The Concept Of Elective-Coordinative Curriculum Model In Level Of Bachelor Degree At Department Of Education Teacher Madrasah Ibtidaiyah In Indonesia

Mohamad Agung Rokhimawan, Istiningsih, Sukiman

Abstract: The purpose of this study is to design concepts and modify the steps of curriculum development with an elective-coordinative model at the undergraduate level (S1) of PGMI study programs in Indonesia. This research uses qualitative research. Research location at UIN Sunan Kalijaga Yogyakarta Indonesia. Data collection techniques with theoretical research approach in preparing the concept of the elective-coordinative curriculum model and continued with a group discussion forum (FGD) and documentation. The findings of this study are first, to find the concept of an elective-coordinative curriculum model at the S1 level of the PGMI Study Program with several elements. These elements are the purpose, content, method or method, and evaluation. Second, developing steps into 4 stages which include (1) needs analysis and profile of graduates, (2) formulation of CPL / LO (Learning Outcome) and selection of study materials, (3) labeling courses and calculating SKS weights, and (4) curriculum structure. For the implementation of the use of an elective-coordinative curriculum model at the S1 level of the PGMI Study Program, it is recommended that training and guidance for lecturers as curriculum users be recommended.

Index Terms: Elective-Coordinative Concepts, Curriculum Model, PGMI.

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1 INTRODUCTION

The curriculum at present also develops starting from the definition, planning, the achievement of graduate learning, study material, learning process, and assessment or evaluation as well as knowledge. The curriculum is the spirit of every study program. The curriculum is declared as a spirit because the curriculum is required for the implementation of higher education and is always used as a rail or reference and evaluated at any time following the demands of the times. The curriculum is said to be a means to an end because the curriculum structure is the result of the study of the profile that is proclaimed by each study program. In the era of globalisation, higher education in Indonesia (domestic) and abroad is equated with the quality or quality standards. The curriculum must be clearly formulated, can be observed, measured, achieved or obtained in the learning process, can be demonstrated, and assessed [6]. The curriculum of the at department of education teacher madrasah ibtidaiyah (PGMI) still has too many subjects, namely as many as 55 subjects, with a composition of 45 compulsory subjects and 10 elective courses with a load of 146 credits consisting of PGMI course content of 14 courses, pedagogy totaling 15 courses, as many as 16 courses containing Islamic Religious Education (PAI), and the rest are entrusted with national and elective so that the competency of PGMI's is considered to be very lacking and will have an impact on the quality or quality of graduates. Some courses need to be given additional SKS weight to be able to describe the field of science. Judging from the existing courses, PGMI's scientific competitiveness is still weak compared to PGSD.

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• *Mohamad Agung Rokhimawan, Study Program of Islamic Primary Teacher Education (PGMI) in State Islamic University Sunan Kalijaga Yogyakarta, Indonesia PH-08156625772. E-mail: rokhimawan78@gmail.com*
• *Istiningsih, Study Program of Islamic Primary Teacher Education (PGMI) in State Islamic University Sunan Kalijaga Yogyakarta PH-081227091138. E-mail: istiningsih81@gmail.com*
• *Sukiman, PAI doctoral program in State Islamic University Sunan Kalijaga Yogyakarta PH-081578700311. E-mail: drsukiman10@gmail.com*

Weaknesses in the curriculum concept that are implemented lie in the learning process with the lack of subjects that use experiments or practice because in the curriculum still distinguishes between theory and practice in the course. The preparation of the curriculum starts from an analysis of the core values of Sunan Kalijaga State Islamic University to find out the characteristics of the university itself, then faculties and study programs participate in achieving the competencies achieved following curriculum objectives. Therefore, we need a curriculum development model that can accommodate all of the above interests. In this case, the researcher offers an elective-coordinative curriculum model. Curriculum development needs to start with research so that this research is considered relevant, functional, and meaningful. This study raises the term elective-coordinative which has specific aims and objectives, namely selecting, sorting, integrating, and synchronising the curriculum of the S1, S2, and S3 academic levels in the at the department of education teacher madrasah ibtidaiyah. Departing from the results of preliminary studies conducted by researchers, there are differences between real conditions and ideal conditions. To bridge this, the results of this study offer alternative solutions in overcoming the differences above by developing the concept of elective-coordinative curriculum models at the level of a bachelor degree at the department of education teacher madrasah ibtidaiyah in Indonesia. This article discusses the elective-coordinative concept, the development of curriculum models for PGMI study programs at the undergraduate level.

2 METODOLOGI

This type of research is qualitative following the object of study that affects, the location of research at UIN Sunan Kalijaga Yogyakarta. Data collection techniques with theoretical research approach in preparing the concept of the elective-coordinative curriculum model and continued with a group discussion forum (FGD) and documentation. Research design starts from understanding theories and models, analysing curriculum models, making model designs, then developing model evaluation instruments, evaluating models, investigating

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the concept of elective-coordinative curriculum models and discussing with experts and higher education experts and applying the concept of the model produced in the compilation of curriculum guidelines in PGMI study programs. Data analysis uses data reduction and presentation and concluding. The data obtained were analysed using interpretation or interpreting data. Data validation test uses the triangulation method
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3   RESULT AND DISCUSSION

3.1. Concept of the Elective-Coordinative Curriculum Model
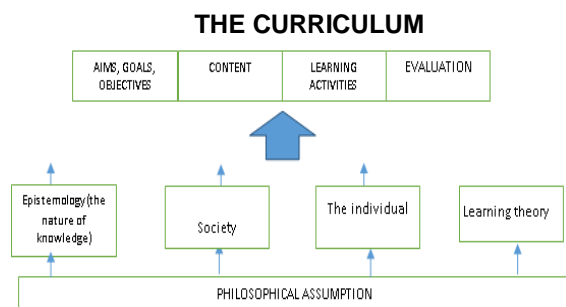The elective principle contains various interests related to education, as shown below.

THE CURRICULUM

Figure 1. *Eclectic Curriculum Model and Its Foundations.*

Zais in his book titled Curriculum: Philosophy and Foundation state that there are four essential elements in the curriculum, namely 1) aims, goals, objectives, 2) content, 3) learning activities, and 4) evaluation. The function of the four elements mentioned above is to create each component to be able to associate precisely and synergise with landing on several platforms. That foundation is a philosophical foundation, social, individual (learners), and learning theory. The electrical model has a focus on curriculum construction by referring to the curriculum foundations that are built and the methods used in terms of the development, implementation, and design of each curriculum element. The elective curriculum model aims to describe the curriculum in the form of variables about curriculum planners or developers who must understand the importance of curriculum development construction. The concept of developing PGMI S1 curriculum becomes a unified building that is interrelated and reinforcing. The most important components found in the elective curriculum model are the aims, content, learning process, and evaluation [7]. The elective curriculum emphasises content and methods. Changes and curriculum development are determined by adding knowledge to the contents of the curriculum. Therefore, this is following the guiding principles in the development of the PGMI curriculum that was built by researchers, namely the aspects of the academic curriculum prioritising intellectual content and disciplines and giving breadth in choosing students to explore the desired field of science. Also, in the PGMI curriculum, there are integration-interconnection of the curriculum from religious sciences with general science to be achieved in the learning process, namely CP or LO.

3.2. Development of PGMI Curriculum Concepts
In developing the concept of the PGMI curriculum, there are

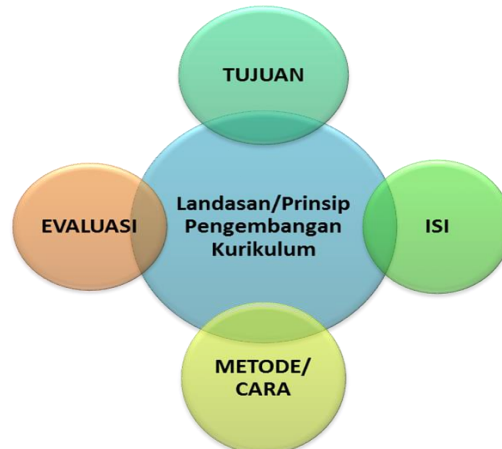several elements. These elements are the purpose, content, method or method, and evaluation.

Figure 2. *Concept of Curriculum Development*

3.2.1. The Purpose of PGMI Curriculum Development
In curriculum development, there are general and specific objectives. The broad goals of the curriculum are as follows. First, to develop capabilities in critical thinking, problem-solving skills, and being realistic. According to John Dewey, knowledge and skills are not only transferred but at the same time transformed so that students master them. Also, this method evokes the ability or ability to think critically and creatively. Second, it refers to National Higher Education Standards (SNPT), which is to develop noble character, intellectual intelligence, and skills. Third, the intellectual life of the nation. The specific objectives of the curriculum are as follows. First, to foster intelligent and competitive Indonesian people following the vision of Indonesia's national education. Second, comprehensive creative Indonesian people that include spiritual, emotional, social, intellectual, and kinesthetic smart. Third, recognition of work competency based on work structure. Fourth, to prioritise and advance science and technology through the application of the values of the humanities, culture and sustainable empowerment of the Indonesian people. Fifth, the curriculum as a reference for the process of steps for improvement in learning in the future. Sixth, educating the life of the nation. Seventh, to advance and develop science and technology by applying the values of humanities, culture and sustainable empowerment of the Indonesian people. Recognition of work competencies is to obtain job vacancies through PKL, PPL, KKN activities, training, internships, and advance work experience by increasing orientation in the real world and preparing students to improve honesty and relevant work. The intellectual aspect of the nation's life includes the promotion of science and technology by applying the values of humanities, culture, and the empowerment of Indonesian people in a sustainable manner. What is meant by the intellectual aspect of the nation's life is to foster intelligent and competitive Indonesian people following the vision of Indonesia's national education? The intentions of intelligent Indonesian people are comprehensively talented Indonesian people which include spiritual, emotional and social, intellectual, and kinesthetic smart [8].
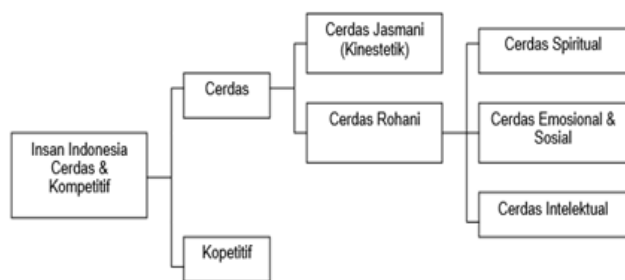
Figure 3. *Smart and Competitive Indonesian Persons.*

Aspects of intelligent and competitive Indonesian people are classified into the first parts consisting of (1) physical intelligence and (2) spiritual intelligence which includes (a) spiritual intelligence, (b) emotional and social intelligence, (c) intellectual intelligence. Meanwhile, in the second part, there are competitive characteristics. Conceptually, in terms of indicators, competitive aspects can be incorporated into emotional intelligence and spiritual intelligence [9]. In the aspect of educating the nation's life, following the vision of the Ministry of Education and Culture 2025 by producing intelligent and competent human beings. The meaning of intelligent and competitive Indonesian people in the intelligent, spiritual aspect, namely the delivery through self-actualisation of the heart of mind in growing and strengthening faith, loyalty and noble character, including noble character and superior personality. Meanwhile, emotionally intelligent and socially intelligent is self-actualisation through a sense of feeling in growing sensitivity and appreciation for the artistry, cultural values, and competence in expressing them. Self-actualization in social interactions is done by (a) fostering and fostering reciprocal relations, (b) democratic, (c) empathic and sympathetic, (d) upholding human rights, (e) cheerful and confident, (f) respecting diversity in community and state, and (g) nationalism-aware, that is, aware of the rights and obligations as citizens. Intellectual smart includes practising oneself by way of thinking in gaining competence, independence of science and technology, and realising an intelligent personality that is creative, critical, innovative, and imaginative [10]. The kinesthetic smart includes practising oneself through sports in realising a person who is resilient, fit, healthy, alert, youthful skilled, and trengginas and actualisation of adiraga individuals [10]. Intellectual intelligence includes linear, mathematical, and logical-systematic intelligence. This intelligence produces thinking based on thinking, precise, and accurate. Intellectual intelligence does not involve or associate emotions in processing information. The advancement of science and technology is carried out through the application of humanities grades in the form of study material or scientific disciplines from each subject. The use of values is done by providing knowledge and developing skills, attitudes, essential values of personal development, and needs in life, as well as contributions to social development and change.

3.2.2. Contents of PGMI Curriculum Development

The higher education curriculum is defined as a plan in the learning process that focuses on curriculum content. In the concept of developing the S1 level PGMI curriculum, there are curriculum contents, including, profiles, courses (CP and S1 study materials), and course structure. In determining the contents of the curriculum, it is necessary to consider learning experience knowledge that is tailored to the level of education. Community development concerns the demands and needs, the development of science and technology, growth, and development of children at every level of education [11]. Curriculum content criteria applied in this study cover the following matters. First, the foundation of education philosophy and philosophy of development. Second, compatibility with the psychology of child development. Third, reflecting social interactions. Fourth, the curriculum content aims to educate the life of the nation. Fifth, the contents of the curriculum contain knowledge that has stood the test. Sixth, curriculum content in the form of transparent study material, can be observed, measured, achieved in the learning process, and can be demonstrated and assessed. Seventh, it contains principles, theories, and concepts which include factual information. The curriculum at the S1 level of PGMI Study Program Referring to KKNI which contains the following matters. First, the Profile and Descriptor of the Strata one PGMI Study Program. Second, the Formulation of Vision and Mission. Third, the formulation of CP or Learning Outcome (LO). Fourth, LO Identification and Learning Outcome in Competency Elements Based on UNESCO Pillars. Fifth, Changing LO or Learning Outcomes to CLO (Course Learning Outcome). Sixth, Determination of Extent, Depth, and Calculation of SKS Weight and Labeling Subjects. Seventh, Custody of Soft Skills in Subjects. Eighth, Curriculum Structure. Ninth is the Course Description and CP Code. Profile and Descriptors of PGMI Strata 1 Study Program in full can be seen in table 1.

TABLE 1
PROFIL DAN DISKRIPTOR PRODI PGMI STRATA 1

No	Profil	Descriptor
1	*Teachers Class for MI/SD*	*Educators at the primary school level who can plan, implement, evaluate, and develop learning based on science, character, and innovation to improve the quality of education.*
2	*Researchers in the field of MI / SD education*	*Beginner researchers who can do problem-solving learning and can produce proof to learn innovations in improving the quality of education in primary school.*
3	*Education Practitioners and Consultants*	*Education Practitioners and Consultants at the level of basic education units in the fields of education management, extracurricular coaches, evaluators of learning implementation, and media developers and learning resources.*

The first role is the Teachers or Teachers of MI or SD Class in S1 who can plan, implement, evaluate, and develop learning based on science, character, and innovation to improve the quality of education. The second role is as a researcher. S1 researchers act as beginner researchers who can do problem-solving learning and can produce learning innovations that are tested for improving the quality of education in Madrasah Ibtidaiyah. Percentage of teaching and research roles for undergraduate level can collaborate between courses and research. Has 70% of Teaching and 30% of Research. Learning Outcomes of PGMI Strata 1 Study Program, while

the number of CP or learning outcomes, attitudes, and values for S1 are 18 CP with codes 1.1 through 1.18. Aspects of knowledge at the S1 level are 26 knowledge competencies with codes 2.1.1 through 2.1.26. Code 3 is a description of general skills totalling 10 CP with codes 3.1.1 through 3.1.10. Meanwhile, code 4 is a description of special skills completing 28 CP with codes 4.1.1 through 4.1.28.

3.2.3. PGMI Curriculum Development Method

The method or method in curriculum development contains steps in developing the PGMI curriculum. According to Ila Sahilah et al., The technique or method in curriculum development is curriculum design divided into three parts, namely the formulation of graduate learning outcomes (CPL), the formation of courses, and the formation of trails in the curriculum structure. The formulation of learning outcomes or graduate learning outcomes includes three aspects, namely the determination of graduate profiles, determination of abilities derived from patterns, and formulating graduate learning outcomes. Meanwhile, the formation of subjects has three aspects in the form of a selection of study materials, learning materials, and determination of matters and determination of the amount of credits sks courses [1]. The author develops the steps into four stages which include (1) needs analysis and profile of graduates, (2) formulation of CPL / LO (Learning Outcome) and selection of study materials, (3) labelling of courses and calculating sks weights, (4) structure curriculum. The first stage (in the analysis of needs and graduate profiles) there are five steps that must be made, namely (a) Establishment of Study Program Task Force, (b) SWOT Analysis, (c) Formulation of Vision and Mission, (d) Analysis of Needs (Tracer Study) , (e) Profile Designation and Profile Description. The second stage is the formulation of LO (Learning Outcome). At this stage the selection of study materials that must be passed in preparing LO formulation is (a) LO Formulation, (b) Identification of CP or Learning Outcomes in Competency Element Based on UNESCO Pillars, (c) Sorting LO or CP Prospective Subjects and Soft Skills, and (d) Changing LO or Learning Outcomes Into CLO (Course Learning outcome). In the third stage (labelling courses and calculating sks weights) that must be done in this stage are (a) Calculation of Subject Area, (b) Calculation of Subject Depth, (c) Labeling of Subjects, and (d) Calculating sks Weight. The fourth stage (curriculum structure) is the final stage developed by the writer in this PGMI curriculum which includes (a) Curriculum Structure and naming every semester, (b) Leaving Soft Skills in Subjects, and (c) Course Descriptions, CP Codes, an sks.

3.2.4. Evaluation of PGMI Curriculum Development

According to Anik Ghufron, curriculum evaluation is a process in making considerations based on agreed criteria and can be accounted for in making curriculum decisions [2]. Meanwhile, Saylor stated that curriculum evaluation as a process is used to judge the appropriateness of curriculum choice [3]. Curriculum evaluation is a process used to decide or determine suitability in curriculum selection. Curriculum evaluation is intended to get an idea of how far curriculum objectives can be achieved through the application of the curriculum. Then, it can assess the curriculum in determining effectiveness and efficiency and to produce empirical evidence about nature, direction, and level of behaviour change arising from educational endeavours. This evidence can then be used

as a guide in modifying each stage of the curriculum process. Curriculum evaluation is also a process in making decisions by considering a set of criteria that are agreed upon and accounted for in making decisions about the curriculum. Its potential assesses the effectiveness of each educational program to realise the goals and objectives seen from how far the goals are achieved can be determined through appropriate evaluation procedures. Also, the curriculum must be able to meet the needs of students so that they can develop the intellectual abilities of students to achieve the goal of being responsible citizens and contributing to the nation's competitiveness. In this activity, evaluation needs and must have specific characteristics. The important characteristics are the consistency of curriculum objectives, adequate diagnostic values, completeness, and continuity or continuity. According to Anselm, the evaluation component in the curriculum is an element that contains statements about efforts to determine the level of learning achievement and the efficiency and effectiveness of the learning process. Evaluation is intended to assess the level of learning achievement is called outcome evaluation, while evaluation to determine the efficiency and effectiveness of the learning process are called process evaluation [4]. In work, the assessment must be accompanied by giving due consideration because giving assessment becomes an absolute differentiator between evaluation and other systematic studies. To provide specific, the evaluator must have a standard because the payment can only be made based on the standard [5]. In the evaluation, there are standard terms and criteria. Both of these are taken into account for evaluating. The standard definition is more general, while criteria are more specific. Curriculum evaluation conducted by researchers uses the Delphi technique and FGD in curriculum decision making.

3.3 Hypothetic Model Concept Development Model Curriculum

Model validation is done by determining the hypothetical model of curriculum development. The results of the theoretical model lead to the determination of the name "Development of the Concept Level of the Elective-Coordinative Curriculum Model of S1 Referring to the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI) in Indonesia". PGMI curriculum development is carried out by researchers in a deductive way, which is observed from determining the curriculum foundation, curriculum principles, curriculum policy, needs and profile analysis, formulating CPL, calculating sks weight and course names, curriculum structure and naming every semester, implementation in development, and evaluation.
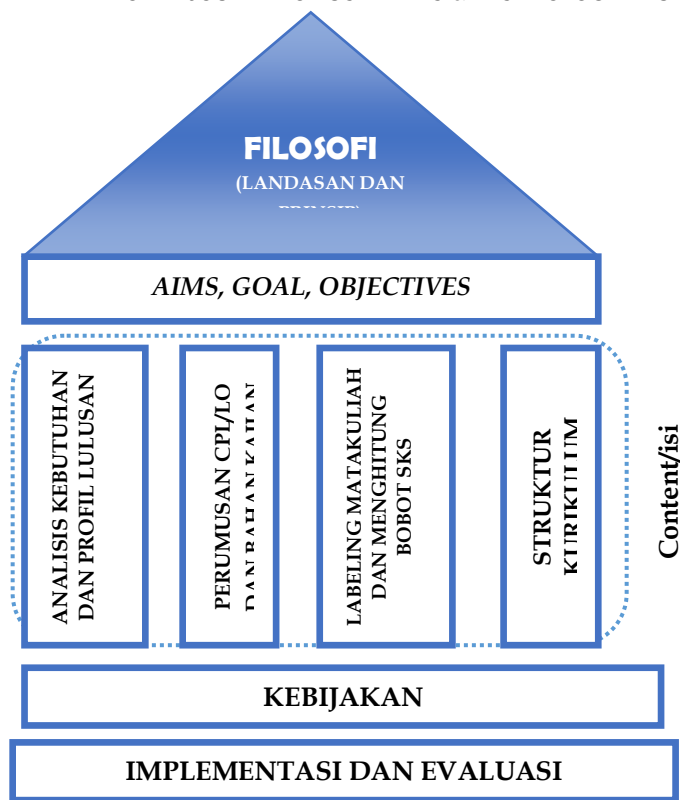
Figure 4. *The concept of Curriculum Development Model PGMI*

The components shown above are just the main component images. Therefore, from the many elements of the steps, the researcher summarises the 4 steps in curriculum preparation because they are interrelated. The first component is the philosophical formulation which contains the foundation and principles used in the development of the PGMI curriculum. In curriculum development, some foundations are used, among them, philosophical, sociological and psychological foundations. The principles used are academic, responsive, hierarchical, continuous improvement, integrative-interconnected, and elective principles. The model built by the researcher is in line with the guiding model of the depth of the subject or subject matter proposed by Amin Abdullah, which is related to integration-interconnection. The second component in its steps has 4 stages of curriculum development, which include (1) analysis of graduates' needs and profiles, (2) formulation of CPL or LO (Learning Outcome) and selection of Study Materials, (3) labeling of courses and calculating SKS weights, and (4) curriculum structure. The first stage is the analysis of graduates' needs and profiles. In this stage, several steps must be passed. The scenes are (a) Establishment of Study Program Task Force, (b) SWOT Analysis, (c) Preparation of Vision and Mission, (d) Need Analysis (Tracer Study), (e) Establishing Profile and Profile Description. The second stage is the formulation of LO (Learning Outcome) and the selection of study material. The scenes that must be passed in preparing LO formulation are (a) LO formulation, (b) identification of CP or Learning outcome in Competency Element Based on UNESCO Pillars, (c) sorting LO or CP Prospective Subjects and Soft Skills, and (d) changing LO or Learning Outcomes Become CLO (Course Learning Outcome). The third stage is labelling courses and calculating SKS weights. Activities at this stage are (a)

calculating the breadth of the course, (b) calculating the depth of the course, (c) labelling the course, and (d) calculating the weight of SKS. The fourth stage (curriculum structure), is the last stage developed by the authors in the PGMI curriculum which includes (a) curriculum structure and naming each semester, (b) entrust soft skills to the course, and (c) course description, CP code, and SKS. The next component or component that contains the policies used in the development of the PGMI curriculum model includes juridical foundations.

1. Law No. 12 of 2012 contains Higher Education, Article 29 paragraph 1 of the IQF and Learning Outcomes, in Article 35, section 2 SNPT, Article 36 concerning Professional Education Curriculum.
2. Permendikbud No. 73 of 2013 concerning the Implementation of KKNI in Higher Education Article 10 paragraph (4) contains the duties and functions of Higher Education.
3. Higher education has autonomy based on Law No. 20/2003 concerning National Education System Article 24 paragraph (1) which contains academic freedom and scientific autonomy, Paragraph (2) Tri Dharma Higher Education autonomy. Article 37 paragraph (2) contains (a) religious education (b) citizenship education, and (c) language. Article 38 paragraph (3) must refer to the SNP. Paragraph (4) concerning the curriculum structure of Article 51 paragraph 2 concerning the principles of managing tertiary institutions.
4. Government Regulation No. 19 of 2005 contains the Education SNP, Article 9 paragraph (1) reads the Structure of the study program curriculum, Paragraph (2) Universities must include four national courses, Paragraph (3) contains personality and logic. Paragraph (4) contains the depth of the curriculum, article 15 paragraph (1) contains the minimum and maximum sks. Paragraph (2) contains an effective sks. Article 17 paragraph (4) contains the determination of the curriculum by each PT. Article 27 paragraph (2) contains the competency standards for graduates of each study program.
5. Permenristekdikti No, 44 of 2015 contains SNPT. Article (1) paragraph (6) definition of curriculum. Article 3 paragraph (2) contains the basis for implementing learning. Article 4 paragraph (2) contains the plan, implementation, and evaluation.
6. PP No. 19/2005, Article 9, Paragraphs (1) and (4) contain curriculum structure and depth for each study program.
7. PP 17 of 2010 Article 97 contains a competency-based curriculum (KBK), paragraph (1) contains at least five curriculum elements.
8. Minister of National Education Minister 232 the Year 2000 contains PT curriculum guidelines and student learning outcomes.
9. Kepmendiknas 045/2002 concerning PT.
10. Decree of the Inspector General of Higher Education 38/2002 regarding Personality Development.
11. Government Regulation (PP No. 19 of 2005) concerning SNP.
12. KMA 353/2004 concerning Curriculum Development Guidelines at PTAI.
13. Decree of Inspector General No. 114/2005 regarding Graduates' Competency Standards.
14. Curriculum Format of Study Program Based on Competency of Graduates.
15. 2014 Director General of Higher Education Handbook and

2016 Sunan Kalijaga UIN Curriculum Guide.

According to Prof. Sutrisno, breaking down attitudes and values is a challenge so that the existing book guidelines on the Research and Technology Directorate of Higher Education do not break down attitudes and values. In the Directorate of Higher Education, Research and Technology guidelines which are broken down in the form of mastery of knowledge and work skills are passed down to general qualifications. However, aspects of attitudes and values are not much broken down. Therefore, the weaknesses of the existing curricula at PTKIN-PTKIN in Indonesia, especially at UIN, suddenly appeared religious courses that were posted in other courses. It should come from attitudes and values derived from learning outcomes and then study material so that they can meet with their subjects. There must be no assumption that religious subjects are only patches, but the roots are from attitudes and values. That is what distinguishes between those in Ristekdikti and the Ministry of Religion. This is the advantage, but often we are not aware of having that advantage [12]. The core values get to the root of the attitude and values are passed down to the LO, study material that leads to the discovery of the course. That is what distinguishes between PGSD and PGMI. If you can breakdown S1, S2, and S3, meet specificity, namely the presence of Islamic words (Islam) there are MI words, but if it fails to breakdown it (core values, attitude, values, etc.), the name is just a compilation from here and there, do not have identity. According to Prof. Noorhadi Hasan, research on this curriculum was highly appreciated because the curriculum was relevant in education. However, it must also be tested even though one course from the product results of curriculum model development to facilitate analysing the results. The curriculum understudy must be implemented and tested by requiring sufficient time (not briefly). That is the task of researchers in developing a curriculum that is currently running. The language used so far is "integration-interconnection." It should be used "integrative-interconnection" because, in all curriculum products compiled by researchers, the adjectives are used, so they need to be harmonised [12]. Dr Ali Abdel Moneim discusses the concept book of curriculum development models developed by researchers starting from the philosophical aspects contained in the model book. First, accumulative and quantitative ijtihad. The accumulative ijtihad does not seem to be rooted in the fundamental values of the Tarbiyah Faculty of UIN Sunan Kalijaga. Second, knowledge workers, such as academics are designers of curriculum development. The research should be based on the fundamental values of tertiary institutions so that they can criticise the curriculum. There are differences in terms of curriculum planning or management curriculum. The two words have different meanings. First, curriculum planning means that designing a curriculum requires original and clean thinking, far-sightedness related to the influence of graduates on the environment in the future (outcome), and not only pay attention to the value of graduates (output). Curriculum planning will completely deconstruct the existing curriculum and reconstruct following the fundamental values and environmental considerations internally and externally as a whole. Second, curriculum management means that curriculum management only adapts current curricula to new administrative demands, such as KKNI and SNPT. In this regard, researchers seem to limit themselves to managerial steps in team-building and reduce regulatory demands from

the state into curriculum-based items based on the existing curriculum. We are committed to the goals and fundamental values of the Indonesian people and the education system that is following these values. Therefore, the starting point in thinking about the PGMI S1 curriculum is the figure of MI students that we aspire to for the next fifty years. Also, the use of KKNI may not necessarily produce excellent teachers. Researchers should prepare KKNI-based curriculum. What should have been thinking is the ideal MI students in the next twenty years to design or determine the expected teacher figure. Based on this answer, a new LO can be arranged from the teacher [12].

4 CONCLUSION
For the implementation of the use of an elective-coordinative curriculum model at the S1 level of the PGMI Study Program, it is recommended that there be training and mentoring for lecturers as curriculum users. Development of the concept of the elective-coordinative curriculum model at the PGMI Study Program S1 level which has four elements in the form of objectives, content, methods, and evaluation. The steps in compiling an elective-coordinative curriculum model at the S1 level with 4 steps namely first analysis of the needs and profile of graduates, secondly formulation of CPL / LO (learning outcome) and selection of study materials, thirdly labelling courses and calculating SKS weights, and fourthly curriculum structure.

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