

Conference Paper

Contents Analysis of the Pancasila Education and Citizenship Students' Book for High School Curriculum 2013

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Abstract

Based on the results of preliminary observations of the Pancasila and Citizenship Education (PPKn) textbooks for high schools both in class X, XI and XII Curriculum 2013 it was found that there were some writing errors in the material. This study aims to determine the consistency of high school civics textbook material in accordance with the prevailing curriculum, namely the curriculum 2013. The analyzed books are civics textbooks for class X, XI and XII by the Ministry of Education and Culture of the Republic Indonesia published in 2017 and 2018. This civics textbook is considered not good enough and not yet suitable for use. In this textbook there has been discussion of the material with training in competencies both cognitive, affective and psychomotor. But in this book, in addition to some indicators that show relevance to the applicable curriculum there are also several indicators that do not show relevance to the applicable curriculum. It is said relevant because of the indicators analyzed, this book has presented well with the discovery of the diversity of values and cutting-edge material. Based on the consistency of this book said to be inconsistent, there are still some overlapping material because it experiences repetition at the next class level. This textbook is not yet suitable to be used in the teaching and learning process by students to achieve the learning objectives, therefore it still needs revision for the next school year.

Keywords: Curriculum 2013, Students' Books, Pancasila and Citizenship Education

1. Introduction

Curriculum is one of the important things in the Indonesian education system. Indonesia has made several changes to the curriculum to achieve the goal of improving the quality of education. The last curriculum change was carried out in 2013 ago, so that the curriculum was named the curriculum 2013, the curriculum 2013 was formed to replace the curriculum that had been used previously namely Kurikulum Tingkat Satuan Pendidikan (KTSP) which has been used in the education system in Indonesia since 2006, the curriculum KTSP is also often referred to as the 2006 curriculum. One of the strong reasons for the replacement of the 2006 curriculum into the 2013 curriculum is the fact that in the practice of self-learning that the 2006 curriculum or KTSP tends to use

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a teacher-centered learning approach that results in students being passive in learning, in the presence of This 2013 curriculum is expected to be a teaching-based learning approach to be transformed into learning-based learning or to become centralized learning for "*student center*". The main characteristic of learning-based learning or "*student center*" is the establishment of student independence to build knowledge in his own mind from various variations of information through an interaction in the learning process.

In connection with the change of curriculum, the government also made a policy about centralized learning books from the government or centralized textbooks, then printed books of each subject for each level of schooling. Books are one of the factors determining the success of a learning program. Textbooks are one of the teaching materials that students need in understanding science, without exception Pancasila and citizenship education (PPKn). Until now textbooks are still the main source of information in the learning process, both for teachers and students. The types of books presented in the 2013 Curriculum consist of teacher books and student books that have different roles. The role of the teacher's book is used as a teacher's guide so that it is easy to convey the material to students, easy to give instructions to students, and make it easy for teachers to condition students. Unlike the teacher's book, student books are used by students as a reference in carrying out learning which is a guide in carrying out orders or instructions given by the teacher. According to the Minister of Education and Culture Regulation No. 8 of 2016 article 2 paragraph (1) states that the book used by the education unit consists of textbooks and non-text books. In article 3 paragraph (5) states that the contents of the book in the textbook must fulfill the aspects of content, linguistic aspects, aspects of material presentation, and graphic aspects. Feasibility of content, language, presentation, and graphics of textbooks is assessed by BSNP and determined by Ministerial Decree. Textbooks in the field and can be used as learning references, in terms of number, type, and quality are very varied. Meanwhile, compulsory textbooks and the main reference in the learning process for teachers and students in the field have been compiled and published by the government in other words student books and teacher books have been monopolized or centralized by the government.

Problems arise along with the policy related to the centralized textbook. The researcher who is a PPKn teacher experienced several problems that emerged as a result of the centralization of this textbook. Textbooks published by the government almost every year experience less meaningful revisions from their drafting teams, especially in PPKn subject textbooks. Revisions to the PPKn textbook have been carried out almost every year since this policy was made. The first print was published

in 2014, then in 2015, 2016, 2017 and 2018 always revised by publishing new books each year. The existence of a book revision that is continuously being carried out has finally led to a variety of impacts that are actually detrimental to learning in schools and the government itself. First, the swelling of the budget, by printing millions of books because they will be distributed throughout the country and this is done every year, so the budget will certainly increase, while other more urgent educational interests will be overlooked, such as school fees for children from poor families. Until now there are still many children who drop out of school because of cost constraints. The current education assistance costs incurred by the government, such as school operational costs (BOS), still do not reach all the children's school needs, there are still many costs to be spent on schools such as uniform fees and many others. Second, the distribution of textbooks is not evenly distributed. This is because the slow distribution system is carried out by the government itself, sometimes at the turn of the semester new textbooks come and even for one year the lessons do not come at all so the teacher who has to work hard to help students learn without textbooks from the government but must remain in accordance with the context of textbooks from the government especially for remote areas. Third, many private schools and remote schools often experience lags, this is because the main priority of the government to get textbooks first is public schools and are easily accessible. Fourth, most teachers actually become passive and not creative, this is because all learning starts from the strategies, methods and learning materials already in the textbook so that most teachers just copy it. Fifth, the printing of books on a regular basis with the number of millions carried out by the government will certainly require more and more books as well, this is in contradiction with the strengthening of ecological citizenship which is becoming a trend in citizenship education in the 21st century. Massive and excessive production of books is considered something that is not environmentally friendly. Sixth, the material contained in the student's book turned out to be inconsistent. There are several materials that experience repetition in the next class.

Given the various problems that the researcher has described above, the researcher is interested in analyzing related to the number six problem points, namely the material contained in the book that will be seen regarding the relevance of the material to the criteria that have been determined, how the material is consistent and the adequacy of the material from the book. With the existence of this research, it is expected that later the government policy regarding the technical publishing of textbooks can be reviewed for the sake of creating a more meaningful Indonesian education and creating intelligent and characterful future generations.

2. Literature Review

2.1. 2013 curriculum Pancasila and citizenship education

The definition of curriculum must be understood fundamentally in accordance with the basics of education in an effort to achieve educational goals in accordance with the designed learning program. Each learning program is adapted to the basic principles of education itself. Braslavsky (1999: 1) argues that the curriculum is the basics of education and its contents, which relate to the amount of time available for the learning experience, the characteristics of the teacher in the teaching institution, the characteristics of the learning experience, in fact from the point of view, the method to be used, resources for learning and teaching. The curriculum is a plan that provides guidance or guidance in the process of teaching and learning activities (Sukmadinata, 2009: 5). This understanding is also in line with the opinion of Nasution (2006: 5) which states that the curriculum is seen as a plan prepared to facilitate the teaching and learning process under the guidance and responsibility of the school or educational institution and its teaching staff.

Weyner (2014, 4) states that learning principles cover the entire state of learning both inside and outside the classroom. The desired learning outcomes in school situations or outside school can be used as students as a learning experience. The good learning atmosphere is supported by a curriculum with various learning activities and subjects that specialize and vary. Another opinion expressed by Doll (1996, 15) is that the school curriculum is both formal and informal values and processes in which students gain knowledge and understanding, develop skills and change attitudes and appreciation values with the help of schools. The curriculum is designed or programmed with a number of subjects to achieve educational goals. The curriculum that is designed is carried out in accordance with educational activities that are used as guidelines for learning. Through curriculum development it can develop students' affective and psychomotor cognitive. As for what is included in the curriculum is material, content, materials that can be used as rules in following a learning program.

The 2013 curriculum was made in line with the recent decline in the character of the Indonesian nation. Corruption, drug abuse, murder, violence, thuggery, etc. are events that show the low quality of education and human resources and the fragility of the moral and spiritual foundations of the nation's life (Mulyasa, 2013: 14). 2013 curriculum is a curriculum developed to improve and balance the skills of soft skills and hard skills in the form of attitudes, skills, and knowledge. The purpose and function of the

2013 Curriculum specifically refers to Law No. 20 of 2003 concerning the National Education System. In the National Education System Law, it is stated that the function of the curriculum is to develop capabilities and shape the dignified character and national civilization in educating the life of the nation. While the aim is to develop the potential of students to be faithful and fearful people of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The learning process in the 2013 curriculum for all levels is carried out using a scientific approach. The Ministry of Education and Culture (Kemendikbud) provides its own conception that the scientific approach to learning in it includes components of observing, asking, reasoning, trying or creating, presenting or communicating. The 21st century learning paradigm shift was accommodated in the 2013 curriculum in particular PPK learning. According to the 2013 curriculum, Citizenship Education is a tool to establish good citizenship that has *civic knowledge, civic skills and civic disposition*. Through a text-based approach, students have many opportunities to read, write and present content and respond to the text they read. Text-based learning is carried out in a cyclical manner through steps to build context, text modeling, compilation of texts together, and compilation of texts independently. Meanwhile, the assessment of the 2013 curriculum was carried out through the principle of authentic assessment in the realm of attitudes, knowledge, and skills (Kusaeri, 2014: 14).

Pancasila education and citizenship or often abbreviated as PPKn also experienced a number of changes when there was a change in curriculum from KTSP to the 2013 curriculum. The first change was in the name of the subject itself, if in KTSP called Civics or Civics Education later in the 2013 curriculum turned into Pancasila Education and citizenship or PPKn. The 2014 PPKn curriculum re-emerged the Four Pillars of Nation and State of Life including Pancasila, the 1945 Constitution of the Republic of Indonesia, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia (NKRI) as the subject matter of Citizenship Education. Citizenship Education Study in 2013 Curriculum places the responsibility of character building not only on the Pancasila and Citizenship Education Mapel, where Core Competencies which include Spiritual Attitude Competence, Social Attitude, Knowledge and Skills vertically and horizontally are the responsibility of all subjects. An important aspect of Pancasila and Citizenship Education 2013 curriculum is the importance of using a scientific (scientific) approach in all learning. This convinces the author that the scientific spirit of the Citizenship Education study in the 2006 Curriculum is preserved in the 2013 Curriculum, where the basis of scholarship which is the principal study of Pancasila and Citizenship

Education must be clear and firm in its disciplinary boundaries. This has an impact on the profession's recognition of the teachers of Pancasila and Citizenship Education, namely not everyone will easily teach the subject matter of Pancasila and Citizenship Education, if not graduates of the LPTK Pancasila Education and Citizenship Education Study Program. Core Competencies and Basic Competencies in the Subjects of Pancasila and Citizenship Education, following Himmelmann (2013: 8), changed the Citizenship Education paradigm which originally focused on teaching programs and transfer of citizenship knowledge into approaches that emphasize personal-individual attitudes, moral and social behavior as the shared dispositions and values of citizens in a common life - who respect human rights and democracy in a world full of conflict. Learning with a scientific approach enables a change in the paradigm of learning Pancasila Education and Citizenship from passive learning and affirmative learning to active, cooperative and critical. The formation of the character of citizens is not enough to be good oleh which is characterized by loyalty and adherence to the authority of the government, but students are delivered to experiences and practices of concepts of national and state life in classrooms and outside the classroom. From this point of view, the Civic Education and Pancasila Education and Citizenship / Citizenship Education LPTK teachers play an important role to translate the spirit of the new paradigm in 2013 Curriculum.

2.2. Textbooks on Pancasila and citizenship education

Bacon in Tarigan (2009: 12) states that textbooks are books designed, prepared, and compiled by experts in their fields and equipped with teaching facilities suitable for use in the classroom. AJ Loveridge (1970: 9) states "A textbook is a school book in which selected material is on a certain subject, in a written form which will satisfy a specific learning and teaching situation, is systematically set out for assimilation." Textbooks are school books that contain selected material regarding certain fields of study, in written form that meet certain requirements in teaching and learning activities, are arranged systematically to be assimilated. Similar formulation was also conveyed by Muslich (2010: 50-51) textbooks in the form of textbooks are books that contain a description of material about a particular subject or field of study, which is arranged systematically and has been selected based on specific objectives, learning orientation, and student development, to be assimilated. Textbooks are one of the learning media. As one of the learning media, textbooks have several functions. Sitepu (2012: 21) argues that judging from the content and presentation, textbooks serve as manual guidelines for students in learning and for teachers to teach for certain subjects. Therefore, standardized textbooks can

be used as a means or source of learning to improve and level the quality of national education. From the results of the study it was found that textbooks used in school schools in Indonesia consisted of four types. If it is reviewed based on the classification of the education book, it consists of (1) textbooks; (2) teaching books; (3) enrichment books; and (4) reference books. Reviewing textbooks is a scientific study conducted to measure or determine the quality of a textbook's quality. Regarding whether or not a textbook is qualified, the components related to the eligibility criteria of textbooks need to be examined. Various criteria have been developed by experts or institutionally (BSNP). The foundation of theoretical related to the assessment criteria in this study are the criteria that have been developed by BSNP consisting of appropriateness of content, presentation, linguistic, and kegrafikan.

Textbook Handbook Teacher and Student Book 2013 curriculum lessons are divided into two types of books namely teacher handbooks and student handbooks. Both books are complementary and complementary. There is compactness in learning in the classroom, remembering that teachers and students have the same pattern in developing learning materials. Culture publishes a package consisting of books teacher handwriting and student textbooks for use throughout Indonesia that have implemented the 2013 curriculum. Curriculum changes will change the device and one of them is a textbook. In the 2013 curriculum PPKn textbook there are two books based on their use, namely student books and teacher books. Both have a close relationship, so their use is not released. The student book helps students and constructs understanding in classroom learning, while the teacher's book is used by the teacher to teach in the classroom.

3. Material & Methodology

In accordance with the problems and objectives of the study, this research uses qualitative descriptive methods. This means that the data analyzed is not to reject or accept the hypothesis, but the results of the analysis are in the form of descriptions of observed data which do not have to be numbers or coefficients between variables. A qualitative approach is a research procedure that produces descriptive data research in the form of written or oral words about people, observable behavior so that it finds truth that can be accepted by human common sense. One characteristic of qualitative research is descriptive. Data collected in the form of words, pictures, and not numbers. The data comes from interview scripts, photos, videos, tapes, personal documents, notes or memos, and other official documents. According to Sugiyono (2010: 9) qualitative research methods are research methods based on the philosophy of postpositivism,

used to examine the condition of natural objects in which the researcher is a key instrument, data collection techniques are carried out by triangulation, data analysis is qualitative, and research results are more emphasize the meaning of generalization. From the above statement, it is the reason for the author to use this method, with the aim of describing the link between the civics book for high school and the curriculum 2013 currently in effect.

4. Results and Discussion

The results analysis of how the consistency material in the textbook of Pancasila and Citizenship Education (PPKn) at the senior high school will be seen based on the comparison of the materials presented in the textbook starting from class X, XI and XII. The book analyzed in this study is the latest issue of the PPKn book, the 2017 issue for books in Class X and XI, while for class XII is the book published in 2018 which is a government textbook published by the Ministry of Education and Culture of the Republic of Indonesia. Comparing the material title, material content and various components related to the material in plain view will show how consistent the preparation of the material for the sebiior high school civics textbook from this government. Comparison of material will be shown in the table as follows.

TABLE 1

Class	PPKn Text Book Material
X	Chapter 1 Pancasila Values in the Framework for Practicing the Implementation of State Government Chapter 2 Provisions of the 1945 Constitution of the Republic of Indonesia in the Life of Nation and State Chapter 3 Authority of State Institutions According to the 1945 Constitution of the Republic of Indonesia Chapter 4 Central and Regional Government Structural and Functional Relations Chapter 5 National Integration in the Frame of Bhinneka Tunggal Ika Chapter 6 Threats to the State in the Frame of Bhinneka Tunggal Ika Chapter 7 Archipelagic Insights in the Context of the Unitary Republic of Indonesia
XI	Chapter 1. Harmonization of Human Rights and Obligations in the perspective of Pancasila Chapter 2. The System and Dynamics of Pancasila Democracy Chapter 3. Legal and Judicial Systems in Indonesia Chapter 4. The Dynamics of the Role of Indonesia in World Peace Chapter 5. Be aware of threats to the Republic of Indonesia Chapter 6. Strengthening the Unity of the Nation in the Unitary State of the Republic of Indonesia (NKRI)
XII	Chapter 1 Cases of Violations of the Rights and Denial of Citizens' Obligations Chapter 2 Protection and Law Enforcement in Indonesia Chapter 3 Effect of Science and Technology Progress on the Republic of Indonesia Chapter 4 Dynamics of Unity and National Unity in the Context of the Republic of Indonesia

The table presented above shows Civics learning materials that students must learn during their high school education. At the beginning of the school year or class X, there are about six subjects that must be learned as written in the table, then when from class X to class XI students will study Civics with about 5 subjects and at the end the school is class XII students will study Civics with a subject of four topics. When class XII the subject decreases from the previous classes, this is because during class XII, the time students have for effective learning is less than one normal school year as in previous years, because at this time students must prepare themselves and fill their time to prepare for the final graduation test. Civics get bad stigma from various other education circles. Not only from other academics, many negative stigmas also come from the students themselves. Many people underestimate in one eye Civics, Civics is considered a very boring thing. One of the factors that causes students to get bored in learning Civics is that there is some material that continues to be repeated at higher levels of education or the next grade level.

Based on the table presented above it can be understood that there are still some overlapping material in various grade levels. Firstly, the material in class X in Chapter 6 is about Threats to the State in the Frame of Bhinneka Tunggal Ika with the material in class XI in Chapter 5, which is about being aware of threats to the Republic of Indonesia. If at first glance of the title, they do have in common, namely discussing the threat to the State. Then if it is elaborated again based on cognitive, affective and psychomotor competence learned in two sub-chapters contained in class X and class XI it also has many similarities. When viewed from the Indicator and the elaboration of the material studied by the two chapters also has many similarities. The similarity of the material learned in two different chapters that are found in the different grade levels can be seen in the following table.

TABLE 2

Class X in Chapter 6 Threats to the State in the Frame of Unity in Diversity	Class X in Chapter 6 Threats to the State in the Frame of Unity in Diversity
1. Threats to national integration.	1. Threats to National Integration
2. Threat in the field of ideology, politics, economy, social, culture, defense and security (IPOLEKSOSBUDHANKAM).	2. Strategy in overcoming various threats to the field of ideology, politics, economy, social, culture, defense and security (Ipoleksosbudhankam) in developing National Integration
3. Community participation to overcome various threats in building	

Based on this second table, it can be concluded that there is an inconsistency in the presentation of material on student books published by the ministry of cultural

education, inconsistencies are not only found in the material titles but also in the details of the material studied in a subject. Civics textbooks produced by the government which become compulsory books and must be used as guidelines for learning in all corners of the archipelago are in fact still very far from perfect. The similarity of material is not only found in two subject matter at two different class levels as explained above. There are still a number of other materials that have been inconsistent in writing material on the Civics book for high school.

Some other materials that experience inconsistencies are similar to the material described in the table above, including the following. Both material similarities are also found in class XI in Chapter 1, which is the Harmonization of Human Rights and Obligations in the perspective of Pancasila which has similarities to class XII in Chapter 1, namely the Cases of Violations of the Rights and Denial of Citizenship Obligations. If viewed based on the title, the similarity is seen in the discussion of human rights and the rights of citizens. Third, the similarities are found in Class XI in Chapter 3 about the Law and Judicial System in Indonesia which has similarities with the material in class XII in Chapter 2 concerning Protection and Law Enforcement in Indonesia. Fourth, similarities are also found in class XI material in Chapter 6 about Strengthening the Unity of the Nation in the Unitary Republic of Indonesia, which has similarities with the material in class XII in Chapter 4 concerning the Dynamics of Unity and National Unity in the Context of the Republic of Indonesia. Similarity is not only found in material titles, but also in the material sub-section and also the elaboration of the material also has a high resemblance, the competencies learned both from the cognitive, affective and psychomotor viewpoints that will be achieved also have many similarities, these similarities can be seen and compared directly in the three available books, both students' books in class X, XI and XII.

The many similarities in material at different class levels causes many civics teachers confused, because this caused learning to be done in the classroom to be ineffective and inefficient, students who have received the same material at the previous grade level will feel bored and then lead to not passionate and has no interest in actively participating in learning. Whereas, if the civics teacher will replace with other material then there is a fear that it will not be in accordance with the standards set by the government, especially in preparation to face various final evaluations later, it is feared that students have difficulty working on final evaluation questions from the government. Final evaluation for various subjects in school, one of which is civics not determined by subject teachers, but distributed from above. At the time of midterm evaluation, the end of the semester and the increase in class questions are usually distributed from the

respective subject matter deliberations (MGMP), while for graduation evaluation, civics becomes one of the subjects carried out by the National Standard School Examination or USBN which is the problem distributed from the local district or city government. Paying attention to the issue of this assessment, if the teacher will make changes to various materials that experience inconsistencies, it is feared that it will make it difficult for students in the evaluation phase of learning.

Actually, this centralized civics textbook from the government has often undergone revisions during its travels from 2013. Since the government established a policy to revise the curricula of the curriculum 2006 or better known as *the kurikulum tingkat satuan pendidikan* (KTSP) then changed to the curriculum 2013, many changes in the technical implementation of established learning, one of them is the use of centralized textbooks from the government. For teachers, a teacher's book has been provided as a guide to learning, while for students there is a student book that is used as the main material source in the implementation of learning. After the policy on books centralized by the government was established, in 2014 textbooks began to be printed and distributed to schools, but during the journey the textbooks were often revised. The first revision of the high school civics textbook was conducted in 2015, this is because in the book published in 2014 there was still a lot of overlapping material. In the following year, in 2016, the same thing happened, even though there had been a revision but in fact there were still material that in fact experienced inconsistencies. Stepping on in 2017, several book revisions were also carried out, but still like the previous problem, there were many inconsistencies in writing learning material in the civics book. Finally, in 2018 a revision was carried out, but in the book that has been revised many times, in fact there are still some material that is inconsistent because it experiences repetition at another class level.

Unfortunately, books that should be very potential, which become a superior government that is used as the main book, a book that is used as the spearhead of the learning of citizenship of all schools throughout the archipelago, all young men and women throughout the country in fact have very fatal shortcomings. Various inconsistencies in learning material show the lack of seriousness in the implementation of education policies to make this book centralized. In the preparation of the book, the government should also pay attention to the qualifications of the author the book, the collaboration between the authors of the class X, XI and XII must be done in order to create correlation and to avoid overlapping material which will eventually make learning ineffective and inefficient. this will also lead to boredom in students who study civics material because they will realize that they learn something in common, something they have learned

repeatedly over and over again, this is the factor of civics learning to get boring stereotypes for students. Citizenship is a very interesting issue in the 21st century, the learning in school should also be an interesting thing to learn for students, especially with the curriculum 2013 which aims to form participatory students. The education system has made it possible to do interesting learning with this curriculum 2013, it's just that the material offered in civics for the high school level needs to be revised seriously to optimize Indonesia's education goals to create good citizen and smart citizens in facing the challenges of increasingly rapid globalization.

5. Conclusion

The problem of material inconsistency in the curriculum 2013 citizenship textbook is something that should not be underestimated. After the researchers conducted research on how the material in the Pancasila and citizenship Education textbooks for high school class X, XI and XII and how it was practiced in the field, it turned out that there were many similarities in various materials at different grade levels. This inconsistency must be corrected immediately by the person in charge of the book, namely the government. Improvements must be made immediately given the urgency contained in the use of the civics handbook for high school students themselves, where the book is used by all high schools throughout the country. The government issued a policy by requiring all schools to use books published by the ministry of education and culture as a guide in learning in the agenda to succeed the implementation of the curriculum 2013, for that the government must also be serious in various technical matters as well. Textbook writing must get serious attention, this is in order to realize the interest and motivation of students' learning. Materials that experience repetition many times will eventually cause students to get bored and lose the spirit of learning civics. Due to the various problems that arise, the government should make a tighter recruitment on the drafting team and the writing book learning team. Then also form a better quality book review team, and a good collaboration must be established between the authors of the book, both the author of the books in class X, XI and XII so that a good correlation can be established in the preparation of the book, to avoid overlapping material and not consistency due to repetition of various materials at different grade levels. This government textbook is not yet feasible to be used as the main book in PPKn learning with the 2013 curriculum because of various weaknesses that have been found in this study, for that researchers as one of the teachers and also citizenship graduate students will try to compile an

alternative arrangement of material that will proposed to a team of textbook writers from the government.

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