INTERNALIZATION OF MODERATION IN CURRICULUM GOVERNANCE OF MKWK (THE CURRICULUM OF COMPULSORY COURSES) OF INDONESIAN IN ISLAMIC UNIVERSITIES

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Abstrak

Penelitian ini bertujuan mendeskripsikan internalisasi moderasi dalam tata kelola kurikulum MKWK Bahasa Indonesia di Perguruan Tinggi Islam studi kasus di UIN Raden Mas Said Surakarta. Pendekatan yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Subjek dalam penelitian ini adalah mahasiswa penempuh MKWK Bahasa Indonesia dan dosen pengampu MKWK Bahasa Indonesia di UIN Raden Mas Said Surakarta. Objek dalam penelitian ini adalah proses manajamen kurikulum MKWK Bahasa Indonesia bermuatan moderasi di UIN Raden Mas Said Surakarta. Data-data dalam penelitian ini dikumpulkan dengan metode dokumentasi, observasi dan wawancara. Analisis data dalam penelitian ini menggunakan model analisis interaktif. Hasil studi ini menunjukkan internalisasi muatan karakter moderasi dalam tata kelola kurikulum nampak dalam (1) perencanaan kurikulum MKWK Bahasa Indonesia bermuatan karakter moderasi telah dilakukan dengan penyusunan RPS. Muatan karakter moderasi di RPS tercakup dalam Bahasa Indonesia dalam berbagai konteks kekinian. (2) pengorganisasian kurikulum meliputi (a) pengorganisasian sumber daya manusia. (b) pengorganisasian materi. Namun, muatan moderasi belum nampak signifikan pada setiap materi yang disusun dosen. (3) pelaksanaan kurikulum telah dilakukan sesuai dengan RPS. Namun, muatan moderasi belum sepenuhnya dilaksanakan pada proses pembelajaran yang dilakukan. (4) pengawasan kurikulum MKWK Bahasa Indonesia bermuatan moderasi dilakukan dengan pendekatan otentik oleh dosen dengan cara menyusun karya tulis ilmiah. Namun, muatan moderasi dalam pengawasan belum ada ditinjau dari karya mahasiswa yang dihasilkan.

Kata Kunci: Pemerintah, Kurikulum, Bahasa Indonesia, Moderasi

Abstract

This study aims to describe the internalization of moderation in the governance of MKWK (The Curriculum of Compulsory Courses) of Indonesian in Islamic Universities, a case study at Raden Mas Said State Islamic University (UIN) of Surakarta. This study used descriptive qualitative approach. The subjects in this study were students who took the Indonesian MKWK and the lecturers of the Indonesian MKWK at UIN Raden Mas Said Surakarta. The object of this study is the process of managing the moderation of Indonesian MKWK curriculum at UIN Raden Mas Said Surakarta. The data in this study were collected by the methods of documentation, observation and interviews. Interactive analysis models were employed as the data analysis. The results of this study indicate that the

internalization of the content of the moderating character in curriculum governance appears in (1) the planning of the Indonesian MKWK curriculum containing the character of moderation has been carried out by the preparation of the RPS (Semester Learning Plan). The content of the moderating character is included in Indonesian in various contemporary contexts. (2) the curriculum organization includes (a) the human resources. (b) the material. However, the moderating content seems insignificant in every material prepared by the lecturers. (3) the implementation of the curriculum has been carried out in accordance with the RPS. However, the moderation contents has not been fully implemented in the learning process. (4) supervision of the Indonesian MKWK curriculum containing moderation is carried out with an authentic approach by lecturers by compiling scientific papers. However, there is no moderation in supervision of student work produced.

Keywords*: Governance, Curriculum, Indonesian Language, Moderation*

INTRODUCTION

The policy of curriculum management of the compulsory courses (MKWK) in universities is an important part in strengthening character. The rules for managing compulsory courses referred to as MKWK, were ratified Number 84/E/KTP/2020 by the Director General of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia. The regulation discusses guidelines for implementing curriculum of compulsory courses through Indonesian, Religion, Pancasila and Citizenship (Depdiknas, 2008). The four types of courses aim to build the dignified character and civility of students. Indonesian has a role as the language of instruction for all levels of education.

The implementation of MKWK in universities contains the substance of the study about actual and contextual values. These values in teaching Indonesian have a function of strengthening the formation of ten attitudes including the form of moral decadence, local cultural wisdom, anti-drugs, state defense, love for the homeland, disaster response, sensitive forms of environmental sustainability, anti-radicalism, tax awereness, and anti-corruption (Kemdiknas, 2011). Of the ten attitude served in the Indonesian MKWK, various types of material content characteristics are presented that refer to a person's language skills towards language mastery.

Governance is a set of processes that are applied within the organization that used as a principle in the implementation of organizational activities. The application of good and upright governance principles can improve the performance of an organization and help in achieving organizational goals (Yee et al., 2018). Governance consists of five principles, namely transparency, responsiveness, professionalism, rule of law and strategy vision.

Religious moderation is the identity of the younger generation in the context of character as a form of personality embodiment. Its insight needs to be instilled in the younger generation as a weapon to fight the racism (Santa, 2021). This is a form of giving the opportunity to tolerate various religions by providing opportunities for religions believed by others (Gunawan, 2021).

Religious moderation is important to be internalized to avoid over-understanding of religion and social life in ethnicity, race and culture in the midst of globalization (Fathurrochman, 2017). In Indonesia, it can prevent radicalism of the nation diversity. Moderation is an important part to be implemented for students in inculcating moderate religious values to prevent over-understanding. Concrete steps in providing the values is through attitudes that are internalized with language education as a form of implementing life etiquette.

Besides the values of religious moderation, there are also forms of it that can be seen in the realm of education. The form of those values can be seen from the implementation of moderation in students' daily lives which is supported by a specific curriculum, fostering brotherhood, having good prejudice, helping others, and so on. Gunawan et al., (2021). With the existence of the value of religious moderation, it can make knowledge more colorful about the need to apply the values of religious moderation in the school environment. If implemented properly, many people will be able to appreciate and believe that diversity in beliefs will not disappear. Hence, the internalization of moderation in the governance of MKWK of Indonesian in Islamic Universities is interesting to be studied further. It

can develop scientific characteristics that characterize study programs in the scope of higher education.

This study used a qualitative method with a phenomenological study approach (Moodie, 2020; Banegas, 2020; Creswell, 2017). The study of phenomenology seeks to understand the meaning of experiences, events and social conditions that occur around humans. Researchers dig up information from sources that match the characteristics of the problems studied, namely curriculum experts, Indonesian MKWK lecturers, and Indonesian MKWK students at UIN Raden Mas Said Surakarta. In documentation, researchers obtain data through archives, notes and photos that can provide information related to the research carried out. Documents can be in the form of the Indonesian Language MKWK Curriculum, syllabus, RPS, lecturers' teaching journal reports, and assignments given by lecturers to students.

The data collection technique in this research is participant observation. In addition, there are observations, interviews, and document analysis. Method triangulation and source triangulation used to validate the data. The data analysis technique used in this research is the phenomenological data analysis of the Cresswel model through 1) describing in detail the MKWK curriculum with the development of religious moderation values. 2) find statements (based on interview results) regard to the values of religious moderation included in the Indonesian MKWK curriculum with the aim of character building. 3) grouping data based on meaningful units, 4) reflecting 5) constructing all explanations about the meaning and essence of their experiences, and 6) reporting research results that contain the unified experience of all informants (Creswell, 2017).

DISCUSSION

This research took case study data at Raden Mas Said University Surakarta (UIN RMS) which has five faculties, namely the Faculty of Sharia, the Faculty of Tarbiyah Science, the Faculty of Ushuluddin and Da'wah, the Faculty of Economics and Business, and the Faculty of Culture and Languages. Of the total data in the Higher

Education Database in 2022, from five faculties, there are 26 study programs at the bachelor degree. All of these study programs have Indonesian MKWK which are offered to the lower semester students (first or second semester). The results of data collection by documentation, interviews, and direct observations are produced which include four stages based on governance theory based on the theory of G.R Terry (2016). The four stages are planning, organizing, implementing, and supervising. It described as follows.

Planning

Curriculum planning containing moderation in Indonesian MKWK is carried out by setting the objectives of the lecture. Purtilo-Nieminen et al. (2021); etin (2021). In addition to setting goals, it is crucial to determine learning resources and forms of moderation in the Indonesian MKWK since the content of moderation can be measured through the Evaluation carried out. The findings of curriculum planning containing moderation in Indonesian MKWK at UIN RMS are presented in table 1.

Table. 1. Curriculum Planning with Moderate Content

No	Planning	Finding
1.	MKWK objectives	MKWK objectives have not been integrated with moderation content
2.	Learning resources	Learning resources have not accommodated the character of moderation
3	Moderation form in planning	There are three forms of moderation in planning.

Table 1 shows that the objectives of the Indonesian MKWK have not been integrated with the content of religious moderation. It is evidenced by the objectives achieved by the RPS, which are as follows: Skilled in speaking Indonesian properly and correctly and able to put it in the form of scientific writings.

Thus, it shows that the emphasis on the learning objectives of the Indonesian MKWK has only on language skills, not at the level of integration of moderation which is based on moderate attitudes such as being moderate, tolerant, balanced, consistent, firm and fair.

Learning resources used also have not accommodated the character of moderation. It can be seen from the

learning resources chosen by the lecturers, which are dominated by writing books. The topic presentation that raise the values of inter-religious moderation as text material to be studied has not been chosen by the lecturer. Thus, learning resources in MKWK courses have not been integrated. It can be seen from the following data.

(1) Pembinaan Kemampuan Menulis Bahasa Indonesia. (2) *Inilah Esai.* (3) *Komposisi.*(4) *Bahasa Indonesia untuk Penulisan Karya Tulis Ilmiah.* (5) *Bahasa Indonesia untuk Perguruan Tinggi.* (6) *Belajar Bahasa Indonesia, Upaya Terampil Berbicara dan Menulis Karya Ilmiah.*

Form of Moderation

The integration of moderation Purposes in the Indonesian MKWK in the lecturer's RPS:

1. Providing knowledge to students about tolerant attitude towards differences and willingness to be part of the locality.

2. Avoiding radical language of sarcasm by using more polite language. (LI and IK lecturer)

3. Lecturers are able to provide proper scientific enlightenment to students in accordance with the form and value of religious moderation in the midst of the plurality of Indonesian society. (FD Lecturer)

Organizing

Organizing is a way of distributing responsibilities to related parties. Terry & Rue (2005) defines organizing as an activity of grouping various important activities and giving power to carry out activities. The findings of the organizing function of the Indonesian MKWK curriculum containing moderation are presented in the table bellow:

Table 2. The organizing of the curriculum containing moderation

No	Organizing	Findings
1.	Human Resources (HR)	It has not been carried out regarding the integration of moderation character
2.	Material	There is only one material containing moderation content

HR organization at UIN RMS is different for each faculty. The Faculty of Islamic Economics and Business (FEBI) plans its teaching in the form of the RPS made its faculty. Besides, the other faculties have pattern of organization that is completely left to the lecturers who handle MKWK courses. Hence, there

are organizational differences that are applied by UIN Raden Mas Said Surakarta, namely top-down organization is implemented by FEBI and bottom-up is applied by four other faculties.

Material Organization

Moderation appears to throughout all learning materials. There is a moderation in the data findings presented by the lecturer, namely in the initial material. In the matter of the function and position of the Indonesian

the position and function of Indonesian as a national language, a symbol of national pride, and national identity, a tool for various ethnic groups, and a means of inter-regional and inter-cultural communication, along with examples in everyday life. **Other material related to authorship**

The material is harmonized in regard recognizing language diversity and the function of language as part of society for communication media, so there needs to be a moderation effort. In the context of moderation, the material presented by the lecturers is partly focused on the writing aspect to relate it to the growing moderation topics.

Implementation

The implementation of the Indonesian MKWK with moderation carried out at UIN RMS is not far apart from the planning in the lecturer's RPS. Stoner & Wankel (1988) defines that implementation is the act of commanding, guiding, instructing, and directing to achieve goals. The findings are as follows:

Tabel 3. Pelaksanaan Kurikulum Bermuatan Moderasi

No	Implementation	Findings
1.	Integration of moderation in the learning process	Carried out in the learning process
2.	The form of moderation in the learning process	- Communication. - Making assignments about tolerance

Based on the table above, it can be seen that there are efforts to integrate moderation content in the implementation of learning both in the process and in the form of moderation.

Implementation

The implementation of moderation is carried out through (1) a learning process, such as communicating that shows politeness and tolerance. (FD Lecturer). In terms of material, the form of writings that instill values of moderation are poured in an

applicative form through topics written. Meanwhile, the teaching method has been implemented, for example in discussions for students to be more tolerant.

Efforts to create forms of moderation in the learning process:

1. Communicate with lecturers and friends.
2. Creating content/tasks that do not show hatred (FD Lecturer)
3. Activities in the form of affective and psychomotor in the way students behave that contain moderate values.

Evaluation

Evaluation becomes part of measuring the achievement of a goal and reflection for follow-up improvement efforts. Controlling is defined as measuring implementation with objectives, determining the causes of deviations and taking the necessary collective actions (Terry, 2019). The analysis of the authentic material of the lecturer in the form of RPS is presented in the following table.

Table 4. Moderate Content Curriculum Evaluation

No	Implementation	Finding
1.	Evaluation model	Authentic Evaluation (project and process Evaluation)

Evaluation is carried out in cognitive aspects (indicators of the material presented), affective, and psychomotor (attitudes in the learning process in the classroom and outside the classroom).

While the Authentic Evaluation Model includes:

1. *Project (final product of paper, scientific article)*
2. *Evaluation of the learning process (moderation character of the use of polite language, showing tolerance, and avoiding malevolence)*

Therefore, in the Evaluation stage, lecturers as learning implementers carry out various evaluation through three aspects (cognitive, affective and psychomotor) and forms of authentic evaluation in the form of written works. The internalization of moderation in the governance of the Indonesian MKWK curriculum at Islamic Higher Education Case studies at UIN RMS includes planning, organizing, implementing, and evaluating. After being analyzed in the MKWK curriculum at UIN RMS, the lecturers have not fully

internalized moderation according to the reference from the provisions of the academic field..

CONCLUSION

The internalization of moderation in the governance of the Indonesian MKWK curriculum at the Islamic University case study at UIN Raden Mas Said Surakarta includes planning, organizing, implementing, and evaluating. However, there is still a need for unifying perceptions in reviewing the planning of the lecturer's RPS and equalizing perceptions of each study program. Hence, there is a need for more intense organization at the study program level with Indonesian MKWK lecturers. In terms of implementation, each lecturer has a different style of delivering material, given leeway in delivering it to students so they have to be more creative and innovative. From the evaluation side, it has the content of moderation but is still unclear considering the Evaluation indicators.

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