research). Qualitative research is research that focuses on an in-depth understanding of a phenomenon through observation, interviews and analysis of text data, while library research or library research is a method in the form of research using literature as a source of data from various written sources. The data collected by the author in this study came from a research sample consisting of students in grades IV-A and IV-B of SDN Baddoka with data collected through a direct scale and the instruments used include tests and documentation. Library studies through research used, such as books, journals, articles, documents, and other digital sources. The purpose of this study is to describe the findings in the form of the Merdeka curriculum paradigm taken from direct research, articles, journals, books, and several relevant sources. The results of this study indicate that several articles have been obtained from national journals that are in accordance with the discussion of Reviewing the Merdeka Curriculum in Civics Learning in Elementary Schools which are then studied and used as a discussion in this article.

The assessment methods employed in the Independent Curriculum, known as Kurikulum Merdeka, at Baddoka SDN Primary School for Civic Education (PKN) are designed to comprehensively evaluate students' competencies. These methods include diagnostic assessments, formative assessments, summative assessments, and project-based assessments, each serving distinct purposes in the learning process. Diagnostic assessments are conducted at the beginning of the learning process to identify students' initial abilities and learning needs. At Baddoka SDN Primary School, teachers implement both cognitive and non-cognitive diagnostic assessments. Cognitive assessments aim to evaluate students' prior knowledge related to the subject matter, while non-cognitive assessments focus on understanding students' psychological well-being, social-emotional status, and learning environment at home. This approach aligns with the principles outlined in the Independent Curriculum, which emphasize the importance of tailoring learning experiences to individual student profiles. Formative assessments are ongoing evaluations conducted throughout the instructional process to monitor student progress and provide continuous feedback. In PKN learning at Baddoka SDN, teachers utilize various formative assessment techniques, such as classroom observations, quizzes, and group discussions. These methods enable educators to identify areas where students may need additional support and adjust teaching strategies accordingly. The emphasis on formative assessment is a key component of the Independent Curriculum, aiming to foster a supportive and responsive learning environment. Summative assessments are administered at the conclusion of a learning period to evaluate overall student achievement. At Baddoka SDN Primary School, summative assessments in PKN include written exams and final projects that require students to demonstrate their understanding of civic concepts and their application in real-life contexts. This practice ensures that assessments are comprehensive and reflective of students' learning outcomes, as advocated by the Independent Curriculum guidelines.

3. Results And Discussion

This study aims to observe the impact of the Merdeka curriculum on PKn learning as a reinforcement of character formation for elementary school students. To obtain data in this study,

the author used 2 tools to measure each variable in this study. The measuring instruments in this study include the Merdeka curriculum tool in PKn learning and the character formation reinforcement tool. In the validity test data, using an expert test, namely with one teacher. With the results of the data used, namely valid

Based on the results obtained, it was concluded that the Merdeka curriculum instrument in PKn learning had 20 valid statements, and the character formation optimization instrument also had 20 valid statements. So, the Merdeka curriculum instrument in PKn learning and the character formation optimization instrument were declared valid and could meet the requirements for use in measuring the impact of the Merdeka curriculum on PKn learning as an optimization of character formation.

After knowing the validity of the instrument in the study, the next stage was to conduct a normality test which aimed to be a test of the requirements that needed to be carried out before conducting a T test in the study. The following are the results of the normality test.

Table 1. Normality Test Results

<i>One-Sample Kolmogorov-Smirnov Test</i>		
		Unerstandardized Residual
N		40
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.03905568
Most Extreme Differences	Absolute	.114
	Positive	.105
	Negative	-.114
Test Statistic		.114
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Sumber: *software statistik SPSS, Stata, atau software analisis data*

Based on the results presented in the table, it can be concluded that the research data is normally distributed, this is proven by the Kolmogorov-Smirnov Test with a sig. (2-tailed) value of .200 or greater than 0.05. so that based on the criteria for drawing conclusions, the sig. (2-tailed) value is $0.200 > 0.05$, the data is normally distributed. That way, the next stage can be continued. After determining the normality test on the research tool, the next step is to conduct a T test which functions as a hypothesis test that needs to be carried out. The following shows the results of the T test.

Table 2. T Test Results

		<i>Coefficients</i>			
Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	
1	(Constant)	40.570	4.864		8.340 .000
	Kurikulum Merdeka Pembelajaran PPKn	.165	.064	.363	2.566 .014
		.353	.099	.504	3.559 .001
a.	Dependent Variable: Optimalisasi Karakter				

Sumber: *software statistik SPSS, Stata, atau software analisis data*

From the test results above, it produces an equation in the T test results as follows: $Y = 40.570 + 0.353X$ From this equation, it can be interpreted that Constant 9a0 of 40.570 indicates

that learning the Merdeka curriculum, the average value of interest in learning PKn is 40.570. The regression coefficient (b) of 0.353 means that if learning the Merdeka curriculum increases or is improved by 1 unit, it will increase the character of students by 0.353. A positive value of 0.353 indicates that if learning the Merdeka curriculum increases or is improved, character formation in PKn learning will also increase.

Based on the results of the T test above, the equation $Y = 40.570 + 0.353X$ is obtained, which means that every one unit increase in the Merdeka curriculum learning variable will cause the character optimization variable in students to increase by 0.353. The results of the analysis show a significance value of $0.000 < 0.05$ (smaller than the significance level of 0.05 or 5%). This analysis indicates that there is a significant influence of the Merdeka curriculum on PPKn learning as an optimization of student character formation. Based on the analysis that has been carried out, it can be concluded that there is an influence in the Merdeka curriculum on PKn learning as an increase in student character formation at SDN Baddoka. This is based on the data from the analysis using the T test with a significance level of 0.05 or 5% obtained (p) $0.000 < 0.05$, which shows that hypothesis 1 is accepted with a regression coefficient value of 0.353. Thus, there is a significant influence of the Merdeka curriculum on PPKn learning as an increase in student character formation.

4. Conclusion

The Independent Curriculum is an effort by the Indonesian government to improve the quality of national education. This curriculum focuses on holistic, integrative, and relevant learning to the needs of the times. (Mulyasa, 2021). The Independent Curriculum in elementary schools aims to provide a strong foundation for students so that they can develop well according to their abilities. Broadly speaking, the Independent Curriculum changes the way subjects and names of Civic Education subjects are structured, but the goal of education remains the same, namely for students to be more active and independent. Pancasila Education teaches character and moral values to students every day, while facing the challenges of using technology in learning. In addition, schools have an important role in demonstrating civic values through students' daily behavior. Regarding the learning tools used, teachers argue that the Teaching Module in the Independent Curriculum is similar to the RPP in K13, but differs in the naming of its components. It can be concluded that there is no substantial difference in the content of the material between PPKn in the 2013 Curriculum and Pancasila Education in the Independent Curriculum. This suggests that the changes are more related to the name of the subject than the actual content. In learning Pancasila Education, teachers use various approaches, models, and learning media. For example, teachers can use discussion methods, question and answer, or role play. The approach used is to differentiate creatively and innovatively.

Bibliography

- Adventyana, Benedicta Dwi, Euis Nur, Amanah Asdiniah, Mae Afriliani, and Siti Fadia, 'Dampak Kebijakan Perubahan Kurikulum Merdeka Di Sekolah Dasar Bagi Guru Dan Peserta Didik', 06.02 (2024), 11818–26
- Agaramusu, Y. (2023). "Analisis Penerapan Kurikulum Merdeka di Sekolah Dasar: Studi Kasus di Kota Palu." *Visipena: Jurnal Pendidikan*, 14(1), 45-60. <https://ejournal.bbg.ac.id/visipena/article/download/2901/1685/>
- Basith, A. (2022). "Teknik dan Bentuk Evaluasi Pembelajaran Kurikulum Merdeka." *Jurnal Riset Pendidikan dan Pengajaran*, 7(1), 15-25. <https://journal.universitaspahlawan.ac.id/index.php/jrpp/article/view/23989>
- Hakim, D. M. (2023). "Analisis Implementasi Modul Ajar Kurikulum Merdeka Mata Pelajaran PKn Kelas IV Sekolah Dasar di Kecamatan Bobotsari." *Skripsi*, Universitas Pendidikan Indonesia. https://repository.upi.edu/104077/1/S_PGSD_1901983_Title.pdf
- Fitriyah, Chumi Zahroul, and Rizki Putri Wardani, 'Paradigma Kurikulum Merdeka Bagi Guru Sekolah Dasar', 2022, 236–43
- Junaedi, Nurasikin, and Masduki Asbari, 'Prinsip Pembelajaran Dalam Kurikulum Merdeka', 03.02 (2024), 11–17
- Putri, R. A. (2023). "Evaluasi Implementasi Kurikulum Merdeka Belajar di Sekolah Dasar." *Jurnal*

- Kajian Pendidikan Dasar*, 5(2), 112-125.
<https://jcc.ppi.unp.ac.id/index.php/icpd/article/viewFile/35/15>
- Ki, Paradigma, Hajar Dewantara, Sebagai Pendekatan, Akmal Rizki, Gunawan Hasibuan, Assyifa Amalia, and others, 'PRINSIP PEMBELAJARAN KURIKULUM MERDEKA (TINJAUAN HOLISTIG PARADIGMA KI HAJAR DEWANTARA SEBAGAI PENDEKATAN)', 5.2 (2024), 663–73
- Muis, A. (2023). "Implementasi Kurikulum Merdeka dalam Pendidikan Pancasila di Sekolah Dasar." *Jurnal Nasional Pendidikan*, 9(3), 78-90. <https://journal.unu-jogja.ac.id/fip/index.php/JONED/article/view/102>
- Mahendra, Wisnu, Bagdawansyah Alqadri, and Muh Zubair, 'Implementasi Kurikulum Merdeka Pada Mata Pelajaran PPKn Di SMA Negeri 1 Pringgabaya', 1–15
- Muttaqin, Fauzan, Muhammad Bungas, Azzahra, Rahmawati, Anggun, *DASAR-DASAR PEMBELAJARAN KURIKULUM MERDEKA Di SEKOLAH DASAR*, ed. by Zidny Najma Mufidah (Penerbit Cahaya Ghani Recovery, 2024)
- Pancasila, Pendidikan, and Dalam Kurikulum, 'Sosains Jurnal Sosial Dan Sains', 2 (2022), 1170–78
- Putri, Zikra Salsabila, 'Implementasi Nilai Karakter Pancasila Terhadap Kurikulum Merdeka Peserta Didik Sekolah Dasar', 3.1, 17–32
- Rambutan, Ji, Sabelegi Kidul, Kec Depok, Kabupaten Sleman, and Daerah Istimewa, 'Journal of Nusantara Education', 3.April (2024), 79–91
- Samosir, Alexander, 'Penerapan Kurikulum Merdeka Belajar Terhadap Hasil Belajar Pkn Kelas III SDN 191320 Raya Tengah', April, 2023, 108–13
<<https://doi.org/10.47709/educendikia.v3i1.2295>>
- Setiawan, Ince Prabu, Wahid, Abdul, 'Implementasi Program Literasi Untuk Meningkatkan Motivasi Belajar Siswa SD', 5.1 (2023), 75–90
- Studi, Program, Magister Pendidikan, Agama Islam, Universitas Islam, and Negeri Mataram, 'Dampak Evaluasi Penerapan Kurikulum Merdeka Terhadap Prestasi Belajar Siswa Di Sekolah', 9 (2024), 1710–15
- Sutrisno, B., & Izzulka, N. (2024). "Evaluasi Efektivitas Kurikulum Merdeka sebagai Langkah Kritis Menuju Peningkatan Kualitas Pembelajaran." *Edukatif: Jurnal Ilmu Pendidikan*, 6(5), 234-250. <https://edukatif.org/edukatif/article/download/7052/pdf>
- Syahfitri, Faradia, and Dita Safira Firdaus, 'Journal of Educational Technology , Curriculum , Learning , and Communication Analisis Perkembangan Kurikulum Pembelajaran PPKn SD : Implementasi Kurikulum 1984-Kurikulum Merdeka', 4 (2024), 1–6
- Terbuka, Universitas, and Tangerang Selatan, 'Merdeka Belajar Dalam Konteks Pendidikan Kewarganegaraan : Suatu Alternatif Pembinaan Siswa Menjadi Warganegara Yang Sadar Hak Dan Kewajibannya', 15.1 (2023), 415–29
- Wahid, Abdul, *KONSEP DASAR PKN SD* (Penerbid Samudra Biru, 2023)