



INTEGRATED UTILITY
BUILDING
LAMBUNG MANGKURAT UNIVERSITY

THE DOCUMENT OUTLINES AN INDEPENDENT CURRICULUM AND INDEPENDENT LEARNING CAMPUS

THE SOCIAL SCIENCE MAJOR IS PART OF THE FACULTY OF TEACHER TRAINING AND
EDUCATION AT THE LAMBUNG MANGKURAT UNIVERSITY IN BANJARMASIN

2020

IDENTITY OF THE CURRICULUM PREPARATION TEAM
IPS EDUCATIONAL STUDY PROGRAM

No	Name	NIP	Position
1	Prof. Dr. Ersis Warmansyah Abbas, M.Pd.	195606071983031002	Chairman
2	Mutiani, S.Pd., M.Pd.	198909072018032001	Secretary
3	Jumriani, S.Pd., M.Pd.	199510202019032014	Member
4	M. Rezky Noor Handy, S.Pd., M.Pd.	199209132019031016	Member
5	Rusmaniah, S.Pd., M.Pd.	199111282020122013	Member

FOREWORD

Praise and gratitude are offered to the presence of Allah SWT, thanks to Him mercy and grace. The Curriculum for the Social Science Education Study Program at Lambung Mangkurat University has been completed by the Curriculum Design Team. The ULM PIPS Curriculum Document is prepared based on the KKNI (Indonesian National Qualifications Framework) Curriculum regulated in Presidential Regulation Number 8 of 2012 and SN-DIKTI (National Higher Education Standards) as outlined in the Minister of Education and Culture Regulation Number 3 of 2020, which has adopted the policy Merdeka Belajar-Kampus Merdeka or MBKM, based on learning outcomes. Curriculum preparation was carried out to continue preparing PIPS ULM academic services.

PIPS ULM describes the implementation of the Curriculum using an Outcomes-based Education (OBE) approach. Curriculum development based on Graduate Learning Profiles and Achievements (LO). Based on this LO, study materials (body of knowledge) are then derived, the formation of courses and their credit weights, curriculum maps, learning designs expressed in the form of Semester Learning Plans, developing teaching materials, and developing assessment and evaluation instruments.

It is hoped that the existence of the ULM PIPS Curriculum Document can be used as evaluation material for the academic community, especially in the study program environment. Thus, it has a positive impact on improving the quality of education at PIPS ULM.

Banjarmasin, June 2020

Head of the Curriculum Design Team

Prof. Dr. Drs. Ersis Warmansyah Abbas, BA., M.Pd.

STUDY PROGRAM IDENTITY

Study Program (PS) Program	: Social Science Education Undergraduate Study
Major	: Social Science Education
Faculty	: teacher training and education science
College	: Lambung UniversityMangkurat
PS establishment decree number (*)	: 381/E/O/2014
Date of PS establishment decree	: May 30, 2014
Month & Year of Commencement	
Implementation of PS	: September 2014
Operational Permit Decree Number (*)	: Kep.609/UN8/SP/2014
Date of Operational Permit Decree	: May 30, 2014
Final Accreditation Rating	: B
BAN-PT SK Number	: 1057/SK/BAN-PT/Akred/S/IV/2019
PS Address Banjarmasin 70123	: Jl.Brigadier General H. Hasan Basry Post Box 87
No. Call PS	: (0511) 3304914
Homepageand E-mail PS	: www.pips.fkip.ulm.ac.id And education.ips@ulm.ac.id
Team Leader WA number	: 0812-5181-7222
Team Leader E-Mail Address	: mutiani@ulm.ac.id

LIST OF CONTENTS

IDENTITY OF THE CURRICULUM PREPARATION TEAM IPS EDUCATIONAL STUDY PROGRAM	2
FOREWORD	3
STUDY PROGRAM IDENTITY	4
LIST OF CONTENTS	5
LIST OF FIGURES	7
LIST OF TABLES	8
CHAPTER I	9
INTRODUCTION	9
A. Introduction	9
B. Indonesian National Qualifications Framework and LO	11
CHAPTER II FOUNDATIONS OF CURRICULUM DEVELOPMENT	14
A. Philosophical Foundations	15
B. Sociological Foundations	16
C. Psychological Foundations	17
D. Historical Foundation	18
E. Juridical Foundation	19
CHAPTER III	20
VISION, MISSION, GOALS AND OBJECTIVES	20
A. University Vision, Mission and Goals	20
B. Faculty Vision, Mission and Goals	20
C. Vision, Mission, Goals and Objectives of the Study Program	22
D. Target	23
CHAPTER IV CURRICULUM PREPARATION MECHANISMS	26
A. Stages of Curriculum Preparation	26
B. Curriculum Evaluation	28
C. Input and Suggestions from Tracer Study	30
D. Occupation and Type of Workplace	31

CHAPTER V GRADUATE PROFILE, GRADUATE LEARNING OUTCOMES, AND STUDY MATERIALS.....	34
A. Graduate Profile and Competency Formulation.....	34
B. Determining Study Materials	37
C. Matrix of the Relationship between Study Materials and Graduate Learning Achievements	41
D. Grouping Courses, Determining SKS Weights, and LO Loads in Courses	44
E. Curriculum Map.....	60
CHAPTER VI LEARNING STRATEGY AND EVALUATION.....	65
A. Learning Characteristics.....	65
B. Forms and Methods of Learning.....	68
C. Independent Learning Policy-Independent Campus	70
D. Implementation of Student Learning Rights	71
REFERENCE DOCUMENTS.....	74

LIST OF FIGURES

Figure 3.1. Milestones for Development of the Social Science Education Study Program..	23
Figure 4.1. Milestones for Development of the Social Science Education Study Program..	26
Figure 4.2. Systematic Curriculum Preparation Stages	27
Figure 4.3. Reviewing and Preparing the Curriculum	29
Figure 4.4. Percentage of Respondents' Workplace Types	32
Figure 5.1. Profile of Social Science Education Graduates	35
Figure 5.2. Organization of Social Science Education Study Program Courses.....	54
Figure 6.1. MBKM Model Adopted by the Social Science Education Study Program	73

LIST OF TABLES

Table 3.1 Target Achievement Time	24
Table 4.1 Distribution of Tracer Study Respondents in 2019.....	31
Table 4.2 Types of Respondents' Workplaces	31
Table 4.3 Stakeholder Input.....	33
Table 5.1 Description of Qualification Levels.....	34
Table 5.2 Profile of Graduates of the Social Science Education Study Program	35
Table 5.3 Graduate Learning Achievements.....	36
Table 5.4 Graduate and LO Profile Conformity Matrix	37
Table 5.5 Study Materials	38
Table 5.6 Study Materials Based on LO	39
Table 5.7 Study Materials Based on LO	41
Table 5.8 Study Materials Based on LO	41
Table 5.9 Relationship between Graduate Profile, LO, and Study Material Groups	42
Table 5.10 Course Groups and Credits	45
Table 5.11 LO Contents in Courses	49
Table 5.12 Distribution of Social Science Education Study Program Courses	55
Table 5.13 Changes in the Curriculum Structure of the Social Science Education Study Program.....	61
Table 5.14 Selected Subjects for the Social Science Education Study Program	63
Table 6.1 Forms and Learning Methods	69
Table 6.2 MKBM Scheme for Social Science Education Study Program.....	73

CHAPTER I

INTRODUCTION

A. Introduction

KKNI is a reference framework that is used to recognize educational levels. KKNI is also referred to as a competency qualification grading framework that can compare, equalize, and integrate the fields of education and work training as well as work experience to recognize work competence by the work structure in various sectors. According to Presidential Decree No. 08 of 2012, KKNI embodies the quality and identity of the Indonesian nation related to Indonesia's national education and training system. So, the KKNI is a study program that requires the education system in higher education to clarify the profile of its graduates so that it can be adjusted according to suitability from the perspective of analyzing community needs.

Advances in technology and science mean that the system adopted by each university must be gradually changed. In line with these needs and demands, this curriculum change is an effort to develop innovations towards these demands. The response to this curriculum change can be seen from the many regulations covering the implementation of the new curriculum, for example Law No. 14 of 2005 concerning Teachers and Lecturers, Law No. 12 of 2012 concerning Higher Education, Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework, Minister of Education and Culture Regulation no. 49 of 2014 concerning National Higher Education Standards, Presidential Decree no. 08 of 2012 and Minister of Education and Culture Regulation no. 73 of 2013 concerning Learning Achievements According to the KKNI Level, PT Law no. 12 of 2012 article 29 concerning graduate competency is determined by referring to the KKNI, Permenristek and Dikti No. 44 of 2015 concerning National Higher Education Standards.

The implementation of a KKNI-based curriculum in higher education is very necessary because it can hone students' potential to become agents with broad insight and skills that are in accordance with the criteria needed in society. Apart from that, the KKNI system makes it easier for universities to determine the final goal as a result of the learning outcomes that have been taught so far. Thus, the implementation of the KKNI allows students to contribute more in various ways.

Universities, as producers of educated human resources, need to measure their graduates and whether the graduates they produce have 'abilities' equivalent to the 'abilities' (learning achievements) that have been formulated in the KKNI qualification levels. In an effort to increase the link and match between higher education graduates and the business and industrial world as well as a future that is experiencing increasingly rapid changes, at the beginning of 2020, the Ministry of Education and Culture implemented a new policy in the field of higher education through the "Freedom to Learn - Independent Campus" program (MBKM)". The MBKM policy provides opportunities for students to gain broader learning experiences and new competencies through several learning activities outside the study program.

In curriculum development, implementation and evaluation of the curriculum based on SN-Dikti, it is stated that SKL/LO is the main reference or basis. Thus, the Higher Education Curriculum, especially Study Programs developed based on SN-Dikti, ideally uses the Outcome Based Education (OBE) approach. The importance of implementing KKNI, MBKM, and OBE in curriculum development for the Social Science study program is intended to produce professional academic people who are able to understand the characteristics of student development, understand the diversity of social backgrounds, and apply this in the development of Social Science Education education theory and practice; understand the relationship between the field of Social Science Education education and other fields, technology, society and the environment;

and able to design curriculum and science education in accordance with the demands of society and technology.

The existence of the Social Science Study Program is a solution to the problem of the availability of quality and professional teaching staff in accordance with the direction of educational reform in Indonesia through the Bachelor (S1) education level. Lambung Mangkurat University (ULM) is highly committed to solving educational problems and plays a role in determining the formation of The quality of human resources who master Social Science Education, especially Social Science Education teachers in elementary schools, junior high schools and vocational high schools in the local area of Kalimantan, is very lacking.

The Social Science Education Study Program, as an institution that produces prospective graduate professional educators in Social Science, especially at the junior high school level and equivalent, needs to design and establish a curriculum that can produce graduates with competencies per higher education standards. Determining the curriculum is a guide for an effective, efficient and quality education process. Graduates of the Social Science Education Study Program based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 49 of 2014 concerning National Higher Education Standards, must have attitudes, knowledge, skills and work experience in the field of Social Science Education after completing the learning process, student work experience, research and/or service to communities related to learning.

B. Indonesian National Qualifications Framework and LO

The rapid development of science and technology in the 21st century follows a logarithmic pattern, causing Higher Education Standards (SN-Dikti) to also follow these changes. In a period of six years, SN-Dikti has undergone three changes, namely from Permenristekdikti No. 49 of 2014 it was changed to Permenristekdikti No. 44 of 2015, and most recently it was changed to Permendikbud No. 3 of 2020 in line with

the policy of the Ministry of Education and Culture regarding Freedom of Campus Learning. Merdeka (MBKM). For the general public, these changes are often mistakenly perceived as a requirement that every time the minister of education changes, the education curriculum is also changed. However, changes to the educational curriculum are a necessity as long as they do not conflict with the educational philosophy and applicable regulations.

The essence of education, according to Ki Hadjar Dewantara, is a strategy to achieve educational results that are in accordance with Indonesian culture. The issuance of Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI) and Law Number 12 of 2012 concerning Higher Education encourages all universities to adapt to these provisions. KKNI is a statement of the quality of Indonesian Human Resources (HR), whose qualification ranking is based on the level of ability expressed in the formulation of learning outcomes. Universities, as producers of educated human resources, need to measure their graduates and whether the graduates they produce have 'abilities' equivalent to the 'abilities' (learning achievements) that have been formulated in the KKNI qualification levels. Graduates of the Bachelor's/Applied Bachelor's Program at the lowest level must have "abilities" equivalent to the "learning achievements" formulated at level 6 of the KKNI.

When compiling or developing a curriculum, it is mandatory to refer to the KKNI and National Higher Education Standards. This is intended so that the challenges faced in the Industry 4.0 era can produce graduates who have new literacy skills, including data literacy, technological literacy, and human literacy, with noble morals based on an understanding of religious beliefs. Universities need to reorient curriculum development to be able to answer these challenges. The higher education curriculum is a program to produce graduates, so the program should guarantee that graduates have qualifications equivalent to the qualifications agreed upon in the KKNI. The graduate

profile described becomes the formulation of Graduate Learning Outcomes (LO). The formulation of capabilities in the KKNI descriptor is expressed in terms of learning outcomes (translation of learning outcomes), where competencies are included in or are part of learning outcomes (CP).

The use of the term competency used in higher education (DIKTI) is found in Minister of Education and Culture Regulation No. 3 of 2020 concerning SN-DIKTI article 5, paragraph (1), which states that the Graduate Competency Standards (SKL) are the minimum criteria regarding the qualifications of graduate abilities which include attitudes, knowledge and skills stated in the formulation of Graduate Learning Achievements (LO). The description of learning outcomes in the KKNI contains four elements, namely, elements of attitudes and values, elements of workability, elements of scientific mastery, and elements of authority and responsibility. Meanwhile, in SN-Dikti, the LO formulation is included in one of the standards, namely Graduate Competency Standards (SKL).

In SN-Dikti, LO consists of elements of attitude, general skills, special skills and knowledge. Elements of attitude and general skills have been formulated in detail. They are listed in the SN-Dikti attachment, while a similar study program forum, a characteristic of graduates of that study program, must formulate elements of specific skills and knowledge. Based on the LO, the curriculum preparation for a study program can be developed. Based on Law Number 12 of 2012 concerning Higher Education, it is stated that curriculum preparation is the right of universities. Still, it is further stated that it must refer to national standards (Article 35 paragraph (1)). The formulation of the LO refers to the KKNI descriptors, especially in the Special Knowledge and Skills section. In contrast, the General Attitudes and Skills section can be adopted from SN-Dikti. Meanwhile, the complete curriculum preparation refers to eight (8) National Education Standards, plus 8 National Research Standards and eight (8) National Community Service Standards.

CHAPTER II

FOUNDATIONS OF CURRICULUM DEVELOPMENT

The higher education curriculum is rooted in an educational philosophy, the fundamental guide. Fundamental questions such as the purpose of education, the nature of science, and the role of humans in society form the basis for curriculum formulation. Noble values are integrated to produce graduates with noble character and contribute to the nation's progress. The foundation of curriculum development leads to establishing clear and measurable educational goals. This goal must align with the university's vision and mission and answer the needs and challenges of society in the global era. A well-designed curriculum will equip students with the knowledge, skills and attitudes needed to achieve these goals.

The foundation for curriculum development becomes a compass in selecting learning materials that are relevant, up-to-date, and have weight. Appropriate and innovative learning methods are chosen to guide students in an active, creative and meaningful learning process. The right combination of content and learning methods will produce competent and adaptive graduates who can handle various situations. The basis for curriculum development also guides the design of an objective, transparent and accountable assessment system. This assessment measures students' knowledge, skills, attitudes, values, and character. The assessment results become a benchmark for learning success and provide feedback for future curriculum improvement.

The higher education curriculum is not static but dynamic and flexible. The basis for curriculum development is a guide for periodic evaluations and revisions. Developments in science, technology, and community needs are the primary considerations when adjusting the curriculum. This flexibility allows the curriculum to respond to changing times and produce graduates ready to compete in a dynamic world. In conclusion, the basis for developing a higher education curriculum is a solid

foundation that supports the entire educational process. With a strong foundation, the curriculum can produce competent graduates with noble characters who can answer future challenges.

A. Philosophical Foundations

The philosophical basis is intended to have a clear direction and purpose in the implementation intention. The philosophy of education contains a value or ideal of society; based on these ideals, there is a foundation: the direction of the student's education. In other words, educational philosophy is a society's view of life. Educational philosophy is the basis for designing educational goals, learning principles, and tools for educational learning experiences. The philosophy of education is influenced by two main things: (1) the ideals of society and (2) the needs of students living in society. Judging from the philosophical basis of the curriculum, it is explained:

1. Essentialism

The curriculum must emphasize mastery of knowledge. This school holds the view that education is scientific education. The curriculum developed in the essentialist school is a scientific discipline curriculum. Essentialism aims to create intellectualism.

2. Perennialism

Perennialism is a teacher-centred educational philosophy focusing on timeless ideas and universal truths. Perennialism sees that the consequences of modern life have given rise to many crises in various areas of human life. To overcome the crisis, perennialism provides a way out by "returning to past culture (regressive road to culture)". Perennialism takes a regressive path because it believes there is no other way except to return to the general principles that have become the basis of behaviour.

3. Progressivism

Progressivism: This school views that schools have a goal, namely practical intelligence and making students more effective in solving various problems presented by teachers or educators. These problems are usually discovered based on student experience. The learning that the Progressivism school must develop is to pay attention to the needs of individuals influenced by socio-cultural backgrounds and encourage active participation as citizens.

4. Reconstructivism

Reconstructivism is defined as social reconstruction, a development of the educational philosophy of progressivism. Reconstructionism is an educational philosophy that requires students to reconstructively adapt to society's demands and developments due to the influence of science and technology. Reconstructionism requires education to increase awareness of humans' global social, political, and economic problems and develop essential abilities to solve these problems. Viewed theoretically, the curriculum uses Social Science and scientific methods.

Based on the four educational philosophies above, the Social Science Education Study Program FKIP ULM curriculum is designed as an interactional model. The interactional model curriculum is intended to implement the educational concept based on the thinking of humans as social creatures who constantly interact and cooperate. Education as a life form also has cooperation and interaction at its core. In interactional education, it emphasizes the interaction of two parties, namely educators and learners. More than that, this interaction also occurs between students and learning material and the environment, between human thinking and the environment. In this way, students are encouraged to have established knowledge about pressing (crucial) social problems and work together to solve them.

B. Sociological Foundations

The sociological basis provides the basis for curriculum development as an educational tool consisting of objectives, materials, learning activities, and a learning

environment for acquiring learner experiences relevant to personal and social development. Ideally, A curriculum enables the passing of culture from one generation to the next. This is because globalization threatens local culture. Social values that apply in society. The sociological basis of the curriculum contains assumptions originating from sociology, which are used as a starting point for curriculum development. Therefore, the aims, content, and education process must be adapted to the conditions, wealth characteristics, and community development. In this regard, Ascher and Heffron (2010) discuss aspects of local culture to protect themselves from the influence of globalization.

Plafreyman's (2007) opinion states that cultural issues are a topic in the academic community. In various countries, universities are expected to be able to combine the interests of advancing learning oriented towards the progress of science and technology with elements of cultural diversity so that students can produce learning outcomes with the ability to understand cultural diversity in society. On a sociological basis, the curriculum must be able to release learners from the rigid confines of their cultural boundaries (capsulation) and not be aware of the weaknesses of their own culture. In the current context, students are expected to be able to have cultural agility, which is considered a competency that must be possessed by prospective professionals in the 21st century, with mastery of at least three competencies, namely, cultural minimization, namely the ability to control oneself and adapt to standards. In conditions of working at an international level) cultural adaptation, as well as cultural integration (Caliguri, 2012).

C. Psychological Foundations

The psychological foundation provides the basis for curriculum development so that the curriculum can encourage student curiosity continuously and can motivate lifelong learning; the curriculum can facilitate students' learning so that they can realize their roles and functions in their environment; a curriculum that can cause students to

think critically, and think at a higher level (higher order thinking); a curriculum that can optimize the development of students' potential to become the desired human beings (Zais, 1976, p. 200); a curriculum that can facilitate students learning to become complete human beings, namely human beings who are free, responsible, self-confident, moral or have noble character, able to collaborate, be tolerant, and become educated human beings who are full of determination and contribute to achieving the ideals in the preamble to the 1945 Constitution.

D. Historical Foundation

The historical basis of the curriculum can facilitate students learning according to their time; a curriculum that can pass on the cultural values and golden history of past nations and transform it in the era in which one is studying; a curriculum that can prepare students to live better in the 21st century, have an active role in the industrial era 4.0, and be able to read the signs of development. Historical foundations help us understand the goals of education today. By studying how educational goals have changed over time, we can understand the reasons behind the current formulation of educational goals. This allows us to evaluate the effectiveness of those goals and make necessary adjustments to suit future needs and challenges better. Historical foundations allow us to see trends and future directions of education.

The Social Science Education Study Program was founded in 2014, so the curriculum used is the 2014 Curriculum, which refers to the Indonesian National Qualifications Framework (KKNI). The Indonesian National Qualifications Framework (KKNI) was implemented by Presidential Regulation Number 8 of 2012 in 2014 (First Batch). Furthermore, in 2017, the Social Science Education Study Program improved the curriculum by adding National Higher Education Standards (SN-DIKTI) as a reference. This resulted in a KKNI-based curriculum, referred to as SN-DIKTI, implemented in 2017 (fourth generation). As a form of adaptation to changing times and government policies, the History Education Study Program has again reviewed and

revised the curriculum, producing the latest curriculum based on the KKNI and SN-DIKTI by adopting the independent learning program.

E. Juridical Foundation

The juridical basis is the fundamental legal basis as a reference for the stages of design, development, implementation and evaluation, as well as a higher education quality assurance system that guarantees the implementation of the curriculum and the achievement of curriculum objectives. The juridical basis for the curriculum of the Social Science Education Study Program, FKIP ULM, is as follows:

- a. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers (State Gazette of the Republic of Indonesia of 2005 Number 157, Supplement to State Gazette of the Republic of Indonesia Number 4586).
- b. Law Number 20 of 2003, concerning the National Education System.
- c. Law Number 12 of 2012, concerning Higher Education (State Gazette of the Republic of Indonesia Number 5336).
- d. Government Regulation Number 04 of 2014, concerning the Implementation of Higher Education and Management of Higher Education Institutions.
- e. Presidential Regulation number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI).
- f. Regulation of the Minister of Research, Technology and Education Higher Number 59 of 2018 concerning diplomas, competency certificates, professional certificates, degrees and procedures for writing degrees in higher education.
- g. Minister of Education and Culture Regulation Number 3 of 2020, concerning National Higher Education Standards.
- h. Minister of Education and Culture Regulation Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education.

CHAPTER III

VISION, MISSION, GOALS AND OBJECTIVES

A. University Vision, Mission and Goals

Vision

The realization of Lambung Mangkurat University as a leading and competitive university in wetland environments.

Mission

1. I am organizing the tri dharma of higher education, which is fair, equitable, quality, and relevant to the development of science and technology. This dharma focuses on superior wetland environmental programs.
2. We are organizing education based on *waja* to computing or *Wasaka* character (remaining enthusiastic and robust like steel from start to finish) and internationally competitive.
3. We are organizing collaborations with various domestic and foreign universities, central and regional governments, businesses and industries, and other stakeholders at national and international levels.

Objective

1. Realization of the tridharma of just higher education, equal, quality and relevant to the development of science and technology, which focuses on superior wetland management programs.
2. It produces graduates with a character from face to computing (*wasaka*) and competencies that can compete internationally.
3. I am realizing collaboration with various domestic and foreign universities, central and regional governments, the business and industrial world, and other national and international stakeholders.

B. Faculty Vision, Mission and Goals

Vision

To become a leading FKIP in developing education and learning based on local wisdom of the wetland environment by 2025

Mission

1. Organizing innovative education and learning to produce competitive, professional graduates with a global perspective.
2. Carrying out research and learning development to improve the quality of education based on local wisdom of the wetland environment.
3. Carrying out community service based on research and learning development to improve the quality of education.
4. Organizing mutually beneficial cooperation with various parties at home and abroad.

Objective

1. Melaks is this child of education and learning who is active with Stopsilkan Lulus and is qualified and competent.
2. Produce development research in the field of education and learning with higher quality and quantity.
3. Produce development research in the field of education and learning that is oriented to the local wisdom of the Ba land environments.
4. We are conducting community service to implement research results per the needs of society.
5. Producing graduates who are devoted to God Almighty, have a noble character, have unique skills/expertise, and have high performance in applying and developing science and technology.
6. Produce a lulus that follows developments in information to overcome various societal problems.
7. Building collaborative networks with the government, private sector and other national and international bodies in education, study, and community service.

8. Melakschildren of cooperation as implementations of cooperation agreements with partners.
9. Maintain the continuity of cooperation within the agreed period.

C. Vision, Mission, Goals and Objectives of the Study Program

Vision

Become a centre for the development of ethnopedagogy-based Social Science Education studies in Southeast Asia in 2039

Mission

1. Organize Undergraduate level education uses an interdisciplinary, multidisciplinary and transdisciplinary approach based on ethnopedagogy as a development of social science education studies to improve skills in solving social problems at local, national and international levels.
2. Carrying out research related to the development of ethnopedagogy-based Social Science Education studies.
3. Conduct community service as a follow-up to the research and development results of Ethno pedagogy-based Social Science Education studies, which provide feedback on solving social problems at local, national, and international levels.
4. Organize collaboration with various domestic and foreign agencies to develop study programs in education and learning, research, and community service.

Objective

1. Producing Social Science Education educators who can apply ethnopedagogical-based social science education studies to develop Social Science Education learning strategies.
2. Produce learning products that can introduce local potential to national and international levels.
3. Produce ethnopedagogical-based Social Science Education research studies that can be published at local, national and international levels.

4. A service program is a follow-up to the research results based on Social Science Education studies ethnopedagogy.
5. Increasing and expanding the collaboration network with various related agencies in the context of developing the tri dharma of higher education

D. Target

The targets and strategies for achieving the FKIP Social Science Education Study Program are prepared referring to the Strategic Plan (Renstra) for the 2022-2026 period. The milestones for the PIPS Study Program are seen as follows:

Figure 3.1 Milestones for Development of the Social Science Education Study Program

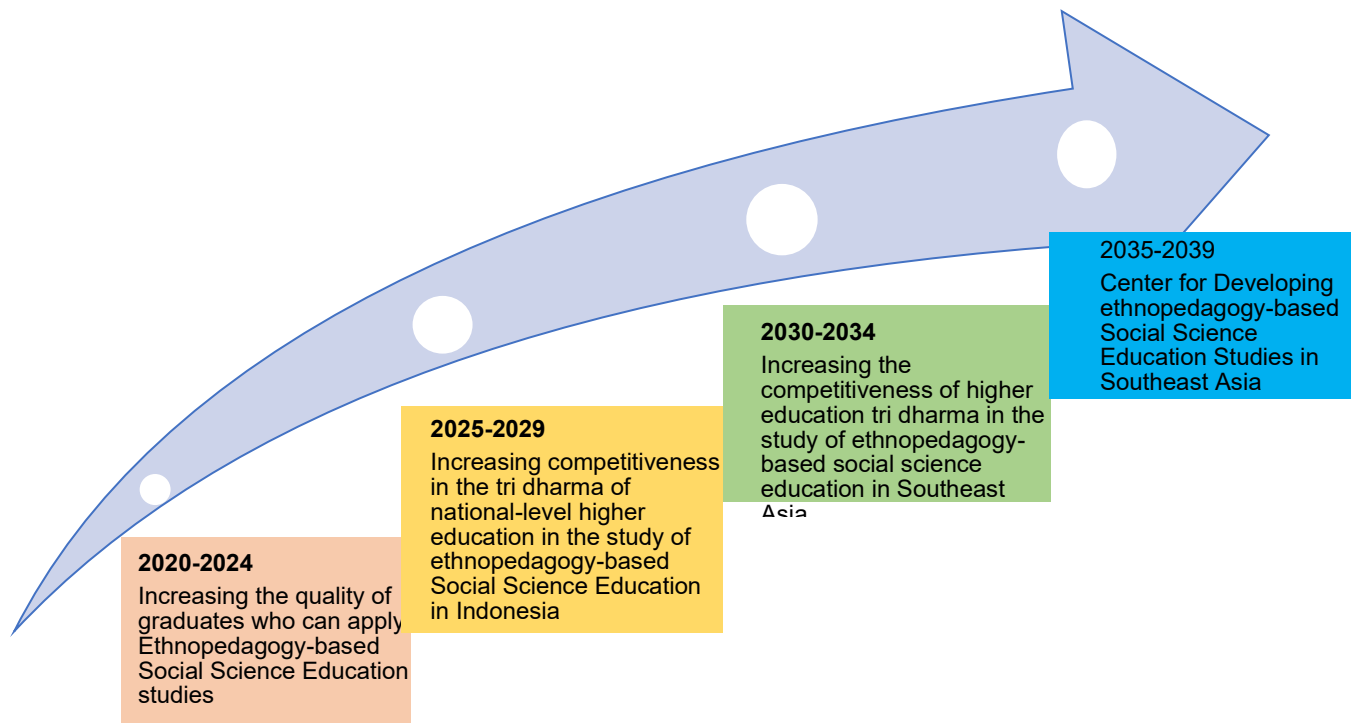


Table 3.1 Target Achievement Time

Aspect	Target Achievement Time			
	2020 – 2024	2025 – 2039	2030 – 2034	2035-2039
Target	Increasing the quality of graduates who are able to apply Ethnopedagogy-based Social Science Education studies	Increasing competitiveness in the tridharma of national level higher education in the study of ethnopedagogy-based Social Science Education in Indonesia	Increasing the competitiveness of higher education tridharma in the study of ethnopedagogy-based social science education in Southeast Asia	Center for developing ethnopedagogy-based Social Science Education studies in Southeast Asia
General Strategy	Increasing the qualifications of Social Science Education students through the application of knowledge mastered; apply knowledge (factual, conceptual and procedural) based on curiosity about knowledge, technology, art, culture related to phenomena in society	Development of up to date learning study materials	Strengthening the position of the research and community service network through participation in competitive grants from the Institute for Research and Community Service (LPPM) Lambung Mangkurat University and Ministry of Education, Culture, Research and Technology	Strengthening the roadmap study and community service with a focus on developing ethnopedagogical-based Social Science Education studies
		Increasing the involvement of lecturers and students in research and community service at regional to national levels		Increasing research results not only in the form of scientific work but also utilized by society at regional, national and international levels (Southeast Asia)
	Planning and optimizing Human Resources to support the academic process as the foundation for achieving the vision and mission	Stakeholder involvement in the study program development process in academic and non-academic activities	Increasing the involvement of the Social Science Education Study Program in the tridharma activities of higher education in Southeast Asia	Strengthening cooperation networks between institutions for the development of ethnopedagogy-based Social Science Education studies
Achievement Indicators	Outcome-based curriculum based Education (OBE)	Increase in the number of textbooks with ISBN	Increase in the amount of research and community service funded by institutions	Monitoring evaluation of the implementation of research and service with a focus on studying the development of ethnopedagogy-based Social Science Education

Aspect	Target Achievement Time			
	2020 – 2024	2025 – 2039	2030 – 2034	2035-2039
	Syllabus, Semester Learning Plan, Teaching Worksheets (LKM) available	The focus of research and community service is on ethnopedagogy-based Social Science Education studies	Increasing the quantity and quality of university tridharma collaboration activities in Southeast Asia	Development of research products and community service that are used in learning
	Demonstrate scientific honesty in student written work that is free of plagiarism	Lecturers conduct research with regional scale collaboration networksnational	Increasing student involvement in academic and non-academic activities in Southeast Asia	Increased lecturer involvement in higher education tridharma activities in Southeast Asia
	Increasing student achievement in academic and non-academic activities at regional and national levels	Community service work becomes a reference for developing the local potential of the Banjar community with a focus on wetland problems	Lecturers disseminationthe results of research and community service in international journals or reputable international journals	
	Increasing the quantity and quality of study program and student affairs activities by involving related agencies	Publications carried out through reputable indexed journals and/or proceedings		

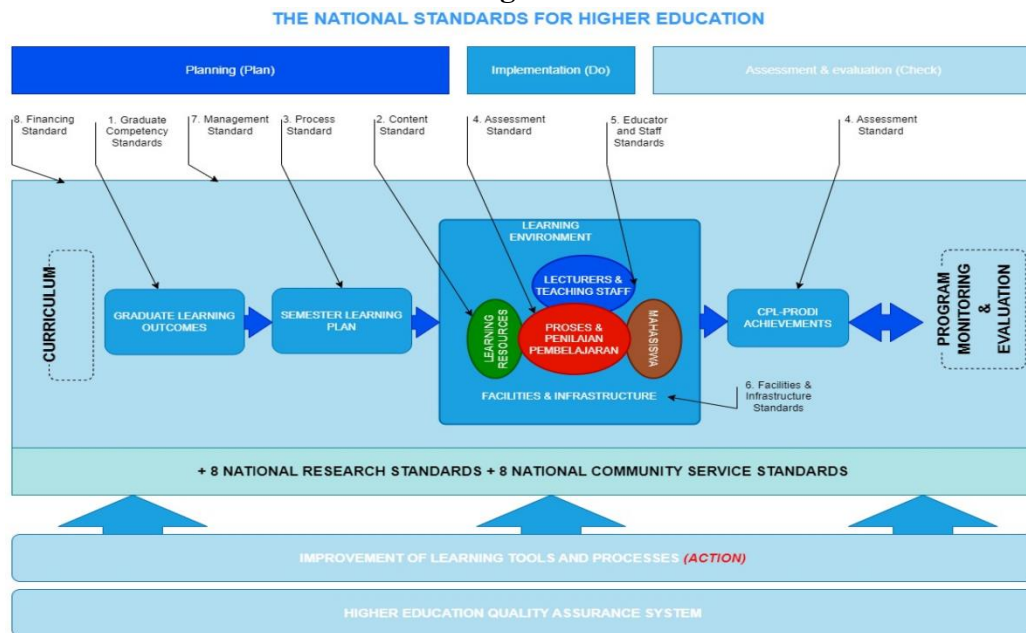
CHAPTER IV

CURRICULUM PREPARATION MECHANISMS

A. Stages of Curriculum Preparation

The curriculum of the Social Science Education Study Program has been developed in accordance with the guidelines for preparing higher education curricula, as set forth by the Directorate of Learning of the Ministry of Research, Technology and Higher Education:

Figure 4.1 Milestones for Development of the Social Science Education Study Program



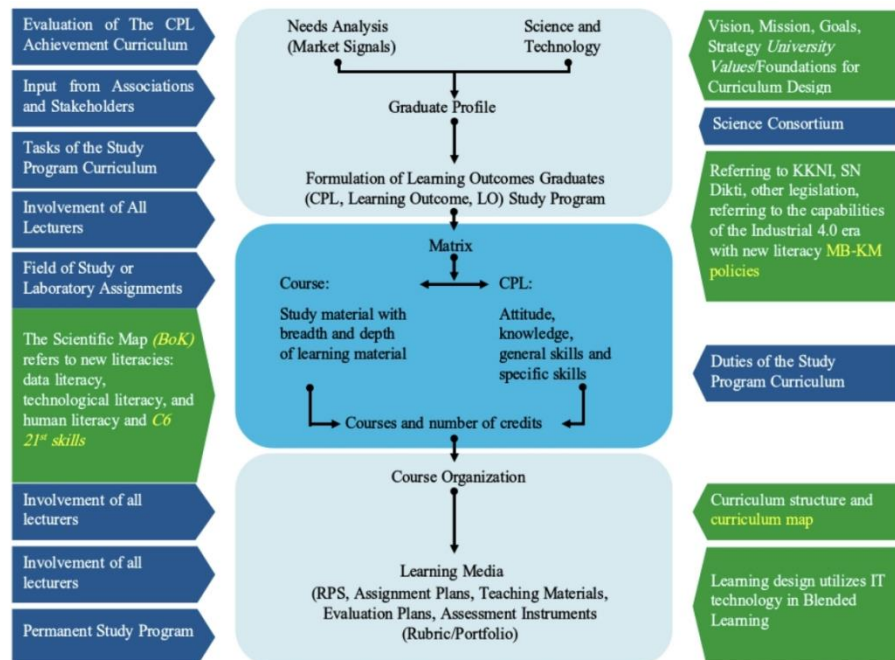
This study examines the relationship between the development and implementation of the higher education curriculum and SN-Dikti. It analyses each element of the curriculum implementation and the significance of continuous improvement through the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME) in the eight standard domains of SN-Higher Education. It is of the utmost importance to consider that the SKL/LO serves as the primary reference or basis for the development, implementation, and evaluation of a curriculum based on SN-Dikti. Therefore, the Higher Education Curriculum,

developed in accordance with SN-Dikti, employs an outcome-based education (OBE) approach. This provides substantial support for the curriculum. The study programmes should be evaluated in the context of international accreditation based on the OBE approach.

The preparation stage commences with a needs analysis (market signal), which yields a graduate profile. Subsequently, studies are conducted by the study programme in accordance with its disciplinary perspective, resulting in the production of study material. Furthermore, the LO is formulated based on these two results, along with the courses and their credit weights, and the preparation of the course organisation in a simple matrix form. The curriculum stages are as follows:

- a. Determination of graduate profiles and formulation of Graduate Learning Outcomes (LO);
- b. Determination of study materials and formation of courses;
- c. Preparation of course organisation matrices and curriculum maps. The preparation process is outlined as follows;

Figure 4.2 Systematic Curriculum Preparation Stages



The formulation of graduate learning outcomes (LO) is informed by a range of factors, including the findings of graduate research, input from stakeholders, professional associations, scientific consortiums, future trends in scientific and expert development, and the results of curriculum evaluation. It is recommended that the formulation of the LO contain the skills required for the industrial era 4.0, namely data literacy, technological literacy and human literacy, as well as the capacity to identify indications of development. Technological development can be understood as human collaboration with intelligent systems based on the Internet of Things (IoT) or cyber-physical systems, with the objective of utilising intelligent machines more efficiently within a more synergistic environment (Rada, 2017). Ultimately, the LO study programme formulation must align with the SN-Dikti and KKNI descriptors, reflecting the level of education in question. Furthermore, LOs may incorporate competencies that are distinctive to the Social Science Education education programme, which is designed to advance the field of Social Science Education education science through an ethnopedagogical approach.

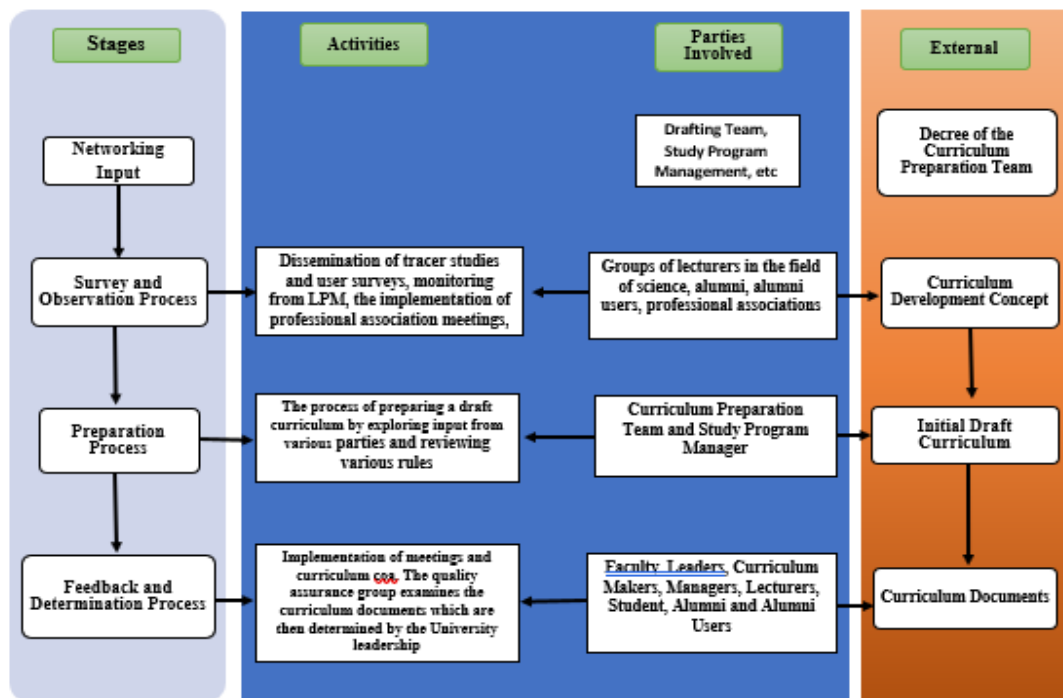
B. Curriculum Evaluation

The Faculty of Teacher Training and Education, as a study programme management unit, plays an instrumental role in the process of curriculum review and development for each study programme, including the Social Science Education Study Programme. During the curriculum review and development stage, the faculty provides support in the form of facilities, regulations, funding, and mentoring. The most recent curriculum review and development undertaken by the Social Science Education Study Program was the 2017 curriculum update, which was based on the KKNI and SN-DIKTI. However, in 2020, the curriculum was devised with the objective of facilitating independent learning in accordance with the independent campus policy, as stipulated by the Ministry of Education and Culture (MBKM).

The review and preparation of curricula may be approached in a number of ways, including the following stages: planning (Plan), implementation (Do), and assessment

(check). In the Social Science Education Study Program, the curriculum is prepared with due consideration of the identity of the study program as part of the broader field of education. Curriculum planning entails a consideration of the preceding curriculum's implementation. The curriculum of the Social Science Education Study Program is designed to accommodate three distinct forms of knowledge: pedagogical knowledge, content knowledge, and pedagogical content knowledge. These three aspects were developed from the learning achievements of graduates as a means of translating the study programme's scientific vision into practice. The complete procedure for the review and preparation of the 2020 MBKM curriculum is illustrated in the following diagram:

Figure 4.3 Reviewing and Preparing the Curriculum



In accordance with the aforementioned review and curriculum preparation scheme, the process can be divided into two principal stages:

- 1) The initial stage involves the collation of input from the drafting team, study programme managers, students, alumni and other relevant stakeholders.

2) The second stage comprises the survey and observation process, which is conducted by distributing surveys (tracer studies), collating the results of learning monitoring and evaluation reports, analysing lecturer and student feedback, and considering the views of professional associations. 3) The preparation process undertaken by the study programme development and management team to produce a curriculum draft, together with feedback on the determination process, is intended to provide a reference point for the implementation of learning in the Social Science Education Study Programme.

C. Input and Suggestions from Tracer Study

Tracer studies furnish data regarding the alignment of graduate competencies with the demands of the professional realm. The results of tracer studies can demonstrate the discrepancy between the knowledge and skills acquired during college and the requirements of the professional field. This information can be employed to develop curricula that are more pertinent to the requirements of industry and the job market, thereby enhancing the competitiveness of graduates. A curriculum that is aligned with the requirements of the labour market will equip students with the necessary competencies. This can enhance the quality of graduates and better prepare them for the world of work. Tracer studies can be employed as a means of evaluating the efficacy of curricula and study programmes. Such information can be employed to enhance the accountability of study programmes to their stakeholders, including students, parents and associated institutions. Input from tracer studies is of great consequence in ensuring that the curriculum of higher education is aligned with the requirements of the labour market and produces graduates of the highest calibre.

A total of 29 respondents were reached for the tracer study, comprising all alumni who graduated in 2019 from the Social Science Education Study Program. This represents 100% of the total number of graduates from the program. A total of 29 respondents participated in the survey, comprising 13 individuals from the 2014 cohort (44.83%) and 16 from the 2015 cohort (55.17%).

Table 4.1 Distribution of Tracer Study Respondents in 2019

Year	2019 graduates	%
2014	13	44.83
2015	16	55.17
Amount at FHB	29	100

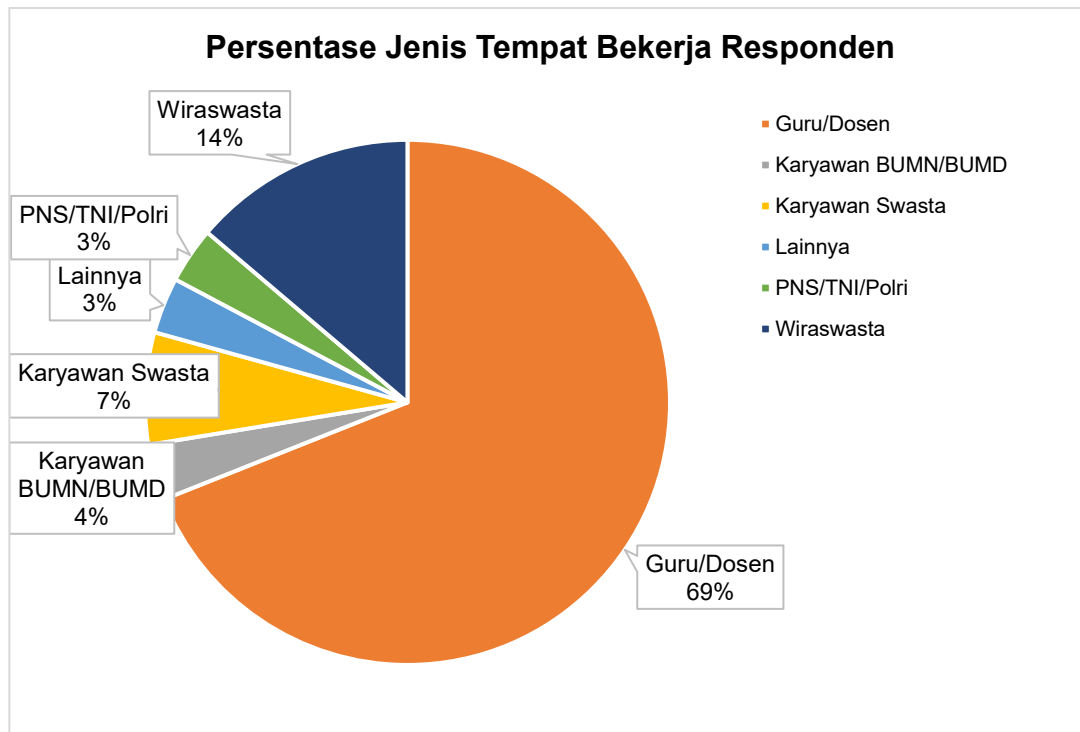
D. Occupation and Type of Workplace

A review of the data in Table 3.1 indicates that 29 individuals, representing 100% of the total respondents, are currently employed. The respondents' occupations are diverse, with 20 individuals employed as teachers or lecturers (69%), one in a state-owned enterprise (4%), two in the private sector (7%), one in the civil service or the military (3%), and four in self-employment (14%). Approximately three percent of graduates are employed in positions outside the aforementioned categories. Table 3 below presents the distribution of workplaces for alumni per study programme.

Table 4.2 Types of Respondents' Workplaces

Graduation year	Current Employment	Amount
2019	Teacher/Lecturer	20
	BUMN/BUMD employees	1
	Private sector employee	2
	Other	1
	Civil servants/TNI/Polri	1
	Self-employed	4
Total		29

Figure 4.4 Percentage of Respondents' Workplace Types



The survey results indicated that 24 respondents were employed in roles that reflected their competencies acquired during their studies. These roles included educators (teachers/lecturers) and entrepreneurs, representing 83% of the total respondents. In contrast, the remaining respondents did not pursue careers aligned with the competencies anticipated by the Social Science Education education programme. Moreover, the study programme convenes stakeholders from both the internal and external environment of the university through curriculum restructuring workshops, with the objective of gathering input for the development of the curriculum in accordance with identified needs. A summary of the results of the input collection from alumni, alumni users and other stakeholders is presented in tabular form below:

Table 4.3 Stakeholder Input

Stakeholders	Input
Lecturer	<ol style="list-style-type: none">1. Review the appropriateness of the credit load for the courses presented.2. Deleting and adjusting courses that are not relevant to student needs.3. Updating the materials (college teaching materials) so that they are able to balance them with the needs of current Social Science Education education.4. Monitoring and evaluating the achievement of course learning outcomes (PLO) every academic year.
Student	<ol style="list-style-type: none">1. It is necessary to notify at the beginning of the lecture about the material that needs to be studied for each lecture meeting.2. Students need guidance to take part in the MBKM program, starting from the technicalities of taking part in the program to the courses that become recognition courses.3. There is clear direction and guidance regarding assignments, practice and portfolio assessment in each course
Alumni	<ol style="list-style-type: none">1. The need for academic activities outside the classroom to encourage studentsexplorelearning resources.2. The need for developing students' hard skills and soft skills.3. The study program can invite alumni who are practitioners (experts), in this way, students get an overview of the needs of the world of work.4. It is necessary to hold another alumni meeting, apart from for friendship, it can also discuss the initiation of collaboration with alumni who work in government and private agencies.
Alumni Users	<ol style="list-style-type: none">1. Some graduates have a high GPA, but this is not reflected in their ability to work.2. Students can be directed to study at government and private agencies in the form of field practice so that they understand the conditions and needs of the world of work.3. Foreign language skills are still quite low, and intense coaching and training is needed to improve them.4. Including local content related to local wisdom in courses so that learning is more contextual.

CHAPTER V

GRADUATE PROFILE, GRADUATE LEARNING OUTCOMES, AND STUDY MATERIALS

A. Graduate Profile and Competency Formulation

The graduate profile and formulation of graduate competencies refer to Presidential Regulation Number 08 of 2012 concerning the Indonesian National Qualifications Framework (KKNI). The strata 1 level is entered at qualification level 6 (level 6):

Table 5.1 Description of Qualification Levels

Qualification Level	Description
General Description	<ol style="list-style-type: none"> 1. Have faith in God Almighty. 2. Have good morals, ethics and personality in completing his duties. 3. Act as a proud citizen who loves the country and supports world peace. 4. Able to work together and have social sensitivity and deep concern for Society and the environment. 5. Respect the diversity of cultures, views, beliefs, religions and opinions/findings from others. 6. Uphold law enforcement and have the enthusiasm to put the nation's and broader community's interests first.
6	<ol style="list-style-type: none"> 1. Able to apply areas of expertise and utilize science, technology, and/or art in the field of problem-solving and able to adapt to the situations faced. 2. Master the theoretical concepts of a particular field of knowledge in general and the theoretical concepts of specific parts of that field of knowledge in depth, and be able to formulate problem solutions. 3. Able to make the right decisions based on information and data analysis and can guide in choosing various alternative solutions independently and in groups. 4. Responsible for one's work and can be responsible for achieving the organization's work results.

Figure 5.1 Profile of Social Science Education Graduates

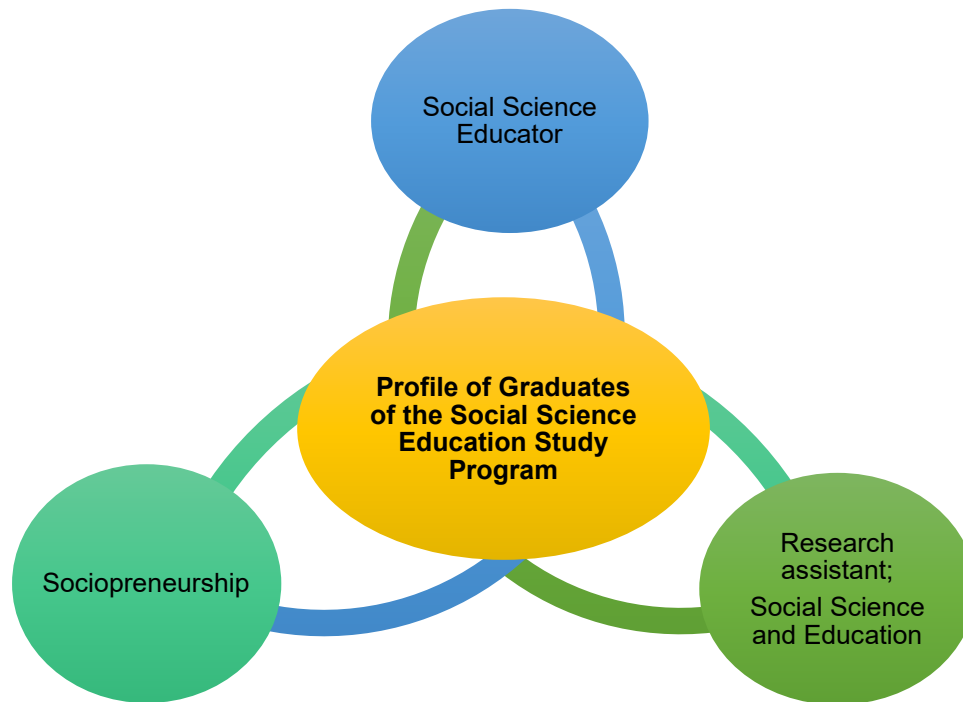


Table 5.2 Profile of Graduates of the Social Science Education Study Program

No	Job Profile	Graduate Profile	Keywords
1	Social Science Education educator (Social Science Education Teacher)	Educators who have the skills to improve students' competence as good citizens.	Education, Educator (teacher), Communicative
2	Research Assistant: Social Science and Education	Reviewing problems in Social Science and education to reach insights or conclusions related to social issues in wetland environmental communities so that they have the skills to make decisions and resolve social problems.	Researcher, Social Skills, Innovative
3	Sociopreneurship	Entrepreneurs who can utilize the environmental and social potential of wetlands as opportunities to develop businesses and create employment opportunities for the community.	Entrepreneurship, Human Resources Management

The Social Science Education Study Program aims to equip Social Science Education educators (teachers) at the SD/MI and SMP/MT levels with the requisite knowledge and skills to effectively teach Social Science Education. The advancement of Social Science Education education is imperative, given that Social Science

Education instruction at the elementary and middle school levels is still conducted as discrete entities. This is not aligned with the concept of integrated IPS (integrative). The Social Science Education Curriculum emphasizes the integration of Social Science and humanities to facilitate pedagogical purposes. The graduate profile of the Social Science Education Study Program at FKIP ULM is determined by considering the scientific vision, the values of the university, and the demands of the job market. As adopted by the National Council for Social Science Education (NCSS), the scientific vision of Social Science Education is the ability to analyze social science and humanities concepts with a multidisciplinary, interdisciplinary and transdisciplinary approach.

Table 5.3 Graduate Learning Achievements

Code	Attitude
S1	Internalize the values of Pancasila and the manifestation of Wasaka values in personal and social life.
S2	Demonstrate a professional, creative, and innovative attitude in education, both independently and in groups.

Code	Knowledge
P1	Able to study the theoretical and practical aspects of Social Science Education education in an integrated manner at the elementary school level or intermediate
P2	Able to construct research education studies for the development of Social Science Education education logically, systematically and critically
P3	Able to analyze local potential as a business development opportunity

Code	General Skills
KU1	Able to utilize information and communication technology to support performance in the field of education
KU2	Able to make appropriate decisions in the context of resolving social problems at local, national and international levels
KU3	Able to adapt to work independently or in groups within a multidisciplinary scope

Code	Special skill
KK1	Able to apply learning strategies with the TPACK approach to improve influential Social Science Education learning

Code	Special skill
KK2	Able to apply research methods by prioritizing ethnopedagogical studies as the development of Social Science Education education through multidisciplinary, interdisciplinary and transdisciplinary approaches
KK3	Able to demonstrate ideas in various forms of media as an entrepreneur (solopreneurship) to the general public

Table 5.4 Graduate and LO Profile Conformity Matrix

No	LO	Graduate Profile		
		1	2	3
Attitude (S)				
S1	Internalize the values of Pancasila and the manifestation of Wasaka values in personal and social life.	3	2	2
S2	Demonstrate a professional, creative, and innovative attitude in education, both independently and in groups.	3	2	3
Knowledge (P)				
P1	Able to study the theoretical and practical aspects of Social Science Education education in an integrated manner at the elementary school level or intermediate	3	2	1
P2	Able to construct research education studies for the development of Social Science Education education logically, systematically and critically	2	3	1
P3	Able to analyze local potential as a business development opportunity	1	2	3
General Skills (KU)				
KU1	Able to utilize information and communication technology to support performance in the field of education	3	2	1
KU2	Able to make appropriate decisions in the context of resolving social problems at local, national and international levels	2	3	3
KU3	Able to adapt to work independently or in groups within a multidisciplinary scope	3	3	3
Special Skills (KK)				
KK1	Able to apply learning strategies with the TPACK approach to improve powerful Social Science Education learning	3	1	1
KK2	Able to apply research methods by prioritizing ethnopedagogical studies as the development of Social Science Education education through multidisciplinary, interdisciplinary and transdisciplinary approaches	2	3	1
KK3	Able to demonstrate ideas in various forms of media as an entrepreneur (solopreneurship) to the general public	1	2	3

Information:

Very suitable :3

In accordance: 2

Suitable enough: 1

B. Determining Study Materials

The study materials for the Social Science Education Study Program at FKIP ULM were identified by analyzing the student's learning needs and the central issues in the learning process. Moreover, the content is based on the principles of the graduate profiles. The study material is presented in the following format:

Table 5.5 Study Materials

No	Theme	Study Materials
1	Science philosophy	Education
2	Philosophy of Education	
3	Learning Theory	
4	Educational Psychology	
5	Cognitive Psychology	
6	Pedagogical Science	
7	Curriculum and Learning	
8	Teaching Profession	
9	Inclusive Education	
10	Education Management	
11	Education Evaluation	
12	Historical Science	Social Science
13	Geography Science	
14	Economics	
15	Sociology	
16	Anthropological Science	
17	Political science	
18	Psychology	
19	Research paradigm	Research Methodology
20	Research Ethics	
21	Research Approach	
22	Research methods	
23	Data collection technique	
24	Data analysis technique	
25	Techniques for Writing Scientific Papers	
26	Statistics	
27	Postmodernism	PerspectiveGlobal
28	Globalization	
29	International Relations	
30	Geopolitical Studies	

No	Theme	Study Materials
31	Local, national and international Contemporary Issues	
32	Proxy Wars	
33	Conflict Resolution	
34	Social Capital	
35	<i>Sustainable Development Goals</i> (SDGs)	
34	Basic Concepts of Technology, Information and Communication	Information and Communication Technology
35	Educational Technology Studies	
36	ICT Applications/Software	
37	Ethics and Responsibility in Using Technology	
38	Technology Trends and Developments	
39	Internet of Things (IoT)	
40	Big data and data analysis	
41	Artificial intelligence (AI)	

Table 5.6 Study Materials Based on LO

No	LO	Study Materials
1	S.1 (LO 1) Internalize the values of Pancasila and the manifestation of Wasaka values in personal and social life.	Education, Social Science, Global Perspective
2	S.2 (LO 2) Demonstrate a professional, creative, and innovative attitude in education, both independently and in groups.	Social Science Education, Information Communication Technology
3	P.1 (LO 3) Able to study the theoretical and practical aspects of Social Science Education education in an integrated manner at the elementary school level or intermediate	Education, Social Science
4	P.2 (LO 4) Able to construct research education studies for the development of Social Science Education education logically, systematically and critically	Research Methodology
5	P.3 (LO 5) Able to analyze local potential as a business development opportunity	PerspectiveGlobal, Information and Communication Technology
6	KU.1 (LO 6) Able to utilize information and communication technology to support performance in the field of education	Social Science Education, Information Communication Technology
7	KU.2 (LO 7) Able to make appropriate decisions in the context of resolving social problems at local, national and international levels	Social Science Research Methodology, PerspectiveGlobal

No	LO	Study Materials
8	KU.3 (LO 8) Able to adapt to work independently and in groups within a multidisciplinary scope	PerspectiveGlobal, Information and Communication Technology
9	KK.1 (LO 9) Able to apply learning strategies with the TPACK approach to improve influential Social Science Education learning	Education, Social Science, Information Communication Technology
10	KK.2 (LO 10) Able to apply research methods by prioritizing ethnopedagogical studies as the development of Social Science Education education through multidisciplinary, interdisciplinary and transdisciplinary approaches	Social Science Research Methodology, PerspectiveGlobal
11	KK.3 (LO 11) Able to demonstrate ideas in various forms of media as an entrepreneur (solopreneurship) to the general public	PerspectiveGlobal, Information and Communication Technology

C. Matrix of the Relationship between Study Materials and Graduate Learning Achievements

Table 5.7 Study Materials Based on LO

No	Study Materials	Graduate Profile										
		LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11
1	Education	√	√	√			√			√		
2	Social Science	√	√	√			√	√		√	√	√
3	Research Methodology				√			√			√	
4	PerspectiveGlobal	√				√		√	√		√	√
5	Information and communication technology		√		√	√	√		√	√		√

Table 5.8 Study Materials Based on LO

Code	Study Materials	Description of Study Materials
BK 1	Education	The study material presents an in-depth examination of the conceptual framework of Indonesian education, encompassing national education, learning theory, and national education praxis. This study material aims to provide students with an insight into the scientific basis of education, which they can subsequently apply in reviews and studies and in educational and learning practices in schools. Education policy is concerned with studying laws and regulations about education and their practical implementation within the context of national education systems. This study aims to provide students with insight into the issues and developments pertaining to national education.
BK 2	Social Science	The field of Social Science encompasses the study of concepts and theories that serve as auxiliary knowledge in the context of social science education. Social science theories and concepts are employed as analytical tools in historical studies. The study employs a multidisciplinary, interdisciplinary, and transdisciplinary approach to examine social problems in a comprehensive manner.
BK 3	Research Methodology	<p>The study of research methodology is a branch of science that focuses on the systematic study of how to conduct research. This study provides a road map for researchers, guiding them in designing, conducting, and analyzing their research in a scientific, valid, and reliable manner. It also allows students to practise research, both social and educational. Research methodology studies cover various essential aspects of the research process, such as:</p> <ul style="list-style-type: none"> • Research Approaches: This review discusses the differences between qualitative, quantitative, and mixed research approaches and helps researchers choose the right approach for their research questions. • Data Collection Methods: This study discusses various data collection techniques, such as surveys, interviews, observations, and experiments,

Code	Study Materials	Description of Study Materials
		<p>and helps researchers choose the proper techniques to collect accurate and relevant data.</p> <ul style="list-style-type: none"> • Data Analysis Techniques: This study discusses various data analysis techniques, such as statistical analysis, thematic analysis, and narrative analysis, and helps researchers choose the proper techniques to analyze their data systematically and produce in-depth interpretations. • Research Ethics: This review discusses the principles of research ethics, such as informed consent, anonymity, and privacy, and helps researchers ensure their research is conducted ethically and responsibly.
BK 4	Global Perspective	<p>A global perspective is a way of viewing and conceptualizing a problem, event or activity from the standpoint of global interests, that is, from the perspective of world or international interests. Consequently, our attitudes and actions are also oriented towards global interests. The global perspective study aims to comprehend a perspective that emerges from an awareness that life and living are for the benefit of the global community. One must adopt a global perspective in one's thinking and a local perspective in one's actions (think globally, act locally). Consequently, the material presented in this study demonstrates that the actions undertaken by individuals and organizations will have a global impact.</p>
BK 5	Information and Communication Technology	<p>ICT encompasses two distinct areas: information technology and communication technology. Information technology, in particular, encompasses the study of processes, tools, manipulation, and information management. Communication, in contrast, encompasses all aspects of the utilization of tools and media for the processing and transfer of information from information sources to information recipients. This study aims to equip students with the requisite knowledge and skills to utilize technology effectively in both learning and communication.</p>

Table 5.9 Relationship between Graduate Profile, LO, and Study Material Groups

Graduate Profile	Graduate Learning Outcomes (LO)	Study Material Group
Social Science Education educator (Social Science Education Teacher)	Demonstrate behaviour that reflects the values of Pancasila and the spirit of Waja Tu Kaputing (Wasaka) in personal and social life.	<ul style="list-style-type: none"> ➤ Education ➤ Social Science ➤ PerspectiveGlobal
	Demonstrate a professional, creative, innovative attitude in education independently or in groups.	<ul style="list-style-type: none"> ➤ Education, ➤ Social Science ➤ Information and Communication Technology
	Able to study the theoretical and practical aspects of Social Science Education education in an integrated manner at the elementary school level or intermediate	<ul style="list-style-type: none"> ➤ Education ➤ Social Science

Graduate Profile	Graduate Learning Outcomes (LO)	Study Material Group
	Able to utilize information and communication technology to support performance in the field of education	<ul style="list-style-type: none"> ➤ Education ➤ Social Science ➤ Information and Communication Technology
	Able to apply learning strategies with the TPACK approach to improve influential Social Science Education learning	<ul style="list-style-type: none"> ➤ Education ➤ Social Science ➤ Information and Communication Technology
Research Assistant: Social Science and Education	Demonstrate behaviour that reflects the values of Pancasila and the spirit of Waja Tu Kaputing (Wasaka) in personal and social life.	<ul style="list-style-type: none"> ➤ Education ➤ Social Science ➤ PerspectiveGlobal
	Demonstrate a professional, creative, innovative attitude in education independently or in groups.	<ul style="list-style-type: none"> ➤ Education, ➤ Social Science ➤ Information and Communication Technology
	Able to construct research education studies for the development of Social Science Education education logically, systematically and critically	<ul style="list-style-type: none"> ➤ Research Methodology ➤ Information and Communication Technology
	Able to make appropriate decisions in the context of resolving social problems at local, national and international levels	<ul style="list-style-type: none"> ➤ Social Science ➤ Research Methodology ➤ PerspectiveGlobal
	Able to apply research methods by prioritizing ethnopedagogical studies as the development of Social Science Education education through multidisciplinary, interdisciplinary and transdisciplinary approaches	<ul style="list-style-type: none"> ➤ Social Science ➤ Research Methodology ➤ PerspectiveGlobal
Entrepreneur	Demonstrate behaviour that reflects the values of Pancasila and the spirit of Waja Tu Kaputing (Wasaka) in personal and social life.	<ul style="list-style-type: none"> ➤ Education ➤ Social Science ➤ PerspectiveGlobal
	Demonstrate a professional, creative, innovative attitude in education independently or in groups.	<ul style="list-style-type: none"> ➤ Education, ➤ Social Science ➤ Information and Communication Technology
	Able to analyze local potential as a business development opportunity	<ul style="list-style-type: none"> ➤ PerspectiveGlobal ➤ Information and Communication Technology

Graduate Profile	Graduate Learning Outcomes (LO)	Study Material Group
	Able to adapt to work independently and in groups within a multidisciplinary scope	<ul style="list-style-type: none"> ➤ PerspectiveGlobal ➤ Information and Communication Technology
	Able to demonstrate ideas in various forms of media as an entrepreneur to the general public	<ul style="list-style-type: none"> ➤ Social Science, ➤ PerspectiveGlobal ➤ Information and Communication Technology

D. Grouping Courses, Determining SKS Weights, and LO Loads in Courses

The determination of points and number of credits is based on the breadth (amount of study material) and depth (level of Bloom's taxonomy). The total weight of courses that students must take in the Social Science Education Study Program is set at a minimum of 145 credits out of the total number of credits offered at 157 credits. The distribution of courses offered by the Social Science Education Study Program consists of 59 compulsory courses and 12 elective courses. Relatedly, the course structure of the Social Science Education Study Program Curriculum is structured by considering the learning outcomes of graduates in each course. Thus, each course has a LO load with a certain weight, and all LOs are distributed proportionally, as presented in the following table:

Table 5.10 Course Groups and Credits

No	Subject	LO Payload	Breadth of the Number of Study Materials	Depth (Taxonomic Level)	Estimated time		SKS weight
					Studying	Practice	
General Course							
1	Religious education	LO 1	3	3	100	50	3
2	Pancasila	LO 1, LO 7	4	2	100	0	2
3	Indonesian	LO 2, LO 7, LO 8	5	3	100	50	3
4	Introduction to Wetland Environments	LO 1, LO 4, LO 8, LO 9	5	3	50	50	2
5	English: Basic	LO 2, LO 7, LO 8	5	2	100	0	2
6	Civic education	LO 1, LO 7	4	3	100	0	2
7	English: Intermediate	LO 2, LO 7, LO 8	5	3	50	50	2
8	Entrepreneurship	LO 5, LO 8, LO 11	4	3	50	50	2
Pedagogical Knowledge							
9	Introduction to Education	LO 2, LO 3, LO 6	4	2	100	0	2
10	Student Development	LO 2, LO 3, LO 6	4	4	100	0	2
11	Education Profession	LO 2, LO 3, LO 6	4	3	100	0	2
12	Learning and Learning	LO 1, LO 2, LO 3	3	2	100	0	2
13	School Administrative Management	LO 1, LO 2, LO 3	4	2	50	50	2
14	Microteaching	LO 2, LO 6, LO 9	5	3	0	100	2
15	Teaching Practices in Schools	LO 2, LO 6, LO 9	5	3	0	150	3
16	Education Innovation*	LO 3, LO 6	3	4	50	50	2
17	E-Learning*	LO 3, LO 6, LO 9	3	3	50	50	2
Pedagogic Content Knowledge							
18	Social Science Education Learning Planning	LO 3, LO 6	3	4	100	50	3
19	Study of Social Science Textbooks	LO 3, LO 6	3	4	100	50	3
20	Study of the Social Science Learning Curriculum in Elementary Schools	LO 3, LO 6	3	3	100	0	2

No	Subject	LO Payload	Breadth of the Number of Study Materials	Depth (Taxonomic Level)	Estimated time		SKS weight
					Studying	Practice	
21	Study of the Social Science Learning Curriculum in Middle Schools	LO 3, LO 6	3	3	100	0	2
22	Social Science Education Learning Strategy	LO 2, LO 6, LO 9	4	4	100	50	3
23	Social Science Learning Media	LO 6, LO 9	4	3	100	50	3
24	Social Science Learning Resources	LO 6, LO 9	4	3	50	50	2
25	Evaluation of Social Science Education Learning	LO 3, LO 6, LO 9	4	5	100	50	3
26	Transdisciplinary and Crosdisciplinary Approaches in Social Science Education Learning	LO 3, LO 6, LO 9	4	3	50	50	2
27	Development of a Social Science Learning Laboratory	LO 3, LO 6, LO 9	4	4	50	50	2
Content Knowledge							
28	Introduction to the Social Science	LO 4, LO 7	3	2	100	0	2
29	Basic Concepts of Social Science	LO 3, LO 6, LO 9	3	2	100	0	2
30	Geography and Social Science Education	LO 3, LO 9	3	2	100	0	2
31	History and Social Science Education	LO 3, LO 9, LO 11	4	2	100	0	2
32	Economics and Social Science Education	LO 3, LO 9	3	2	100	0	2
33	Sociology and Social Science Education	LO 3, LO 9	3	2	100	0	2
34	Political Science and Social Science Education	LO 3, LO 9	3	2	100	0	2
35	Anthropology and Social Science Education	LO 3, LO 9	3	2	100	0	2
36	Psychological Science and Social Science Education	LO 3, LO 9	3	2	100	0	2
37	Logic	LO 7, LO 10	3	3	100	0	2
38	Environmental education	LO 7, LO 8	4	3	50	50	2
39	Time, Continuity, and Change	LO 7, LO 8	4	3	100	0	2
40	People, Places, and Environment	LO 5, LO 8, LO 11	3	3	100	0	2
41	Individual and Identity Development	LO 5, LO 8, LO 11	3	3	100	0	2
42	Individuals, Society, and Institutions	LO 7, LO 8	4	3	100	0	2
43	Power, Authority, and Governance	LO 7, LO 8	4	3	100	0	2

No	Subject	LO Payload	Breadth of the Number of Study Materials	Depth (Taxonomic Level)	Estimated time		SKS weight
					Studying	Practice	
44	Production, Distribution and Consumption	LO 5, LO 8, LO 11	3	3	100	0	2
45	Science, Technology and Society	LO 8, LO 11	3	3	100	0	2
46	Journalism	LO 5, LO 8	3	3	50	50	2
47	Indonesian Society and Culture	LO 2, LO 7	5	2	100	0	2
48	Multicultural Society*	LO 2, LO 7	5	2	100	0	2
49	Science philosophy	LO 3, LO 4, LO 5	5	3	100	0	2
50	Local Wisdom and Ethnopedagogy	LO 3, LO 6, LO 9	5	4	50	50	2
51	Tourist	LO 5, LO 8, LO 11	5	3	50	50	2
52	Banjar Society and Culture	LO 2, LO 7, LO 9	5	3	100	0	2
53	Banjar Literature	LO 2, LO 7, LO 9	5	3	100	0	2
54	Global Perspective	LO 6, LO 7, LO 11	5	4	100	0	2
55	Basics of Statistics	LO 4, LO 10	4	4	50	50	2
56	Social Science Education Research Review	LO 4, LO 10	4	5	100	50	3
57	Quantitative Research Approach	LO 4, LO 10	4	4	50	50	2
58	Qualitative Research Approach	LO 4, LO 10	4	4	50	50	2
59	Social Skills Development	LO 8, LO 11	3	3	100	0	2
60	Nationalism and National Identity	LO 1, LO 2	3	3	100	0	2
61	Field Work Practices	LO 2, LO 7, LO 8	5	3	50	50	2
62	Proposal Seminar	LO 1, LO 4, LO 10	5	4	0	100	2
63	Scientific Work Guidance	LO 1, LO 4, LO 10	5	4	100	50	3
64	Anti-Corruption Education	LO 6, LO 7, LO 8	5	3	100	0	2
65	Human Resource Management	LO 8, LO 11	3	4	100	0	2
66	History of Banjar	LO 1, LO 5	4	3	150	0	3
67	Contemporary Issues	LO 7, LO 11	4	3	100	0	2
68	Social transformation	LO 5, LO 7, LO 11	4	3	100	0	2

No	Subject	LO Payload	Breadth of the Number of Study Materials	Depth (Taxonomic Level)	Estimated time		SKS weight
					Studying	Practice	
69	Life of River People	LO 1, LO 5	4	3	100	0	2
70	Social Science Education and Character Education	LO 1, LO 3	3	3	100	0	2
71	Thesis	LO 1, LO 4, LO 10	5	6	0	300	6

*Note: The estimated study time for each course is rounded to make determining the weight of credits easier.

Table 5.11 LO Contents in Courses

No	Subject	LO Contents in Courses										
		LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11
General Course												
1	Religious education	√										
2	Pancasila	√						√				
3	Indonesian		√					√	√			
4	Introduction to Wetland Environments	√			√				√	√		
5	English: Basic		√					√	√			
6	Civic education	√						√				
7	English: Intermediate		√					√	√			
8	Entrepreneurship					√			√			√
Pedagogical Knowledge												
9	Introduction to Education		√	√			√					
10	Student Development		√	√			√					
11	Education Profession		√	√			√					
12	Learning and Learning	√	√	√								
13	School Administrative Management	√	√	√								
14	Microteaching		√				√			√		
15	Teaching Practices in Schools		√				√			√		
16	Education Innovation*			√			√					
17	E-Learning*			√			√			√		
Pedagogic Content Knowledge												

No	Subject	LO Contents in Courses										
		LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11
18	Social Science Education Learning Planning			√			√					
19	Study of Social Science Textbooks			√			√					
20	Study of the Social Science Learning Curriculum in Elementary Schools			√			√					
21	Study of the Social Science Learning Curriculum in Middle Schools			√			√					
22	Social Science Education Learning Strategy		√				√			√		
23	Social Science Learning Media						√			√		
24	Social Science Learning Resources						√			√		
25	Evaluation of Social Science Education Learning			√			√			√		
26	Transdisciplinary and Crosdisciplinary Approaches in Social Science Education Learning			√			√			√		
27	Development of a Social Science Learning Laboratory			√			√			√		
Content Knowledge												
28	Introduction to the Social Science				√			√				
29	Basic Concepts of Social Science			√			√			√		

No	Subject	LO Contents in Courses										
		LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11
30	Geography and Social Science Education			√						√		
31	History and Social Science Education			√						√		√
32	Economics and Social Science Education			√						√		
33	Sociology and Social Science Education			√						√		
34	Political Science and Social Science Education			√						√		
35	Anthropology and Social Science Education			√						√		
36	Psychological Science and Social Science Education			√						√		
37	Logic							√			√	
38	Environmental education							√	√			
39	Time, Continuity, and Change							√	√			
40	People, Places, and Environment					√			√			√
41	Individual and Identity Development					√			√			√
42	Individuals, Society, and Institutions							√	√			
43	Power, Authority, and Governance							√	√			
44	Production, Distribution and Consumption					√			√			√
45	Science, Technology and Society								√			√
46	Journalism					√			√			

No	Subject	LO Contents in Courses										
		LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11
47	Indonesian Society and Culture		√					√				
48	Multicultural Society*		√					√				
49	Science philosophy			√	√	√						
50	Local Wisdom and Ethnopedagogy			√			√			√		
51	Tourist					√			√			√
52	Banjar Society and Culture		√					√		√		
53	Banjar Literature		√					√		√		
54	Global Perspective						√	√				√
55	Basics of Statistics				√						√	
56	Social Science Education Research Review				√						√	
57	Quantitative Research Approach				√						√	
58	Qualitative Research Approach				√						√	
59	Social Skills Development								√			√
60	Nationalism and National Identity	√	√									
61	Field Work Practices		√					√	√			
62	Proposal Seminar	√			√						√	
63	Scientific Work Guidance	√			√						√	
64	Anti-Corruption Education						√	√	√			
65	Human Resource Management								√			√
66	History of Banjar	√				√						
67	Contemporary Issues							√				√
68	Social transformation					√		√				√

No	Subject	LO Contents in Courses										
		LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11
69	Life of River People	√				√						
70	Social Science Education and Character Education	√		√								
71	Thesis	√			√						√	

Figure 5.2 Organization of Social Science Education Study Program Courses

SWT	Jumlah SKS SWT	Jumlah MK	KELOMPOK MATA KULIAH PROGRAM SARJANA													PROGRAM MBKM REKOMENDASI					
			MK WAJIB (SKS)										MK PILIHAN (SKS)			Dalam PT	PT Lain	Non-PT			
VII	6	1	Skripsi																		MBKM
			6																		
VII	11	5	Kehidupan Masyarakat Sungai	Pendidikan IPS dan Pendidikan Karakter	Sejarah Banjar								Isu-isu Kontemporer*	Pembahsan Sosial*						MBKM [Penelitian/riset atau Studi Independen]	Content Knowledge
			2	2	3								2	2						≤ 8	
VI	20	9	Manajemen Sumber Daya Manusia	Praktik Kerja Lapangan	Bimbingan Karya Ilmiah	Seminar Proposal	Praktik Pengajaran di Sekolah						Pendidikan Anti Korupsi*	Pengembangan Laboratorium Pembelajaran IPS*	E-Learning*	Inovasi Pendidikan*	MBKM [Asistensi Mengajar]		MBKM [Magang/Praktik Kerja]	Content Knowledge (Pilihan)	
			2	2	3	2	3						2	2	2	2	≤ 20		≤ 20		
V	26	11	Kajian Penelitian IPS	Pendekatan Penelitian Kualitatif	Pendekatan Penelitian Kuantitatif	Pendekatan Transdisipliner dan Krosdisipliner dalam Pembelajaran IPS	Media Pembelajaran IPS	Sumber Pembelajaran IPS	Evaluasi Pembelajaran IPS	Strategi Pembelajaran IPS	Pengajaran Mikro		Nasionalisme dan Jati Diri Bangsa*	Pengembangan Keterampilan Sosial*				MBKM [Pertukaran Mahasiswa]	Pedagogic Knowledge		
			3	2	2	2	3	2	3	3	2		2	2				Sesuai MK			
IV	26	12	Dasar-Dasar Statistik	Filsafat Ilmu	Kearifan Lokal dan Etnopedagogi	Paradigma	Kajian Buku Teks IPS	Kajian Kurikulum Pembelajaran IPS di SD	Kajian Kurikulum Pembelajaran IPS di SMP	Perencanaan Pembelajaran IPS	Perspektif Global	Kewirausahaan	Masyarakat dan Kebudayaan Banjar*	Sastra Banjar*				MBKM [Pertukaran Mahasiswa]	Pedagogic Knowledge (Pilihan)		
			2	2	2	2	3	2	2	3	2	2	2	2				Sesuai MK			
III	26	13	Individu, Masyarakat, dan Institusi	Jurnalistik	Keluarga, Kewarganegaraan, dan Pemerintahan	Logika	Manusia, Tempat, dan Lingkungan	Pendidikan Lingkungan Hidup	Pengembangan Individu dan Komunitas	Produksi, Distribusi, dan Konsumsi	Sains, Teknologi, dan Masyarakat	Waktu, Keberlanjutan, dan Perubahan	Manajemen Administrasi Sekolah	Masyarakat dan Kebudayaan Indonesia*	Masyarakat Multikultural*			MK dengan CPL Relevan	Pedagogic Content Knowledge		
			2	2	2	2	2	2	2	2	2	2	2	2	2			Sesuai MK			
II	22	11	Ilmu Antropologi dan Pendidikan IPS	Ilmu Ekonomi dan Pendidikan IPS	Ilmu Geografi dan Pendidikan IPS	Ilmu Politik dan Pendidikan IPS	Ilmu Psikologi dan Pendidikan IPS	Ilmu Sejarah dan Pendidikan IPS	Ilmu Sosiologi dan Pendidikan IPS	Beijing dan Pembelajaran	Profesi Kependidikan	Bahasa Inggris: Intermediate	Pendidikan Kewarganegaraan						Pedagogic Content Knowledge (Pilihan)		
			2	2	2	2	2	2	2	2	2	2	2								
I	20	9	Konsep Dasar IPS	Pengantar Ilmu-Ilmu Sosial	Pengantar Pendidikan	Pengembangan Peserta Didik	Pengantar Lingkungan Lahan Basah	Bahasa Inggris: Basic	Bahasa Indonesia	Pendidikan Agama	Pancasila								General Course		
			2	2	2	2	2	2	3	3	2										

Table 5.12 Distribution of Social Science Education Study Program Courses

No	Subject		Element Category	Study Load on Activities: (credits)	
	Code	Name		Studying	Practice
1	2	3	4	6	7
Semester 1					
Must					
1	AKBK3101	Basic Concepts of Social Science	e	2	0
2	AKBK3102	Introduction to the Social Science	e	2	0
3	AKWF2101	Introduction to Education	b	2	0
4	AKWF2102	Student Development	b	2	0
5	AULM1115	Introduction to Wetland Environments	a	1	1
6	AULM1151	English: Basic	a	2	0
7	AULM1152	Indonesian	a	2	1
8	AULM1161	Religious education	a	2	1
9	AULM1171	Pancasila	a	2	0
Amount				17	3
Semester 2					
Must					
10	AKBK3201	Anthropology and Social Science Education	e	2	0
11	AKBK3202	Economics and Social Science Education	e	2	0
12	AKBK3203	Geography and Social Science Education	e	2	0
13	AKBK3204	Political Science and Social Science Education	e	2	0
14	AKBK3205	Psychological Science and Social Science Education	e	2	0
15	AKBK3206	History and Social Science Education	e	2	0
16	AKBK3207	Sociology and Social Science Education	e	2	0
17	AKWF2203	Learning and Learning	b	2	0

No	Subject		Element Category	Study Load on Activities: (credits)	
	Code	Name		Studying	Practice
18	AKWF2204	Education Profession	b	2	0
19	AULM1252	English: Intermediate	a	1	1
20	AULM1272	Civic education	a	2	0
Amount				21	1
3rd semester					
Must					
21	AKBK3301	Individuals, Society, and Institutions	e	2	0
22	AKBK3302	Journalism	e	1	1
23	AKBK3303	Power, Authority, and Governance	e	2	0
24	AKBK3304	Logic	e	2	0
25	AKBK3305	People, Places, and Environment	e	2	0
26	AKBK3308	Environmental education	e	1	1
27	AKBK3309	Individual and Identity Development	e	2	0
28	AKBK3310	Production, Distribution and Consumption	e	2	0
29	AKBK3311	Science, Technology and Society	e	2	0
30	AKBK3312	Time, Continuity, and Change	e	2	0
31	AKWF2305	School Administrative Management	b	1	1
Amount				19	3
Electives (Can be taken up to 4 credits)					
32	AKBK3306	Indonesian Society and Culture*	e	2	0
33	AKBK3307	Multicultural Society*	e	2	0
Amount				4	0
Semester 4					
Must					
34	AKBK3401	Basics of Statistics	e	1	1
35	AKBK3402	Science philosophy	e	2	0

No	Subject		Element Category	Study Load on Activities: (credits)	
	Code	Name		Studying	Practice
36	AKBK3403	Study of Social Science Textbooks	e	2	1
37	AKBK3404	Study of the Social Science Learning Curriculum in Elementary Schools	e	2	0
38	AKBK3405	Study of the Social Science Learning Curriculum in Middle Schools	e	2	0
39	AKBK3406	Local Wisdom and Ethnopedagogy	e	1	1
40	AKBK3408	Tourist	e	1	1
41	AKBK3409	Social Science Education Learning Planning	e	2	1
42	AKBK3410	Global Perspective	e	2	0
43	AULM1451	Entrepreneurship	a	1	1
Amount				16	6
Electives (Can be taken up to 4 credits)					
44	AKBK3407	Banjar Society and Culture*	e	2	0
45	AKBK3411	Banjar Literature*	e	2	0
Amount				4	0
5th semester					
Must					
46	AKPP4501	Transdisciplinary and Crosdisciplinary Approaches in Social Science Education Learning	c	1	1
47	AKPP4502	Social Science Learning Media	c	2	1
48	AKPP4503	Social Science Learning Resources	c	1	1
49	AKPP4504	Evaluation of Social Science Education Learning	c	2	1
50	AKPP4505	Microteaching	c	0	2
51	AKPP4507	Social Science Education Learning Strategy	c	2	1
52	AMPP5501	Social Science Education Research Review	d	2	1

No	Subject		Element Category	Study Load on Activities: (credits)	
	Code	Name		Studying	Practice
53	AMPP5502	Qualitative Research Approach	d	1	1
54	AMPP5503	Quantitative Research Approach	d	1	1
Amount				12	10
Electives (Can be taken up to 4 credits)					
55	AKBK3501	Nationalism and National Identity*	e	2	0
56	AKBK3502	Social Skills Development*	e	2	0
Amount				4	0
6th semester					
Must					
57	AKBK3603	Human Resource Management	e	2	0
58	AKBK3606	Field Work Practices	e	1	1
59	AKPP4606	Teaching Practices in Schools	c	0	3
60	AMPP5601	Scientific Work Guidance	d	2	1
61	AMPP5602	Proposal Seminar	d	0	2
Amount				5	7
Electives (Can be taken up to 8 credits)					
62	AKBK3601	E-Learning*	e	1	1
63	AKBK3602	Education Innovation*	e	1	1
64	AKBK3604	Anti-Corruption Education*	e	2	0
65	AKBK3605	Development of Social Science Learning Laboratory*	e	1	1
Amount				5	3
7th semester					
Must					
66	AKBK3702	Life of River People	e	2	0

No	Subject		Element Category	Study Load on Activities: (credits)	
	Code	Name		Studying	Practice
67	AKBK3703	Social Science Education and Character Education	e	2	0
68	AKBK3705	History of Banjar	e	3	0
Amount				7	0
Electives (Can be taken up to 4 credits)					
69	AKBK3701	Contemporary Issues*	e	2	0
70	AKBK3704	Social transformation*	e	2	0
Amount				4	0
Semester 8					
71	AMPP5801	Thesis	d	0	6
Amount				0	6

Total credits of university compulsory courses (A)	18
Total credits of compulsory faculty courses (B)	10
Total credits of compulsory study programme courses (C)	105
Total credits of elective courses that must be taken (D)	12
Total credits of elective courses provided	24
Total credits of courses provided	157
Total credits of courses taken (A+B+C+D)	145
Course element categories:	
GENERAL COURSES (MKU)	= a
BASIC EDUCATION COURSES (MKDK)	= b
SUBJECT LEARNING PROCESS SKILLS (MKKPP)	= c
EDUCATIONAL DEVELOPMENT COURSES (MKPP)	= d
EXPERTISE SUBJECTS (MKBK)	= e

E. Curriculum Map

The curriculum map is constructed according to the mandatory and elective courses offered each semester, facilitating students' ability to programme their studies in a way that is aligned with the desired graduate profile. Furthermore, the curriculum map considers the relationships between courses and their prerequisites.



As illustrated by the map of course distribution for each semester, the curriculum review has resulted in notable alterations to the course structure. The curriculum's structure has been modified to align it with the evolving needs of the contemporary academic landscape. The changes resulting from the curriculum review are minor. They entail removing, altering, or repositioning compulsory/elective courses and adjusting the weight of credits. The outcomes of the curriculum review are presented in the table below:

Table 5.13 Changes in the Curriculum Structure of the Social Science Education Study Program

No	Subject	Status	Reason for Review
1	English	Customized	English courses are offered in semesters I and II. Therefore, to avoid overlapping PLO, it has been adjusted to English: Basic English: Intermediate
2	Learning and Learning	Changes in MK offers in the semester	Based on the review results, the MK is ideal served together with the Educational Profession MK. So, there is a change in offers from semester 3 (Odd) to semester 2 (Even)
3	Basics of Statistics	Changes in MK offers in the semester	From semester 5 (Odd) to semester 4 (Even)
4	Philosophy of Education	Deleted	It is an MKDK (pedagogic knowledge) group offered by FKIP; in January 2020, based on Faculty MK policy, it was abolished
5	Basic Natural Sciences	Deleted	This is the MKU (Basic Course) group offered by ULM; in January 2020, based on University policy, MK was abolished
6	Psychological Science and Social Science Education	Changes in MK offers in the semester	MK (Content Knowledge) for the Social Science Education group study is combined in one semester (Semester 2), making it easier to offer the MBKM program. The semester changes from semester 3 (Odd) to semester 2 (Even)
7	Study of the Social Science Learning Curriculum in Middle Schools	Changes in MK offers in the semester	MK (Pedagogic Content Knowledge) is distributed over three semesters, starting with semesters 4, 5, and 6, making it easier to offer the MBKM program. The

No	Subject	Status	Reason for Review
			semester changes from semester 5 (Odd) to semester 4 (Even)
8	Life of River People	Changes in MK offers in the semester	Adjustment change in course position from semester 6 to semester 7 to make it easier for students to increase their understanding of the theme of river community life
9	Entrepreneurship	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 6 (Even) to semester 4 (Even)
10	Human Resource Management	Elective MK becomes Mandatory MK, and Changes to Semester offers	Adjustments to changes in course groups to support graduate profiles and MBKM program offerings from semester 8 (Even) to semester 6 (Even)
11	Qualitative Research Approach	Name Changes and Changes to Semester Offerings	Change in the name of the previous Qualitative Research course and semester offerings from semester 6 (Even) to semester 5 (Odd) to support the MBKM program
12	Quantitative Research Approach	Name Changes and Changes to Semester Offerings	Change in the name of the previous Qualitative Research course and semester offerings from semester 6 (Even) to semester 5 (Odd) to support the MBKM program
13	Anti-Corruption Education*	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 8 (Even) to semester 6 (Even)
14	Inclusive Education	Deleted	This is an MKD (Basic Course) group offered by FKIP; in January 2020, based on Faculty policy, MK was abolished
15	Social Science Education and Character Education	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 1 (Odd) to semester 7 (Odd)
16	Environmental education	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 4 (Even) to semester 3 (Odd)
17	Microteaching	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 6 (Even) to semester 5 (Odd)

No	Subject	Status	Reason for Review
18	Development of Social Science Learning Laboratory*	The MK must be the MK of Choice	AdjustmentChanges in subject groups are based on the needs of the graduate profile
19	Student Development	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 2 (Even) to semester 1 (Odd)
20	Global Perspective	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 7 (Odd) to semester 4 (Even)
21	Field Work Practices	Change of name	Adjustment of the previous name PKL
22	Teaching Practices in Schools	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 7 (Odd) to semester 6 (Even)
23	Education Profession	Changes in MK offers in the semester	Adjustments to changes in course positions to support course offerings due to the need for mastery of the Pedagogic course group (MKDK) from semester 4 (Even) to semester 2 (Even)
24	History of Banjar	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 6 (Even) to semester 7 (Odd)
25	Proposal Seminar	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 7 (Odd) to semester 6 (Even)

Table 5.14 Selected Subjects for the Social Science Education Study Program

No	SUBJECT	SKS	Semesters Offered
1	Indonesian Society and Culture*	2	3
2	Multicultural Society*	2	3
3	Banjar Society and Culture*	2	4
4	Banjar Literature*	2	4
5	Nationalism and National Identity*	2	5
6	Social Skills Development*	2	5
7	E-Learning*	2	6
8	Education Innovation*	2	6
9	Anti-Corruption Education*	2	6

No	SUBJECT	SKS	Semesters Offered
10	Development of Social Science Learning Laboratory*	2	6
11	Contemporary Issues*	2	7
12	Social transformation*	2	7
Total Credits Presented		24	
Minimum credits taken by students		12	

CHAPTER VI

LEARNING STRATEGY AND EVALUATION

A. Learning Characteristics

Minister of Education and Culture Regulation No. 3 of 2020 concerning National Higher Education Standards (SN-Dikti) encourages higher education study programmes to review their curriculum. Nevertheless, the development of curricula in higher education continues to be guided by the Indonesian National Qualifications Framework (Presidential Decree No. 8 of 2012), which ensures the equality and coherence of educational programmes at different levels. The standards for the administration of study programmes are set out in greater detail according to the levels in SN-Dikti. The SN-Dikti contains standards for graduate competencies, content, processes, and evaluations, including LO Attitudes and LO General Skills, detailed in the Appendix.

The Independent Learning-Independent Campus (MBKM) policy is supported by a variety of learning formats (Article 14 SN-Dikti) and the provision of facilities for students to undertake their studies in three (3) semesters outside their designated programme (Article 18 SN-Dikti). The Independent Learning-Independent Campus programme will be implemented in Applied Undergraduate and Undergraduate Programmes, except those in Health. This programme aims to fulfil the graduate learning outcomes set by each study programme, albeit through utilizing disparate forms of learning. Students can engage in learning activities outside their designated study programme for three semesters. This provides an opportunity for them to develop additional competencies beyond the prescribed learning outcomes of their study programme, equipping them with the necessary skills for transitioning into the professional world upon graduation with an applied bachelor's or bachelor's degree.

The experience gained will enhance graduates' capacity to adapt to developments in the world of work and life in society and foster lifelong learning habits. To guide the development of study programmes, this curriculum development orientation is

supplemented with guidance for the implementation of the MBKM programme and the implementation of Outcome Based Education (OBE), which is the standard for the evaluation of the External Quality Assurance System (SPME, National Accreditation and International). This guidance is intended to support the adaptation of study programmes to align them with the MBKM and to enhance their overall quality.

The final learning characteristic is student-centred, whereby learning is oriented towards developing creativity, capacity, personality and student needs, as well as fostering independence in pursuing and acquiring knowledge. The fulfilment of these characteristics is reflected in the choice of project-based Learning (PjBL), case-based method, problem-based learning (PBL) learning models, and other models that facilitate student engagement in lectures.

Minister of Education and Culture of the Republic of Indonesia Regulation Number 3 of 2020 concerning SN-Dikti, article 10, paragraph 1, states that the learning process standards are the minimum criteria for implementing learning in study programmes to achieve graduate learning outcomes. Paragraph 2 then defines the learning process's characteristics, which are as follows: interactive, student-centred, holistic and integrative, scientific, thematic, contextual, practical and collaborative.

1. **Interactive**, ensuring that the activity design is adapted to two-way learning interactions (lecturer-student). Examples of this form of interaction are discussion activities, question-and-answer sessions, and student performance as outlined in student worksheets. The application of the case study learning model (studies case) through student performance in groups is to analyze empirical studies of marketing strategies carried out by the community—implementation of Project-based Learning. Student assessment is demonstrated through project reports to the field (School), which are adapted to the study of the theoretical aspects studied.
2. **Centred on students (students)** is the fulfilment of characteristics reflected in the selection of learning models. Among the learning models used are case studies, problem-based learning, inquiry models, project-based learning, cooperative

learning, and other models that enable student activities in lectures. Some courses, including IntroductionEnvironmentWetlands, Human Places and the Environment, and Science Technology and Society, have used project learning models that require students to apply theory or produce learning products.

3. **Holistic and Integrative** are learning characteristics aimed at the curriculum, and learning is structured by considering cognitive, affective and psychomotor aspects that are visible in the curriculum documents. Thus, these three aspects are fulfilled. Meanwhile, Integrative ensures that learning outcomes cover aspects of student understanding and various other competencies: critical, analytical and systematic thinking abilities. Apart from that, achieving aspects of attitudes and skills is integral to graduate learning outcomes, which are imposed on almost all courses.
4. **Scientific** fulfilment of scientific characteristics, including giving assignments in published articles to students in semesters 3-7. The study program even provides a page for students to upload their articles<http://publikasipips.ulm.ac.id/>. This assignment has had a positive impact because students are accustomed to writing scientific papers entered into local and national competitions.
5. **Thematic** learning is a characteristic of the Social Science Education Study Program. The courses presented in the curriculum refer to the Teacher Standards of Social Science Education theme developed by the National Council for Social Science Education (NCSS). The Program also added elements of thematic courses based on study materials.
6. **Contextual** is the fulfilment of learning characteristics in Social Science Education learning courses by adopting and innovating learning designs used in schools, especially learning practice partner schools in junior high schools with city and district governments.
7. **Effective** fulfilment characteristics are effective, among other things, by ensuring that learning achieves competencies according to curriculum targets.

8. **Collaborative** is the achievement of integrated collaborative characteristics in learning activities in the classroom and outside the classroom. In out-of-class learning, practicum courses are carried out with an integrated field lecture mechanism involving 3-5 courses in semester 6 (six).

B. Forms and Methods of Learning

Adapting the nine characteristics that need to be included in learning in the Social Science Education Study Program, several forms and methods are recommended that can be used to facilitate student learning activities oriented towards predetermined learning outcomes. Learning that is oriented towards learning outcomes, namely: 1) facilitating the formation of predetermined graduate competencies, detailed in two different but still connected dimensions, including determining forms of learning such as studying, practising, appreciating, and constantly referring to the mastery of predetermined competencies or sub-competencies; then 2) a form of competency mastery which becomes a lecture activity to ensure the achievement of the desired knowledge, skills and attitudes. These activities are described as follows:

1. Refers to learning outcomes and graduate profiles specified in the curriculum.
2. Every one credit of theory is interpreted as 16 meetings with 50 minutes of learning per week, 60 minutes of structured assignments, and 60 minutes of independent activities.
3. Every one credit of a seminar or other similar form is interpreted as 16 meetings with 100 minutes of learning per week and 70 minutes of independent activities.
4. Every one credit of practicum, field practice, and other activities is interpreted as 16 meetings with 60 minutes of learning process per week, 50 minutes of structured assignments, and 60 minutes of independent activities.
5. Contextual, using content in the lives of students. Realize contextual learning that refers to the local advantages of wetlands; concepts will be obtained through experience and reality in the everyday environment.

Developing a learning system oriented towards higher-order thinking skills, including logical, critical, creative, reflective, problem-solving, and decision-making.

Some recommended forms and learning methods are as follows:

Table 6.1 Forms and Learning Methods

No	Forms of Learning	Learning methods	Information
1	Face-to-face offline in class	<ul style="list-style-type: none"> ➤ Lecture ➤ Student presentation ➤ group discussion ➤ Other suitable methods 	The lecture method is still very effective when combined with group discussions and presentations by students both individually and in groups in class.
2	Face-to-face online via the platform	<ul style="list-style-type: none"> ➤ Lecture ➤ Student presentation ➤ group discussion ➤ Other suitable methods 	In online face-to-face learning, it is still adequate to use the lecture method, but you can also use presentation and class discussion methods.
3	Structured tasks	<ul style="list-style-type: none"> ➤ Case-based learning ➤ Project-based learning ➤ Group learning (collaborative) 	The use of project, case, and collaborative methods can shape student competencies. Students are asked to create projects and discuss certain cases, which are worked on collaboratively.
4	Independent activities	<ul style="list-style-type: none"> ➤ Literature review (literature review) ➤ Other suitable methods 	Students can be advised to carry out literature review activities and summarize them into a portfolio of independent activities
5	Practicum/field practice and the like	<ul style="list-style-type: none"> ➤ Working groups and discussions 	Carrying out activities and reporting work results
6	MBKM	<ul style="list-style-type: none"> ➤ Learning outside the study program in PT ➤ Learning outside the study program outside PT ➤ Other forms of substitute lecture activities 	Students are free to participate in the MBKM program, which aims to provide additional learning experience not only in the study program but also in other study programs, as well as to carry out activities instead of lectures.

Apart from the recommended learning forms and methods, lecturers can use other learning forms and methods that support the achievement of learning objectives by the LO, PLO and Sub-PLO designed in the Semester Learning Plan. Blended learning is allowed with a synchronous-asynchronous division mechanism. Blended learning is a learning method that harmoniously combines the advantages of face-to-face (offline)

learning with the advantages of online learning to achieve graduate learning outcomes (KemenristekDikti KPT team, 2018). In mixed learning, students not only get learning experiences when accompanied by lecturers in class or outside the classroom but also get broader learning experiences independently. When studying in class with a lecturer, students get learning material and learning experiences, good practices, examples and motivation directly from the lecturer.

When studying online, students can control their study time, can study anywhere, and are not bound by the lecturer's teaching methods. Study material is more prosperous; it can be in the form of electronic books or electronic articles, learning videos from the internet, or virtual reality, and students can obtain it quickly by using the gadgets and applications they have at their fingertips. Mixed learning occurs if students can obtain and study 30% -70% of the learning material online. Lambung Mangkurat University has provided learning facilities through a Learning Management System (LMS), which lecturers and students can use through the SIMARI academic portal.

C. Independent Learning Policy-Independent Campus

The policy launched by the Minister of Education and Culture of the Republic of Indonesia regarding Independent Learning-Free Campus (abbreviated as MBKM) was rolled out on January 24 2020. This policy is an answer to the increasingly complex demands of changing times. The flow of change and the need for links and matches between the world of education, business and work are the basis for implementing this policy. The main aim is to prepare students to be able to enter the world of work so that they are not "stiff" with the world of work after graduating from education. This requires higher education institutions to design and implement innovative learning so that students can achieve optimal learning outcomes, including general and specific aspects of attitudes, knowledge and skills.

The MBKM policy is expected to be a form of learning in higher education that is autonomous and flexible to create an innovative, creative, and restrictive learning

culture according to student needs. Through this policy, students can study outside their study program for three semesters; their learning results can then be converted into credits for their study program subjects. MBKM programs that students can take include student exchange, internship/work practice, village projects, teaching at school, research, entrepreneurship, independent study, and humanitarian projects, all activities of which lecturers will guide.

Learning in the MBKM program is an embodiment of essential student-centred learning. This learning provides challenges and opportunities for students to develop creativity, capacity, and personality and develop independence in seeking and discovering knowledge through the realities and dynamics of the field. Freedom to learn allows students to think freely when facing real problems, social interaction, collaboration, self-management, performance demands, targets, and implementation. The MBKM program is expected to answer the challenges of universities and produce graduates who are adaptive to changing times, advances in science and technology, demands of the business and industrial worlds, and the dynamics of social life.

D. Implementation of Student Learning Rights

The Independent Learning-Independent Campus Program (MBKM) provides flexibility for students to study outside the same study program at the same PT, outside the PT, or in the form of learning as a substitute for lectures. Referring to this policy, the Social Science Education Study Program implements the following scheme:

1. Students are welcome to choose the MBKM program for a maximum of three semesters or the equivalent of 40 credits. The study program supports and facilitates students by recognizing their success in participating in the MBKM program.
2. The courses offered are prioritized to have the same LO, be relevant to the study program, or support the achievement of the profile of the study program's graduates.

3. Every time you program a course, students consult with the academic advisor (PA) and are approved by the Study Program Coordinator (verification process).

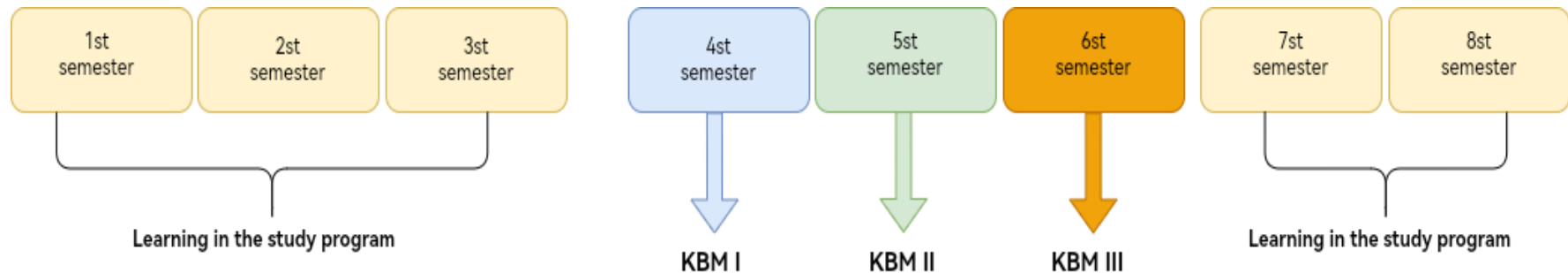
The study program monitors the lectures of students who have the MBKM program and recognizes credits in three forms, namely: a) recognition or recognition of courses that are not in the study program curriculum but support the achievement of the graduate profile; b) conversion or admitting courses with relevant LO; and c) blended or a mixture of recognition and conversion, some courses that have a relevant LO will be converted into study program courses, other courses that are not relevant to the LO but support the achievement of the graduate profile will be immediately recognized as achievement courses for the MBKM program.

Table 6.2 MKBM Scheme for Social Science Education Study Program

Smt-1	Smt-2	Smt-3	Smt-4	Smt-5	Smt-6	Smt-7	Smt-8
20 credits	22 credits	26 credits	26 credits	26 credits	20 credits	11 credits	6 credits
A total of 133 credits of courses that support main competencies							
MKU and MK-Prodi within the Study Program	MKDK and MK-Prodi within the Study Program	MKDK and MK-Prodi inside or outside the Study Program	MK-Prodi within the Study Program and/or recommended for Student Exchange	MK-Prodi in the Study Program and/or recommended Teaching Assistance	MK-Prodi in the Study Program and/or recommended Internship/Work Practice	MK-Prodi within the Study Program and/or recommended Research/Research or Independent Study	Thesis

Based on the table above, it can be seen that the model used is a non-Aligned model with learning targets outside the Study Program within the same PT or outside the PT. An illustration of learning patterns can be seen as follows:

Figure 6.1 MBKM Model Adopted by the Social Science Education Study Program



REFERENCE DOCUMENTS

- Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers (State Gazette of the Republic of Indonesia of 2005 Number 157, Supplement to State Gazette of the Republic of Indonesia Number 4586).
- Law Number 20 of 2003, concerning the National Education System.
- Law Number 12 of 2012, concerning Higher Education (State Gazette of the Republic of Indonesia Number 5336).
- Government Regulation Number 04 of 2014, concerning the Implementation of Higher Education and Management of Higher Education Institutions.
- Presidential Regulation number 8 of 2012, concerning the Indonesian National Qualifications Framework (KKNI).
- Regulation of the Minister of Research, Technology and Higher Education Number 59 of 2018 concerning diplomas, competency certificates, professional certificates, degrees and procedures for writing degrees in higher education.
- Minister of Education and Culture Regulation Number 3 of 2020, concerning National Higher Education Standards.
- Minister of Education and Culture Regulation Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education.