LIST OF RESEARCH AND PKM INTEGRATED INTO PBM

LAMBUNG MANGKURAT UNIVERSITY

Analysis of Lecturer Research Integration in Courses: Human Rights

1. Introduction

The integration of lecturers' research results into the learning process is one of the important strategies in improving the quality of higher education, especially in the Pancasila and Citizenship Education (Civics) Study Program. The Human Rights course is one of the strategic vehicles for linking theory and practice, as well as introducing students to contemporary issues that are relevant to the results of lecturers' research.

2. Course Description

The Human Rights course focuses on understanding the basic concepts of human rights, the history of the development of human rights globally and nationally, as well as analyzing cases of human rights violations that have occurred in Indonesia. Students are guided to understand the universal principles of human rights and develop a critical attitude towards social and legal realities related to the implementation of human rights at various levels.

3. Integration of Lecturer Research

The integration of lecturers' research in this course is done through task-based approaches, case studies, and scientific references. For example, some student assignments such as analysis of human rights violations in Indonesia and reflective essays on human rights history are based on lecturers' research on social conflicts, resolution of gross human rights cases, and local human rights protection policies in South Kalimantan. The references used also include scientific articles written by lecturers, both in accredited national journals and local academic seminars.

4. Implementation Example

A concrete example of research integration can be seen in the assignment 'Analysis of Human Rights Violation Cases in Indonesia', where students are asked to analyze case studies based on conceptual approaches and field data taken from lecturers' research. In addition, the use of reflective learning methods through initial essays also allows students to develop critical awareness based on concept mapping that has been researched previously by lecturers.

5. Impact on Student Competence

This integration has a positive impact on the achievement of Course Learning Outcomes (CPMK), especially in the aspects of critical thinking, analytical skills, and sensitivity to contemporary human rights issues. Students not only understand the theory but are also able to apply knowledge in the real context studied in the lecturer's research.

6. Closing and Recommendation

Strengthening the integration of lecturers' research into human rights lectures is a strategic step in achieving academic quality standards, as well as fostering a research-based academic culture. In the future, collaboration between lecturers and students in classroom action research, joint publications, and community service can continue to be developed as a continuation of this integrative practice.

1. Introduction

In order to strengthen the quality of learning in the Pancasila and Citizenship Education (Civics) Study Program, the integration of lecturer research results into the learning process is an important element in realizing research-based education. The *Constitutional Law* course has great potential to link constitutional theory with contemporary political and legal dynamics, so it is very relevant to be integrated with the results of lecturer research in the fields of law and constitutionalism.

2. Course Description

The *Constitutional Law* course discusses the basic principles of constitutionalism, the structure of state power, the Indonesian government system, and the dynamics of relations between state institutions. Students are directed to critically understand the constitution as the basic law and its implementation in the context of the national political and legal system.

3. Lecturer Research Integration

The lecturers of this course have conducted various studies on the dynamics of changes to the 1945 Constitution, the role of the Constitutional Court, electoral system reform, and the implementation of regional autonomy. The results of these studies are integrated in lectures through case studies, discussions of actual issues, and reading references using relevant scientific articles and research reports. Thus, students get a contextual and up-to-date understanding of constitutional practice.

4. Implementation Example

One form of implementation of research integration is an assignment for students to analyze the Constitutional Court's decision regarding disputes over election results, which is related to the lecturer's research on the role of the Constitutional Court in the system of *checks and balances*. Another assignment is a group presentation on the Indonesian

presidential system using empirical research data conducted by lecturers in the South Kalimantan area.

5. Impact on Student Competence

This integration strengthens the achievement of Course Learning Outcomes (CPMK), especially in the ability to think critically, legal analysis, and understanding of the dynamics of the Indonesian constitutional system. Students not only gain theoretical understanding, but are also able to assess the implementation of constitutional law based on data and research findings.

6. Closing and Recommendation

Lecturers need to continue to encourage the integration of the latest research results into the teaching of *Constitutional Law* so that learning is more relevant to the challenges of the times. It is also recommended that students be involved in collaborative research and other academic activities oriented towards the development of democratic and participatory Indonesian constitutional law.

Analysis of Lecturer Research Integration in Courses: Fundamentals of Moral Education

1. Introduction

The Fundamentals of Moral Education course is one of the important pillars in shaping the character of prospective educators, especially in the Civics Study Program. To strengthen the relevance of learning to social reality and scientific development, the integration of lecturer research results is a strategic need. Through research-based strengthening, students not only understand moral theories in the abstract, but are also able to relate them to real practices in the field.

2. Course Description

This course discusses the basic concepts of morals and moral education, approaches in value education, as well as the context of the application of moral education in multicultural Indonesian society. Students are directed to develop ethical awareness and reflective ability towards moral problems in education, family, and society.

3. Lecturer Research Integration

The lecturers of this course have produced various researches related to character education, local values of Banjar cultural wisdom, moral dilemmas in the school environment, and implementation of value-based curriculum. The research is integrated into the learning process through teaching materials, reflective discussions, and project-based assignments. For example, students are invited to dissect the results of a lecturer's field study on the implementation of character education in elementary schools in rural areas of South Kalimantan.

4. Implementation Example

Some assignments that integrate research results include:

- **Moral Value Analysis Assignment**: Students are asked to examine cases of value violations in schools and develop solutions based on a value clarification approach that is reinforced by references to the lecturer's research.
- **Mini Research Project**: Students make observations of the surrounding environment, such as schools or communities, to identify forms of non-formal moral learning. This data is analyzed using the conceptual framework from the lecturer's research.
- **Class Discussion**: Using the field findings from the lecturer, students discuss the inequality in the application of honesty and responsibility values in formal education institutions.

5. Impact on Student Competencies

The integration of lecturers' research results encourages the achievement of CPMK, especially in strengthening critical thinking skills, value analysis, and moral reflection. Students become more sensitive to moral dynamics in the real environment and are able to develop contextual and applicable value education strategies.

6. Closing and Recommendation

The practice of integrating research in moral learning strengthens the connection between theory and practice, and increases the relevance of academics to social life. Lecturers are encouraged to continue to develop research that raises local values and character education challenges in society, and actively involve students in the process, both in discussions, field projects, and joint scientific publications.

Analysis of Lecturer Research Integration in Courses: Globalization and Wetland Environment

1. Introduction

The Globalization and Wetland Environment course is a form of curricular innovation that combines contemporary global issues with distinctive local characteristics, especially the South Kalimantan region. In this context, the integration of lecturer research results plays an important role in bridging theoretical understanding with empirical reality. Through research-based strengthening, students not only understand the concepts of globalization and ecology, but are also able to trace their impact directly on wetland ecosystems and local communities.

2. Course Description

This course discusses the relationship between globalization processes and ecological, social, and cultural changes occurring in wetland environments. The main focus is on the influence of globalization on local environmental sustainability, with emphasis on the geographical and social context of South Kalimantan. Students are guided to recognize the challenges and opportunities that arise due to globalization, as well as conduct critical analysis of development policies and practices that have an impact on wetlands.

3. Lecturer Research Integration

The lecturers of this course actively conduct research on the impact of globalization on swamp and peat ecosystems, social dynamics of coastal communities, as well as economic-ecological studies of floating markets, river culture, and spatial planning of wetland areas. These findings are integrated into learning through the presentation of case studies, the preparation of mini research projects, and teaching materials sourced from lecturers' own publications. This integration strengthens the local relevance of the course within the frame of global issues.

4. Implementation Example

Some forms of implementation of lecturer research integration in lectures include:

- Students analyze cases of environmental degradation in the swamp area based on the lecturer's research report.
- Class discussion on the conflict of interest between infrastructure development and wetland ecosystem preservation.
- Observation projects in river communities using participatory research instruments previously used by lecturers in socio-environmental studies.
- The use of lecturers' scientific articles as materials for critical discussions about local sustainability amid the pressures of globalization.

5. Impact on Student Competencies

Through this integration, students gain the ability to think systemically and reflectively on sustainability issues. They are also skilled in identifying real problems in society based on research data, and are able to develop critical arguments supported by scientific evidence. This encourages the achievement of CPMK on analytical aspects, social synthesis, and environmental understanding in an interdisciplinary manner.

6. Closing and Recommendations

The integration of lecturer research in the *Globalization and Wetland Environment* course is proven to strengthen the quality of learning and ground global issues in the local context. It is recommended that lecturer research activities continue to be developed and shared in varied learning formats, as well as actively involving students in the research process and joint publications in order to form graduates who are adaptive, environmentally concerned, and contextual in thinking.

1. Introduction

The *Civic Education Fundamentals and Concepts* course serves as a philosophical, theoretical, and pedagogical foundation for prospective Civics teacher students. To strengthen the understanding and relevance of the material, the integration of lecturer research is very important. This approach allows students not only to understand theory, but also to analyze contemporary civic issues based on empirical data and the results of scientific studies.

2. Course Description

This course examines the basic concepts of Civics as value and character education, juridical and ideological foundations, as well as the scope and new orientation in the development of 21st century Civics. The material also covers issues of democracy, human rights, diversity, and global citizenship education. Students are directed to deeply understand the essence and function of Civics in shaping smart, participatory, and responsible citizens.

3. Lecturer Research Integration

The lecturers actively conduct research related to the development of Civics learning models, digital citizenship literacy, character strengthening through school communities, and contemporary socio-political issues in multicultural societies. The results of this research are integrated in the form of:

- Teaching materials based on lecturers' scientific articles,
- Local and national case study analysis assignments,
- Citizenship research mini-projects in the student's neighborhood,
- Thematic discussions based on the results of lecturers' publications.

4. Implementation Example

Some concrete examples of lecturer research integration include:

- Students are asked to examine the results of the lecturer's research on the practice of intolerance in schools and develop an inclusivity-based Civics learning strategy.
- Students examine collaborative learning models from lecturers' research to be applied in the design of Civics learning scenarios.
- Field project: observation of the dynamics of civic life at the RT / RW level or youth organizations, with a research framework adapted from the lecturer's study.

5. Impact on Student Competencies

Research integration strengthens learning outcomes, especially in the aspects of conceptual knowledge, critical thinking skills, and pedagogical skills. Students are not only recipients of material, but also developers of thought and actors of social transformation through a scientific approach. They are able to examine civic problems reflectively and develop solutions based on constitutional and human values.

6. Closing and Recommendation

The integration of lecturers' research in Civics lectures strengthens the position of this course as a vehicle for the formation of active, critical, and characterized citizens. Lecturers are advised to continue to develop contextual research and involve students in the process. Activities such as joint publications, mini research collaborations, and community service based on research results are strategic steps to improve the academic quality and professionalism of prospective Civics educators.