



REPORT

STAKEHOLDER FEEDBACK ON THE CURRICULUM OF THE CIVIC EDUCATION STUDY PROGRAM (PPKN), FACULTY OF TEACHER TRAINING AND EDUCATION, LAMBUNG MANGKURAT UNIVERSITY



FOREWORD

We extend our utmost gratitude to the Almighty God for His blessings and grace, which have enabled the successful preparation and completion of this Report Document on Stakeholder Feedback on the Curriculum of the Civic Education Study Program (PPKn), Faculty of Teacher Training and Education, Lambung Mangkurat University.

This document is prepared as part of the ongoing process of curriculum evaluation and development, as well as a reflection of the PPKn Study Program's commitment to ensuring the active involvement of various stakeholders in designing a more responsive, relevant, and contextual education. Stakeholder involvement is essential to ensure that the curriculum developed not only meets academic and regulatory standards but also responds to the real needs of the job market, society, and contemporary civic challenges.

The feedback compiled in this report comes from various parties who are directly or indirectly connected with the graduates of the PPKn Study Program, including users of graduates, alumni, partner schools, education practitioners, and community figures. All views, constructive criticisms, and suggestions have been compiled, analyzed, and considered as important input for the future refinement of the PPKn Study Program curriculum.

We sincerely thank all stakeholders who have taken the time and attention to contribute to this activity. We hope this document will not only serve as an administrative record but also become a source of inspiration and a foundation for building civic education that is more reflective, participatory, and impactful.

Banjarmasin, October 2024

The Compiling Team

ENDORSEMENT PAGE
STAKEHOLDERS' INPUT REPORT ON THE CURRICULUM
PANCASILA AND CITIZENSHIP EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT

This report was prepared as part of the efforts to develop and evaluate the stakeholder involvement-based curriculum implemented in the Discussion and Stakeholder Input Gathering activities for the PPKn Study Program Curriculum, FKIP, Lambung Mangkurat University, which was held on:

Day/Date : Friday–Saturday, July 19–20, 2024

Place : Raphia Room, Rattan Inn Hotel, Banjarmasin

This document has been reviewed and approved by the Study Program Management Team and related parties, and is part of the supporting documents in the development of a curriculum based on learning outcomes (Outcome-Based Education) and academic quality assurance.

Banjarmasin, October 2024

Know,

Dean of the Faculty of Teacher Training and
Education

Study Program Coordinator
Pancasila and civic education



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A handwritten signature in blue ink, appearing to read 'Mariatul Kiptiah'.

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CHAPTER I

INTRODUCTION

A. BACKGROUND

The curriculum is one of the most fundamental and strategic elements of the higher education system. It is not merely an administrative document listing courses and credit allocations, but a representation of educational philosophy, institutional vision, and strategic planning for graduate competence development. The curriculum serves as a bridge between the academic world and societal realities and is the primary instrument for transforming students into intellectuals, professionals, and responsible citizens. In the context of higher education, the curriculum becomes the central point of the entire educational process: from instructional planning, learning implementation, to the evaluation of educational outcomes. Therefore, curriculum development must not be viewed as a periodic or purely administrative task, but rather as an ongoing, reflective academic process grounded in real-world needs.

In today's context, where social, technological, economic, and political changes occur rapidly and complexly, higher education is expected to prepare graduates who not only master scientific knowledge but are also capable of adapting, thinking critically, and playing strategic roles in addressing global and local challenges. Amid globalization, public trust crises, threats of intolerance, and social inequality, the Civic Education Study Program (PPKn) bears a great responsibility to prepare graduates with national character, civic literacy, and a commitment to social justice and democracy. Graduates of Civic Education are expected not only to excel cognitively but also to possess social sensitivity, moral integrity, and the ability to become agents of change in society. They must be capable of becoming enlightening educators, facilitators of public dialogue, defenders of Pancasila values, and resilient, reflective community leaders.

To address these needs, higher education policy in Indonesia is now oriented toward curriculum transformation based on learning outcomes. National policies such as the National Standards for Higher Education (SN-Dikti), the Indonesian National Qualifications Framework (KKNI), and the “Merdeka Belajar Kampus Merdeka” (MBKM) program all emphasize the importance of student-centered curricula, placing students as the main subjects of learning. Outcome-Based Education (OBE) has been widely adopted as a framework in higher education

reform due to its emphasis on the final competencies students must attain after completing their education. One of the key pillars of the OBE approach is the active involvement of stakeholders in the curriculum development process. Stakeholders include graduate users such as schools, government institutions, and NGOs; alumni with diverse professional experiences; community leaders sensitive to national issues; and educational practitioners with firsthand knowledge of field challenges.

Curricula designed without listening to the voices and experiences of stakeholders risk becoming irrelevant, disconnected from social realities, and lacking practical value. Therefore, the Civic Education Study Program of the Faculty of Teacher Training and Education, Lambung Mangkurat University, sees the need to establish a forum that brings together the academic sphere and practical fieldwork. This forum was realized through the stakeholder feedback forum, aimed at gathering experiences, expectations, and suggestions for improving the structure and content of the curriculum. This approach goes beyond fulfilling the legal and technical aspects of curriculum development; it also represents a moral commitment to openness, participation, and social responsibility in higher education institutions.

This stakeholder feedback activity was held from July 19 to 20, 2024, at the Raphia Room, Rattan Inn Hotel, Banjarmasin. The venue was chosen not only for its facilities but also for its conducive environment for open and participatory discussion. Over the course of two days, stakeholders—comprising graduate users, alumni, partner school teachers, policy practitioners, and Civic Education lecturers—engaged in reflective processes to assess the alignment of the current curriculum with real-world demands. The topics discussed included not only course structure but also graduate competencies, learning approaches, content relevance to contemporary issues, and the effectiveness of integrating Pancasila values into educational processes.

Through this forum, the Civic Education Study Program at FKIP ULM aims to ensure that curriculum development is genuinely responsive to changes in the times, relevant to both local and national realities, and aligned with the overarching goals of civic education. The results of this activity are not limited to normative feedback but consist of sharp insights, constructive criticisms, and concrete suggestions that can be used to revise and improve the curriculum document comprehensively. Moreover, this activity strengthens the dialogue between academia and society, ultimately fostering trust and support for the strategic role of the Civic Education Study Program in preparing the future citizens of Indonesia.

Thus, this report has been compiled as evidence and documentation of the stakeholder feedback process on the Civic Education curriculum at FKIP ULM. It is hoped that this report will not only serve as material for internal evaluation but also provide inspiration for realizing a transformative, contextual, and nationally grounded curriculum—one that not only engages academic reasoning but also responds to social realities with empathy and courage.

B. PURPOSE OF REPORT PREPARATION

The objectives of preparing this report are as follows:

1. To systematically document the input, suggestions, and criticisms from stakeholders regarding the curriculum of the Civic Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University.
2. To provide a basis for consideration in the evaluation and refinement process of the learning outcomes-based curriculum.
3. To enhance public and stakeholder engagement in the quality development of civic education.
4. To develop a curriculum that is adaptive, contextual, and responsive to the real needs of the workforce, society, and national dynamics.
5. To demonstrate the study program's accountability and transparency in the curriculum development process to external parties.

C. SCOPE OF THE REPORT

This report covers a description of the process of gathering input from stakeholders, the profile of participants who provided feedback, the forms and substance of the feedback given, as well as an analysis of the relevance and implications of that input for the structure and content of the Civic Education Study Program curriculum. In addition, the report includes strategic recommendations for follow-up actions and future curriculum improvements.

D. LEGAL AND POLICY FRAMEWORK

The preparation of this report refers to a number of national regulations and policies that serve as the legal and normative basis for higher education curriculum development, including:

1. Law of the Republic of Indonesia Number 12 of 2012 on Higher Education.

2. Presidential Regulation of the Republic of Indonesia Number 8 of 2012 on the Indonesian National Qualifications Framework (KKNI).
3. Ministry of Education and Culture Regulation Number 3 of 2020 on National Standards for Higher Education.
4. Guidelines for Developing Outcome-Based Education (OBE) Curriculum by the Directorate General of Higher Education.
5. Study Program Accreditation Guidelines from LAMDIK, which emphasize the importance of stakeholder involvement in curriculum development.

Referring to these regulations, stakeholder involvement in the curriculum development process is not merely a methodological choice, but a normative mandate that must be fulfilled by every study program as part of its academic and social responsibility

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CHAPTER II

ACTIVITY IMPLEMENTATION

A. TIME AND VENUE OF IMPLEMENTATION

The stakeholder input gathering activity for the curriculum of the Civic Education Study Program (PPKn), Faculty of Teacher Training and Education, Lambung Mangkurat University, was held on:

Day/Date : Friday–Saturday, July 19–20, 2024

Venue : Raphia Room, Rattan Inn Hotel, Banjarmasin, South Kalimantan

The venue was chosen based on considerations of comfort, completeness of facilities, and flexibility of discussion space that supports an open and dialogical academic atmosphere. Rattan Inn Hotel, as one of the representative hotels in the city of Banjarmasin, provides a conducive setting for reflective, collaborative, and interactive activities involving various academic community members and external partners.

B. OBJECTIVES OF THE ACTIVITY

The main objective of this activity is to collect, listen to, and integrate feedback from various stakeholders regarding the curriculum of the Civic Education Study Program (PPKn), as part of an ongoing evaluation process and academic quality assurance. This activity also aims to:

1. Identify gaps between the current curriculum and the actual needs of the labor market and societal dynamics.
2. Explore stakeholders' perceptions of the competencies of Civic Education graduates.
3. Gather expectations and suggestions from alumni, graduate users, and partners regarding the future direction of civic education development.
4. Enhance accountability and transparency in the curriculum development process through active stakeholder involvement.
5. Build networks and synergies between the study program and external parties as strategic partners in academic development

C. ACTIVITY PARTICIPANTS

This activity was attended by a number of participants representing various layers of stakeholders and academic contributors. The composition of the participants included:

1. Permanent lecturers of the Civic Education Study Program, FKIP ULM. All permanent lecturers holding a National Lecturer Identification Number (NIDN) and actively involved in teaching and curriculum development were fully present. They participated not only as attendees but also as internal discussion facilitators and reviewers of the feedback content. Their presence was crucial in the process of internalizing and updating the curriculum content.
2. Coordinator of the Civic Education Study Program. Dr. Mariatul Kiptiah, M.Pd., as the study program coordinator, directly led the activity and acted as the main facilitator in formulating curriculum evaluation priorities based on the input provided by stakeholders.
3. External stakeholders. This group consisted of graduate users from partner schools, education departments, civil society organizations, and local education figures who understand the dynamics of civic education implementation in society. Their presence provided direct insights into the strengths and weaknesses of PPKn graduates' competencies in the professional world.
4. Alumni of the Civic Education Study Program, FKIP ULM. The alumni present came from various graduating cohorts and have worked in various sectors, particularly as teachers, community facilitators, civil servants, and social activists. Their experiences provided important reflective insights for evaluating the extent to which the current curriculum is relevant to the real-world contexts they encounter.

D. METHODS AND IMPLEMENTATION FORMAT

The activity was conducted using a format that prioritized active participation, open dialogue, and collaborative facilitation. Several main methods used included:

1. Initial presentation session. This session was opened by the Study Program Coordinator, who presented the current curriculum framework, the targeted graduate profile, as well as challenges and needs for future curriculum refinement. This presentation served as a foundation to spark discussion and clarify critical points in the curriculum structure.

2. Focus group discussion (FGD). Participants were divided into groups based on their backgrounds (lecturers, alumni, users, practitioners) to explore key issues, including the relevance of learning outcomes to field needs, the urgency of content updates, teaching methods, and the strengthening of Pancasila values in the curriculum.
3. Brainstorming and open forum. Each group was given time to present the results of their discussions in an open forum. Facilitators then recorded the feedback, categorized it by theme, and opened space for further discussion to deepen the main points raised.

CHAPTER III

RESULTS AND ANALYSIS OF STAKEHOLDER FEEDBACK

A. RESULT

The stakeholder input gathering activity for the curriculum of the Civic Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, held on July 19–20, 2024, successfully collected a variety of views, criticisms, and constructive suggestions from various parties, both directly and indirectly involved with the existence and performance of Civic Education graduates. Participants in this activity included active lecturers from the study program, alumni from various cohorts, education stakeholders such as partner schools and education offices, and graduate users from both governmental and private institutions that have recruited or worked with PPKn ULM alumni.

The feedback provided revealed a shared awareness of the importance of a curriculum that is adaptive, current, and applicable. Each group contributed based on their own experiences, roles, and professional perspectives, thereby enriching the reflection process on curriculum content and direction. Overall, the feedback received can be categorized into the following key themes:

1. Input from lecturers
 - a. The curriculum needs to be reviewed regularly to remain relevant to the socio-political dynamics and the development of interdisciplinary civic studies.
 - b. There is a need to strengthen content on contemporary civic issues such as digital transformation, religious tolerance, cultural diversity, and human rights.
 - c. Learning outcomes should be recalibrated to ensure a balanced proportion between cognitive, affective, and psychomotor domains.
 - d. Some courses still have overlapping content, necessitating a restructuring of credit loads and a spiral mapping of the curriculum.
 - e. There should be more explicit integration between MBKM activities and the overall curriculum objectives.
2. Input from alumni
 - a. Graduate competencies in the workplace are determined not only by content mastery but also by communication skills, leadership, and problem-solving abilities.
 - b. Additional training or curriculum content on technology-based teaching skills is needed, considering that many schools are moving toward digital learning.

- c. Alumni recommended including reflective or community-based practice activities that allow students to engage directly with society.
 - d. The curriculum should provide more space for strengthening professional identity as Civic Education educators, including through case studies and microteaching based on national issues.
- 3. Input from education stakeholders and partner schools
 - a. Civic Education graduates still need to improve in terms of work discipline, classroom management skills, and flexibility in dealing with students' diverse characteristics.
 - b. The curriculum must guide students to understand real conditions in schools, including student behavior issues, inclusion challenges, and local social dynamics.
 - c. Courses related to teaching strategies should incorporate new approaches that are student-centered and contextual to school culture.
 - d. Stakeholders suggested intensive collaboration between the university and partner schools in preparing course syllabi and organizing field teaching practices.
- 4. Input from graduate users
 - a. In general, graduate users expressed satisfaction with the work ethics and civic awareness of PPKn FKIP ULM graduates, although there are still weaknesses in soft skills and the use of educational technology.
 - b. Users expect graduates to be adaptable to new regulations in the education sector and capable of working in teams and becoming drivers of change in their institutions.
 - c. There needs to be stronger curriculum emphasis on digital literacy, the ability to design technology-based learning media, and habituation with online platforms.
 - d. Users highlighted the importance of curriculum emphasis on integrity, exemplary behavior, and the ability to respond wisely to social issues

B. ANALYSIS

From all the feedback collected during the discussion and input-gathering sessions, it can be concluded that the curriculum of the Civic Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, already possesses a strong foundation in terms of academic substance, value orientation, and its relevance to the goal of forming critical,

principled, and reflective citizens. This is evident from the shared understanding that most courses already reflect the fundamental values of citizenship, such as democracy, human rights, social justice, and national identity rooted in Pancasila. Stakeholders also acknowledged that graduates of the Civic Education Program at FKIP ULM generally demonstrate appropriate attitudes, adequate national insight, and moral integrity aligned with public expectations.

Nevertheless, stakeholders consistently emphasized the importance of improving the technical and applicative dimensions of the curriculum. In other words, while the theoretical content is considered sufficient, the real challenge lies in how graduates are able to apply their knowledge in complex, dynamic, and often imperfect real-world situations. In the context of the professional world and modern society, graduates are expected not only to understand civic concepts, but also to be able to adapt to new technologies, work across disciplines, and demonstrate strong leadership and social innovation skills.

Feedback from various parties indicated that the current curriculum still needs to be strengthened in areas such as project-based learning integration, enhancement of digital literacy, and the development of soft skills like communication, conflict management, and systemic thinking. Stakeholders, particularly graduate users, pointed out that value-based excellence is not sufficient if not accompanied by skills relevant to the needs of institutions and society. Therefore, curriculum adjustments must also consider labor market trends and professional demands, including national education policies, regional development priorities, and sociocultural dynamics in South Kalimantan and Indonesia more broadly.

Additionally, alumni and graduate users emphasized the need to reinforce contextual pedagogical aspects. In this regard, courses such as learning methodology, classroom management, and learning assessment need to be reviewed to better reflect the real practices faced by graduates in schools and educational institutions. Students should be given more opportunities to directly experience teaching challenges, design technology-based instructional media, and develop adaptive learning strategies for students from diverse social and cultural backgrounds. Field practice and community-based learning experiences become essential bridges between classroom theory and social reality. Furthermore, there is a strong call to transform the curriculum orientation from a theory-dominated approach to one that is more integrative and transformative. This means that the educational process should not merely pursue the breadth of material mastery, but also the depth of understanding, sharpness in social reflection, and the ability to develop innovative

solutions to civic issues. The future curriculum must be designed as a living and open learning ecosystem. Students should be encouraged to become independent learners capable of connecting academic knowledge with current issues, both local and global.

In this context, curriculum flexibility and openness are crucial. The Civic Education Program can develop more dynamic learning formats such as project-based learning, blended learning, civic simulations, and cross-program or institutional collaboration. Students should not only receive instructional materials in a linear and one-way format but must be actively engaged in participatory, reflective, and collaborative learning processes. Curriculum revisions must also include cross-disciplinary integration in areas such as environmental education, information technology, the digital economy, and multiculturalism, so that graduates possess high competitiveness and resilience in an ever-changing era.

Therefore, all stakeholder input should not be viewed as criticism of curricular weaknesses, but rather as intellectual and moral assets for refining the direction of Civic Education to make it more relevant and impactful. This stakeholder input forum provides a solid foundation for building curriculum consensus rooted in real-life experiences, open to renewal, and aligned with the noble values of national education. The Civic Education Program at FKIP ULM is expected to respond to these challenges through a curriculum that is adaptive, strategic, and committed to learning quality and national character development.

CHAPTER IV

RECOMMENDATIONS AND CONCLUSION

A. RECOMMENDATIONS

Based on the overall process of the activity and the analysis of stakeholder feedback, several key recommendations have been formulated to guide follow-up efforts in the development and refinement of the curriculum for the Civic Education Study Program (PPKn), Faculty of Teacher Training and Education, Lambung Mangkurat University. These recommendations reflect the need to strengthen curriculum relevance, improve graduate competitiveness, and align learning with the demands of the times and societal needs. The recommendations include:

1. Revision of graduate learning outcomes (CPL). The study program should review and revise the formulation of CPL to better emphasize the balance between cognitive, affective, and psychomotor domains. CPL should reflect both professional competence as educators and civic qualities such as democratic facilitation, tolerance, and social leadership.
2. Strengthening project-based and collaborative learning. There is a need to integrate project-based learning, problem-based learning, and service learning that enable students to engage directly with real societal issues. Cross-subject and interdisciplinary collaboration should be promoted to foster teamwork, leadership, and decision-making skills.
3. Updating teaching materials with a focus on contextualization. Course content should be updated regularly to remain relevant to contemporary issues such as digital transformation, ecological crises, media disinformation, social intolerance, and global-national challenges. Local cultural values from South Kalimantan should also be included as a contextual foundation.
4. Curriculum structure adjustment for better adaptability and efficiency. Several courses that are considered redundant or too general should be streamlined or integrated. Curriculum design should promote more focused, in-depth, and functional learning. Clear mapping of core, elective, and MBKM courses is needed to ensure coherence.
5. Strengthening the integration of technology in teaching and learning. Civic Education students must be equipped with skills to utilize digital educational tools such as learning management systems, educational video production, digital content creation, and critical media literacy. These skills should be embedded in both coursework and field practice.
6. Improving the quality of field experience and industry linkage. Field practice (teaching internships and placements) should be designed as immersive learning laboratories.

Collaboration with schools, community organizations, and government institutions must be deepened and systematized.

7. Continuous stakeholder engagement. Stakeholder involvement should not be a one-time event but part of a regular evaluation cycle. Formal dialogue forums, online surveys, and joint academic programs can serve as platforms for continuous input.
8. Development of innovative modules, guides, and learning media. Besides textbooks, the development of civic podcasts, educational videos, and online modules should be encouraged to support more flexible and self-directed learning.
9. Enhancing lecturer competence in OBE-based curriculum design. Lecturers should be supported with training or workshops focused on Outcome-Based Education, particularly in designing CPL, mapping course learning outcomes (CPMK), performance-based assessment, and authentic evaluation.
10. Affirming the academic identity of the Civic Education Study Program. The PPKn curriculum at FKIP ULM must consistently uphold its identity as a multidisciplinary field combining legal, political, ethical, ecological, cultural, and humanistic dimensions for developing holistic and responsible citizenship

B. PENUTUP

The stakeholder input gathering activity for the curriculum of the Civic Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, is an integral part of the effort to build an inclusive, responsive, and high quality academic system. Through the involvement of various parties, both directly and indirectly connected to civic education, the study program not only gains relevant new insights but also builds trust and social support for its academic development direction. The input gathered from this activity reflects the complexity of challenges faced in the realm of higher education. The curriculum can no longer be limited to fulfilling administrative and accreditation standards alone; it must also function as a real instrument of social transformation. Graduates of civic education are expected to become active agents in shaping a democratic, just, and civilized national life.

This report serves as an important document in the academic quality assurance process and strategic decision making within the Civic Education Study Program at FKIP ULM. All

suggestions and evaluations contained within should be used as the basis for formulating a more holistic, adaptive, and future oriented curriculum development strategy. It is hoped that the outcomes of this activity will not stop at the level of discourse but will be realized in the form of a stronger, more meaningful, and widely impactful curriculum structure and dynamic. Thus, this collective effort marks the initial step toward a more substantive, reflective, and nationally rooted transformation of civic education

ATTACHMENT 1

Activity Documentation Photos





ATTACHMENT 2

Attendance List

No.	Nama	NIP	Tanda Tangan
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	Nurul Huda	199703062022032001	Nurul Huda
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