

## **Curriculum Development Program for PPKn Students of FIS UNIMA based on the KKNI in Preparing Golden Generation 2045**

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### **Abstract**

The PPKn Study Program is one of the study programs in FIS Unima which must organize quality education. The study program must have implications for PPKn to be able to educate golden generation who have capacities (1) civil intelligence, (2) responsible for citizenship, (3) civil participation, and (4) democratic citizenship. Civil intelligence is a smart, critical, and objective country in the difficulties of various problems. The efforts to realize the purpose involve various parties and systematic circles, and curriculum. The purpose of this article is put attention on how to develop the KKNI-based Pancasila and Citizenship Education curriculum that involves interdisciplinary, multidisciplinary and multidimensional approaches through efforts to direct national education targets with prospects for 2045 golden generation development.

**Keywords:** Development, curriculum, PPKn, KKNI based, golden generation.

### **Introduction**

The country of Indonesia as a developing country continues to spur the realization of development programs in various fields, one of the advances in the development of education. Furthermore, currently it is continuing the commitments that have been formulated in the vision set forth in the policy of the government of the Republic of Indonesia, specifically the Ministry of Education and Culture with its vision of creating the 2045 Golden Generation. Therefore, in accordance with Sapriya's wishes (2014: 1 This is this vision is a milestone in the Indonesian nation's struggle to fulfill independence for 100 years, it was also said on various occasions by Ministry of Education and Culture officials that if 100 years were chosen, Indonesia would get a demographic bonus, of course, as Sapriya said was a homework for the government and all the people of Indonesia to realize it, and one that is not important that will significantly influence the realization of the golden generation is the implementation of an educational curriculum that must be supported optimally, because with the optimal implementation in accordance with the needs and development of the society, the development of education will realize the quality of human resources.

Higher education is one of the levels of education that has to organize quality education, and of course it is in dire need of contributions from various systematic elements, so that it is often the focus of attention, research, and study, such as the curriculum assessment that is applied. This is as stated by Pasandaran (2004: 79) that the curriculum is a cultural demand so it must always be developed and studied based on the development and cultural needs of a society. In relation to that, higher education is an agent of strategic change to encourage curriculum change so that its relevance can be further enhanced. It was emphasized that all curriculum components in all study programs and subjects / courses must be revitalized along with the development and needs of the community. One

of the curriculum studies that need to be revitalized is the PPKn Study Program curriculum at Unima FIS.

Efforts to revitalize the PPKn study program curriculum are related to achieving expectations of the prospects of education in connection with increasing the quality of human resources. However, there are also various problems that need to be studied, namely one of the important problems that are at the core of educational activities, namely the learning process carried out in schools. Where the learning process designed by the teacher emphasizes the role of the teacher (teacher center) rather than the role of the student (student center). So the problems that need attention are about the application of learning systems including the application of learning models. This is also generally the main problem faced by the Indonesian people in the field of education, which causes low quality in all levels of education. One indicator of the cause is the weak learning process, including in schools, which can be shown in the following ways: (1) Development of instructional goals stronger in the cognitive domain; (2) Methodological approaches are more directive through lecture methods, and provide less activities such as case analysis, training, simulation or practice; (3) More textual teaching materials with very limited material sources (textbooks), not yet contextual on the basis of the child's environment, and not yet utilizing the internet communication technology network; (4) The evaluation approach is not comprehensive, because the evaluation conducted emphasizes the cognitive aspects rather than affection and skills.

### **What and how is the KKNI?**

In Law No.12 of 2012 concerning SNPT, specifically article 1 paragraph 5 and formulation in Presidential Regulation No. 8 of 2012 concerning the IQF, which confirms that the KKNI stands for the Indonesian National Qualifications Framework. The formulation of the two regulations affirms that the IQF or the Indonesian National Qualifications Framework is a framework for competency qualification tracking that can juxtapose, equalize and integrate between the education sector and the field of job training in order to provide work competency recognition in accordance with the work structure in various sectors.

Furthermore, in the Regulation of the Minister of Education and Culture No. 73 of 2013, especially in article 10 paragraph 4, affirms that: (a) Each study program must compile a description of the minimum learning outcomes referring to the IQF in the field of higher education in accordance with the level; (b) Each study program is obliged to prepare a curriculum, implement and evaluate the implementation of the curriculum in reference to the IQF in the field of higher education in accordance with policies, regulations, and guidance on the preparation of curriculum for study programs; (c) Every study program must develop an internal quality assurance system to ensure the fulfillment of learning outcomes of study programs.

In connection with the above rules, according to Sapriya (2014) explained that the important thing that needs attention from study programs is the task / obligation to compile a minimum description of learning outcomes (learning outcomes) by referring to the IQF in accordance with levels. Then in the preparation of learning outcomes in accordance with the level, the study program needs to pay attention to the achievements of the learning outcomes of graduates from the IQF. After the study program has formulated the achievements of graduate learning, the next step is to determine the level of depth and breadth of learning material. The level of depth and breadth of learning material is prepared taking into account the provisions of the Minister of Education and Culture regulation No. 49/2014 article 9, which affirms the following: (a) graduates of four diploma programs and undergraduates are at least following theoretical concepts in certain fields of knowledge and skills in general and theoretical concepts of special sections in these fields of knowledge and skills in depth; (b) Professional program graduates at least master the application theory of certain fields of knowledge and skills; (c) Masters, applied masters and two specialist graduates have at least mastered the theory of application in certain fields of knowledge; (d) Graduates of doctoral programs,

applied doctorates, and specialists at least master the scientific philosophy of certain fields of knowledge and skills.

## **Context, Platform and Framework for Development of Curriculum for PPKn FIS Unima**

The curriculum is an educational program not a teaching program, as said Dakir H (2004: 5) that the curriculum as an educational program is planned and programmed and designed which contains various teaching materials and learning experiences both from the past, present and future. Various materials are planned systematically; the meaning is planned by taking into account the involvement of various educational factors in harmony. In addition, it is said that the curriculum applied to the formal education level must be able to link and match the needs of the community.

In connection with that, basically the PPKn Study Program curriculum has two main elements, namely the academic education curriculum and professional education. Referring to the Higher Education Curriculum Guide and Student Learning Outcomes Assessment (Minister of Education Decree No. 232 / U / 2000), the element of academic education is called the component of scientific and skills courses (MKK), while professional education consists of components of work skills (MKB) , and work behavior subjects (CDM). In addition to the groups of subjects, there are also groups of personality development subjects (MPK), and groups of community life courses (MBB). The group of scientific subjects and skills related to the development of insight, understanding and mastery of the subject and description of the material in the field of study. The MPB group is concerned with the basics of the teaching profession, as is the case with the MKB group which is pleased with the development of insights and knowledge, attitudes, and professional skills in the PPKn field of study. The MBB group, regarding the development of insights, attitudes, and behaviors in a community both profession and society at large. The specificity of the mission brought through SK 232 / U / 2000 lies in the competency approach rather than the content approach.

Changes to the 1994/1995 curriculum are imperative demands related to the changes taking place in the strategic environment of higher education. These changes are characterized by (1) globalization, and the information technology revolution, (2) strengthening demands for democratization, (3) human rights, (4) horizontal conflicts, and (5) shifting values. Changes in the strategic environment have implications for the demand that Citizenship Education, which is a study of the PPKn study program, must be able to educate and prepare students and students as citizens who have the capacity, namely (1) civic intelligence, (2) civic responsibility, (3) civic participation, and (4) civic democratic. (Pasandaran, 2004: 74).

Furthermore, by Sri Wuryan and Syaifullah (2006: 77) asserted that the demand for Citizenship Education seeks to shape students and students as responsible citizens, intelligent citizens, critical citizens, and participatory citizens. Responsible citizens (Civics responsibilities) means being responsible for themselves, their God, other human beings, the natural environment, and the people and the nation and the country. Civic intelligence means morally intelligent, spiritually intelligent and emotionally intelligent. Then participatory citizens, namely citizens with high awareness involve themselves in the decision-making process, considering making decisions that are one of the basic competencies of citizens.

## **Vision of the Curriculum for the PPKn Study Program**

The PPKn Study Program is an academic education and professional education institution, directed to produce professional teachers, in the sense that the teacher is a professional position. Every professional position requires a number of competencies both insightful, mastery of the field of science that underlies the fields of study, ethics, attitudes, and professional behavior. These requirements must characterize the professionalism of PPKn teachers. Every PPKn teacher must have scientific competence in the field of study and professional competence in teaching, educating,

guiding and training. These competencies, PPKn teachers will be able to interact with the professional community or the wider learning community.

Scientific competencies in the field of study and professional competence that must be possessed by a PPKn teacher can only be obtained through a relevant, accountable, efficient and effective educational process. Such an educational process should provide learning opportunities and experiences that enable students to develop their intellectual potential and psychological capacity. The learning process should also improve functional relationships with real life every day, in the sense of having strong and accountable relevance. Students as prospective PPKn teachers are expected to not only have scientific competence in the field of study and profession, but they are also expected to be able to solve and solve problems, and even proactive in developing the PPKn teaching profession. The PPKn curriculum that is to be developed is understood, and addressed as a field of learning experience for prospective PPKn teacher students. The learning experience must ensure the formation of competencies in the main competencies, supporting competencies, and other competencies needed in supporting the main competencies as PPKn teachers.

### **Characteristics of PS-PPKn Curriculum**

The PS-PPKn curriculum has the following characteristics: (1) Oriented to the formation of competencies so that there is a strong link between theory and field experience, where the guarantee process is developed by providing more field experience or activities to students. This means that students must experience firsthand the learning activities; and (2) Strong links with the field, namely the formation of competencies is to strengthen the relevance of the curriculum to the needs of stakeholders, especially schools and the needs of the education office. Then developed through certain courses, also developed through the development of teaching materials and learning processes that are oriented to the needs of the field and through field activities.

### **Conclusion**

The curriculum development of the Unima PPKn FIS study program refers to the National Higher Education Standards. As a learning plan that regulates goals, content, teaching materials, and curriculum, it should contain elements of the development of intellectual, noble, and skill intelligence. The curriculum of the PPKn study program is compiled by all existing lecturer communities in accordance with policies, regulations and guidelines regarding the preparation of study program curricula as determined by the Directorate General of Higher Education. Therefore, especially undergraduate (undergraduate) study programs need to understand the achievements of learning in accordance with the levels specified in the Indonesian National Qualifications Framework. If an understanding of this matter is carried out maximally, the prospect of preparing for the 2045 gold generation will be achieved.

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