

Revisiting Education Sociology Curriculum in Higher Education: A Case in Mulawarman University Indonesia

M Bahzar

Faculty of Teacher Training and Educational Sciences,
Mulawarman University, Samarinda, Indonesia

Email: m.bahzar@yahoo.com; ORCID: <http://orcid.org/0000-0001-6487-2279>

Abstract

This research investigates how to reconstruct the orientation of the educational sociology curriculum at universities in Indonesia. The research design used is a case study with a qualitative approach. The research participants consisted of nine lecturers and 13 (thirteen) students at the Faculty of Teacher Training and Science (FKIP) Mulawarman University Samarinda. Observations and semi-structured interviews were carried out to collect data that functioned in the process of formulating the results of this research. The findings reveal three main things. The first finding reveals that the preparation of the curriculum refers to national education regulations. The second finding revealed that lecturers have the freedom to choose various teaching tools and methods but overall it is still inadequate. The third finding revealed that the follow-up model for improving the sociology of education curriculum through the dissemination, implementation, assessment and renewal stages is expected to lead to the formation and development of a new curriculum in the future. Based on the findings, it is concluded that the reconstruction of the sociological education curriculum is currently not understood and utilized optimally by both lecturers and students at FKIP Mulawarman University Samarinda. It is very important to follow up on developing a more effective curriculum to obtain greater benefits for stakeholders, especially FKIP graduates. The government and academics must increase competence to support the development of educational sociology curricula in higher education programs in Indonesia.

Keywords: Curriculum; Sociology of Education; College.

Introduction

Curriculum development at higher education institutions in Indonesia must be based on the foundation of the sociology of education. This is because students come from the community, receive education in the community, and are directed to be able to adapt to social life. Therefore, it is very important to understand the sociology of education starting when educators or prospective educators are still students in higher education. So that when immersed in the educational environment and society, individuals are able to apply and take advantage of the sociology of education. Systematically, by studying and understanding the importance of the sociology of education, educators will know about the process of social interaction of children within the family, from school until they grow up as well as the various social and cultural conditions of the surrounding community (Suci et al., 2019). The literature reveals that prospective teachers, teachers, lecturers and anyone involved in the world of education are required to study the sociology of education because teachers are required to provide provisions for living life and society in the form of creative abilities and a variety of knowledge for their students (Broadfoot, 2021; Totto, 2021).

Ballantine et al. (2021) express different opinions about the reasons why it is important to study the sociology of education. Namely about responsibility in fostering human values and community governance by implementing the role of education in shaping community character. Education also requires knowledge of sociological analysis. Effective education is education that is

able to enlighten students to understand the world and their readiness to learn (Biesta, 2021). On the other hand, education is required to have a transformative function that can bridge society so that it is not left behind in current developments (Pasek et al., 2020).

In the educational environment, the educational sociology curriculum is an alternative for developing educational relevance that is able to bridge the needs of society with national education goals. The implementation of this curriculum can become the main capital for nation development in order to achieve just and prosperous prosperity as stated in the National Education System Law (UU SPN) no. 2 of 1989 article 38 paragraph 1.

In Indonesia, the development of educational sociology as a scientific discipline has an important role in social dynamics. Moreover, for the Indonesian nation's efforts to create a civil society, the contribution of educational sociology is highly expected, especially at universities (Achwan et al., 2020). However, it turns out that students, teachers and prospective teachers have a level of understanding of the sociology of education that does not meet the requirements. One of the main problems is due to the low level of competence they have had since they were in college and also the curriculum which continues to develop over time. Some of them also do not have educational certification which is very important in developing competence, social and personality (Madhakomala et al., 2022; Suryani, 2020; Yuhastina et al., 2020).

East Kalimantan Province, which is actively carrying out development, has felt the impact on the community. This condition gives rise to new social problems that must be handled seriously by all stakeholders. Specifically, this research focuses on the problem of developing an educational sociology curriculum. The role of educational sociology in thinking, planning, implementing and monitoring development and education programs is very necessary. It's just that in the process it faces various obstacles.

The sociology education curriculum in universities continues to change. However, the main goal remains focused on knowledge of ways to control the educational process for the development of intellectual intelligence, noble character and individual skills. Social media plays a role in influencing student behavior and the impact will not be different for each individual. The positive influence is related to improvements in learning performance and also student learning achievement (Hosen et al., 2021). The negative impact for generation Z is the negative changes that occur in moral values such as juvenile delinquency, drug abuse, and low ethics in using social media (Raza et al., 2020). The development of an appropriate educational sociology curriculum is needed for such social problems.

Initial observations carried out at one of the universities in East Kalimantan, namely the Faculty of Teacher Training and Education (FKIP) Mulawarman University Samarinda, revealed that the main obstacle related to the implementation of this curriculum was that students were not very active during learning, lecturers used the lecture method, mastery of the material was still minimal, and many students and lecturers have not been able to adapt to the new curriculum. Some lecturers do not understand in depth the educational sociology curriculum. As a result, some students have 'abilities' that are not equivalent to the 'abilities' (learning outcomes) that have been formulated in the Indonesian National Qualifications Framework (KKNI). To increase links and matches between FKIP students and later become graduates who are able to understand and utilize the sociology of education in society, it is very important as early as possible for lecturers and related parties to understand how to reconstruct the curriculum. So that later we can make improvements to the curriculum and improve the quality of learning.

Another study found that when alumni of the teaching and education faculty (FKIP) at universities became teachers, some of the teachers did not have the desire to develop themselves. As a result, they do not understand the educational process, student needs and community behavior (Jahari, 2020; Lathifah et al., 2022; Newberry, 2014). In some cases, low understanding of the sociology of education makes prospective teachers and teachers in schools have difficulty communicating well and are unable to control their emotions (Schonert-Reichl, 2017). In contrast to teachers who have strong knowledge of educational sociology and are able to create strategies to prevent emotional exhaustion by setting boundaries and being able to build good communication and relationships with

students (Hong, 2012). In fact, the educational sociology curriculum is capable of producing qualified graduates in the fields of teaching and education who have comprehensive knowledge and abilities in development programs.

Based on the background of the problem, it can be understood that research on the educational sociology curriculum currently still has no clear orientation. The majority of previous studies focused on the concept of educational curriculum and its implementation. The study of knowledge about the sociology of education and its development models is still not widely researched. The problem that arises among academics is that understanding how to carry out curriculum reconstruction is still very diverse. This research shows its novelty by investigating the phenomenon of educational sociology curricula in higher education specifically based on the perspective of informants' experiences. It is very important to investigate how the world of education actually reconstructs the current curriculum orientation in order to be able to help with educational problems. And can make a valuable contribution to the education system in society. Failure to understand and apply it in life may hinder the development and direction of education in a sustainable manner. Through in-depth analysis, it is hoped that it will help the University in designing the curriculum according to the needs of current society. By getting to know the social processes and social patterns contained in the curriculum, educators are able to recognize the sociology of education and utilize it. Every stakeholder in the educational environment needs to be increasingly aware of their social role and duties in society.

Research Question

Changes in the educational sociology curriculum are currently not being utilized optimally by educators. Various problems arise due to the understanding of educators who do not know well how to reconstruct various existing curricula, especially on social processes and social patterns contained in the educational sociology curriculum in higher education. Based on this phenomenon, the problem formulation is then prepared as follows;

1. What is the description of the social reconstruction of the educational sociology curriculum at FKIP Mulawarman University Samarinda in East Kalimantan?
2. What are the implications of the educational sociology curriculum at FKIP Mulawarman University Samarinda in East Kalimantan?
3. What is the follow-up model for improving the educational sociology curriculum in the future?

Literature Review

Concept of Social Reconstruction of Education

Social-reconstructionist education is based on a theory which explains that society can be reconstructed or efforts to change their behavior by exercising control over education so that their personalities become better. That is the main reason the social processes and patterns formed in the educational environment give rise to consequences such as teaching, training, and knowledge related to social and cultural changes towards diversity in teacher education. (Martin, 1994). There are many literature findings that reveal the objectives of the sociological reconstruction approach to teacher education. For example, changing society through education; understand the role of teachers as the spearhead of social development; achieving excellence and quality education for society (Mayne, 2014); understand the characteristics of student behavior through social coaching; overcome teacher problems in teaching (Genor, 2005); describe interaction patterns in schools and the community; providing social education; and improving the quality of school policies and programs (Bahmaee, 2016). It is explained more deeply that the concept of social reconstruction has a large role in social life. In it there are ways to solve various problems or problems faced by society, such as forming a better society (Suci et al., 2019).

Social reconstruction views that education is not just an individual effort but an activity carried out on the basis of togetherness, interaction and cooperation. This activity occurs between students and teachers, students and students, people in their environment and other learning sources.

Collaboration allows students to learn to solve the problems they face. So that in the future we can create a new, more stable society (Bahmaee, 2016; Kandemir, 2021).

The main benefit felt by the educational environment in terms of developing the sociology teacher education curriculum is that it makes it easier for schools to implement various programs and policies; helping schools to explore critical thinking that is acceptable to society; assist schools in developing education; and increasing social awareness and role in society (Doherty et al., 2013; Downey et al., 2019; Jacoby et al., 1984). The social scope of education is limited to the relationship between the education system and the social system; the relationship between schools as educational institutions and the community environment; relations between humans in the education system where the system must be able to form good interaction patterns within it (Ballantine et al., 2021).

Higher Education Curriculum

In the world of education, the educational curriculum is a collection of subjects that must be taken and studied by students. In practice, the curriculum requires dynamic design, implementation and evaluation in accordance with current developments and the needs of science and competencies required by society (Donald, 1986). Previous studies explain that this curriculum is very important for the future of students. Without an appropriate curriculum, students will not obtain appropriate learning targets. The curriculum will continue to change according to the needs of students in each era. Including teaching methods that will serve as guidelines so that learning targets and objectives are achieved well (Goodson, 2012).

Literature reveals that the higher education curriculum is a program to produce graduates. So the program must be able to guarantee that graduates have qualifications that are equivalent to government standards based on strong foundations. In more depth, the five main foundations implemented in the higher education curriculum are mentioned. First, the philosophical basis is included in the stages of designing, implementing and improving the quality of education (Ornstein & Hunkins, 2014). Second, the sociological foundation which provides the basis for curriculum development as a positive learning tool for the acquisition of learning experiences that are relevant to the individual's personal and social development of the learner.

Asher and Heffron (2010) explained that the curriculum must be able to pass on local culture from one generation to the next. This is done as an effort to produce a spirit of tolerance and mutual understanding towards the results of diversity. In the current context, Caliguri (2012) in his findings explains that an effective curriculum is beneficial for students so that they are able to have cultural agility which is considered a mega competency that must be possessed by prospective professionals of the 21st century. The minimum mastery that must be possessed by college graduates includes; (1) minimal cultural competence, namely the ability to control oneself and adapt to standards, in working conditions at an international level; (2) cultural adaptation; (3) cultural integration.

The next study explains the psychological foundation that provides the basis for the curriculum so that it can continuously encourage student curiosity and can motivate lifelong learning. Effective curriculum implementation can make students aware of the role of critical thinking and core level reasoning. The curriculum also has implications for developing students' potential to become the desired students (Zais, 1976).

Providing the right curriculum and climate is able to provide students with complete learning facilities, namely to become free but responsible human beings, self-confident, moral or noble, have an attitude of tolerance, and are educated (Gislason, 2009). The implications of the curriculum in educational institutions based on its historical foundation are able to facilitate students learning according to their time. He is able to pass on cultural values and transform in an era where students are studying and prepare them to live a better life. The basis that is no less important in research is said to be the juridical basis. This legal foundation is the basis or reference for the stages of design, development, implementation and evaluation as well as a quality assurance system for higher education that will guarantee the implementation of the curriculum and the achievement of higher education goals (Moore, 2000).

Methodology

Design

This research uses a case study design to investigate the problem of how to reconstruct the orientation of the educational sociology curriculum at FKIP Mulawarman University Samarinda in East Kalimantan Province. The case study design is designed to explore information that can be learned from the case. The case study design was chosen because of several benefits relevant to this research, namely; as the main means for emic research that expresses the views of research subjects; able to provide a complete description of the phenomenon of educational sociology, effective in showing the relationship between research and research subjects; and what is no less important is being very open to assessing the context which can later play a role in the development of the sociology of education in the future. The steps for conducting case study research refer to the opinion of Baškarada (2014), starting with determining the theme, reviewing relevant literature, formulating the focus and research problem, carrying out data collection and data refinement, data analysis process, triangulating findings, and drawing conclusions from the research results. presented in the form of a research report.

Participants

There were 22 participants in this research, consisting of nine lecturers, with the criteria being lecturers who had carried out technical guidance and socialization of curriculum preparation. In addition, 13 (thirteen) second semester students of FKIP were involved in this research. In summary, the demographics of the participants in the study are presented in table 1.

Table 1.

Frequency Distribution of Demographic Data for Semester 2 Lecturer and Student Participants

No	Category	Frequency (f)	Percentage (%)
1.	Gender		
	a. Male	15	68,18
	b. Female	7	31,82
Total		22	100,0
2.	Year		
	a. Teenager Age range 19-25 years	13	59,09
	b. Mature Age range 28 – 55 year	9	40,91
Total		22	100,0
3.	Students		
	a. Semester II (two)	13	59,09
	Lecturer		
	b. Educational sociology course	9	40,91
Total		22	100,0

Instruments

This research uses observation and interview instruments to collect data. This instrument was developed based on previous studies investigating the development of educational sociology curricula in higher education. Apart from that, the opinions of experts in the scientific field of sociology were also considered for the interview grid. The main components in the curriculum

development instrument are the objective component, content/subject matter component, method/strategy component, and evaluation component. The grid in the following table;

Table 2. Instrument Grille

No	Theme	Pengamatan	Wawancara
1	Reconstructing the Sociology of Education Curriculum	1. Understand the implementation of the initial steps in preparing the curriculum 2. Know how to formulate learning materials 3. Understand the role of the teacher in planning learning	1. How is the educational sociology curriculum planned? 2. What is the process for selecting CPL to achieve learning targets 3. What commitment must be maintained in implementing the curriculum? 4. What is the general evaluation of the curriculum that has been implemented?
2	Curriculum Implications	1. Know the activities that have implications for teachers and students 2. Knowing the implementation of the educational sociology curriculum in learning	1. What are the curriculum implications felt by current lecturers? 2. What is the evaluation system at FKIP? 3. Is the evaluation system used effective? 4. How does the curriculum suit students' needs?
3	Curriculum Improvement Follow-up Model	1. Know the assessment/evaluation activities carried out on curriculum development 2. Know the obstacles faced 3. Know about future curriculum development	1. What efforts have been made in developing the educational sociology curriculum? 2. What are the important points in curriculum improvement?

Collection Tool

Data analysis during the data collection process is carried out to collect existing data and think about new data collected, look for the truth of information that is still unclear and direct ongoing analysis. Steps that can be taken during data collection are preparing instrument grids, creating codes, coding patterns and providing memos. The grid sheet contains a series of summaries of questions about field contacts which are examined through field notes and answer questions briefly to develop an overall summary of the main points in contact. During the data collection process, in principle, a process of formulating concepts and categories is also carried out which is always finalized by field data. Concepts and categories supported by data are the findings of qualitative research.

Data collection was carried out by means of observation and interviews supported by previous literature studies. The observational data collection technique was carried out by observing curriculum development activities taking place at the University's FKIP. Activities are carried out by preparing observation guidelines in advance which are made based on the instrument grid. This process is carried out for one semester or an estimated completion time of 6 months. The interview technique is carried out orally in a face-to-face meeting held in one of the lecturer's rooms. During the data collection process, researchers used notebooks and smartphones to document the data obtained.

The researcher also received assistance from 2 participants to prepare the room where the interviews would take place for approximately 5 working days. Likewise, when collecting data through interviews, interview guidelines are prepared based on the interview instrument grid that has been prepared by the researcher. The interview process carried out for each participant was 30 – 60 minutes.

Data Analysis

The data obtained is based on the data collection techniques that have been carried out and then the results are analyzed. The data analysis technique used in this research uses a qualitative approach. Qualitative data is in the form of verbal data. The written verbal data is in the form of notes, comments, criticism or suggestions written on the instrument sheet provided. Meanwhile, oral verbal data is in the form of information through interviews, input from experts and practitioners. Then the data is transcribed and written. The data analysis stage begins with collection based on the problems that have been formulated. Next, carry out data reduction and categorization. The process is carried out by selecting, focusing on simplifying, abstracting and transforming rough data that emerges from field data. After carrying out the reduction, the researcher categorized the data according to needs. Data were grouped by date, participant characteristics and research location. In this stage, good data interpretation skills are needed so that the data is not entered into the wrong category. The third stage is data display which aims to enable researchers to determine the type and form of data in the form of tables and descriptive narratives. The final stage is drawing conclusions written in language that is easily understood by the reader.

Result and Discussion

Reconstruction in the Sociology of Education Curriculum at FKIP Mulawarman University Samarinda

The first findings reveal how the current reconstruction of the educational sociology curriculum is. The preparation of the curriculum refers to the 1945 Constitution, National Higher Education Standards (SN-Dikti), Regulation of the Minister of Education and Culture of the Republic of Indonesia number 49 of 2014, Minister of Education and Culture Regulation no. 3 of 2020, 2012 LPTK Curriculum Development Guide, Teacher Competencies based on Minister of National Education Regulation No. 16 of 2007, and the Indonesian National Qualifications Framework (KKNI) as well as input from various parties. Data 1 briefly explains the importance of SN-Dikti.

- (1) "SN Dikti is a standard unit that includes national education standards, research standards and community service standards. Higher education institutions are required to fulfill the SN Dikti as the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. This is an effort to achieve national education goals. The educational sociology curriculum is prepared in accordance with the SN Dikti reference which aims to form people who have faith and piety (IMTAQ) and master science and technology. This is part of improvements to the previous curriculum which was oriented towards pragmatism and materialism.

From data (1) it can be understood that the educational sociology curriculum is basically a program to produce graduates who are able to understand social values. So the program should be able to guarantee that graduates have qualifications equivalent to the qualifications agreed in the KKNI. Reconstruction is intended as an improvement effort which is carried out centered on the objectives of curriculum preparation because it has shifted towards education as a commodity which emphasizes mastery of Science, Technology and Arts (IPTEKS) which is pragmatic and materialist. The reason for reconstruction is related to the character crisis in the field of education. This happens because pragmatism in responding to job market needs places more emphasis on things that are materialistic.

So forgetting about teaching with a national spirit, social justice, as well as the qualities of tolerance and noble morals as the color of the country.

The Higher Education Curriculum in Indonesia is developed by each Higher Education Institution with reference to the National Higher Education Standards for each Study Program which includes the development of intellectual intelligence, noble morals and skills (Law No. 12 of 2012 concerning Higher Education: Article 35 paragraph 2) . This means that the preparation of an educational sociology curriculum requires a strong foundation. A sociological foundation can become an educational tool consisting of objectives, materials, learning activities and a positive learning environment for the acquisition of learning experiences that are relevant to the learner's personal and social development.

However, it is not only the sociological basis that needs to be considered, but there are still other foundations such as the juridical basis, psychological basis and historical basis that must also be implemented. These foundations will be able to support effective curriculum development. It is said to be effective if the curriculum is able to pass on the existence of positive local culture from one generation to the next; understand the nature of life and the ability to improve the quality of life in society; be a responsible human being and have good morals; and refers to the binding legal force to achieve educational goals in its implementation. This opinion was expressed by Ornstein and Hunkins (2014) in their findings. The results of interviews with lecturers revealed data (2) below.

- (2) "The concept in compiling an educational curriculum is developed in order to achieve the vision, mission and goals of the institution. The initial step begins with establishing a graduate profile which is described into a formulation of Graduate Learning Outcomes (CPL). The formulation of capabilities in the KKNI descriptor is expressed in terms of learning outcomes, where competencies are included in or are part of learning outcomes (CP). This CPL formulation includes minimum criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge and skills. The resulting curriculum consists of 5 parts, namely: (1) Personality Development Course (MPK) group of 20 credits; (2) Skills Science Subject (MPK) group of 10 credits; (3) group of Creative Skills Subjects (MKB) with 86 credits; (4) group of Creative Behavior Courses (MPB) with 30 credits; and (5) a Community Life Course (MBB) group of 2 credits.

From data (2) it can be understood that the teaching tools distributed by lecturers include CPL, learning objective flow, teaching modules, annual programs, semester programs, criteria for achieving learning objectives, and teaching material books according to provisions. The study materials or learning materials consist of 13 (thirteen) including the history and scope of the sociology of education; education and culture; education and social stratification; education and social mobility; school education and culture; education and intergroup relations; school social structure; the role of teachers in schools and society; teacher personality; the role of teachers and student behavior; socialization and adjustment at school; society and education; teacher professionalism and globalization. The following is a summary of the Semester Learning Plan (RPS) for the sociology of education course.

Table 2. Summary of Learning Flow and Objectives

Learning objectives	Material	SKS	Student Profile	Learning Resources	Evaluation
1. Differentiate social concepts and groupings; 2. Describe the process of forming	Ragam kelompok sosial	2	Have faith and devotion to God Almighty and have noble	Suci, I. G. S., Wijoyo, H., & Indrawan, I. (2020). <i>Pengantar Sosiologi Pendidikan. Pasuruan: Qiara Media.</i>	- Attitude - Knowledge - Skills

social groups; 3. Analyze the development of social groups in society; 4. Explain the various social groups; as well as 5. Analyze the dynamics of social groups			character • Global Diversity • Critical Reasoning • Creative	• M.A Hamdani, (2011). Dasar-Dasar Kependidikan. Bandung: Pustaka Setia • Suhada, S. (2020). Sosiologi Pendidikan Dalam Pembentukan Karakter (Sudut Pandang Sosial). <i>Al Amin: Jurnal Kajian Ilmu dan Budaya Islam</i> , 3(01), 113-121. • Pettalongi, A., & Adab, P. (2023). <i>Sosiologi Pendidikan</i> . Penerbit Adab.	
---	--	--	---	--	--

Table 2 shows an explanation of the CPK which is based on the results of evaluating the study program curriculum through measuring the achievement of the ongoing CPL curriculum. Meanwhile, the curriculum evaluation process examines developments in science and technology in the field of educational sociology, job market needs, as well as the vision and values developed by FKIP. Current courses do not fully address how to utilize and understand the sociology of education.

The educational sociology courses presented are still theoretical and oriented towards educational and scientific development (sociology), not yet considering the interests and potential that are accommodated through activities/projects that can be carried out outside FKIP. This is shown in the RPS in course learning outcomes (CPMK) 3 and 4 which are related to educational sociology concepts, theories and approaches to educational sociology and their processes. Final sub-skills for each learning stage (Sub-CPMK) which focus on understanding and explaining history and the scope of educational sociology; education and culture, social stratification, culture and also relations between groups in society. Apart from that, the learning carried out is centered on learning in the classroom. The majority of students admit that they do not have the freedom to choose courses that focus on the study of the sociology of education, social action, and other opportunities for social interaction..

(3) "In carrying out learning courses related to educational sociology, an introduction to sociology and its basic theories is taught in class. Some tasks include writing papers and presenting them in groups in front of other fellow students. Several discussions were also held to discuss a social phenomenon that exists in society. It's just that a small percentage of students don't understand how to carry out social empowerment and become social entrepreneurial actors in society. This is for several reasons, including the fact that students have never been involved in social research practices in the surrounding environment. While studying at FKIP, only a few lecturers provided positive examples in social interactions and how to manage emotions. Some lecturers train students through real case-based learning but others use the lecture method until the semester ends."

Based on data (3), it can be understood that the current curriculum is developed based on student needs to increase competency. It's just that each study program at FKIP has an educational sociology

course with a different number of credits. Supporting courses are an introduction to sociology, social problems, theories of social change, qualitative research methods, and quantitative research methods. This is different from the Faculty of Law, Social Sciences and Political Sciences in the Sociology Study Program, where all courses from semester one to semester six are related to sociology. The educational sociology curriculum is directed at soft skills in the form of critical, creative attitudes, and communication and collaboration skills to build a better present and future life for citizens. Likewise, as explained in previous studies, the management of inclusive education curricula in educational institutions requires curriculum modifications so that learning runs effectively (Fitri, 2022). And also adapt the method to the students' abilities, learning speed, level of difficulty, and also their learning interests.

Important elements related to knowledge and skills are met but not attitudes. The lecturers admit that it is quite difficult to guide the attitudes of today's Generation Z students. Data (4) explains more deeply about attitudes that are difficult to develop.

- (4) "Attitudes and behavior that lead to a difficult personality such as liking to lie, being dishonest, not wanting to work hard (very lazy), being inconsistent, often missing or skipping class, not caring about grades (both formal and substantive), liking to fight against anyone including lecturers, department heads, deans and universities, who have dissident characteristics (terrorist type) and others. Some students like to be different or think that they must always be different from everyone, including lecturers. Students like that are actually not wrong, in fact they should be studying at FKIP. However, it will be a big problem if he always thinks differently about everything, even if he is wrong, including with lecturers (leadership and staff elements). If attitudes and behavior that are different in every way (even if they are wrong) are continued then the values of greatness and truth instilled by lecturers (the spirit of education) will be difficult to internalize in students. Students who have difficult personalities are present and present in every environment, including the university environment, making them stifling and sometimes inflamed. In the campus environment, we sometimes find the behavior of students who rarely speak or express opinions, only saying a few words and even if they do speak, they position other people as stupid and don't think and don't know. In group assignments assigned by lecturers, what occurs is not a discussion to seek the truth, in fact the difficult individual is opposed in various ways and behavior and even firmly refuses so that the assigned group assignment is not done as optimally as possible, giving the impression of being chaotic, unclear and of poor value."

From data (4) it is revealed that this difficult personality requires lecturers who make efforts and think hard to find alternative approaches. Of course, because it is not easy to deal with people who have difficult personalities, especially since such difficult personalities are sometimes contagious like a virus and they also don't want to hear from outsiders from anyone, including lecturers. In campus life there are people with difficult personalities who need to be understood and understood and responded to appropriately because if they are not correct it will cause further problems, including those related to the quality resulting from the educational process itself. This is a strong reason why a lecturer needs to understand the sociology of education in depth in order to be able to find the right solution to deal with various problems regarding student attitudes..

Implications of the Sociology of Education Curriculum at FKIP Mulawarman University Samarinda

The second finding concerns the implications of the educational sociology curriculum. The resulting implications are divided into two parts, namely implications for lecturers and implications for students. The implications for lecturers are related to the freedom to choose various teaching tools and methods. However, the educational sociology curriculum taught in each study program at FKIP is inadequate. FKIP lecturers continue to strive to develop their competence in the field of educational

sociology in order to provide higher quality learning to students. This competency improvement is carried out through various training seminars and workshops. It's just that the lecturers admit that there are still not many trainings, seminars and workshops currently available. So they learn more about it through books and scientific journals. Data (5) briefly explains the implications for lecturers.

- (5) "Competence in the field of educational sociology is very much needed in order to provide quality learning to students. This is also due to demands in the curriculum where lecturers need to understand and apply sociological concepts in learning to help students understand the relationship between education and society. However, in practice, some lecturers have difficulty acquiring new knowledge about the sociology of education. Lecturers have not been able to keep up with the latest developments in the field of educational sociology due to various limitations such as funding, training, knowledge and use of technology."

Data (5) shows that lecturers experience various challenges which make their competence still low. They also admit that they are still lagging behind in terms of the latest research and trends in the field of educational sociology. So that learning has not been optimally adapted to the needs of students in the future, especially when they later work as teachers in schools. In this case, previous studies explain the important role of teaching experience and practice in supporting the competence of lecturers (Hensley et al., 2021). Deeper implications for educational sociology curriculum development seen from the level of curriculum development shown in data (6).

- (6) "When viewed from the level of curriculum development, FKIP is at the lowest level, namely as a place where the process of transmission and transformation of learning experiences for students takes place. With its position, FKIP is an essential faculty for the sustainability and success of the programs that have been formulated in the curriculum design. FKIP has the authority and authority to be more independent in developing important components and aspects in the applicable curriculum design."

Based on data (6), it can be understood that the educational sociology curriculum emphasizes learning that involves scientific analysis of social processes, problems and social patterns involved in the education system. This should not only include fostering children's social behavior but also learning directly about a community's culture, environment, changes in human interactions, socialization, and various other social values. The educational sociology curriculum helps prepare FKIP students to understand the benefits and uses of this knowledge. Apart from that, the educational sociology curriculum also leads to a social interaction-based learning approach where students have the same opportunity to be able to behave and behave well in society.

Referring to several literatures, the meaning of educational sociology in the learning process can be stated, namely science that studies the process of social interaction in society (Subakir, 2017). Without understanding this meaning, it is difficult to connect in the learning process. If lecturers understand this concept correctly then they will also provide appropriate learning to their students (Bahtiar, 2021). This is a problem for lecturers at FKIP. Lecturers lack interest in building freedom of thought and innovation in designing and implementing learning processes that involve social interaction.

The educational sociological curriculum has several implications for students. Some of these implications include developing communication skills, critical thinking, and collaboration that occur in the classroom. Such practices are the focus of current sociology education at FKIP. It's just that, students have not been involved much in social research. So they are very limited in understanding the role of educational sociology in change and progress in society. Several subjects related to the sociology of education are also still very limited. Therefore, students do not yet have complete freedom to choose appropriate courses that focus on the sociology of education, social action, and business opportunities in the field of education. The implications of this educational sociology curriculum show the importance of understanding society and considering the results of sociological

research in developing educational programs. Apart from that, the curriculum also provides freedom for students to develop their interests and focus of study in the fields of education and sociology.

Follow-up Model for Improving the Educational Sociology Curriculum in the Future

The third finding revealed a follow-up model for improving the sociology of education curriculum which refers to coaching and forming a curriculum in order to produce graduates in accordance with the CPL of the established study program. Curriculum development must go through the stages of dissemination, implementation, assessment, and renewal stages which are expected to lead to the formation and development of a new curriculum in the future.

Experts are of the opinion that several special characteristics must be possessed in the development of an educational sociology curriculum in higher education, especially for FKIP. First, it must fulfill the assumption that the main aim of developing this curriculum is to overcome universal threats, challenges and various obstacles faced by society. Second, urgent social problems are formulated in various core questions that invite in-depth disclosure. Third, various organizational patterns are likened to being arranged in a wheel where the center is the axis with a certain theme being discussed in plenary. The theme is then discussed in group discussions which are illustrated as spokes. All the activities of these fingers are summarized into one unit as a frame (Barnett, 2009; Young & Muller, 2010).

Providing effective training in the field of sociology to students or prospective teachers so that they can make a permanent contribution to the educational process. For example, by forming school and university partnerships for required learning (Waters et al., 2021). This is because the role of educated professional academics is often a measure of the level of progress of a society where it is also easy for them to play a role in society. And ultimately can achieve educational goals. In this research, the educational sociology curriculum development model refers to the Taba curriculum model and the latest curriculum trends (emergent curriculum). The Taba curriculum was first developed by Hilda Taba in 1966. These two curricula are determined based on problem-solving logic and student-centered strategies as the main objectives. The model focuses on curriculum development as a process of improving and perfecting the curriculum. This is the reason why this model is suitable because the proposed model can support improvements to the current educational sociology curriculum, namely by focusing on innovation and creativity of lecturers as observers in the learning process and increasing student independence. More details in the following image;

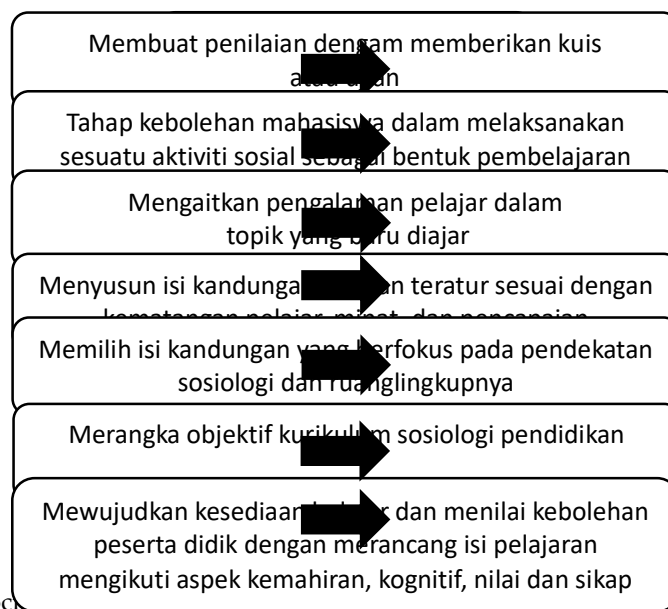


Figure 1. Social Curriculum Development Model

Figure 1 explains the stages of curriculum development theoretically based on expert opinions and previous literature as well as considering current phenomena. This model can be the first step to refine and follow up improvements to the educational sociology curriculum which is centered on developing lecturer innovation in learning methods and student independence. The initial stage is aimed at identifying needs (social, professional, industrial, standards and scientific vision), establishing the vision, mission, curriculum foundation and objectives. Every student and teaching staff has diverse background needs. By understanding these needs, lecturers can provide full control over the learning system. For example, by preparing various learning plans that focus on social issues in society. The next stage is forming objectives and selecting curriculum content. Several components that need to be considered are the CPL Study Program, study materials based on the discipline of educational sociology, learning experiences (learning experience-learning methods), and assessments..

At the development stage, it is necessary to describe the CPL-level study program for the courses taught in relation to patterns of social interaction or community structure at the university. Several other important components include determining the number of credits, preparing curriculum matrices, semester learning plans, preparing assessment and evaluation instruments, developing teaching materials and learning tools that support the teaching and learning process. Lecturers can also provide courses related to tolerance, social values, norms and morals.

Organization of selected curriculum content according to student maturity, interests and achievements. The stage of a student's ability to carry out social activities as a form of learning. Lecturers are required to be able to treat students and socialize with them. By forming good interactions, students feel comfortable during learning. So that it can create a conducive classroom atmosphere. Implementation is carried out by identifying possibilities that hinder curriculum implementation, such as low lecturer competency, so it needs to be improved. Apart from that, it is also necessary to carry out outreach, workshops and technical guidance to lecturers, students, education staff and leaders. Data (6) reveals the importance of the teacher's role in increasing competence in supporting follow-up to curriculum improvements;

- (7) "Educators are one of the main components in this educational process. They are not only transmitters of information, but also have a strategic role in shaping students' character, ethics and abilities. Therefore, the importance of increasing the competence of an educator cannot be underestimated. Some of the efforts made include following technological developments; adaptation to curriculum changes; a deeper understanding of the sociology of education; development of managerial abilities; increasing student engagement and motivating them; and contribute to social change."

From data (6) it can be understood that with the existence of technological devices, lecturers need to understand how to use these tools in learning. Knowledge of the use of software, online platforms, and the latest technology will help teachers be more effective in teaching and explaining material to students. In terms of the ability to adapt to changes, the curriculum often undergoes changes to reflect developments in knowledge and community needs. A competent educator must be able to quickly understand and adapt to these changes. They must understand the latest curriculum content and appropriate teaching methods.

Increased competency allows lecturers to have a deeper understanding of the subjects they teach. They can develop expertise in their field so they can provide higher quality and enjoyable teaching for students. Apart from teaching, teachers also have managerial duties such as managing classes, managing time, and communicating with students' parents. Increasing competency helps teachers develop these managerial abilities, so that the learning environment can become more organized and efficient. Competent lecturers have the ability to make learning more interesting and relevant for students. They can create an atmosphere conducive to discussion, experimentation, and problem solving. This will increase student engagement in learning. Data (7) explains the impact that occurs if educators have sufficient competence in the field of educational sociology.

- (8) "Lecturers who have high competence can be role models and motivators for their students. They can help students discover their interests and talents, provide positive encouragement, and lead them toward higher levels of achievement. Education is not just about academic learning, but also about the formation of character and values. Competent lecturers have an important role in forming the young generation who have a good understanding of moral, social and cultural values."

Data (7) explains that increasing the competence of an educator is a very valuable investment in developing better education and a brighter future. Quality education will have a positive impact on the progress of society and the country. Therefore, educators must always be enthusiastic to continue learning, follow the latest developments, and develop their skills so they can make a greater contribution to the world of education.

The final stage is making an assessment as a form of evaluation such as giving a quiz or exam. This curriculum development involves lecturers by emphasizing efforts to understand students' needs more deeply from various angles in the sociology of education. The aspects focused on in curriculum development are proficiency which focuses on student behavior and skills; cognitive which focuses on learning knowledge and theory; values and attitudes that are based on social values, norms and morals as the products produced. Based on the results of interviews with lecturers who have experience in designing educational sociology curricula, it is explained how interaction models can be implemented as briefly explained in data (8);

- (9) "The interaction model used in implementing the learning curriculum between teachers and students is divided into two. First, formal interactions are formed in official situations. The process begins when the lecturers teach. Lecturers are required to be able to act authoritatively to foster students' feelings of respect for them. The goal is that what is taught to students can be implemented well. An attitude of authority is important to enforce discipline in the teaching and learning process. Second, informal interaction which is realized in the form of communication and interaction with students outside the university environment. Lecturers can play their role in the social situations they face. This is done with the hope of providing an example to students of behavior that does not deviate from the manners, ethics and rules of society."

Several factors are able to support the learning of educational sociology in the educational environment, especially those related to the role of lecturers or educators who have authority, including; (1) the lecturer acts firmly to create an atmosphere of discipline and students recognize the authority of the lecturer; (2) lecturers are seen as substitutes for parents so that they will be more easily accepted and recognized by their students; (3) parents' support for positive lecturer actions so that it is easier for them to uphold their authority; and (4) lecturers maintain their authority by maintaining social distance and position between themselves and students (Austin, 2002; Read & Leathwood, 2020; Yuastina et al., 2020). Based on the explanation that has been found, lecturers who are experienced in the sociology of education will be able to play their role in sharing this knowledge with their students. This of course needs to be supported by the student's own environment, both their family environment and also the surrounding community.

Conclusion and Recommendation

Reconstructing the orientation of the sociology curriculum for higher education in East Kalimantan as a state city, it can be understood that the current curriculum has not been understood and utilized optimally by both lecturers and students at FKIP Mulawarman University Samarinda. In the practice of the sociology of education curriculum, graduate learning outcomes are the main basis. This curriculum was developed based on student needs and taking into account the previous curriculum and the professional achievements of lecturers. Learning outcomes in the educational sociology curriculum are outlined in the Learning Objectives Flow (ATP) and not only emphasize theoretical

understanding abilities but must also focus on improving soft skill abilities. Operational curriculum development in educational units carried out in the future must refer to Graduate Competency Standards (SKL) and Learning Achievements in accordance with current developments.

Curriculum improvements are urgently needed to help improve educational programs that suit all levels of society. Lecturers are required to improve their competence so that they are able to understand and utilize knowledge about the true sociology of education. East Kalimantan Province is a state city that has a central role in economic development with various ethnic groups and cultural diversity. Utilizing the values and components that exist in the sociology of education can be an agent of change that plays a role in the progress of the nation and future generations. It is important for the government and academics to improve science and technology to support the development of educational sociology curricula in higher education programs in Indonesia.

References

- Achwan, R., Ganie-Rochman, M., Alamsyah, A. R., & Triana, L. (2020). University reform and the development of social sciences in Indonesia. *International Journal of Educational Development*, 78(December 2019), 102269. <https://doi.org/10.1016/j.ijedudev.2020.102269>
- Austin, A. E. (2002). Preparing the next generation of faculty: Graduate school as socialization to the academic career. *Journal of Higher Education*, 73(1), 94–122. <https://doi.org/10.1080/00221546.2002.11777132>
- Bahmaee, L. (2016). Is the school responsible for the social and cultural reconstruction 1? (Analytic study of the social reconstructionist theories). *Journal of Educational Sciences*, 23(1), 5–28. <https://doi.org/https://doi.org/10.22055/edu.2016.13828>
- Bahtiar, E. R. S. (2021). The Role of Sociology in Development Primary School Education in Indonesia. *Journal of Hunan University Natural Sciences*, 47(11). <http://jonuns.com/index.php/journal/article/view/470%0Ahttp://jonuns.com/index.php/journal/article/download/470/467>
- Ballantine, J., Stuber, J., & Everitt, J. (2021). *The sociology of education: A systematic analysis*. Routledge, Taylor & Francis Group.
- Barnett, R. (2009). Knowing and becoming in the higher education curriculum. *Studies in Higher Education*, 34(4), 429–440. <https://doi.org/10.1080/03075070902771978>
- Başkarada, S. (2014). Qualitative Case Study Guidelines. *The Qualitative Report*, 19, 1–18. <https://doi.org/10.46743/2160-3715/2014.1008>
- Biesta, G. (2021). *World-Centred Education: A View for the Present*. Routledge, Taylor & Francis Group.
- Broadfoot, T. (2021). Towards a sociology of assessment. In *Routledge Library Editions: Education Mini-Set N Teachers & Teacher Education Research 13 vols* (Vols. 218–230). Routledge, Taylor & Francis Group. <https://doi.org/10.4324/9780203125526-15>
- Doherty, C., Dooley, K., & Woods, A. (2013). Teaching sociology within teacher education: Revisiting, realigning and re-embedding. *Journal of Sociology*, 49(4), 515–530. <https://doi.org/10.1177/1440783313504062>
- Donald, J. G. (1986). Knowledge and the university curriculum. *Higher Education*, 15(3–4), 267–282. <https://doi.org/10.1007/BF00129216>
- Downey, D. J., O'Connor, L. T., Abell, L., Armanino, D., Jepson, M., Kadakal, R., Nam, S., Sánchez, L., & Sowers, E. (2019). Navigating the Process of Curriculum Redesign in Sociology: Challenges and Lessons from One Program. *Teaching Sociology*, 47(2), 87–101. <https://doi.org/10.1177/0092055X19831329>
- Fitri, A. Z. (2022). Inclusive Education Curriculum Management with Modification Humanistic Design. *Journal of Social Studies Education Research*, 13(3), 150–173.
- Genor, M. (2005). A Social Reconstructionist Framework for Reflection: The “Problematizing” of Teaching. *Issues in Teacher Education*, 14(2), 45–62. <http://eric.ed.gov/?id=EJ796414>
- Gislason, N. (2009). Mapping school design: A qualitative study of the relations among facilities design, curriculum delivery, and school climate. *Journal of Environmental Education*, 40(4), 17–34.

- <https://doi.org/10.3200/JOEE.40.4.17-34>
- Goodson, I. (2012). Subjects for study: Towards a social history of curriculum. In *Defining The Curriculum: Histories and Ethnographies*. Routledge, Taylor & Francis Group. <https://doi.org/10.4324/9780203815663>
- Hensley, L., Sayers, R., Brady, A., & Cutshall, J. (2021). Supporting Autonomy, Competence, and Relatedness in a Learning-to-Learn Course: College Students' Insights Into Effective Instruction. *Teaching of Psychology*, 48(3), 236–247. <https://doi.org/10.1177/0098628320977270>
- Hong, J. Y. (2012). Why do some beginning teachers leave the school, and others stay? Understanding teacher resilience through psychological lenses. *Teachers and Teaching: Theory and Practice*, 18(4), 417–440. <https://doi.org/10.1080/13540602.2012.696044>
- Hosen, M., Ogbeibu, S., Giridharan, B., Cham, T. H., Lim, W. M., & Paul, J. (2021). Individual motivation and social media influence on student knowledge sharing and learning performance: Evidence from an emerging economy. *Computers and Education*, 172(June 2020), 104262. <https://doi.org/10.1016/j.compedu.2021.104262>
- Jacoby, J. E., Pugh, M. D., Snyder, E. E., & Spreitzer, E. A. (1984). There Is Life (And Work) after Sociology: Implications for Curriculum Design. *Teaching Sociology*, 11(4), 399. <https://doi.org/10.2307/1317798>
- Jahari, J. (2020). Preparing Teachers in the Era of “Independence Learning” in Indonesia. *International Journal of Psychosocial Rehabilitation*, 24(7), 3990–3998. https://id.wikipedia.org/wiki/Industri_4.0
- Kandemir, N. R. (2021). Impact and Significance of Adopting Social Reconstruction and Adaptation into Our Education Systems. *International Journal of Multidisciplinary Educational Research*, 10(2), 1–8. <https://doi.org/10.48029/nji.1918.ix602>
- Lathifah, Z. K., Rusli, R. K., Prasetyo, T., Febrianisya, M., Kholik, A., & Suherman, I. (2022). Analysis on the Impact of the MBKM Program on Improving the Competence of Teacher Training Students: A Study of Student Perceptions of the Teacher Training and Education Faculty. *Jurnal Paedagogy*, 9(3), 354. <https://doi.org/10.33394/jp.v9i3.5333>
- Madhakomala, R., Hakim, M. A., & Syifauzzuhrah, N. (2022). Problems of Education in Indonesia and Alternative Solutions. *International Journal of Business, Law, and Education*, 3(3), 135–144. <https://doi.org/10.56442/ijble.v3i3.64>
- Martin, R. J. (1994). Multicultural Social Reconstructionist Education: Design for Diversity in Teacher Education. *Teacher Education Quarterly*, 21(3), 77–89.
- Mayne, H. (2014). The social reconstructionist approach to teacher education: A necessary component to achieving excellence and quality education for all. *Research in Comparative and International Education*, 9(1), 48–55. <https://doi.org/10.2304/rcie.2014.9.1.48>
- Moore, A. (2000). Teaching and learning. In *Journal of Community Eye Health* (Vol. 13, Issue 36). Routledge, Taylor & Francis Group.
- Newberry, M. (2014). Teacher Educator Identity Development of the Nontraditional Teacher Educator. *Studying Teacher Education*, 10(2), 163–178. <https://doi.org/10.1080/17425964.2014.903834>
- Pasek, K. H., Hadani, H., Blinkoff, E., & Golinkoff, R. M. (2020). A new path to education reform: Playful learning promotes 21st-century skills in schools and beyond. In *Policy 2020: Brookings* (Issue Oktober, pp. 1–26). Brookings. https://www.brookings.edu/wp-content/uploads/2020/10/Big-Ideas_Hirsh-Pasek_PlayfulLearning.pdf
- Raza, S. A., Qazi, W., Umer, B., & Khan, K. A. (2020). Influence of social networking sites on life satisfaction among university students: a mediating role of social benefit and social overload. *Health Education*, 120(2), 141–164. <https://doi.org/10.1108/HE-07-2019-0034>
- Read, B., & Leathwood, C. (2020). Casualised academic staff and the lecturer-student relationship: Shame, (Im)permanence and (Il)legitimacy. *British Journal of Sociology of Education*, 41(4), 539–554. <https://doi.org/10.1080/01425692.2020.1748570>
- Schonert-Reichl, K. A. (2017). Social and Emotional Learning and Teachers. *Social and Emotional Learning (Spring)*, 27(1), 137–155. <https://www.jstor.org/stable/44219025>

- Subakir, A. (2017). Concept of Educational Interaction in Education: in Sociological Perspective. *Didaktika Religia*, 5(2), 381–400. <https://doi.org/10.30762/didaktika.v5i2.867>
- Suci, I. Ge. Se., Wijoyo, H., & Inrawan, I. (2019). Pengantar Sosiologi Pendidikan. In CV. Qiara Media. CV. Qiara Media. <http://repositorio.unan.edu.ni/2986/1/5624.pdf%0Ahttp://fiskal.kemenkeu.go.id/ejournal%0Ahttp://dx.doi.org/10.1016/j.cirp.2016.06.001%0Ahttp://dx.doi.org/10.1016/j.powtec.2016.12.055%0Ahttps://doi.org/10.1016/j.ijfatigue.2019.02.006%0Ahttps://doi.org/10.1>
- Suryani, A. (2020). "I chose teacher education because...": a look into Indonesian future teachers. *Asia Pacific Journal of Education*, 00(00), 1–19. <https://doi.org/10.1080/02188791.2020.1783202>
- Tatto, M. T. (2021). Developing teachers' research capacity: the essential role of teacher education. *Teaching Education*, 32(1), 27–46. <https://doi.org/10.1080/10476210.2020.1860000>
- Waters, S., Pellegrino, A., Hensley, M., & Kenna, J. (2021). Forming school and university partnerships to learn and teach with primary sources. *Journal of Social Studies Education Research*, 12(3), 47–78.
- Young, M., & Muller, J. (2010). Challenge 3: Creativity , Innovation and Communication. *Challenge*, 45(4), 1–17.
- Yuhastina, Y., Parahita, B. N., Astutik, D., Ghufronudin, G., & Purwanto, D. (2020). Sociology Teachers' Opportunities and Challenges in Facing "Merdeka Belajar" Curriculum in the Fourth Industrial Revolution (Industry 4.0). *Society*, 8(2), 732–753. <https://doi.org/10.33019/society.v8i2.234>