

Evaluation of the Effectiveness of the Civic Education Curriculum in Indonesia: A Case Study of the KTSP Curriculum, the 2013 Curriculum, and the Independent Curriculum

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Abstract

This study evaluates the effectiveness of the civic education curriculum in Indonesia, including the *Kurikulum Tingkat Satuan Pendidikan* (KTSP), the 2013 Curriculum (K13), and the Independent Curriculum. This study uses the concurrent triangulation method with quantitative and qualitative data analysis. Data were collected through semi-structured interviews and questionnaires from citizenship teachers and principals in 85 schools in Tangerang City. The results of the study show that each curriculum has advantages and disadvantages. KTSP is considered flexible and adjusted to school conditions, but the learning method tends to be monotonous. K13 emphasizes character development and authentic assessment more but experiences obstacles in implementation with long lesson hours. The Independent Curriculum provides freedom of exploration and encourages student independence and creativity but requires more excellent resources and the potential for free time. Glickman's quadrant analysis and Bradley's evaluation model were used to measure curriculum effectiveness. The results show that the Independent Curriculum is considered the most effective in character development and active learning, followed by K13, which stands out in authentic assessment and social skills. This study suggests that the implementation of the curriculum be adjusted to local needs and student characteristics to increase the effectiveness of civic education in Indonesia.

Keywords: civic education, KTSP curriculum, 2013 curriculum, independent curriculum, curriculum evaluation, educational effectiveness, student character, active learning

1. Introduction

The international push to improve education systems and student learning outcomes has been at the top of many countries' agendas in support of democracy, enhancing national security, and connecting countries through global development (Wahlström, 2018). Increasing the value of intellectual capital to ensure economic success (R. Harris, 2021) emphasized that political decisions in education will be increasingly fundamental in the strata of society (Fejes, 2019). A critical aspect of this effort is nationality education, which is planned to create social change in various communities (Komarudin et al., 2019).

Education, as the most influential agent of society, not only defends the values related to cognitive operations but is also rooted in a broader set of practices (Grossen et al., 2020). For centuries, the government has considered education a helpful tool (Pöder & Lauri, 2021), instilling and understanding behaviours and values in the new generation (Toker Gökçe, 2021). In Indonesia, the education system has been regulated based on Article 1 number 3 of Law No. 20 of 2003 concerning the National Education System, which emphasizes improving the quality of human resources as part of national development (Dudung, 2018). Education in Indonesia is based on Pancasila and the Constitution of the Republic of Indonesia in 1945 (Permendikbud, 2016), which aims to form morals or character in the context of Indonesianness (Presiden Republik Indonesia, 2003).

Implementing education through the curriculum in Indonesia is based on global insights. The efforts of the Ministry of Education of Indonesia through the Curriculum KTSP were introduced in 2006 as an effort to provide flexibility to education units in adapting teaching materials according to local needs and specific contexts of students, with the primary goal of increasing the relevance of education based on the conditions and potential of each region (Departemen Pendidikan Nasional., 2006). Furthermore, the 2013 Curriculum, which began to be implemented in

2013, is designed to meet global demands by integrating 21st-century competencies and competency-based approaches to prepare students for global challenges as well as improve the quality of education in Indonesia (Kementerian Pendidikan Dan Kebudayaan, 2013; Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 66 of 2013). Finally, the Independent Curriculum, which has been implemented since 2022, aims to increase the flexibility and relevance of education by emphasizing the development of 21st-century competencies and needs-based learning as well as local contexts. The Independent Curriculum is in line with international trends that prioritize project-based learning and character development to prepare students for future challenges (Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 56 of 2022) (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi., 2022).

Changes in the civic education curriculum in Indonesia have significantly impacted the development of caring citizens. By emphasizing active citizenship, promoting good governance, eradicating corruption, and advancing social justice (Sari & Suryaningsi, 2023), this curriculum aims to form competent and competitive citizens through the participation of 21st-century competencies (Jayadiputra et al., 2023). This shift towards active citizenship is essential for maintaining and developing democracy, preparing students to become good citizens who actively participate in their government (Anderson, 2023). Through political education and civic subjects, young citizens can exercise their right to vote and engage in citizen participation, ultimately contributing to the formation of a more engaged and participatory society, as well as having a positive impact on social progress in Indonesia (Riyanti & Prasetyo, 2023). This curriculum update aligns education with social changes and global challenges, emphasizing unity and harnessing the strengths and potentials of community members for expected progress.

The history of civic education in Indonesia includes several curricula that have changed significantly since independence. Starting from the 1947 curriculum, which emphasizes general education, talent, and ethics, to the 2013 curriculum and the Independent Curriculum, which was launched in 2022 with a focus on developing the character and profile of Pancasila students (Febriyenti et al., 2023; M. Althaf, Romanti, 2022). Pancasila and Citizenship Education shape national identity (Ministry of Education, Culture, Research and Technology, 2024). However, the literature highlights the potential for malpractice in implementing the curriculum in Indonesia because frequent government changes bring about curriculum changes.

Implementing the civic education curriculum in Indonesia's high schools varies between the KTSP, the 2013 Curriculum, and the Independent Curriculum. KTSP and the 2013 Curriculum focus on specific learning standards and materials, with textbooks essential in supporting teaching and learning activities (Barata et al., 2024). On the other hand, the Independent Curriculum emphasizes student freedom in learning approaches and character formation through the Pancasila Student Profile Project (P5) (Ni'mah et al., 2024; Martatiana et al., 2023). Teachers face challenges implementing the Independent Curriculum due to rapid curriculum changes, lack of understanding, and obstacles in utilizing digital technology (Ni'mah et al., 2024). In addition, the Independent Curriculum introduces differentiated learning to meet student's individual needs, while the 2013 Curriculum emphasizes the development of competencies in cognitive, affective, and psychomotor aspects with a scientific approach (Martatiana et al., 2023).

This study aims to evaluate the effectiveness and efficiency of civic education in Indonesia by examining the KTSP curriculum, the 2013 curriculum, and the independent curriculum in high schools. This curriculum evaluation is essential to assess whether the educational program's objectives, content, methods, assessments, and outcomes have been achieved and to provide recommendations for continuous improvement (Rogers, 2014). This study uses an approach that combines a difference-in-differences design with an evaluation matching model based on midline and follow-up survey data to provide a better understanding of how the curriculum can be designed and implemented to achieve specific learning objectives as well as how the curriculum can be evaluated and improved continuously, as a response to international support to improve the education system.

2. Theoretical Background

A curriculum is a series of planned educational experiences and learning objectives, including content, methods, and assessment practices (Zhu et al., 2021). Key components include goal setting, consistency, quality, assessment, evaluation, adaptation, and student engagement (Young, 2014). Understanding the relationship between policy decisions, educational ideologies, and curriculum development is essential for analyzing the broader context of curriculum studies (Christou, 2019).

Curriculum development is essential for the continuous improvement and effectiveness of education. In essence, the development of the educational curriculum is driven by the discipline itself (Schneiderhan et al., 2019). Curriculum development can be debated due to diverse societies and views on learning and achievement, although it can be an

opportunity to build consensus (IBE-UNESCO, 2015). According to Tyler (Tyler, 1949), curriculum design should consider three key elements: the nature of learners, the values and goals of society, and the expertise of the subject matter.

Bradley, in the book *Curriculum Leadership and Development Handbook* (D, 1985) provides 10 key indicators to measure curriculum effectiveness. The Bradley Effectiveness Model helps evaluate the civic education curriculum in Indonesia to identify perceptions of curriculum effectiveness in schools (Dai & Li, 2016). Indicators include vertical and horizontal curriculum continuity, curriculum-based teaching, curriculum priorities, broad engagement, long-term planning, decision-making clarity, positive human relationships, theory-to-practice approaches, and planned change. This model is efficient and effective for evaluating the success of the curriculum in Civic Education (Paudel, 2022).

This curriculum evaluation model adopts Ralph Tyler (1950) *Basic Principles of Curriculum and Instruction*, which remains influential (Tyler, 1950). Tyler proposes four basic principles: educational goals, necessary educational experiences, organising those experiences, and methods for determining whether goals are achieved (Blum & Azencot, 1987). Curriculum evaluation is essential to ensure educational goals are achieved and provide recommendations for continuous improvement. Emphasizing the need for a systematic and sustainable approach in designing, implementing, and evaluating civic education curricula in Indonesia.

Evaluation of the civic education curriculum in Indonesia is a critical step in ensuring the achievement of educational goals and providing direction for continuous improvement (Febriyenti et al., 2023). By using appropriate evaluation approaches, such as the Bradley Effectiveness Model and *Objectives-Centered Model* With score matching and survey data, it can develop a robust framework for analyzing the Effectiveness of this curriculum ((ILO), 2018). Civic education is not only about the legal aspect but also a subjective relationship with national identity that intersects (Bakan, 2023; Ruth Chadwick, 2012).

Determining Graduate Competency Standards based on XXI Century Competencies and demographic bonuses aims to meet future needs and welcome Indonesia's Golden Generation in 2045 (Permendikbud, 2016). This step also affirms Indonesia's contribution to strengthening the development of world civilization. Forming a national identity through education generally takes a long struggle (Yuen, 2016), changing individuals' cultural image and consciousness and shaping and changing their political attitudes toward everyday realities (Tolstenko et al., 2019). Civic education aims to build a modern political community using ideas such as 'global citizenship,' 'digital citizenship,' and 'media citizenship' (Tolstenko & Baltovskij, 2018).

3. Methods

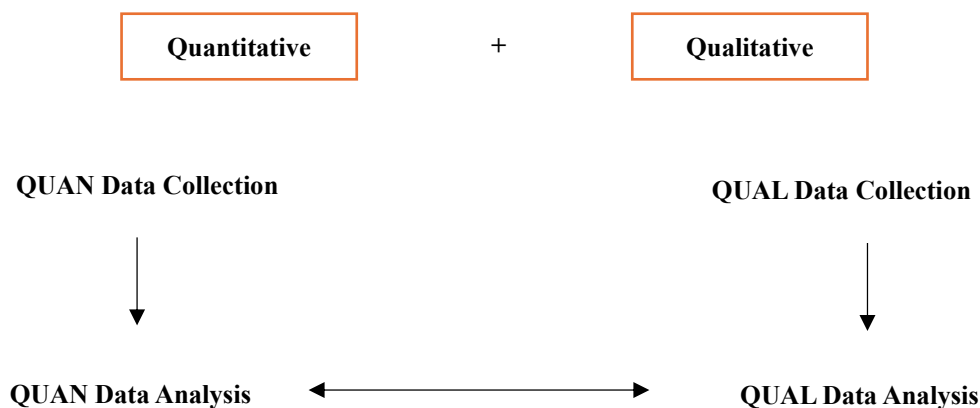


Figure 1. Concurrent Triangulation Design (Vicki L. Plano Clark & John W. Creswell, 2007)

This evaluation research uses *concurrent triangulation* to define variable relationships and collect data independently (Creswell & Creswell, 2018). Comparison and combination of the two methods are carried out to understand the research phenomenon comprehensively by giving priority to one method over the other (Vicki L. Plano Clark & John W. Creswell, 2007) to evaluate the effectiveness between the KTSP curriculum, the 2013 Curriculum, and the Independent Learning Curriculum on Citizenship education in Indonesia. This research used semi-structured interviews and questionnaires for citizenship teachers and school principals. Meanwhile, studies through government

policies are used as a source of data that can be used to test, interpret, and forecast (Suggestion, 2013). This documentation is in the form of public documents, for example, newspapers, papers, and reports from the Ministry of Education and Culture office of the Republic of Indonesia (John W. Creswell, 2016).

3.1 Respondent

Based on data from the Ministry of Education and Culture of the Republic of Indonesia, in 2024, there are a total of 117 schools, consisting of 88 Senior High Schools (SMA) and 29 Madrasah Aliyah (MA), both public and private (Pusdatin © Kemendikbudristek, 2024). The respondents of the study consisted of Citizenship Teachers and School Principals. This study involved a representative sample of all schools in Tangerang City, with a sample size of 85 schools. With a confidence level of 90%, the actual value is within ±5% of the measurement results.

3.2 Data Analysis

Quantitative data processing was analyzed to obtain the results of the test of the effectiveness of implementing the Citizenship curriculum through Glickman Quadrant Analysis (Suyasa et al., 2018). The quadrant analysis can describe several positions of effectiveness in implementing Citizenship Subjects. Meanwhile, qualitative research analysis reveals and understands the big picture by using data to describe the phenomenon and what it means by interpreting the data repeatedly through a comparison of data codes between all interview transcripts (Matthew B. Miles, A. Michael Huberman & Johnny Saldaña, 2019)

Table 1. Quality of Glickman Quadrant Components

Good			Excellent		
Component I	Component II	Component III	Component I	Component II	Component III
+	+	+	+	-	+
-	+	-	+	-	+
Very Bad			Not Good		
Component I	Component II	Component III	Component I	Component II	Component III
+	-	+	+	+	-
-	+	-	+	+	+
-	+	+	+	+	+

4. Results

4.1 Comparison of the Characteristics of Curriculums in Indonesia

According to a document (Learning, 2023) published by the Ministry of Education and Culture of the Republic of Indonesia, the Curriculum KTSP is designed to realize a curriculum based on the peculiarities, conditions, regional potential, and needs of students. Focusing on school autonomy, KTSP refers to the National Education Standards (SNP) with a focus on Content Standards (SI) and Graduate Competency Standards (SKL). Meanwhile, the 2013 Curriculum (K13) and the Independent Curriculum have a main foundation that includes the goals of the National Education System and the Education SNP, with K13 focusing more on developing students' character and the Independent Curriculum encouraging the profile of Pancasila students.

Regarding the intended competencies, KTSP refers to the Education Indonesian National Education Standards, which includes various standards. K13 develops Basic Competencies, which are grouped into four Core Competencies (Baedhowi, 2007), while the Independent Curriculum emphasizes learning outcomes that are arranged per phase, with a focus on developing the character of Pancasila.

The curriculum structure is also a point of comparison; KTSP regulates lesson hours per week with a subject-based organizing approach. K13 divides the structure into two main activities, allowing for more flexible time allocation. The Independent Curriculum regulates lesson hours per year, provides flexibility in organizing approaches, and provides subject choice. KTSP emphasizes orientation on students in learning, while K13 uses a scientific approach and allocates co-curricular learning outside of face-to-face hours. The Merdeka Curriculum combines intracurricular and co-curricular learning through a project to strengthen the profile of Pancasila students.

The assessment in the KTSP is carried out formatively and summatively, with the holistic assessment covering various aspects. K13 and the Independent Curriculum strengthen formative and authentic assessments, emphasizing using assessment results to design learning. Teaching tools provided by the government include KTSP, while K13

and the Independent Curriculum provide textbooks, non-text books, and curriculum implementation guidelines. Criteria such as flexibility, relevance, and sustainability are also considered when preparing the curriculum.

4.2 Reduction of Teachers' and Principals' Perceptions of the KTSP, K13, and Independent Learning Curriculum in Citizenship Subjects

Table 2. Reduction of Teacher and Principal Perception Interviews

Topic	Data Reduction Analysis
<p>What are the advantages and disadvantages of the KTSP, the 2013 curriculum, and Freedom of Learning in teaching Citizenship subjects in high school?</p>	<p>Of the three curricula, namely KTSP, K13, and the Independent Curriculum (Kurmer), teaching Citizenship in high school can be summarized as follows:</p> <p>KTSP:</p> <p>Pros: Flexible and adapted to school conditions, encourages students to read more, full teacher authority.</p> <p>Disadvantages: Monotonous learning methods, students tend to be inactive.</p> <p>K13:</p> <p>Advantages: Encourages the interconnectedness of various disciplines, improves student skills, and focuses on attitude and character assessment.</p> <p>Cons: Long lesson hours, challenging students to focus on a wide range of material.</p> <p>Independent Curriculum (Kurmer):</p> <p>Pros: Provides freedom of exploration of interests and talents, encourages student independence and creativity, and is responsive to student needs.</p> <p>Cons: Requires more time and resources, potentially empty hours for students.</p> <p>In choosing the most appropriate curriculum, Citizenship teachers need to consider the characteristics of students and the school's needs.</p> <p>Teachers of Citizenship subjects have a variety of opinions about the effectiveness of the KTSP, K13, and Independent Learning Curriculum. Key findings include:</p> <p>Preferences and Support:</p> <p>K13 and the Independent Learning Curriculum are popular choices.</p> <p>KTSP is still considered adequate.</p> <p>Emphasis on Character and Active Learning:</p> <p>The Independent Learning Curriculum is considered positive in character development and active learning.</p> <p>K13 is appreciated for its focus on authentic assessment and social skills.</p>
<p>What is your opinion on the comparative effectiveness of the KTSP curriculum, the 2013 curriculum, and Freedom of Learning in teaching Citizenship subjects in high school? Which is more effective</p>	<p>Criticisms and Advantages of Each Curriculum:</p> <p>The 2013 curriculum is considered adequate with differentiation and focus on Soft Skills (SCL).</p> <p>Despite criticism of its sometimes monotonous learning methods, KTSP has been praised for its flexibility.</p> <p>The Independent Learning Curriculum is considered adequate because it provides freedom and independence.</p> <p>Determinants of Effectiveness:</p> <p>The assessment of curriculum effectiveness is subjective and influenced by character development, flexibility, and readiness for implementation.</p> <p>The 2013 curriculum is highly appreciated, but each has advantages and disadvantages.</p> <p>Views on curriculum effectiveness are influenced by various factors, including personal experience, school conditions, and the teacher's educational vision. Although the 2013 curriculum received much appreciation, each has advantages and disadvantages that must be considered.</p>

Based on the study of government policy documents, this research involves the KTSP Curriculum, the 2013 Curriculum, and the Independent Learning Curriculum in Citizenship Subjects. In addition, 120 teachers and 20 school principals were interviewed as respondents in field interviews, and 120 teachers and 20 were interviewed as research resource persons.

The in-depth interview results revealed several important points related to the KTSP curriculum, the 2013 curriculum (K13), and the Independent Learning Curriculum. The results of the reduction of interviews about the KTSP curriculum, the 2013 Curriculum (K13), and the Independent Learning Curriculum (Kurmer) in teaching Citizenship subjects in high school show that although KTSP has flexibility that is adapted to school conditions, Kurmer and K13 are more popular because they encourage independence, creativity, and character development of students. Kurmer provides freedom to explore interests and talents, while K13 emphasizes social skills and authentic judgment. Nonetheless, each curriculum has its advantages and disadvantages, and the most suitable selection must consider the characteristics of students as well as the needs of the school holistically, especially the current challenges.

4.3 Evaluation of the Effectiveness Model and Objectives-Centered Glickman Formula

Table 3. Scor Effectiveness Model and Objectives-Centered Glickman Test Formula Teacher Citizenship Subject

Scor Effectiveness Model Glickman Formula Teacher Citizenship Subject			Scor Glickman Objectives-Centered Evaluation Formula Model for Citizenship Subject Teachers		
Component	Positive Statement (+)	Negative Statement (-)	Component	Positive Statement (+)	Negative Statement (-)
Continuity of vertical curriculum between classes	71%	29%	Purpose of curriculum clarity	54%	46%
Continuity of horizontal curriculum between classes	42%	58%	Learning approaches and methods	62%	38%
Curriculum-based teaching	61%	39%	Assessment tools	58%	42%
Curriculum topics appear in school board, administrative, and staff meetings.	48%	52%			
Involvement of school committees in developing the curriculum	44%	56%			
Long-term curriculum planning	39%	61%			
Clarity of decision-making	48%	52%			
Positive human relationships	40%	60%			
Theory-to-practice approach	52%	48%			
Planned changes	67%	33%			

Evaluation using the Scor Effectiveness Model and Objectives-Centered Glickman Formula for Citizenship teachers resulted in varied findings on crucial aspects of curriculum implementation. In particular, the findings highlight several challenges in maintaining the continuity of the material taught at various grade levels, with only 71% agreeing on its sustainability. In addition, there are problems in reflecting the uniformity of daily learning for the same class, with only 42% agreeing. However, regarding learning planning, the Learning Plan and Assessment (RPP)

is considered entirely appropriate for learning development, even with an approval rate of 61%. However, there is a recognized need to evaluate whether educational goals are being achieved (58%), yet only 39% agree that every program in the district consistently applies curriculum philosophy and theory. This indicates the need for further efforts to ensure the consistency of the curriculum implementation and the effective achievement of educational goals.

In addition, the findings also highlight an increased awareness of the importance of prioritizing curriculum improvement and development in response to the challenges of change faced in education, with 67% of respondents agreeing that the curriculum development process should place more emphasis on improvement rather than just implementation. In addition, there are indications that controversies arising regarding curriculum decisions often dwell more on the nature of the decisions themselves than on the party who makes them, indicating an awareness of the essence of the quality of the decisions. These findings collectively highlight the challenges that must be addressed in implementing the Citizenship curriculum at the school level while demonstrating the need for more excellent curriculum development and implementation transformation to achieve educational goals effectively.

5. Discussion

This study reveals variations in the perception of teachers and principals (Interview Reduction) to the three curricula used in civic education in Indonesia: KTSP, Curriculum 2013, and Independent Learning Curriculum. The analysis found that each curriculum has significant advantages and disadvantages in the context of civic learning in high school. In theory, the KTSP curriculum's flexibility aligns with the concept of education that emphasizes local adaptation (Bayley, 2022). However, monotonous learning methods hinder the production of active and creative students (Altinyelken & Hoeksma, 2021). Meanwhile, the 2013 Curriculum, with an authentic assessment and social skills development approach, strongly supports the global education goals that focus on developing 21st-century character and skills (Chu et al., 2016). However, the main challenge is the broad scope of the material and long hours of lessons that can lower students' focus (Kiray & Tomevska-Ilievska, 2021). The Independent Learning Curriculum, with an emphasis on student freedom and independence, reflects the principles of progressive education that encourage exploration and creativity (Isidori et al., 2023), although it requires more resources and time (Garrison et al., 2001)

In the context of global competition, the effectiveness of the curriculum also depends heavily on adaptability and readiness for implementation in the field. Teachers who support the 2013 and independent learning curricula prefer approaches that develop character and active learning, which aligns with global education demands that emphasize lifelong learning and social competence (Hargreaves & Fullan, 2015). However, effectiveness assessment is highly subjective and influenced by personal experience and school conditions (Harris, 1988). In the era of globalization, the flexibility of KTSP is still relevant in some contexts, but innovations in learning methods are needed to increase student participation (Altbach & Knight, 2007). The 2013 Curriculum focuses on soft skills, and the Independent Learning Curriculum, with freedom of exploration, provides a strong foundation for producing globally competitive students (Purwanto et al., 2021). However, each curriculum has advantages and disadvantages that need to be considered holistically in the formulation of education policies in Indonesia (Yanmei et al., 2023)

The findings of this study using the Scor Effectiveness Model with the Glickman Formula show significant challenges in the implementation of the curriculum for civics subjects in high school. Components such as vertical and horizontal curriculum continuity (Dhanapala, 2021) and curriculum-based teaching showed significant positive and negative outcomes, reflecting the complexity of maintaining curriculum consistency and effectiveness. The continuity of the vertical curriculum between classes obtained a positive score of 71%, indicating that this aspect was more successful than the horizontal continuity between classes, which only reached 42% positive (Glickman et al., 2007). This aligns with the theory of decision-making in education, emphasizing the importance of curriculum coherence in learning effectiveness (Suter, 2012). The assessment and involvement of school committees in curriculum preparation also affect the effectiveness of implementation (Azorin & Fullan, 2022), where low engagement can hinder the effective implementation of the curriculum (Filippaki & Kalaitzidaki, 2024).

In the context of global competition, the theory of educational globalization underlines the need for an adaptive and responsive curriculum to changing social and economic needs (Hargreaves & Fullan, 2015). Components such as clarity of curriculum goals and the use of appropriate learning methods received positive ratings above 50%, but there were still areas with shortcomings, such as long-term planning and positive human relationships, which received 39% and 40% positive, respectively (Kiray & Tomevska-Ilievska, 2021). The theory-to-practice approach, which received a positive score of 52%, showed the potential to align educational theory with everyday practice (Garrison et al., 2001). In the global education framework, efforts to improve stakeholder engagement, clarity of decision-making, and

sustainable curriculum implementation are essential to confront global demands and improve the quality of education at the high school level (Kokoç, 2019). Increasing understanding of these factors can help develop better curricula and provide more meaningful learning experiences for students in Indonesia.

The Objectives-Centered Model research reveals the complexity of the citizenship curriculum at the high school level in Indonesia, which is oriented towards global competition and considers flexibility, effectiveness, and suitability to the needs of schools and students. The results of the 2013 Curriculum Evaluation (K13) stand out because of its focus on assessing students' attitudes and character by the theory of Core Competencies (Mulyasa, 2021), as well as the use of a scientific approach (Ministry of National Education, 2006; Prastowo, 2018) which strengthens students' social skills and emphasizes authentic assessment for holistic development. Meanwhile, the Independent Learning Curriculum offers the freedom to explore students' interests and talents, which aligns with the theory of independent learning by Deci and Ryan (2001), despite the challenges of allocating time and resources. Curriculum evaluation is influenced by an informed and consistent decision-making process (Suter, 2012). The Independent Curriculum's impact on civic education's effectiveness in Indonesia includes changes in teaching methods, learning materials, and student achievement compared to KTSP and K13 (Junita et al., 2024). This curriculum change focuses on 21st-century competencies to realize competent and globally competitive citizens with improved citizenship skills (Jayadiputra et al., 2023).

The evaluation of civic education in 3 different curricula implemented in Indonesia highlights the role of civic education as a medium for conveying civic and cultural values, especially in facing the challenges posed by societal transitions, globalization, and value pluralism (Tolstenko et al., 2019). In his critical review of theoretical research on moral education in China since 2000 (Cheng, 2020), Cheng underlines the importance of moral education development by theorists. Eidhof dan de Ruyter (Eidhof & de Ruyter, 2022) propose a framework for the study of civic education that combines citizens' social and political duties. Brandau (Brandau et al., 2022) evaluate the effectiveness of the Digital Citizenship Curriculum (DCC) in improving digital citizenship knowledge and reducing cyberbullying and online aggression among high school students while emphasizing the need for further research on the long-term effects of this curriculum. Budiyanto (Budiyanto et al., 2022) emphasizes the importance of digital citizenship knowledge in using and utilizing technology in the maturity phase. Meanwhile, a two-year ethnographic study by Cross (Cross, 2022) regarding the practice of citizenship in Scottish primary schools found that educators need to adapt the curricular process further to support citizenship education better.

Indonesia is a pluralistic country of various ethnicities, religions, races, and cultures. The results of this study illustrate the role of the curriculum of Civic Education in Indonesian Schools. Civic education is expected to overcome the challenges posed by societal transition, globalization, and value pluralism (Lapsley & Yeager, 2013). Secondary schools are expected to significantly contribute to developing their students' citizenship (Joel Westheimer, Joseph Kahneaffiliations, 2004). However, the study results show that the belief in self-efficacy in the citizenship curriculum is often ignored (Parker, 2003). To address this problem, a framework for civic education research is proposed that combines the social and political duties of citizens and differentiates the various communities in which citizens carry out these tasks based on two axes, namely formality and size (Reimers & Chung, 2016). Perception indicates that the curriculum is received in a positive and informative way. Future research is needed to map digital citizenship curriculum development challenges and identify the critical domains involved.

6. Conclusion

This study evaluates the effectiveness of three civic education curricula in Indonesia: the Curriculum KTSP, the 2013 Curriculum (K13), and the Independent Curriculum. The results of the study show that each curriculum has advantages and disadvantages in the context of teaching citizenship in high school. KTSP, which is more flexible and adapted to local conditions, encourages teacher-based learning but lacks stimulation of student participation. The 2013 curriculum, which focused on developing students' character and skills, stood out in authentic assessments but faced challenges implementing long lesson hours. The Independent Curriculum, the latest, provides freedom of exploration and the development of students' independence but requires more excellent resources and can lead to uneven allocation of lesson time. Overall, the Independent Curriculum is considered more responsive to student needs and global education demands.

6.1 Implication

The findings of this study have important implications for education policy in Indonesia. First, flexibility in KTSP can be used as a reference to give more autonomy to schools in adjusting the curriculum to local needs. Second, the 2013 Curriculum shows that the focus on character development and authentic assessment needs to be maintained and

improved to produce competent and characterful students. Third, the Independent Curriculum, emphasizing student freedom and independence, shows great potential in facing the challenges of 21st-century education but requires further support in terms of teacher resources and training to overcome obstacles in its implementation.

6.2 Recommendation

Based on the results of the research, several recommendations can be proposed to improve the effectiveness of the civic education curriculum in Indonesia:

1. **Improving Teacher Training:** Provide intensive and continuous training to implement the Independent Curriculum effectively, including using digital technology in learning.
2. **Resource Development:** Increasing the availability and access to adequate educational resources, including textbooks, teaching materials, and other learning aids.
3. **Flexibility in Curriculum Implementation:** Adopting a more flexible approach to curriculum implementation allows for better adaptation to local needs and student characteristics.
4. **Periodic Evaluation:** Conduct periodic evaluations of curriculum implementation to ensure that educational goals are achieved and provide constructive feedback for continuous improvement.
5. **Collaboration with Stakeholders:** Enhance collaboration between governments, schools, teachers, and communities to ensure comprehensive and holistic support in curriculum implementation.

6.3 Limitation

This research has several limitations that need to be considered. First, this study only involves high schools in Tangerang City, so generalizing the findings to the rest of Indonesia needs to be done carefully. Second, the data collection methods, namely interviews and questionnaires, may have respondent biases affecting the study results. Third, this study does not include an in-depth analysis of external factors that can affect the implementation of the curriculum, such as national education policies and socio-economic conditions. Therefore, further research with a broader scope and more comprehensive methods is needed to gain a deeper understanding of the effectiveness of the civic education curriculum in Indonesia.

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