



Challenges of Providing Social Sciences Education from the Perspective of the Independent Learning Curriculum Independent Campus Curriculum Answers Problems with Student Learning Needs

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Abstract

This research aims to evaluate the challenges faced in implementing the social studies education curriculum from the perspective of an independent campus learning curriculum that answers the needs of students in studying at the tertiary level. Using a literature study approach, this research collects and analyzes data from academic publications, educational policy reports, and case studies related to the social studies curriculum. The research results show that the current social studies curriculum requires the integration of contemporary global issues and the use of educational technology to increase student engagement and understanding. This research also identifies the urgent need for professional development of lecturers so they can teach using methods that suit the needs of 21st century students. Furthermore, this research recommends strategies to strengthen students' critical and analytical skills in responding to the global dynamics of the industrial revolution era 4.0. The main conclusion emphasizes the importance of collaboration between educational institutions and policy makers in designing and implementing adaptive and sustainable curricula.

Keywords: *Teacher; Social Sciences Education Curriculum, MBKM, Professional; Technology*

Introduction

Ideal education is essentially always anticipatory and preparatory, that is, it always refers to the future, and always prepares the younger generation to face a future life that is much better, better quality and more meaningful. However, what and how ideal education is, with its anticipatory and preparatory nature, is different for each nation in viewing and facing its future. For the Indonesian people, the conditions, challenges and future problems that must be faced are always related to developing the quality and independence of Indonesian people who are capable and proactive in responding to the challenges of globalization, both in the social field, the fields of culture, economics, politics, science and technology (Lasmawan, 2015: 556).

In line with this, current technological developments and developments provide the latest independent learning curriculum facilities (Rokhimawan, 2021). Merdeka Belajar Kampus Merdeka (MBKM) is a flagship program of the Ministry of Education and Culture designed to advance the

teaching and learning system in higher education. Students have the right from the MBKM system to study outside of three semesters. MBKM's work is necessary to achieve results that meet the needs of society and the business world. In this program students are expected to be able to hone and develop their talents and interests by taking part in one of the programs offered. With this program, it is hoped that students will be able to create and develop good intellectual abilities, personalities and skills to compete with external industries and the world of work (Kuntari, 2019).

The dynamics of changing times are not competition, but what is most important now is how the process of achieving superior education requires efforts that can develop one's skills. Threats or challenges are no longer the only benchmark that can see the complexity and impact of education. The driving force behind the transformation and adaptation of digital education is very important to implement in realizing superior education. Therefore, it is important for educational institutions to design and prepare curricula as adaptive support and prepare facilities so that someone can explore outside the institution. Universities are also expected to be able to implement independent campus learning methods in accordance with the policies that have been issued (Permen No. 3 Tahun 2020).

Based on this policy, students have the right to study for two semesters outside their study program. The program consists of eight forms, namely learning exchanges, internships, educational support in educational units, research, humanitarian projects, entrepreneurial activities, independent project research, and village formation (thematic KKN). With this program, students have the opportunity to develop talents and interests that suit themselves in the real world. The MBKM program also offers students to study two semesters off campus and 1 semester on campus but with different study programs.

In general, several programs already exist in the MBKM policy and were implemented by universities before the policy came into effect. However, the implementation of several programs is still secondary and has not been planned and implemented optimally ((Pratt, 1980). Pratt, 1980). The MBKM program aims to provide motivation to universities to implement various existing programs in a systematic and structured manner. Various universities have responded well to this program and have organized activities that have been prepared and officially included this program in their curriculum. Not only students, lecturers and educational staff also have an interest and share in implementing the MBKM program. Lecturers and students have a very important role and have a direct impact on the MBKM program.

In the midst of the development of the industrial revolution 4.0, the Social Sciences (IPS) education curriculum faces major challenges in preparing students to become active and informed participants in a society that is increasingly connected globally in the application of artificial intelligence in the field of science. education (Adisel et al, 2022). Effective curriculum implementation is key to equipping students with the knowledge, skills and values needed to face complex global challenges. One of the biggest challenges is the speed of social, political and economic change which forces the social studies curriculum to continue to adapt and be relevant (Bunglai, 2015). Issues such as climate change, geopolitical conflicts, economic inequality and social movements are topics that must be integrated into learning to produce deep and applicable insights (Martanti et al, 2022).

An effective curriculum must also provide a foundation for lecturers to continuously develop their teaching practices, ensuring that they can utilize the latest technology and innovative teaching methodologies. This includes the use of digital tools in learning, which not only increases access to a variety of learning resources but also stimulates interactive and collaborative learning. In addition, the curriculum should encourage students to develop critical and analytical thinking skills. Students need to be taught how to critically evaluate information from various sources, distinguish fact from opinion, and form logical, evidence-based arguments. They must also be invited to understand and appreciate multiple perspectives, which is a key competency in a global pluralist society.

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Lastly, the challenge of implementing social studies education in the era of implementing MBKM lies in how to connect learning material with students' real lives (Hulipa et al, 2022). Learning relevant and meaningful allows students to apply what they learn in class to real-world situations (Natalia, 2016), equipping them to take responsible and informed action in everyday life and as global citizens. In responding to these challenges, social studies education must not only be the curriculum taught (Siska, Yufiarti & Japar, 2021), but also must be a dynamic learning experience that inspires students to engage with the world around them and become agents of positive change (Susilawati, 2021).

This research aims to determine the implementation of the Social Sciences curriculum in the development of the Independent Campus Learning program in tertiary institutions and the problems faced by the Ganesha University of Education. The university enthusiastically accepted the MBKM program by holding it since the policy was implemented. Curriculum implementation through the MBKM program is considered a new program, therefore it is not surprising that there are obstacles in the implementation process. This program also requires evaluation as input and improvements for the smooth implementation of MBKM in the future. Therefore, the purpose of this writing is to determine the problems of implementing MBKM at the Ganesha University of Education. It is hoped that the MBKM program at each university will become more advanced so that education in Indonesia becomes more advanced.

Method

The type of approach used in this research is a qualitative approach (Moleong, 2002), using the observation method, the research subject is a data source that provides information related to the research problem, so that the research subject is selected and in accordance with the criteria we have chosen. What is being sought is the head of the science department/prodi PPKn FHIS Undiksha (Landrawan & Adnyani, 2023). Interview techniques were used to collect data and determine research subjects and this literature study was designed as a comprehensive literature study (Adnyani, 2021), where data and information were collected systematically from relevant literature sources. This method allows research to explore various academic perspectives and best practices that have been documented in the literature (Adnyani, Marhendra & Sudantra, 2021), education, educational policy, curriculum studies, and international comparative analysis. The main focus of this research is to explore how the social studies curriculum in higher education, especially Undiksha, can be developed and adapted to meet the needs of students in the global era, as well as identifying the challenges faced by lecturers in implementing the curriculum. This includes evaluation of current curriculum materials, teaching strategies, and learning outcomes, as well as recommendations for curriculum updates that will support students in developing critical and analytical understanding of global issues (Pitriyantini & Adnyani, 2023).

Discussion

Analysis of the Implementation of the Social Sciences (IPS) Education Curriculum in the Perspective of the Independent Campus Curriculum (MBKM)

Based on the context of the research carried out using the interview method, various kinds of results were obtained from sources which could be used as outputs in the data collection process. In accordance with the topic of research discussion where the topic raised was the Implementation of the Independent Campus Study Program at one of the private universities, especially in the legal studies program, it seems that there are many things that can be discussed on this occasion. research. What is quite interesting about this research process is the review carried out by researchers regarding several things, including: (1) The opinion of the resource person as head of the Study Program regarding MBKM policy in tertiary institutions, (2) How much influence it has on MBKM policy in tertiary institutions. efforts that can be made in implementing the Merdeka Learning policy on the Merdeka campus and the forms of adjustments made, (3) What are the Merdeka learning policies on the Merdeka campus that have been implemented in the Social Sciences Education study program, (4) What programs are there? supported by the campus for students to participate in, (5) Efforts made by the study program to encourage students to actively participate in programs provided by the Ministry of Education and Culture, Research and Technology, (6) The form of information provided about the Merdeka campus, the Merdeka learning program to students, (7) The campus culture that has emerged since the existence of this policy, (8) How much support and facilities the Social Sciences Education Study Program provides to students in participating in the Independent Campus Learning Program, (9) the form of curriculum adjustments and implementation carried out by the campus, up to (10) There are many problems and obstacles faced by the Social Sciences Education Study Program at one of the private universities implementing the Merdeka Merdeka Campus learning curriculum related to the program contained therein. faced by the Social Sciences Education study program at one of the private universities in implementing the Merdeka Belajar Kampus Merdeka curriculum which is related to the program contained therein.

This challenge is considered to limit the space for movement and mobility in the development of the new curriculum presented by the Ministry. While several policies in this curriculum relate to how to actualize students to be able to carry out activities outside campus, the situation that occurred at that time was very challenging and very complex. However, in the midst of this quite challenging situation, a new culture is starting to emerge where the whole world is starting to compete to utilize existing digital technology. This is proven by all campus activities, both learning and other forms of activity, that can be beneficial. diverted and carried out from home. by utilizing technology and digital devices, it cannot be denied that this will also limit the space for students who were previously able to practice directly in the field or explore the Merdeka Belajar program very extensively, but in this situation the space for movement is limited. movement. there it tends to be more limited. However, overall, the Independent Campus policy tends to have a positive impact because the programs provided therein are able to provide space for students to be able to explore and be active in activities outside campus, even if only using digital devices.

To support and implement all programs in the Independent Campus Learning Policy, one of the private universities provides a special team tasked with providing services to students so they can explore the programs provided by the Ministry to be followed and can be followed independently. active, all forms of information regarding policy are coordinated through a group of the same nature and level as the university. Meanwhile, at the study program level, this is done by waiting for instructions and information from the university level which can then be detailed to the study program and faculty level. With the form of support and adjustments made by the University's faculties and study programs here, this is included in the reference for developing the Social Sciences Education curriculum which has been established regarding the implementation of the Independent Campus independent learning policy in tertiary institutions, where one of the references states that there is a right to study. outside the study program that

can be undertaken by students. For this reason, the Social Sciences Education Study Program has implemented and applied these policy references to students by giving students permission to take part in programs provided by the Ministry outside campus. However, the policy regarding students being given permission to take part and providing the opportunity to study several lecture courses from other study programs has not been implemented.

In learning Social Sciences (IPS), there are various methods that are commonly used. However, this focus is considered important and has not been informed effectively, such as simulations, role plays, investigations, discoveries, problem solving, field visits, making concept maps, recitations, discussions, lectures, questions and answers, and cooperative learning (Mumtazul, 2011).

The significance of environmental education in the context of social studies can be seen through attention to global issues, such as waste problems, floods, air pollution and global warming which are the focus of learning. The aim of this learning is to shape students into citizens who have a deep understanding of global, national and local issues. By integrating environmental education, it is hoped that the younger generation can develop a sense of love for the environment which will ultimately support survival (Sholeh, 2015: 14).

With the implementation of the program that has been implemented, the Social Sciences Education Study Program, which is still part of the PPKn FHIS Undiksha study program, will optimize student participation by making curriculum adjustments. If we talk about the new culture that has emerged since the MBKM program, there are several new habits that have emerged, these new habits include: (1) increased student motivation to seek new experiences outside campus, (2) the habit of operating digital devices and technology, (3)) the emergence of a culture of sharing information, (4) the increasing willingness of students to carry out self-development, (5) the ability to adapt students and campuses to new things, (6) and much more, the integration of each level in curriculum development. The emergence of this new culture tends to be more positive, but there are several things that hinder the optimal implementation of all existing policies, such as the pandemic which limits space for movement.

Based on the information provided by the resource person, the level of enthusiasm and activeness of students in finding out about and taking part in various MBKM programs is quite high, this is proven by the large number of students who maximize all available opportunities to explore them. MBKM program is provided. Apart from students, the campus is also very initiative and opens its arms as wide as possible to provide the best facilities and services for students to support the program they will be participating in, such as by helping prepare administrative requirements, letters of recommendation and so on, this is done because it is believed to be able to increase student motivation. to participate in existing programs. Of all the positive impacts and obstacles faced when implementing the Social Sciences Education curriculum in the MBKM program, it continues because this program has many benefits.

The Social Sciences Education Curriculum was Developed as an Integrated Social Sciences Subject

The development of the curriculum in Indonesia, especially the MBKM curriculum, has changed following the demands of the times. Social Sciences as part of this curriculum was developed as an integrated social studies subject with an applied orientation, developing thinking skills and a caring attitude towards the social environment. The content of IPS includes history, economics, geography and sociology with the aim of understanding the nation, national spirit, community activities, as well as science and technology. Social studies education also includes social and creative skills, with the use of information technology to support learning. Thus, IPS is expected to be able to contribute to developing students as individuals who are qualified and responsible for the social and natural environment.

Updating the Social Sciences (IPS) curriculum to make it more responsive to global issues is an important task but full of obstacles and challenges. One of the main obstacles is the lack of understanding of social studies lecturers regarding the new curriculum. Lecturers still need time to better understand the

latest curriculum. Apart from that, the lack of training and socialization regarding the curriculum is also an obstacle. Lecturers' readiness to implement curriculum changes requires increasing knowledge through effective training and outreach (Wijayati, Dageng & Sumarmi, 2016).

Literacy problems and difficulty in digital access are also obstacles in implementing the curriculum. Many teachers have difficulty increasing their literacy due to difficult access (Basri, 2023: 6-13), concrete solutions are needed to overcome these challenges. Some solutions that can be proposed to overcome these obstacles and challenges are by providing ongoing training for social studies lecturers, either through direct workshops or webinars. Effective outreach and regular training can help teachers better understand and implement the new curriculum. Additionally, alternative resources, such as physical textbooks, can be considered to address digital literacy and access issues. If the problem is infrastructure, improving learning facilities and infrastructure needs to be prioritized. The use of more flexible learning systems such as blended learning or distance learning can also be a solution to overcome inadequate infrastructure (Jannah & Nasiwan, 2013: 764-772).

The flow of globalization poses challenges to people's lives in various aspects, especially education. In an increasingly complex era of globalization, society is required to adapt to the increasing flow of globalization. Education is a means to answer these challenges. In the world of education, globalization has had quite a big impact, especially with technological advances that support the education sector. However, Social Sciences are sometimes still underestimated, especially in the current era of globalization. Social Science is defined as an interdisciplinary approach that combines various branches of social science. In social studies learning, the main goal is to guide students to become citizens who are democratic, responsible and have a sense of compassion for peace. Social studies learning is structured and integrated to achieve maturity and success in social life (Ngembalrejo, 2019).

Increasing Social Sciences (IPS) learning needs to follow ongoing developments in globalization. In this context, the influence of globalization encourages the need to implement social studies learning with a global perspective. This learning is seen as an effort that can overcome challenges in the midst of globalization, while still considering the relationship between the cultural diversity of society and current realities. Educators are also expected to be able to improve students' skills, especially in critical thinking abilities, considering that the role of social studies sometimes receives less attention in the era of globalization. Responding to negative impacts and adapting the curriculum to global changes, curriculum development and learning at the tertiary level is considered an important filter. The curriculum must consider needs analysis, formulation of objectives, selection of materials, organization of learning experiences, and development of evaluation tools. Careful evaluation is the key to making improvements to the existing curriculum system (Rhediana, 2014).

Current technological developments greatly influence the learning process, reflected in changes in the learning paradigm towards a technology-based approach. Learning media innovations that utilize technology have a significant impact, being able to increase students' enthusiasm for learning and motivating them to learn certain competencies. Social Sciences (IPS) learning is considered capable of directing society to develop social skills, especially in facing globalization (Kuntari, 2019). Social studies education equips students with the skills to develop their knowledge, linking it to global issues in the surrounding environment.

In the context of social studies learning, technology-based media is an important key. The use of this media changes the learning paradigm which previously tended to be saturated and textual to become more interesting and interactive. Lecturers can package social studies material more interestingly, increase the efficiency of the teaching process, and encourage students to study independently. The use of technology in social studies learning creates a positive learning climate, has a big influence on student motivation and participation, as well as the efficiency of teaching by lecturers (Heryani, 2022: 25).

Cultural development in Indonesia is also influenced by globalization. Although efforts to preserve traditional culture are still being made, many factors hinder this, such as a lack of individual nationalist spirit and a lack of socialization and mediation. In this context, the main aim of learning Social Sciences (IPS) is to guide students to become citizens who are able to make decisions democratically and rationally, while remaining aware of cultural values. The aim of Social Sciences education is focused on providing learning experiences so that students understand the physical environment, environmental resources, changes in society, human interactions with their environment, and appreciate diversity and cultural heritage. The rationalization of social studies learning includes systematizing material, increasing responses to social problems, and strengthening feelings of tolerance and brotherhood. By improving cognitive, affective and psychomotor skills through learning Social Sciences (IPS), it is hoped that it can produce a generation that is intelligent, wise and has the ability to compete healthily, both at the local community level and on the international stage. The first step to achieving educational goals through social studies education is to integrate social studies material based on local wisdom. Local information owned by the community such as history, local wisdom and social practices is a valuable asset for enriching the social studies education curriculum. Community involvement through discussions, field projects, and visits helps students apply theory in real contexts.

Conclusion

The efforts made by the Social Sciences study program which is still integrated in the FHS Undiksha Civics Education Study Program are basically to encourage students to actively participate in programs provided by the Ministry of Education and Culture, Research and Technology, in the form of information provided about the Merdeka learning program on the Merdeka campus to students, the campus culture that emerged since the existence of this policy, including, how much support and facilities the Social Sciences Study Program provides to students in participating in the Independent Campus Study Program, the forms of curriculum adjustments and implementation carried out by the campus, and how many problems and obstacles are faced by the Science Study Program Social at this university in implementing the Merdeka Belajar Kampus Merdeka curriculum which is related to the programs contained therein. With the implementation of the program that has been implemented, the FHS Undiksha Social Sciences Study Program will optimize student participation by making curriculum adjustments. This research reveals that implementing an effective social studies education curriculum in the MBKM era requires continuous content updates and adaptation of teaching methodology so that it can answer the problems of student learning needs in higher education. From the literature analysis, it was identified that the curriculum should cover contemporary issues and integrate technology to increase interactivity and relevance of learning. Continuous professional development is also needed for educators to facilitate teaching that is innovative and responsive to global change. Additionally, social studies curricula should be designed to foster students' critical thinking, analysis, and problem-solving skills, thereby enabling them to navigate and contribute effectively in a diverse global society. Recommendations from this research emphasize the importance of collaboration between policy makers, educators and stakeholders to develop a responsive and dynamic curriculum, which not only enriches knowledge, but also prepares students to become responsible and skilled global citizens.

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