

Comparison Course Content Citizenship at MKWU and MKWK at PGSD FIP UMJ

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ABSTRACT

Purpose: Study This aim For compare content eye studying Citizenship in the Course Must General (MKWU) and Subjects Must Special (MKWK) in the Study Program School Teacher Education Basic (PGSD) Faculty Knowledge Education (FIP) University Muhammadiyah Jakarta (UMJ). Education Citizenship hold role important in form character And attitude nationality student. By Because that, analysis comparison This done For understand difference And similarity in approach, materials, methods teaching, and objective learning between MKWU and MKWK. Method research used is analysis qualitative with approach studies comparative.

Design/methodology/approach: Data obtained through analysis documentation syllabus, plan semester learning (RPS), and material studying from second eye studying. Besides that, interview And survey done to lecturer And student For get view they about effectiveness And relevance content taught.

Findings: Results study show that there is difference significant in focus material between MKWU and MKWK. MKWU more emphasize on understanding general about values Pancasila, democracy, and right basic applicable humans in a way wide for all student. Temporary that, MKWK more Specific leads on application values the in context education basic, prepare PGSD students as capable teacher candidates embed values nationality to student they're on level school base. In conclusion, both MKWU and MKWK have role important in education citizenship, however with different approach. Study This recommend exists integration And synergy between MKWU and MKWK content for create more curriculum comprehensive And effective in form character And attitude nationality PGSD FIP UMJ student. Findings This expected can give contribution for development curriculum education more citizenship good in the environment education tall.

Paper type: Research paper

Keyword: Comparison, Content, Courses Citizenship, MKWU and MKWK, Higher Education.

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I. INTRODUCTION

Citizenship education has a very important role in shaping students' national character and attitudes. This course is designed to instill the values of Pancasila, democracy, human rights, as well as the spirit of nationalism and love for the country. MKWU (General Compulsory Courses) are courses that must be taken by all students in higher education, regardless of major (Santoso & Murod, 2021) . These courses usually cover general topics that are considered important for all students, including Citizenship. Meanwhile, MKWK (Compulsory Curriculum Subjects) are courses that are required for students in all study programs. In PGSD (Primary School Teacher Education), MKWK has been specifically designed to support the competencies and knowledge needed by prospective teachers. This Content Comparison is the need to analyze and compare the content of MKWU and MKWK in the field of Citizenship to understand the differences in approaches, materials, teaching methods, and learning objectives. Relevance and Effectiveness: It is important to evaluate whether the content taught in these two courses is relevant and effective in achieving the goals of citizenship education, especially in the context of elementary school teacher education at FIP UMJ.

The aim of the research in the Curriculum development process is that the results of this comparison can be used to develop a better curriculum, which can improve the quality of citizenship education at PGSD FIP UMJ.

Professional Development: Faculty and teaching staff can use the findings from this research to improve their teaching methods, ensuring that students gain the necessary knowledge and skills.

There are limitations in the coverage of material in citizenship education courses which often have to cover many broad topics in limited time (Santoso, et al., 2023). This can cause only a small part of the aspects of nationalism and professionalism to be explained in depth, reducing the effectiveness in building a strong and integrated character (Firdaus et al., 2023). Then Difficulties in Overcoming National Curriculum Policy: The educational curriculum is regulated by national policy which has certain limitations in terms of flexibility and adaptation to local or specific needs of PGSD students at UMJ. This can hamper the ability to optimally adapt the curriculum to suit character building goals. Challenges in implementing effective pedagogical principles, Citizenship Education requires different approaches in teaching, such as active learning, in-depth discussions, and direct experience. The challenge of implementing these pedagogical principles well can influence the effectiveness of knowledge transfer and the development of nationalistic and professional character. Then there are difficulties integrating local and global contexts, it is important to link the concepts of nationalism and professionalism with local and global contexts that are relevant for students. Difficulty in properly integrating these two contexts can limit the in-depth understanding and practical application of the values learned. Then the challenge in encouraging active student participation, the success of forming the character of nationalism and professionalism also really depends on the level of active participation of students in the learning process. These challenges in encouraging participation can affect the depth of understanding and acceptance of the values taught. Then there are difficulties in measuring and assessing character development, evaluation of the character of nationalism and professionalism is often more subjective and difficult to measure directly compared to academic knowledge. This can cause difficulties in objectively assessing the effectiveness of character formation through General Compulsory Courses/MKWU and Curriculum Compulsory Courses/MKWK.

Risks to national identity and teacher professionalism, without the formation of adequate nationalistic character, there is a risk that elementary school teachers will not be able to instill a sense of love for their homeland and national identity in their students (Santoso & Kudori, 2023). If the formation of the character of nationalism and professionalism is not taught through the content of citizenship education courses, various threats or negative consequences could arise, including; Lack of awareness of civic values in PGSD students can result in not having sufficient understanding of civic values such as tolerance, justice, pluralism and human rights (Amelia & Santoso, 2022). This can reduce their ability to be responsible citizens and contribute positively to society. Meanwhile, without the formation of strong professionalism, they are not ready ethically and morally to carry out their duties as educators well. Then there is the potential for the emergence of negative social and professional attitudes, the lack of character formation of nationalism and professionalism can increase the risk of negative social attitudes such as intolerance, corruption, abuse of power, or unethical behavior in the professional environment. This can damage the morality and integrity of elementary school teachers which in turn has a negative impact on the quality of education they provide to future generations. Then, not being ready to face global challenges, citizenship education also plays a role in preparing individuals to face global challenges such as technological change, global migration and climate change. Without an adequate understanding of the values of nationalism and professionalism, PGSD students are not ready to adapt and contribute positively in this increasingly complex global context. Furthermore, there is a lack of support for social and economic development. Strong citizenship supports active participation in the country's social and economic development. Without adequate education in this regard, the potential contribution of PGSD students to the development of society and the country can be limited or even neglected.

The challenge of building the character of nationalism and professionalism through the content of citizenship education courses is how to integrate universal values such as tolerance, pluralism and human rights with unique local values, such as cultural values and local wisdom (Adhika Prawesti et al. al., 2023). Then, due to the lack of knowledge about local history and culture, citizenship education is also important to teach students about their local history and culture, which is an important part of national identity (Santoso, Abdulkarim, et al., 2023). Without this knowledge, students lose their own cultural and historical roots, which can reduce their sense of pride and belonging to their country and culture. Students need to understand these values thoroughly and be able to apply them in their daily context as teachers in elementary schools. Thorough and in-depth teaching: ensuring that the material taught not only covers basic aspects but also deepens students' understanding of citizenship concepts. This challenge includes developing students' analytical and critical skills in understanding the complexity of related social, political and economic issues. Implementing active and collaborative learning requires an active learning approach that encourages students to engage in discussions, simulations, or collaborative projects that deepen their understanding of civic values. The challenge here is how to create a learning environment that supports these activities optimally.

II. METHODS

Study This use approach qualitative with method studies comparative. Approach This chosen For obtain understanding deep about difference And similarity content eye studying Citizenship on MKWU and MKWK. Design Research by design descriptive comparative used For identify And compare aspects content, method teaching, and objective learning from second eye studying. Subject Study Lecturers who have experience teach MKWU and MKWK for at least one semester. Students who have finish eye MKWU lectures and currently or has finish eye MKWK lectures. Technique Research is through analysis Documents: Collect And analyze syllabus, RPS, and material studying from MKWU and MKWK for understand structure And content each eye studying. Interview Deep: Doing interview deep with lecturers who teach MKWU and MKWK for get outlook about goal, method teaching, and experience they in teach second eye studying the. Observation to student For collect data regarding view they about effectiveness And relevance content taught in second eye studying. Data Analysis is Analysis Content: Analyze the data obtained from documents, interviews, and questionnaire use technique analysis content For identify themes main And difference as well as similarity between MKWU and MKWK. Data Triangulation: Using technique triangulation For validate findings study with compare data from various sources (documents, interviews, etc questionnaire). Subject study This is lecturer And student Faculty Knowledge Education Major School Teacher Education Basic (PGSD) University Muhammadiyah Jakarta (UMJ) which is located on Jl. KH Ahmad Dahlan Cirendeu, Ciputat South Tangerang. Technique Data collection uses observation, documentation and interviews.

III. RESULTS AND DISCUSSION

Based on the research results, the inclusion of MKWU Structure and material taught in the Citizenship course (MKWU) at the Faculty of Education, Primary School Teacher Education Department (PGSD) Muhammadiyah University Jakarta (UMJ) in 2023 is generally prepared to develop students' understanding and skills in terms of citizenship. The following are details about the structure and material taught: Course Structure: 1). Introduction and Context; Introduction to Citizenship Education: Introduction to basic concepts of citizenship, history and evolution of the concept of citizenship. Social and Political Context: Understanding the social, cultural and political context in Indonesia. 2). Rights and Obligations of Citizens: Human Rights (HAM): Definition, history and development of human rights, as well as international and national human rights instruments. Citizen's Obligations: The roles and responsibilities of citizens in society and the state. 3). Government System and Democracy: Indonesian Government System: Structure, function and process of government in Indonesia. Principles of Democracy: The concept of democracy, types of democracy, and the application of democracy in Indonesia. 4). Diversity and Tolerance: Cultural and Social Diversity: Appreciation for cultural, ethnic and religious diversity in Indonesia. Tolerance and Social Harmony: Building tolerance and harmony in a diverse society. 5). Citizen Participation and Involvement: Political and Social Participation: Forms of citizen participation in political and social life. Involvement in Community Development: The role of citizens in community development.

Material taught: 1). Introduction to Citizenship Education: Definition and history of citizenship education. Development of the concept of citizenship in the world and Indonesia. 2). Rights and Obligations of Citizens, Human rights: Definition, history and instruments of human rights. Citizen's obligations: Definition, form and application of citizen's obligations in everyday life. 3). Indonesian Government System: Structure and function of government institutions in Indonesia. Legislation and decision-making processes in government. Elections and political participation. 4). Principles of Democracy; Understanding and basic principles of democracy. Implementation of democracy in Indonesia. Challenges and opportunities in implementing democracy in Indonesia. 5). Cultural Diversity and Tolerance; Ethnic, cultural and religious diversity in Indonesia. The principles of tolerance and how to apply them in everyday life. Case study of conflict and conflict resolution based on cultural diversity. 6). Political and Social Participation; Forms of political participation: voting, demonstrations, petitions, etc. Involvement in community organizations and non-governmental organizations. Community development programs and citizen participation. Teaching Methods; 1). Lectures and Seminars: Theoretical explanations by lecturers and interactive discussions. 2). Group Discussion: Students are divided into small groups to discuss certain topics. 3). Case Studies: Analysis of real cases that are relevant to lecture material. 4). Citizenship Project: Students work on projects related to community service or social activities. 5). Presentations and Debates: Students present project results or case studies and participate in debates.

Evaluation: 1). Individual and Group Assignments: Assignments that must be completed by students both individually and in groups. 2). Mid-Term Examination (UTS): An examination carried out in the middle of the semester to measure students' temporary understanding. 3). Final Semester Examination (UAS): Comprehensive examination at the end of the semester. 4). Class Participation: Assessment based on activeness and contribution

in class discussions. 5). Projects and Presentations: Assessment is based on the quality of the student's project and presentation skills. References and Learning Resources: Mandatory Textbook: The main textbook used as the main reference. Additional Books: Other books that support deeper understanding. Scientific Journals and Articles: The latest relevant scientific articles and journals. Official Government Documents: Laws, regulations, and other official documents.

The structure and material taught in the Special Citizenship Education (MKWK) course at the Faculty of Education, Primary School Teacher Education Department (PGSD) Muhammadiyah University of Jakarta (UMJ) in 2023 has a deeper and more specific focus compared to General Citizenship Education (MKWU) (Santoso, 2021). The following is an overview of the structure and material taught in the MKWK course. Course Structure; 1. Introduction to Special Citizenship Education: Introduction to the objectives and scope of MKWK material. The social, cultural and political context in Indonesia that influences citizenship education. Special Rights and Obligations in the Indonesian Context, Special rights of citizens in the Indonesian social and political context. Special obligations as citizens in certain situations. Introduction to Citizenship Education, Definition and scope of Special Citizenship Education, Objectives and importance of special citizenship education in the Indonesian context, Special Rights and Obligations, Special rights in the Indonesian constitution and law, Special obligations of citizens in certain situations, such as natural disasters or circumstances emergency. Government Systems and Policies, Contemporary Issues in Citizenship, Diversity.

The difference is that it is hoped that students who take MKWU will gain a strong basic understanding of citizenship, while those who take MKWK can develop a deeper understanding and sharper analytical skills on complex and specific citizenship issues (Sartika & Santoso, 2023). The difference in content between General Citizenship Education (MKWU) and Special Citizenship Education (MKWK) courses at the Faculty of Education, Primary School Teacher Education Department (PGSD) Muhammadiyah University Jakarta (UMJ) in 2023 can be seen from several aspects such as objectives, material focus, depth discussion, as well as teaching methods. The following is a breakdown of the content differences between the two courses: 1). Course Objectives: MKWU: Aims to provide a basic understanding of the basic concepts of citizenship, the rights and obligations of citizens, as well as the principles of democracy and tolerance. Meanwhile, MKWK: Aims to deepen understanding of more specific and complex citizenship issues, as well as develop students' analytical skills and active involvement in contemporary issues relevant to citizenship. 2). Material Focus; MKWU: Introduction to basic concepts of citizenship. General rights and obligations of citizens. The structure and functions of the Indonesian government. Democratic principles. Sociocultural tolerance and diversity. MKWK: Specific rights and obligations in a particular context. Analysis of public policy and its impact on society. Contemporary issues such as globalization, the environment, and human rights in local contexts. Case studies of government policies. Practice inclusivity and response to specific issues in diverse communities. 3). Depth of Discussion; MKWU: The discussion is more introductory and general in nature, providing a basic foundation of citizenship that is needed by all students. MKWK: More in-depth and specific discussion, including case analysis, discussion of specific policies, as well as complex and contextual issues. 4). Teaching Methods; MKWU: Lectures and seminars for introduction to basic concepts. Group discussions to discuss general topics. A simpler and more general case study. Individual and group assignments to measure basic understanding. Meanwhile, MKWK: More in-depth lectures and seminars. Group discussions with a focus on specific and contemporary issues. Case studies that are complex and relevant to public policy. Civic projects involving field research or specific social activities. Presentations and debates to hone analytical and argumentation skills. 5). Evaluation: MKWU: Evaluation focuses more on basic understanding and ability to explain citizenship concepts. Meanwhile, MKWK: Evaluation focuses more on analytical skills, application of concepts in real contexts, and active involvement in more specific projects or research. 6). References and Learning Resources; MKWU: Uses basic textbooks, articles, and official documents that explain basic citizenship concepts. MKWK: Use more specific references, including scientific journals, recent articles on contemporary issues, and public policy documents.

The relevance and effectiveness of the material taught in General Citizenship Education (MKWU) and Special Citizenship Education (MKWK) courses on the competency of graduates of the Primary School Teacher Education Study Program (PGSD) at Muhammadiyah University Jakarta (UMJ) is very important in forming graduates who have the knowledge, skills, and attitudes that are in accordance with basic educational needs. The following is an analysis of its relevance and effectiveness: Relevance of MKWU Material to the Competencies of PGSD Graduates; 1). Mastery of Basic Citizenship Concepts: Relevance: MKWU material provides a basic understanding of the concept of citizenship, the rights and obligations of citizens, as well as the principles of democracy. It is important for elementary school teachers to instill national values in students from an early age. Effectiveness: By mastering these basic concepts, PGSD graduates can teach Citizenship Education material correctly and effectively, forming students who are aware of their rights and obligations as citizens. 2). Understanding Government Systems and Democracy: Relevance: Material about the structure and function of government and the principles of democracy is very relevant because it provides the knowledge needed to explain the Indonesian political system to elementary school students. Effectiveness: PGSD graduates who understand

government systems and democracy can provide quality education and guide students in understanding their role in a democratic society. 3). Appreciation for Diversity and Tolerance: Relevance: Understanding socio-cultural diversity and the importance of tolerance is very important for PGSD graduates who will work in diverse environments. Effectiveness: This material assists graduates in developing inclusive learning programs and encourages tolerant attitudes among students, which is very important in the context of Indonesia's diverse society.

IV. CONCLUSION

Difference Focus Material where MKWU is more emphasize understanding general about values Pancasila, democracy, and right basic relevant humans for all student. While MKWK is more Specific leads on application values the in context education basic, with objective prepare PGSD students as capable teacher candidates embed values nationality to students at the level school base. Method Teaching and There are different approaches, namely MKWU uses method more teaching general and theoretically, suitable for student from various discipline knowledge. While MKWK uses more approach practical And applicable, appropriate with need prospective teachers in context education base. Relevance And Effectiveness, second eye studying own relevance and high effectiveness in form character and attitude nationality students, however with different way in accordance with objective each eye studying. The postulate is integration Content, through integrating MKWU and MKWK content can be produce more curriculum comprehensive and effective in education citizenship. Application values citizenship must customized with context specific, like need education base in MKWK case. Education citizenship in MKWK it must be Keep going developed for ensure prospective teachers have required competencies for teach values nationality with Good. Novelty (Newness), through Approach Comparative in Education Citizenship, then Research This offer approach in -depth comparison for analyze and understand difference And similarity between MKWU and MKWK, which is not yet Lots done previously in context education high in Indonesia. Then Deliver outlook special about How education citizenship can adapted And applied in a way effective in the PGSD study program, which is important For development professional prospective teacher. With thus, postulation, and novelty in study This expected can give meaningful contribution for development curriculum education citizenship at PGSD FIP UMJ, as well give more insight wide about importance approach contextual in education citizenship.

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