

# Teaching Authority Extention Of S1 Christian Religion Education Graduates As Class Teachers Through Thematic Curriculum Development

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Received: 17.08.2024

Revised: 22.09.2024

Accepted: 11.10.2024

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## ABSTRACT

This study aims at giving authority extensions of S1 Christian education graduates as class teachers through thematic curriculum development by doing and taking the answer for the following research problems: (1) How is the real condition of subject matters distribution of S1 Christian Education of IAKN Tarutung? (3) How is the subject matter distribution of S1 PGSD in general particularly S1 PGSD of HKBP/ Nommensen University Pematang Siantar? How is the result of the collaboration of S1 Christian Education and S1 PGSD based on Thematic Curriculum? This research was motivated by the scarcity of teaching opportunities of S1 Christian Education in entire Indonesia. In order to get the objectives of the research the used research design was Cresweel's policy development research. The research result showed that the collaboration of S1 Christian Education and S1 PGSD based on the Thematic curriculum theoretically gave effective result in extending the teaching authority of S1 Christian Education as Class teachers of Primary Students of Primary School in entire Indonesia.

**Keywords:** Teaching Authority of S1 Christian Education Graduates, Class Teachers, Thematic Based Curriculum Development.

## 1. INTRODUCTION

Planned and gradual curriculum renewal is very necessary in line with developments in science and technology so that universities as higher education service institutions are obliged to redesign curricula that are capable of producing superior and competitive graduates, ready to work and serve in a multicultural society. In line with this statement, the mandate in the 2020 Independent Learning Guidebook- Independent Campus is that college graduates are capable and skilled in facing the challenges and changes in social culture, the world of work, the increasingly high technological advances. To produce graduates who are ready to use, university curricula must link and match with the needs of society, so that each university is expected to be proactive and sensitive to meet with the needs of society which continue to develop and change very quickly along with development in science and technology. This is in accordance with the formulation of UURI No. 12 of 2012 concerning Higher Education which guarantees the right of every university to prepare and develop its own curriculum in accordance with the National Higher Education Standards (SNPT).

With regard to the undergraduate curriculum for the Christian Religious Education Study Program (PAK), Tarutung State Institute of Christian Religion (IAKN), has empirically carried out a needs assessment regarding the urgency of curriculum development related to graduate empowerment.

This is a focus considering the current worrying condition of graduates, namely :

1) Bachelor of Christian Education (PAK) graduates are the actualization of the phenomenon : "There is a gap between Supply and Demand".The demand of Teachers' competence and skill of PAK are limited, supplies are abundant.

2) PAK graduates, when they get opportunity to teach, both in public and private schools, actually teaching subjects that are not based on their knowledge and skill but rather elementary school thematic subjects which they actually did not study before.

3) PAK graduates who have the opportunity to become PAK teachers are always paid low salaries (Rp. 300,000 per month) and the majority have the status of honorary teachers.

4) Most PAK graduates do not teach, but work in other jobs outside of teaching, even in farming.

5) There is very limited recruitment of S1 PAK graduates to become Civil Servant Candidates (CPNS) and government employees with employment agreement (PPPK) teachers. In fact there are no formations Provided for Christian teachers who want to fill in the teacher formations in the Nusantara National Capital City Indonesia (IKN Nusantara) which will start operating in Agustust 2024.

6) There is a great needs for Basic Education ( DikDas) teachers in 62 Disadvantaged Districts throughout Indonesia, but there are almost no opportunities for S1 PAK graduates because what is needed are class teacher who are able to teach thematically subjects ( Science, Social Studies, Indonesia Language, Civics and Mathematics).

7) Yet there is no synergy policy between the Ministry of Religion, cq Directorate General of Christian Community Guidance, State Civil Service Agency ( BKN), and Ministry of State Apparatus Utilization and providing quotas for S1 PAK graduates to become Religion teachers as well as Thematic class teachers.

## **2. RESEARCH METHOD**

This research is a type of Thematic Based Education Curriculum Development Policy research. It was conducted to obtain a curriculum that can support Christian Education graduates to become classroom teachers. It should be noted that in Thematic Education there is knowledge of Characteristics which is quite identical to Religion Education.

Based on the background and problem formulation that was stated in the first chapter at the beginning, this research uses a policy development research method with a descriptive research type that describes the results of the research.

### **1) Development Research Procedures**

In this research, researchers used research and development procedures that refer to the Policy Development Research design. Policy research is useful for formulating, evaluating, improving and increasing the quality of programs/activities both ongoing and already underway, as well as measuring the impact caused by existing policies through both quantitative and qualitative approaches. The policy research approach includes the construction of social reality and cultural meaning, focusing on Process, Events, Authenticity and Integrated Data, Situational or Contextual and Researcher Involvement. (Cresweel, 1994)

The research method chosen in this research is a qualitative descriptive method. As part of the qualitative method, the qualitative descriptive approach does include the construction of social reality and cultural meaning, focuses on interactive processes, events, authenticity, is not value-free, theory and data are integrated, situational or contextual, and the involvement of researchers in all these elements is true. was part of Cresweel's explanation.

Many approaches can be taken but the most suitable approach used for policy research in this research process is an evaluative approach. Thus, the methodology developed is based more on research questions (Purnama, 2010:6-10). The detailed procedures for this policy development research are as follows:

#### **(1) Agenda Setting**

This agenda-setting was formed based on real conditions in the field which in this research was based on the conditions of PAK undergraduate graduates throughout Indonesia accumulated in the "Gap Between Supply and Demand of PAK Teacher Graduates". This real condition must be improved in order to achieve a balance between the PAK teachers produced by universities and the job market absorption of these PAK teachers in the field. This balance is carried out through the actions of the classroom teacher's Thematic-based PAK S1 curriculum prototype.

#### **(2) Policy Formulation**

At this stage the Policy Formulation refers to two real conditions that conflict with each other but this conflict will be reduced through a Thematic Teacher-based PAK undergraduate curriculum prototype and the results will improve the quality of PAK undergraduate graduates as well as job market absorption in schools for PAK undergraduate graduates the. which is no longer dominated by just teaching PAK to students but has developed into being able to carry out different teaching tasks simultaneously, namely being able to teach PAK and Thematic Lessons (Indonesian Language, PPKn, Science, Social Sciences and Mathematics) in a balanced manner. So Policy Formulation needs to be developed with a prototype PAK undergraduate curriculum that can form comprehensive PAK and thematic teaching skills

#### **(3) Choice of Solution**

The Choice of Solution taken is a choice that includes several things, namely (1) developing a prototype of the S1 PAK curriculum which accommodates a special Thematic curriculum for elementary school students in schools organized by the Ministry of Religion and the Ministry of Education, Culture, Research, Technology and Higher Education.

#### **(4) Policy Design**

Policy Design is designed to be able to accommodate the steps contained in Agenda Setting, Policy Formulation, Choice of Solution. The data collection tool for implementing Policy Design is a design that was

deliberately created in the thematic- based PAK undergraduate curriculum prototype so that PAK undergraduate graduates can one day become classroom teachers one day. This design was created on the basis of a questionnaire which will be circulated to the research sample prospectus, namely, PAK teachers in the field, the general public whose family members have PAK Bachelor degree backgrounds as well as government practitioners such as the Head of the District Ministry of Religion Office, the Head of the Education Service who is directly connected to placement of PAK undergraduate graduates.

### **(5) Policy Implementation**

This Policy Implementation concerns the implementation of Curriculum Adjustment which has been designed so that it can be implemented in the future for new students who are deliberately facilitated to become Religious Education and Classroom Teachers.

### **(6) Evaluation**

It must be acknowledged that "There is no ivory that is not cracked" in implementing new things in the form of policies, especially expanding the authority of Bachelor of Christian Religious Education graduates to become classroom teachers through curriculum development. After implementation in the field it can be seen the weaknesses of the Policy Design which included condensing, merging, adding learning materials for 8 semesters without adding credits (150 credits) which have been previously determined so that both PAK and Thematic teaching skills can be obtained in a balanced manner. This certainly needs to be improved and this is the function of evaluation. Henceforth, the results of the evaluation produced permanent improvements which can then be used within a predetermined period.

### **2) Research Location**

The research location was IAKN Tarutung which is located in North Tapanuli Regency. Researchers chose this location because it is one of the Christian Universities that produces Bachelor of Christian Education alumni. It has the potential to develop a Thematic Curriculum for Bachelor of Christian Religious Education.

### **3) Researcher Involvement**

The presence of researchers in curriculum development research is important because it relates to the validity of the final research data. Researchers observed, collected data from research subjects either through interviews, observations, or documentation for truth. Apart from that, the presence of researchers is the most important part of being able to create a good relationship by becoming a reviewer.

### **4) Data Collection Techniques and Instruments**

This Thematic-based Research on the Development of a Thematic-based PAK Undergraduate Curriculum Prototype used the following Research Techniques and Instruments:

#### **(1) Observation**

Observation is direct observation to obtain information about the desired phenomenon. The observation method is important in conducting qualitative research because this method is a data collection technique that requires researchers to go into the field. The most important data is a document of the actual distribution of courses in the PAK undergraduate curriculum that was being used at the time this research was carried out.

#### **(2) Interview Materials**

The interview material contains the reasons and expectations for the ongoing use of the S1 PAK curriculum and the curriculum prototype that would be designed. The data collection technique is carried out face to face between the interviewer and the resource person, where the interviewer asked a number of questions which must be answered orally by the resource person in a structured or unstructured manner. . The research instrument used was in the form of a questionnaire. The interview material remained regarding the reasons and expectations for the use of the ongoing curriculum and the prototype of the S1 PAK curriculum which was designed based on Class Teacher Thematics.

#### **(3) Documentation Method**

The Documentation Method is tracking and obtaining the required data through available data. This document certainly comes from several PAK undergraduate curricula used by State Christian Religious Higher Education Institutions (PTKN) and Private Christian Religious Higher Education Institutions (PTKKS). This method is crucial to apply considering that the explanation in the Independent Campus Learning Implementation Guidelines (MBKM) emphasizes the conditions regarding the authority of an institution to create and use its respective curriculum as long as the authority possessed by the institution is aimed at the benefit of its graduates.

### 3. RESULT AND DISCUSSION

#### 1) Research Findings

(1). Real Condition of Course Distribution Real Condition of Course Distribution in the current S1 PAK IAKN Tarutung curriculum.

Based on the Christian Education Study Program GuideBook Compiled By: Dame Taruli Simamora, et al. 2021 The distribution of PAK IAKN Tarutung Undergraduate Curriculum Courses is as follows:

Examining carefully the S1 PAK curriculum which was published in 2021, appears to have accommodated the demands of the Merdeka Campus learning method

curriculum. This can be seen from several courses which are actually the implementation of Merdeka Belajar independent campus on a deliberate scale in selection by the campus and decision making at the Faculty of Christian Education (FIPK) IAKN Tarutung and its staff at that time, namely: Dame Taruli, Dean 1 for Education and Teaching, Dorlan Naibaho and Ronny Simatupang, chairman and secretary of the PAK IAKN Tarutung Undergraduate Study Program.

These courses include:

- a. Entrepreneurship
- b. Livestock
- c. SLB Service Practices
- d. Community/Tax Education Guidance
- e. Church Extension Guidance
- f. Conductor g. Choir

It was seen that the distribution of courses which are part of the implementation of Merdeka Belajar Kampus Merdeka, it is more about activating collaboration between Study Programs (Prodi). This is proven through the Conductor and Choir course which is a Conductor and Choir course which is a course in the Church Music Study Program. Entrepreneurship, Animal Husbandry are courses taught in the Theology Study Program. Practical Services for the Elderly and Practical SLB Services are courses in the Pastoral Counseling Study Program, while Church Counseling Guidance is a course in the Christian Religious Education (PAK) Study Program. Based on these data, it is clear that all course content in PAK Study Program is intended to strengthen PAK graduates to become Christian Education teachers. Distribution of Courses in the PGSD Undergraduate Curriculum of HKBP Nomensen Pematang Siantar University and PGSD Open University The following is a discussion regarding the distribution of S1-PGSD courses used at the two institutions, namely, S1-PGSD HKBP Nomensen Pematang Siantar and S1-PGSD Open University Medan Technical Implementation Unit (UPT Medan).

#### (2) Collaboration of Thematic-Based Undergraduate PAK and Undergraduate PGSD Curriculum

In connection with the aim of this research, namely expanding the teaching authority of Bachelor of Christian Education graduates as Class Teachers through thematic-based Curriculum Development, the following are the steps taken to be implemented.

The procedure for achieving thematic-based collaboration of the S1 PAK and S1 PGSD curricula is that the steps to obtain the objectives start with the following steps:

##### a. Agenda Setting

Agenda Setting is the first step to obtain information as shown below:

The condition of PAK IAKN Tarutung undergraduate students is booming even though job opportunities are limited if they only become PAK teachers at school from elementary, middle and high school levels. The solution offered is so that PAK IAKN Tarutung undergraduate graduates have a great opportunity to become teachers with promising incomes, so the method used for this distribution is through curriculum development to produce class teachers. That is why the pillar of the project is a combination of the PAK curriculum with the PGSD curriculum.

##### b. Policy Formulation to Evaluation

This Policy Formulation is then followed by the action of choice of solution, policy design and policy implementation then ends up with an evaluation.

So the next action is to combine the S1- PAK curriculum with the S1-PGSD curriculum through adjustments, analysis and even evaluation to create a new curriculum for S1-PAK students. The following is the distribution of the PAK courses in question:

### 5. DISCUSSION

As a continuation of the research findings, this discussion went into the reason why in the end this form of curriculum collaboration has 4 elements of evaluation after passing through the research stages of policy development, namely:

- (1) Combining subjects contained in the S1- PAK IAKN Tarutung curriculum
- (2) Combining and adjusting 2 courses that are spread over different semesters but have the same objective
- (3) Combining courses in the S1-PAK curriculum with S1-PGSD because they have the same goal
- (4) Use empty places (due to merging 2 courses) for courses from S1-PGSD.

The four policy actions above were carried out with the aim of curriculum collaboration being implemented but not adding to the maximum credits (144 credits) which is a policy determination implemented in IAKN Tarutung S1-PAK study program. The following is the explanation.

The merger distribution of courses in semester 1, namely: Basics of Christian Education. This course is a combination of Introduction to Christian Education in semester 1 with Basics of Education in Semester 2.

The reason for this merger is because the objectives of the Introduction to Christian Education and Basics of Christian 2Education courses are essentially the same.

Furthermore, the Introduction to the Old Testament and New Testament courses are also combined because they basically have the same aim. Therefore, it is a waste if the same objectives are made in different courses. The same thing happened also by combining the Pancasila and Citizenship Education courses in semester 2 with Civics learning from the S1-PGSD curriculum. Which is thematic learning in the distribution of courses in semester 1 of PAK curriculum I'ts now combined with Arts and Culture Education from the S1-PGSD courses so that this course becomes Sociology and Arts and Culture Education. This is put together considering that Arts and Culture Education in the S1-PGSD curriculum is part of the Thematic curriculum courses which are the emphasis of Thematic Curriculum Development as emphasis of Curriculum Development in this research.

The Educational Psychology course in semester 2 also received additional content from the aim of creating a Thematic curriculum so that now the course is called Educational Psychology for PAK and Thematic Learning.

Mergers also occurred for the PAK Learning Strategy and Thematic Learning Planning Courses. This merger aims not only to provide space for the implementation of thematic courses in depth, namely: Mathematics Learning, but because this learning is included in the skills learning category. In skills learning, planning must precede strategy, but in its implementation, try to have a strategy prepared to actualize the learning Of a merger between courses in S1-PAK IAKN Tarutung curriculum for Christian Spiritual Course in Semester 2 with PAK History in Semester 3. The merger of these courses became PAK History and Christian Spirituality which was implemented in Semester 3. The merger of these courses became PAK History and Christian Spirituality which is placed in semester 3. This merger also provides space for the insertion of the subject: Mathematics Learning as part of the Thematic Curriculum which is taken from the Open University for S1 PGSD Thematic Curriculum.

Other mergers also occurred in the distribution of courses in semesters 3, 4, and 5. In more detail, the results of these developments can be seen (on pages 37-39) of the complete research report and compared with the original curriculum (S1- PGSD of HKBP Nommensen Siantar University and S1 PGSD Open University).

## 6. CONCLUSION

Based on the research results and discussion, the following conclusions were drawn:

- 1). The distribution of S1 course of PAK IAKN Tarutung is really intended to make PAK graduates skilled in teaching PAK and in elementary schools, middle schools and high schools. On campus there are additional courses based on the independent curriculum. Learning at the Merdeka Campus is actually aimed only at personal interests in the name of elective courses which are carried out in lectures of Between Study Programs.
- 2). The distribution of courses for the S1 PGSD Study Program at HKBP Nommensen Siantar University is really aimed at making graduates skilled at becoming teachers in elementary schools. The same thing is also found in the distribution of courses at the S1 PGSD Open University. However, for the purposes of the IAKN TARUTUNG S1-PAK curriculum which is designed so that graduates have expanded teaching authority, the S1-PGSD curriculum that can be collaborated with the IAKN Tarutung S1-PAK curriculum is the Open University S1-PGSD curriculum. This curriculum has its own history of placing thematic subjects into an integrated distribution of courses.
- 3). The results of the collaboration between the S1 PAK and S1 PGSD curricula can be seen in the complete research results chapter 4 pages 37-40) of research report In theory, it is believed to be effective in extending teaching authority for PAK undergraduate graduates to become class teachers in elementary schools throughout Indonesia.

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