



Pancasila and Civic Education Teachers' Professionalism in Developing Constitutional Studies Teaching Materials

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Abstract. This study investigates the difficulties of Pancasila and Citizenship Education teachers in developing teaching materials for the study of the Indonesian constitution and their solutions in the independent curriculum. The development of teaching materials is one of the pedagogical abilities that must be possessed by teachers. The development of teaching materials serves to make it easier for teachers to carry out or process learning in the classroom, so that learning takes place optimally. This study applies a descriptive qualitative method. Data collection uses interview techniques, observation, and document analysis. The results showed that Civic Education teachers have not yet developed constitutional teaching materials. They experience problems due to internal and external factors. Internal constraints are caused by their not maximizing their abilities and low motivation. External constraints are caused by the lack of carrying capacity of the leadership and its supporting facilities. Teachers of Pancasila and civic education require the ability to master and design constitutional teaching materials, select and collect them optimally so that students can achieve standards of competence and basic competencies or learning outcomes. The professionalism of Pancasila and Civic Education teachers in developing teaching materials will increase if they do for experience; utilizing learning resources from the internet (mass media, social media, the Constitutional Court website, etc.); attend educational seminars, workshops, training, and independent learning. Regarding the results, this study reveals implicitly that Pancasila and Civic Education teachers who are professional in developing teaching materials for the Indonesian constitution will increase students' legal awareness.

Keywords: Professionalism, teaching materials, constitution, civic education

1 Introduction

Success in the process of educating students is largely determined by the cooperation of the three education centers, namely between parents, teachers, and community leaders (Muchtarom et al., 2016). Parents become role models for their children at home. Community leaders direct social values to young citizens, and teachers provide teaching in schools. Between parents and teachers as a mesosystem in education must interact with each other and work together in building a positive culture for students in order to form a perfect personality (Waluyandi et al., 2020).

Teachers as the frontline of educating the nation's generation must have the competencies required as educators. Law Number 14 of 2005 concerning Teachers and Lecturers in Chapter IV Article 10 paragraph 1, explains that "teacher competencies include pedagogical competence, personality competence, social competence and professional competence obtained through professional education". The four competency standards must be mastered by teachers to produce students who are in accordance with their learning outcomes (Usman & Zahra, 2020).

Government Regulation (PP) Number 18 of 2007 concerning teachers explains that one of the competency standards that must be possessed by teachers is professional competence. Professional competence is the ability of teachers to master the subject matter broadly and deeply, and develop it creatively. The ability of teachers to develop teaching materials will have a positive impact on improving the achievement of learning competencies in students. The development of teaching materials carried out by teachers is expected to meet the needs of students according to their characteristics and level of ability so that students get an effective learning experience (Babalola, 2004). Teaching materials made by teachers are expected to be used in the learning process to make it easier for students to understand the field of knowledge they are studying (Aramide & Bolarinwa, 2010). Teaching materials are all forms of material consisting of a collection of knowledge, attitudes, and skills that teachers convey to students in learning. The National Centre for Competency Based Training (Prastowo, 2011), explains that teaching materials are a set of written or unwritten materials used by teachers or instructors to carry out the learning process in the classroom.

The Ministry of Education and Culture of Research and Technology issued Ministerial Decree No. 162 of 2021 concerning the driving school program. In this program the Government has provided its curriculum and tools such as guidebooks for teachers and students. The Mobilizing School Program is an effort to realize the vision of Indonesian Education in realizing an advanced Indonesia that is sovereign, independent, and personality through the creation of Pancasila Students. The Mobilizing Schools program is a refinement of the previous school transformation program. The Mobilizing Schools program will accelerate public/private schools across school conditions to move forward. The program is carried out in stages and integrated with the ecosystem until all schools in Indonesia become the Driving School Program. So the core program of this driving school is in the formation of Pancasila students. Thus, there is an additional task for teachers, especially Teachers of Pancasila and Civic Education in driving schools to deliver learning materials based on the curriculum of the driving school. The educational vision in the driving school curriculum is to realize an advanced Indonesia

that is sovereign, independent, and personality through the creation of Pancasila Students who reason critically, creatively, independently, have faith, fear God Almighty, and have a noble character, work together, and have global development. If the evaluation is asked to use HOTS so that children are accustomed to thinking critically and analytically to face a challenging future so that they can still have an existence, material or teaching materials are required that allow students to achieve this (Rasyid, 2018)

Looking at the importance of the role of Pancasila and Civic Education subjects to form good and smart citizens in the life of the nation and state (Muchtaron, 2017). Teachers of Pancasila and Civic Education are required to be able to carry out meaningful learning based on the pillars of learning (learning to know, learning to do, learning to be, and learning to live together) and learning that is in context with the environment, realistic, and applies competency-based assessments. Thus, teachers who teach civic education subjects must also have the ability to develop creative and effective teaching materials to build legal awareness for students (Cholisin, 2004).

There are several underlying arguments: first, teaching materials that are in accordance with the characteristics, goals, and demands of solving learning problems in the Pancasila and Civic Education curriculum are not necessarily available. Second, existing Teaching materials for Pancasila and Civic Education are often not in accordance with the characteristics and needs of students (for example: psychological and moral developments, social and cultural environment, geographical environment, economic and political situation). Third, the content of teaching materials for Pancasila and Civic Education is no longer relevant to the development and progress of the times. Fourth, legislation in Indonesia often undergoes changes. Fifth, the Constitutional Court often issues legal decisions that can affect changes in Indonesian legislation. Under these conditions, Teachers of Pancasila and Civic Education must compile their own teaching materials to develop them that are adapted to the school curriculum, the conditions of students and their environment, the dynamics of changes in legislation, and the progress of science and technology.

The implementation of the independent curriculum by the Government of Indonesia begins with appointing several schools as pilot schools or referred to as driving schools. The independent curriculum is carried out in stages, where at the high school level it starts in class X. The government has provided student books and teacher guidelines in the form of teaching modules for Pancasila and Civic Education phase E grade 10. This strategy provides assurance of the quality of the content / teaching materials and the presentation of books as well as materials for teacher training in the skills of conducting learning and assessment on the learning process and learning outcomes of students. However, Teachers of Pancasila and Civic Education still need to develop teaching materials to enrich and grow student creativity so that learning can be more effective.

One of the most basic problems in the learning process is the ability of Pancasila and Civic Education teacher to develop teaching materials is still low and the form of teaching materials used by teachers and students has not varied. In general, teachers and students only use one type of teaching material in the form of package books recommended by schools and the government. In fact, at this time, there are still many types or forms of teaching materials that can be used by teachers and students. Especially in the current era of advances in information technology, many learning resources can be

developed into teaching materials. For example, teaching materials in printed, audio, visual, audio-visual and multimedia forms, all of which can be obtained from the internet. The constitutional court's rulings can also be accessed through the website to add insight into the constitution for students. When teachers only use teaching materials in the form of package books / modules in learning, it will have an impact on boring learning and have an impact on achieving low student competencies. The student cannot develop the potential he has to the fullest. His creativity and skills did not develop throughly.

The results of Sulistyawati (2010) research show that (1) important teaching materials are developed to adapt to the era and curriculum attainment in the formation of student character, considering the potential of students, the level of development of students, the development of the world, relevance to the needs of students and demands;(2) difficulties for teachers to develop teaching materials in not much time allocation, not being able to access the internet, difficulty expressing ideas, lack of references and infrastructure, and funds.

The research findings of Rahayuningsih (2016) reveal that the challenges faced by teachers in developing teaching materials include (1) low understanding of teachers about student conditions (2) limited time in supervision, and (3) confusion in choosing the right learning media for student. The results of research by Wahyuningsih et al. (2021) show that teachers have three basic problems in developing teaching materials: 1) teachers are not yet skilled at using tools and devices to develop digital learning resources; 2) teachers have not been able to organize teaching materials that will be used in learning; and 3) less skilled teachers manage learning materials that will be implemented in digital learning resources. Therefore, teachers are advised to consult and cooperate with educational technology experts in developing learning resources.

Based on the relevant preliminary research as presented above, the researcher is interested in conducting research on the difficulties faced by Pancasila and Citizenship Education teachers in developing teaching materials in the study of the Indonesian constitution and solutions to overcome the difficulties faced by teachers. According to the researcher, there has been no research investigating this problem. even though there are still many cases of students who still have difficulty in understanding the material of the Indonesian constitution. Thus, teachers must be able to develop teaching materials on the study of the Indonesian constitution that are easy for students to learn.

2 Method

This study uses descriptive qualitative with the exposure of research objects and subjects based on visible facts (Moleong, 2017). The data sources consist of: first, teachers of Pancasila and Civic Education at the high school level who have implemented an independent curriculum in Sragen Regency, Central Java Province and scientists who are experts in the field of material and learning of Pancasila and Civic Education as informants; second, the learning outcomes of Pancasila and High School Civic Education in an independent curriculum. Data collection techniques use interviews, document

analysis and focus group discussions. This research was conducted for one month starting from 23 May to 20 June 2022

The first group of informants was 3 (three) teachers of Pancasila and Civic Education at the high school level who came from SMA Negeri 1 Sragen, SMA Negeri 2 Sragen, and SMA Negeri 1 Sumberlawang, Sragen Regency. This determination is based on the consideration that the same data can be obtained from many informants so that it has a diversity of data sources. The second group of informants is 2 (two) experts in the field of developing teaching materials for Pancasila and Civic Education, namely lecturers of Pancasila and Civic Education at Sebelas Maret University and 1 (one) expert in the field of law from Sebelas Maret University. The consideration is that these 3 (three) experts master the field of law and the development of teaching materials for Pancasila and Civic Education. They were once the drafting team for the Pancasila and Civic Education textbook published by the Indonesian ministry of education and culture. The document analyzed is the learning outcomes of the Pancasila and Civic Education subjects at the high school level at the independent curriculum. Focus Group Discussion was conducted to confirm the findings by presenting teacher informants and experts.

The analysis was carried out interactively (Miles et al., 2014) namely reduction, presentation, and conclusion taking were carried out interactively. The resulting conclusion was a presentation of the obstacles faced by Pancasila and Civic Education teachers in developing teaching materials in constitutional studies.

3 Results And Discussion

Based on the excerpt of the amendment to article 40 paragraph 4 concerning National Education Standards contained in Government Regulation number 4 of 2022, it is explained that the subjects of Pancasila and Civic Education in the Merdeka curriculum change to Pancasila Subjects, but the content remains the same, namely Pancasila Education and Civic Education. The change in the name of the Pancasila and Civic Education Lesson to Pancasila Education is also strengthened in the decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery which can be seen in appendix 1 on the Structure of the Independent Curriculum.

Pancasila Education contains four elements: Pancasila, the 1945 Constitution of the Republic of Indonesia, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia. In an effort to increase confidence and understanding of the nation's philosophy, it is necessary to improve the content and learning process in the subject of Pancasila Education, which contains the growth of character development, literacy-numeracy, and 21st century skills that are adapted to the needs and changes of the times. Thus, Pancasila Education will produce citizens who are able to think globally by acting locally based on Pancasila as their identity and national identity. The subject of Pancasila Education has a strategic position in an effort to instill and pass on a character that is in accordance with Pancasila to every citizen, by making Pancasila values as a guiding star to achieve a golden Indonesia.

Elements of the 1945 Constitution of the Republic of Indonesia examine the constitution and the embodiment of applicable norms ranging from the smallest scope (family, and society) to the state and global scope so that they can know and practice their rights and obligations both as humans, the Indonesian nation and as citizens of Indonesia and the world, including voicing critically against violations of human rights. Practicing a deliberative system from the scope of classes, schools, and families. Realizing and making deliberation an important choice in making decisions, maintaining unity, and a democratic life. Students can analyze the constitution, the relationship between the applicable regulations so that all laws and regulations can be applied contextually and actually.

Each element is described in the learning outcomes of Pancasila Education according to its level or phase. Phase A is for grades 1 and 2 of Elementary School, phase B is for grades 3 and 4 of Elementary School, phase C is for grades 5 and 6 of Elementary School, phase D is for grades 7, 8, and 9 of Junior High School, phase E is for grade 10 of High School, and phase F is for grades 11 and 12 of Senior High School. Learning outcomes for the Senior High School level are divided into two phases, namely phases E and F. Each phase contains 3 (three) learning outcomes. Learning outcomes reflect the competencies and learning materials on the constitutional elements for phase E (grade 10) and phase F (grade 11, and 12) of Senior High School are described in the following table.

Table 1. Learning outcomes of elements of the 1945 Constitution

Phase	Learning Outcomes	Competency Formulation	Learning Materials
E (Grade 10)	1. Students are able to analyze the rights and obligations of citizens as stipulated in the 1945 Constitution of the Republic of Indonesia	Analyze	rights and the obligations of citizens regulated in the Constitution of the Republic of Indonesia of 1945
	2. Students are able to demonstrate the practice of freedom of opinion of citizens in the era of information disclosure in accordance with the values of Pancasila	Demonstrate	practice freedom of opinion of citizens in the era of information disclosure in accordance with the values of Pancasila
	3. Students are able to analyze cases of violations of rights and denial of rights as stipulated in the 1945 Constitution of the Republic of Indonesia and the formulation of creative, critical, and innovative solutions to solve	Analyze	cases violation of rights and denial of obligation as stipulated in the Constitution of the Republic of Indonesia of 1945 and the formulation of creative, critical, and innovative solutions to solve cases of violation of rights and denial of obligations

Phase	Learning Outcomes	Competency Formulation	Learning Materials
	cases of rights violations and denial of obligation		
F (Grades 11 and 12)	1. Learners are able to analyze the product of legislation	Analyze	products of legislation
	2. Learners are able to evaluate discrepancies between products of legislation	Evaluate	Unconsiderence between products of legislation
	3. Students are able to practice attitudes and behaviors in maintaining the integrity of the Unitary State of the Republic of Indonesia	Practice	Attitude and behavior in maintaining the integrity of the Unitary State of the Republic of Indonesia.

(Source: Appendix I, Decree of the Head of the Education Standards, Curriculum, and Assessment Agency Number 008/KR/2022)

The learning outcomes described above are the basis for the preparation of teaching materials in the form of package books, modules, and others. The Government of the Republic of Indonesia through the Center for Curriculum and Books of the Research and Development Agency and the Books of the Ministry of Education, Culture, Research, and Technology in 2021 has issued a guidebook for Pancasila and Civic Education for teachers and a textbook for Pancasila and Civic Education for students based on an independent curriculum. However, the book is already in place for teachers and students only for phase E/ grade 10 of High School. Meanwhile, the Pancasila and Civic Education book for phase F has not yet reached the hands of teachers and students.

Based on books for students and guidebooks for teachers of Pancasila and Civic Education subjects in grade 10 of Senior High School, there is also material on the 1945 Constitution of the Republic of Indonesia. The following is an example of teaching material in the 10th grade Pancasila and Civic Education book, Ministry of Education, Culture, Research, and Technology in 2021.

Bagian 2	
Undang-Undang Dasar Negara Republik Indonesia	
Tahun 1945	59
A Gambaran Umum.....	59
B Peta Konsep.....	60
C Capaian Pembelajaran	61
D Strategi Pembelajaran.....	62
E Skema Pembelajaran	63
F Unit 1 Pengenalan Konstitusi dalam Pengalaman Hidup Sehari-hari	65
1. Tujuan Pembelajaran.....	65
2. Aktivitas Belajar	66
3. Lembar Kerja.....	74
4. Refleksi.....	74
5. Rangkuman	74
6. Uji Pemahaman.....	75
7. Aspek Penilaian	76
G Unit 2 Pengenalan Norma dalam Kehidupan Sehari-hari.....	77
1. Tujuan Pembelajaran.....	77
2. Aktivitas Belajar	78
3. Lembar Kerja.....	80
4. Refleksi	80
5. Rangkuman	81
6. Uji Pemahaman.....	81
7. Aspek Penilaian.....	82

Fig. 1. Material on the scope of the 1945 Constitution in student books

(Source: Pancasila and Civic Education class X, Student books, Puskurbuk, Balitbangbuk, Kemendikbudristek, 2021)

Based on this document, the scope of the 1945 Constitution became the learning material for the subject of Pancasila and Civic Education at the high school level. Based on the data, the material of the 1945 Constitution contains 6 (six) items of material elaboration in phases E and F. The material briefly consists of 1) The rights and obligations of citizens, 2) The practice of freedom of opinion of citizens, 3) Cases of violation of rights and denial of obligations of citizens, 4) Products of legislation, 5) Discrepancies between products of legislation, and 6) Attitudes and behaviors in maintaining the integrity of the Unitary State of the Republic of Indonesia.

Teachers have taught material on the scope of the 1945 Constitution to their students in grade 10 in the subjects of Pancasila and Civic Education. Djamarah (Winarno et al., 2020) stated that learning material becomes the substance or material delivered by teachers in the teaching and learning process. The learning material in the subjects of Pancasila and Civic Education, for example, material on the introduction of the constitution in daily life experiences, introduction to norms in daily life, and the close relationship between Pancasila and the 1945 Constitution of the Republic of Indonesia. However, during the pandemic with distance learning, not all materials were provided. Even though they are in a pandemic, teachers still have to have creative and innovative

thoughts, ideas, ideas, in order to still be able to carry out fun and meaningful learning for their students(Akbal et al., 2020).

Mastery of various skills will reflect the professional competence of a teacher of Pancasila and Civic Education. Among them are the ability to adapt and develop teaching materials, plan learning in the form of a syllabus, Learning Implementation Plan (RPP), teaching materials, Student Worksheets (LKPD), and learning mastery skills related to renewal, as well as in the implementation of practical learning (Muhibbin & Sumarjoko, 2016). Teachers find it difficult to source material on the scope of the 1945 Constitution. They get the material in manuals for teachers, books for students published by the Ministry of Education and Culture, modules, or other sources obtained from the internet.

The teacher's understanding of material development is a very urgent ability, because it is a guide for teachers and students in the learning process, and a core competency that should be trained and taught to their students(Fahlevi & Sapriya, 2015). Teachers of Pancasila and Civic Education should have a correct understanding of the material, structure, concepts, and scientific mindset that supports the subject of Pancasila and Civic Education to become the main scientific competencies that must be possessed(Winarno et al., 2020).

The findings of the study showed that teachers experienced obstacles in the development of the material of the 1945 Constitution on the independent curriculum because pancasila and Civic Education teachers had not maximized their abilities and low motivation to develop teaching materials. The literacy of Pancasila and Civic Education teachers in understanding teaching materials still needs to be improved so that there are no conceptual errors. Teachers of Pancasila and Civic Education will have difficulty in developing teaching materials if there is a lack of knowledge and understanding of the material to be taught. Low motivation is also the main cause of teachers not developing teaching materials. Teachers of Pancasila and Civic Education feel that there is no need to develop teaching materials anymore because it is enough to use textbooks published by the Ministry of Education and Culture. Such conditions will hinder the improvement of teacher professionalism and have an impact on decreasing the quality of learning and student achievement. We recommend that teachers of Pancasila and Civic Education avoid feeling quickly satisfied and feel enough of their abilities. They must continue to learn and increase self-motivation to increase knowledge and skills in learning. Professional Pancasila and Civic Education teachers will look for new challenges by following the times in order to deliver their students to face their lives in the future.

The next obstacle comes from external factors, namely the carrying capacity of the leadership that is minimal and policies that have not been partial to him. Teachers of Pancasila and Civic Education complained that there was little time available, while the material charged to be taught to students was quite a lot. Teachers of Pancasila and Civic Education have difficulty in developing teaching materials due to these conditions. Teachers of Pancasila and Civic Education still experience difficulties in developing teaching materials due to the independent curriculum published by the Ministry of Education and Culture as a new curriculum implemented in their schools. Teachers of Pancasila and Civic Education must learn more about the independent curriculum so that they can overcome it. The school leadership also lacks motivation for Pancasila

and Civic Education teachers to develop teaching materials. Teachers of Pancasila and Civic Education feel that the leadership is less concerned and less motivated by Teachers of Pancasila and Civic Education in increasing teacher professionalism, especially in improving the ability to develop teaching materials

Based on the findings above, it can be stated that learning materials are an important factor to realize goals in the learning process and encourage student enthusiasm and motivation to study harder. The development of teaching materials should also emphasize the principles of self-instruction, self-contained, stand alone, adaptive and user friendly (Daryanto, 2013). Likewise in the process of preparing teaching materials in the subject of Pancasila and Civic Education in High Schools. The development of teaching materials for Pancasila and Civic Education based on an independent curriculum can be used as learning material for high thinking skills, namely as enrichment material, and as one of the materials for the preparation of high thinking questions by adjusting to the stage of thinking level of students at the high school level. The professionalism of Pancasila and Civic Education teachers in developing teaching materials will increase if they share their experiences; utilizing learning resources from the internet (mass media, social media, the Constitutional Court website, etc.); attend educational seminars, workshops, training, and independent learning.

4 Conclusion

Based on the results and discussions above, it can be concluded that teachers of Pancasila and Civic Education have difficulty in developing the material of the 1945 Constitution on the independent curriculum. Teachers of Pancasila and Civic Education in Sragen Regency who implement the independent curriculum feel that there is no urgent need to develop teaching materials. Teachers of Pancasila and Civic Education feel that it is enough to use textbooks that have been published by the Ministry of Education and Culture, Research and Technology and modules that are already owned by them. The professionalism of Pancasila and Civic Education teachers in developing learning materials will greatly determine the improvement of competence for their students. The obstacles faced by Pancasila and Civic Education Teachers must be resolved immediately so that they can improve their ability to master and develop teaching materials for the 1945 Constitution in the independent curriculum. They must build awareness in themselves of the importance of professional abilities in the development of teaching materials. The leadership should provide motivation and direction to the teachers and facilitate improvement. The teacher profession is especially in the mastery and development of teaching materials.

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