

Research Article

Analysis of Character Values in Grade 11 Civic Education Textbooks of the Merdeka Curriculum

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Abstract.

This study analyzes the basic principles of character education in the Merdeka Curriculum grade II student book in the revised edition of the Civics subject published in 2022. The urgency of this research lies in the importance of analyzing character values in textbooks as the main medium for early childhood student character building. This study uses a combination of qualitative research methods and content analysis. This research uses the Merdeka Curriculum grade II student book on Civics as the main book and data source. The data must be analyzed thoroughly and accurately to determine the educational characteristics of the book. Based on the results of the study, there is data on character education values obtained in the Merdeka Curriculum grade II student book in Civics subjects, including religion, independence, cooperation, national spirit, environmental care, social care, courtesy, responsibility, discipline, and honesty. The values of character education in the Civics subject are religion, independence, cooperation, national spirit, environmental care, social care, courtesy, responsibility, discipline, honesty, friendly/communicative, peace-loving, patriotism, fairness, global diversity, tolerance, love of reading, and love for the country which have included the characters that need to be instilled in students. This study successfully identified the character education values contained in the Merdeka Curriculum grade II student book in the Civic Education subject. Teachers are expected to integrate character education values into more contextual and interactive learning to maximize the implementation of these values. In addition, ongoing teacher training and regular evaluations are essential to ensure students can understand and apply these values on a daily basis.

Keywords: character values, civic education, Merdeka Curriculum

1. INTRODUCTION

Character education is a priority for the government and education stakeholders, with a focus on developing young people with integrity, morality and noble values. Although the Pancasila Education subject is theoretically designed to integrate character values,

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an in-depth study is needed to evaluate the extent to which these values are comprehensively and systematically listed in student textbooks. Strengthening character education is very important to improve human resources in the future and shape student morality positively through integration in Civics lessons [1].

Educational goals are fundamental and must be achieved through curriculum preparation and implementation. The curriculum serves as the primary guideline for education in institutions. Indonesia's Minister of Education, Culture, Research, and Technology, Nadiem Makarim, introduced the Merdeka Belajar Curriculum, a new innovation that promotes a paradigm shift. This design enhances teacher autonomy, reduces restrictive controls, strengthens students' roles, and positively impacts the transition toward an independent learning process [2].

Emphasize the importance of careful attention in designing and implementing the learning process and curriculum development in schools [3]. The Merdeka Belajar Curriculum aims to create a calm, conducive learning environment that fosters skill development without coercion or restrictive limitations [4]. This curriculum provides greater flexibility for both students and teachers. Highlight that adopting the Merdeka Curriculum and shifting the educational paradigm can foster a friendly, inclusive learning environment adaptable to the needs of future generations [5].

The national education system, outlined in Law No. 20 of 2003, serves as the legal foundation for education in Indonesia. It defines the objectives, functions, and key components of education to shape the nation's character and foster positive attitudes in daily life [6:7]. The system aims to develop students into religious, morally upright, physically and mentally healthy, independent, knowledgeable, conscientious, creative, democratic, and responsible citizens. This approach seeks to produce intelligent, noble, and exemplary individuals who contribute positively to society [8].

The Merdeka Curriculum is an innovative development in Indonesia's education system, designed to provide schools with greater flexibility and independence [9]. Its implementation emphasizes fostering positive character in students, focusing on strengthening character education to enhance knowledge, moral integrity, and personal values [10]. The Ministry of National Education has outlined 18 key character values to be instilled: religion, tolerance, democracy, honesty, hard work, discipline, national spirit, creativity, curiosity, independence, patriotism, love of reading, responsibility, respect for

achievement, social care, friendliness, environmental care, and peace. Character education serves as a cornerstone for developing these values, aligning with educational goals to nurture a nation's moral foundation [11].

Civics is a crucial subject for instilling character values in schools [12]. It is a mandatory subject aimed at fostering nationalistic, patriotic, and other Pancasila values. Civic education empowers intellectual abilities to address various challenges [13;14]. Through Civics, students not only gain knowledge, skills, and attitudes but are also encouraged to internalize and practice the noble values of Pancasila, promoting positive behaviors in daily life [15].

In civics education, teachers not only provide theoretical material, but also design learning activities that can facilitate students' character development [16]. For example, through discussions, case analyses, simulations and role-playing, students are introduced to being disciplined, socially caring, responsible, honest and of moral integrity. Civics also discusses the rights and responsibilities of citizens and the active role in nation-building to foster a spirit of nationalism and participation in the nation. The success of this character education shapes positive attitudes and behaviours in the state [17].

Student books in the learning process have great potential to internalise noble characters in students. One of the books that has a positive impact on the progress of students' character is civics learning in elementary school [18]. Therefore, it is important to conduct an in-depth analysis of the content of character values in the Civics textbook for Grade II of the Merdeka Curriculum. This research aims to identify and comprehensively analyse the different character values contained in the Civics textbook for Grade II of the Merdeka Curriculum.

This study aims to conduct an in-depth analysis of the Civics student book for Class II of the Merdeka Curriculum to identify the character values internalized by students. The findings are expected to significantly contribute to the development of future curricula and learning materials focused on character cultivation. By thoroughly analyzing the character values presented in the Civics textbook, education stakeholders can gain a clearer understanding of the character development efforts within Civics education. This information will serve as a foundation for improving and developing more comprehensive teaching materials, ultimately fostering a new generation with strong personalities and a solid moral foundation based on Pancasila.

2. METHODOLOGY

In this research, a qualitative research approach is used with the content analysis method. Content analysis is a type of research that is usually conducted to analyse the content of books[19]. Research with a qualitative descriptive approach prioritises the authenticity and totality of the data and emphasises the quality of the data conveyed through narrative presentation [20]. In this content analysis study, the Pancasila Education textbook for SD / MI Class II was written by WIdayanti published by PT Masmedia Buana pustaka in 2022 which consists of 168 pages of 4 chapters. In this content analysis study, the textbook Pancasila Education for SD/MI Grade II, published by the Ministry of Education, Culture, Research and Technology, 2021. the instrument used is a book analysis sheet. Data analysis with content analysis. The data analysis process was conducted using the content analysis method, in which the researcher systematically reviewed the content of the book to identify and categorize the character values reflected in the materials and activities presented. In qualitative research, various sources such as books, journal articles and other documents related to the research topic can be used. Library searches or literature reviews are also used in this research.

3. RESULTS AND DISCUSSIONS

Based on the analysis of the textbook of Civic Education Class II Curriculum 2013 published by PT Masmedia Buana Pustaka in 2022, it contains an analysis of character education values consisting of 4 chapters. Chapter 1 is "I Love Pancasila" which consists of 4 lessons namely: (1) Recognizing Pancasila Symbols, (2) Recognizing the Meaning of Pancasila Symbols, (3) Applying the Principles of Pancasila, (4) Getting Along as an Application of Pancasila. Chapter 2 is "I Obey the Rules" which has 4 lessons, namely: (1) Meaning of Rules, (2) Types of Rules, (3) Attitude to Obey the Rules, (4) Benefits of Obeying the Rules. Chapter 3 is "Loving Each Other Despite Differences", which consists of 4 lessons, namely: (1) Loving Each Other Despite Differences, (2) Identity Diversity Around Me, (3) Appreciating Identity Diversity, (4) Applying an Attitude of Appreciating Diversity. Chapter 4 on "Maintaining Unity and Unity" contains 4 lessons, namely: (1) Maintaining Unity at Home and at School, (2) Uniting to Protect the Home and Neighbourhood Environment, (3) Unity in the School Environment, (4) The Importance of Unity. Based on the results of the analysis, the data obtained on the content of character

values in the student textbook on Pancasila Education Class II Merdeka Curriculum is divided into chapters in the book that contain.

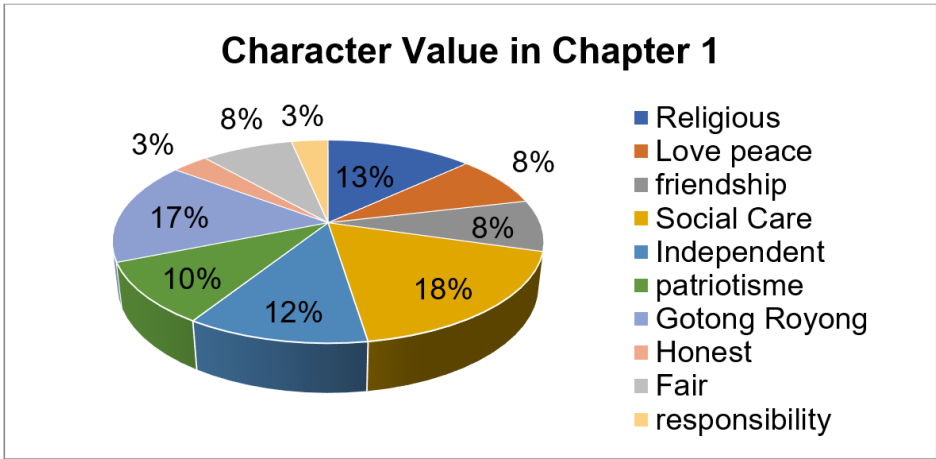


Figure 1: Character Value of Chapter 1 I Love Pancasila.

The chapter “I Love Pancasila” explores essential character values for elementary school students, distinguishing between moral values (e.g., religiosity, nationalism, peace-loving, fairness, democracy, responsibility) and performance values (e.g., independence, cooperation, communication). These values correspond to the moral development stages of grade 2 students, who comprehend rules and norms through consequences and interpersonal dynamics. Effective internalization requires contextually appropriate methods such as storytelling, interactive games, and collaborative activities. Due to the extensive range of values identified, it is crucial to prioritize core values that align with and gradually support students’ developmental progress.

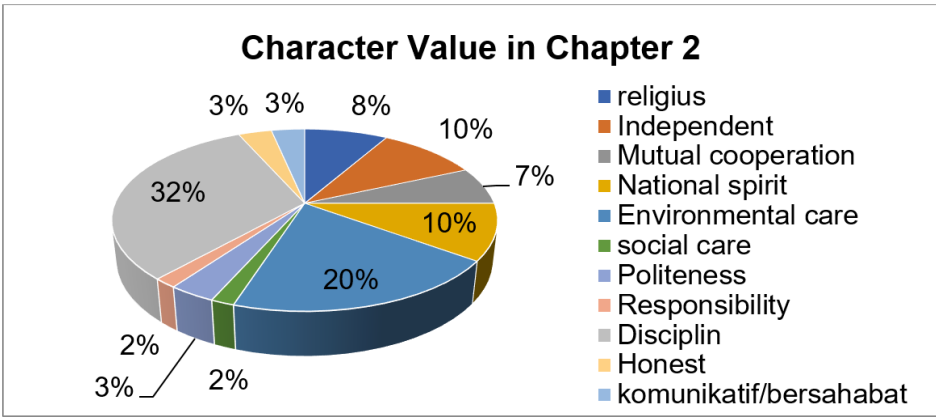


Figure 2: Character Value of Chapter 2 I Obey the Rules.

The chapter “I Obey the Rules” in the Pancasila Education grade II Merdeka Curriculum introduces character values categorized into moral character (e.g., religiosity,

peace-loving, environmental care, honesty, responsibility) and performance character (e.g., discipline, independence, cooperation, learning spirit, politeness). These values align with students’ developmental stage, where understanding rules is influenced by immediate consequences and emerging awareness of social norms. Core values such as discipline, responsibility, peace-loving, and cooperation are particularly suited to their cognitive and emotional abilities and can be internalized effectively through contextual, experience-based approaches, such as storytelling, games, and group discussions. To avoid overburdening students, prioritizing these core values initially, with additional values introduced progressively, ensures sustainable character development.

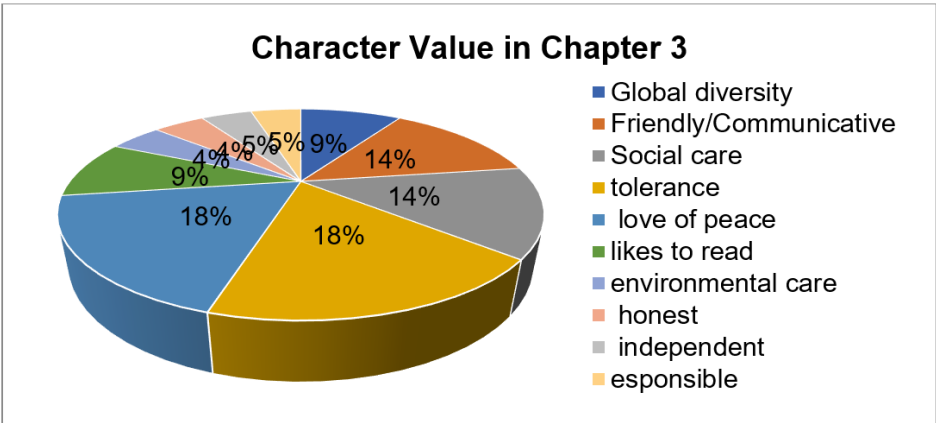


Figure 3: Character Values Chapter 3 Loving Each Other.

The chapter “Mutual Affection” in the grade II Pancasila Education textbook introduces character values such as tolerance, peace love, friendship, independence, responsibility, social awareness, honesty, religiosity, and environmental care. These values are categorized into moral character, focusing on ethical principles, and performance character, emphasizing practical behaviors. Core values like tolerance, peace love, and responsibility align with students’ developmental stage and are best taught through experiential methods such as storytelling, role-playing, and group discussions, enabling students to connect abstract concepts to real-life contexts. Gradual teaching, positive reinforcement, and integration into classroom and extracurricular activities ensure sustainable and meaningful character development.

Chapter 4 of the Grade II Pancasila Education book in the Merdeka Curriculum, titled “Maintaining Unity and Unity,” emphasizes character values such as love for the country, environmental care, mutual cooperation, love of peace, responsibility, religiosity, independence, honesty, politeness, and social awareness. Moral character values, including religiosity, love of peace, and honesty, focus on ethical principles,

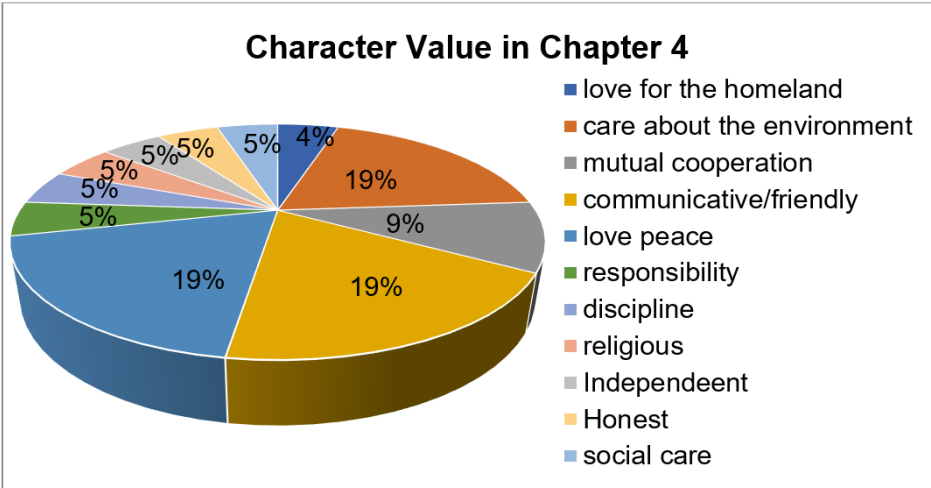


Figure 4: Character Values Chapter 4 Maintaining Unity and Unity.

while performance character values, such as mutual cooperation and responsibility, emphasize practical behaviors. Lessons integrate both aspects, teaching students the importance of unity through activities that foster environmental care, communication, and teamwork in home and school settings.

The process of internalizing these values requires the active involvement of all parties in the school. Effective character education includes an integrated curriculum, relevant teaching methods, and supportive school management [20;21;22]. Teachers play a crucial role, as they can influence the character formation of students through their actions, speech, and responses to students’ behavior [24]. Daily interactions between teachers and students are essential in fostering positive character [25].

Prioritizing core values that are easy to understand and apply is highly recommended, such as mutual cooperation, love of peace, responsibility and caring for the environment [22]. Other values, such as religiosity and love for the country, can be introduced gradually through storytelling, group discussions, or collaborative projects. With this integrated approach, students not only understand the values taught but also apply them in their daily lives, fostering sustainable positive character development.

4. CONCLUSION

Analysis of the Pancasila Education Class II Merdeka Curriculum textbook shows the value of comprehensive character education, integrating moral values and performance values. These values align with young students’ developmental stages. However, the large number of values introduced indicates the need for a gradual and contextual

approach to internalization. Prioritizing core values such as mutual cooperation and responsibility, as well as using experiential learning methods, will support effective character development. A gradual and structured approach will help students absorb and apply these values in everyday life, thereby encouraging sustainable positive character growth.

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