

**CURRICULUM DESIGN AND LEARNING IN IPS EDUCATION
DEPARTMENT FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG
AT NEW NORMAL LIFE**

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Abstract : *Simplification of various social sciences whose main goal is to realize good citizenship is the definition of social studies education. Taking into account its development in Indonesia, a reorientation of social studies education in higher education is needed. The development of higher education with the Campus-Independent, Independent-Learning policy has made the existence of the IPS Education Department, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang strengthen its curriculum by perfecting and adjusting its curriculum design and learning presentation during the New Normal Life Period.*

Keywords: *Curriculum Desain and Learning, IPS Education Department, New Normal Life.*

1. INTRODUCTION

Studying Social Sciences (IPS) needs to understand the paradigm. Qurrotaini (2020) explain that Paradigm is the way a person perceives themselves and the environment that will influence them in thinking and behaving (Qurrotaini, 2020). From this understanding, it can be further explained that the social studies education paradigm is a fundamental view of the field of study that studies, analyzes symptoms and social problems in society by reviewing them from various aspects of life.

Improvisation of integrated social sciences in social studies education with the main objective of educating good people in line with what they say *National Council for Social Studies* (NCSS) in Savage dan Armstrong as below.

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political sciences,

psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences (Savage & Armstrong, 1996).

In another part, Numan Somantri said that social studies education for the school level is an integration of various aspects such as philosophy, psychology, state understanding, and religiosity which is improvised also simplified by considering scientific and psychological aspects with an orientation towards educational goals (Soemantri, 2001). It was also said that the social studies education subject school program is organized regularly and is based on the improvisation of many social science disciplines.

Social Science is a set of realities, opportunities, ideas, and speculations that are identified with human behavior and activities to build the concept of self, family, extended family or society, based on experiences that are unraveled for the present, and predicted for the future. Therefore, if a red thread is drawn, social studies education is a simplified set of social sciences for education oriented to encourage students to apply values in order to become useful citizens based on past and future experiences.

Some of the terms related to social knowledge include social sciences, social education, social sciences education, and social studies. In more detail, it can be very well clarified that social science is the study of humans in their social conditions, while IPS is a combined of sociology and humanities in social psychology for educational purposes. Sociology sees parts of human life in logical control or logical specialization, whereas IPS analyzes parts of human life in a comprehensive and complete way. Social science intends to create specialist human resources, while IPS plans to create a great and strong population. Social sciences with scientific disciplinary methodologies, while IPS with interdisciplinary, multidisciplinary and integrated methodologies.

2. RESULT AND DISCUSSION

2.1 Curriculum and Learning of Social Studies

In social science, according to Udin S. Winataputra, development has become an integrated and holistic system ontology in the field of guidance or education, which is ethistemologically an analytical journey led by National Council for the Social Studies (Winataputra, 2009). The idea of the basic concept of social science in Indonesia is strongly influenced by the idea of social science in the US, which is a nation that has long met and is popular in this field.

In 1972-1973, IPS was introduced for the first time, namely Kurikulum Proyek Perintis Sekolah Pembangunan (PPSP) in the IKIP Bandung. The term civic education includes Indonesian history, Indonesian geoscience and civil science which is defined as civics science. In the curriculum, the term citizenship education applies. Therefore, the concept of IPS is identified as the concept of State Citizenship Education in the SD PPSP curriculum. The Middle School Program uses three terms:

- a. IPS as the main subject for all students, IPS is the flag of the IPS group consisting of geography, history and economics as important topics in IPS

- b. Civics as a central subject for all junior citizens
- c. Civics and Law as the main subjects in the Social Studies Department

In addition, the notion of education in the social sciences inspired the 1975 curriculum, the 1975 curriculum reveals four profiles in the social sciences:

- a. Citizenship education as a special form of social science education which is manifested in the tradition of citizenship transmission is replaced by moral education
- b. Integrated social science senior secondary education
- c. Confederate social education for junior high schools which establishes IPS as a geographic, historical and economic cooperative framework
- d. Separate education in social studies subjects covering political, geographic, economic and social science, as well as history and geography of SPG

In 1984 the concept of social studies education, which was a practical improvement from the 1975 program. Improvements in content updating were transformed by dynamics in each of the disciplines, such as Pedoman Penghayatan dan Pengamalan Pancasila (P4). Law Number 2 of 1989 concerning SISDIKNAS, related to social studies education, there are references to subjects, namely pendidikan masyarakat dan pendidikan Pancasila. The two materials were subsequently institutionalized on one subject in Pendidikan Pancasila dan Kewarganegaraan (PPKn) when the 1994 curriculum was established, which would replace the 1984 curriculum.

PPKn subjects in the 1994 curriculum are special social subjects that students must take at all levels of primary and secondary education. In addition, social studies education is says that: *first*, IPS for SD Class III to Class VI; *second*, the confederation of social studies for geographic, cultural, and cooperative economics of junior secondary schools, and *third*, education for separate social studies. The training was assessed into the categories of national culture and literature, Class I and II of this Senior High School; Economics and Geography in Class I and II; Sociology Class II; Cultural History Class III Language; Class III Social Studies System Economics, Sociology, Government Administration and Anthropology.

Looking at the evolution of social studies education that was revealed in the curriculum up to the 1990s, it can be concluded that social studies education in Indonesia has two concepts:

- a. Social studies education in Indonesia which is taught as a Pancasila and citizenship subject, in the tradition of "transfer of citizenship";
- b. Social studies education which is taught in the form of IPS is separate from junior secondary education in junior secondary schools and incorporated in primary schools.

2.2 Social Studies Education in Higher Education

Given the dynamic of human thought, social studies education is divided into two meanings, namely:

- a. PIPS for the modern environment is psychopedagogically structured for school education, especially as a simplification of the social sciences and humanities,
- b. PIPS for tertiary institutions, is basically a scientific organization on the psychopedagogical of the five social sciences, humanities, and other relevant disciplines, for the purpose of professional social studies teacher education.

Given the current development of education in the field of social science and social science in Indonesia, academic education needs to be redefined as follows:

- a. Reaffirming the definition of education in the social sciences as curriculum. Focus on creating students who can make rational choices.
- b. Reaffirming the task of education in the field of social studies to develop the essence of a smart and healthy Indonesian society through the application of social science and other scientific concepts, principles and instruments.
- c. Revitalizing the social education tradition as citizen education which is accommodated by social education subjects, which are accommodated by integrated social studies subjects and separate social studies subjects.
- d. Reorganization of social studies curriculum programming services for various stages of education.
- e. Reorganized social studies teacher recruitment and refresher programs to produce applicants for qualified social studies teachers.

2.3 Curriculum and Social Studies Learning for the New Normal Life Period in the Department of PIPS FITK UIN Maulana Malik Ibrahim Malang

Elly Malihah in the PPT presentation of the Social Studies Education Study Program Curriculum Development Workshop referring to the Kampus-Merdeka-Merdeka Belajar Program at the FKIP Lambung Mangkurat University on July 20, 2020 stated that in social studies learning, social studies not only build social knowledge, social studies must educate social life, and Social studies must build social skills (Malihah, 2020). Therefore, adaptation in social studies learning is a necessity so that a social studies learning design is needed in the new normal life period.

In another part, Ferdinand Kerebunu in the PPT presentation of the Social Studies Education Study Program Curriculum Development Referring to the Kampus-Merdeka-Merdeka Belajar Program at the FKIP, Lambung Mangkurat University, on July 20, 2020 stated that the adaptation of PIPS learning in the new normal life with the implementation of that, include:

1. The aim of PIPS is to prepare students to make reflective decisions and participate successfully in civic life in society, the nation and the world.
2. To achieve these goals, students need to be prepared to be able to solve personal and social problems.

3. For this reason, students need to be equipped with Knowledge, Skills, Attitudes and Values and even how they act in responding to any existing problems. (Kerebunu, 2020)

The implementation of social studies learning adaptation, among others, can be conditioned by the position of the lecturer as a driving force to facilitate student learning independently. The use of non-lectures such as internships, real work lectures, presenting practitioners (practitioner lecturers from industry), project activities involving students. Regarding student autonomy in developing their learning potential at the Kampus-Merdeka, Merdeka-Belajar, Nana Supriatna stated that the existence of students is as follows:

1. Students as partners who have the knowledge they bring from their hometown.
2. Students are placed as curriculum developers for themselves and develop their skills needed in the world of work.
3. Students as lecturer partners in carrying out a dialogue in the learning process. (Supriatna, 2020)

Paying attention to the development of higher education with the Merdeka Campus policy from the Minister of Education and Culture, then concrete action is to strengthen the existence of the curriculum by presenting curriculum design and social studies learning for the New Normal Life Period as presented in the study program specifications as follows: (Spesifikasi Prodi untuk Jurusan PIPS UIN Maliki, 2020)

Perguruan Tinggi	Universitas Islam Negeri Maulana Malik Ibrahim
Fakultas	Fakultas Ilmu Tarbiyah dan Keguruan
Program Studi	Pendidikan Ilmu Pengetahuan Sosial
Jenjang	Sarjana
Minat	Pendidikan Ilmu Pengetahuan Sosial
Gelar Lulusan	S.Pd
Alamat	Jl. Gajayana No. 50 Malang
SK Pendirian	Surat Keputusan Direktur Jenderal Pembinaan Kelembagaan Agama Islam No. E/138/1999 tentang Penyelenggaraan Jurusan Tarbiyah Prodi Tadris IPS pada STAIN Malang tertanggal 18 Juni 1999. Surat Nomor 811/D/T/2003 perihal Rekomendasi Pembukaan Program-program Studi Umum termasuk di dalamnya Prodi PIPS pada STAIN Malang oleh Direktur Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional tertanggal 16 April 2003. Surat Keputusan Direktur dari Jenderal Kelembagaan Agama Islam No. DJ.II/54/2005 tentang Izin Penyelenggaraan Program Studi Jenjang Strata I (S-1) Prodi PIPS pada Universitas Islam Negeri (UIN) Malang Jawa Timur tertanggal 28 Maret 2005.
Akreditasi BAN PT	A

VISI: (SK Rektor UIN Maliki, 2020)

Universitas	Fakultas	Program Studi Pendidikan IPS
Terwujudnya pendidikan tinggi integratif dalam memadukan sains dan Islam yang bereputasi internasional	Terwujudnya Fakultas Ilmu Tarbiyah dan Keguruan integratif dalam memadukan sains dan Islam yang bereputasi internasional	Terwujudnya Program Studi Pendidikan Ilmu Pengetahuan Sosial integratif dalam memadukan sains dan Islam yang bereputasi internasional

MISI

Universitas	Fakultas	Program Studi Pendidikan IPS
1. Mencetak sarjana yang berkarakter <i>ulul albab</i> 2. Menghasilkan sains, teknologi, seni yang relevan dan budaya saing tinggi	3. Mencetak sarjana ilmu tarbiyah dan keguruan yang berkarakter <i>ulul albab</i> 4. Menghasilkan sains tarbiyah dan keguruan yang relevan dan budaya saing tinggi	5. Mencetak sarjana pendidikan ilmu pengetahuan sosial yang berkarakter <i>ulul albab</i> 6. Menghasilkan sains sosial yang relevan dan budaya saing tinggi

TUJUAN

Universitas	Fakultas	Program Studi Pendidikan IPS
1. Memberikan akses pendidikan tinggi keagamaan yang lebih luas kepada masyarakat 2. Menyediakan sumber daya manusia terdidik untuk memenuhi kebutuhan masyarakat	3. Memberikan akses pendidikan ilmu tarbiyah dan keguruan yang lebih luas kepada masyarakat 4. Menyediakan sarjana ilmu tarbiyah dan keguruan untuk memenuhi kebutuhan masyarakat	5. Memberikan akses pendidikan ilmu pengetahuan sosial yang lebih luas kepada masyarakat 6. Menyediakan sarjana pendidikan ilmu pengetahuan sosial untuk memenuhi kebutuhan masyarakat

STRATEGI

Universitas	Fakultas	Program Studi Pendidikan IPS
Mengelenggarakan tridharma perguruan tinggi secara integratif yang berkualitas	Mengelenggarakan tridharma perguruan tinggi ilmu tarbiyah dan keguruan secara integratif yang berkualitas	Mengelenggarakan tridharma perguruan tinggi pendidikan ilmu pengetahuan sosial secara integratif yang berkualitas

KURIKULUM

KURIKULUM 2020
JURUSAN PENDIDIKAN ILMU PENGETAHUAN SOSIAL

A. MATA KULIAH UMUM (MKU) dan MATA KULIAH KEKHASAN UNIVERSITAS (MKKU)

No	KODE MK	MATA KULIAH	SKS	KETERANGAN
1	20000011A01	Pancasila	2	MKU
2	20000011A02	Kewarganegaraan	2	MKU
3	20000011A03	Bahasa Indonesia	2	MKU
4	20000011A04	Bahasa Arab I	2	MKKU
5	20000011A05	Bahasa Arab II	2	MKKU
6	20000011A06	Bahasa Arab III	2	MKKU
7	20000011A07	Bahasa Arab IV	2	MKKU
8	20000011A08	Bahasa Inggris I	3	MKKU
9	20000011A09	Bahasa Inggris II	3	MKKU
10	20000011A10	Filsafat Ilmu	2	MKKU
11	20000011A11	Sejarah Peradaban Islam	2	MKKU
12	20000011A13	Studi Al-Qur'an Dan Al Hadits	2	MKKU
13	20000011A14	Studi Fiqh	2	MKKU
14	20000011A12	Teosofi	2	MKKU
15	20000011A15	Kuliah Kerja Mahasiswa	2	MKKU
		Jumlah	32	

B. MATA KULIAH KEFAKULTASAN (MKF)

No	KODE MK	MATA KULIAH	SKS	KETERANGAN
1	20010211B01	Dasar-Dasar Pendidikan	2	MKF
2	20010211B02	Psikologi Perkembangan dan Teori Belajar	3	MKF
3	20010211B03	Kurikulum Dan Pembelajaran	2	MKF
4	20010211B04	Pengelolaan Pendidikan	2	MKF
5	20010211B05	Statistika Pendidikan	2	MKF
6	20010211B06	Metodologi Penelitian Pendidikan	3	MKF
7	20010211B07	Praktik Ketrampilan Mengajar	3	MKF
8	20010211B08	Pembelajaran Berbasis Teknologi	2	MKF
		Jumlah	19	

D. MATA KULIAH KEAHLIAN PILIHAN PRODI (MKKPS)

No	KODE MK	MATA KULIAH	SKS	KETERANGAN
1	20010211E01	Teknopreneur	3	Wajib diambil 9 SKS
2	20010211E02	Studi Kelayakan Usaha	2	
3	20010211E03	Manajemen Keuangan	2	
4	20010211E04	Manajemen Pemasaran	2	
5	20010211E05	Desain Komunikasi Visual	2	
6	20010211E06	Aplikasi Desain	3	
7	20010211E07	Marketing Desain	2	
8	20010211E08	Manajemen Desain	2	
9	20010211E09	Metode Penelitian Sosial	2	
10	20010211E10	Aplikasi Program Pengolahan Data Kualitatif	2	
11	20010211E11	Aplikasi Program Pengolahan Data Kuantitatif	2	
12	20010211E12	Mix Methode Research	3	
		Jumlah	27	

E. Mata Kuliah Keahlian Prodi TERINTEGRASI DENGAN PROGRAM ASISTENSI MENGAJAR

No	KODE MK	MATA KULIAH	SKS	KETERANGAN
1	20010211C01	Strategi Pembelajaran IPS	2	
2	20010211C02	Evalusi Pembelajaran IPS	2	
3	20010211C03	Perencanaan Pembelajaran IPS	2	
4	20010211C04	Bimbingan Konseling	2	
5	20010211C05	Pengembangan Sumber Dan Media Pembelajaran IPS	2	
6	20010211C06	Etika Profesi Guru Ips	2	
7	20010211C07	Pengembangan Materi dan Metodologi Pembelajaran IPS	3	
8	20010211C08	Mata Kuliah Pengenalan Lapangan Satuan Pendidikan (MKPL)	2	
9	20010211C09	Mata Kuliah Praktik Pengalaman Lapangan/Magang Kependidikan (MK PPL)	3	
		Jumlah	20	

F. TUGAS AKHIR STUDI

No	KODE MK	MATA KULIAH	SKS	KETERANGAN
1	20010211F01	Komprehensif	0	
2	20010211F02	Seminar Proposal Penelitian	0	
3	20010211F03	Skripsi	6	
		Jumlah	6	

3. CLOSING

Social studies education is a simplification of various social sciences with the main objective of forming good citizens. The New Paradigm of Social Studies Education should change the implementation pattern of social studies education learning. Higher education has an important role in preparing curriculum designs and social studies learning in accordance with the times.

During the new normal life, with the implementation of the Kampus-Merdeka, Merdeka - Belajar policy, the IPS Education (PIPS) Department, Faculty of Tarbiyah and Teacher Training (FITK), Maulana Malik Ibrahim Malang State Islamic University of Malang, made adjustments and improvements to the curriculum and social studies learning with the times of the new normal life with a reorientation of curriculum development while maintaining its distinctive characteristics as Islamic state universities characterized by *ulul albab*, as professional intellectuals who are 'ulama' and 'ulama' professional intellectuals.

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