



The Future of Junior High School Citizenship Education in Indonesia: A SWOT Analysis

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ABSTRACT

Citizenship is an issue that will remain as long as there is an institution called the state. Therefore, citizenship problems will always exist as long as the concept of the state still exists. Citizenship Education (PKn) is one way to overcome or reduce citizenship problems. So, junior high schools (SMP) make citizenship a mandatory curriculum content. This research aims to analyze current Civics and future Civics using SWOT analysis. For this reason, a qualitative approach was used with the literature review method. As a result, 23 studies based on the criteria were selected as data sources. Several themes emerge regarding Civics currently, namely 1) citizenship education in a Merdeka curriculum, 2) problems of citizenship education, and 3) solutions to problems of citizenship education. Meanwhile, the subject of citizenship education will be discussed in the future. However, although it has advantages and opportunities, it still has shortcomings and challenges ranging from less interesting learning, lack of teacher competence, current developments, radicalism, even misinformation (hoaxes), shortcomings, opportunities, and challenges in teaching citizenship to middle school students. Therefore, there is a need for tactical strategies to optimize opportunities and reduce obstacles and challenges for civics at the junior high school level.

Keywords: civics education, junior high school, Merdeka curriculum

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INTRODUCTION

Citizenship issues are widely discussed in Indonesia. Issues such as radicalism, both right and left, terrorism, and corruption are some examples of citizenship issues in Indonesia. It is not without reason that these issues are of concern because, for example, according to data in the last five years, the level of corruption and losses given to the state have continued to increase (Anandya & Ramdhani, 2024) (Gambar 1 & Gambar 2). Not only that, in cases of terrorism, up to 2021, there were already seventeen thousand members and sympathizers of terrorism (Wardah, 2021). This is a citizenship problem because both are violations of the scope of citizenship, namely Human Rights (HAM). Not to mention the many issues of the erosion of democracy in youth. This is believed to be caused by a lack of sense of public responsibility, moral virtue, and understanding of rights (Kayode-Olawoyin, 2017; Pratte, 1988) taught in citizenship education (Kayode-Olawoyin, 2017). Therefore, citizenship education is important to be held as one of the front lines to overcome these citizenship problems.



Figure 1. Corruption Trends in the Last Five Years (Anandya & Ramdhani, 2024)



Figure 2. Trends in State Losses Due to Corruption in the Last Five Years (Anandya & Ramdhani, 2024)

Citizenship education (PPKn) includes educational processes that aim to develop individuals' understanding of their rights, responsibilities, and active participation in society, especially in a democratic system (Jasanoff, 2021; Nelsen, 2021; Seguin-Fowler et al., 2022). This involves teaching about civic knowledge, democratic values, and the skills necessary for effective citizenship (Putra, 2020; Widodo & Wiyata, 2020). Seeing the importance of citizenship education, there are several regulations regarding the obligation of citizenship education at every level of education.

Government regulations always make citizenship education mandatory in primary and secondary education, even higher education. As in the Republic of Indonesia Law No. 20 of 2003 concerning the National Education System (*Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, 2003), also the latest regulation, namely government regulation number 4 of 2022 concerning national education standards (*Peraturan Pemerintah Nomor 4 Tahun 2022 Tentang Perubahan Atas Peraturan Pemerintah Nomor 57 Tahun 2021 Tentang Standar Nasional Pendidikan*, 2022). Seeing this, junior high schools are also one of the things that cannot be missed in citizenship education in Indonesia.

Junior high school students are at a crucial age in developing character and knowledge about citizenship. This is because junior high school age is a period of search where the search results will later become the basis for determining self-efficacy. Self-efficacy is a set of beliefs and abilities to do or overcome something (Bandura, 1978; Maddux, 2016; Ruch et al., 2022). At this time, children or students also perfect the concept of social environment, behavior, awareness, and emotions, including citizenship. This is because citizenship education can shape students' character and prepare the younger generation for community life (Rahmatiani, 2020). Therefore, research on citizenship education during junior high school is important.

Many studies on citizenship education at the junior high school level in the future have been conducted. Farhaeni (2022) stated that the challenge of citizenship in the future is globalization, which impacts the crisis of values and morals. Not only that, but technological development also provides challenges for citizenship education to provide students with technological skills (Khoirina et al., 2022; Trinova et al., 2022) and students' rational, critical, and creative thinking abilities (Malyana, 2019). However, the study's results only discussed challenges but did not discuss in depth the future strengths, weaknesses, and opportunities of junior high school citizenships. Meanwhile, research on SWOT (strength, weakness, opportunities, threats) related to education and learning at the junior high school level has not specifically discussed civics, PPKn, or Pancasila education. Citizenship education is an inevitability that will always exist as long as there is a concept of a nation or state (Adventyana & Dewi, 2021; Hanifa et al., 2021). Therefore, it is important to have research that discusses SWOT on Citizenship education at the junior high school level to fill the literature or research gap so that it can provide a comprehensive picture and recommendations. One proposed way to fill this gap is to conduct a systematic literature review.

Systematic reviews offer a variety of advantages over conventional literature reviews. Systematic reviews can be strengthened through transparent article retrieval processes and more meaningful article quality control to avoid research bias (Idris et al., 2022; Snyder, 2019). Not only that, systematic reviews are also useful for answering complex questions and involving various conceptual and epistemological approaches and diverse sources (Shaffril et al., 2021).

This study systematically reviewed the literature to fill the gap in citizenship education's current and future conditions. This will help identify future challenges and the strengths, weaknesses, and opportunities of citizenship education through an analysis of the current conditions of citizenship education. Therefore, this study aims to identify the conditions of citizenship education at the junior high school level in Indonesia and analyze the future of citizenship education using a SWOT analysis. Thus, theoretically, this study can be a piece of the puzzle for predicting citizenship education in the future. Not only that, but the results of this study can also be recommendations for preparing citizenship education in junior high schools in the future.

METHOD

Research Approaches and Types

This research was conducted using a qualitative approach and a literature review method. A literature review was chosen because it can synthesize research findings through meta-analysis, which requires much research (Idris et al., 2022; Snyder, 2019). This method can also provide a strong conceptual framework for discussing a study (Snyder, 2019). The study used qualitative data analysis followed by thematic data analysis. This is intended to construct knowledge about citizenship education in the current era. Therefore, a study from 2022-2024 was used to implement the new curriculum, namely the Merdeka curriculum, in Indonesia.

Data Sources

Google Scholar was chosen as the database of this study. Google Scholar is a web-based academic search engine that indexes approximately 100 million academic records (Haddaway et al., 2015). Although some documents still tend to be grey (their publisher is unclear), exclusion and inclusion criteria can overcome this.

Eligibility, Including and Excluding Criteria

This study's inclusion and exclusion criteria can be categorized into time, document type, indexer, and country of study. This study focuses on documents published around 2022-2024. This limitation criterion is used to determine civic education in the Merdeka curriculum. The document type must be a research article, meaning other than research articles published in journals will not be used. Meanwhile, to obtain quality articles, the SINTA indexer of the Ministry of Education and Culture is used as an inclusion criterion. In the end, the study country was chosen Indonesia to describe civic education at the junior high school level in

Indonesia now and to analyze the strengths, weaknesses, opportunities, and challenges in the future for more details regarding the inclusion and exclusion criteria as follows.

Table 1. Including and Excluding Criteria

Criteria	Including	Excluding
Year	Between 2022 - 2024	Less than 2022
Document Type	Research Articles in Journals	Review articles, books, conference proceedings, and research reports
Indexer	SINTA Kemdikbud	In addition to SINTA Kemdikbud
Country of study	Indonesia	Apart from Indonesia

Literature Review Process

The process begins with a data search using keywords. Keywords are selected based on word equivalents in dictionaries, thesauruses, or keywords in previous studies. The search keywords are as follows

("Sekolah Menengah Pertama" OR "SMP" OR "Junior High School" OR "Madrasah Tsanawiyah" OR "MTs") AND ("civics education" OR "pendidikan kewarganegaraan" OR "Citizenship Education" OR "PKN" OR "PKn") AND ("Kurikulum Merdeka" OR "Merdeka Curriculum" OR "Independet curriculum")

Using the keywords mentioned above, the search results found approximately 2940 documents. The documents were then sorted based on criteria. Based on the criteria, 23 articles were selected with the highest SINTA level and following the discussion, namely citizenship education at the junior high school level in Indonesia. This suitability is done by reading the title and abstract.

Data Abstraction and Analysis

The selected articles were then abstracted and extracted by reading the abstract and the entire article in depth to find themes and sub-themes. Furthermore, the abstraction results were analyzed based on themes. This analysis model was chosen because it can determine patterns from qualitative data. This is done by repeatedly identifying patterns from the collected data (Campbell et al., 2021). Thus, it can describe the pattern in the discussion about citizenship education today

RESULTS AND DISCUSSION

Result

Primary Study

This section will describe several characteristics, namely the author, year of publication, journal name, and indexing. Table 2 shows that almost all articles in the selected studies are SINTA-indexed. In addition to the SINTA index, one SCOPUS-indexed article is included because it follows this study's discussion. More details regarding the distribution of years and journal indexers are as follows.

Table 2. Selected Study Data

Article Code	Author's Name	Publisher	Year	Indexer
A1	Japar, M., et. al..	Journal Of Social Studies Education Research	2023	SCOPUS
A2	Winarno et al.	Journal Of Education and Learning (Edulearn)	2024	SINTA 1

Article Code	Author's Name	Publisher	Year	Indexer
A3	Astuti, M.D.P., et. al..	Jurnal Ilmiah Pendidikan Pancasila Dan Kewarganegaraan	2022	SINTA 2
A4	Murdiono, M., et. al..	Jurnal Civics Media Kajian Kewarganegaraan	2023	SINTA 2
A5	Rambe, R.T., et. al..	Research And Development Journal Of Education	2024	SINTA 3
A6	Zaman, A.Q., et. al..	Jurnal Etika Demokrasi	2023	SINTA 3
A7	Nurmanita, M. & Ridwan	Jurnal Paedagogy	2023	SINTA 3
A8	Pradanna, S.A. & Irawan, H.	Bhineka Tunggal Ika: Kajian Teori Dan Praktik Pendidikan Pkn	2024	SINTA 4
A9	Ningrum, P.S. & Muthali'in, A.	Edunesia: Jurnal Ilmiah Pendidikan	2023	SINTA 4
A10	Harefa, S.N. & Lase, F.	Edumaspul: Jurnal Pendidikan	2023	SINTA 4
A11	Azizah, S.N. & Prasetyo, W.H.	Jurnal Ilmu Pendidikan	2023	SINTA 4
A12	Arnes, A., et. al..	Edukatif: Jurnal Ilmu Pendidikan	2023	SINTA 4
A13	Fidyaningrum, R.A. & Prasetyo, W.H.	JPK (Jurnal Pancasila Dan Kewarganegaraan)	2023	SINTA 4
A14	Ramadhan, A.R. et. al..	Ideas: Pendidikan, Sosial, Dan Budaya	2023	SINTA 4
A15	Qomariah, S., et. al.	Pendas: Jurnal Ilmiah Pendidikan Dasar	2024	SINTA 4
A16	Sari, H.I., et. al..	Pendas: Jurnal Ilmiah Pendidikan Dasar	2024	SINTA 4
A17	Aliza, S., et. al..	Pendas: Jurnal Ilmiah Pendidikan Dasar	2024	SINTA 4
A18	Robbani, S.A., et. al.	Innovative: Journal Of Social Science Research	2024	SINTA 4
A19	Julisa, T.C. et. al..	Jurnal Dimensi Pendidikan Dan Pembelajaran	2023	SINTA 4
A20	Andayani, S. et. al..	Manazhim: Jurnal Manajemen Dan Ilmu Pendidikan	2022	SINTA 4
A21	Jhon, L. & Alfiandra	Jurnal Pendidikan Tambusai	2024	SINTA 5
A22	Alanur, S.N. et. al..	Jurnal Pendidikan Kewarganegaraan	2023	SINTA 5
A23	Agustiana, D.M. et. al..	Jurnal Citizenhsio Virtues	2023	SINTA 5

Based on the abstraction results, data analysis was carried out on 23 articles about the condition of citizenship education in junior high schools. Table 2 shows that, based on year, the selected articles are 2 from 2022, 13 (2023), and 8 (2024). For more details, see Figure 3 below.

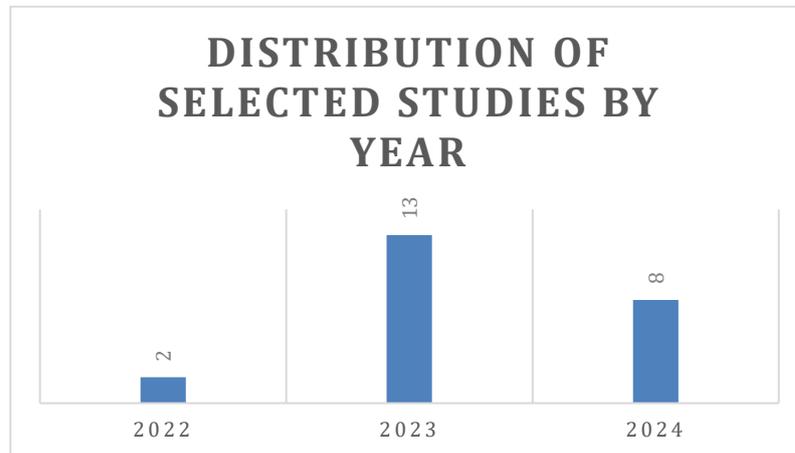


Figure 3. Distribution of Selected Studies by Year

Based on indexing, selected articles are indexed by Scopus and SINTA. There are 1 article (Scopus), 1 article (SINTA 1), 2 articles (SINTA 2), 3 articles (SINTA 3), 13 articles (SINTA 4), and 3 articles (SINTA 5). For more details, see Figure 4 below.

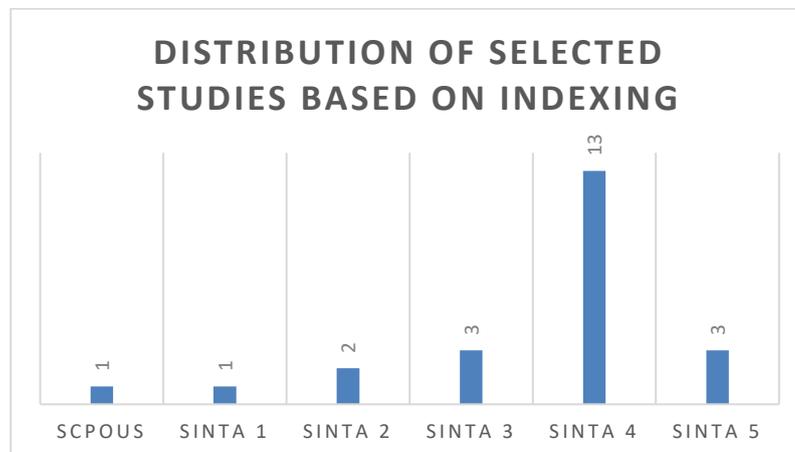


Figure 4. Distribution of Selected Studies by Indexing

Theme Distribution

The next stage of this research is to analyze the selected articles. A total of 23 selected articles contain themes and sub-themes that represent the research data. The results show three main themes in the discussion of education in the current era: 1) citizenship education in the Merdeka curriculum, 2) problems of citizenship education, and 3) solutions to citizenship education problems. The theme of citizenship education in the Merdeka curriculum is discussed in 16 documents by (Agustiana et al., 2023; Alanur et al., 2023; Arnes et al., 2023; Azizah & Prasetyo, 2023; Harefa & Lase, 2023; Japar et al., 2023; Jhon & Alfiandra, 2024; Ningrum & Muthali'in, 2023; Pradanna & Irawan, 2024; Qomariah et al., 2024; Ramadhan et al., 2023; Rambe et al., 2024; Robbani et al., 2024; Sari et al., 2024; Winarno et al., 2024; Zaman et al., 2023). The theme of problems of citizenship education is discussed in 8 articles by (Aliza et al., 2024; Astuti et al., 2022; Harefa & Lase, 2023; Julisa et al., 2023; Murdiono et al., 2023; Ningrum & Muthali'in, 2023; Nurmanita & Ridwan, 2023;

Pradanna & Irawan, 2024). Meanwhile, the theme of solutions to citizenship education problems is discussed in 12 articles by (Aliza et al., 2024; Andayani et al., 2022; Arnes et al., 2023; Astuti et al., 2022; Fidyaningrum & Prasetyo, 2023; Harefa & Lase, 2023; Japar et al., 2023; Julisa et al., 2023; Murdiono et al., 2023; Nurmanita & Ridwan, 2023; Pradanna & Irawan, 2024; Zaman et al., 2023). For more details regarding the distribution of themes, see the following table

Table 3. Distribution of Selected Studies by Theme

Theme	Number of Documents	Author
Citizenship Education in the Merdeka Curriculum	16	Agustiana et. al., 2023; Alanur et. al., 2023; Arnes et. al., 2023; Azizah & Prasetyo, 2023; Harefa & Lase, 2023; Japar et. al., 2023; Jhon & Alfiandra, 2024; Ningrum & Muthali'in, 2023; Pradanna & Irawan, 2024; Qomariah et. al., 2024; Ramadhan et. al., 2023; Rambe et. al., 2024; Robbani et. al., 2024; Sari et. al., 2024; Winarno et. al., 2024; Zaman et. al., 2023
Problems of Citizenship Education	8	Aliza et. al., 2024; Astuti et. al., 2022; Harefa & Lase, 2023; Julisa et. al., 2023; Murdiono et. al., 2023; Ningrum & Muthali'in, 2023; Nurmanita & Ridwan, 2023; Pradanna & Irawan, 2024
Solutions to Citizenship Education Problems	12	Aliza et. al., 2024; Andayani et. al., 2022; Arnes et. al., 2023; Astuti et. al., 2022; Fidyaningrum & Prasetyo, 2023; Harefa & Lase, 2023; Japar et. al., 2023; Julisa et. al., 2023; Murdiono et. al., 2023; Nurmanita & Ridwan, 2023; Pradanna & Irawan, 2024; Zaman et. al., 2023

Discussions

Condition of Citizenship Education in Junior High Schools

Citizenship Education on Merdeka Curriculum

The Merdeka curriculum is an alternative curriculum that replaces the 2013 curriculum. Although this curriculum is called an alternative, it is now increasingly emphasized and in demand by education providers at the junior high school level, especially at public junior high schools. This can be an explanation for the discussion in 2022-2024.

Established in 2022, the Merdeka curriculum brings many new colors to changes in education in Indonesia. This is not only in the learning content but also in the learning system and learning policies which follow the changes, not only in one subject and at one level but in all subjects and all levels of education. One of those affected is the subject of Citizenship Education (PKn), which can also be called Pancasila and Citizenship Education (PPKn).

Based on a literature review conducted on selected studies, it was found that the discussion of Citizenship education in the Merdeka curriculum mostly contained information about achieving the expected profile of Pancasila students (Alanur et al., 2023; Azizah & Prasetyo, 2023; Japar et al., 2023; Qomariah et al., 2024; Sari et al., 2024; Zaman et al., 2023). The profile of Pancasila students is the hope that students can become individuals who believe in God, are globally diverse, work together, are creative, think critically, and are independent (Satria et al., 2022). Therefore, it is very reasonable when a discussion of the profile of Pancasila students always follows the discussion of Citizenship education. This is because Citizenship education, with its purpose, develops an individual understanding of their rights, responsibilities, and active participation in society, especially in a democratic system (Jasanoff, 2021; Nelsen, 2021; Seguin-Fowler et al., 2022) or summarized as good citizens, have the same direction as the Pancasila students profile strengthening project. Even et al. (2023) added that the combination of the two, in addition to achieving the goals of the Pancasila character, can also improve the welfare of students. Students can follow the learning

process (Azizah & Prasetyo, 2023). Therefore, achieving the Pancasila student profile is not only done through P5 but can also be done with various learning models.

Teachers have made many efforts to achieve the Pancasila profile. Starting from internalization through each step of learning (Qomariah et al., 2024; Sari et al., 2024), through multicultural digital literacy (Japar et al., 2023), and integration in citizenship textbooks (Alanur et al., 2023). Not only that, in other selected study articles, various methods also emerged, starting from differentiated learning (Agustiana et al., 2023; Jhon & Alfiandra, 2024; Ramadhan et al., 2023), character-building education (Ningrum & Muthali'in, 2023; Rambe et al., 2024), active learning (Pradanna & Irawan, 2024), even to competence-based learning (Robbani et al., 2024).

Differentiated learning is one of the paradigms of citizenship education learning in the Merdeka curriculum. This paradigm assumes that every student is unique so that every achievement in learning is valued in learning (Kemdikbud, 2022). Therefore, various variations are also provided regarding content, processes, products, and learning environments (Agustiana et al., 2023; Jhon & Alfiandra, 2024; Ramadhan et al., 2023). The results show the same thing. The differentiated learning in citizenship education at the junior high school level can help achieve the goals of the Merdeka curriculum, namely the Pancasila student profile. This is because, with differentiated learning, students will not only learn according to their characteristics but also get used to respecting and empathizing with each other, as evidence of achieving a global diversity profile, believing and being devoted to God, and having noble character.

Active learning based on ability is also one of the conditions for citizenship education at the junior high school level in the Merdeka curriculum. Students can explore their abilities through active learning, making them independent, creative, and critical thinkers. Thus, achieving the goals of the Merdeka curriculum in the Pancasila student profile can be facilitated. Meanwhile, ability-based learning, especially social skills, can also support achieving the goals of the cooperation character. Therefore, based on selected studies, it can be concluded that the conditions for citizenship education learning in junior high schools in the Merdeka curriculum no longer pay attention to conceptual knowledge, and students are only given material to achieve competency. However, Citizenship education learning is expected to facilitate further character learning through P5, differentiated learning, and ability-based learning to achieve the goals of the Pancasila student profile.

Problems of Citizenship Education

Selected studies show that Citizenship education is closely related to learning in junior high schools. This is because Citizenship education problems are also related to problems in learning. Although the Merdeka curriculum provides more access to students to participate in learning, it turns out that there are still many problems related to content, learning, student problems, and teacher problems (Aliza et al., 2024; Astuti et al., 2022; Fidyaningrum & Prasetyo, 2023; Harefa & Lase, 2023; Julisa et al., 2023; Nurmanita & Ridwan, 2023; Pradanna & Irawan, 2024). However, what needs to be of primary concern with Citizenship education is the problem of declining values and character in students.

We can find problems with the decline in students' grades and character in study problems by Ningrum & Muthali'in (2023). The study stated that the problem with citizenship education was a decline in students' academic and character values during the pandemic. Asmuni (2020) also found that the pandemic with learning has been proven to lower students' academic grades and character values. Therefore, in post-pandemic Citizenship education learning, it is necessary to pay close attention to new paradigms in learning, including active and interactive learning centered on students.

Student-centered learning is not something new in this era. This paradigm has existed since the 2013 curriculum, even before (Santosa, 2022). Based on the theory of constructivist learning, it is hoped that learning can facilitate the development of understanding rather than the transfer of knowledge (Agustyaningrum & Pradanti, 2022; Saputro & Pakpahan, 2021). Therefore, learning with active and interactive concepts emerged. However, it turns out that in selected studies on citizenship education learning at the current junior high school level, the problem of active and interactive learning is still one of the things

that causes learning objectives not to be achieved (Astuti et al., 2022; Nurmanita & Ridwan, 2023; Prasanna & Irawan, 2024). This is not to mention the monotonous learning content, which creates a boring learning environment (Julisa et al., 2023). Therefore, the focus of several selected studies is on solving the problem of citizenship education learning, which still does not create active and interactive learning for students.

The issue of learning and learning content also seems to be one of the topics discussed. Harefa & Lase (2023). In his study, it was stated that one of the problems in achieving the goals of the Merdeka curriculum was teacher competence and minimal learning resources. Although his study did not mention the reasons for the lack of teacher competence, another article stated that teacher competence plays an essential role in achieving the goals of the Merdeka curriculum (Anggraini et al., 2022; Sumanti et al., 2022). With the lack of teacher competence, it is almost certain that the potential of students to achieve the goals of the Merdeka curriculum will be challenging to achieve (Pawartani & Suciptaningsih, 2024). This also impacts other problems, such as a lack of learning resources.

Learning resources in the Merdeka curriculum can be obtained anywhere. By utilizing existing learning resources, teachers can synthesize knowledge to create exciting learning resources for students. Therefore, the problem is not the lack of resources but the competence of teachers, who need to be improved to create learning resources for active, creative learning following the objectives of the Merdeka curriculum.

Not only on grades, learning, and teacher problems, citizenship education problems based on selected studies are also related to student problems. As a search stage, self-efficacy becomes an essential phase for students as a basis for knowledge (Bandura, 1978; Maddux, 2016). The problem of self-efficacy in the selected studies was caused by less attractive learning, so students quickly got bored and behaved negatively toward learning (Aliza et al., 2024).

Solutions to Citizenship Education Problems

Looking at some of the Citizenship education problems discussed above, various ways exist to overcome them. However, based on selected studies, there are several topics of methods that can be used to overcome civic education problems, starting from 1) models, media, and digital teaching materials, 2) acceleration of the Merdeka Mengajar platform (PMM), and 3) attention from parents (Aliza et al., 2024; Andayani et al., 2022; Arnes et al., 2023; Astuti et al., 2022; Fidyaningrum & Prasetyo, 2023; Harefa & Lase, 2023; Japar et al., 2023; Julisa et al., 2023; Murdiono et al., 2023; Nurmanita & Ridwan, 2023; Pradanna & Irawan, 2024; Zaman et al., 2023).

Models, media, and digital teaching materials are the most discussed topics in the selected studies. This is because digital models, media, and teaching materials have been proven to solve learning problems. For example, the problem of boring learning content can be overcome by developing digital teaching materials and digital literacy (Japar et al., 2023; Julisa et al., 2023). The problem of interactive learning to improve student understanding can be overcome by developing digital learning media (Astuti et al., 2022; Murdiono et al., 2023). The service-learning model can also overcome the problem of active and interactive learning (Nurmanita & Ridwan, 2023; Prasanna & Irawan, 2024). Thus, content and ability-oriented learning can be facilitated well, including social and collaboration skills (Aliza et al., 2024).

According to selected studies, learning with a collaborative model can be one way to overcome the problem of student self-efficacy. With a collaborative learning model, students will learn to socialize. So, students get experience from themselves and others. Not only that, students will encourage each other to encourage their teammates so that students' self-confidence will increase (Aliza et al., 2024). moreover, the teacher can competently conduct detailed assessments and observations of student behavior (Zaman et al., 2023). Also, parental attention must be given because character learning is not only in school education.

Attention from parents to children can positively influence cognitive, affective, and psychomotor learning outcomes. In a study by Fidyaningrum and Prasetyo (2023), parental attention is directly proportional to students' learning process and results. Children with high parental attention also show promising results in citizenship education learning at the junior high school level. Attention can be paid in various ways, including

supervising learning activities, knowing learning difficulties, providing a place to study, paying attention to the use of time, and overcoming learning problems (Fidyanningrum & Prasetyo, 2023).

Meanwhile, teachers have done many things to overcome the problem of teacher competence. Based on selected studies show that teachers have consciously participated in various competency improvement activities, such as training and independent learning, even with the use of the Merdeka Belajar platform (Andayani et al., 2022; Arnes et al., 2023; Harefa & Lase, 2023). Therefore, increasing the intensity of training outside of class hours, perseverance in independent learning, and training in using the PMM platform should also be very helpful in improving teachers' abilities to achieve the goals of the Merdeka curriculum.

SWOT Analysis of Citizenship Education in the Future

The SWOT analysis was conducted based on the results of a literature review on the current state of civic education to predict the future. This analysis was guided by the method proposed by Leigh (2009). As for his writing, Leigh (2009) reveals that 1) strength comes from internal motivation, 2) weakness is internal inhibitor, 3) opportunity is external motivation, and 4) challenge is external inhibitor. Therefore, several things are found in the results of the analysis about citizenship education in the future.

Based on the analysis, at least several things need to be considered regarding citizenship education's future strengths, weaknesses, opportunities, and challenges. The strengths of civic education are 1) the potential to foster positive values and 2) a dynamic curriculum (Ningrum & Muthali'in, 2023; Rambe et al., 2024). The weaknesses are 1) less attractive learning and 2) less than optimal teacher competency. Opportunities for citizenship education in the future are 1) technological development, 2) government support, and 3) the willingness and ability to improve teachers (Andayani et al., 2022; Astuti et al., 2022; Japar et al., 2023; Murdiono et al., 2023). Meanwhile, the challenges of citizenship education in the future are 1) development of the times, 2) radicalism, and 3) misinformation. See the following image for more details about the future SWOT analysis of citizenship education.

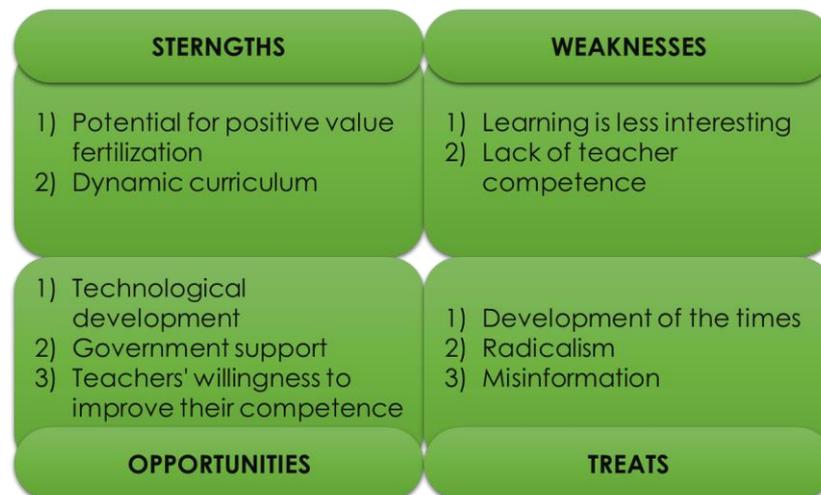


Figure 5. SWOT Analysis of Citizenship Education in the Future

The strength of Citizenship education in the future is the potential for cultivating positive values and a dynamic curriculum (Ningrum & Muthali'in, 2023; Rambe et al., 2024). Cultivating positive values, as explained earlier, is indeed the goal of citizenship education. The general goal of citizenship education is to develop an individual's understanding of their rights, responsibilities, and active participation in society, especially in a democratic system (Jasanoff, 2021; Nelsen, 2021; Seguin-Fowler et al., 2022). In the case of Indonesia, Citizenship education has been proven to instill Indonesian national character (Dewantara et al.,

2019; Fortuna & Khadir, 2022). The same was found in India, America, and several European countries (Peterson, 2020; Singh, 2019). Therefore, in Indonesia, the character building of the Pancasila Student Profile is instilled through Citizenship education (Arnes et al., 2023; Japar et al., 2023). However, curriculum flexibility must also be maintained because education must always follow change.

The weakness of citizenship education in the future, based on selected studies, is if learning is always less interesting for students and teacher competence is always lacking (Harefa & Lase, 2023; Julisa et al., 2023). Less interesting learning does not directly impact future education. However, less interesting learning will cause a decrease in learning outcomes, cognitive burden, and even laziness in going to school (Javora et al., 2019; Tzafilkou et al., 2021). Thus, stakeholders' distrust of school institutions and subjects has a long-term impact. Moreover, if combined with the lack of teacher competence. With the lack of teacher competence, it is almost certain that the potential of students to achieve the goals of the Merdeka curriculum will be difficult to achieve (Pawartani & Suciptaningsih, 2024). Therefore, it is important to utilize the potential or opportunities for citizenship education learning in the future to overcome the weaknesses of citizenship education.

The potential/opportunities to support Citizenship education based on selected studies are technological developments, government support, and teachers' willingness to continue learning. The weaknesses of less attractive learning, such as problems in Citizenship education in selected studies, can be overcome with technological developments and the use of technology in learning. They start with digital literacy, digital learning media, and PMM (Arnes et al., 2023; Astuti et al., 2022; Julisa et al., 2023). Future technological developments offer depersonalized and immersive learning experiences and learning environments (Bahrami et al., 2023; Drigas et al., 2023). This will create more opportunities for improving future education with the willingness of teachers to learn and receive support from the government. The willingness of teachers to learn will increase the potential for using technology in learning to facilitate enjoyable learning for students (Herawati et al., 2022). Meanwhile, government support will facilitate the adaptation of education to technology so that the development of future education will support the achievement of educational goals that humanize humans (Li, 2017). However, it is also necessary to pay attention to the challenges of citizenship education in the future.

The challenges of Citizenship education in the future are the development of the times, radicalism, and misinformation. The development of the times will always bring education to a new chapter. This is because education is expected to be able to adapt to the development of the times. An example is the development of technology that creates a digital learning ecosystem (Lembaga Layanan Pendidikan Tinggi, 2021). Therefore, technology can be both an opportunity and a challenge; moreover, with the development of technology, we are also discussing the world in the era of the Internet of Things, where the exposure of information to citizens will also increase.

Increasing citizens' exposure to information does not always have a positive impact. Adverse impacts such as the development of radicalism and the spread of false information will eventually also reach every individual as a citizen, especially junior high school students still in the process of finding the basis. The same thing is also found in various studies on radicalism through the internet and various online platforms. Extreme ideologies and far from democracy can be a big challenge for the digital era in civic education (DeCook & Forestal, 2023; Hollewell & Longpré, 2022), not to mention the amount of misinformation spread on the internet. Therefore, Citizenship education must be the vanguard as a strengthener of the state and create good citizenship.

CONCLUSIONS AND RECOMMENDATION

This study attempts to identify the current state of citizenship education and predict its future strengths, weaknesses, opportunities, and challenges. Based on selected studies, it was found that the current state of Citizenship education is closely related to the Merdeka curriculum. Starting from the objectives of the Pancasila student profile, differentiated learning, character education, numeracy literacy assessment, and even competency-based learning. Some of the problems that arise from these conditions are problems related to

learning content, learning, student problems, and teacher problems. Therefore, the selected studies also offer various options for overcoming problems ranging from models, media, digital teaching materials, PMM acceleration, and parental attention. Seeing this, several obstacles and challenges will arise in the future. Starting from less interesting learning, lack of teacher competence, developments in the era, radicalism, and even misinformation (hoaxes). Seeing this, the government, educational institutions, and all elements of education need to collaborate in compiling a curriculum that follows future expectations. Teacher competency improvement programs, digital literacy skills, and focus on the noble character of the nation must also be carried out to create Citizenship education that meets the expectations of creating good citizenship.

Given the limitations of this study, which only focuses on Indonesian subjects, a discussion of citizenship education at the international level needs to be studied. This is because the hope of education is not only to be good for the country but also to become good citizens of the world. Not only that, but the limitation of the research data is that it only focuses on SINTA articles. Further research can be conducted with more varied data sources to fill the knowledge gap.

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