

Integration of Civic Literacy in Learning Objectives and Practices Science at Focus Independent School Surakarta

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Article History

accepted 1/2/2026

approved 1/3/2026

published 31/3/2026

Abstract

Citizenship literacy has become a key competency in Indonesian primary education to strengthen students' character and participation in the 21st century within the framework of the Merdeka Curriculum and the Pancasila Student Profile. This study aims to analyze the integration of citizenship literacy in the objectives and learning practices of IPAS at Focus Independent School Surakarta as a school implementing a hybrid national and international curriculum. This research employs a qualitative phenomenological approach using in-depth interviews, document analysis (CP, learning objectives, teaching modules, lesson plans), and classroom observations. The findings indicate that indicators of citizenship literacy such as responsibility, environmental awareness, cooperation, tolerance, and participation have been incorporated into IPAS learning objectives, although they tend to remain separated from cognitive aspects. In practice, citizenship values are reflected through group activities, thematic projects, and environmental discussions, yet explicit reflection on rights, responsibilities, and collective decision-making remains limited. It can be concluded that the integration of citizenship literacy in IPAS learning has been initiated, but requires strengthening in the formulation of learning objectives and the reflection stage to align with the Pancasila Student Profile.

Keywords: civic literacy, IPAS learning, curriculum integration, hybrid curriculum, elementary education

Abstrak

Literasi kewarganegaraan menjadi kompetensi utama dalam pendidikan dasar Indonesia untuk memperkuat karakter dan partisipasi siswa abad ke-21 dalam kerangka Kurikulum Merdeka dan Profil Pelajar Pancasila. Penelitian ini bertujuan menganalisis integrasi literasi kewarganegaraan dalam tujuan dan praktik pembelajaran IPAS di Focus Independent School Surakarta sebagai sekolah dengan nasional dan internasional. Penelitian ini menggunakan pendekatan kualitatif fenomenologis dengan teknik wawancara mendalam, analisis dokumen (CP, tujuan pembelajaran, modul ajar, RPP), dan observasi kelas. Hasil penelitian menunjukkan bahwa indikator literasi kewarganegaraan seperti tanggung jawab, kepedulian lingkungan, kerja sama, toleransi, dan partisipasi telah muncul dalam tujuan pembelajaran IPAS, namun masih cenderung terpisah dari aspek kognitif. Dalam praktik pembelajaran, nilai-nilai kewarganegaraan tampak melalui aktivitas kelompok, proyek tematik, dan diskusi lingkungan, meskipun refleksi eksplisit terkait hak, kewajiban, dan pengambilan keputusan kolektif masih terbatas. Dengan demikian, integrasi literasi kewarganegaraan dalam pembelajaran IPAS telah berjalan, tetapi memerlukan penguatan pada perumusan tujuan pembelajaran dan tahap refleksi agar selaras dengan Profil Pelajar Pancasila.

Kata kunci: literasi kewarganegaraan, pembelajaran IPAS, integrasi kurikulum, pendidikan dasar

Social, Humanities, and Education Studies (SHEs): Conference Series p-ISSN 2620-9284
<https://jurnal.uns.ac.id/shes> e-ISSN 2620-9292



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INTRODUCTION

The development of 21st-century competency demands places literacy as the main foundation for students to adapt to very rapid social, technological, and economic changes (Hidayat, 2024; Ministry of Education and Culture, 2020). In the context of Indonesian basic education, literacy is no longer understood solely as the technical ability to read and write, but as an essential competency for accessing, understanding, evaluating, and using information to solve problems and participate productively in society (Widayat, 2018; Ministry of Education and Culture, 2020). This paradigm shift drives a new direction in Indonesian education policy, including an emphasis on strengthening character and life skills that align with the vision of the Pancasila Student Profile in the Independent Curriculum (Kemendikbudristek, 2022).

Within this educational paradigm, civic literacy plays a crucial role in preparing a young generation to be not only cognitively intelligent but also possess character and social empowerment (Purwanti, 2020; Damayanti & Ningsih, 2022). Civic literacy is defined as the ability to understand the rights and obligations of citizens, appreciate diversity, actively participate in social activities, and foster concern for public issues in their environment (Hadi, 2021; Raharjo, 2020). Consistent with this view, basic education is a critical stage in building the foundation of responsible citizenship. Students need not only be introduced to state symbols and formal regulations but also develop skills in participation, discussion, and collaboration in real-life contexts (Istiqomah, 2022; Ubaidilah, 2024).

Various studies have shown that strengthening civic literacy is effective when civic values and practices are integrated into various subjects, not just through Pancasila and Citizenship Education (PPKn). This cross-subject approach allows students to directly experience values such as mutual cooperation, responsibility, and environmental stewardship through contextual activities (Damayanti & Ningsih, 2022). Therefore, the success of civic education in the Independent Curriculum era depends heavily on teachers' ability to integrate civic literacy values into thematic and interdisciplinary learning, including in the Natural and Social Sciences (IPAS) subject. IPAS as an integration of the concepts of IPA (science) and IPS (social science) has a strategic position to connect cognitive competence and civic character.

Science and Natural Sciences (IPAS) learning not only aims to introduce scientific concepts about nature and social life but also encourages students to understand the role and responsibility of humans towards their environment and communities (Susilo, 2022; Sari Putra, 2023). Through inquiry- and project-based learning, IPAS can serve as a bridge for the development of deep learning, critical thinking, and reflection on social values relevant to students' lives (Ilma et al., 2023). Thus, IPAS learning has great potential to become a vehicle for integrating civic literacy at the elementary school level.

In policy, the direction of strengthening national literacy has been emphasized in various regulatory documents, including Government Regulation Number 4 of 2022 concerning National Education Standards, which states that graduate competencies at every level must reflect the integration of Pancasila character building and literacy-numeracy mastery (Government of the Republic of Indonesia, 2022). In line with this, the Pancasila Student Profile was introduced as a major orientation of national education with six main dimensions: faith and devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity (Kemendikbudristek, 2022). All of these dimensions, substantially, contain the meaning of citizenship because they require students to be able to think critically, work together, respect differences, and contribute positively to society.

However, various previous studies (e.g., Huszka, 2020; Putra, 2023) show that the implementation of civic literacy integration in classroom learning still faces challenges. Many teachers still position civic literacy solely within the realm of attitudes

and normative knowledge, without linking it to concrete cognitive processes and thinking skills in learning activities. Indicators for the application of civic values often appear separately from the main learning objectives and are not explicitly formulated in planning documents such as lesson plans or teaching modules (Prastowo, 2020). As a result, learning, which is expected to foster habits of reflective thinking and active participation, tends to be declarative and ceremonial.

Furthermore, national and international survey results, such as PISA (2023), confirm a strong correlation between low literacy levels (both reading and numeracy) and students' weak critical thinking and social participation skills (Yuda, 2024). This demonstrates that literacy, numeracy, and civic literacy are inseparable, as they mutually support each other in developing citizens who are data literate and empathetic toward social issues (Purwanti, 2020). Science and Natural Sciences, with its interdisciplinary approach, can be the best space to foster synergy between these cognitive abilities and character.

In the context of the Freedom to Learn policy, the integration of civic literacy must also be linked to the student-centered learning paradigm and the Pancasila Student Profile Strengthening Project (P5). Through P5, students are expected to not only learn the material but also be able to apply the values of humanity, social responsibility, and environmental stewardship concretely in school life (Kusnandar, 2023). Project models such as school waste management, energy utilization, or mutual cooperation activities are effective means of internalizing these values into authentic learning experiences.

Despite the significant potential for integration, the reality on the ground shows that teachers still face obstacles in formulating learning objectives that truly combine cognitive (science) and affective (values) aspects into a single, operational formulation (Rohim, 2021). Science learning objectives often emphasize only the scientific knowledge and skills dimension, while the character or citizenship dimension is placed as an afterthought. For example, an objective formulation that reads “students are able to explain the water cycle” is rarely followed by “and demonstrate a responsible attitude towards the sustainability of water sources in the surrounding environment.” This pattern illustrates that value integration is still partial, not yet integrated into the core competency structure.

This phenomenon is even more interesting to study in the context of Focus Independent School Surakarta (FIS), which implements a hybrid curriculum model. FIS combines the Indonesian government's Merdeka Curriculum and 2013 Curriculum with international curricula such as the Cambridge International Curriculum and the International Primary Curriculum (IPC) (FIS, 2024; Orami, 2025). This model gives teachers the freedom to design learning experiences with a more diverse and contextual approach, while also requiring adaptive skills in maintaining a balance between national standards and global competencies. The combination of these two systems demonstrates how private schools in Indonesia strive to meet the demands of globalization without neglecting their national values. The schools' primary focus is on developing students who think critically, creative, communicative, and collaborative (4C competencies), and possess character aligned with Pancasila values (FIS, 2024).

Based on this background, an analysis of the integration of civic literacy into science learning at Focus Independent School Surakarta is both academically and practically urgent. This analysis is important because: (1) it provides an overview of how the Merdeka Belajar policy and the Pancasila Student Profile are translated in schools with hybrid characteristics; (2) it identifies the extent to which civic values have emerged in the objectives and practices of science learning; and (3) it reveals the obstacles and opportunities in implementing value integration in the context of globally oriented basic education.

METHOD

The research uses a qualitative approach with a phenomenological method because it aims to deeply understand the experiences and meanings constructed by science teachers when formulating and implementing learning objectives that include the integration of civic literacy (Creswell, 2013). The phenomenological approach allows researchers to explore the essence of teachers' experiences related to the practice of formulating learning objectives and implementing science and science that reflects the integration of citizenship values, while also describing how teachers interpret curriculum policies and student profiles encountered in their daily professional lives (Creswell, 2014).

The research setting is Focus Independent School Surakarta, a private school that combines national and international curricula, thus providing a rich context for examining the integration of civic literacy in science and science learning (Focus Independent School, 2025). Research informants were purposively selected, namely science and science teachers who were directly involved in the development of science and science learning objectives, had taught science and science for at least one year, and were willing to provide in-depth information regarding their experiences (Creswell, 2013). Primary data were obtained from in-depth interviews, limited observations of science and science learning, and planning documents such as learning outcomes, learning objectives, teaching modules, and science and science lesson plans used by teachers at FIS.

Data collection techniques included in-depth semi-structured interviews with science teachers to explore their understanding, considerations, and strategies in integrating civic literacy into science learning objectives (Creswell, 2014). The interview guide included questions about understanding the concept of civic literacy, how to translate the Independent Curriculum policy and the Pancasila Student Profile, and concrete steps to incorporate civic elements into the formulation of learning objectives and activities. Furthermore, limited observations were conducted at several science teachers' meetings to identify how the formulated objectives were operationalized, particularly regarding the delivery of objectives and core activities that foster student awareness, cooperation, responsibility, and participation.

Document analysis was conducted on the Independent Curriculum's Science Learning Outcomes, Learning Objectives, teaching modules, and the Science Lesson Plan (RPP) used in the Faculty of Social Sciences (FSS) to identify sections containing civic literacy indicators, such as citizen rights and obligations, environmental awareness, cooperation, tolerance, and participation (Miles, Huberman, & Saldaña, 2014). Documents were analyzed using qualitative content analysis by constructing a matrix that mapped each learning objective to emerging civic literacy indicators, both explicitly and implicitly. The results of the document analysis were then compared with interview and observation findings to determine consistency between understanding, planning, and practice of civic literacy integration.

Data validity was maintained through source and technique triangulation, as recommended in qualitative research to enhance the credibility of findings (Creswell, 2014). Source triangulation was conducted by comparing information from more than one science teacher and matching their statements with the contents of the lesson planning document prepared, while technique triangulation was achieved through a combination of interviews, observations, and documentation studies to examine the same phenomenon of civic literacy integration. The member check process was carried out by returning the summary of the interview results and initial findings to the informants to ensure the consistency of the researcher's interpretation with the teachers' experiences (Creswell, 2014).

Data analysis used the interactive analysis model of Miles, Huberman, and Saldaña, which includes data reduction, data presentation, and conclusion

drawing/verification (Miles et al., 2014). Data reduction was carried out by selecting and coding interview, observation, and document data based on categories such as indicators of civic literacy in learning objectives, forms of integration in learning practices, and factors supporting and inhibiting integration. Data presentation was carried out in the form of matrices, tables, and thematic narratives that facilitate the identification of civic literacy integration patterns, while conclusion drawing was carried out cyclically by continuously verifying the findings against data and theory until a solid picture was obtained regarding the integration of civic literacy in the objectives and practices of social studies learning at FIS Surakarta (Miles et al., 2014).

RESULTS AND DISCUSSION

1. Integration of Civic Literacy in Science Learning Objectives

Document analysis indicates that some of the science and education learning objectives at Focus Independent School Surakarta incorporate elements of civic literacy, particularly in the form of attitudinal indicators such as environmental awareness, cooperation, and student social responsibility. The objective formulations found, for example, include students' ability to work collaboratively in groups, maintain a clean school environment, and demonstrate respect for peers' opinions during science and education discussions, although the term "civic literacy" is rarely explicitly mentioned (Purwanti, 2020; Damayanti & Ningsih, 2022). This pattern is consistent with the literature showing that civic values in elementary schools are often operationalized through attitudinal indicators, rather than formal conceptual terms (Istiqomah, 2022; Ministry of Education and Culture, 2017).

On the other hand, the integration of civic literacy into science learning objectives often emerges implicitly through the context of designed themes and activities, such as waste management projects, school environmental observations, or healthy lifestyle surveys (Ubaidilah, 2024; Maulida, 2023). In objectives linked to environmental themes, for example, teachers formulate students' abilities to identify cleanliness problems in the school environment and propose joint actions to address them, which substantively reflects civic literacy in the form of concern and participation of school residents (Purwanti, 2020; Damayanti & Ningsih, 2022). However, the relationship between civic attitude indicators and cognitive achievement in science has not always been formulated as a single, integrative objective.

The results of the learning objectives matrix analysis show that civic literacy tends to be placed in the section of objectives related to attitudes and character, while the aspects of science knowledge and skills focus more on mastering science and social concepts (Sari Putra, 2023; Susilo, 2022). This can be seen from the explicit separation between objectives that state "students can explain..." or "identify..." natural and social phenomena with objectives that state "students demonstrate a caring attitude...", without always being structured in a formulation that requires students to use their science knowledge to act as responsible citizens (Prastowo, 2020; Rohim, 2021). This separation pattern indicates that the logic of value integration is still closer to the model of attaching attitude indicators to cognitive objectives rather than formulating them as citizenship skills based on science knowledge.

Interviews with science teachers confirmed that most teachers understand civic literacy as values and attitudes, such as caring, mutual cooperation, and discipline, that should be present across various subjects, including science (Purwanti, 2020; Damayanti & Ningsih, 2022). Teachers stated that integration is achieved by including objectives related to attitudes in lesson plans or teaching modules, as well as through classroom practices such as group work, appointing class leaders, and small group discussions. However, when asked about objectives that also require the use of science concepts for decision-making or civic action, only a small number of teachers provided explicit examples, such as the objective of having students use data from

environmental observations to develop an action plan to maintain school cleanliness (Ubaidilah, 2024; Sari, 2025).

These findings demonstrate that the integration of civic literacy into the social studies learning objectives at FIS Surakarta is ongoing, but not yet consistent in the form of objectives that explicitly combine the cognitive dimensions of social studies with the dimensions of civic attitudes and skills. This condition aligns with the findings of previous studies that many teachers still struggle to translate the demands of integrating civic values into clear and operational learning objectives (Huszka, 2020; Putra, 2023). Therefore, strengthening teachers' capacity to formulate integrative objectives based on the civic literacy framework and the Pancasila Student Profile is a crucial need in the context of hybrid schools such as FIS.

2. Practice of Integrating Civic Literacy in Science Learning

Limited observations of science learning at FIS show that the practice of integrating civic literacy is more apparent at the level of learning activities and class interactions than in the objective text read at the beginning of the meeting. Science teachers open lessons by connecting science topics to students' daily lives, such as hygiene issues, water use, or healthy living habits. They then engage students in a discussion about their roles as school members in protecting the environment (Susilo, 2022; Sari Putra, 2023). This activity reflects civic literacy through awareness of roles and responsibilities toward the immediate community (Purwanti, 2020; Istiqomah, 2022).

In core activities, the integration of civic literacy is evident when students work in small groups to observe and collect data related to environmental or social phenomena that are the topic of the science study. Teachers encourage students to divide tasks, listen to their peers' opinions, and reach agreement on how to record and report data, thereby facilitating collaboration, communication, and active participation skills (Damayanti & Ningsih, 2022; Ubaidilah, 2024). Students are also invited to present their observations to the class and respond to their peers' questions, strengthening the skills of expressing opinions and appreciating different views, as part of civic literacy (Purwanti, 2020; Ministry of Education and Culture, 2017).

In addition, teachers use the context of science learning to directly instill values of care and social responsibility, for example by connecting data from observations of waste or water use in schools with the need for collective action to maintain cleanliness and conserve resources (Kalsum, 2023; Sari, 2025). In the closing section, students are asked to summarize the lesson not only in terms of science concepts, but also in terms of attitudes they need to develop as school citizens, such as not littering and reminding each other (Maulida, 2023; Purwanti, 2020). This practice demonstrates that although the formulation of integrative objectives is not always explicit, teachers have attempted to interpret science activities as a vehicle for building civic character.

Interviews revealed that science teachers leverage the character of FIS as a school with a hybrid curriculum to combine the project and inquiry approach common in international curricula with the national values and Pancasila of the national curriculum (FIS, 2024; Orami, 2025). For example, projects on the environment and health are not only directed at mastering scientific concepts but also linked to students' responsibilities as citizens who care about the cleanliness and health of their communities (Damayanti & Ningsih, 2022; Kemendikbudristek, 2022). Teachers recognize that in a globally oriented school environment, an explicit emphasis on national identity and values is important, so science is often used to raise national issues such as national holidays, national symbols, or environmental events in Indonesia.

However, this integration practice still faces limitations, particularly in the consistency and depth of civic reflection generated in the classroom. Not all science lessons conclude with explicit reflection on students' rights and obligations as citizens,

or on how the knowledge gained should influence their decisions in everyday life (Purwanti, 2020; Damayanti & Ningsih, 2022). In some sessions, group work and discussion activities are more prominent as active learning strategies than as vehicles for students' conscious practice of democracy and civic participation. This suggests the need to develop guidelines or examples of practices that help teachers structure the stages of civic reflection more systematically in science lessons.

3. Supporting Factors for Civic Literacy Integration

One of the main supporting factors for the integration of civic literacy in the Faculty of Social and Political Sciences (FISIP) is a national and school policy framework aligned with the Pancasila Student Profile (Kemendikbudristek, 2022). The Independent Curriculum (Curriculum Merdeka) provides space for educational units and teachers to develop teaching modules and projects that integrate knowledge, skills, and character competencies into a holistic learning experience (Ilma et al., 2023; Kusnandar, 2023). In the FISIP context, this flexibility is utilized to design theme-based and project-based science and science learning that naturally contain opportunities for civic literacy integration, for example through environmental, social, and health projects (Sari Putra, 2023; Susilo, 2022).

The institutional profile of FIS as a school that combines national and international curricula is also a supporting factor because it demands alignment between global competencies and national identity (FIS, 2024; Kidsland, 2025). Schools encourage character building, cooperation, and social awareness through various programs, so that science teachers have a supportive school culture when integrating civic literacy into their learning (FIS, 2024; Suara.com, 2023). Habits such as singing the national anthem, the implementation of flag ceremonies and school social activities also strengthen the civic atmosphere which is an important background for learning science (Habibi, 2021; Muslim, 2025).

In terms of resources, science teachers at FIS have access to various literacy policy documents and guidelines, such as the Numeracy Literacy Strengthening Guidelines and supporting materials for cultural and civic literacy (Educational Standards, Curriculum, and Assessment Agency, 2021; Ministry of Education and Culture, 2017). These documents provide references for civic literacy indicators that can be adapted into learning objectives and activities, such as participation indicators, environmental awareness, and respect for diversity (Purwanti, 2020; Damayanti & Ningsih, 2022). The availability of these references makes it easier for teachers to design more accurate learning objectives, although further guidance is still needed to ensure that the formulation of objectives is truly integrative.

A collaborative culture among teachers also plays a supporting role, as evidenced by internal discussions between science and natural science teachers and other teachers in developing learning tools and cross-subject projects. In developing themes or projects, teachers exchange ideas on how to incorporate civic values into activities primarily designed to achieve science and natural science learning outcomes, for example, combining environmental observations with social action or simple school campaigns (Ubaidilah, 2024; Fitriani, 2022). This collaborative pattern aligns with the integrative approach and project-based learning recommended by studies of integrative curriculum in elementary education (Prastowo, 2020; Rohim, 2021)..

4. Factors Inhibiting Civic Literacy Integration

Although there are a number of supporting factors, the integration of civic literacy into the objectives and practices of science and science learning in the Faculty of Social Sciences (FISIP) still faces various obstacles. One major obstacle is the limited conceptual understanding of some teachers regarding civic literacy as a construct encompassing the dimensions of knowledge, attitudes, and skills, rather than simply a list of attitudinal values attached to learning (Purwanti, 2020; Damayanti & Ningsih, 2022). Interviews indicate that the term civic literacy is more often understood as

"character development," so integration tends to be normative and less explicitly connected to science and science content and data-driven social problem-solving practices (Yuda, 2024; Rahmawati, 2023).

Another obstacle arises from the complexity of managing a hybrid curriculum that combines national standards with an international curriculum, requiring teachers to balance academic achievement and character development within limited learning time (Neliwati, 2023; Yansah, 2023). Science teachers need to ensure the achievement of scientific and social concept targets stipulated in multiple curriculum frameworks simultaneously, so that the focus on formulating integrative objectives is sometimes marginalized by the demands of content completion (Rahmadayanti, 2022; Aulia, 2022). This condition aligns with literature findings that repeated curriculum changes and administrative burdens can hinder the deepening of integrative practices in the classroom (Maharani et al., 2023; Huszka, 2020).

From a technical perspective, teachers still experience difficulties in formulating learning objectives that operationally combine cognitive indicators of science and science and civic literacy indicators in a single, clear and measurable objective statement (Prastowo, 2020; Sari Putra, 2023). Many objectives separate the sections "students can explain..." and "students demonstrate attitudes...", so integration analysis shows that the relationship between science and science concepts and civic actions is more assumptive than explicit (Rohim, 2021; Kusnandar, 2023). This obstacle indicates the need for training in developing integrative learning objectives based on concrete examples in science, for example objectives that require students to use observation data to formulate collective decisions as school members (Sari, 2025; Ubaidilah, 2024).

Furthermore, not all science learning activities observed demonstrated sufficient space for reflection to crystallize learning experiences into a conscious understanding of civic literacy (Damayanti & Ningsih, 2022; Purwanti, 2020). In some meetings, group work, discussions, and presentations were dynamic, but explicit emphasis on the meaning of rights, obligations, and responsibilities as class and school members was not always present in the closing session. As a result, the potential of science learning as a vehicle for strengthening civic literacy was not fully optimized in all meetings, even though the school culture and activity design were actually very supportive.

5. Implications of Developing an Integrative Goals and Practice Model

The research findings have important implications for the development of a model of objectives and practices for science and natural science learning that more explicitly integrates civic literacy in the Faculty of Social Sciences (FSS) and other schools with similar characteristics. First, from a goal formulation perspective, a formulation model is needed that combines the cognitive dimensions of science and civics into a single unit, for example, objectives that require students to read environmental data and propose joint decisions to address identified problems (Purwanti, 2020; Ubaidilah, 2024). This model aligns with the definition of civic literacy as the ability to critically and responsibly understand, interpret, and practice the rights and obligations of citizens (Damayanti & Ningsih, 2022).

Second, social studies (IPAS) learning practices need to be designed with a cycle that goes beyond observation and data analysis, but also facilitates collective decision-making and action in the classroom or school based on Pancasila values (Kemendikbudristek, 2022; Kusnandar, 2023). This cycle can include observing phenomena, analyzing data, discussing social implications, formulating commitments to action, and reflecting on the actions taken, so that students experience civic literacy as a concrete social practice, not just an abstract concept (Alim, 2019; Hidayat, 2024). In the context of the Faculty of Social Sciences, this approach can be integrated with IPC-based projects or other international curricula without reducing the emphasis on national identity.

Third, from an institutional perspective, research findings indicate the need for systematic support in the form of teacher training, the development of internal guidelines, and joint reflection forums specifically addressing the practice of integrating civic literacy in science and natural sciences (Educational Standards, Curriculum, and Assessment Agency, 2021; Amanulloh, 2024). The Faculty of Social and Political Sciences (FSS) has significant potential to serve as a reference for good practice due to its rich curriculum composition. Therefore, developing a model for formulating objectives and practices for civic literacy-oriented science and natural science learning can be a real contribution to strengthening the Independent Curriculum policy and the Pancasila Student Profile at the educational unit level (Maharani et al., 2023; Ministry of Education, Culture, Research, and Technology, 2022).

CONCLUSION

The results of this study indicate that the integration of civic literacy in the objectives and practices of science learning at Focus Independent School Surakarta has begun to be implemented, but is not yet optimal in an integrative and consistent manner. In learning objectives, civic literacy generally appears in the form of attitudinal indicators such as environmental awareness, cooperation, and responsibility, which are often separated from the cognitive dimensions of science knowledge and skills. This pattern shows that civic literacy is still understood more as an affective complement than as a citizenship competency based on scientific knowledge and data.

In learning practices, civic literacy is more visible through group activities, environmental observation projects, and class discussions that encourage student participation, collaboration, and awareness of their roles as school members. Teachers utilize the context of science learning to introduce values of care, responsibility, and participation, although explicit reflection on rights, obligations, and implications for students' daily decisions as citizens is not always systematically facilitated.

The integration of civic literacy at FIS is strongly supported by the Merdeka Curriculum policy framework, the Pancasila Student Profile, and the hybrid school culture that combines national and international curricula. Access to literacy guidelines and a collaborative culture among teachers further strengthen the potential for integration. However, various obstacles still arise, including limited conceptual understanding of civic literacy, the complexity of managing a hybrid curriculum, and technical difficulties in formulating truly integrative learning objectives.

Thus, it can be concluded that the integration of civic literacy in science learning at Focus Independent School Surakarta is in a developing stage, characterized by the emergence of civic indicators in objectives and practices, but still requires strengthening at the level of conceptual understanding, objective formulation, and structured reflective practices. Strengthening teachers' capacity in developing integrative objective models and civic literacy-based learning cycles is crucial to realizing the vision of the Pancasila Student Profile in schools with hybrid curriculum characteristics.

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