

Implementation of Lesson Plan Civics Subject in Junior and Senior High School Trenggalek Regency

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Abstract

This study aims to analyze the implementation of the Pancasila and Citizenship Education Lesson Implementation Plan at the Junior High School and Senior High School levels in Trenggalek Regency. The lesson plan is an important instrument in the learning process designed to achieve national education goals, especially in shaping students' character and national insight. This study uses a qualitative approach with a descriptive method. Data were obtained through observation, in-depth interviews, and document studies of Pancasila and Citizenship Education teachers in several junior high and senior high schools in Trenggalek Regency. The study results showed that most teachers had implemented the Lesson Implementation Plan by the Ministry of Education, Culture, Research, and Technology guidelines. However, there were several obstacles, such as time constraints in implementing learning, lack of supporting facilities, and variations in the teacher's understanding of preparing the Lesson Plan based on the Merdeka Curriculum. In addition, adapting project-based learning and integrating Pancasila values into teaching and learning activities were challenges.

Keywords: Education, Lesson Plan, School, Pancasila, Citizenship

1. INTRODUCTION

Education is one of the main foundations in building a generation that has character, is competent, and is ready to face the challenges of the times. In achieving practical educational goals, teachers as learning facilitators require careful and focused planning. One of the important instruments in this process is the Learning Implementation Plan.

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The Lesson plan is a reference for teachers to develop learning strategies, choose the proper methods, manage time, and determine appropriate evaluations to ensure that learning runs optimally. It is designed to help teachers implement systematic, structured, and effective learning by the applicable curriculum. In the context of secondary schools, this document plays an important role in creating learning experiences relevant to student's needs so that they can support the maximum development of their potential.

This study examines the extent to which the lesson plan is used in the learning process, identifies obstacles teachers face in compiling and implementing it, and evaluates its relevance to students' needs and curriculum demands.

Through this activity, the participants are expected to understand the role and implementation of lesson plans in learning and gain practical insight into education dynamics in the field. The results of this study are expected to provide constructive recommendations to improve the quality of planning and implementation of Learning Implementation plans, especially at the secondary school level.

2. LITERATURE REVIEW

Include the current knowledge, including substantive findings and theoretical and methodological contributions to your topic. A literature review surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory and, by so doing, provides a description, summary, and critical evaluation of these works about the research problem being investigated.

2.1. Lesson Plan

According to Eni in Mulyasa (2018, 6), the definition of a Lesson Plan is a learning plan whose development refers to a certain Basic Competency in the curriculum/syllabus. The Learning Implementation Plan is made as a guideline for teachers so that its implementation can focus more on the Basic Competencies that have been set. The definition of a lesson plan, according to Eni in E. Kosasih (2018, 6), is a learning plan whose development refers to a certain Basic Competency in the curriculum/syllabus. The Learning Implementation Plan is a learning activity plan developed in detail from a specific central material/theme, refers to the syllabus, is compiled for one meeting/more, and is compiled to direct students in achieving Basic Competencies. So, the definition of a Lesson Plan is a planning document prepared by teachers as a guideline for carrying out learning activities in the classroom. The Lesson Plan ensures that learning runs systematically, effectively, and by educational objectives. Preparing a Lesson Plan is one of the professional duties of teachers. In addition, preparing a Lesson Plan is also an obligation for every teacher in an educational unit. Its development can be done independently or in groups through the Subject Teachers' Conference, which is held at the beginning of each semester or the beginning of the implementation of learning (new school year). Teacher competence in designing learning requires teachers to formulate the components of the Lesson Plan themselves. The contents of the components in preparing the Lesson Plan, as stated in Regulation of the Minister of Education and Culture No. 103 of 2014 and Regulation of the Minister of Education and Culture No. 22 of 2016 concerning process standards, include:

- a. School identity, namely the name of the educational unit.
- b. Subject identity or theme/subtheme.

- c. Class/semester.
- d. Main material
- e. Time allocation is determined according to the needs for achieving Basic Competencies and learning load by considering the number of teaching hours available in the syllabus and Basic Competencies that must be achieved.
- f. Learning objectives are formulated based on Basic Competencies, using operational verbs that can be observed and measured, including attitudes, knowledge, and skills.
- g. Essential competencies and competency achievement indicators
- h. Learning materials containing relevant facts, concepts, principles, and procedures, and written in the form of points according to the formulation of competency achievement indicators
- i. Learning methods used by educators to create a learning atmosphere and learning process so that students achieve Basic Competencies that are adjusted to the characteristics of students and the Basic Competencies to be achieved;
- j. Learning media, in the form of a learning process, aids in delivering lesson materials.
- k. Learning resources can be books, print and electronic media, the surrounding environment, or other relevant learning resources;
- l. Learning steps are carried out through preliminary, core, and closing stages, and
- m. Assessment of learning outcomes. In accordance with the characteristics of the 2013 Curriculum, the steps for developing learning activities must also consider the scientific approach and the recommended learning models: discovery models, problem-based, and projects.

In preparing the Lesson Plan, the following principles must also be considered:

- a. Individual differences in students include initial abilities, intellectual level, talent, potential, interests, learning motivation, social abilities, emotions, learning styles, special needs, learning speed, cultural background, norms, values, and/or student environment.
- b. Active participation of students.
- c. Student-centered to encourage enthusiasm for learning, motivation, interest, creativity, initiative, inspiration, innovation, and independence.
- d. Developing a reading and writing culture is designed to develop a passion for reading, understanding various readings, and expressing oneself in various forms of writing.
- e. Providing Feedback and Follow-up: The Learning Implementation Plan contains a design for a program for providing positive feedback, reinforcement, enrichment, and remediation.
- f. Emphasis the relationship and integration between Basic Competencies, learning materials, learning activities, competency achievement indicators, assessments, and learning resources in one complete learning experience.
- g. Accommodating integrated thematic learning, cross-subject integration, cross-learning aspects, and cultural diversity.
- h. Implementing information and communication technology in an integrated, systematic, and effective manner according to the situation and conditions.

2.2. Independent Curriculum

2.2.1 Definition

The Independent Curriculum is a curriculum with diverse intracurricular learning. Where the learning content will be more optimal so that students have enough time to explore concepts and strengthen competencies. The Independent Curriculum was created to provide freedom and autonomy in developing student potential, including freedom of thought and freedom to adjust learning needs and student interests.

2.2.2 Objectives of the Independent Curriculum

To support the vision of Indonesian education and as part of efforts to restore learning, the Independent Curriculum (previously referred to as the prototype curriculum) was developed as a more flexible curriculum framework while focusing on essential materials and developing student character and competency. This curriculum is also a breakthrough step to help teachers and principals change the learning process to be much more relevant, in-depth, and enjoyable. So students can more easily understand what is being learned.

2.2.3 Characteristics of the Independent Curriculum

Focus on essential materials so that learning is more in-depth, and there is more time for developing competencies and character through group learning around real contexts (Pancasila student profile strengthening projects).

Learning achievements per phase and flexible lesson hours encourage enjoyable and relevant learning to the needs of students and the conditions of educational units. They also provide flexibility for educators and support for teaching devices and training materials to develop educational unit curricula and implement quality learning.

Prioritizing Mutual Cooperation with All Parties to Support the Implementation of the Independent Curriculum.

2.2.4 Principles of the Independent Curriculum

The Independent Curriculum includes three types of learning activities as follows:

1. Intracurricular Learning is done differently so students have enough time to explore concepts and strengthen competencies. This also allows teachers to choose teaching devices appropriate to their students' needs and characteristics.
2. Co-curricular Learning is a project to strengthen the profile of Pancasila students, based on the principle of interdisciplinary learning that is oriented towards character development and general competencies.
3. Extracurricular learning is carried out according to student interests and educational unit resources.

2.2.5 Stages of Implementing the Independent Curriculum

1. Diagnostic Assessment

Teachers conduct an initial assessment to identify students' potential, characteristics, needs, developmental stages, and learning achievement stages. Assessments are generally carried out at the beginning of the school year. Thus, the results can be used to make further plans regarding the learning methods that should be used.

1. Planning

Teachers organize the learning process according to the diagnostic assessment results and group students based on their ability levels.

2. Learning

Teachers conduct formative assessments periodically during the learning process to determine student learning progress and adjust learning methods, if necessary. At the end of the learning process, teachers can also conduct summative assessments to evaluate the achievement of learning objectives.

The Independent Curriculum, launched by the Ministry of Education, Culture, Research and Technology in 2022, aims to improve the quality of education in Indonesia through flexibility and adjustments to student interests. This curriculum emphasizes the development of essential competencies and character through diverse and project-based learning. Giving teachers autonomy in choosing teaching methods is hoped to help students learn according to their talents and potential. Although promising, challenges such as teacher preparedness and gaps in curriculum understanding remain concerns in its implementation.

3. METHODS

This study uses a qualitative approach with a descriptive method. This approach was chosen to deeply understand the implementation of the Learning Implementation Plan in the Pancasila and Citizenship Education subject at the Junior High School and Senior High School levels in Trenggalek Regency. Qualitative research allows researchers to explore information from various perspectives and obtain rich and contextual data.

4. RESULTS

This study reveals several important findings related to the Implementation of the Pancasila and Citizenship Education Lesson Plan in several schools in Trenggalek Regency, with a focus on the implementation of the Merdeka Curriculum. The following is a summary of the research results:

1. State Vocational High School 1 Trenggalek

ISO standards and learning communities support the implementation of the Lesson Plan. Teachers can adjust the Lesson Plan to students' needs based on the initial assessment results. The learning methods used include blended, project-based, and inquiry-based learning. The main challenge is the low interest of students in Pancasila and the Citizenship Education Lesson Plan, which is a non-productive subject.

2. State Junior High School 2 Tugu

Teachers face challenges in preparing a flexible Lesson Plan that suits students' needs. A collaborative learning approach is applied to increase student engagement. Social problems such as bullying are obstacles to creating a conducive learning environment.

3. State Senior High School 1 Karanganyar

The Lesson Plan is designed flexibly to suit class needs. Teachers use active learning methods like discussions, simulations, and problem-based projects. Student engagement in learning reached a reasonable level, although there were challenges in time management.

4. Madrasah Tsanawiyah Progresif Darunnajah

Implementation of the Learning Implementation Plan helped create an effective learning system. Teachers tried to improve students' understanding through group

discussions and case studies. The main challenge was students' motivation to think critically.

5. State Junior High School 3 Trenggalek

As a driving school, the Learning Implementation Plan was designed independently by teachers focusing on project-based learning. Teachers faced difficulties in managing time and student participation. P5 projects, such as making eco-prints, succeeded in increasing student engagement.

5. DISCUSSION

Based on the research results, implementing the Pancasila and citizenship education learning implementation plan in schools in Trenggalek Regency showed positive results despite various challenges.

1. Independent Curriculum as a Foundation

The Independent Curriculum provides teachers with the flexibility to design student-centered learning. However, implementing this curriculum requires additional training for teachers to master project-based learning methods and authentic assessments.

2. Active Learning Strategies

Project-based learning, discussion, and inquiry-based learning have proven effective in increasing student engagement. Teachers who actively facilitate learning can create a dynamic learning atmosphere.

3. Social Challenges and Student Motivation

Problems such as low student interest and juvenile delinquency, including bullying, affect the effectiveness of learning. Improving character education through integrating Pancasila values is an important solution to overcome this problem.

4. The Importance of School and Government Support

To improve the quality of learning, support in the form of training, provision of learning facilities, and reducing the administrative burden on teachers is very much needed.

6. CONCLUSION

Implementing the Lesson Plan in the Pancasila and Citizenship Education subject in various schools in Trenggalek Regency showed positive results. However, several challenges needed to be overcome. The Lesson Plan helps create focused and conducive learning. Teachers can develop the Lesson Plan according to student needs and the learning context. Implementation challenges include low student interest in the Pancasila and Citizenship Education subject, limited facilities, and the need for teacher training to master the latest curriculum and learning methods.

This study recommends ongoing teacher training, innovation in learning methods, time management, simplifying the administrative burden, and strengthening character education to improve the quality of learning in Pancasila and Citizenship Education.

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