KURIKULUM

Program Studi Pendidikan Pancasila dan Kewarganegaraan

DOCUMENT

Higher Education Curriculum

Pancasila and Citizenship Education Study Program

Year 2024

Faculty of Teacher Training and Education

MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY
LAMBUNG MANGKURAT UNIVERSITY
Year 2024

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STUDY PROGRAM IDENTITY

1	University Name	Lambung Mangkurat University
2	Faculty	Teacher Training and Education
3	Major/Departement	Social Studies Education
4	Study Program	Civics Education
5	Study Program Code	87205
6	No Decree of Study Program Establishment	Decree of the Minister of Education and Culture No.0566/0/1983
7	Date of Decree of Study Program Establishment	December 8th, 1983
8	Signing Officer of the Decree on the Establishment of Study Program	
9	Month and Year of commencement of the Study Program	December 8th, 1983
10	Accreditation Status of Accreditation Organization for education	Status: Excellent
11	No. Decree of Accreditation Organization for education	604/SK/LAMDIK/Ak/S/XI/2022
12	Accreditation Period of Validity	August 16th, 2022 – August 15th, 2027
13	Study Program Address	Brigjen H. Hasan Basri Street
14	Study Program Website	https://ppkn.fkip.ulm.ac.id
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17	Degree/Graduate Title	Bachelor of Education (B.Ed)
18	Duration of Study	12 Semestar

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KEPUTUSAN REKTOR UNIVERSITAS LAMBUNG MANGKURAT
NOMOR 1514/UN8/KR/2020

TENTANG

KURIKULUM FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS LAMBUNG MANGKURAT
TAHUN 2020

REKTOR UNIVERSITAS LAMBUNG MANGKURAT,

Menimbang : a. bahwa hasil keputusan Fakultas Keguruan dan Ilmu Pendidikan untuk menerapkan Kurikulum Merdeka Belajar – Kampus Merdeka (MBKM) mulai semester ganjil 2020/2021;

b. bahwa berdasar huruf a maka kurikulum beberapa Program Studi pada Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat Tahun 2020 perlu dibuat dalam Surat Keputusan Rektor Universitas Lambung Mangkurat.

Mengingat : 1. Undang-undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);

2. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2012 Nomor 158, Tambahan Lembaran Negara Republik Indonesia Nomor 5336);

3. Peraturan Pemerintah Nomor 41 Tahun 1960 tentang Pendirian Universitas Lambung Mangkurat (Tambahan Lembaran Negara Republik Indonesia Nomor 2071);

4. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi (Lembaran Negara Republik Indonesia Tahun 2014 Nomor 16, Tambahan Lembaran Negara Republik Indonesia Nomor 5500);

5. Peraturan Menteri Pendidikan dan Kebudayaan RI Nomor 73 Tahun 2013, tentang Penerapan Kerangka Kualifikasi Nasional Indonesia Bidang Pendidikan Tinggi;

6. Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi Republik Indonesia Nomor 47 Tahun 2018, tentang Statuta Universitas Lambung Mangkurat (Berita Negara Republik Indonesia Tahun 2018 Nomor 1385);

7. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020, tentang Standar Nasional Pendidikan Tinggi (Berita Negara Republik Indonesia tahun 2020 nomor 47);

v

<table>
<tr><td>8.</td><td>Peraturan Rektor Universitas Lambung Mangkurat Nomor 8 Tahun 2020, tentang Peraturan Akademik dan Kemahasiswaan Program Sarjana, Vokasi dan Profesi Universitas Lambung Mangkurat;</td></tr>
<tr><td>9.</td><td>Keputusan Menteri Riset, Teknologi dan Pendidikan Tinggi Republik Indonesia Nomor 533/M/KPT.KP/2018 tanggal 17 September 2018, tentang Pengangkatan Rektor Universitas Lambung Mangkurat Periode 2018-2022).</td></tr>
</table>

Memperhatikan : -	Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat Nomor: 2522/UN8.1.2 /SP/2020, tanggal 22 September 2020 perihal permohonan penerbitan Keputusan Rektor tentang Kurikulum MBKM FKIP ULM;

<div align="center">MEMUTUSKAN:</div>

Menetapkan	:	KEPUTUSAN REKTOR UNIVERSITAS LAMBUNG MANGKURAT TENTANG KURIKULUM FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS LAMBUNG MANGKURAT TAHUN 2020.
KESATU	:	Mengesahkan Kurikulum berdasarkan KKNI yang menerapkan Kerikulum Merdeka Belajar – Kampus Merdeka (MBKM) Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat Tahun 2020 pada Program Studi:

1. Pendidikan Sejarah (Lampiran I)
2. Pendidikan Pancasila dan Kewarganegaraan (Lampiran II)
3. Pendidikan Ekonomi (Lampiran III)
4. Pendidikan Sosiologi (Lampiran IV)
5. Pendidikan Geografi (Lampiran V)
6. Pendidikan IPS (Lampiran VI)
7. Pendidikan Bahasa Inggris (Lampiran VII)
8. Pendidikan Seni Drama, Tari dan Musik (Lampiran VIII)
9. Pendidikan Biologi (Lampiran IX)
10. Pendidikan Kimia (Lampiran X)
11. Pendidikan Ilmu Komputer (Lampiran XI)
12. Pendidikan Matematika (Lampiran XII)
13. Pendidikan Fisika (Lampiran XIII)
14. Pendidikan IPA (Lampiran XIV)
15. Teknologi Pendidikan (Lampiran XV)
16. Bimbingan dan Konseling (Lampiran XVI)
17. Pendidikan Guru PAUD (Lampiran XVII)
18. Pendidikan Guru Sekolah Dasar (Lampiran XVIII)
19. Pendidikan Luar Biasa (Lampiran XIX)
20. Pendidikan Jasmani (Lampiran XX)
21. Pendidikan Bahasa dan Sastra Indonesia (Lampiran XXI)

dengan susunan komposisi mata kuliah sebagaimana terlampir dalam Keputusan ini.

KEDUA	:	Hal-hal yang lebih rinci diatur dalam Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat dalam bentuk aturan peralihan kurikulum yang diterbitkan oleh Dekan.

KETIGA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan apabila dikemudian hari terdapat kekeliruan akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di Banjarmasin
pada tanggal 26 Oktober 2020

REKTOR UNIVERSITAS LAMBUNG MANGKURAT,

SUTARTO HADI
NIP 196603311991021001

LAMPIRAN II
KEPUTUSAN REKTOR UNIVERSITAS
LAMBUNG MANGKURAT
NOMOR ١٥١٤ /UN8/KR/2020
TANGGAL 26 OKTOBER 2020
TENTANG
KURIKULUM PROGRAM STUDI
PANCASILA DAN KEWARGANEGARAAN

No	Kode Mata Kuliah	Mata Kuliah	SKS
KELOMPOK MATA KULIAH UMUM (MKU) 18 SKS			
1	AULM1161	Agama	3
2	AULM1171	Pancasila	2
3	AULM1272	Kewarganegaraan	2
4	AULM1152	Bahasa Indonesia	3
5	AULM1151	Bahasa Inggris 1	2
6	AULM1252	Bahasa Inggris 2	2
7	AULM1315	Pengantar Lingkungan Lahan Basah	2
8	AULM1451	Kewirausahaan	2
KELOMPOK MATA KULIAH DASAR KEPENDIDIKAN (MKDK) 10 SKS			
1	AKWF2101	Pengantar Pendidikan	2
2	AKWF2102	Perkembangan Peserta Didik	2
3	AKWF2203	Belajar dan Pembelajaran	2
4	AKWF2204	Profesi Kependidikan	2
5	AKWF2305	Manajemen Dan Administrasi Sekolah	2
KELOMPOK MATA KULIAH BIDANG KEAHLIAN (MKBK) SKS			
1	AKBK 3101	Pengantar Ilmu Politik	3
2	AKBK 3102	Pengantar Ilmu Hukum	2
3	AKBK 3103	Pengantar Sosiologi	2
4	AKBK 3204	Pengantar Antropologi	2
5	AKBK 3205	Pengantar Hukum Indonesia	2
6	AKBK 3206	Dasar dan Konsep Pendidikan Kewarganegaraan	3
7	AKBK 3207	Dasar Dasar Pendidikan Moral	3
8	AKBK 3208	Hukum Perdata	2
9	AKBK 3209	Ilmu Kewarganegaraan	3
10	AKBK 3310	Hukum Dagang	2
11	AKBK 3311	Hukum Tata Negara	2
12	AKBK 3312	Negara Hukum dan Demokrasi	2
13	AKBK 3313	Pendidikan Ilmu Pengetahuan Sosial	2
14	AKBK 3314	Hukum Adat	2

15	AKBK 3315	Ilmu Negara	2
16	AKBK 3316	Filsafat Pancasila	2
17	AKBK 3317	Ekonomi Pembangungan	2
18	AKBK 3318	Hukum Pidana	2
19	AKBK 3419	Pendidikan Multikultural	2
20	AKBK 3420	Hukum Pajak	3
21	AKBK 3421	Hukum Tata Usaha Negara	2
22	AKBK 3422	Hukum Acara Mahkamah Konstitusi	2
23	AKBK 3423	Hukum Internasional	2
24	AKBK 3424	Filsafat Ilmu	2
25	AKBK 3425	Hukum Acara Perdata	2
26	AKBK 3426	Sistem Politik Indonesia	3
27	AKBK 3527	Lembaga Hubungan Internasional	2
28	AKBK 3528	Hak Asasi Manusia	2
29	AKBK 3529	Sosiologi Hukum	2
30	AKBK 3530	Hukum Acara Pidana	2
31	AKBK 3531	Sosiologi Politik	2
32	AKBK 3532	Perubahan Sosial dan Pembangunan	2
33	AKBK 3533	Globalisasi dan Lingkungan Lahan Basah	2

Mata Kuliah Pilihan

34	AKBK 3334	Teknik Informasi dan Komunikasi*	2
35	AKBK 3435	Kriminologi*	2
36	AKBK 3436	Pendidikan Lingkungan*	2
37	AKBK 3537	Dasar Dasar Statistik*	2
38	AKBK 3538	Hukum Islam*	2
39	AKBK 3639	Literasi Media*	2
40	AKBK 3640	Pendidikan Anti Korupsi*	2
41	AKBK 3741	Filsafat Hukum*	2
42	AKBK 3742	Filsafat Politik*	2
43	AKBK 3743	Hukum Ketenagakerjaan*	2
44	AKBK 3744	Hukum Agraria*	2
45	AKBK 3745	Kewarganegaraan Lingkungan Lahan Basah*	2
46	AKBK 3746	Teori dan Hukum Konstitusi*	2
KELOMPOK MATA KULIAH KETERAMPILAN PROSES PEMBELAJARAN (MKKPP) SKS			
47	AKPP 4647	Kajian Kurikulum Pendidikan Kewarganegaraan	2
48	AKPP 4648	Strategi Belajar Mengajar Pendidikan Kewarganegaraan	4

49	AKPP 4649	Evaluasi Pengajaran Pendidikan Kewarganegaraan	3
50	AKPP 4550	Penelitian Pendidikan Kewarganegaraan	4
51	AKPP 4851	Skripsi	6
		KELOMPOK MATA KULIAH PENGEMBANGAN PENDIDIKAN (MKPP) SKS	
52	AKPK 5652	Pembelajaran Mikro	3
53	AKPK 5753	Seminar Pendidikan Kewarganegaraan	3
54	AKPK 5654	Praktik Pengalaman Sekolah	4
55	AKPK 5855	Kuliah Kerja Lapangan	2
		JUMLAH TOTAL SKS YANG DITAWARKAN	157
		JUMLAH MINIMAL YANG WAJIB DIAMBIL	144

Ditetapkan di Banjarmasin

REKTOR UNIVERSITAS LAMBUNG MANGKURAT,

SUTARTO HADI
NIP 196603311991021001

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CHAPTER I

INTRODUCTION

A. Rationale

The Indonesian National Qualifications Framework (KKNI) stipulated in Presidential Regulation No. 8 of 2012 and Law No. 12 of 2012 concerning Higher Education is part of encouraging all universities to adjust themselves in terms of designing the curriculum used. Article 35 paragraph 2 states that curriculum preparation is the right of higher education institutions that refer to the National Higher Education Standards (SN-DIKTI). The curriculum holds a key position in an educational institution because of its relation to determining the direction, content, and process of education. The curriculum of an educational institution ultimately determines the type and quality of its graduates. Broadly speaking, the curriculum has 4 (four) elements, namely learning outcomes, study materials that must be mastered, learning strategies to achieve goals, and the assessment system. The four elements need to be well designed so that the objectives of curriculum design can be achieved.

Law No. 20 of 2003 concerning the national education system article 1 paragraph 19, the curriculum is defined as a set of plans and arrangements regarding the objectives, content and learning materials and methods used as guidelines for organizing learning activities to achieve certain educational goals. In the Indonesian Dictionary, the curriculum is a set of subjects taught at educational institutions. and adopting the MBKM policy also uses the principles of the Outcome Based Education (OBE) curriculum approach in which the learning process focuses on achieving graduate learning outcomes and the formation of graduates according to the scientific profile of the study program. The OBE approach in the curriculum also involves the process of restructuring, assessment, and reporting practices in education to reflect the achievements that students are expected to make after graduation.

B. Indonesian National Qualification Framework

The curriculum in the Civics Education Curriculum is developed independently by including curriculum-specific courses according to the Competency-Based Curriculum (KBK) in 2008. This curriculum came into effect in 2009. making the Indonesian National Qualifications Framework (KKNI). In accordance with Presidential Decree No. 8 of 2012, the curriculum was again updated or renewed with reference to the policies implemented in 2013.In addition, a review of Civics Education was conducted in 2017. The program improved the curriculum by adding the National Higher Education Standards (SN-DIKTI) as a reference material so as to enable the creation of a KKNI-based curriculum that refers to SN-DIKTI. As a form of adaptation to changing times and government policies, the Civics Education Study Program again reviewed and revised the curriculum by creating a new curriculum based on KKNI and SN-DIKTI by adopting the Independent Learning Campus (MBKM) program in 2020, initiated by the Minister of Education and Culture. The guide will be updated again in 2023 with changes in several sections to address the need to adopt an outcomes-based education (OBE) approach. The changes were made in response to global challenges that require educational institutions to continue to develop superior and competitive human beings not only nationally but also

internationally. The periodization of changes to the education program curriculum is presented below.

Figure. 1. Curriculum Timeline

C. Education Outcomes

Education outcomes or EO are abilities obtained through the internalization of knowledge, attitudes, skills, and accumulated work experience. EO can be seen as the result of the overall learning process taken by students during their studies at a university. In general, EO has various functions, namely (1) as a characteristic, description, or specification of the study program; (2) as a measure, reference, comparison of the achievement of learning and education levels; (3) the main completeness of the description in the Accompanying Certificate of Diploma (SKPI); and (4) as a component of curriculum and learning.

EO is the main element in the preparation and development of the curriculum listed in KKNI and also regulated in the National Higher Education Standards (SN-DIKTI). The concept of developing learning outcomes and curriculum is presented in the following figure.
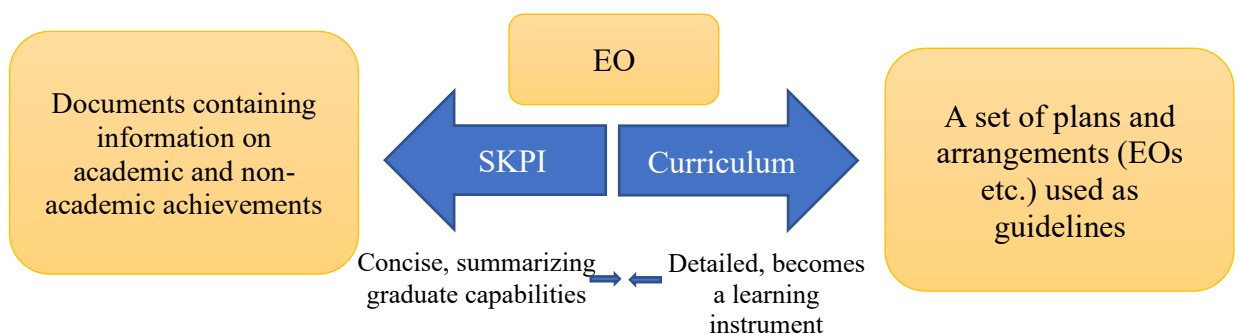

Figure 2. Concept of Education Outcomes Development in Curriculum

CHAPTER II
Curriculum Foundation

A. *Philosophical Foundation*

Etymologically, based on the Greek origin of the word, philosophy is defined as "love of truth or wisdom". In the context of the curriculum, philosophy is used as a fundamental framework that plays an important role in the curriculum development process. Its role is as a philosophical guide at the planning, implementation and quality improvement stages of education. Every educational process begins with a philosophical foundation that underlies the view of the nature of human nature. This view will influence the concept of education. The preparation of the Pancasila and Citizenship Education curriculum of the Faculty of Teacher Training and Education, Lambung Mangkurat University is based on the philosophical foundations of essentialism, perennialism, idealism and reconstructionism education. Based on this, the curriculum is designed keeping in mind that 1) education empowers learners to become fully human (humanist) and develops intelligent and independent attitudes; 2) education is based on national culture and serves to build the present and future life of the nation; 3) education equips learners with knowledge to develop intellectual intelligence through certain disciplines and acquire progressive skills that enable them to be superior and competitive; 4) education forms professional, pedagogical, personal, and social competencies of learners in accordance with their fields of knowledge; and 5) education pays attention to the characteristics and needs of learners, the needs of society, and advances in science and technology.

Through the foregoing, the Civic Education Program curriculum and the Pancasila Curriculum clearly aim to enable students to develop thinking skills; become lifelong learners, learn to know, learn to do, learn to be and learn to live together; become a whole person, critical, creative, communicative and cooperative. Thus, the curriculum adopted with this in mind is an interactive model that emphasizes the concept of humans as social beings who interact and work together. This model refers to the two-way interaction between educators and learners, between learners, then interaction with the learning environment.

B. Sociological Foundation

In accordance with the fourth paragraph of the Preamble of the 1945 Constitution of the Republic of Indonesia which states that the purpose of national education is to educate the nation's life. In addition, Article 3 of the National Education System Law Number 20 of 2003 states that the purpose of the national education system is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. With regard to the objectives of the national education system, of course, the ideal curriculum should be able to pass on culture from one generation to the next in order to become good citizens and be able to maintain local wisdom.

The sociological foundation of the curriculum contains the assumption that learners are individuals who are in a community environment with unique cultural and social conditions. Thus, the background characteristics of learners are certainly formed from the results of socio-cultural interactions in the community. The sociological framework provides a view that educational tools include goals, materials, learning activities, and learning environments that learners gain through experiences that are in accordance with the social values of the community in their environment. Therefore, the curriculum as a

tool to achieve educational goals must pay attention to the background conditions and needs of the community. This is certainly answered by the Pancasila and Citizenship Education Program through a scientific vision formulated based on national values and local culture, which means achieving a vision in the development of reflective civic pedagogy related to social values in society and ingrained culture. In the current environment, students are expected to have cultural flexibility called must-have competence, with mastery of at least three competencies, including (1) cultural minimization, namely the ability to filter themselves when working in the international world so as not to harm themselves. influenced by cultures that are contrary to noble morals; (2) cultural adaptation, namely the ability to adapt to cultures other than the nation's noble culture; and (3) cultural integration.

C. Psychological Foundations

The curriculum as a tool to achieve educational goals is certainly related to the process of changing the behavior of students. The curriculum serves as a guide for student learning, thus creating new behaviors in the form of actual and potential abilities or competencies that exist in themselves. Behavior is closely related to psychological research, so the psychological foundation is an important element in education. There are at least two fields of psychology that underlie curriculum development, namely educational psychology and developmental psychology. Both are needed when formulating goals, selecting and compiling educational materials, determining development methods and assessment techniques. The characteristics of each personality according to its level of development become the study material of developmental psychology. This development is usually achieved by students through the learning process. Therefore, the curriculum implementation strategy in the context of learning, both models, methods, and materials are tailored to the needs of students. Thus, the curriculum prepared by the Pancasila and Citizenship Education Program also emphasizes this foundation.

The Pancasila and Civics Education curriculum realizes that each learner has their own unique learning needs and uniqueness. The traditional learning environment that emphasizes the role of educators (lecturers) as the center of information is not very relevant to apply. Lecturers help learners develop their knowledge and skills to a greater extent. Learners as individuals transitioning from adolescence to adulthood are considered to have basic knowledge, so they can only develop it further through andragogy training. Thus, the Pancasila and Civics Education curriculum applies the concept of reconstructionist teaching, referring to the academic process that aims to shape the character of learners as future educators and researchers who have professional, pedagogical, personal, and social competencies.

D. Historical Foundation

The Pancasila and Citizenship Education curriculum framework describes the changes made to the curriculum from time to time with the main objective of developing it according to the needs of the times. From this point of view, as a university under the auspices of the Faculty of Teacher Training and Education, Lambung Mangkurat University and established in 1966, the Pancasila and Citizenship Education Study Program has made several curriculum changes, both in accordance with government regulations and independently referring to the preparation guidelines. During the New Order era, the curriculum applied to the History Program was based on government regulations that prioritized the principles of Pancasila as a guide to national life. The first change occurred in 1978 when the curriculum was developed based on the Pancasila National Education System. Then a review was conducted in 1998, resulting in a curriculum that was more comprehensive than the previous year, but still based on the Pancasila National Education System. In addition, in 2001, the Pancasila and Citizenship Education Study Program again revised the curriculum to adapt to the needs

of society and current events, by adopting the concept of Content-Based Curriculum (KBI), which was then refined again in 2005 into a Content-Based Curriculum (KBI). The curriculum (KBI) is based on the Indonesian National Standards for Professional Competence (SKNI). This shows that the Education Study Program begins to conduct a review every 4 years, but it may also be reduced if major or minor updates are made based on the results of periodic curriculum assessments through the mechanism of needs analysis and search studies. with the current curriculum.

In the next period, a curriculum revision was carried out on the Civics Education Curriculum which was developed independently by including curriculum-specific courses according to the Competency-Based Curriculum (KBK) in 2008. This curriculum came into effect in 2009. making the Indonesian National Qualifications Framework (KKNI). In accordance with Presidential Decree Number 8 of 2012, the curriculum was again updated or renewed with reference to the policies implemented in 2013. In addition, a review of Civics Education was conducted in 2017. The program improved the curriculum by adding the National Higher Education Standards (SN-DIKTI) as a reference material so as to enable the creation of a KKNI-based curriculum that refers to SN-DIKTI. As a form of adaptation to changing times and government policies, the Civics Education Study Program again reviewed and revised the curriculum by creating a new curriculum based on KKNI and SN-DIKTI by adopting the Independent Learning Campus (MBKM) program in 2020, initiated by the Minister of Education and Culture. The guide will be updated again in 2023 with changes in several sections to address the need to adopt an outcomes-based education (OBE) approach. The changes were made in response to global challenges that require educational institutions to continue to develop human excellence and competitiveness not only nationally but also internationally. The periodization of educational program curriculum changes is presented below.

E. Legal Foundation

The legal framework (juridical) is the frame of reference for the design, development, implementation and evaluation stages that will ensure the implementation of the curriculum and the achievement of curriculum objectives. In the context of preparing the KKNI and SN-DIKTI-based curriculum with the MBKM syllabus, the legal framework and rules mentioned in the Pancasila and Citizenship Education Curriculum are described as follows.

1. Law Number 20 of 2003 concerning the National Education System;
2. Law Number 14 of 2005 concerning Teachers and Lecturers (State Gazette of the Republic of Indonesia Number 4586);
3. Law Number 12 of 2012 on Higher Education (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to State Gazette of the Republic of Indonesia Number 5336);
4. Presidential Decree of the Republic of Indonesia Number 8 of 2012 concerning Indonesian National Qualifications (KKNI);
5. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning the Implementation of KKNI in the Field of Higher Education;
6. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 62 of 2016 concerning Higher Education Quality Assurance System;
7. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 59 of 2018 concerning Diplomas, Qualification Certificates, Professional Certificates, Degrees, and Degree Procedures in Higher Education;

8. Decree of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 47 of 2018 concerning the Charter of Lambung Mangkurat University;
9. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards;
10. Minister of Education and Culture Regulation Number 5 of 2020 concerning Accreditation of Education and Higher Education Programs;
11. Minister of Education and Culture Regulation No. 22/2020 on the Strategic Plan of the Ministry of Education and Culture;
12. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 53 of 2023 concerning Quality Assurance of Higher Education;
13. Decree of the Dean of FKIP ULM Number 1982/UN8.1.2/SP/2021 on the Vision, Mission, Purpose and Objectives of the Pancasila and Civic Education Curriculum. The linkage of several legal frameworks mentioned above is presented in the form of a diagram as follows.

CHAPTER III

VISION, MISSION, OBJECTIVES, TARGETS, AND STRATEGIES

A. UNIVERSITY VISION, MISSION AND OBJECTIVES

Vision

The realization of Lambung Mangkurat University as a leading and competitive university in the field of wetland environment.

Mission

1. Organizing the Three Principles of Higher Education that is equitable, quality, and relevant to the development of science and technology that focuses on the flagship program of the wetland environment.
2. Organizing education based on the character of waja sampai kaputing or wasaka (stay passionate and strong like steel from start to finish) and internationally competitive.
3. Organizing cooperation with various domestic and foreign universities, central and regional governments, business and industry, and other stakeholders at the national and international levels.

Objectives

1. The realization of the Three Principles of Higher Education that is equitable, quality, and relevant to the development of science and technology that focuses on the superior program of wetland management.
2. Producing graduates who are characterized by waja sampai kaputing (wasaka) and have competencies that can compete internationally.
3. The realization of cooperation with various domestic and foreign universities, central and regional governments, business and industry, and other stakeholders at the national and international levels.

B. B. VISI, MISI, DAN TUJUAN FAKULTAS

Vision

Becoming a leading Faculty of Teacher Training Education in the development of education and learning based on local wisdom of the wetland environment in 2025

Mission

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

Objectives

1. Implementing innovative education and learning to produce qualified and competent graduates.
2. Producing development research in the field of education and learning with higher quality and quantity.

3. Producing development research in the field of education and learning that is oriented towards the local wisdom of the wetland environment.
4. Conducting community service as an implementation of research results in accordance with community needs.
5. Producing graduates who are devoted to God Almighty, have noble character, have special expertise/skills, and have high performance in the application and development of science and technology.
6. Producing graduates who are able to keep up with the development of information in order to overcome various problems in society.
7. Building a network of cooperation with the government, private sector and other agencies at the national and international levels in the fields of education, research, and community service.
8. Conducting cooperation as an implementation of cooperation agreements with partners.
9. Maintaining the continuity of cooperation within the agreed time span.

C. Vision, Mission, Objectives, Targets, and Strategies of the Study Program

Vision

"Becoming a leading study program in developing Civics that produces graduates who are professional, technopreneur, religious, and empowering local wisdom of wetlands with a global perspective"

Mission
1. Organizing education and learning in the field of Pancasila and Civics Education by emphasizing the specialization of teachers who have the knowledge and ability to manage the development of national and cultural values based on ethnopedagogy and wetland eco-pedagogy.
2. Organizing research in the field of Pancasila education and science and civics education regarding the benefits of wetland local wisdom.
3. Providing services to alumni and the community through the results of research and development in the field of education and science of Pancasila and Civics Education which provides feedback on the quality of education.

Objectives
1. Preparing Pancasila and Civics Education graduates with a curriculum base as teachers who are knowledgeable and able to manage civic-minded education based on Pancasila.
2. Developing Pancasila and Civics Education graduates as young researchers who are able to develop wetland local wisdom and publications in the field of civics.
3. Producing Pancasila and Civics Education Curriculum graduates who have entrepreneurial competencies, certified national trainers who are insightful, anti-corruption, and have integrity.

Strategy

The objectives and strategies of the Pancasila and Civics Education Study Program of FKIP ULM are related to the Strategic Plan (Renstra) for the Education Program in the short term (2021-2025), as well as the long term 2021-2035.
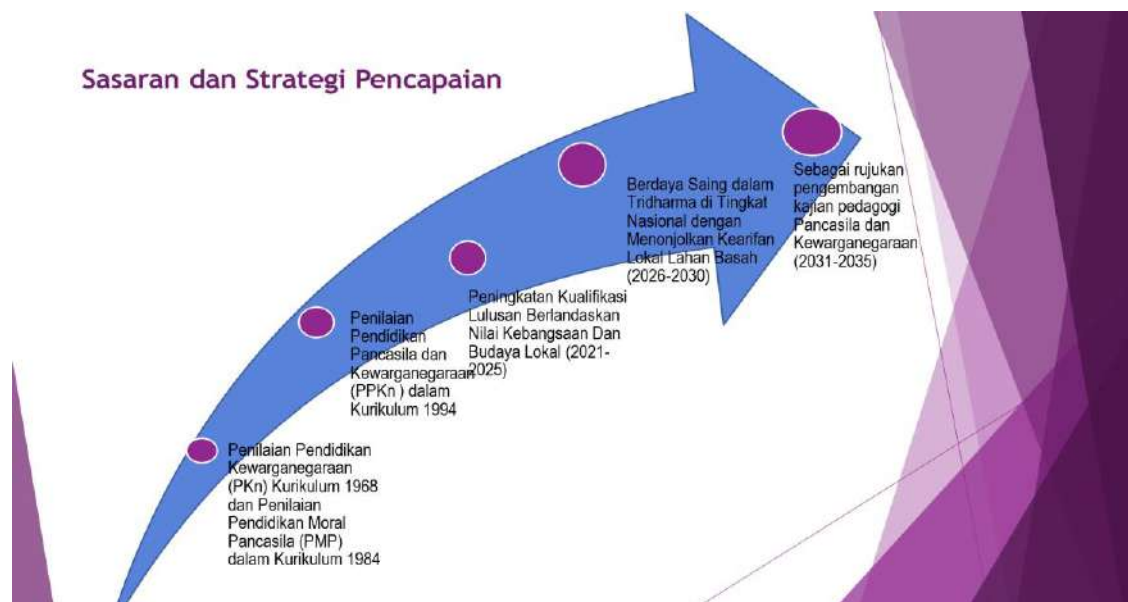
Figure 3. Objectives and Achievement Strategies

D. Universitas Value

Translating the University's core teaching focus into university branding related to the wetland environment, the Pancasila and Civics Education curriculum is comparable to how a program in the scholarly field of education directs research focus on social and cultural community values for the development of reflective Civic pedagogy. Thus, the main focus of research aimed at education programs is on the fields of education, social sciences, culture and humanity. Supporting the achievement of research excellence in the direction of educational program development, the main research topics are grouped into two main fields, namely education and non-education. Educational field research topics include (1) education and training, (2) civic studies, and (3) appropriate social education. Next are non-education research topics, including (1) social sciences, culture and humanities and sociology, (2) legal sciences and (3) political studies.

The core values (university values) that form the basis for achieving the above focus of study are inspired by the struggle values of the Banjar people of South Kalimantan, namely waja sampai kaputing (staying enthusiastic and strong like steel from start to finish). This core value is adopted by the Pancasila and Citizenship Education Curriculum in its achievement. The graduate training of the worldview element is of course with the aim of character building among students in accordance with the noble values of the Banjar people's struggle.

CHAPTER IV

CURRICULUM DEVELOPMENT MECHANISM

A. **Stages of Curriculum Development**

The Civics Education Study Program implements Merdeka Belajar Kampus Merdeka (MBKM) in accordance with the levels of the Indonesian National Qualifications Framework (KKNI). Graduate competency standards, content standards, process standards, and six-level evaluation standards are regulated in the National Higher Education Standards (SN-Dikti). Graduate Competency Standards are formulated as Graduate Learning Outcomes (CPL), Compilation of Higher Education Curriculum published by the Directorate of Learning, Ministry of Research, Technology and Higher Education as follows.
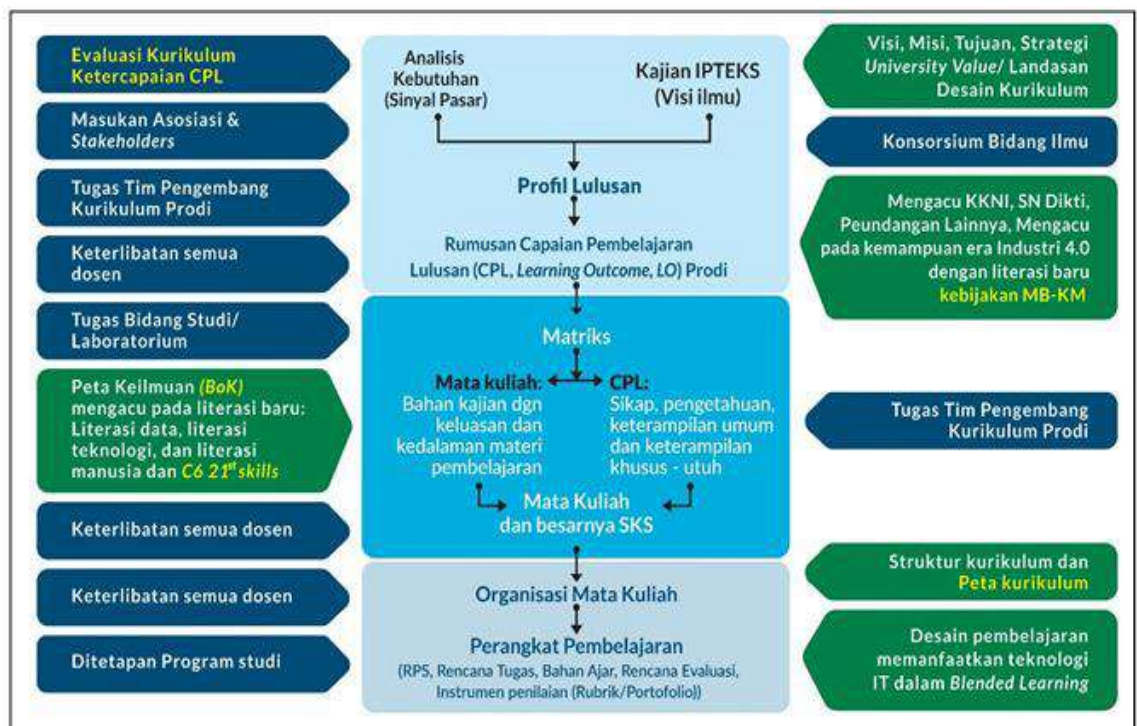
Figure 4. Graduate Quality Standards, PEOs

Based on the picture above, the Civics Education Study Program realizes that market needs and input from stakeholders are important as a reference for curriculum preparation. In addition, graduates of the study program who are likely to work outside the main profession as educators are also taken into consideration in the process of determining the profile of graduates. Data collection of graduates was carried out using the tracer study method and graduate user surveys. This data is then analyzed by SWOT to determine the needs of graduates and stakeholders as an effort to find solutions in facing future challenges. The profile of graduates is also formulated considering the vision and mission of the university and study program as well as the formulations set by scientific associations.

B. Curriculum Evaluation

Evaluation is needed to see the level of success of curriculum implementation. Given that the assessment component is closely related to other components, the assessment method will determine the curriculum objectives, materials or materials, and the teaching and learning process. Assessment is very important because the results of the assessment are a measure of the success of the teaching and learning process in a school and are closely related to the future of students.

Assessment is also very important for curriculum improvement and updating. Assessment aims to evaluate the achievement of predetermined objectives and evaluate the overall learning process. Each session will provide feedback and support the learning objectives and the learning process. This feedback is used to guide various improvement efforts such as identifying and formulating learning objectives, sequencing learning materials, teaching strategies and media.

C. Tracer Study and Stakeholder Analysis

The learning process is supported by lecture halls and laboratories, as well as additional information and communication technology. To meet the need for life skills, the curriculum of the Pancasila and Civics Education study program has been prepared based on the Indonesian National Qualifications Framework (KKNI), which underlies the course, equipping students with skills that can be used in social life. The courses included in the curriculum are designed based on competency outcomes as well as the level of development of each course. To improve the quality of teaching, teachers are always encouraged to conduct development either through formal channels, namely advanced training or participation in various professional development activities; in addition, learning modules and materials are always prepared based on the current curriculum of the Pancasila and Civics Education Program. In advanced training courses, the number of students in one class should always be <45 people.

The academic management assessment method is self-assessment at the end of each semester by obtaining student input through a questionnaire made at the department level. In addition, students also participate in many activities to improve their Pancasila and Civics Education skills. The criteria for student graduation is the completion of a minimum course credit load and a minimum cumulative GPA of 2.00. An E grade is not required. The graduate tracking study found that the average GPA of graduates was below, above, and up to 3.00, and the fastest study period was 3.5 years. At the same time, the waiting period for some graduates is less than one year (0-6 months).

D. Graduate Profile

The Pancasila and Civics Education study program aims to produce graduates with professional, pedagogical, personal and social abilities in the field of Pancasila and Civics education, as well as the ability to study problems in the field of education and civic science or national insight in accordance with scientific principles and academic ethics. These objectives are then formulated in the form of work areas, described as follows:

4.1 Graduate Profuke

Table 1. Graduate Profile and Description

No	Career profile	Graduate Profile
1	Civics Educators and Teachers	Educators who are able to facilitate Civics learning creatively and innovatively supported by information and communication technology religiously based on wetland local wisdom.

2	Digital Entrepreneur	● Graduates have a digital-based entrepreneurial spirit with innovative abilities towards creation content systems and designs that are in accordance with the development of Pancasila and Citizenship Education. ● Able to utilize digital technology to create, manage, and promote and provide services online.
3	Researcher	Able to conduct studies, research and participate in the scientific development of the field of Civics Education.

E. Formulation of Program Education Outcomes (PEOs)

The outcomes of graduates of the "Pancasila and Civics Education" study program are formulated on the basis of the description of KKNI qualifications for each undergraduate level or equivalent level 6 and CH-DIKTI Regulation of the Minister of Education and Culture Number 3 of 2020. PEO descriptions consist of 4 elements including attitudes, knowledge, general skills, and special skills. A detailed explanation of PEOs is described in the following table

Table 2. Relationship matrix of Profile & Study Program's PEO

Study Program's PEO		GP1	GP2	GP3
Attitude				
S1	Internalizing the values of Pancasila as the manifestation of Wasaka values in personal, social and global life.	√	√	√
S2	Demonstrating a professional, creative, innovative attitude in the field of education independently and in groups.	√	√	√
….				
Knowledge				
P1	Applying Civics concepts in logical and formal juridical problem solving	√	√	√
P2	Analyzing the concepts and principles of pedagogical didactics-Civics Education to realize professional educators	√		
P3	Evaluating the knowledge and basic concepts of Civics Research to be applied in learning in education institutions and society.	√		√

	General Skills			
KU1	Studying and applying methods logically, critically, systematically as a basis for making decisions to solve educational problems.	√	√	√
KU2	Able to utilize information and communication technology and lifelong learner.	√	√	√
KU3	Able to adapt, work independently and in multi-disciplinary groups.	√	√	√
	Specialized Skills			
KK1	Planning, implementing, evaluating and improving learning in Civics Education.	√	√	√
KK2	Examining materials, strategies, media, and assessment of Civics Education at the secondary school level based on learning theory to be applied innovatively in the learning process whose applied results are compiled in the form of a thesis or final project report.	√		√

F. Determination of Study Materials

1. Body of Knowledge (BoK) Overview

Table 3. Study Materials based on Program Education Outcomes

CPL Prodi		Bahan Kajian
Attitude		
S1	Internalizing the values of Pancasila as a manifestation of Waja Sampai Kaputing (Wasaka) values in personal, social, national and global life .	BK1. Pancasila BK2.1 Legal Citizenship (Law) BK2.2 Political Citizenship BK2.3 Social Citizenship (Sociology) BK2.4 Cultural Citizenship BK2.8 Global Citizenship
S2	Demonstrating a professional, creative, innovative attitude in the field of education independently and in groups.	BK1 Pancasila BK2.5 Economic Citizenship BK2.7 Digital Citizenship BK3 Civics Education and Learning

Knowledge		
P1	Applying Civics concepts in logical and formal juridical problem solving	BK1 Pancasila BK2.1 Legal Citizenship (Law) BK2.2 Political Citizenship
P2	Analyzing the concepts and principles of pedagogical didactics-Civics Education to realize professional educators	BK1 Pancasila BK3 Civics Education and Learning
P3	Evaluating the knowledge and basic concepts of Civics Research to be applied in learning in education institutions and society.	BK1 Pancasila BK2.3 Social Citizenship (Sociology) BK2.4 Cultural Citizenship BK3 Civics Education and Learning
General Skills		
KU1	Studying and applying methods logically, critically, systematically as a basis for making decisions to solve educational problems.	BK1 Pancasila BK2.1 Legal Citizenship (Law) BK3 Civics Education and Learning
KU2	Able to utilize information and communication technology and lifelong learner.	BK1 Pancasila BK2.7 Digital Citizenship BK2.8 Global Citizenship BK3 Civics Education and Learning
KU3	Able to adapt, work independently and in multi-disciplinary groups.	BK1 Pancasila BK2.3 Social Citizenship (Sociology) BK2.6 Environmental Citizenship
Specialized Skills		
KK1	Planning, implementing, evaluating and improving learning in Civics Education.	BK1 Pancasila BK3 Civics Education and Learning
KK2	Examining materials, strategies, media, and assessment of Civics Education at the secondary school level based on learning theory to be applied innovatively in the learning process whose applied results are compiled in the form of a thesis or final project report.	BK1 Pancasila BK2.7 Digital Citizenship BK3 Civics Education and Learning

2. **Study Materials**

Table 4. Study Materials

Code	Study Materiala	Study Materials Description
BK1	Pancasila	Containing the appreciation and practice of the points of Pancasila as the basis for state life based on Pancasila as the main state foundation.
BK2	Citizenship	Contributing to improving the status, rights, obligations, responsibilities and participation of citizens in relation to the state;
	BK2.1 Legal Citizenship (Law)	Contributing to improving the status, rights, obligations, responsibilities and participation of citizens in the field of law in relation to the state.
	BK2.2 Political Citizenship	Contributing to improving the status, rights, obligations, responsibilities and participation of citizens in politics in relation to the state.
	BK2.3 Social Citizenship (Sociology)	Contributing to improving the status, rights, obligations, responsibilities and participation of citizens in politics in relation to the state.
	BK2.4 Cultural Citizenship	Contributing to improving the status, rights, obligations, responsibilities and participation of citizens in politics in relation to the state.
	BK2.5 Economic Citizenship	Contributing to improving the status, rights, obligations, responsibilities and participation of citizens in politics in relation to the state.
	BK2.6 Environmental Citizenship	Contributing to improving the status, rights, obligations, responsibilities and participation of citizens in politics in relation to the state.
	BK2.7 Digital Citizenship	Contributing to improving the status, rights, obligations, responsibilities and participation of citizens in politics in relation to the state.
	BK2.8 Global Citizenship	Contributing to improving the status, rights, obligations, responsibilities and participation of citizens in politics in relation to the state.
BK3	Kependidikan dan Pembelajaran PKn	Contribute to improving the quality of life in society, nation, state, and advancement of civilization according to Pancasila.

G. Course Grouping and Determination of Credits Weighting

Determination of courses and the number of credits is based on the breadth (number of study materials) and depth (Bloom's taxonomy level) indicated by the weight of the course to the total weight that must be taken. The Civics Education Study Program determines the minimum graduation credits that must be taken by students as many as **144 credits** out of the 157 credits offered.

The distribution of courses offered by the study program consists of 55 compulsory courses and 12 elective courses.

Tabel. 5 Course Group

No	Course Code	Course Name	Credits
GENERAL COURSE GROUP (MKU) 18 CREDITS			
1	AULM1161	Religion	3
2	AULM1171	Pancasila	2
3	AULM1272	Civics	2
4	AULM1152	Indonesian	3
5	AULM1151	English 1	2
6	AULM1252	English 2	2
7	AULM1315	Introduction to Wetland Environment	2
8	AULM1451	Entrepreneurship	2
GROUP OF BASIC EDUCATION COURSES (MKDK) 10 CREDITS			
1	AKWF2101	Introduction to Education	2
2	AKWF2102	Learner Development	2
3	AKWF2203	Learning and Learning Process	2
4	AKWF2204	Educational Profession	2
5	AKWF2305	School Management and Administration	2
GROUP OF SPECIALIZED AREAS OF EXPERTISE COURSES (MKBK) CREDITS			
1	AKBK 3101	Introduction to Political Science	3
2	AKBK 3102	Introduction to Legal Science	2
3	AKBK 3103	Introduction to Sociology	2
4	AKBK 3204	Introduction to Anthropology	2
5	AKBK 3205	Introduction to Indonesian Law	**2**
6	AKBK 3206	Fundamentals and Concepts of Civic Education	3
7	AKBK 3207	Fundamentals of Moral Education	**3**
8	AKBK 3208	Civil Law	**2**
9	AKBK 3209	Civic Science	**3**
10	AKBK 3310	Commercial Law	**2**
11	AKBK 3311	Constitutional Law	**2**
12	AKBK 3312	Rule of Law and Democracy	**2**
13	AKBK 3313	Social Science Education	2
14	AKBK 3314	Customary Law	**2**
15	AKBK 3315	State Science	**2**
16	AKBK 3316	Pancasila Philosophy	2
17	AKBK 3317	Development Economics	2
18	AKBK 3318	Criminal Law	2
19	AKBK 3419	Multicultural Education	**2**
20	AKBK 3420	Tax Law	**3**
21	AKBK 3421	State Administrative Law	2
22	AKBK 3422	Constitutional Court Procedural Law	**2**
23	AKBK 3423	International Law	**2**
24	AKBK 3424	Philosophy of Science	2
25	AKBK 3425	Civil Procedure Law	**2**
26	AKBK 3426	Indonesian Political System	**3**
27	AKBK 3527	International Relations Institute	2
28	AKBK 3528	Human Rights	2
29	AKBK 3529	Sociology of Law	2
30	AKBK 3530	Criminal Law Procedure	2
31	AKBK 3531	Political Sociology	**2**
32	AKBK 3532	Social Change and Development	2
33	AKBK 3533	Globalization and the Wetland Environment	2

		ELECTIVE COURSES		
34	AKBK 3334	Information and Communication Technology*		**2**
35	AKBK 3435	Criminology*		2
36	AKBK 3436	Environmental Education*		**2**
37	AKBK 3537	Basic Statistics*		**2**
38	AKBK 3538	Islamic Law*		**2**
39	AKBK 3639	Media Literacy*		**2**
40	AKBK 3640	Anti-Corruption Education*		**2**
41	AKBK 3741	Philosophy of Law*		2
42	AKBK 3742	Political Philosophy*		2
43	AKBK 3743	Labor Law*		2
44	AKBK 3744	Agrarian Law*		2
45	AKBK 3745	Civics of Wetland Environments		2
46	AKBK 3746	Constitutional Theory and Law*		2
		GROUP OF LEARNING PROCESS SKILLS COURSE (MKKPP) CREDITS		
47	AKPP 4647	Civics Education Curriculum Study		2
48	AKPP 4648	Civics Education Teaching and Learning Strategy		4
49	AKPP 4649	Civics Education Teaching Evaluation		3
50	AKPP 4550	Civic Education Research		4
51	AKPP 4851	Thesis		6
		GROUP OF EDUCATION DEVELOPMENT COURSES (MKPP) CREDITS		
52	AKPK 5652	Micro Learning		3
53	AKPK 5753	Civics Education Seminar		3
54	AKPK 5654	School Experience Practices		4
55	AKPK 5855	Fieldwork Course		2
		TOTAL NUMBER OF CREDITS OFFERED		157
		MINIMUM NUMBER REQUIRED TO BE TAKEN		144

(put a mark on each PEO imposed on the course: (1) Try to make sure that each course is burdened by at least one item from each aspect of Attitude, Knowledge, and Skills. (2) PEO items must be completely charged to the course. (3) Try to load each course with no more than 5 PEO (items).

Table 6. PEO and New Course Matrix **)

No	COURSE	PEO Attitude			PEO Knowldge			PEO General Skills			PEO Specialized Skills		
		S1	S2	…… .	P1	P2	P3	K U1	K U2	K U3	K K1	K K2	
Semester-1													
1	Religion		√		√			√			√		
2	Pancasila	√	√		√				√	√			
3	Civics	√			√				√				
4	Indonesian	√	√		√				√	√			
5	Introduction to Education	√	√		√				√	√			
6	Learner Development		√			√						√	
7	Introduction to Political Science	√			√				√				

No	Course	1	2	3	4	5	6	7	8	9	10	11	12
8	Introduction to Legal Science	√			√			√					
9	Introduction to Sociology	√	√		√			√					
Semester-2													
10	Learning and Learning Process		√			√							√
11	Educational Profession	√			√			√					
12	English 2		√		√			√				√	
13	Civics	√	√		√			√	√			√	
14	Introduction to Anthropology	√			√			√					
15	Introduction to Indonesian Law	√			√			√	√				
16	Fundamentals and Concepts of Civic Education	√				√		√	√				
17	Fundamentals of Moral Education		√			√		√					
18	Civil Law		√			√		√					
19	Civic Science		√			√		√					
Semester-3													
20	School Management and Administration	√	√		√			√	√				
21	Civics of Wetland Environment	√	√		√			√	√				
22	Constitutional Law	√			√			√	√				
23	Rule of Law and Democracy	√			√			√					
24	Information and Communication Technology*		√		√		√	√					
25	Social Science Education	√			√			√					
26	Customary Law		√		√			√					
27	Commercial Law		√		√			√					
28	State Science	√			√				√				
29	Pancasila Philosophy	√			√			√					
30	Development Economics		√		√			√	√				
31	Criminal Law	√	√		√			√	√				
Semester-4													
32	Entrepreneurship		√		√			√	√	√			
33	Multicultural Education		√				√		√				
34	Tax Law		√		√			√	√				
35	State Administrative Law	√	√		√			√	√				
36	Constitutional Court Procedural Law	√	√		√			√	√				
37	International Law		√		√			√					
38	Philosophy of Science	√	√		√			√	√				
39	Criminology*		√		√			√					
40	Environmental Education*	√				√		√					
41	Civil Procedure Law		√		√				√				

18

No	Course	1	2	3	4	5	6	7	8	9	10	11	12
42	Indonesian Political System		√		√					√			
Semester-5													
43	International Relations Institute		√		√					√			
44	Human Rights		√		√		√			√			
45	Sociology of Law		√		√		√		√				
46	Basic Statistics*	√			√				√	√			
47	Islamic Law*		√		√				√	√			
48	Criminal Law Procedure		√		√					√	√		
49	Political Sociology		√		√		√			√			
50	Civic Education Research		√				√			√		√	
51	Social Change and Development		√		√				√	√			
52	Globalization and the Wetland Environment	√			√				√	√			
Semester-6													
53	Civics Education Curriculum Review		√			√				√		√	
54	Civics Education Teaching and Learning Strategy		√			√				√		√	
55	Civics Education Evaluation	√	√			√			√	√			
56	Micro Teaching		√			√				√	√		
57	School Experience Practices		√			√				√	√	√	
58	Media Literacy*		√			√			√	√			
59	Anti-Corruption Education*	√	√			√			√	√			
Semester-7													
60	Civics Education Seminar		√			√				√		√	√
61	Hukum Agraria*		√		√					√			
62	Filsafat Hukum*		√		√					√			
63	Agrarian Law*		√		√					√			
64	Constitutional Theory and Law*		√		√					√			
65	Civics of Wetland Environments		√			√				√			
66	Labor Law*		√		√					√			
Semester-8													
67	Fieldwork Course		√			√		√				√	
68	Thesis	√	√			√	√	√	√	√	√	√	

**) Use MS Excel if necessary

H. Curriculum Map

The curriculum map is designed based on compulsory courses and elective courses in each semester to make it easier for students to program courses in accordance with the graduate profile. The preparation of the curriculum map also takes into account the relationship between courses and the prerequisites for taking courses.

Figure 5. Course Distribution

Based on the course distribution map for each semester above, it shows that there are several changes in the course structure from the results of the previously implemented curriculum review. Changes in the course structure in the curriculum aim to adjust the competency needs of graduates so that they are able to adapt to developments and changes in the times. The results of the curriculum review are major because they overhaul the graduate profile, graduate learning outcomes, study materials, delete irrelevant courses, adjust, and add several new courses to adjust graduate learning outcomes. The results of the curriculum review can be seen in the table below.

Table 7. Curriculum Review

No.	Course	Status	Reason for Review
1.	All Courses	Adjusted	Adjust to the formulation of new Program Education Outcomes (PEO)
2.	English	Disesuaikan	Deepening communication in a foreign language (English) so that English courses are divided into English 1: Basic materials presented in the first

			semester and English 2: Advanced materials presented in semester 2
3.	Basic Natural Science	Omitted	This course was replaced with Introduction to Wetland Environment in accordance with the areas of specialization in the University's vision, the study materials were developed according to the needs of the PEOs.
4.	School Management and Administration	Compulsory Course	This course is developed with the expectation that students can understand the management of school administration, study materials are developed according to the needs of PEOs.
5.	Philosophy of Education	Omitted	This course is an Basic Education Courses group, based on faculty policy, it is omitted and replaced with School Management and Administration.
6.	Inclusive Education	Omitted	This course is an Basic Education Courses group, based on faculty policy, it is omitted.
7.	Entrepreneurshup	Adjusted	This course was developed into Historiopreneurship with study materials adjusting to the needs of PEOs.
8.	Media Literacy	New Course	This course is in line with the development of media literacy.
9.	Anti-Corruption Education	New Elective Course	Courses in accordance with the minister's regulation that the study program is relevant for this course
10.	Civics Education Research	Adjusted	This course was originally in semester 6, and now it is in semester 5, because the semester is prepared for MBKM recognition.

Elective courses offered by the study program are a deepening and/or expansion of material from compulsory courses that students can take according to their interests to support final project research or other activities that are equivalent to the final project. The list of elective courses offered is shown in the following table.

Table 8. List of Elective Courses

No	Course	Credits	Semestar offerred
1.	Information and Communication Technology	2	3
2.	Criminology	2	4
3.	Environmental Education	2	4
4.	Basic Statistics	2	5
5.	Islamic Law	2	5
6.	Media Literacy	2	6
7.	Anti-Corruption Education	2	6
8.	Philosophy of Law	2	7
9.	Political Philosophy	2	7
10.	Labor Law	2	7
11.	Agrarian Law	2	7
12.	Civics of Wetland Environments	2	7
13.	Constitutional Theory and Law	2	7
	Total	**26**	

CHAPTER V

# LEARNING STRATEGIES AND EVALUATION

A. **Learning Characteristics**

Permendikbud of the Republic of Indonesia Number 3 of 2020 concerning SN-Dikti article 10 paragraph 1 which states that the learning process standard is the minimum criteria regarding the implementation of learning in study programs to achieve graduate learning outcomes, then paragraph 2 states that the learning process includes the characteristics of the learning process which consists of interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered characteristics.

Learning is carried out on the premise that learning in a course occurs with learning stages for the achievement of measurable, systematic and planned student abilities. Learning analysis is carried out to identify the final ability at each learning stage (Sub-CEO) as an elaboration of the CEO. There are four kinds of Sub-CEW preparation structures that state the learning stages in the course, namely: heirarchical structure, procedural structure, cluster structure and combination structure.

Interactive learning is a learning process that is carried out by prioritizing two-way interaction between lecturers and students and between students. Interactive characteristics are seen through the design of activities in the course outline which contains learning patterns with two-way interactions, for example discussion activities, questions and answers, or student demonstrations. Furthermore, holistic, the learning process by encouraging the formation of a comprehensive and broad mindset by internalizing local and national excellence and wisdom. Holistic characteristics can be seen in the curriculum and learning that are arranged to consider cognitive, affective, and psychomotor aspects, reflected in the description of program education outcomes (PEO) which are derived in course education outcomes (CEO) and Sub-CEO contained in each CEO. Furthermore, integrative, learning must be carried out in an integrated manner in order to fulfill the PEOs in one program unit. This ensures that learning outcomes not only include aspects of student understanding, but also various other competencies including the ability to think critically, analytically, chronologically, and systematically. In addition, the achievement of attitudes and skills aspects as an integral part of PEOs is imposed on almost all courses.

Scientific learning is learning that prioritizes a scientific approach so as to create an academic environment based on a system of values, norms, and rules of science, and upholds religious and national values. In order to fulfill the elements of scientific learning, the study program designs a course structure in semesters 5-7 that allows the form of coursework in the form of preparing final assignments and scientific articles for publication. This is done so that students can apply the concepts and theories they have learned in semesters 1-4. The impact, among others, is that the results of the preparation of scientific articles by students can be published in national, accredited national, and even international journals. Furthermore, contextual, namely the learning process that is adjusted to the demands of the ability to solve problems in the realm of science and expertise. Fulfillment of contextual characteristics is carried out in history learning courses by adopting and innovating learning designs used in schools, especially partner schools for teaching practice in schools. Good practices from these schools are used as case studies in learning strategies and evaluation courses, educational innovation, and several other courses.

The last learning characteristic is student-centered, meaning that the learning process prioritizes the development of creativity, capacity, personality, and student needs, and develops independence in seeking and finding knowledge. The fulfillment of this characteristic is reflected in the selection of Project Based Learning (PjBL), Case Based Method, Problem Based Learning (PBL), and other models that allow student activity in lectures.
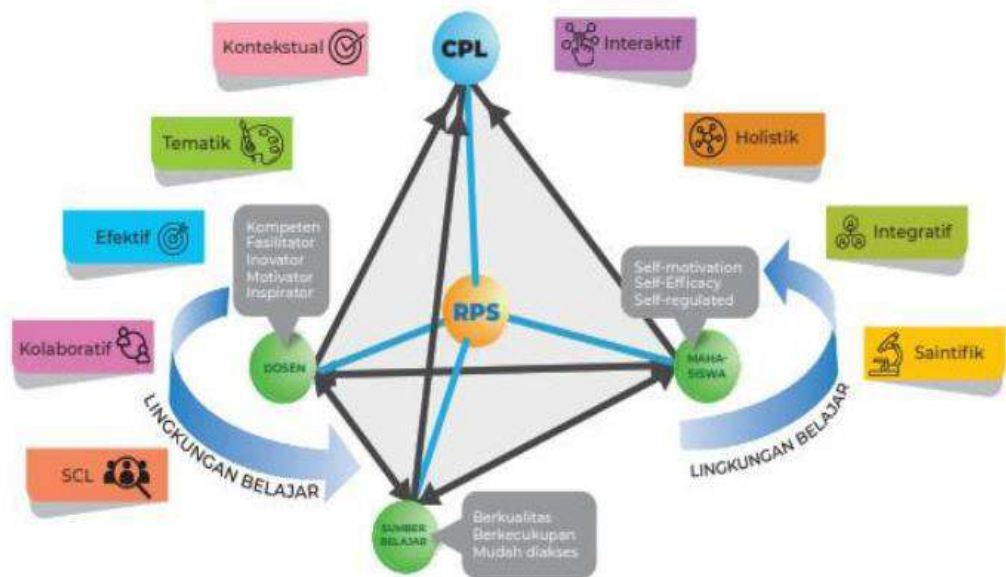
Prinsip dan Karakteristik Pembelajaran Berpusat pada Mahasiswa (Kemdikbud, 2020)

Figure 6. Learning principles and characteristics

B. Learning Forms and Methods

Learning forms and methods are based on the necessity that the expected abilities have been determined in a learning stage in accordance with the PEOs. Forms of learning are: lectures, receptions, tutorials, seminars or equivalent, practicum, studio practice, workshop practice, field practice, research/research, thematic community building, student exchange, internships/work practice, teaching assistance, humanitarian projects, entrepreneurial activities, independent study/projects, and/or other equivalent forms of learning. While learning methods are in the form of: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate the fulfillment of graduate learning outcomes. Learning methods are expected to use the case method and project-based learning. The following is an explanation of Case Method and Project Based Learning.

Case Method
- Students take on the role of "protagonists" who seek to solve a case;
- Students analyze the case to develop a recommended solution, aided by group discussions to test and develop the draft solution; and
- The class has an active discussion, with the majority of the conversation being conducted by students. Lecturers only facilitate by directing discussions, asking questions, and observing.

Team-Based Project
- The class is divided into groups (>1 student) to work on a common task over an extended period of time;
- Groups are given an original problem or complex question, then given space to create a work plan and model collaboration; and
- Each group prepares a presentation/final piece of work that is shown to the lecturer, class, or other audience who can provide constructive feedback;

Learning Activities are outlined as follows:
1. Referring to the learning outcomes and graduate profiles set out in the curriculum.
2. Each 1 credit of theory is interpreted as 16 meetings with 50 minutes of learning process per week, 60 minutes of structured assignments, and 60 minutes of independent activities.
3. Each 1 credit of seminar or other similar forms is interpreted as 16 meetings with 100 minutes of learning process per week and 70 minutes of independent activities.
4. Each 1 credit of practicum, field practice, and other activities is interpreted as 16 meetings with 60 minutes of learning process per week, 50 minutes of structured assignments, and 60 minutes of independent activities.
5. Contextual, using the context around the students.

Table 9. Recommended learning forms and methods

No..	Learning Form	Learning Methods	Description
1.	Offline in-person in the classroom	• Lecture • Student presentation • Group discussion • Other appropriate methods	The use of the lecture method is still very effective, then combined with group discussions and presentations by students both individually and in groups in the classroom.
2.	Online meeting through the platform	• Lecture • Student presentation • Group discussion Other appropriate methods	In online learning, it is still very effective to use the lecture method, then presentations and class discussions can also be used.
3.	Structured Assignment	• Project-based learning • Case-based learning • Collaborative learning	The use of project, case, and collaborative methods can shape student competencies. Students are asked to make projects, discuss certain cases that are done collaboratively.
4.	Independent Activities	• Literature review or study • Summarizing • Other methods as appropriate	Students may be advised to conduct literature review activities and summarize them into a portfolio of independent activities.

5.	Practicum/field practice and similar activities	• Group work and discussion	Conducting activities and reporting the results of practicum work.
6.	MBKM	• Learning outside the study program within the same university • Learning outside the study program and outside the university • Form of activity that substitutes lectures	Students are free to participate in the MBKM program which aims to provide additional experience in conducting learning not only in the study program, but in other study programs or directly conducting lecture replacement activities.

The instrument used for process assessment can be a rubric and for outcome assessment can be a portfolio or design work. The assessment should be able to reach important indicators related to honesty, discipline, communication, decisiveness and confidence that must be owned by students.

C. Merdeka Belajar-Kampus Merdeka Policy

In accordance with the Regulation of the Minister of Education and Culture Number 3 of 2020, every student has the opportunity to choose one of two study completion alternatives, namely following the entire learning process in the study program at higher education according to the period and learning load or fulfilling part of the period and learning load outside the study program. The form of learning outside the study program is a learning process consisting of: (1) learning in other study programs at ULM; (2) learning in the same study program at universities outside ULM; (3) learning in other study programs at universities outside ULM; and (4) learning at non-university institutions. Through the Merdeka Belajar-Kampus Merdeka policy, students have the opportunity to fulfill their learning rights for a maximum of three semesters outside the study program by choosing learning activities consisting of (1) Student Exchange, (2) Internships/Work Practices, (3) Teaching Assistance in Education Units, (4) Research/Research, (5) Humanitarian Projects, (6) Entrepreneurial Activities, (7) Independent Studies/Projects, and (8) Thematic Village Development. Lambung Mangkurat University (ULM) encourages and facilitates students to take advantage of opportunities to enrich teaching experience with experiential learning to achieve competencies and learning outcomes. The curriculum implementation procedure that supports Merdeka Belajar-Kampus Merdeka through student learning rights for a maximum of three semesters includes schemes, registration procedures, implementation, reporting, and recognition arranged according to the characteristics of the form of learning activities. Curriculum implementation mechanism.

The learning process in the MBKM program is one of the manifestations of student centered learning which is very essential. This learning provides challenges and opportunities for students to develop creativity, capacity, personality, and develop independence in seeking and finding knowledge through reality and field dynamics. Independent learning provides space for students' freedom of thought in dealing with real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. In the end, the MBKM program is expected to answer the challenges of higher education to produce graduates who are adaptive to

changing times, advances in science and technology, the demands of the business world and the industrial world, and the dynamics of community life.

D. Implementation of Student Learning Rights

The independent learning- independent campus or MBKM program provides opportunities for students to study outside the study program at the same university, outside the university, or in other forms replacing teaching with lectures. Given this, the Pancasila and Civics Education Curriculum implements it as follows.

1. Students can choose the MBKM program with a maximum duration of 3 semesters or the equivalent of 40 credits. The curriculum supports and facilitates students in the form of recognition of student success in participating in the MBKM program.
2. The courses offered must have the same PEO, be relevant to the study program curriculum or contribute to the profile of study program graduates.
3. Every time they program a course, students consult with an academic advisor.
4. The study program monitors the lectures of students enrolled in the MBKM program and provides recognition of credits in three forms, namely (a) recognition or recognition of courses that are not included in the study program curriculum but support the achievement of the graduate profile. This form, applies when there is no connection between the MBKM program followed by students and courses in the curriculum; (b) transfer or registration of courses with appropriate PEO certificates; and (c) mixed or combined recognition and conversion, some courses that have relevant PEOs will be converted into curriculum courses, other courses that are not related to PEOs but support the achievement of the graduate profile will be immediately recognized as MBKM achievement courses.

The scheme of the MBKM program mechanism for the Pancasila and Civics Education curriculum is outlined below.

Table 10. MBKM Scheme of the Pancasila and Civics Education Study Program Curriculum

Smt-1	Smt-2	Smt-3	Smt-4	Smt-5	Smt-6	Smt-7	Smt-8
21 Credits	24 Credits	24 Credits	24 Credits	22 Credits	20 Credits	15 Credits	6 Credits
A total of 115 credits of courses that support core competencies							
University Compulsory Course and Study Program Course in the Study Program	Faculty Compulsory Course and Study Program Course in the Study Program	Faculty Compulsory Course and Study Program Course in the Study Program or Other study program in the same university	Study Program Course in the Study Program and/or recommended for student exchange	Study Program Course in the study program curriculum and/or recommended for Teaching Assistants	Study Program Course in the study program curriculum and/or recommended for Internship	Study Program Course in the study program curriculum and/or recommended for Research or Independent Study	Final Project

Based on the MBKM syllabus of the Pancasila and Civics Education Study Program, it is known that the model used is a non-block model with learning objectives outside the study program curriculum both within the same university, outside the university, and non-University.

The following is the implementation of student teaching rights for a maximum of three semesters outside the Pancasila and Citizenship Education Study Program.

Table 11. Off-campus training outside the education program

No	Course Requirements	Maximum credit weight	Description
1	Different study programs in the same university (internal)	20	The courses taken are education courses (except microteaching and teaching practice in schools) and supporting research. PEOs are the same or in accordance with the study program
2	Different study programs in the different university (internal)		

			curriculum, the credits weight is adjusted to the level of conversion courses.	
3	Similar study programs in different universities (external)	20	The courses taken are courses with similar PEOs that are aligned with the study program curriculum, the credits weight is adjusted to the conversion course.	
	Total maximum credit weight	**40**		

Description:
- Learning outside the University's internal training program can be carried out by students who enter the third semester of study.
- Students who enter the fourth semester study period can get the opportunity to study outside their academic program outside the University.

In addition to the opportunity to attend lectures outside the study program, both internal and external to the university, students are also given the freedom to take part in other forms of learning activities as a substitute for courses. Based on the concept of free learning-free campus, eight (8) forms of non-University learning activities on campus are planned, including student exchanges, teaching assistance in schools or similar educational institutions, village development, humanitarian projects, entrepreneurship, internships or work experience, independent learning, and research or research studies. Of the eight learning activities other than lectures, the Pancasila and Civics Education Study Program Curriculum recommends five activities for students because they are related to supporting the achievement of curriculum learning outcomes.

Table 12. Recommended Forms of Learning Activities for Course Substitutes

No	Activity Forms	Description	PEO		Weight
			PEO2	Demonstrating a professional, creative, innovative attitude in the field of education independently and in groups.	15%
			PEO9	Able to utilize information and communication technology and lifelong learner.	10%

1	Teaching assistance in education or other similar institution	Teaching assistance activities in secondary schools or equivalent educational institutions	PEO10	Able to adapt, work independently and in multi-disciplinary groups.	10%
			PEO6	Planning, implementing, evaluating and improving learning in Civics Education.	40%
			PEO4	Analyze the concepts and principles of pedagogical didactics- Civics Education to realize professional educators.	25%
2	Internship	Internships in government and private institutions working in the fields of education, history and culture	PEO1	Internalizing the values of Pancasila as the manifestation of Wasaka values in personal, social and global life.	10%
			PEO8	Studying and applying methods logically, critically, systematically as a basis for making decisions to solve educational problems.	25%
			PEO9	Able to utilize information and communication technology and lifelong learner.	20%
			PEO10	Able to adapt, work independently and in multi-disciplinary groups.	15%
			PEO8	Applying Civics concepts in logical and formal juridical problem solving.	30%
3	Independent study	Students can develop a project based on a special topic together both within the scope of the study program and other university students, or take an academic certification package	PEO1	Internalizing the values of Pancasila as the manifestation of Wasaka values in personal, social and global life.	10%
			PEO8	Studying and applying methods logically, critically, systematically as a basis for making decisions to solve educational problems.	25%
			PEO9	Able to utilize information and communication technology and lifelong learner.	20%
			PEO10	Able to adapt, work independently and in multi-disciplinary groups.	15%

		organized by the Higher Education Directorate through the Bangkit program etc.	PEO5	Evaluating the knowledge and basic concepts of Civics Research to be applied in learning in education units and society.	30%
	Research	This activity is in the form of academic research, the latest trends from the scientific field (education, history, and other social sciences) conducted under the guidance of lecturers and/or research expertise.	PEO1	Internalizing the values of Pancasila as the manifestation of Wasaka values in personal, social and global life.	10%
			PEO8	Studying and applying methods logically, critically, systematically as a basis for making decisions to solve educational problems.	25%
			PEO9	Able to utilize information and communication technology and lifelong learner.	20%
			PEO10	Able to adapt, work independently and in multi-disciplinary groups.	15%
			PEO3	Applying Civics concepts in logical and formal juridical problem solving.	30%
5	Students Exchange	Taking classes or lectures for one semester in other similar or different types of study programs at domestic or foreign universities.	PEO2	Demonstrating a professional, creative, innovative attitude in the field of education independently and in groups.	30%
			PEO9	Able to utilize information and communication technology and lifelong learner.	25%
			PEO10	Able to adapt, work independently and in multi-disciplinary groups.	25%
			PEO5	Evaluating the knowledge and basic concepts of Civics Research to be applied in learning in education units and society.	10%

Table 11. Achievement Assessment of the MBKM Program and
Conversion Course Options

No	Activity Forms	Description	PEO	Weight	Semester
1	Teaching assistance in education or other similar institution	- Assessment of learning instruments (lesson plans, media, teaching modules, and assessment instruments). - Assessment of learning media used. - Assessment of learning implementation (introduction, core, and closing). - Assessment of participation in administrative activities at school (curriculum)	Civics Education Curriculum Study	2	I
			Civics Education Teaching and Learning Strategy	4	I
			Civics Education Teaching Evaluation	3	II
			Micro Learning	3	II
			School Experience Practices	4	III
			Media Literacy	2	III
			Anti-Corruption Education	2	III
			Student exchange: Adjusted to the value of Student Exchange Program courses attended by students (Courses relevant to the PEOs of the study program)	≤ 20	I-VI

In addition to the five course substitution options offered by the curriculum, students are allowed to freely choose the MBKM program according to their interests, provided that (1) discuss with the supervisor regarding courses that can be converted and/or recognized; (2) obtain a final curricular decision, especially regarding courses that can be converted and/or recognized; and (3) complete each flow of MBKM program implementation and report the results of activities to the research program.

E. Penjaminan Mutu Kegiatan MBKM

To ensure the implementation of the Merdeka Belajar-Kampus Merdeka (MBKM) policy in the Pancasila and Citizenship Education curriculum, it is necessary to identify several qualities, including (1) participant competence, (2) implementation, (3) internal and external assistance processes, (4) implementation facilities and infrastructure, (5) reporting and presentation of results, and (6) evaluation.

1. Quality of competence of participants; Students who will take MBKM off campus will be provided with appropriate materials to support their understanding. Students are given the freedom to choose a placement based

on their interests while ensuring the placement is in line with the graduate profile of the study program curriculum.

2. Quality of implementation; Off-campus courses are held for 1 semester, so the maximum number of credits taken is equivalent to 24 credits. The implementation of off-campus lectures will be based on the selection of student interests, the successful implementation of the program will be recognized in the study program courses if it supports the relevance of the graduate profile of the study program, or will be recognized in student activity credits to complement the SKPI if it is not relevant to supporting the graduate profile.

3. Quality of internal and external mentoring process; Students are mentored by one internal lecturer selected from the MBKM curriculum team of the study program, as well as one external lecturer as a field supervisor. The mentoring process consists of monitoring the implementation of internal and external guidance based on the MBKM program that students follow.

4. Quality of implementation facilities and infrastructure; supported by the study program, faculty and university (internal) as well as with the help of MBKM partners. Facilities and infrastructure must meet the needs of the content and process of teaching, research and PKM in accordance with the National Higher Education Standards (SN-Dikti), have an information system for organizing and implementing teaching, research and PKM.

5. Quality of reporting and presentation of results; MBKM program results are reported by students through an examination mechanism at the end of the program semester by an external examining teacher, then the report is sent to the MBKM curriculum team.

6. Quality of assessment; Assessment is based on the MBKM program assessment guidelines jointly developed between the curriculum or university and partners. MBKM assessment results from external parties are converted into assessment benchmarks set by the university. To maintain the quality of assessment, the MBKM team analyzes student performance in passing the MBKM before converting grades.

F. Kuliah Unggulan

The Pancasila and Civics Education Study Program offers courses that are characteristic or featured for the MBKM program of the inbound student exchange program.

Table. 12. Featured Courses

Course	Credits
Introduction to Political Science	3
Introduction to Legal Science	2

Fundamentals and Concepts of Civic Education	3
Fundamentals of Moral Education	3
Constitutional Law	2
Rule of Law and Democracy	2
Human Rights	2
Globalization and the Wetland Environment	2
Total	**19**

Description: Independent study programs are featured courses offered to students outside the study program. - Offers are the main courses offered to students of study programs to study outside the study program in the same or different universities. - In addition to the courses in the table above, students are given the freedom to program courses outside the study program that are relevant to the PEOs that have been determined.

G. Learning Assessment Plan

1. Course Assessment Concept

The Pancasila and Civics Education Study Program applies the concept of multicomponent assessment to measure achievements in the learning process. This assessment is carried out constructively in accordance with the expected learning outcomes, using performance indicators that refer to operational verbs in the learning taxonomy. Courses that include certain PEOs with binding CEO and Sub-CEO, the assessment method is adjusted to the PEO performance indicators. In general, the procedures for assessing the learning process and outcomes are based on the assessment principles set out in SN-Dikti, which include:

a. **Educative**: Assessment that motivates students to improve their planning and learning methods in order to fulfill the learning outcomes of graduates.
b. **Authentic**: Assessment that is oriented towards the continuous learning process and learning outcomes that reflect students' abilities during learning.
c. **Objective**: Assessment based on agreed standards between lecturers and students, free from the influence of the subjectivity of the assessor and the assessed.
d. **Accountable**: Assessment that is in accordance with clear procedures and criteria, agreed upon at the beginning of the lecture, and understood by students.
e. **Transparent**: Assessment whose procedures and results are accessible to all stakeholders.

Based on these assessment principles, assessment is generally categorized into learning process assessment and learning outcome assessment in the form of tests and non-tests. Assessment of the learning process or **Assessment for Learning (AfL)** can be in the form of giving structured assignments to students, where the assessment of each component of the task is aimed at improving learning activities in the next task. While the assessment of learning outcomes or **Assessment of Learning (AoL)** can be in the form of exams or tests with various types, such as written and oral exams. Assessment of learning outcomes is generally carried out twice a semester, namely midterm and final semester exams.

Before carrying out assessments for each course, lecturers are required to prepare assessment tools in the form of grids, assessment instruments, assessment rubrics, and answer keys for test assessments. The type of assessment planned can be in the form of test assessment, portfolio assessment, performance assessment, and attitude assessment. The type of assessment and its weight are determined based on the performance indicators of the learning outcomes to be achieved for each course. The more content of ELOs in the course, the more and varied the assessment carried out.

2. Course Assessment Regulations

The assessment plan in each course must be outlined in the course outline, which is designed before the beginning of each semester lecture and communicated to students at the first meeting of the lecture. In addition, the assessment plan contained in the course outline that has been prepared by the lecturer team teaching the course is also inputted in the SIMARI academic portal by the study program staff a maximum of two days before the lecture starts. The duration of each assessment depends on the level of difficulty of each course, so the weight will also vary, be it assignment assessments, midterm exams, semester final exams, and other assessments needed according to the needs of each course.

Written instructions provide information on (1) types of assessments for individuals or groups, (2) assessment weights, (3) performance indicators, and (4) deadlines. The number of assignments and the weight of each assessment component are determined by the lecturer in charge of the course based on the results of the study of the breadth and depth of the study material to fulfill the learning outcomes of graduates. Based on ULM Chancellor's Regulation Number 2 of 2022 concerning Academic and Student Guidelines, part of the assessment of learning outcomes evaluation, article 53 point 10.

The assessment plan must be carried out transparently, and the assessment results can be accessed by students and other stakeholders. Thus, every student can know their learning progress clearly and measurably, and understand the areas that need to be improved to achieve the learning outcomes that have been determined as follows:

Table 13. Score Range

Number Score Range	Letter Value	Letter Value Weight
≥ 80	A	4,00
77 - < 80	A-	3,75
75 - < 77	B+	3,50
70 - < 75	B	3,00
67 - < 70	B-	2,75
64 - < 67	C+	2,50
60 - < 64	C	2,00
50 - < 60	D+	1,50
40 - < 50	D	1,00
00 - < 40	E	0

BAB VI

CURRICULUM MANAGEMENT AND IMPLEMENTATION

The mechanism for managing and implementing the Outcome Based Education (OBE) curriculum. based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards, Minister of Education and Culture of the Republic of Indonesia, Number 5 of 2020 concerning the Independent Learning-Campus Guidebook of the Directorate General of Belmawa, DIKTI, Permendikbudristek of the Republic of Indonesia Number 53 of 2023 concerning Quality Assurance of Higher Education, and ULM Chancellor Regulation Number 2 of 2022 concerning Academic and Student Affairs Guidebook. To maintain the quality of curriculum implementation, the training program uses the PDCA cycle (Plan, Do, Check, and Action) which is explained as follows:

1. **Plan.** The training program covers the preparation of lectures related to the learning process, including the training of the teaching team, training materials, teaching methods, and lecture evaluation. This preparation stage is held before the upcoming semester lectures run.

2. **Do**. Lecture activities are carried out according to a specific training program schedule. The supporting lecturer team provides lecture guidance in accordance with the developed training plan. At the first meeting, a lecture contract has been completed which is mutually agreed between the lecturer in charge of the course and the students. The material delivered at each lecture has a weight and an estimated time that must be completed to fulfill the number of credits charged for each course. Every lecture, lecturers and students must fill in the attendance list through an integrated information system or SIMARI.

3. **Check.** Evaluation of the lecture process at the end of each semester after which the final grade for the course is given. The assessment carried out includes the suitability of the material with the lecture outline specified in the semester curriculum, the achievement of CEO in accordance with the basic value set, the full assessment of PEO. Then held periodically at the beginning of each school year. Curriculum evaluation through meetings between course lecturers and training program organizers and Quality Assurance Group to see the success of curriculum implementation. Furthermore, once every 3-4 years the curriculum conducts an overall review of the training program with internal participation and externally, following the review mechanism and preparation of the training program curriculum. Curriculum evaluation can

be done at the micro (curriculum review with changes to some components) and macro (curriculum revision in an overall way) levels.

4. **Action**. The results of curriculum assessment for each semester are implemented in the same semester of the next academic year while still paying attention to the mechanism of implementing the OBE-based curriculum. Implementation of curriculum changes leads to its assessment within 3-4 years if the changes occur at the micro level, the curriculum can be set for applied equipment for students who are the target of curriculum implementation or for new students. However, if there is a change in the macro program then the curriculum is confirmed to show to the new batch of students.

CHAPTER VII

CONCLUSION

It has been explained that the process of reviewing and preparing a curriculum based on KKNI and SN-DIKTI with an OBE approach has been adjusted to the Merdeka Belajar-Kampus Merdeka (MBKM) program in the Pancasila and Citizenship Education Study Program at Faculty of Teacher Training and Education, Lambung Mangkurat University. This step was taken in response to various future challenges characterized by rapid developments in science and technology, increasingly complex community needs, and demands from users of graduates that continue to grow.

This curriculum document is expected to be a guide for the entire academic community in carrying out the learning process, in order to achieve the vision and mission of the study program and the overall vision of the university. All stages in the review and preparation of the curriculum have involved various stakeholders, including lecturers, education personnel, students, alumni, and alumni users. With the involvement of these various parties, the resulting curriculum is expected to reflect the real needs in the field and be relevant to current conditions. Furthermore, the adjustment of the curriculum to the MBKM program allows students to get a more flexible and comprehensive learning experience. The program not only accommodates academic needs but also develops practical skills required in the world of work. The new curriculum is designed to provide room for innovation in learning methods, increase active student participation, and strengthen the link between theory and practice.

With this reviewed and rearranged curriculum, the Pancasila and Citizenship Education Study Program is expected to produce graduates who not only have high academic competence but also have a character that is in accordance with the values of Pancasila. This curriculum is also expected to be able to answer the challenges of globalization and prepare students to become active and responsible citizens. Overall, this curriculum document is the result of hard work and collaboration from various parties, who are committed to continuously improving the quality of education at Lambung Mangkurat University. We hope that with the implementation of this curriculum, graduates of the Pancasila and Citizenship Education Study Program will become agents of change who are able to contribute positively to society and the nation.