

RELEVANCE OF THE CENTRAL CURRICULUM TOPICS IN SOCIAL EDUCATION STUDY PROGRAM TO DEMANDS OF THE DIGITAL ERA

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ABSTRACT

The 4.0 industrial revolution demands changes in all fields, including education. Every educational institution is required to produce graduates with good digital competencies and be able to observe digital phenomena in their surroundings, help combat cyberbullying, fight hoaxes, and create educational content. This research aims to prove the relevance between the core curriculum topics and the competency demands required in the workplace. This research uses a quantitative approach with a survey method. The survey was conducted on 104 users and alumni of Tadris IPS (Social Studies Education) spread across the regions of Cirebon, Indramayu, Majalengka, and Kuningan. The research results show that: 1) The Tadris IPS Curriculum, which is based on the KKNI (National Higher Education Curriculum Framework) curriculum, is still relevant to be implemented, but it still has weaknesses in accommodating 21st-century skills. 2) The graduate competencies needed in the digital era are graduates who have good digital literacy and are able to collaborate with students regarding the use of digital media and master the security and ethics of using digital media. 3) The relevance of the Tadris IPS curriculum to the demands of the workplace is considered to have high relevance. This is evidenced by the survey results which show an average of 65% of courses in the Tadris IPS department are "very relevant" to the competency demands of the workplace.

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INTRODUCTION

The success of education remains a hot topic of discussion, both within the education sector and among the broader community. Various stakeholders, including

scholars, practitioners, and policymakers, engage in ongoing discourse on this issue. Numerous factors can be examined to determine the extent to which educational goals are being achieved.

In higher education, one tangible measure of success is the absorption of graduates into various fields of work aligned with their profiles. Consequently, higher education institutions are challenged to produce graduates who possess the competitiveness and readiness to contribute to development. Therefore, universities are encouraged to design and implement effective, efficient, high-quality, and excellent higher education programs. The better the programs, the greater the impact on graduates' competitiveness and competencies.

According to Arbarini et al. (2013: 2), competitiveness is indicated by the waiting period that graduates go through before getting their first job, the success in competing in the selection process, and the satisfaction of stakeholders/users with the performance of graduates. The relevance of higher education success is also seen from the relevance of the profile of university graduates with the job profile or the relevance of the job with the educational background. Also, the relevance of the graduates' competency standards and learning outcomes with the competencies expected in the field of work. In addition, the relevance of education is also shown through the opinions of users of graduates about their satisfaction with the graduates, the graduates' competencies, and suggestions for improvement of the graduates' competencies.

In its efforts to obtain information about the role of graduates in development, universities generally use tracer studies. Schomburg (2003:11) refers to it as an approach to identify potential shortcomings in the education and learning process, which can then be used as recommendations for future improvements, as well as to determine the success of the education process carried out on its students. In fact, both competitive grant programs and accreditation always require such data.

Tadris IPS, one of the departments under the Faculty of Islamic Education and Teacher Training (FITK) at IAIN Syekh Nurjati Cirebon, is an educational institution that is concerned with producing professional educators in the field of social sciences. With a graduate profile of becoming a professional educator in the field of social sciences, the Tadris IPS Department of IAIN Syekh Nurjati hopes to produce graduates who can be absorbed by the workforce in accordance with the educational competencies they have acquired. The Tadris IPS Department produces graduates who have pedagogical competencies in social science subjects at the secondary education level.

Since 2011, the Tadris IPS Department has implemented a new curriculum that emphasizes concentration in the field of social sciences education, which was previously in the field of economics education. The implementation of the curriculum continues to this day, along with continuous review efforts to ensure that the curriculum is always up-to-date with the times. The Tadris IPS Department always strives to develop the learning process and make improvements to it. This includes developing, improving, and revising the curriculum in line with the demands of the workforce. During the period of 2012 to 2021, the Tadris IPS Department has graduated 654 bachelors.

However, along with the large number of graduates and efforts to improve various aspects related to curriculum development and implementation, it is felt important to always consider its effectiveness, especially based on the relevance of the graduate profile to the demands of work competencies, especially in the current digital era. Based on the above explanation, the researcher considers it necessary to conduct research to prove the relevance between the core topics of the curriculum and the competency demands required in the workplace. At the same time, it is also important to find out the track record of alumni of the Tadris IPS Department of the Faculty of Islamic Education and Teacher Training and to obtain clear indicators of the graduate profile. Tracing the alumni track record is important considering that the Tadris IPS Department is one of the educational institutions that is concerned with meeting the needs of professional workers/educators. Therefore, it is required to always be updated with the programs it develops.

Social Studies Education Program Curriculum

A curriculum is a set of subjects (subject matter) that a student must take from the beginning until they receive an award (diploma). This means that each student must be able to master a number of knowledge presented in a number of subjects from the lowest level to the highest level in one educational level. The above definition contains 2 main points, namely 1) there are subjects that must be taken, and 2) there is a main goal of obtaining a diploma.

Along with the development of human knowledge and civilization in the world of education, there have been some opinions that the above definition of curriculum is too narrow. This is because in essence, students in school are not only required to complete a number of subjects, but they are also equipped with various learning experiences in the form of knowledge and skills that lead to the formation of character and personality. In addition, the learning process turns out not only to be carried out in the classroom, but can be carried out in any situation and condition. As stated by Hidayat (2013: 21) that: the curriculum is a set of subjects and educational programs provided by an educational institution that contains a lesson plan that will be given to students in one period of educational level.

The development of this subject set is adjusted to the conditions and capabilities of each educational level in the implementation of education and the needs of the workforce. Curriculum is a number of educational, cultural, social, cultural, sports, and art experiences carried out both in and outside the school environment. From the several definitions above, it can be understood that the curriculum is a basis or guideline for an educator in carrying out their duties as an educator or mentor for students they teach to reach the desired goal so that there is good knowledge, skills, and attitude.

Muzamiroh (2013: 16) views that there are three dimensions contained in the curriculum, namely: 1) Curriculum as a substance that is viewed as a learning plan for students or a set of goals that want to be achieved, 2) As a system, it is part of the school system, education, and even society, and 3) As a field of study, it is a study of curriculum

experts that aims to develop knowledge about the curriculum and curriculum system. The above quote provides an overview that the curriculum is a written document that contains a number of subjects, goals to be achieved, teaching materials, teaching and learning activities and evaluation and including the procedures for developing the curriculum, implementing evaluation and curriculum improvement.

In terms of the definition of relevance, lexically or according to the dictionary, it can be interpreted as appropriateness, necessity, relationship, connection, or relevance. Meanwhile, from the definition, relevance means the unity between educational outcomes and the demands of society (Nugiyantoro, 1988:150). Another opinion about relevance is put forward by Nana Syaodih Sukmadinata (1997:150) who distinguishes relevance into internal relevance and external relevance. Internal relevance is the existence of conformity or consistency between curriculum components such as objectives, content, delivery process, and evaluation. In other words, internal relevance concerns the integration of components in the curriculum. Meanwhile, external relevance is the conformity between the curriculum and the demands, needs, and developments in society.

Based on the two definitions of relevance, one of the things that needs serious attention for higher education providers is external relevance. External relevance is a form of conformity between the implementation program and the demands or needs of the workforce. The response and level of satisfaction obtained by stakeholders or users in the field are basically the barometer of conformity between the learning process in the educational institution environment and institutions, companies, or workplaces.

Therefore, one of the efforts that must be made by every higher education institution so that there is always relevance between the program, implementation, and the performance of alumni in the field is to continuously review the curriculum that is developed. In this case, it is certainly necessary to conduct alumni tracing in the field so that it becomes feedback on the efforts or processes that are carried out. That's where tracer studies need to be carried out.

Demands of the Digital Era Workforce

In Law Number 14 of 2005 concerning Teachers and Lecturers, Article 1 paragraph 10 states that competence is a set of knowledge, skills, and behaviors that must be possessed, understood, and mastered by teachers or lecturers in carrying out their professional duties. The term competence in the Great Indonesian Dictionary (2007: 584) comes from the word competent which means ability or skill. The skill in question is the ability to do, complete, or solve something. In other words, competence as stated by Uzeer Usman (1995: 14) is interpreted as "the ability and authority to carry out a certain profession". Meanwhile, according to Muhamad Surya (2007: 175), "competence is a set of knowledge, skills, and behaviors that must be possessed, understood, and mastered by someone in carrying out a professional task".

In accordance with that, when related to the graduate competency standard, then as stated by Sudrajat (2013:2) that the graduate competency standard is understood as the criteria for the qualification of graduate abilities that include attitudes, knowledge, and

skills. With the graduate competency standard, it is hoped that it can be the main reference for the development of content standards, process standards, education assessment standards, educator and education personnel standards, facilities and infrastructure standards, management standards, and financing standards. The graduate competency standard basically includes the criteria for the qualification of student abilities that are expected to be achieved after completing their study period at the education unit.

Based on the above explanation, it can be understood that the competency standard, especially for prospective teacher graduates, is a number of abilities contained in the teacher's personality which includes knowledge, attitudes and behaviors as well as various skills, all of which must be practiced in everyday life both as an individual, member of society and as a teacher.

Graduate Competency Standards in Higher Education

The Draft Regulation of the Minister of Education and Culture of the Republic of Indonesia concerning National Education Standards in 2013 explains the following regarding the graduate competency standards for higher education in Article 6:

- 1) Graduate competency standards are the criteria for learning achievements of higher education graduates which are the internalization of the domains of attitude, knowledge, and skills.
- 2) Learning achievement as referred to in paragraph 1 is the learning achievements that must be possessed by higher education graduates which is achieved through the curriculum, and can be added through co-curricular and/or extracurricular activities.
- 3) Learning achievement as referred to in paragraph 2 consists of: a) minimum learning achievement as stipulated in this Ministerial Regulation; and b) learning achievement set by each university in accordance with its vision and mission that exceeds the minimum learning achievement.
- 4) Learning achievements as referred to in paragraph 1 is formulated into a description that includes the following aspects:
 - a. Attitude and values;
 - b. Mastery of knowledge/science;
 - c. General work skills; and
 - d. Specific work skills.

Based on the ministerial regulation, it can be understood that the higher education graduation standards are based not only on the achievement of learning outcomes in accordance with the minimum learning outcomes stipulated in the Regulation of the Minister of Education and Culture, but also the minimum learning achievement as set by each university in accordance with its vision and mission.

Article 7 of the Draft Regulation of the Minister of Education and Culture of the Republic of Indonesia concerning National Education Standards in 2013 explains the following regarding the development of graduate competency standards: 1) The domain of attitude as referred to in Article 6 paragraph (1) is the student's understanding of values, norms, and aspects of life formed from the educational process, campus environment, family life environment, society, or student work experience. 2) The domain of

knowledge as referred to in Article 6 paragraph (1) is the student's mastery of theory in a particular field of science and expertise, or the mastery of concepts, facts, information, and methods in a particular field of work. 3) The domain of skills as referred to in Article 6 paragraph (1) is the psychomotor ability and the ability to use methods, materials, and instruments, which are obtained through education, training, or student work experience. 4) Student work experience as referred to in paragraphs (1) and (3) is experience in activities in a particular field for a certain period of time, in the form of work training, internship, job simulation, practical work, or field work practice.

Therefore, in order for the graduation of higher education alumni to be shown with clear competencies, then operationally the aspects of graduate competencies must at least be equipped with the abilities as stated in Article 8 of the Regulation of the Minister of Education and Culture concerning national education standards. The description of the minimum learning achievement in the aspect of attitude and values as referred to in Article 6 paragraph (4) letter a for graduates of academic, vocational, and professional education, among:

- 1) Fear the Almighty God and be able to show religious attitudes;
- 2) Uphold human values in carrying out duties based on religion, morals, and ethics;
- 3) Act as a citizen who is proud and loves the country, has nationalism and a sense of responsibility for the country and nation;
- 4) Contribute to improving the quality of life in society, nation, and state based on Pancasila;
- 5) Cooperate and have social sensitivity and concern for society and the environment;
- 6) Respect diversity of culture, views, religion, and beliefs, as well as opinions or original findings of others;
- 7) Obey the law and be disciplined in living in society and state;
- 8) Show a responsible attitude for work in his/her field of expertise independently;
- 9) Internalize academic values, norms, and ethics; and
- 10) Internalize the spirit of independence, struggle, and entrepreneurship.

Practically, the learning outcomes of higher education in the academic field can at least produce graduates or scholars who are competent in:

- 1) Applying knowledge and/or technology in their field of expertise through scientific reasoning based on standard design principles or methods, compiled in the form of a thesis or final project report;
- 2) Examining knowledge and/or technology in their field of expertise based on scientific principles, or producing design/art works and their descriptions based on standard design principles or methods, compiled in the form of a thesis or final project report;
- 3) Publishing the result of the final project or design/art work, which meets the requirement of scientific writing, and can be accessed by academic community;
- 4) Composing and communicating ideas and information in their field of expertise effectively, through various forms of media to the academic community;

- 5) Making appropriate decisions based on analysis in supervising and evaluating the work for which they are responsible;
- 6) Managing their own learning;
- 7) Developing and maintaining networks with supervisors, colleagues, and peers both inside the outside their institution.

RESEARCH METHOD

This type of research is a quantitative descriptive survey research method that attempts to describe the graduate profile and the relevance of the lecture material of the Social Studies Education Department curriculum with the demands of work competencies. The graduate profile variables include: 1) graduate waiting period, 2) percentage of graduates who have worked, and 3) first income earned. The variable of the relevance of the Social Studies Education Department curriculum to the needs of graduate competencies is life skills and lecture material received by graduates with the needs of work as a teacher. The data sources for this research are alumni documents and the alumni themselves who graduated from 2015 to 2021. Graduates during this period have received the 2015 curriculum during their studies from semester one at the Social Studies Education concentration.

This research adapts to the approach developed by Schomburg (2003), namely Tracer Study which is conducted to find out or identify the quality of graduates in the workplace, and specifically it is expected to be able to: 1) Identify the graduate profile related to competitiveness, eligibility and satisfaction in the workplace in the field 2) Knowing the relevance of the implementation of the curriculum that has been applied in universities with the needs of the labor market and professional development in the competence of the department. 3) To evaluate the relationship between the curriculum and studies in the department as a scientific development, and 4) As a contribution to the department accreditation process.

The survey was carried out centrally at the Social Studies Education Department by analyzing alumni documents and exploring alumni footprints and field surveys to collect data from users of graduates in this case the school. The research was conducted from July to September 2022. The population of this research is all alumni of the Social Studies Education Department who graduated from 2017 to 2021, totaling 654 people. In addition, there are also Stakeholders or Users spread across various regions III Cirebon, Indramayu, Majalengka, Kuningan and surrounding areas. Sampling was done using purposive random sampling, which is 16% of 654, totaling 104 people. The alumni who were used as respondents were prioritized those who worked in the field of educational institutions, although there were also those who entered non-educational fields.

Research Variable

This research variable is illustrated by the relevance of the core curriculum topics to the demands of the work world in the digital era. Descriptively, the variable includes the following aspects:

- 1) Profile of the core curriculum topics of the study program includes: Distribution of compulsory courses (MKDU), elective courses (MKDK), additional courses (MKK), and elective courses.
- 2) Demands of the work world include: Professional, Pedagogical, Social, Spiritual and Personal Competencies.

Data Collection Techniques and Instruments

In this research, data was collected through questionnaires distributed both manually and online. Through the Facebook media of the Department and Rectorate and Google Forms, it is hoped that alumni can actively participate in filling out the online questionnaire. Thus, data will be easier to access even though it is not done directly between the researcher and the respondent. Likewise, by distributing questionnaires to users in this case the school in the III Cirebon area and surrounding areas.

The data collection instrument in this research is a questionnaire in both manual and online forms. The questionnaire was developed based on important aspects of alumni track records, both related to the profile of graduates or alumni, responses to the development of curriculum implementation, and responses from stakeholders to the performance of graduates and the development of the Department.

Validity and Reability of the Instrument

The instrument trial emphasizes the understanding and readability of the instrument by the respondents. This goal is in line with Arikunto's (2002) opinion that the purpose of the instrument trial is to (1) find out the level of respondents' understanding of the instrument (2) find out the accuracy of the organizer, experience of the implementer and identify the shortcomings of supporting facilities (3) find out the reliability of the instrument.

The validity of the instrument is mainly emphasized on the content. To ensure the high validity of the content, all questions and statements are designed, compiled and consulted with Validators and education practitioners. The research instrument was tested through two stages of implementation, namely the stage of compiling the questionnaire through considerations obtained from the validator team or expert team (Expert Judgment) and then the field trial of the instrument where the instrument was directly distributed to respondents through Google Forms, namely alumni of the Department of Social Studies Education IAIN Syekh Nurjati Cirebon.

The results of the research instrument trial were analyzed to determine whether the information collected could answer the research problem, especially in terms of its reliability. The validity test was carried out with the help of a computer using the SPSS Version 21 program application. The complete results of the Validity Test are attached.

The results of the instrument reliability calculation, based on the calculation of the instrument item reliability using the SPSS version 21.0 computer program, obtained the complete results which can be seen in the appendix. The criteria used to determine reliability as stated by Fernandes (1987) is that: "An instrument is said to be reliable if the instrument has a reliability coefficient of at least 0.50"

Data Analysis Techniques

Quantitatively, the determination of the percentage uses the following percentage formula:

$$P = \frac{f \times 100\%}{n}$$

Where:

P = Percentage

f = Frequency

n = Number of respondents

(Anas Sudijono, 2006: 42-43)

To determine the scale of the questionnaire results recapitulation, the author uses the following provisions put forward by Suharsimi Arikunto (1992:167):

100%	= Entirely
90% - 99%	= almost entirely
60% - 89%	= most
51% - 59%	= more than half
50%	= half
40% - 49%	= almost half
20% - 39%	= a small part
1% - 19%	= very little
0 %	= not at all

To interpret the results, the author uses the following criteria:

Table 1. Percentage criteria

Percentage	Interpretation
75%-100%	Excelent
55%-74%	Good
40%-54%	Fair
0-39%	Poor

(Suharsimi, Arikunto, 2001:246)

RESULTS AND DISCUSSION

The relevance of the core curriculum topics to the demands of the work world can be seen from the match between the curriculum and the needs of the market. A dynamic and up-to-date curriculum is one that always follows the developments of the times, namely the development of science and technology. A good curriculum is one that is innovative and relevant to the needs of the market.

One of the principles of curriculum relevance is its relevance to the work world. The curriculum must have a match between what is taught in school and what is desired by the work world. The relevance of the curriculum to the work world is one of the principles of curriculum development that is carried out so that the curriculum implemented in schools/madrasahs as formal educational institutions becomes meaningful. Related to teacher competence in the digital era, the survey results show that the most needed competence by teachers in this digital era is mastery of digital skills (94%).

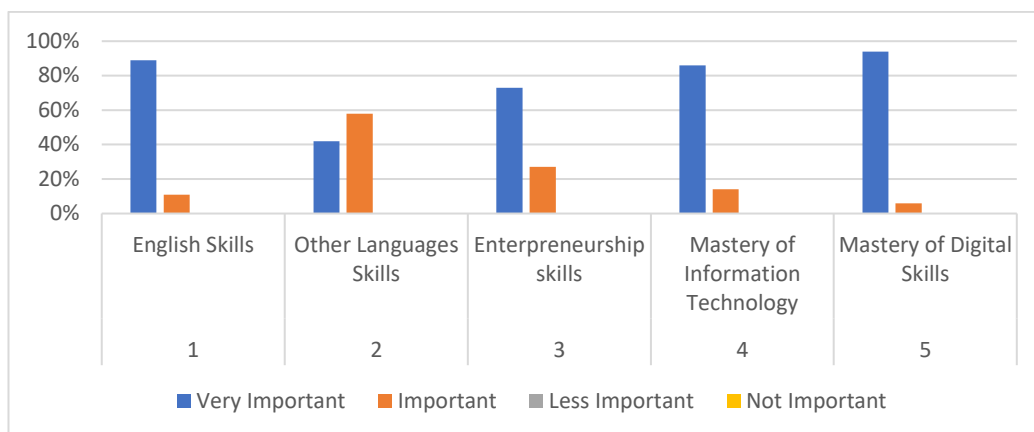


Figure 7. Competencies needed in the workplace

In addition to researching the competencies needed by teachers in the digital era, the researcher also conducted a survey of alumni about the soft skills that need to be instilled in the Social Studies Education Department of IAIN Syekh Nurjati Cirebon. The complete survey data is illustrated in Figure 7. In general, Education in Social Studies Education IAIN Cirebon needs to instill skills, especially soft skills, especially discipline, work ethic, motivation, and skills in making digital teaching materials that receive values above 90%.

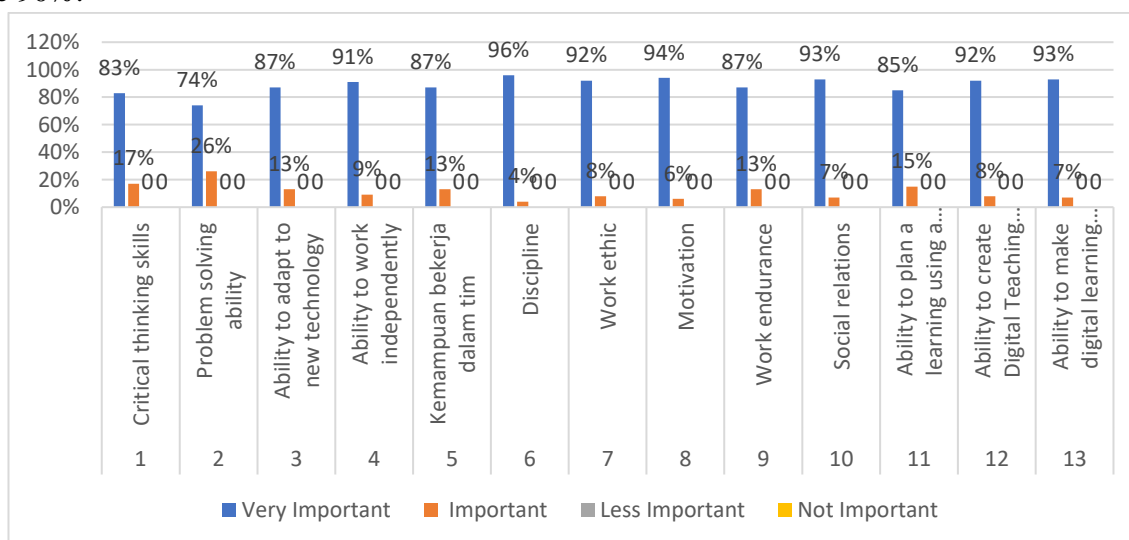


Figure 8. soft skills that are important to instill in students

Relevance of Curriculum in General Basic Courses (MKDU)

General Basic Courses (MKDU) can actually be said to be important, but it can also be said to be unimportant, depending on which side you look at it from. MKDU is considered important because MKDU has the purpose of forming students as prospective graduates who are not only competent in the field of education they are studying, but also equipped with basic education that forms good mental and personality. The good mental and personality here means the character of students as prospective graduates to apply the knowledge they have gained to society in accordance with the values obtained from

teaching MKDU while still in college.

Meanwhile, students who feel that MKDU is not important, because most students assume that the courses taught in MKDU are forced and only as a complement to the courses taught according to the field of each study program. It seems forced, here it means that the courses taught are actually given repeatedly and the material presented tends to be static and boring, where the sub-topics are no longer relevant to the current globalization situation. In fact, not infrequently the existence of MKDU becomes a burden for students. However, apart from all that, students actually still feel the need for MKDU courses.

Based on the results of the survey that has been conducted, Social Studies Education alumni assessed that MKDU courses are still relevant to be included in the curriculum. The survey results on the relevance of MKDU courses can be seen in Figure 8. In the figure, it can be seen that the most relevant MKDU courses are Civic Education, Indonesian Language, and Community Service Learning (70%). While the less relevant courses are Introduction to Philosophy and Cirebonology (40%).

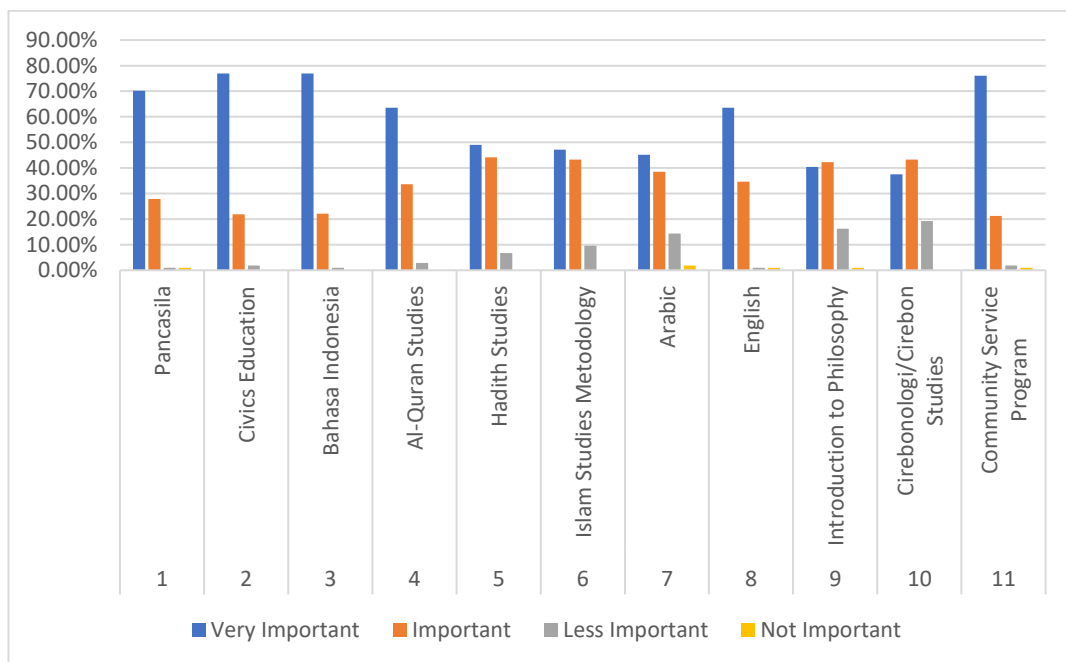


Figure 9. Relevance of General Basic Courses (MKDU) to the Demands of the Work World

Curriculum Relevance in Special Basic Courses (MKDK)

MKDK (Basic Expertise Courses) is a group of courses that are aimed at providing a foundation for the formation of expertise, both for professional interests and for the development of science and technology. The special basic courses included in the Social Studies Education curriculum are Ushul al-Tarbiyah, Islamic Education Philosophy, Islamic Education Science, Teaching Profession Ethics, Micro Teaching and Introduction to School Environment (PLP).

Based on the results of the survey that has been conducted, the special basic courses

that are considered relevant to the demands of the work world are Teaching Profession Ethics, Micro Teaching and Introduction to School Environment (PLP). Meanwhile, the special basic courses that are considered less relevant are Ushul Tarbiyah and Islamic Education Philosophy. The survey results on the relevance of special basic courses to work demands in the digital era can be seen in Figure 9.

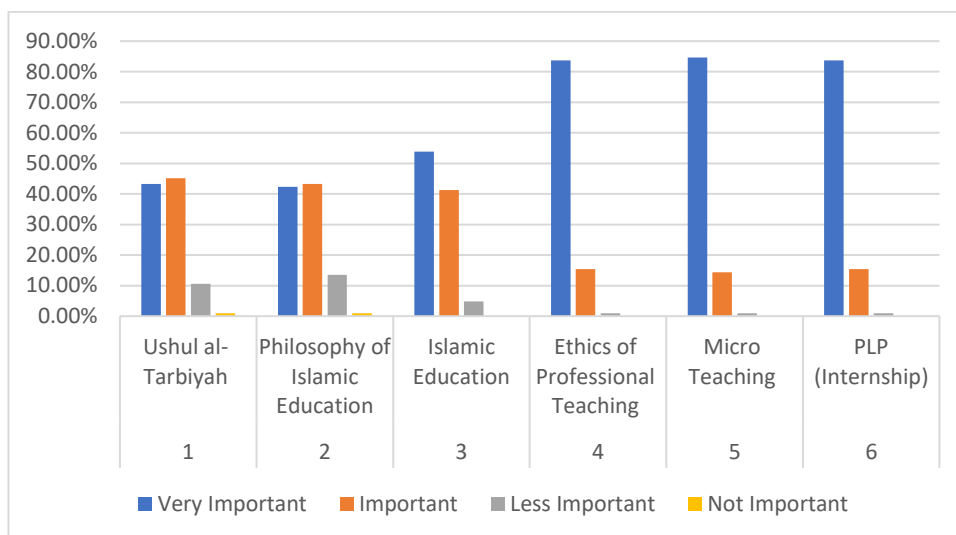


Figure 10. Relevance of special basic course (MKDK) to the demands of the workforce

Relevance of Major Courses to the Demands of the Workforce

The curriculum is the lifeblood of a learning program so that its existence requires dynamic design, implementation and evaluation in accordance with the times, the needs of Science, Technology, and Art (IPTEKS) and the competencies needed by society, as well as users of college graduates.

Based on a survey conducted by the researcher, the majority of respondents (70%) stated that major courses are very important (relevant) to the demands of work world competencies, while 30% stated that they are important and relevant to the demands of work world competencies.

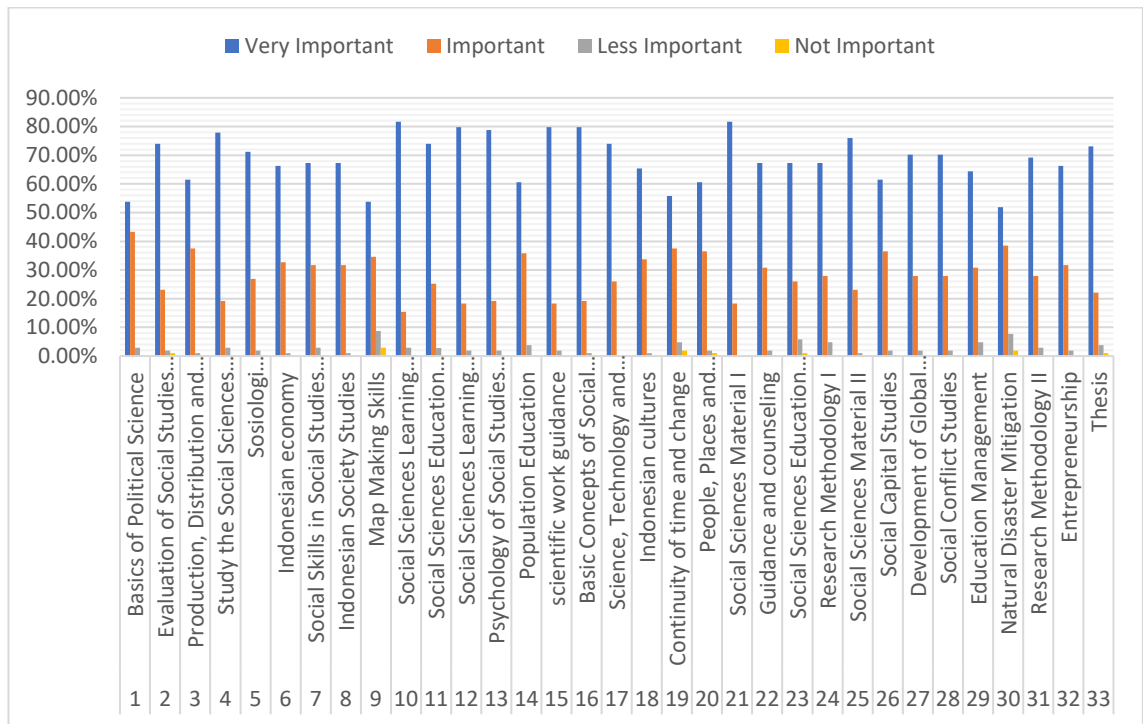


Figure 11. Relevance of Major Courses to the Demands of the Work World

In line with the curriculum in the form of major courses, additional courses are also expected to support the readiness of alumni when entering the work world. In this case, the relevance of additional courses to the demands of the work world in the digital era needs to be seen. Based on the questionnaire distributed regarding the urgency of additional courses in the field, as shown in the following table.

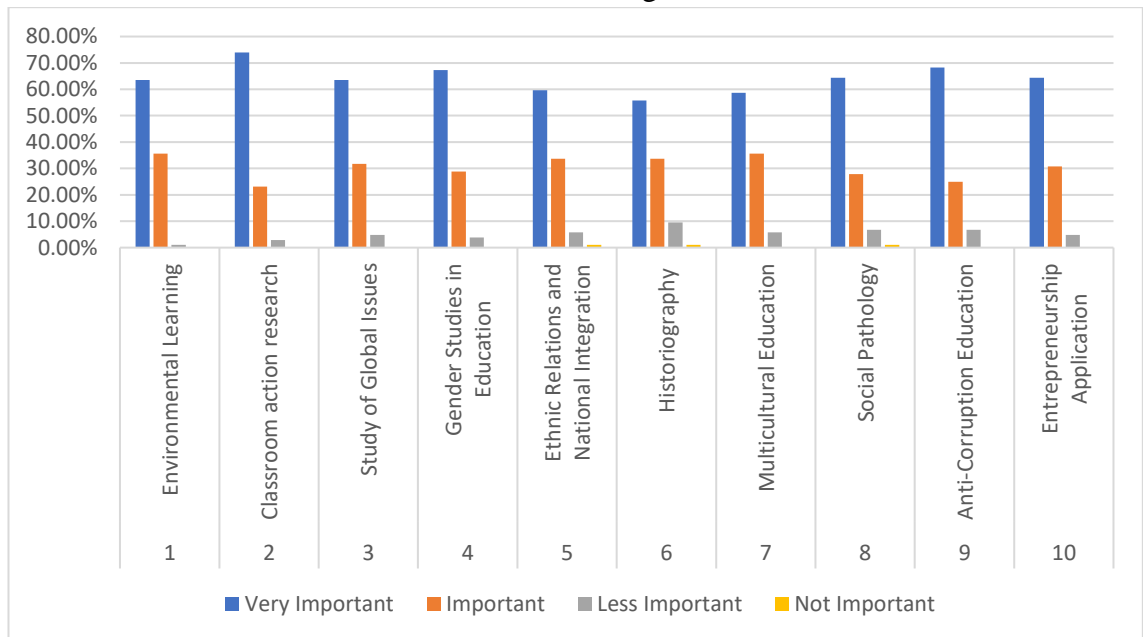


Figure 12. Relevance of Additional Courses to the Demands of the Work World

Based on the research results above, it can be understood that most of the Social

Studies Education curriculum content is still relevant to the demands of the work world in the digital era. However, there are still some things that need to be improved, especially in improving 21st Century competencies. The courses offered by the Study Program are based on the CPL that has been formulated. The Higher Education Curriculum Development Guide states that the CPL Formulation is recommended to include the abilities needed in the 4.0 industrial era, including the ability to:

1. Data literacy, the ability to understand, read, analyze, use data and information (big data) in the digital world;
2. Technological literacy, the ability to understand how machines work, technology applications (coding, artificial intelligence, and engineering principles);
3. Human literacy, the ability to understand humanities, communication and design;
4. 21st century skills that foster HOTS (high order thinking skills), including Communication, Collaboration, Critical thinking, Creative thinking, Computational logic, Compassion and Civic responsibility)
5. Understanding the 4.0 industrial era and its developments;
6. Understanding of science to be applied for the common good locally, nationally, and globally.

CONCLUSION

The demands of the work world for Social Studies Education graduates are developing in line with the times. The graduate competencies needed in the digital era are graduates who have good digital mastery, are able to operate digital learning tools, are able to collaborate with students regarding the use of digital media, and are able to teach safety and ethics in using digital media. The relevance of the Social Studies Education curriculum to the demands of the work world is considered to be highly relevant. This is evidenced by the survey results which show that an average of 65% of courses in the Social Studies Education study program are relevant to the demands of work world competencies.

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