

Content Analysis of Pancasila and Civic Education Curriculum at the Junior High School Level in Indonesia: Philosophical Perspectives in Affirming Civic Identity

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ABSTRAK

This article aims to analyze, study, and construct the content of the Pancasila and Civic education curriculum at the Junior High School (SMP) level in Indonesia with a philosophical approach. The purpose of this analysis is to analyze the goals, values, and philosophical principles underlying the curriculum in affirming students' civic identity. The method used is a literature study by collecting related sources through scientific journals, articles, books, research reports, news, and government policies related to the citizenship curriculum at the Junior High School (SMP) level in Indonesia. In reviewing curriculum content, the author notes findings related to the purpose of the analysis, including the success or failure of curriculum implementation, aspects that need to be improved, and differences in approaches to curriculum implementation in various schools. Using a philosophical perspective, the authors compare the approaches, teaching strategies, and assessment approaches used in the civics curriculum. Evaluation of the quality of the sources used in the literature study is also carried out, considering reliability, accuracy, objectivity, and relevance to the objectives of the analysis. The results of this literature analysis provide a deeper understanding of the Pancasila and Civic education curriculum at the junior high school level from a philosophical perspective. Through this article, researchers recommend that future research should examine the strengthening, understanding, and appreciation of students towards the values of Pancasila, as well as affirming their citizenship identity as Indonesian citizens with a more comprehensive study approach.

Kata Kunci: Content Analysis, Pancasila and Civic Education Curriculum, Junior High School, Civic Identity, Philosophical Perspective, Literature Studies