

---

## **Contents Standard Policy of Basic Education in The National Level Reviewed from The Scope of Citizenship Education Materials**

**I Gusti Ngurah Santika<sup>1\*</sup>, Ida Bagus Putu Arnyana<sup>2</sup>, I Wayan Suastra<sup>2</sup>, I Made Kartika<sup>1</sup>**

<sup>1</sup>Faculty of Teacher Training and Pedagogy, Universitas Dwijendra, Bali, Indonesia

<sup>2</sup>Post Graduate Program, Universitas Pendidikan Ganesha, Bali, Indonesia

### **ABSTRACT**

In essence, education in the context of national development has an instrumental role and function, namely as a unifying nation, equalizing opportunities, and developing self-potential. The purpose of this study was to determine the national level policy on the content of national education standards in terms of the scope of Citizenship Education material. This research used library research as the research method. The results of this research indicated that content standards serve as guidelines/references/signs for teachers when providing material in learning activities. Scope of Material for Elementary School/Madrasah Ibtidaiyah/Extraordinary Elementary School/Package A/Other Equal Forms, such as applicable norms and rules, deliberation, characteristics of the family environment, and the importance of maintaining togetherness as capital in upholding unity and integrity and form of attitude and behavior to maintain unity and integrity in the school environment, and the community. Scope of Materials for Junior High Schools/Madrasah Tsanawiyah/Extraordinary Junior High Schools/Package B/Other Equal Forms, such as the chronology of changes to the 1945 Constitution of the Republic of Indonesia as a written basic law, as well as the constitution of the Indonesian state, diagrams of governance linkages the sequence of laws in force in Indonesia, the embodiment of democracy based on the values of Pancasila in the Indonesian government system, the Territory of the Unitary State of the Republic of Indonesia, and the form of state, form of government, and system of government.

**Keywords:** Contents Standard Policy, Basic Education, Citizenship, Education Materials

\*Corresponding Author:

E-mail: ngurahsantika88@gmail.com (I Gusti Ngurah Santika)

Faculty of Teacher Training of Pedagogy, Universitas Dwijendra, Bali, Indonesia

### **1. INTRODUCTION**

In essence, education in the context of national development has an instrumental role and function, namely as a unifying nation, equalizing opportunities, and developing self-potential. (Santika et al., 2019). Education is expected to strengthen the integration of the nation within the framework of the diverse Unitary State of

the Republic of Indonesia (NKRI), providing equal opportunities for every citizen to always actively participate and contribute positively to national development, as well as enable every Indonesian citizen. to develop and optimize their potential (Santika, 2022). Education is a must for the Indonesian people for the sake of development, because the basis of strategic

development is education (Hakim, 2016). Only through education, the Indonesian nation can optimize the quality of its human resources to achieve the country's goals (Santika, 2021a). Meanwhile, quality human resources can only be formed through quality education. Humans who have competence will be ready to compete in the era of globalization (Ismail & Helmawati, 2018).

Therefore, it is natural that education in Indonesia is one of the vital sectors in the country that requires special attention and handling from the Government. Considering that until now there are still many educational issues that are considered crucial and quite significant but have not been able to be resolved properly. Moreover, the problem of education in Indonesia is so complex (Afifah, 2015). It must be admitted, that overcoming the basic problems in the field of education is not an easy matter, like turning the palm of the hand. Problems in the world of education in Indonesia can already be sentenced to chronic. So that to straighten the tangled threads of educational problems, a process that is not simple is needed (Komin & Sedana, 2019).

Some of the problems of education in Indonesia that are still hampering until now are related to the low quality or competence of graduates; the lack of teaching materials provided to support learning activities in achieving graduate competence; low learning process starting from lesson planning, implementation of learning, and assessment of the learning process; the low skill (quality) possessed by educators to carry out their duties and functions, especially those in rural or remote areas; inadequate facilities and infrastructure that

must be available in education units; lack of professional management includes planning, implementation, and supervision of educational activities carried out by education units and components of education financing in education units (Semadi, 2021). The basic problem of the various educational problems is the gap in the implementation of the Indonesian national education system.

To destroy education problems in Indonesia, the President issued Government Regulation (PP) Number 19 of 2005 concerning National Education Standards (SNP) and National Education Standards Agency (BSNP). (Lubis, 2013). Taking into account the growing dynamics of Indonesian education, the Government then issued a policy in the form of Government Regulation Number 57 of 2021 concerning National Education Standards which was in charge of replacing PP No. 19 of 2005. This was followed by PP No. 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards. The Indonesian national education standards include the following standards: (1) graduate competency standards; (2) content standards; (3) process standards; (4) educational assessment standards; (5) the standard of education personnel; (6) standard of facilities and infrastructure; (7) management standards; (8) financing standards (Article 3 paragraph 1 PP No. 57 of 2021).

From the eight standards, the content standard is an interesting material for further analysis. Content standard is minimum criteria that cover the scope of material to achieve graduate competence in certain paths, levels, and types of education. The scope of the material referred to is a study

material in the learning content. The scope of the material is formulated based on: (a). mandatory cargo in accordance with the provisions of the legislation; (b). scientific concepts; and (c). path, level, and type of education. The basic education curriculum must contain: (a). religious education; (b). civic education; (c). language; (d). mathematics; (e) natural sciences; (f). social science; (g). Art and culture; (h). physical education and sports; (i). skills/vocational; and J). local content (Article 40 Section 2 (PP No. 57 of 2021)).

In connection with this research, the scope of the material in question was related to civic education in basic education. Researchers tried to explain what is the scope of civics education material at the basic education level?. Considering that civic education has an essential and fundamental role and position for the existence of every country, including Indonesia.

## 2. METHODS

This research used library research as the research method. Literature studies are identical with collecting data from various reading sources, such as books, archives, magazines, articles, and journals, as well as documents that can assist researchers in discussing the National Level Policy for National Education Content Standards Viewed from the Scope of Citizenship Education Materials. Books, journals, and articles are reading materials that are the source of data in this research.

## 3. RESULT AND DISCUSSION

Content standard serves as guidelines/references/signs for teachers

when providing material in learning activities. Ideally, the material presented by the teacher to students must and always be oriented to graduate competency standards (SKL). This means that each material that will be received by students along with their level of competence has been formulated into content standards for each subject. The material and level of competence will later affect the attitudes (affective), knowledge (cognitive), and skills of students (Berta & Swarniti, 2020).

The formulation of content standard is done by first formulating the appropriate scope of learning materials to develop student competencies based on the SKL, making adjustments to the learning progress of students at each level, formulating the scope of learning materials that provide flexibility or flexibility for educators to facilitate students in developing their competencies, as well as adopting the principle of differentiation in developing the scope of learning materials (Rachmawati, 2020).

Graduate competency standard is intended as a reference in developing content standards in basic education units, which focus on:

1. Preparation of students to become members of the community who believe and fear God Almighty and have noble character;
2. Cultivation of character in accordance with the values of Pancasila; and
3. The development of literacy and numeracy competencies of students to participate in further education.

Government policies related to content standards, especially those included in civic

education, are intended to increase students' awareness and insight into their status, rights and obligations in the life of society, nation and state, as well as to improve their quality as human beings who believe and fear God. The Almighty, having noble character, knowledge, competence, creativity, independence and being a democratic and responsible citizen. Citizenship education is also intended to build awareness and insight into the nation, the spirit and patriotism of defending the country, respect for human rights, national pluralism, environmental conservation, gender equality, democracy, social responsibility, obedience to the law, obedience to paying taxes, and attitudes and behaviors against corruption, collusion, and nepotism (Santika, 2021b).

Scope of Material for Elementary School/Madrasah Ibtidaiyah/Extraordinary Elementary School/Package A/Other Forms of Equivalent

- a. Norms and rules that apply in families, schools, and communities that are realized and carried out in daily life as well as rights and obligations as family members, school members, and part of the community;
- b. Deliberations in everyday life in families, schools, and communities to reach consensus accompanied by different forms of expressing opinions;
- c. Characteristics of the environment in the family, school, and community as part of the territory of the Unitary State of the Republic of Indonesia; and
- d. The importance of maintaining togetherness as capital in

upholding unity and integrity as well as the form of attitudes and behavior to maintain unity and integrity in the family, school and community environment.

If we pay attention to the scope of civics education material in elementary schools, it can be said that it is very concrete and contextual in accordance with the cognitive development of elementary school children (Santika & Suastika, 2022). Considering the material that is the scope of civic education is very close to the real life of students, such as the family, school, and community environment. Theoretically, there are three components of civic competence including civic knowledge, civic skills, and civic disposition. (Trisna, 2020). The three citizenship competencies are related to the goal of forming a citizen's personality (Djuwita, 2017). Citizens with civic knowledge and attitudes will become confident citizens (civic confidence), citizens with civic knowledge and skills will become capable citizens (civic competence), citizens with civic attitudes and skills will become citizens. who are committed (civic commitment), and in the end citizens who have the knowledge, attitudes, and skills of citizenship will become smart and good citizens (Gandamana, 2019).

Scope of Material for Junior High School / Madrasah Tsanawiyah / Extraordinary Junior High School / Package B / Other equivalent forms.

- a. Chronology of changes to the 1945 Constitution of the Republic of Indonesia as a written basic law, as well as the constitution of the state of Indonesia. The 1945 Constitution of the Republic of

Indonesia is the highest source of law, which of course is related to the position of Pancasila as the source of all legal sources that underlie the products of laws and regulations and the order of laws that apply in Indonesia in the national legal system in Indonesia;

- b. Diagram linking the order of legislation in force in Indonesia, the importance of complying with norms and rules, balancing rights and obligations;
- c. The embodiment of democracy based on the values of Pancasila in the Indonesian government system, including the regulation of the position, duties, authority, and relations between state institutions, the relationship between the state and citizens in the political, economic, social and cultural fields as well as defense and security. and the practice of freedom of expression for citizens in the era of information disclosure;
- d. The territory of the Unitary State of the Republic of Indonesia as a unified whole and with an archipelago perspective in the context of the Unitary State of the Republic of Indonesia; and
- e. The form of the state, the form of government, and the system of government as well as the regional government system within the framework of the Unitary State of the Republic of Indonesia.

## 4. CONCLUSION

### 4.1 Conclusion

In essence, education in the context of national development has an instrumental role and function, namely as a unifying nation, equalizing opportunities, and developing self-potential. However, it is still related to the basic problem of education, namely the occurrence of gaps in the implementation of the Indonesian national education system. To destroy the complex problems of Indonesian education, the President issued Government Regulation (PP) Number 19 of 2005 concerning National Education Standards (SNP) and the National Education Standards Agency (BSNP). From the eight standards, the content standards governing the scope of civics education materials at the Basic Education level are interesting to discuss. For the scope of civics education material at the elementary school level, namely the moral content of Pancasila in the National Emblem, the form and purpose of norms/rules in society, the spirit of togetherness in diversity, national unity and integrity, the meaning of the symbols of Pancasila and the symbol of the Indonesian state, rights, obligations and responsibilities of citizens, meaning of personal, social and cultural diversity, unity and integrity, social and political morality of citizens/state officials, and community leaders, values and morals of Pancasila, rights, obligations and responsibilities of citizens, social diversity and culture and the importance of togetherness, values and morals of national unity and integrity, commendable morality in everyday life. For the scope of civics education material at the junior high school level, namely the commitment of the

founders of the State in formulating and establishing Pancasila, the process of formulating and ratifying the 1945 Constitution of the Republic of Indonesia, legal and proper norms that apply in the life of society and the state, harmony and integrity territory and life in the context of the Unitary State of the Republic of Indonesia, the meaning of ethnic, religious, racial, cultural and gender diversity within the framework of Bhinneka Tunggal Ika, the dynamics of the embodiment of Pancasila values and morals in everyday life, the essence of Pancasila values and morals in the Preamble, the State Constitution Republic of Indonesia Year 1945, the meaning of applicable legal provisions in the realization of peace and justice, the spirit of unity and integrity in the diversity of society, aspects of strengthening the Unitary State of the Republic of Indonesia.

#### 4.2 Suggestion

Based on the conclusions above, as for the suggestions that can be given, namely the teacher in compiling civic education materials given to students must and always be oriented to graduate competency standards (SKL). This means that every civic education material that will be received by students along with their level of competence has been formulated into content standards for each subject. Considering the civic education material and the level of competence that will later affect the attitudes (affective), knowledge (cognitive), and skills (skills) of students.

#### REFERENCES

- Afifah, N. (2015). Problematika Pendidikan Di Indonesia. *Elementary*, 1(1).
- Berta, M. O., & Swarniti, N. W. (2020). IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH WORD SQUARE GAME AT THE EIGHTH GRADE OF SMP DWIJENDRA DENPASAR IN THE ACADEMIC YEAR 2019/2020. *Widyasrama*, 30(2), 18-25.
- Djuwita, P. (2017). Pembinaan Etika Sopan Santun Peserta Didik Kelas V Melalui Pembelajaran Pendidikan Kewarganegaraan Di Sekolah Dasar Nomor 45 Kota Bengkulu. *Jurnal PGSD*, 10(1), 27-36. <https://doi.org/10.33369/pgsd.10.1.27-36>
- Gandamana, A. (2019). Perbandingan Kompetensi Kewarganegaraan Dalam Kurikulum 2006 (Ktsp) Dan Kurikulum 2013 Mata Pelajaran Pendidikan Kewarganegaraan Di Sekolah Dasar. *Seminar Nasional Pgsd Unimed*, 2(1), 246-311. <https://jurnal.unimed.ac.id/2012/index.php/snpu/article/view/16127>
- Hakim, L. (2016). Pemerataan Akases Pendidikan Bagi Rakyat Sesuai Dengan Amanat Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. 2(1), 53-64.
- Ismail, R., & Helmawati. (2018). Meningkatkan sdm berkualitas melalui pendidikan menyiapkan sdm papua yang berdaya saing. Alfabeta.
- Komin, W., & Sedana, G. (2019). Sustainable Agricultural Tehcnologies on Rice Farming: Case of Subaks' in Bali Province, Indonesia. *Journal of Sustainable Development Science*, 1(1), 18-26.
- Lede, D. A. S., & Swarniti, N. W. (2020). IMPROVING THE STUDENTS' VOCABULARY MASTERY BY USING TREE DIAGRAM ON THE EIGHTH GRADE STUDENTS' OF SMP DWIJENDRA IN THE ACADEMIC YEAR 2019/2020. *Widyasrama*, 30(2), 51-57.

- Lubis, A. (2013). Pelaksanaan Standar Nasional dalam Dunia Pendidikan. *Jurnal Pendidikan Teknik Bangunan*, 1–17.
- Pratama, P. A. M. W., & Swarniti, N. W. (2021). THE APPLICATION OF LITERACY CULTURE IN GROWING READING INTEREST IN SMP NEGERI HINDU 3 BLAHBATUH GIANYAR: A CASE STUDY. *Widyasrama*, 32(2), 87-91.
- Rachmawati, R. (2020). Analisis Keterkaitan Standar Kompetensi Lulusan (Sk1), Kompetensi Inti (Ki), Dan Kompetensi Dasar (Kd) Dalam Implementasi Kurikulum 2013. *Tatar Pasundan : Jurnal Diklat Keagamaan*, 12(34), 231–239.  
<https://doi.org/10.38075/tp.v12i34.73>
- Santika, I. G. N. (2021a). Grand Desain Kebijakan Strategis Pemerintah Dalam Bidang Pendidikan Untuk Menghadapi Revolusi Industri 4.0. *Jurnal Education and Development*, 9(2), 369–377.
- Santika, I. G. N. (2021b). Pendidikan Kewarganegaraan (Studi Komparatif Konstitusi Dengan UUD 1945). Lakeisha.
- Santika, I. G. N. (2022). Pendidikan Kewarganegaraan: Problematika Hasil Perubahan UUD 1945 Secara Konseptual. In CV. Global Aksara P ers (Issue 1). Global Aksara Pers.
- Santika, I. G. N., Kartika, I. M., & Wahyuni, N. W. R. (2019). Pendidikan karakter: studi kasus peranan keluarga terhadap pembentukan karakter anak Ibu Sunah di Tanjung Benoa. *Widya Accarya*, 10(1).
- Santika, I. G. N., & Suastika, I. N. (2022). Efforts of State-Owned Enterprises (SOE) in Disseminating Pancasila by Actualizing Tri Hita Karana (THK). *Jurnal Etika Demokrasi (JED)*, 7(1), 14–27.  
<https://doi.org/10.26618/jed.v>
- Semadi, A. G. P. (2021). Nationality Thought in Developing Critical Education. *Journal of Sustainable Development Science*, 3(1), 9-16.
- Trisna, A. (2020). Penguatan Pembelajaran Pendidikan Kewarganegaraan Melalui Digitalisasi Media Pembelajaran. *Jurnal Pendidikan Kewarganegaraan*, 10(2), 31–41.  
<https://ppjp.ulm.ac.id/journal/index.php/pkn/article/view/9304/6759>