



Social Science
Education
Study Program

FEEDBACK REPORT

FOR CURRICULUM DEVELOPMENT

GENERAL BUILDING
LECTURE THEATER
LAMBUNG MANGKURAT UNIVERSITY

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VALIDITY SHEET
STAKEHOLDER FEEDBACK REPORT FOR CURRICULUM DEVELOPMENT
SOCIAL SCIENCE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMBUNG MANGKURAT UNIVERSITY – BANJARMASIN

This report presents the results of stakeholder feedback collection conducted as part of the curriculum evaluation and development process of the **Social Science Education Study Program**, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin.

The involvement of stakeholders—including alumni, graduate users, partner institutions, lecturers, and students—plays a critical role in ensuring that the curriculum remains relevant, responsive, and aligned with current needs and future demands in the field of education and social sciences. This feedback serves as an evidence-based reference in the continuous improvement of learning outcomes, course structure, content relevance, and the overall academic experience.

The data and analysis provided in this report are intended to support decision-making in curriculum revision, program planning, and quality assurance initiatives. Recommendations drawn from this feedback will be used to enhance graduate competencies and reinforce the program's contribution to producing professional and socially responsible educators and practitioners.

We extend our appreciation to all stakeholders who have participated in this feedback process. Their insights and suggestions are invaluable to the ongoing development and excellence of the Social Science Education Study Program.



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STAKEHOLDER FEEDBACK REPORT FOR CURRICULUM DEVELOPMENT

1. Introduction

Curriculum development is a dynamic and continuous process that must respond to evolving educational goals, societal needs, and professional demands. In the context of teacher education, particularly within the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM), ensuring the relevance, coherence, and effectiveness of the curriculum is paramount. As education increasingly emphasizes competencies beyond content knowledge—such as critical thinking, digital literacy, and socio-cultural awareness—the curriculum must be routinely reviewed and refined to remain responsive and future-oriented.

Stakeholder feedback plays a critical role in this process by providing a multi-perspective evaluation of the curriculum's strengths and areas for improvement. Stakeholders, including students, lecturers, alumni, graduate employers, school partners, and community representatives, each offer unique insights based on their interactions with the curriculum in various capacities. Their feedback helps to ensure that the curriculum not only meets academic and regulatory standards but also reflects real-world demands, classroom realities, and local cultural contexts. Engaging stakeholders is essential to aligning learning outcomes with the expectations of education professionals and the communities they serve.

The Social Science Education Study Program at ULM is committed to producing competent, reflective, and socially engaged graduates who are prepared to contribute meaningfully to both formal education and community development. This mission requires a curriculum that is both pedagogically sound and contextually grounded. As such, structured input from stakeholders supports the identification of content gaps, pedagogical challenges, and opportunities for innovation. It also ensures that revisions are guided by evidence and shared educational values, rather than assumptions or isolated academic considerations.

This report documents the feedback collected from various stakeholder groups as part of the most recent curriculum review initiative. It presents their perspectives on curriculum relevance, teaching practices, skill development, and alignment with national education priorities. By synthesizing these insights, the report aims to inform strategic decisions for curriculum enhancement and support the long-term quality assurance of the study program. Ultimately, the incorporation of stakeholder feedback reflects a commitment to academic excellence, community engagement, and continuous improvement in teacher education.

2. Stakeholder Profile

The curriculum evaluation process engaged a broad spectrum of key stakeholders whose diverse perspectives significantly enriched the quality and relevance of the Social Science Education Study Program. By involving alumni, current students, academic staff, partner school educators, graduate employers, and community representatives, the evaluation ensured a comprehensive understanding of the curriculum's strengths and areas for improvement. Each stakeholder group contributed valuable insights based on their specific experiences and expectations, allowing the program to align its academic offerings more closely with real-world demands, educational policy, and community values. This inclusive approach reflects a commitment to continuous development through collaborative reflection and shared academic responsibility.

A) Stakeholder Demographic Overview

Tabel 1. Respondents

| Stakeholder Group | Number of Respondents | Key Role/Interest |
|----------------------------|-----------------------|---|
| Alumni | 311 | Feedback on graduate readiness, relevance to job market |
| Partner School Educators | 48 | Evaluate teaching practicum performance and curriculum fit |
| Graduate Employers | 270 | Assess soft/hard skills of employed graduates |
| Current Students | 194 | Comment on course delivery, relevance, sequencing, and facilities |
| Lecturers & Academic Staff | 13 | Contribute curriculum theory, pedagogy, and TPACK implementation |
| Community Representatives | 7 | Represent local wisdom, cultural relevance, and social impact |

The stakeholder consultation process involved a diverse range of respondent groups, each offering critical insights aligned with their specific roles and interests. A total of 311 alumni contributed feedback primarily concerning graduate readiness and the relevance of the curriculum to current job market demands. Partner school educators (48 respondents) provided evaluations on the effectiveness of teaching practicum components and curriculum alignment with real classroom needs. Graduate employers, numbering 270, focused their assessments on the soft and hard skills demonstrated by employed graduates. From within the academic community, 194 current students shared their views on course delivery, sequencing, and facilities, while 13 lecturers and academic staff offered input related to curriculum theory, pedagogical strategies, and the integration of TPACK. Additionally, seven community representatives enriched the dialogue by highlighting the importance of incorporating local wisdom, cultural relevance, and broader social impact into the curriculum. This collective feedback forms a comprehensive foundation for informed curriculum development and revision.

B) Stakeholder Focus Areas

- Alumni

Alumni of the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM) have played a critical role in providing reflective insights regarding the effectiveness of the curriculum in preparing graduates for real-world challenges in both educational and community development contexts. Their feedback emphasized the value of foundational pedagogical training, while also identifying key areas requiring enhancement. In particular, many alumni expressed the need for stronger integration of digital literacy competencies, given the increasing reliance on technology in contemporary classrooms and educational administration. Additionally, they underscored the importance of more comprehensive training in classroom management, especially in relation to diverse student needs and dynamic learning environments. These focus areas offer valuable direction for curriculum refinement to better align academic preparation with professional demands.

- Partner School Educators

Partner school educators emphasized the critical importance of aligning pedagogical strategies taught in the university curriculum with the realities of actual classroom environments. Their feedback highlighted the need for greater emphasis on contextual and student-centered learning models that reflect the diverse socio-cultural backgrounds and learning needs of students in real school settings. These practitioners advocated for a more responsive and adaptive approach to pedagogy, where future educators are not only equipped with theoretical knowledge but also trained to implement flexible, relevant, and participatory teaching methods. Such alignment is considered essential to ensure that graduates are able to translate their academic preparation into effective teaching practices that foster engagement and meaningful learning outcomes in varied educational contexts.
- Graduate Employers

Graduate employers provided valuable feedback emphasizing the importance of enhancing employability skills among graduates of the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM). Key areas identified include adaptability, effective communication, professionalism, and digital competence—all of which are considered essential for navigating complex and evolving workplace environments. Employers also highlighted the need for more structured training in educational leadership, enabling graduates to take initiative and assume responsibilities beyond the classroom. Additionally, there was a strong call to cultivate greater socio-cultural sensitivity, particularly in diverse educational and community settings. This feedback underscores the necessity of equipping future educators with both the technical and interpersonal competencies required to thrive in multidisciplinary and multicultural professional contexts..
- Current Students

Current students of the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM) provided thoughtful reflections on their academic experiences, highlighting both challenges and emerging interests. Feedback centered on perceptions of course workloads, particularly in relation to the balance between theoretical content and practical engagement. Students also shared concerns about the accessibility and adequacy of learning resources to support independent study and MBKM (Merdeka Belajar Kampus Merdeka) activities. Notably, there was growing interest in incorporating cross-disciplinary themes into the curriculum, with specific attention to areas such as environmental education and digital citizenship. These insights reflect a student body that is increasingly aware of contemporary global issues and eager to engage with broader social and technological questions through an interdisciplinary lens.
- Lecturers and Academic Staff

Lecturers and academic staff of the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM) contributed critical insights concerning curriculum development, particularly emphasizing the integration of Technological Pedagogical Content Knowledge (TPACK) as a framework to enhance teaching effectiveness in the digital age. Their discussions also addressed the structural coherence of the curriculum, recommending greater alignment among course sequencing, content depth, and interdisciplinary integration. Assessment strategies were another focal point, with suggestions to diversify evaluation methods to better capture student competencies across cognitive, affective, and practical domains.

Furthermore, faculty members underscored the importance of ensuring that curriculum design remains consistent with national education policies, including the Indonesian National Qualifications Framework (KKNI), the National Standards for Higher Education (SN-DIKTI), and the Freedom to Learn–Independent Campus (MBKM/KPT) policy. This alignment is viewed as essential to maintaining academic relevance, regulatory compliance, and the overall quality of teacher education.

- Community**

Representatives emphasized the importance of embedding local knowledge and cultural values into the curriculum of the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM). They advocated for a stronger incorporation of regional history, geography, economic practices, and cultural identity—particularly elements such as the Wasaka spirit, Banjar traditions, and the ecological significance of South Kalimantan’s wetlands. This contextualization is seen as vital not only for preserving local heritage but also for enhancing the relevance and resonance of social science education within the surrounding community. By grounding learning in the lived realities and values of the region, the program can better prepare future educators to foster civic awareness, environmental stewardship, and cultural pride among their students, while also aligning with broader goals of place-based and culturally responsive education.

3. Data Collection Methods

To gather comprehensive input from stakeholders, a mixed-method approach was employed, combining both quantitative and qualitative data collection techniques. This allowed the program to obtain measurable feedback as well as deeper insights into stakeholder experiences and expectations.

Tabel 2. Methods

| Method | Description | Purpose / Outcomes |
|-------------------------------------|---|--|
| Questionnaire Survey | Online or paper-based survey distributed to alumni, partner school teachers, students, and employers. Includes Likert-scale and open-ended items. | To gather broad feedback on curriculum relevance, skills gaps, digital readiness, and areas for improvement. |
| Focus Group Discussion (FGD) | Group sessions with 4–5 participants from each stakeholder group, guided by a facilitator. | To explore deeper insights and collect detailed opinions on curriculum strengths, weaknesses, and suggestions. |
| In-Depth Interviews | One-on-one interviews with key informants such as headmasters, local cultural leaders, and employers. | To capture a nuanced perspective on student performance, community alignment, and future curriculum needs. |
| Field Observation | Observing student teaching practice in partner schools, including lesson delivery, use of ICT, TPACK implementation. | To directly assess how the curriculum prepares students for real-world classroom conditions. |

| | | |
|--------------------------|--|--|
| Document Analysis | Reviewing existing curriculum documents, course outlines, RPS, learning materials, and MBKM reports. | To evaluate consistency between written materials and stakeholder feedback; identify gaps or redundancies. |
|--------------------------|--|--|

4. Summary of Stakeholder Feedback

The curriculum development process for the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM) was initiated in 2020 through a series of structured and consultative activities. A key milestone was the Curriculum Workshop held in July 2020, which featured prominent national figures in the field of social science education, including Prof. Dr. Bunyamin Maftuh, M.A., M.Pd., Prof. Dr. Elly Malihah, M.Si., Prof. Dr. Ferdinan Kerebungu, M.Si., and Prof. Dr. Ersis Warmansyah Abbas, M.Pd. Their expert contributions helped guide the curriculum alignment with national educational standards and contemporary pedagogical frameworks. Furthermore, in September 2020, the program conducted benchmarking visits to Universitas Negeri Jakarta and Universitas Pendidikan Indonesia, which provided strategic insights into the implementation of the Merdeka Belajar–Kampus Merdeka (MBKM) policy across institutions. These engagements facilitated the design of a curriculum capable of supporting student mobility and cross-institutional collaboration within the same academic year.

In parallel with academic consultations, the study program actively gathered feedback from various stakeholders, including representatives from the professional field and industry (DUDI). This outreach aimed to ensure that the curriculum structure responded not only to regulatory standards but also to evolving labor market demands and community needs. The stakeholder input served as an essential component in refining the curriculum to improve its practical relevance, especially in terms of graduate employability, interdisciplinary integration, and responsiveness to socio-cultural contexts. The detailed synthesis of this feedback is presented in the subsequent sections, highlighting the collective aspirations for a curriculum that is both academically rigorous and socially transformative.

Tabel 3. Stakeholder and reference points

| No | Stakeholder | Reference Points |
|----|---|---|
| 1 | Lecturers of the Social Science Education Study Program, Universitas Lambung Mangkurat (ULM) | <ul style="list-style-type: none"> Review the credit weight (SKS) of existing courses to ensure appropriate workload and learning outcomes. Remove or revise courses that are no longer relevant to students' academic and professional needs. |
| 2 | Lecturers affiliated with the Indonesian Association of Social Science Education Study Programs (APRIPSI) | <ul style="list-style-type: none"> Introduce distinctive courses to reflect the program's identity in social science education. Update course materials to align with current educational needs. Conduct annual monitoring of Course Learning Outcomes (CLOs). |
| 3 | Students of the Social Science Education Study Program, Universitas Lambung Mangkurat (ULM) | <ul style="list-style-type: none"> Ensure early communication of weekly learning materials at the beginning of each course. Provide clear guidance for student participation in the MBKM program, including technical procedures and course recognition. |

| No | Stakeholder | Reference Points |
|----|---|---|
| | | <ul style="list-style-type: none"> Establish transparent instructions regarding assignments, practical activities, and portfolio assessment in each course. |
| 4 | Alumni of the Social Science Education Study Program, Universitas Lambung Mangkurat (ULM) | <ul style="list-style-type: none"> Encourage academic activities beyond the classroom to promote student engagement with diverse learning resources. Strengthen the development of both hard skills and soft skills among students. Invite alumni practitioners to share professional insights and workplace expectations with students. Reestablish alumni gatherings to foster connections and explore potential collaborations with alumni in public and private institutions. |

Lecturers of the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM) provided constructive feedback emphasizing the need to review the credit weight (SKS) assigned to each course to ensure alignment with appropriate workload and expected learning outcomes. Concerns were raised regarding the disproportionate allocation of credit units in some courses, which may not accurately reflect the complexity or depth of content delivered. Additionally, lecturers recommended the removal or revision of courses that no longer hold academic or professional relevance, noting that certain subjects appear outdated or misaligned with current educational demands. This input highlights the importance of maintaining a dynamic and responsive curriculum that reflects evolving pedagogical practices, policy developments, and labor market expectations to ensure graduates are well-prepared for the realities of the profession.

Lecturers affiliated with the Indonesian Association of Social Science Education Study Programs (APRIPSI) provided strategic feedback aimed at strengthening the academic identity and relevance of the curriculum. They recommended the introduction of distinctive courses that reflect the unique characteristics and interdisciplinary nature of social science education, thereby enhancing the program's differentiation and contextual alignment. In addition, they emphasized the importance of regularly updating course materials to ensure alignment with current developments, challenges, and demands in the field of education. To support continuous improvement in instructional quality and student achievement, they also advocated for the systematic annual monitoring of Course Learning Outcomes (CLOs) as a means to evaluate curriculum effectiveness and pedagogical impact.

Students of the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM) emphasized the importance of improved clarity and structure in the delivery of academic content. They recommended that lecturers provide early communication regarding weekly learning materials at the beginning of each course to enable better preparation and more focused learning. This approach, they argued, would enhance academic engagement and foster a clearer understanding of course expectations throughout the semester.

In addition, students highlighted the need for comprehensive and accessible guidance related to participation in the Merdeka Belajar Kampus Merdeka (MBKM) program. Specifically, they requested clearer instructions on the technical procedures for enrollment, as well as information on which courses are eligible for credit recognition. Furthermore, students expressed the need for more transparent directions regarding assignments, practical tasks,

and portfolio-based assessments. These suggestions point to a broader call for consistency and transparency in academic processes to support student success and autonomy in learning.

Alumni of the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM) provided valuable insights on strategies to enhance the relevance and impact of the academic experience. They highlighted the importance of expanding academic activities beyond the traditional classroom setting to encourage student engagement with diverse learning environments and resources. This broader exposure, they argued, would support the development of both hard skills—such as research, analysis, and digital competence—and soft skills, including communication, teamwork, and adaptability, which are essential for professional success in the education sector and beyond.

Furthermore, alumni recommended greater involvement of former students as contributors to academic and career development initiatives. Specifically, they suggested inviting alumni practitioners to share their workplace experiences and expectations through seminars or guest lectures, providing current students with practical perspectives and industry insights. In addition, they advocated for the reestablishment of alumni gatherings as platforms to foster stronger networks and identify potential collaborations between the study program and alumni working in public and private institutions. These initiatives were seen as instrumental in strengthening the link between academic preparation and real-world application.

The comprehensive feedback gathered from internal stakeholders—comprising students, lecturers, alumni, and academic staff—has provided valuable insights into the strengths and areas for improvement within the current curriculum. Their perspectives reflect an informed understanding of the day-to-day academic experience and the evolving expectations of future educators. To further enrich the curriculum development process, the program also engaged external experts whose broader professional and academic expertise offers strategic guidance. The following section presents the views and recommendations from these external contributors, whose insights are essential for ensuring the curriculum remains aligned with national education standards and global best practices.

Tabel 4. External experts and reference points

| No | Expert | Reference Points |
|----|-----------------------------------|--|
| 1 | School Principals | <ul style="list-style-type: none"> • Integrate school administration practice into pedagogical courses. • Enhance teaching simulations and classroom observations from the early semesters. |
| 2 | Professional Educators (Teachers) | <ul style="list-style-type: none"> • Strengthen project-based learning and direct school-based teaching experiences. • Provide training to enhance students' self-confidence and adaptability in professional environments. |
| 3 | Entrepreneurs | <ul style="list-style-type: none"> • Enrich the curriculum with content on entrepreneurship and small business management. • Innovate internship programs in the private sector to strengthen understanding of professional work ethics and human resource management. |
| 4 | Private Sector | <ul style="list-style-type: none"> • Provide training in business communication |

| No | Expert | Reference Points |
|----|-------------|--|
| | Managers | and formal document writing. <ul style="list-style-type: none"> • Enhance the intensity of English language instruction, particularly for professional and public service contexts. |
| 5 | Journalists | <ul style="list-style-type: none"> • Strengthen students' oral and written communication skills for public engagement. • Update journalism course content to include elements of citizen journalism. |

School principals who participated in the stakeholder consultation process emphasized the importance of aligning pedagogical training with the practical realities of school environments. They recommended integrating elements of school administration—such as planning, documentation, and policy implementation—into pedagogical courses to better prepare future educators for administrative responsibilities commonly encountered in professional practice. Additionally, they highlighted the need to enhance teaching simulations and school-based observations beginning in the early semesters of the program. This early exposure to classroom dynamics and instructional practice is viewed as essential for developing students' teaching competence, confidence, and readiness for real-world educational settings.

Professional educators, particularly in-service teachers, offered feedback emphasizing the need to reinforce practical and experiential components within the curriculum of the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM). They advocated for a stronger emphasis on project-based learning and direct school-based teaching experiences to better bridge theoretical knowledge with classroom realities. In addition, they recommended the provision of structured training aimed at enhancing students' self-confidence and adaptability in diverse professional settings. Such interventions are viewed as critical to preparing pre-service teachers to navigate the complex social, cultural, and institutional challenges of contemporary educational environments.

Entrepreneurs who participated in the stakeholder consultation for the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM) emphasized the importance of integrating entrepreneurship and small business management into the curriculum. They noted that such content would provide students with essential knowledge and skills to navigate and contribute to local economic development, particularly in community-based and creative industries. In addition, they recommended expanding internship opportunities within the private sector to offer students first-hand exposure to professional workplace dynamics, including ethical standards, teamwork, and human resource practices. This feedback highlights the growing relevance of entrepreneurial and private sector competencies for graduates of social science education programs.

Private sector managers who contributed to the stakeholder feedback process highlighted the need for graduates of the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM) to possess stronger communication competencies suited to professional environments. They recommended the inclusion of targeted training in business communication and formal document writing—skills essential for effective participation in organizational settings. Additionally, they emphasized the importance of enhancing English language instruction, with a particular focus on professional and public service contexts, to prepare students for engagement in increasingly globalized and multilingual workspaces. These suggestions reflect the evolving expectations of employers regarding workplace readiness and cross-sector communication proficiency.

Journalists who participated in the stakeholder consultation for the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM) provided feedback emphasizing the need to enhance students' communication competencies, particularly in the context of public discourse. They underscored the importance of strengthening both oral and written communication skills to prepare graduates for effective engagement in diverse media and community settings. Furthermore, they recommended updating the journalism course content to incorporate contemporary developments such as citizen journalism, which reflects the shifting dynamics of media production and public participation in the digital era. This input highlights the necessity of aligning curriculum content with the evolving landscape of information dissemination and civic engagement.

5. Analysis and Recommendations

Based on the stakeholder feedback gathered from students, faculty members, alumni, and partner institutions, several key insights have emerged regarding the relevance, structure, and effectiveness of the current curriculum in the Social Science Education Program. Below is a synthesis of the feedback and corresponding recommendations:

A. Curriculum Structure and Credit Load (SKS)

1) Stakeholder Feedback

One of the key suggestions from stakeholders highlights the importance of reviewing the credit weight (SKS) of each course to ensure it matches the actual learning workload. Some courses feel heavier than their assigned credits, while others may not justify the time and effort required. This imbalance can affect students' academic performance and motivation. Along with that, stakeholders suggested removing or adjusting courses that no longer align with students' current needs, academic relevance, or the realities of the job market.

There's also a strong recommendation to introduce courses that reflect the unique identity of the Social Science Education program. These could be designed around local wisdom, regional culture, or socio-pedagogical issues that are distinctive to Kalimantan or Indonesia more broadly. Creating a more contextualized and meaningful curriculum will not only strengthen the program's character but also help students feel more connected to the community they will serve. Such adjustments would allow the curriculum to be more relevant, grounded, and forward-looking.

2) Analysis

Several stakeholders have highlighted the need to re-evaluate the credit allocation (SKS) across existing courses within the curriculum. In particular, there is concern that the current distribution of credit hours is not always aligned with the complexity of course content or the intensity of student learning activities. Some courses with substantial instructional components and academic expectations carry relatively low credit weight, potentially underestimating student workload. Conversely, other courses with lighter content may be assigned higher credit values. This misalignment warrants a comprehensive review to ensure that credit assignments accurately reflect the demands of each course and support balanced student learning experiences.

Furthermore, overlapping content has been identified among several courses, indicating a lack of coherence and efficiency in the curriculum structure. While redundancy can occasionally reinforce learning, unnecessary repetition may lead to disengagement and hinder the development of broader competencies. Simultaneously, there are emerging and relevant thematic areas—such as digital literacy, climate change, and inclusive education—that have not yet been adequately accommodated

within the current course offerings. Incorporating these topics would strengthen the curriculum's responsiveness to contemporary educational and societal challenges.

In addition, stakeholders have observed that the distinctive identity of the program, particularly its local and cultural relevance, is not yet sufficiently articulated in the curriculum. The integration of local values, such as the wisdom traditions of South Kalimantan and the Wasaka ethos, remains limited. Embedding such elements more explicitly within courses would not only affirm the program's regional identity but also foster contextualized and transformative learning. This direction aligns with national educational priorities that emphasize cultural rootedness and character development as core dimensions of higher education.

3) Recommendation

To ensure the curriculum remains relevant and effective, it is essential to begin with an internal audit of the current structure, followed by benchmarking with similar Social Science Education programs at both national and international levels. This process will allow the program to re-evaluate the distribution of credit hours (SKS) across courses, ensuring a balanced workload that reflects the depth and complexity of each subject. It also provides an opportunity to align the curriculum more closely with emerging trends and professional expectations in the field.

In addition to restructuring credit distribution, there is a clear need to revisit the content of existing courses. Some may require adjustment or integration, while others could be phased out to make space for courses that reflect the unique identity of the program. Introducing specialized subjects such as Social Science Education Based on Local Wisdom or Ethnopedagogy of Kalimantan would highlight the program's regional character and support students in understanding the cultural context in which they will eventually work. These additions would not only enrich the curriculum but also reinforce the role of education in preserving and promoting local values.

To sustain these improvements and remain responsive to future developments, a systematic and periodic curriculum review process should be established. Conducting a formal evaluation every four years, for instance, would provide the necessary framework to assess the curriculum's ongoing relevance, identify areas for innovation, and incorporate feedback from stakeholders. This kind of reflective practice is key to maintaining the quality and integrity of the program over time.

B. Course Content and Teaching Resources

1) Stakeholder Feedback

Stakeholder feedback has highlighted several critical areas where the curriculum could be enhanced to better prepare students for the demands of contemporary professional environments. One key recommendation is the revision of the journalism course to incorporate elements of citizen journalism. In an era where information is rapidly disseminated through digital platforms and social media, it is vital that students understand not only traditional journalistic practices but also the evolving role of citizens in news production. Integrating citizen journalism into the curriculum will equip students with the analytical and ethical tools necessary to engage with participatory media landscapes responsibly.

Another significant insight from stakeholders concerns the need to strengthen students' understanding of small-scale enterprises and social entrepreneurship. As graduates of Social Science Education are expected to contribute meaningfully to their communities, exposure to the principles of micro-business and socially driven enterprises is essential. Embedding this content within the curriculum would cultivate an

entrepreneurial mindset among students, empowering them to identify local problems and respond with innovative, sustainable solutions rooted in social responsibility.

Additionally, stakeholders emphasize the importance of expanding internship opportunities in the private sector to deepen students' awareness of professional work ethics and organizational practices. While many practicum experiences are currently centered around educational institutions, engagement with private sector environments offers a broader view of workplace dynamics and expectations. Developing structured internship programs in collaboration with private enterprises will allow students to gain practical experience, improve their adaptability, and strengthen their readiness for diverse career pathways beyond the classroom setting.

2) Analysis

One notable concern emerging from stakeholder feedback is the inconsistency in the preparation and distribution of course syllabi (Rencana Pembelajaran Semester or RPS). It was reported that some lecturers have not fully developed their RPS documents or have failed to distribute them at the beginning of the academic term. This practice undermines the transparency and predictability of the learning process, as students are left without a clear framework for course expectations, learning objectives, content coverage, and assessment methods. Such inconsistencies may lead to confusion, reduced student engagement, and misalignment with the intended learning outcomes of the curriculum.

Another significant issue pertains to the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) program. Although the initiative provides a valuable opportunity for experiential and interdisciplinary learning, many students encounter difficulties when selecting or participating in MBKM activities due to the absence of comprehensive technical guidance. Without clear information on procedures, recognition of credits, and equivalence of courses, students may feel uncertain or even discouraged from engaging in the program. This highlights the urgent need for a standardized MBKM guidebook and proactive academic advising to ensure that students are well-informed and able to fully benefit from the program.

Additionally, the application of alternative assessment methods remains a challenge within the program. While the curriculum encourages diverse and authentic forms of assessment, such as portfolios, performance tasks, and reflective journals, many lecturers appear to lack a full understanding of how to design and implement these strategies effectively. This gap may result in assessments that are either inconsistent or not aligned with the competencies expected in the 21st-century learning context. Capacity-building workshops and regular academic forums are therefore essential to enhance lecturers' pedagogical and assessment literacy, ensuring the consistent application of innovative and meaningful evaluation practices across all courses.

3) Recommendation

To address the inconsistency in course planning and delivery, it is strongly recommended that all lecturers be required to prepare and distribute a complete and detailed course syllabus (Rencana Pembelajaran Semester/RPS) prior to the first week of the academic semester. This syllabus should clearly articulate learning outcomes, weekly topics, assigned readings, learning activities, and assessment methods. Making the RPS available from the outset ensures that students have a transparent framework to guide their academic progress and enables lecturers to maintain alignment between instructional strategies and curriculum goals. Enforcing this practice through academic policy will foster accountability and pedagogical coherence across all courses.

In response to student confusion regarding the Merdeka Belajar Kampus Merdeka (MBKM) program, the study program should develop a comprehensive MBKM guidebook tailored to the specific context of the Pendidikan IPS curriculum. This guide should include detailed technical instructions on how to register, participate, and receive academic credit for various MBKM activities, such as internships, community service, and cross-disciplinary learning. Additionally, it must contain a clear scheme for course credit conversion, enabling students to understand how their MBKM experiences will be integrated into their academic transcript. Providing such documentation will not only empower students to engage more confidently with MBKM opportunities but will also facilitate smoother administrative processes.

Moreover, there is a pressing need to improve lecturers' capacity to implement alternative forms of assessment that are aligned with the demands of 21st-century education. It is recommended that the program organize targeted workshops focused on designing and evaluating alternative assessments, such as student portfolios, project-based tasks, and reflective assignments. These forms of assessment provide a more authentic representation of student learning, encourage higher-order thinking skills, and are particularly suited to the interdisciplinary and contextual nature of Pendidikan IPS. Training sessions should be practical, collaborative, and supported by examples of best practices drawn from both national and international educational standards.

In addition to skill-building workshops, it is advisable to establish a peer-review mechanism or mentorship program within the department to ensure the consistent and high-quality implementation of alternative assessments. Through structured collaboration and feedback, lecturers can refine their assessment designs and receive constructive input from colleagues. This will help create a shared understanding of assessment criteria and expectations, contributing to improved learning outcomes and a more student-centered approach to teaching and evaluation. Over time, these efforts will enhance the academic culture of the program and better equip graduates with the competencies necessary for addressing complex societal challenges.

C. Field Practice, Teaching Simulation, and Professional Exposure

1) Stakeholder Feedback

Stakeholder feedback highlights the need to enhance the quantity and quality of teaching simulations and classroom observations, particularly from the early semesters of the study program. Early exposure to practical teaching scenarios allows students to develop pedagogical awareness and classroom management skills in a gradual and supportive environment. By engaging in micro-teaching activities and real classroom observations at an earlier stage, students can build confidence and receive meaningful feedback that will shape their professional identity as future educators. Embedding such experiential components throughout the curriculum will better align theoretical knowledge with pedagogical practice.

Another critical recommendation is the integration of school administrative practices into existing pedagogical courses. As future teachers, students must not only master instructional delivery but also understand the operational and managerial aspects of educational institutions. By incorporating modules or assignments related to school administration—such as academic documentation, scheduling, reporting, and coordination with stakeholders—students will be better prepared to assume broader responsibilities upon entering the workforce. This integration can be facilitated through case studies, administrative practicums, or partnerships with local schools.

Stakeholders also emphasized the importance of greater student exposure to the professional world. Beyond theoretical training, students of Pendidikan IPS must be introduced to the dynamics of workplace environments, both within and outside of formal education settings. This can be achieved through structured internship programs, field visits, and collaborative projects with practitioners. Such experiences enable students to develop professional behavior, communication skills, and an understanding of real-world challenges—qualities that are increasingly essential in today's job market.

To implement these improvements effectively, curriculum revisions must be carried out systematically with the support of institutional partnerships. Collaboration with schools and educational stakeholders can provide platforms for observation, simulation, and internship activities. Additionally, pedagogical instructors must be equipped to guide students through these applied experiences while aligning them with course outcomes. These measures will strengthen the program's commitment to producing graduates who are not only theoretically competent but also pedagogically skilled and professionally prepared.

2) Analysis

An analysis of the current curriculum structure reveals that field teaching practice (PPL) remains heavily concentrated at the final stage of the study program. This delayed implementation limits opportunities for students to progressively develop and refine their teaching competencies throughout their academic journey. By postponing hands-on teaching experiences until the end of their studies, students may lack the scaffolding needed to integrate theoretical knowledge with classroom practice effectively. As a result, their preparedness to face real classroom dynamics and to adapt instructional strategies in diverse educational settings may be compromised.

In addition, the curriculum appears to fall short in equipping students with essential administrative knowledge and school management practices. While pedagogical proficiency is a primary objective, professional educators are also expected to participate in institutional operations such as academic planning, budgeting, documentation, and stakeholder coordination. The current lack of emphasis on these administrative aspects suggests a gap in the program's holistic approach to teacher preparation. Addressing this gap is critical to ensure graduates are not only effective classroom instructors but also competent contributors to the organizational functions of educational institutions.

3) Recommendation

In response to stakeholder input, it is recommended that the curriculum be enhanced by introducing microteaching activities and school observation sessions starting in the fourth semester. Early exposure to classroom settings and real teaching environments is expected to strengthen students' pedagogical competence and professional readiness. By engaging in structured observations and practical teaching simulations, students will gain firsthand insight into the dynamics of school culture, classroom management, and instructional delivery, allowing them to bridge theoretical understanding with real-world application.

Furthermore, a revision of the existing pedagogical courses is proposed to incorporate elements of school administration practice. This integration aims to equip future educators not only with instructional skills but also with a foundational understanding of administrative responsibilities commonly encountered in school settings. Topics such as planning school programs, managing educational resources, and understanding institutional governance will provide a more holistic preparation for

graduates, especially those who may take on leadership roles in their professional careers.

To further enrich the learning experience and ensure relevance to current field demands, it is also recommended to involve alumni practitioners and school principals as guest speakers or field examiners. Their presence would offer students valuable perspectives grounded in practical experience, fostering a deeper connection between academic preparation and professional practice. These interactions can also serve to strengthen the program's alumni network and build partnerships with schools that support student practicum and future employment opportunities.

D. Soft Skills and Character Development

1) Stakeholder Feedback

Stakeholder feedback gathered from students, alumni, and field practitioners has highlighted the urgent need to strengthen both hard skills and soft skills among students of the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM). While the existing curriculum provides a solid foundation in pedagogical theory and content knowledge, there remains a gap in equipping students with the practical competencies necessary to navigate complex professional environments. Stakeholders emphasize that graduates must be prepared not only as competent educators, but also as confident professionals capable of engaging in collaborative, dynamic, and evolving workplace contexts.

In particular, there is a strong recommendation to incorporate structured training in self-confidence development, workplace adaptability, professional communication, and formal document writing. These skills are considered essential for future educators who must engage effectively with various stakeholders in the educational field, including colleagues, school administrators, students, and parents. Confidence-building and communication workshops, simulation-based exercises, and integrated professional writing tasks within coursework are seen as potential strategies to address these needs and enhance the employability and effectiveness of graduates.

Additionally, stakeholders have pointed to the necessity of providing English language training oriented toward professional contexts. As global competencies become increasingly important in the education sector, the ability to use English for academic discussion, formal correspondence, and participation in international programs is seen as a valuable asset. It is therefore recommended that the study program introduce targeted English modules that focus on functional usage in teaching, administration, and academic exchange, thereby expanding students' opportunities in both local and global educational spheres.

2) Analysis

An analysis of the current curriculum in the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM) reveals a strong emphasis on academic and pedagogical hard skills. The curriculum is structured to ensure students acquire comprehensive knowledge in social science content areas as well as foundational pedagogical competencies required for classroom instruction. While this focus is essential for developing subject-matter expertise and instructional ability, it has inadvertently limited the attention given to broader skill sets that are increasingly recognized as critical to professional success in educational and social contexts.

One significant gap identified in the curriculum is the absence of soft skills as an integral component of the intended learning outcomes. Skills such as communication, adaptability, emotional intelligence, teamwork, and leadership have yet to be

systematically embedded within course objectives or assessment frameworks. This lack of integration may hinder graduates' ability to respond effectively to the interpersonal and organizational demands of their future professions. Consequently, there is a need to revise the curriculum to ensure a more balanced approach—one that cultivates not only academic and teaching expertise but also the personal and interpersonal competencies essential for holistic professional development.

3) Recommendation

To enhance the professional preparedness of graduates, it is recommended that soft skills and professional communication training be systematically integrated into existing courses within the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM). Courses such as the Community Service Program (KKN), Social Projects, and the Conference series offer authentic contexts in which students engage with real-world challenges. Embedding modules on teamwork, leadership, public speaking, negotiation, and professional interaction into these experiential learning components can significantly strengthen students' interpersonal competencies and workplace adaptability.

In addition to embedding soft skills within practical courses, the introduction of new, specialized subjects is also proposed. Courses such as "English for Social Studies Professionals" and "Academic Writing for Social Science Education" would address students' need to develop language proficiency in both spoken and written forms. These courses would equip students with the ability to communicate complex ideas clearly and effectively in academic and professional settings, a skill that is increasingly necessary in both national and international educational spheres. Emphasizing context-specific English usage will enhance students' global readiness and their capacity to participate in academic exchange or international collaboration.

Another strategic recommendation involves the implementation of intensive training sessions focused on the preparation of professional documents. These sessions would guide students in creating high-quality CVs, project proposals, formal letters, and professional emails—essential tools for career development and workplace communication. Delivered through workshops or integrated modules within capstone courses, this training would ensure that students leave the program with the practical documentation skills required for job applications, proposal submissions, and professional correspondence.

Collectively, these initiatives reflect a broader effort to shift the curriculum toward a more holistic model of graduate competency. By combining domain-specific knowledge with strong communication abilities and workplace-oriented documentation skills, the Social Science Education Study Program at ULM can better prepare its graduates to succeed in diverse educational, governmental, and community-based professions. This integrated approach supports the vision of producing not only knowledgeable educators, but also adaptable, articulate, and professionally confident individuals ready to contribute meaningfully to society.

E. Innovation and Contemporary Course Enhancement

1) Stakeholder Feedback

Stakeholders have recommended updating the journalism-related courses within the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM) to include contemporary practices such as citizen journalism. As the media landscape evolves with the widespread use of digital platforms, it is crucial for students to

understand the role of everyday citizens in the production and dissemination of information. Integrating citizen journalism into the curriculum will enable students to critically engage with alternative sources of news, develop media literacy, and cultivate the ability to produce responsible, community-oriented content in both educational and civic contexts.

In addition, stakeholders emphasized the need to enhance students' understanding of small-scale enterprises and social entrepreneurship. These competencies are particularly relevant in the context of community-based development and local economic empowerment—areas closely aligned with the mission of social science education. The expansion of internship opportunities in the private sector was also identified as a priority, as it would allow students to experience professional work environments beyond the public education system. Such exposure is expected to broaden their career perspectives, improve their adaptability, and strengthen their readiness for diverse professional roles within and beyond the education sector.

2) Analysis

An evaluation of the current curriculum in the Social Science Education Study Program at Universitas Lambung Mangkurat (ULM) indicates that it has not yet fully responded to contemporary developments in key areas such as digital media, entrepreneurship, and cross-sector professional engagement. While the curriculum remains strong in foundational educational theory and subject-specific knowledge, it tends to overlook emerging trends and interdisciplinary demands that are increasingly shaping the educational and professional landscape. As a result, graduates may face challenges in adapting to rapidly evolving contexts where digital literacy, innovation, and entrepreneurial thinking are essential.

One critical area identified is the limited integration of contemporary media practices into course content. With the growing influence of digital platforms and the democratization of information through citizen journalism, students require updated competencies to critically analyze media and contribute meaningfully to public discourse. Similarly, the absence of structured learning on entrepreneurship—particularly in the form of small business management and social enterprise—suggests a need to broaden the curriculum to prepare students not only as educators but also as agents of socio-economic change within their communities.

Moreover, analysis reveals that collaboration opportunities with the private sector have not been optimally utilized. Existing internship programs and fieldwork experiences are largely concentrated within educational institutions and government-related bodies, offering limited exposure to the dynamics of private enterprises. Strengthening partnerships with private sector organizations could enhance students' understanding of diverse professional environments, facilitate the development of transferable skills, and expand pathways for employment beyond the conventional public education sector. A more proactive and strategic engagement with private stakeholders is therefore essential to foster a curriculum that is both relevant and responsive to current and future societal needs.

3) Recommendation

To ensure the curriculum remains relevant in the face of rapidly evolving media landscapes, it is recommended that the Journalism in Social Science Education course be revised to incorporate contemporary developments such as citizen journalism, digital media, and public communication ethics. The rise of participatory media platforms has transformed how information is produced, disseminated, and consumed, making it

essential for future educators to understand these dynamics. By integrating practical and ethical dimensions of digital communication, students will be better prepared to engage responsibly with media, contribute to informed public discourse, and guide their future students in developing critical media literacy.

In addition to curricular revision, expanding internship opportunities beyond traditional school settings is strongly advised. Collaborations with micro, small, and medium enterprises (MSMEs), non-governmental organizations (NGOs), and start-up companies can offer students a broader range of professional experiences that complement their academic preparation. These internship placements would expose students to diverse organizational cultures and skill sets, fostering adaptability, creativity, and real-world problem-solving abilities that are increasingly valued across sectors. This initiative also aligns with the interdisciplinary and community-oriented spirit of social science education.

To support students in developing entrepreneurial mindsets and competencies, the introduction of elective courses such as “Social Enterprise Management” and “Community-Based Small Business Practices” is proposed. These courses would equip students with foundational knowledge in managing sustainable, community-driven initiatives and applying social science principles to real-world economic challenges. By engaging in project-based learning and community collaboration, students will not only acquire practical skills but also gain a deeper understanding of their potential role as change agents within local and regional development contexts.

Collectively, these recommendations aim to broaden the academic and professional scope of the Social Science Education Study Program at ULM. By integrating media literacy, entrepreneurship, and cross-sector engagement into the curriculum, the program can better prepare its graduates to thrive in an increasingly complex and interconnected world. These strategic enhancements will also strengthen the program’s relevance to societal needs, improve graduate employability, and reinforce the role of social science education in promoting innovation, inclusivity, and civic responsibility.

6. Conclusion

The comprehensive stakeholder feedback collected from internal and external sources underscores the urgent need for curriculum refinement to enhance relevance, coherence, and responsiveness. One of the most pressing issues identified involves the structure and distribution of course credits (SKS), where several courses exhibit imbalanced workloads or overlapping content, while distinctive local elements remain underrepresented. To address this, the study program is advised to conduct a thorough internal audit and benchmarking with similar programs to restructure credit distribution and integrate locally relevant courses that reflect the identity and cultural heritage of South Kalimantan. These measures should be institutionalized through a scheduled curriculum review cycle.

Additionally, stakeholders emphasized the necessity for improved course delivery, clearer teaching resources, and greater alignment with contemporary education needs. Challenges such as the inconsistent dissemination of detailed course plans (RPS), insufficient MBKM guidance, and limited application of alternative assessments highlight the need for systemic instructional reform. Follow-up actions include mandating early distribution of RPS, producing a dedicated MBKM guidebook for students, and providing targeted workshops on portfolio-based and project-based assessments. These steps will ensure a more transparent and effective learning environment for both students and instructors.

Lastly, the feedback reveals a strong call for enhanced experiential learning, soft skill development, and curricular innovation. Recommendations include incorporating teaching simulations and school observations earlier in the academic timeline, enriching pedagogical courses with administrative practice, and expanding professional exposure through internships in non-school settings. Moreover, the integration of digital journalism, social entrepreneurship, and communication training reflects the growing demand for interdisciplinary competencies in today's job market. To support this, new elective courses and skill-building workshops should be introduced, helping students become adaptive, confident, and socially responsible educators and professionals. These targeted actions form a critical foundation for ensuring the curriculum remains both future-ready and locally grounded.