
TRANSFORMATIVE LEARNING MODEL OF PROJECT-BASED INDONESIAN COMPULSORY CURRICULUM (MKWK) THROUGH STUDENT LITERACY FESTIVAL

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ABSTRACT (TNR, 11pt, bold)

The project-based learning model is one of the effective pedagogical approaches in helping students understand the substance of the material in depth and form skills that are relevant to present and future needs. In the context of lectures in Compulsory Curriculum Courses (MKWK), projects are directed to find solutions to the problems of society, nation, and state, with a scientific-based approach and noble values of the nation. This orientation is the main focus in MKWK's learning outcomes, including in Indonesian courses. In this course, students are expected to be able to express thoughts both orally and in writing in accordance with good and correct Indonesian rules, making Indonesian a driver of knowledge, and as a tool for unifying the nation. Therefore, the learning model of MKWK Indonesian at Musamus University adopts a transformative learning approach by producing project-based outcomes through literacy festivals that can solve problems in society. This study uses descriptive qualitative methods with the aim of explaining in detail the transformative learning model of MKWK Indonesian at Musamus University.

Keywords: MKWK, Indonesian, students, project-based learning

INTRODUCTION

In accordance with Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, as stated in Article 35 that every university is required to hold courses in Religion, Pancasila, Citizenship, and Indonesian. Technically, the implementation of MKWK is regulated in the Decree of the Director General of Higher Education Number 84 / E / KPT / 2020 concerning Guidelines for the Implementation of Compulsory Courses in the Higher Education Curriculum. Moreover, based on the Decree of the Minister of Education and Culture Number 3/M/2021 concerning Key Performance Indicators (IKU) of State Universities and Higher Education Service Institutions within the Ministry of Education and Culture in 2021, it requires that learning must use case-methods and team-based project learning with an assessment weight of 50%. The decree of the Minister of Education and

Culture emphasizes the importance of a project-based learning model in responding to the demands and developments of the times based on the noble values of the nation.

The project-based learning model is one of the learning models that can help students to understand the substance of the material better and form skills that are relevant to present and future needs. This learning model can also help students understand the relationship between theory and practice, as well as improve the ability to think critically, solve problems, and apply noble values. On the other hand, this project-based learning also contributes and makes a real contribution to students (universities) in solving problems in an increasingly complex society.

All MKWK are given so that students can become good human resources without having to leave the culture and civilization of this nation – some of these courses are Religion, Pancasila, Citizenship, and Indonesian (Purnomo, et al., 2021). The four courses are not only seen from knowing and mastering the content of their knowledge, but also applying and improving the competencies in students so that students are able to face the progress of the times appropriately. Therefore, MKWK through the Indonesian National Qualifications Curriculum (KKNI) with *Outcomes Based Education* (OBE) will conduct project-based learning.

The output in the form of a project expected from MKWK is a collaboration between the four courses in it that raise actual issues, tolerance, defending the country, radicalism, love for the motherland, sexual violence, Papuan ethnography, and others. The project teaches students to find problems, then identify them systematically so that they are able to design an appropriate solution according to the background of their respective study programs through posters, documentary videos, dance performances performed through literacy festivals. To realize the project, MKWK must be designed with a transformative approach that is able to invite students close to reality, present critical-reflective knowledge, by positioning lecturers as facilitators to encourage and direct the process (Naim, 2018).

Learning with a transformative approach begins when a person engages in activities that make him in a disorienting dilemma – when there is a difference between the events experienced and beliefs that have been considered true so as to cause a kind of personal crisis (Purnamo, et al., 2021). This condition will trigger changes in the frame of reference – selectively shaping and limiting a person's natural cognition, perceptions, feelings, and character by directing his intentions, expectations, and goals. The context of meaning is built on choices made based on one's sensory experiences. Instability due to self-crisis will encourage a person to carry out critical reflection independently which will form a self-

conception in his life and reflective discourse. Therefore, a transformative approach can occur by being triggered by one or a combination of several of these elements.

Based on the explanation above, the project-based learning model with a transformative approach is considered in line to support the achievement of the objectives of MKWK Indonesian at Musamus University (Unmus). Although the decision of the Director General of Higher Education regarding MKWK implementation guidelines has been issued since 2020, Musamus University (Unmus) has only received socialization and development of learning models in 2023. Of the four MKWK at Musamus University (Unmus), Indonesian courses begin to design and implement them in the odd semester of 2023/2024. This is due to the absence of further coordination between the central coordinating lecturers of the four courses at MKWK. Therefore, researchers began to design a transformative learning model MKWK Indonesian at Musamus University (Unmus).

METHOD

This study uses descriptive qualitative research methods with the aim to explain in more detail the transformative learning model of MKWK Indonesian at Musamus University (Unmus). The approach used in this research is a literature study – it is a theoretical study, reference, and other scientific literature related to the MKWK project-based learning model. The nature of research includes descriptive which focuses on systematic explanations of the facts obtained when the research is conducted (Satriani, 2022). Therefore, this study will describe the social symptoms studied by describing and explaining the Indonesian MKWK project-based learning model at Musamus University (Unmus)

RESULT AND DISCUSSION

Result

Based on Permendikbud RI Number 3 of 2020 concerning National Higher Education Standards, Musamus University (Unmus) realizes graduates who have attitudes, knowledge, and skills that are in accordance with graduate competency standards – attitudes are correct and cultured behavior as a result of internalization and actualization of values and norms reflected in spiritual and social life; knowledge is the systematic mastery of concepts, theories, methods, and/or philosophies of certain fields of science obtained through reasoning; skills (general and specific skills) are the ability to perform using concepts, theories, methods, materials, and/or instruments obtained through learning, student work experience, research and/or community

service related to learning (Ministry of Education and Culture, 2020). To support this, the learning outcomes at Musamus University (Unmus) also refer to the Indonesian National Qualifications Framework (KKNI) – especially at the S-1 level is KKNI level 6. KKNI itself is a framework for leveling competency qualifications that can juxtapose, equalize, and integrate the fields of education and job training and work experience.

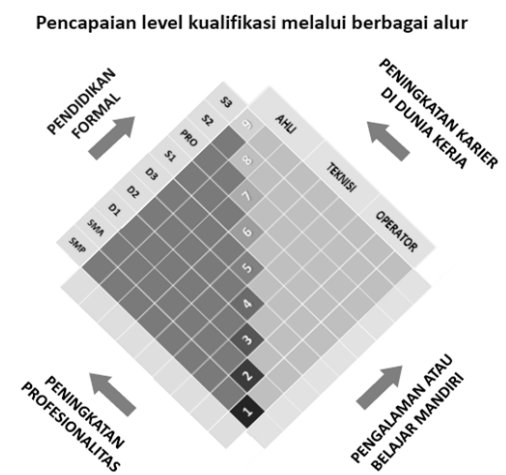


Figure 1. Concept of KKNI: Achievement of qualification levels through various pathways

The learning outcomes of courses that refer to KKNI level 6 are expected to create graduates with the following attitudes and values: fear of True Source; have good morals, ethics, and personality in completing their duties; act as citizens who are proud and love the motherland, and support world peace; able to work together and have social sensitivity and high concern for the community and its environment; respect the diversity of cultures, views, beliefs, and religions, as well as the original opinions/findings of others; and uphold law enforcement and have the spirit to prioritize the interests of the nation and the wider community (Purnomo, et al., 2021). In addition, higher education graduates are expected to be able to apply their fields of expertise and utilize science and technology (science and technology) in their fields in solving problems and being able to adapt to the situation at hand; and mastering the theoretical concepts of certain fields of knowledge in general and theoretical concepts of specific parts in the field of knowledge in depth, and being able to formulate procedural problem solving. This is in accordance with the function of MKWK – shaping the character and civilization of dignified students (Satriani, 2020).

The implementation of MKWK contains actual and contextual content. The courses included in MKWK are Religion, Pancasila, Citizenship, and Indonesian. MKWK learning aims to foster awareness of the need to live together in society both nationally and globally. MKWK in higher education regulations is considered as a policy product clearly and

unequivocally containing four elements of competence or learning skills in the form of attitudes, knowledge, provision of special skills, and general skills.

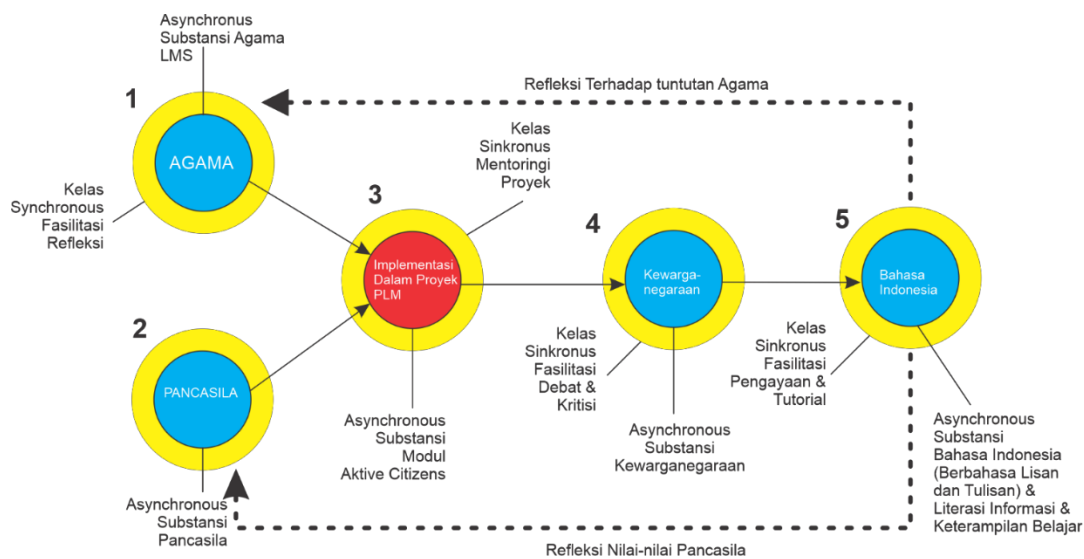


Figure 2. Integration of Mandatory Curriculum Courses

Based on figure 2, every student present in the Lecturer room in the mentoring sessions has been provided with provisions according to the stages of their project which are explored from the point of view of other courses, namely Religion, Pancasila, Citizenship and Indonesian courses. These courses will equip the values that need to be contextualized in the project.

All MKWK courses will run simultaneously based on the project journey. Each lecturer will get students with the needs of data, facts, information needed for their projects obtained from the results of the implementation of other courses. Enrichment of substance and values as well as project needs will be partly supplied from other courses. Each project journey will be critiqued, enriched and contextualized in other courses. Every week, each student is obliged to take asynchronous classes in each course and take quizzes that refer to mastery of substance.

Compulsory subject lecturers will provide assessments to students on aspects of attitude, creativity and mastery of superior skills such as the ability to write essays, reflection, sustainability, usefulness to the ability to disseminate effective information. Project-based learning is learning that emphasizes problem solving as a specific collaborative learning effort. This learning is carried out by involving students in complex tasks in transformative learning groups. Thus, students are able to independently solve the problems they find and solve them with solutions they find or make themselves as well. Project-based learning uses

projects/activities as a means to achieve national education standards – achieving competence in attitudes, knowledge, and skills (in general and specifically) – and students are required to solve problems by applying the skills of researching, analyzing, creating and presenting learning products based on real experience (Satriani, 2020).

The benefit of this learning is that students become more active in learning, increasing student creativity and motivation. Provide great opportunities for students to be creative with their knowledge, conduct investigations (surveys / observations), apply knowledge to produce an output / solution that can be useful for society. In addition, this learning is also made so that students are more active in learning by working together in one group. Therefore, the use of the design thinking method is very suitable in MKWK project-based learning.

The design thinking method is a method to solve a problem with a solution-based approach. This method is very effective in addressing complex problems by understanding human needs. This method is indispensable now and in the future because it is the center of the innovation process that emphasizes exploration, empathy, definition, ideas, and prototypes (Ar Razi, et al., 2018).

Empathy, the stage to awaken and cultivate an empathetic attitude because to get the best solution in solving a problem. This stage is very important for the *design thinking process*. Definition, a stage to identify and explain existing problems based on observations or surveys in the field. This stage will be very helpful to gather great ideas that might solve the problem. Ideas, stages to think out of the box get the right solution and according to the needs in the field. This stage can be done with a variety of other idea gathering techniques so as to find the best way to solve the problem. Prototype, the stage to create or build a plan because you already have a better idea of the constraints and problems so that you can better explore solutions to the problems to be created. Test, the stage to test using the best solution identified during the prototype stage (Ministry of Education and Culture, 2020)

MKWK Indonesian Project-Based Learning Model

Indonesian course is one of the four courses at MKWK. Indonesian course is an educational facility that makes students able to express thoughts both orally and in writing with good and correct Indonesian rules, making Indonesian a driver of knowledge and a tool for unifying the nation (Ministry of Education and Culture, 2020).

The substance of Indonesian course includes (Ministry of Education and Culture, 2020):

1. the nature of Indonesian as the language of unity and the language of the state;
2. explore texts in academic life (the cultivation of values and the nature of Indonesian as a host of knowledge);
3. explore the world of literature;
4. designing research proposals and activity proposals;
5. report on the results of research and the results of activities; and
6. self-actualize in scientific articles

The substance of the study in each MKWK can be developed by lecturers according to the times and scientific developments. The development of the substance of the study in each MKWK can be done by exploring and inserting actual and contextual content among others regarding:

1. local wisdom;
2. religious tolerance;
3. defend the country;
4. love of the motherland;
5. sensitive to environmental sustainability;
6. anti-corruption.

All of this can be adjusted to the characteristics of courses and study programs.

CPL-PRODI yang dibebankan pada MK	
Level KKNI 6: Capaian pembelajaran lulusan yang dibebankan pada mata kuliah Bahasa Indonesia adalah sebagai berikut.	
CPL1	Mampu menjadi warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggung jawab pada negara dan bangsa (C3; A5)
CPL2	Mampu menyusun deskripsi saintifik hasil kajian sesuai bidang keilmuan masing-masing ke dalam bentuk skripsi atau laporan tugas akhir, dan mengunggahnya dalam laman perguruan tinggi (C6; A4)
CPL3	Mampu mengelola tim dan kerja sama, manajemen diri, mampu berkomunikasi baik lisan maupun tertulis dengan baik, dan mampu melakukan presentasi (C4; P5)
Capaian Pembelajaran Mata Kuliah (CPMK)	
CPL1 – CPMK1	Mampu menggunakan bahasa Indonesia dengan baik dan benar secara lisan dan tertulis (C3)
CPL1 – CPMK2	Mampu membuktikan sikap positif terhadap berbahasa Indonesia yang baik dan benar pada bidang keahlian masing-masing (A5)
CPL2 – CPMK3	Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi dengan menggunakan bahasa Indonesia yang baik dan benar yang sesuai dengan bidang keahliannya masing-masing (C3; P2)
CPL3 – CPMK4	Mampu menyelesaikan proyek kerja sama dan menjelaskan nya dengan bahasa Indonesia yang baik dan benar. (P5; C2)

Figure 3. SLOs of Indonesian Language

The learning outcomes of MKWK Indonesian have been adjusted to the direction of the Decree of the Director General number 84. Likewise with the material taught in the Semester Lecture Plan (RPS) Indonesian odd semester 2022/2023. In this semester, Indonesian courses

at Musamus University (Unmus) began to apply project-based learning with the design thinking method to achieve the goals of MKWK.

Output Target to be achieved:

1. Students are able to explain processes, results and solutions to the community that is the object of their project.
2. Students launch their projects with mentors and community objects, which can be done online or offline with strict health protocols.
3. Presentations are conducted simultaneously and published publicly in good Indonesian according to the General Spelling Guidelines Indonesian through social media or other social media.

Table 1. Stages of MKWK design thinking process Indonesian

Activity	Description	Week to-
Study contract and Introduction	Workshop on how to synthesize information from various sources and recognize plagiarism	1
Exploration	Practice building effective communication with good and correct Indonesian language through oral and written	2
Building Empathy (Emphatize)	Practice expressing ideas through effective writing.	3
Identifying the Problem (Define)	Create reflective writings (essays) related to problem analysis of selected issues to be highlighted from various points of view (Pancasila, Citizenship, and Religion)	4
Ideate	Students build project designs and pour in the form of project proposals with good, correct and interesting Indonesian rules.	5
Purwarupa (Prototype)	Students build project designs and pour in the form of project proposals with good, correct, and interesting Indonesian rules.	6
Project Trial/Implementation (Test)	Students make communication strategies for their projects in accordance with the character of Unmus so that they are more widely known	7-13
Project Exhibition	Students make exhibitions at the University related to projects that have been carried out and get assessments from lecturers and beneficiaries	14
"Retrospective" reflections	Students look back at the process they went through from start to finish and see the changes they experienced regarding communication skills and the substance of the course Indonesian in accordance with character	15
Writing	Reports and Essays/Reflective Students with Character	16

Exploration, the stage to recognize and find out a problem. At this stage, in a group, students will explore readings that correspond to actual current problems. The reading provided will be a trigger to lure them in choosing a theme. Empathy, the stage to awaken and plant an empathetic attitude in order to get the best solution in solving a problem. At this stage, students are invited to see from different points of view and exchange ideas between group members who aim to share arguments. These activities help students train to think with the right logic so that later they will have the right reasoning. Definition, a stage to identify and explain existing problems based on observations or surveys in the field. At this stage, students will analyze problems in the field so that they can find a solution idea later. Ideas, stages to think out of the box get the right solution and according to the needs in the field. At this stage, students have exchanged ideas again to provide a solution plan to problems in the field.

Prototype, the stage for creating or building a plan in the form of an activity proposal. At this stage, students will begin to build and create planned projects in the form of activity proposals. All stages of the design thinking process are carried out repeatedly until the Final Semester Examination (UAS) stage with a similar pattern. At the 13th or 14th meeting, ideas will be implemented or realized in the field, while in the last stage, students will make reports on these activities.

CONCLUSIONS AND SUGGESTIONS

This section is the answer to the research objectives clearly, simply, concisely, precisely, concisely, and containedly, and worthy of publication in journals. The conclusion contains answers to the questions and objectives of the study. The conclusion should be a narrative, not bullet points and not statistical figures. The conclusion also writes recommendations for future research, policy development, or improving the quality of practice based on research results. This research is the result of a model in order to prepare the curriculum for Indonesian courses within Universitas Indraprasta PGRI since the issuance of the Decree of the Director General of Higher Education Number 84 / E / KPT / 2020 concerning MKWK Implementation Guidelines. Like the Director General of Higher Education, Indraprasta University also expects all those in charge of Indonesian courses in the campus environment to prepare and implement these rules properly. MKWK is considered to be able to develop students' potential and be able to adapt to the circumstances of the times, but does not leave the culture and national values. To achieve the desired goals, the learning outcomes of MKWK Indonesian have been adjusted to the direction of the Decree of the Director General number 84. Likewise with the material taught in the Indonesian Semester Lecture Plan (RPS). Courses Indonesian at Musamus University (Unmus)

have begun to apply project-based learning with design thinking methods to achieve the goals of MKWK

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