

THE STRUCTURE DEVELOPMENT MODEL OF PANCASILA EDUCATION (PE) AND CIVIC EDUCATION (CE) AT 21 CENTURY 4.0 ERA IN INDONESIAN

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Abstract:

The background of the CE curriculum at the high school level from 1975-2013 in Indonesia is the demands of executive and legislative changes, the demands of changing times, the demands of changing times with changing people's behavior, the demands of political change, the demands of changing times and labor needs, the demands of changing times and science and technology, executive demands, changes in public behavior and the demands of science and technology in globalization. The method uses grounded theory where looking for new theories to sharpen and lysis to obtain the latest theories that differ from others qualitatively. The result of the name structure of the high school ce curriculum from 1975-2013 in Indonesia is Curriculum Renewal (PK) (in 1975 and 1984), Process Skills Curriculum (KKP) (1994-1 Competency Based Curriculum (KBK) (2002-2004), Education Unit Level Curriculum (KTSP) (2006), Curriculum 2013 (KUTILAS) (2013). The reasons for the ce curriculum of high school level from 1975-2013 in Indonesia are curriculum 1975 (substitute curriculum 1968), curriculum 1984 (reflection of curriculum 1975 or curriculum 1975 enhanced), curriculum 1994 (curriculum substitution 1984 or combining curriculum 1975 with curriculum 1984), Supplement curriculum 1999 as a form of education reform, curriculum kbk 2004 (KBK improvement kbk year 2002), KTSP 2006 (curriculum refinement 2004), while curriculum 2013 (KUTILAS) (curriculum renewal / development 2006 and the influence of political change). The name of the high school level CE curriculum from 1975-2013 in Indonesia is Pancasila Moral Education / PMP, Pancasila Moral Education / PMP plus P4, Pancasila and Citizenship Education / PCE, Citizenship / Kn, Citizenship Education / CE and the 2013 curriculum changed to Pancasila Education and Citizenship / PCE again. This change has fundamental implications on the name and substance of CE material at the high school level in Indonesian education. The legal basis of the CE curriculum at the high school level in 1975-2013 in Indonesia is Pancasila, the Constitution of the Republic of Indonesia in 1945 and the National Education System Law. Different learning methods are Active Students (SA), How to Learn Active Students (CBSA) or Student Active Learning (SAL), Changes in the system of lesson time sharing, namely by changing from the semester system to the chess system. The high school CE curriculum learning model from 1975-2013 is active students, CBSA, skills, experience, solving solutions, inkuiri, and curriculum 2013 using the application of various innovative, creative, and contextual learning as a vehicle for the formation of the character of learners as a whole.

Keywords:

the structure development model, of pancasila education and civic education, in Indonesian.

1. Introduction

The legal basis of the CE curriculum at the high school level in 1975-2013 in Indonesia is Pancasila, the Constitution of the Republic of Indonesia in 1945 and the National Education System Law. Ce curriculum system at high school level from 1975-2013 in Indonesia is a system that always leads to the achievement of specific goals, can be measured and formulated in the form of student behavior. Different learning methods are Active Students (SA), How to Learn Active Students (CBSA) or Student Active Learning (SAL), Changes in the system of lesson time sharing, namely by changing from the semester system to the chess system. The high school CE curriculum learning model from 1975-2013 is active students, CBSA, skills, experience, solving solutions, inkuiri, and

curriculum 2013 using the application of various innovative, creative, and contextual learning as a vehicle for the formation of the character of learners as a whole.

The general objectives of the Indonesian high school curriculum from 1975-2013 in Indonesia are; a) Curriculum 1975: public education objectives, institutional objectives, TIU, ICT. b) Curriculum 1984: placing students as learning subjects that have potential that need to be optimized through activities carried out. c) Curriculum 1994: Dikdas: providing basic skills to learners to develop their lives as individuals, community members, citizens and members of mankind and prepare learners to attend secondary education, Dikmen: increasing students' knowledge to launch education at a higher level and to develop themselves in line with the development of science and technology and the arts. d) Curriculum 2004: Developing knowledge, understanding, ability, value, attitudes, and the interest of learners in order to do something in the form of skill, accuracy, and success with full responsibility. e) Curriculum 2006: Dikdas: laying the foundation of intelligence, knowledge, personality, noble character as well as skills to live independently and follow further education. Dikmen: improve intelligence, knowledge, personality, noble character and skills to live independently and follow further education. Dikjur: improve intelligence, knowledge, personality, noble character and skills to live independently and follow further education according to vocational. f) Curriculum 2013: to shape learners into human beings who have a complete sense of nationality and love of the country imbued by the values of Pancasila, the Constitution of the Republic of Indonesia Year 1945, the spirit of Bhinneka Tunggal Ika and the commitment of the Unitary State of the Republic of Indonesia (NKRI).

The approach of Indonesian high school curriculum from 1975-2013 in Indonesia is; a) Curriculum 1975: goal-oriented, integrative, efficiency and effectiveness in terms of power and time, instructional system development procedure (PPSI) approach. b) Curriculum 1984: content-based approach to Process Skills (PKP). c) curriculum 1994: objective-based curriculum approach, patching of a number of 1994 curriculum materials, as material relevance. d) Curriculum 2004: centralized to desentralistic, student-centered. e) Curriculum 2006: student-centered, constructivistic. f) Curriculum 2013: using a variety of tests and nontests that are carried out in an integrated and sustainable manner by focused on the realization of the values and morals of Pancasila in daily life.

The background of the CE curriculum at the high school level from 1975-2013 in Indonesia is the demands of executive and legislative changes, the demands of changing times, the demands of changing times with changing people's behavior, the demands of political change, the demands of changing times and labor needs, the demands of changing times and science and technology, executive demands, changes in public behavior and the demands of science and technology in globalization. The name of the high school level CE curriculum from 1975-2013 in Indonesia is Curriculum Renewal (PK) (in 1975 and 1984), Process Skills Curriculum (KKP) (1994-19 Competency Based Curriculum (KBK) (2002-2004), Education Unit Level Curriculum (KTSP) (2006), Curriculum 2013 (KUTILAS) (2013).

The reasons for the ce curriculum of high school level from 1975-2013 in Indonesia are curriculum 1975 (substitute curriculum 1968), curriculum 1984 (reflection of curriculum 1975 or curriculum 1975 enhanced), curriculum 1994 (curriculum substitution 1984 or combining curriculum 1975 with curriculum 1984), Supplement curriculum 1999 as a form of education reform, curriculum kbk 2004 (KBK improvement kbk year 2002), KTSP 2006 (curriculum refinement 2004), while curriculum 2013 (KUTILAS) (curriculum renewal / development 2006 and the influence of political change).

The name of the high school level CE curriculum from 1975-2013 in Indonesia is Pancasila Moral Education / PMP, Pancasila Moral Education / PMP plus P4, Pancasila and Citizenship Education / PCE, Citizenship / Kn, Citizenship Education / CE and the 2013 curriculum changed to Pancasila Education and Citizenship / PCE again. This change has fundamental implications on the name and substance of CE material at the high school level in Indonesian education.

2. Literature Review

One of them, the idea of evaluating the curriculum rolled out quickly after Vice President Boediono published the idea of educational reform through the article "Kompas' Key Educational Development", August 27, 2012 (Kompas Book, 2013: XIV). The article seems to be a description of the pillars of national development (pro growth, pro poor, pro job, and pro environment) proclaimed by President Susilo Bambang Yudhoyono in an introductory speech to the 2013 Draft State Budget. What is interesting is that the idea is to bring the national development paradigm, the government wants to evaluate (again) national education curriculum, especially elementary to high school levels. The reason, according to Minister of Education and Culture Muhammad Nuh, "there are many problems in the community that are closely related to education", evaluation is intended to make learning more effective. For this reason, the government formed a curriculum evaluation team and requested various professions and expertise to

conduct an independent evaluation (Kompas Book, 2013: XIII). Minister of Education and Culture Muhammad Nuh, concerned about violent behavior involving students (and students) that continues to bloom lately, and thinks that the slack of school education curriculum is one of the causes of student violence, as well as education thinkers such as Ki Hajar Dewantara that education is a responsibility answer and work together with family institutions, community institutions, and later, school institutions. The process of social change and the formation of public civilization is only possible optimally if the three pillars of education function in a balanced and proportionate manner according to their capacity (Kompas Book, 2013: XVI). (Santoso, Al Muchtar, & Abdulkarim, 2015). According to the Minister of Education and Culture or Minister of Education and Culture Muhammad Nuh (Kompas, 5/9/2012). *"There is no eternal curriculum. The curriculum changes because of changing times, not because the curriculum is now ugly or wrong. It's true that it was in its day. But times have changed and we have to participate in changing"*. (Santoso et al., 2015).

According to some experts, curriculum changes from time to time, both in Indonesia and in other countries, are caused by the needs of the people who are always developing each year and the demands of the times that tend to change. Curriculum development is considered as a determinant of the future of the nation's children. Therefore, a good curriculum will be expected to be implemented in Indonesia so that it will produce a bright future for the nation's children which has implications for the progress of the nation and country.

The analysis is that the curriculum change process has no other purpose than to improve the quality of the learning process and the design of learning in schools so that students / students in Indonesia become quality resources and have succeeded in increasing their time (Santoso et al., 2015). This research is philosophically Civic subjects Civic Education and is a learning tool to create students who have Pancasila mentality in words, actions and behavior in everyday life. CE is the best material original from Indonesia not copied from other countries, including Pancasila, the 1945 Constitution, the Republic of Indonesia, national unity, and Red and White. Civic Education curriculum from 1975-2013 Civic ultimately aims to make citizens say, act, and behave, based on Pancasila or the spirit of everyday life that starts from school education to becoming a mature high school and becomes the pride of the nation to bless ourselves, family, school, country and nation with a good moral spirit / character who can advance and compete in the national and international era. The findings of this study also have implications for the development of the theory of scientific development and Civic Education in terms of the future of the Indonesian high school curriculum. (Santoso & Sari, 2019).

The fact is that Indonesia has a high school level Civic Education Curriculum (SMA) from 1975-2013 to create students who have the Pancasila spirit in words and actions that are good and smart in their daily lives (Santoso et al., 2015). There are many competing traditions ranging from the functional (Tyler, 1949), the descriptive-analytical (Marsh and Morris, 1991) to the critical (Apple, 1979)~ some studies offer insights from an instructional perspective, others locate curriculum analysis with analysis of the development of the educational system while yet others use a political- economy/sociological perspective to ask questions about the privileging of certain types of knowledge within the curriculum, access to certain types of curriculum for certain groups of students, etc. (Gopinathan, 2002).

The education should be expensive because the education is very important for every people or every citizen in Indonesia. Some-times if the education too cheap we considered that the education that the education is lower. The important of education for: The increase intellectual so that the people become smart. Indonesian people that education didn 't do with the best, because Indonesian curriculum still be changed. The education should be expensive, should be used media for example computer, internet, many books and so on. I agree with the education should be cheap so that the Indonesian people can study very well. (Lengkanawati, 2004)

Curriculum 2013 is the latest curriculum released by the Ministry of Education and Culture of the Government of the Republic of Indonesia. The implementation of Kurikulum 2013 has been very controversial.(Michie, 2017). The connection between education, culture and religion is very strong in these Indonesian curriculum documents. The function of education is to develop students to become good citizens. According to Law 20 of 2003, students "become religious and pious humans to the one and only great God, of noble character, healthy, knowledgeable, skilful, creative, independent, and become democratic and responsible citizens" (Kemendikbud, 2012, p. 3). This statement is repeated in the curriculum documents and various commentaries (e.g., Nuh, 2013; Prihantoro, 2015). The intent is that people should also influence education: "Education is rooted in the people's culture" (Kemendikbud, 2012, p. 3). (Michie, 2017).

Curriculum integration originates from the notion that classroom curricula should be connected and relevant for real life (Beane, 1995; Czerniak et al., 1999). As far back as the 1970s, Gibbons (1979) pointed out that improving curricula, for example in the sense that separate, subject-oriented curricula are changed into more integrated curricula, would be highly beneficial for students. (Yulianti, 2015).

Different definitions of curriculum have been proposed, for example by Tyler (1949), Wheeler (1967), Eisner (1979), Skilbeck (1984), and Print (1993). For the purposes of this paper, the term curriculum means the statements of competencies to be acquired by learners in their own learning environment and all the planned learning opportunities offered to learners and the experiences learners encounter when the curriculum is implemented. (Madya, 2007).

So this increase must be through the Common Core State Standards (CCSS) integrated framework of the 21st century prepared by The Partnership for 21st Century Skills (P21). P21 (2006) advocated integrating academic core knowledge, critical thinking, and social skills in teaching and learning to help students in the multi-dimensional abilities that are required in the 21st century. These skills can help students succeed in their future careers by supporting 21st century learning systems to improve outcomes. Integrating the CCSS with P21 can help complement the 3Rs (core academic content mastery) and 4Cs (critical thinking, communication, collaboration, and creativity) (Partnership for 21st Century Skills, 2006) (Alismail & Mcguire, 2015). In our Indonesian context, they should develop their spiritual intelligence, emotional intelligence, IQ and their kinesthetic intelligence to be the desired total persons. This will indeed be advantageous for them since they have their places when, as mandated by the 2003 Education Act, they learn to record their talents, interest, abilities in their own environment. No one will feel harmonized in the learning process, so that everyone will have the opportunity to be himself / herself. This is an important point for the development of strong personality or identity. (Madya, 2007). Potential targets include teachers' proficiency in analyzing student thinking about the science (van Es & Sherin, 2008), their facility in using discourse strategies, and their ability to translate pedagogical strategies from curriculum materials (Davis & Krajcik, 2005). (Moon, Passmore, Reiser, & Michaels, 2014).

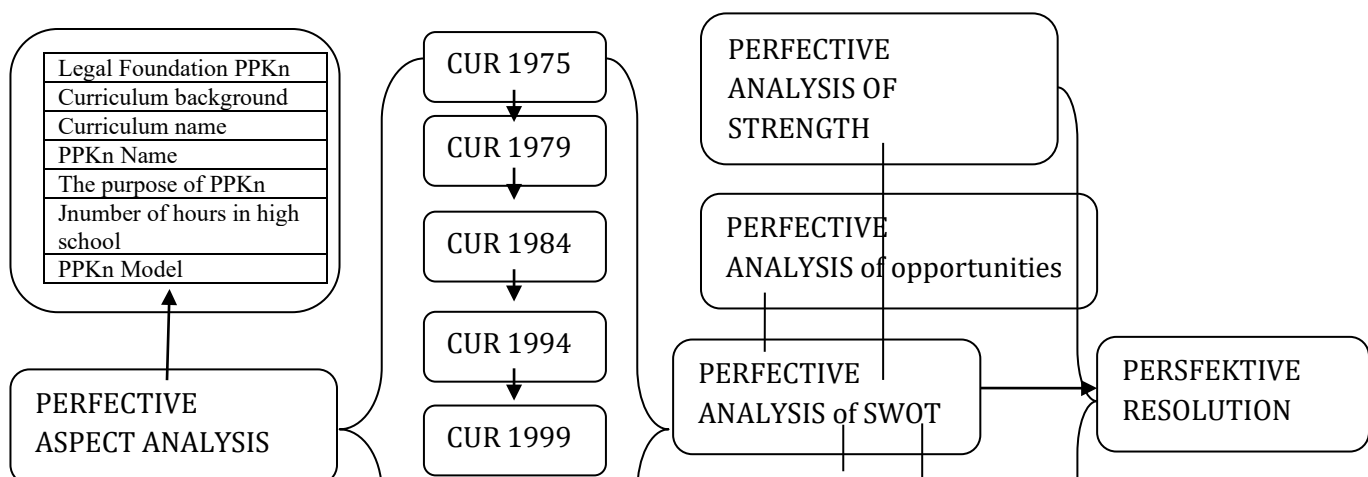
3. Methodology

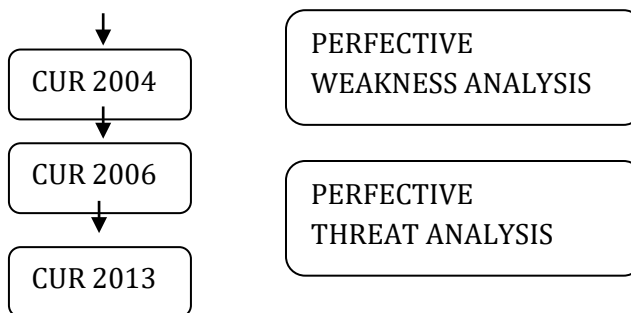
High School Civic Education Curriculum in the years 1975-2013, which is examined more deeply about the SWOT analysis of the High School Civic Education Curriculum in the years 1975-2013. Evaluated from 1975-2013, which clearly provided data and facts of significant changes, whether changes in the name of the subject or the substance of the subject matter that provided the basis and direction as a differentiator in the previous curriculum to provide excellence and meaningfulness in each curriculum. Changes in Curriculum Civic Education namely in 1975, 1978, 1984, 1994, 1999, 2004, 2006, and 2013, as well as the effects of curriculum changes locally and nationally in various fields, especially education in Indonesian.

4. Discussion

4.1 Structural Development Models

This perspective provides a way to make it easier to analyze and evaluate evaluating so that curriculum changes can be filtered in the right way and model. (Innovation Model by Gunawan Santoso)





4.2 Analysis Perfective

This Analysis Chart is an evaluation of facts and data changes from the 1975-2013 Civic Education curriculum where the substance, model and name will change according to the times to form a more modern Civic Education that is multifaceted in dealing with all citizens' problems based on Pancasila and Civic Education.

4.3 Aspect of analysis Curriculum

1. The legal basis of PCE → Tap MPR dan GBHN (1975, 1979, and 1984), Tap MPR dan UU PN no 2 year 1989 (1989, 1994, supplement 1999), UU SPN no. 20 year 2003 (2004, 2006, and 2013)
2. Curriculum background → The demands of changing times (1975), Demands for executive and legislative change (1979), The demands of changing times (1984), The demands of changing times and changing people's behavior (1994), Demands for political change (suplement 1999), The demands of changing times and labor (2004), Demands for changing times and science and technology (2006), Executive demands, Community behavior and science and technology (2013).
3. Curriculum name → Curriculum Renewal (PK) (1975, 1979,1984), Process skills curriculum (KKP) (1994, 1999), Competency based curriculum (KBK) (2004), Education unit level curriculum (KTSP) (2006), 2013 Curriculum(Kurtilas/K13) (2013).
4. Name → PMP+P4 (1975, 1979, 1989), PPKn (1994, 1999), Kn (2004), PKn (2006), PPKn (2013).
5. The purpose of Pancasila Civic Education (PCE) → citizen of Pancasilaism (1975, 1979, 1984, 1994), Moral citizen (1999), Citizens who are critically democratic (2006), Citizens who obey the Pancasila and the 1945 Constitution (2013).
6. Number of PCE hours → 2 hr (1975-2013)
7. PCE Model → Active student (1975, 1979), Learn active students (CBSA) (1984), Skills (1994, 1999), Experience (2004), Solve the solution, inkuiri (2006), *Contektual Teaching and learning/CTL* (2013).

4.4 The Evaluation :

1) Legal basis CE (Civic Education)

The equation is based on the law of the high school curriculum from 1975 to 2013 in Indonesia, namely; Pancasila, Constitution of the Republic of Indonesia in 1945 and the National Education System Act. This rule is as permanent state law as the cornerstone of all applicable laws. As for the difference in the basis of this law from 1975-2013, starting from the provisions of MPR, Permendiknas, Government Regulations. This difference indicates a mix of elements of the country's elite towards the existence of Civic Education that has led to the maturity of Civic Education.

2) System

The high school CE curriculum system from 1975-2013 in Indonesia is a system that always leads to the achievement of specific goals, can be measured and formulated in the form of student behavior. The similarity of the system in this curriculum is to use the semester system as the most ideal form. The difference is that using different learning methods, namely Active Students (SA), How to Learn Active Students (CBSA) or Student Active Learning (SAL), changes the learning time sharing system, namely by changing from semester system to caturwulan system. 9-year program system and contains local curriculum. Unity in policy and diversity in implementation includes 5 groups of subjects: Kel. Mapel. His Holiness's religion and morality, Ex. Maple. Kn, Kel. Mapel. Science, Kel. Mapel. Aesthetics, Kel. Mapel. Penjasorkes. While the 2013 curriculum is based on the learning experience that is selected and organized using among others: (1) value and moral education; (2) a widespread environmental approach; (3) active learning; (4) troubleshooting; (5)

contextual approach; (6) integrated learning; (7) group learning (8) Civic learning practices (PBK); (9) exemplary giving; and (10) the creation of a class climate and school culture that is characterful in accordance with Pancasila values and morals.

3) Learning model

The high school CE curriculum learning model from 1975-2013 is active students, CBSA, skills, experience, solution solving, inkuiri, and curriculum 2013 using the application of a variety of innovative, creative, and contextual learning as a vehicle for the formation of students' characters in its entirety.

4) General purpose

The general purpose of the Indonesian high school curriculum from 1975-2013 in Indonesia is to;

- a) Curriculum 1975: general education objectives, institutional objectives, TIU, ICT.
- b) Curriculum 1984: placing students as subjects of learning that have potential that needs to be optimized through activities carried out.
- c) Curriculum 1994: Dikdas: providing students with basic skills to develop their lives as private, community members, citizens and members of mankind and preparing students for secondary education, Dikmen: improving students' knowledge to pursue higher education and to develop themselves in line with the development of science and the arts.
- d) Curriculum 2004: Develop students' knowledge, understanding, ability, values, attitudes, and interests in order to do things in the form of proficiency, accuracy, and success with full responsibility.
- e) Curriculum 2006: Dikdas: laying the groundwork for intelligence, knowledge, personality, noble morals as well as the skills to live independently and follow further education. Dikmen: improve intelligence, knowledge, personality, noble morals as well as the skills to live independently and follow further education. Dikjur: improve intelligence, knowledge, personality, noble morals and skills to live independently and follow further education according to his vocational.
- f) Curriculum 2013: to form students into human beings who have a complete sense of nationality and love of the homeland imbued by Pancasila values, The Constitution of the Republic of Indonesia year 1945, the spirit of Bhinneka Tunggal Ika and the commitment of the Unitary State of the Republic of Indonesia (NKRI).

5) System Approach

Indonesia's high school curriculum approach from 1975-2013 in Indonesia is;

- a) Curriculum 1975: goal-oriented, integrative, efficiency and effectiveness in terms of power and time, Instructional System Development Procedure (PPSI) approach.
- b) curriculum 1984: content-based curriculum approach with Process Skills Approach (PKP).
- c) curriculum 1994: an objective-based approach to objective-based curriculum, patching up on a number of 1994 curriculum materials, as a material relevance.
- d) curriculum 2004: centralistic to decentralized, student-centered.
- e) curriculum 2006: student-centered, constructivistic.
- f) curriculum 2013: using a variety of tests and nontests implemented in an integrated and sustainable manner by focusing on the embodiment of Pancasila's values and morals in daily life.

6) Curriculum background

The background of the high school CE curriculum from 1975-2013 in Indonesia is the demands of executive and legislative changes, the demands of changing times, the demands of changing times with changes in people's behavior, demands for political change, demands of changing times and labor needs, demands of changing times and science, executive demands, changes in people's behavior and the demands of SCIENCE AND TECHNOLOGY in globalization.

7) Curriculum Name Change Structure

The name of the high school CE curriculum from 1975-2013 in Indonesia is Curriculum Renewal (PK) (1975 and 1984), Process Skills Curriculum (KKP) (1994-19 99), Competency Based Curriculum (KBK) (2002-2004), Education Unit Level Curriculum (KTSP) (2006), Curriculum 2013 (KUTILAS) (2013).

8) Reasons for curriculum

The reasons for the high school CE curriculum from 1975-2013 in Indonesia are the 1975 curriculum (substitute for the 1968 curriculum), the 1984 curriculum (reflection of the 1975 curriculum or the enhanced 1975 curriculum), the 1994 curriculum (1984 curriculum substitution or combining the 1975 curriculum with

the 1984 curriculum), the 1999 curriculum supplement as a form of education reform, kbk 2004 curriculum (KBK improvement kbk year 2002), KTSP 2006 (2004 curriculum improvement), while curriculum 2013 (KUTILAS) (2006 curriculum renewal/development and the influence of political change).

9) Curriculum Systematics CE

The systematics curriculum of CE high school level from 1975-2013 in Indonesia is;

- a) curriculum 1975: learning units: ICT, TIU, maple, learning tools, KBM and evaluation.
- b) curriculum 1984: learning units: ICT, TIU, maple, learning tools, KBM, and evaluation.
- c) curriculum 1994: learning units: ICT, TIU, maple, learning tools, KBM, and evaluation.
- d) curriculum 2004: RPP, SK/KD, indicators, learning objectives, learning materials, learning activities (beginning-core-end), resources/tools, and evaluation.
- e) curriculum 2006: RPP, SK/KD, indicators, learning objectives, learning materials (beginning-core-cover), resources/tools, and evaluation.
- f) curriculum 2013: RPP, SKL, KI/KD, indicators, learning objectives, learning materials, learning activities (beginning - core (observing, questioning, exploring/exploring, associating, communicating) - cover), resources/tools, and evaluation.

10) Assessment/Evaluation

Assessment/evaluation of high school CE curriculum from 1975-2013 in Indonesia is:

- a) curriculum 1975: formative, sumatif, THB, and EBTA.
- b) curriculum 1984: formative, sumatif, THB, and EBTANAS.
- c) curriculum 1994: information on PBM, incremental, continuous, Open, and EBTANAS.
- d) curriculum 2004: assessment emphasizes learning processes and results, class-based assessments: shiva work group (portfolio), product results, project, performance, paper and pencil test and National Exam/UN.
- e) curriculum 2006: assessment emphasizes learning processes and results, Class-Based Assessment, Self Assessment, and National Exam/UN.
- f) curriculum 2013: assessment instruments include: (1) objective tests, (2) test essays, (3) deeds tests, (4) case studies, (5) anecdotal notes, (6) peer assessments, (7) portfolio assessments, (8) study project results and (9) process assessments (10) National/UN Exams.

11) CE Name Change Structure

The name of the high school CE curriculum from 1975-2013 in Indonesia is Moral Education Pancasila/PMP, Pendiakn Moral Pancasila/PMP plus P4, Pancasila Education and Civic/CEP, Civic/Kn, Civic Education/CE and the 2013 curriculum changed to Pancasila Education and Civic/PCE again. This change has fundamental implications on the name and substance of CE materials at the high school level in Indonesian education.

12) Special purpose CE

The specific purpose of the high school CE curriculum from 1975-2013 in Indonesia is to carry out Pancasila purely and conclusively, namely to carry out pancasila values in daily life, to be a good citizen based on Pancasila, become a good citizen, then emphasize more on the integration of religious values into learning, the establishment of a globally minded good citizen and oriented towards regional capabilities, which means giving freedom to every school in forming a good and intelligent citizen, and to culture a democratic life in shaping good and intelligent citizens.

13) CE high school clock structure

The structure of the high school CE curriculum clock from 1975-2013 in Indonesia is equally equally earned as many as 2 hours of lessons each week. The difference is that there are different class placements of grades I, II, and III in the curriculum from 1975 to 1994 while the curriculum is 2004-2013 with the mention of grades X, XI, and XII. Another difference is that in the 1975 curriculum of learning in grade III there are no hours of CE lessons. Then in the curriculum 2004 class X number of 2 hours of lessons, XI number 3 hours of lessons, class XII number 3 hours of lessons for science and science courses as much as 2 hours of lessons.

14) End of CE curriculum

The factors of ending the high school CE curriculum from 1975-2013 in Indonesia are;

- a) Students have difficulty in their learning praxis

- b) Revisions to P4
- c) Lack of student skills
- d) Executive political reform
- e) Education reforms
- f) Doesn't have the ability yet
- g) Political change and material fiber
- h) Material fiber, less number of lesson hours, and not National Exam/UN
- i)

15) CE material source

The source of ce curriculum material at high school level from 1975-2013 in Indonesia is the similarity is found in the material as the main source of CE namely Pancasila and the NRI Constitution 1945 (1945 Constitution before the amendment, and the 1945 Constitution resulting from amendments or the NRI Constitution 1945). While the differences in the source of ce material are the absence of GBHN, Tap MPR No. II/MPR/1978 on P4, religious values, globalization, regional potential, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia/NKRI. Clearly the source of this material is the wealth of CE scientific that we must review and deepen again for the development of ce body of knowledge in the future according to the characteristics of Indonesian.

5. Recommendations, Conclusion and the Way Forward

The equation is based on the law of the high school curriculum from 1975 to 2013 in Indonesia, namely; Pancasila, Constitution of the Republic of Indonesia in 1945 and the National Education System Act. This rule is as permanent state law as the cornerstone of all applicable laws. As for the difference in the basis of this law from 1975-2013, starting from the provisions of MPR, Permendiknas, Government Regulations. This difference indicates a mix of elements of the country's elite towards the existence of Civic Education that has led to the maturity of Civic Education. The difference is that using different learning methods, namely Active Students (SA), How to Learn Active Students (CBSA) or Student Active Learning (SAL), changes the learning time sharing system, namely by changing from semester system to caturwulan system. 9-year program system and contains local curriculum. Unity in policy and diversity in implementation includes 5 groups of subjects: Kel. Mapel. His Holiness's religion and morality, Ex. Maple. Kn, Kel. Mapel. Science, Kel. Mapel. Aesthetics, Kel. Mapel. Penjasorkes. While the 2013 curriculum is based on the learning experience that is selected and organized using among others: (1) value and moral education; (2) a widespread environmental approach; (3) active learning; (4) troubleshooting; (5) contextual approach; (6) integrated learning; (7) group learning (8) Civic learning practices (PBK); (9) exemplary giving; and (10) the creation of a class climate and school culture that is characterful in accordance with pancasila values and morals. The high school CE curriculum learning model from 1975-2013 is active students, CBSA, skills, experience, solution solving, inkuiri, and curriculum 2013 using the application of a variety of innovative, creative, and constextual learning as a vehicle for the formation of students' characters in its entirety.

The name of the high school CE curriculum from 1975-2013 in Indonesia is Curriculum Renewal (PK) (1975 and 1984), Process Skills Curriculum (KKP) (1994-19 99), Competency Based Curriculum (KBK) (2002-2004), Education Unit Level Curriculum (KTSP) (2006), Curriculum 2013 (KUTILAS) (2013). The name of the high school CE curriculum from 1975-2013 in Indonesia is Moral Education Pancasila/PMP, Pendiakn Moral Pancasila/PMP plus P4, Pancasila Education and Civic/CEP, Civic/Kn, Civic Education/CE and the 2013 curriculum changed to Pancasila Education and Civic/PCE again. This change has fundamental implications on the name and substance of CE materials at the high school level in Indonesian education. The factors of ending the high school CE curriculum from 1975-2013 in Indonesia are; a) Students have difficulty in their learning praxis; b) Revisions to P4; c) Lack of student skills; d) Executive political reform; e) Education reforms; f) Doesn't have the ability yet; g) Political change and material fiber; h) Material fiber, less number of lesson hours, and not National Exam/UN; The source of ce curriculum material at high school level from 1975-2013 in Indonesia is the similarity is found in the material as the main source of CE namely Pancasila and the NRI Constitution 1945 (1945 Constitution before the amendment, and the 1945 Constitution resulting from amendments or the NRI Constitution 1945). While the differences in the source of ce material are the absence of GBHN, Tap MPR No. II/MPR/1978 on P4, religious values, globalization, regional potential, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia/NKRI. Clearly the source of this material is the wealth of CE scientific that we must review and deepen again for the development of ce body of knowledge in the future according to the characteristics of Indonesian..

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Biography

Gunawan Santoso is a master's lecturer with the tradition of post elector and is conducting doctoral lectures at the University of Education Indonesia. Where to teach in the elementary school teacher education program faculty of education muhammadiyah university of Jakarta, members of muhammadiyah, members of AP3KNI in the Jakarta area, Adi Members, pgsd lecturer members. Education which is mandated s1 in state universities Semarang Pancasila and citizenship education study program, S2 university education Indonesia citizenship education program, and S3 university education Indonesia citizenship education program, coaching so far style of civic education and Pancasila education, especially on the scientific body in nurturing the content of the body for body of citizenship education. community service has often been ederning and research has often been done both in the faculty internal, university internal and national level. The published journals are about 5 journals consisting of national, and international journals with ISBN and recognized by the Ministry of Research and Technology.