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# ISSHMIC 6<sup>th</sup> 2019



International Seminar on Social, Humanities and Malay Islamic Civilization

## PROSIDING



The Actualization of Islamic Thoughts and Values for Community Life in The Millennial Era

Theme :  
The Actualization of Islamic Thoughts and Values  
for Community Life in The Millennial Era

Harper Hotel Palembang, South Sumatra - Indonesia  
October 15-16, 2019

**PROSIDING**  
**The 6<sup>th</sup> <sup>11</sup> International Seminar on Social,  
Humanities, and Malay Islamic Civilization**

Tema:

“Actualization of Values and Islamic Thought in Community Life in The Millennial Era”

Palembang, 15-16 Oktober, 2019  
Ballroom Harper Hotel Palembang

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## **PROSIDING**

**The 6<sup>th</sup> International Seminar on Social, Humanities, and Malay Islamic Civilization**

### **Tema:**

**“Actualization of Values and Islamic Thought in Community Life in The Millennial Era”**

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## SAMBUTAN REKTOR

*Assalamu 'alaikum warahmatullaahi wabarakaatuh*

Alhamdulillah, <sup>11</sup> **International Seminar on Social, Humanities, and Malay Islamic Civilization (ISSHMIC)** Universitas Islam Negeri (UIN) Raden Fatah Palembang tahun 2018 yang akan diselenggarakan pada tanggal 15 sampai dengan 16 Oktober 2019 ini sudah memasuki tahun keenam sejak diadakan pertama kali tahun 2014. Seminar ini adalah bagian dari upaya implementasi Visi Internasional UIN Raden Fatah Palembang dan sekaligus menegaskan distingsi UIN Raden Patah sebagai pusat pengkajian peradaban Islam Melayu (Malay Islamic Civilization Institute).

Di samping itu seminar internasional ini juga merupakan wujud nyata dari kontribusi UIN Raden Fatah Palembang dalam memperkaya wacana, diseminasi, dan publikasi hasil-hasil riset tentang berbagai isu dalam bidang ilmu-ilmu agama, ilmu-ilmu social, dan humaniora yang terus berkembang setiap saat. Seminar ini sekaligus juga merupakan forum urun-rembuk para ahli, sarjana, ilmuwan, dan akademisi dalam rangka memberikan alternatif solusi bagi persoalan-persoalan riil manusia modern dalam bidang keagamaan, social dan kemanusiaan.

Seminar internasional tahun ini mengambil tema “**Actualization of Values and Islamic Thought in Community Life in The Millennial Era**”. Tema kali ini terkait dengan Syariah dan hukum Islam di Era Milenial, Pendidikan Islam di Era Milenial, Dakwah di Era Milenial, Ekonomi dan Bisnis Islam di Era Milenial, Seni dan budaya Islam di Era Milenial, Politik Islam di Era Milenial, Tasawuf di Era Milenial, Sains Islam di Era Milenial, psikologi Islam di Era Milenial, Peradaban Melayu di Era Milenial, dan Penguatan Identitas dan Budaya Melayu pada Generasi Milenial, serta faktor-faktor Ekonomi Dalam Dinamika Perkembangan Peradaban Islam Melayu. Pembahasan yang beragam tersebut bertujuan untuk mendapatkan informasi yang komprehensif dan Memperdalam pengetahuan tentang wacana pemikiran Islam dan aktualisasinya. Mereview dan menganalisis nilai-nilai dan pemikiran keislamaan yang bisa diterapkan dalam membentuk peradaban islami di era millennial, Sehingga mendapatkan pemahaman tentang pentingnya aktualisasi nilai-nilai dan pemikiran Islam dalam era Millennial.

Ucapan terimakasih dan penghargaan yang setinggi-tingginya kami sampaikan kepada semua narasumber, panitia, pimpinan universitas dan fakultas, calon-calon peserta, semua civitas akademika, dan semua pihak yang turut serta menyukseskan kegiatan seminar internasional ini. Selamat berseminar, semoga bermanfaat.

*Wassalamu 'alaikum warahmatullaahi wabarakaatuh*

Rektor UIN Raden Fatah Palembang

**Prof. Drs. M. Sirozi, M.A., Ph.D**

## PROGRAM SCHEDULE

### First Day

International Seminar

Universitas Islam Negeri Raden Fatah Palembang

Venue: Ballroom Harper Hotel Palembang, Tuesday, October 15<sup>th</sup>, 2019

Time	Activity	Presenter	Institution
07.00 – 07.30	Registration	Registration Committee	
07.30 – 08.30	Open Ceremony	Committee	
08.30 – 09.30	Moderator Dr. Abdul Razzaq	1 <sup>st</sup> Speaker Prof. Dr. M. Amin Abdullah	Professor in Philosophy, Islamic State University Sunan Kalijaga Yogyakarta, Indonesia
09.30 – 10.00		2 <sup>nd</sup> Speaker Prof. Drs. H.M. Sirozi, MA., Ph.D	Professor in Islamic State University of Raden Fatah Palembang, Indonesia
10.00 – 10.30		3 <sup>rd</sup> Speaker Prof. Dr. Azhari Mohamed Abu El Reish	Islamic architecture expert and deputy chancellor of Omdurman University, Sudan
10.30 – 11.00		4 <sup>th</sup> Speaker Dr. Abdelelah Mohamed Ahmed Abdalla Nimir	Zakat expert council, Islamic economy, initiator of Islamic Bank in the Islamic World, Sudan
11.00 – 11.30		5 <sup>th</sup> Speaker Dr. Dewi Warna M.Pd	Islamic State University of Raden Fatah Palembang, Indonesia
11.30 – 12.30		Question and Answer	
12.30 – 13.30		<b>Lunch and Pray</b>	
13.30 – 17.00	Parallel Session	Room 1 (Imperial Ballroom)	
		Room 2 (Imperial Ballroom)	
		Room 3 (Emerald Room)	
		Room 4 (Jodiete Room)	

**Second Day**

International Seminar

Universitas Islam Negeri Raden Fatah Palembang

Venue: Ballroom Harper Hotel Palembang, Tuesday, October 16<sup>th</sup>, 2019

<b>Time</b>	<b>Activity</b>	<b>Presenter</b>	<b>Institution</b>
08.00 – 08.30	Moderator Dr. Dewi Warna	1 <sup>st</sup> Speaker Prof. Peter Brian Ramsay Carey	Emeritus Fellow Trinity College, Oxford, England
08.30 – 09.00		2 <sup>nd</sup> Speaker Prof. Dr. Hossein Mukhtari	History and Fiqh Expert, Chancellor of the University of Islamic Denomination, I.R Iran
09.00 – 09.30		3 <sup>rd</sup> Speaker Prof. Jamileh Alamolhoda	Shahid Beheshti University, Iran
09.30 – 10.00		4 <sup>th</sup> Speaker Prof. Dr. Abdul Mua'ti Zamri Ahmad	University Putra Malaysia, Malaysia
10.00 – 10.30		5 <sup>th</sup> Speaker Dr. Yenrizal, M.Si	Islamic State University of Raden Fatah Palembang, Indonesia
10.30 – 11.30		Question and Answer	
11.30 – 12.30		<b>Lunch and Pray</b>	

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**and Malay Islamic Civilization**

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**THE DEVELOPMENT OF TEACHER EDUCATION CURRICULUM IN  
INDONESIA THROUGH STRENGTHENING THE CONCEPT OF  
PEDAGOGICAL CONTENT KNOWLEDGE  
IN THE MILLENNIAL ERA**

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**Abstract**

This paper aims to describe the problems, challenges, as well as solutions for the development of teacher education curriculum in Indonesia through the effort of strengthening the implementation of Pedagogical Content Knowledge (PCK) concepts in teacher education institutions (LPTK) in Indonesia. The millennial era with the characteristics of disruptive and very rapid changes in the innovation of digital technology-based education have already become the challenges for LPTKs to make efforts to improve educational services. The millennial era offers a new lifestyle as well as a way of x generation in getting the information where it should be responded by undertaking effort in developing the curriculum. The problems related to the lack of teachers' competence mastery cannot be separated from the non-optimal process of fostering the teacher candidates in LPTK. Curriculum and learning process as the center of education in LPTK need to be developed by considering the value concept of PCK which has been proven through various learning in various study subjects, including the learning in higher education. Strengthening the understanding of concept and the implementation of PCK in LPTK enables the candidate of teachers in understanding the academic content and pedagogical aspects as well. The mastery of PCK for candidate of teachers and teachers truly helps the learning process run effectively. The context here is that PCK can be a solution to eliminate the problems of weak teaching ability of teachers and low mastery of students on the substance of subject matter. The concept of PCK can be developed through efforts to develop learning models and curriculum development based on the integrative curriculum approach in LPTK especially in the *tarbiyah* and teacher training faculty within the environment of Islamic higher education.

**Keywords:** Pedagogical content knowledge, millennial era, teacher, learning.

## **Introduction**

The development of education sector is the key to the development of a nation. This assertion was stated by Boediono (2013) as a response to slow progress of education in Indonesia. According to him, until now, Indonesian people do not have a clear conception of the substance of education. As a result of this unclear conception, a tendency arises over and over again that the phenomenon of including all things are considered important in the education curriculum in Indonesia. Based on that, an important issue pointed out by the results of the latest research as the role of educational institutions is very significant in encouraging the development of a nation.

The quality of institutional performance is always determined by the quality of human resources as a booster of quality performance systems in an institution. Educational institution is the main institution that plays a role in shaping and building the quality of human resources. Through education, a process of

planting a strong attitude and forming the required competencies can be carried out. There are at least two important educational objectives which are understood by many people. First, forming the aspects of affection and strong character of all students (soft skills). Second, forming technical skills (hard skills) in certain fields needed by companies.

Discussing good education by itself will lead to discussions about good curriculum. Referring to the statement of Null (2011: 1) that the center of education is the curriculum, therefore the discussion of the curriculum must receive an important portion. The thought to improve the quality of the curriculum needs to be together with a strong political will from the stakeholders especially the educational authority bearer by synergizing with education and curriculum experts. Parkay (2010: 2) asserts that curriculum developers are not just mastering the theories, principles and results of educational research but also able to apply the knowledge, methods, and skills that

have been developed by educational researchers, curriculum experts and practitioners.

Teachers as developers and implementers of curriculum in schools are also required <sup>12</sup> to be able to carry out their functions professionally. The teacher is the main factor and determinant of the success of learning, as well as the successful implementation of policies, innovative efforts or democratization of education in a country. Strictly speaking, Villega-Reimer wrote that <sup>8</sup> "One of the key elements in most of these [educational] reforms is the professional development of teachers. Societies are finally acknowledged that teachers are not only one of the "variables" that need to be changed in order to improve their education systems but they are also the most significant change agents in these reforms "(Villega-Reimer, 2003). In an institutional perspective, Djalal (2007: vii) said that one of the important efforts that must be made to ensure the availability of quality teachers is to empower the Educational Personnel

Education Institution (LPTK) as an institution that aims to produce prospective teachers.

Sharp criticism of the role and function of LPTK in Indonesia today is because first, the weak mastery of pure science (academic content) being taught. Second, the weak mastery of the teaching profession competence. Third, the weak articulation of schools and universities on the curriculum and the process of developing teacher potential students. Fourth, the less optimal role of teacher training organizations (Tilaar, 2011: 28-30). The problem of the weak articulation and guidance of LPTKs for prospective teachers turned out to be a trend in all countries. Hammond (2005) through his in-depth research on the implementation of teacher education programs in various countries confirmed that there are at least six problems surrounding the teacher education process, namely: first, inadequate time. Limited time provided by teacher training programs. Second, fragmentation. The key elements in education and

learning are not related to each other. Third, the uninspired teaching method. Weak innovation in learning methodology. Fourth, superficial curriculum. Teacher education curriculum is shallow and does not touch aspects required by students as professional candidates. Fifth, traditional views of school. The perspective of educators who are not modern looking at the learning process in schools. Sixth, weak fieldwork design. Less appreciative and accommodative towards the aspects of field experience.

The results of the research on the weakness of teacher competence have been done a lot and most of the data shows the previous optimal quality of learning conducted by teachers in Indonesia. In the context of the quality of teachers in the capital city of DKI Jakarta, for example, more than 80 percent of teachers are in the category of weak mastery of pedagogical and professional competencies, in addition to the lack of teacher's ability in conducting classroom action research, English

mastery, and learning design (Leonard: 2015).

The most determining factor for the quality of teacher candidates is the teacher education institution or LPTK. This is where the context of the discussion in this paper becomes important considering that there are still many demands and expectations aimed at teacher education institutions starting from curriculum design, learning patterns, practice learning systems, and fostering teacher mentality. Based from all the variables above, the curriculum design factor of teacher education becomes a very important issue to be discussed in the framework of preparing teacher candidates in the industrial revolution 4.0 era with destructive characteristics in the world of education.

This paper aims to describe the various problems and challenges of developing teacher education curriculum in the millennial era by looking at the concept of pedagogical content knowledge (PCK) as an effective solution to equip teachers and



prospective teachers in overcoming various learning problems.

### **Educational Characteristics of the Millennium Era**

The development of information and communication technology brings a flow of change, including education sector. In the globalization era, humans can be connected to each other very quickly as if without a geographical partition. The development of digital technology-based media on the one hand greatly facilitates the process of knowledge transfer and the rapid spread of information. According to Sasmoko (2017) the millennial generation is a generation terminology that is currently widely discussed by many in the world in various fields. Millennials— also known as millennials or Y Generation — are demographic groups (cohorts) after X Generation. Social researchers often classify generations born between the 1980s and 2000s as millennials. Therefore, it can be said that the millennial generations are the young generations of today who are currently

aged around 15-34 years. Studies on millennial generation in the world, especially in America, have been carried out, including those conducted by Boston Consulting Group (BCG) with the University of Berkley in 2011 with the theme of American Millennials: Deciphering the Enigma Generation. The previous year, 2010, the Pew Research Center also released a research report titled Millennials: A Portrait of Next Generation.

In Indonesia, studies on the millennial generation have not been done much, even though the population of Indonesia aged between 15-34 years is currently very large at 34.45%. Many reports which are found today still revolve around business themes whose headlines address the millennial generation, but unfortunately the coverage is still limited to the relation of the millennial generation to the world of marketing, and has not been included substantially in the scope of their lives as a whole, including in relation to problems and educational challenges (Hasanudin Ali, 2015). Compared to

previous generations, the <sup>3</sup> millennial generation is indeed unique, the results of research released by the Pew Research Center, for example, clearly explain the uniqueness of the millennial generation compared to previous generations. The striking thing about this millennial generation is the trend in the use of very addicted in technology. The life of the millennial generation cannot be separated from technology, especially the internet, entertainment and entertainment which have become a basic necessity for this generation.

Millennials need a digital device to facilitate the process of interaction with various groups quickly. Therefore, the world inhabited by millennials are effective and fast paced world. According to the Ministry of Education and Culture the characteristics of the 21st century or the millennium era are the <sup>6</sup> availability of information anywhere and anytime, the implementation of the use of machines, able to reach all routine work (automation) and can be done from anywhere and anywhere

(communication). It has been pointed out that in the past <sup>6</sup> 20 years there has been a shift in educational development with the tendency to use <sup>6</sup> ICT as one of the 21st century education management strategies which includes institutional governance and human resources. This century requires the transformation of education as a whole so that the quality of teachers who are able to develop knowledge, training, student equity and student achievement is built (Darling-Hammond, 2006).

According to Starlink (2004: 10) the trend of millennials including students in higher institution is described as follows:

*The trend toward Millennials using iPods and laptop computers rather than desktop computers reflects their preference toward a more portable learning environment. Millennials use texting and instant messaging (IM) to communicate with peers and set up meetings and use email to clarify course information and expectations. The Internet allows students to "express ideas that they would not have voiced in class" and is the preferred method of conducting research. Traditional approaches to teaching may not*

*address the learning preferences of the Millennial student. Lectures and traditional classroom and laboratory environments, albeit typical (and comfortable) from an educator's point of view, can be enhanced through online and electronic modes.*

The other features of the 21st century are the increased in interaction between societies of the world, both directly and indirectly, the increasing amount of information available and can be obtained, the broadening of intellectual horizons, the emergence of openness and democratization in both politics and economics, the increasing cultural distance between old and young generations, the increasing concern for the need to maintain world balance, increasing awareness of economic interdependence, and blurring certain cultural sovereignty boundaries as unstoppable information (See Hidayat and Patras). In the perspective of curriculum development and the challenges of modernity, Patrick Slattery explained that the educational needs of the 21st century, namely education that is based on the following concepts: first,

education must be directed at social change, community empowerment, liberation of mind, body and spirit. Second, education must be based on seven main things which are not bound to theory, ideology, and religion; do not think narrowly that the knowledge possessed is the most correct; not impose the will on others both with power, threats, propaganda and education; care for others; don't foster hatred and anger; don't lose your identity; don't work in a place that destroys humans and nature. Third, the context of learning, curriculum development and research is applied as an opportunity to connect students with the universe. Fourth, make teachers feel prosperous in learning activities.

Specifically, 21st century education competency is more like "21<sup>st</sup> Century Partnership Learning". It is the development of educational processes that refer to digital-based education formats with the tendency to apply the following concepts: first, cyber (e-learning) where learning is done by optimizing usage. Second,

open and distance learning where learning in the 21st century can be done with a distance learning model, not limited and carried out by utilizing information and communication technology assistance. Third, quantum learning is applying learning methods which are tailored to work. Fourth, co-operative learning. Learning that uses groups as effort to foster cooperation between groups. Fifth, the Society Technology Science (STS), is an interdisciplinary concept applied to integrate problems in science, technology and society. Sixth, accelerated learning, which develops the ability to absorb and understands information quickly so that it can improve the learning abilities more effectively.

The position of teachers in the millennial era with a tendency to strengthen the function and use of information communication technology (ICT) does not necessarily ignore the teacher's personal role in the learning process. The teaching profession will not be irreplaceable despite the extraordinary development

of technology. Everyone can now gain knowledge from various sources through all-digital technology. The teacher's figure is still needed because the noble profession not only functions to transfer knowledge but also raise life values and role models that cannot be learnt from any information channel. The role of teacher that is needed in equipping and shaping the personality of students which make the challenges of teachers in this millennial era is increasingly difficult. First, the teachers born in the industrial revolution 4.0 era should teach students born in the next era. Therefore, teachers should not be technology illiterate. Computers and devices must become teachers' daily lives and can be used for teaching assignments. Social media and various sources of information must be understood by teachers so as to form insight and knowledge which can further assist the ability to develop learning materials and methodologies creatively. Second, in addition to mastering technological development, teachers are also required to

understand trends that occur related to technological change. At the time of the <sup>13</sup> fourth generation industrial revolution (4.0) marked by the emergence of supercomputers, smart robots, genetic engineering and the development of neurotechnology that allowed humans to further optimize brain function. New patterns emerge when disruptive technology exist so quickly and threatens the existence of old patterns. By following the developments in the results of technological advancements, teachers will be able to provide students with perspectives, alternatives, and even solutions. This is where the role of the teacher is irreplaceable by technology. Third, the challenge that is no less important than the teachers is how to maintain the national character which is potentially eroded by various ideologies ranging from hedonism to radicalism that is incompatible with *Pancasila* and the Republic of Indonesia. Tolerance and other *Pancasila* values are very strategic and are transmitted by the teacher to students. Now, it is suspected that

religious teachers have emerged that do not teach tolerance, the importance of peaceful coexistence, and the values of *Pancasila* as the foundation of national life. In students themselves instilled exclusive values, that outside their faith is called infidel.

Diana Jonas-Dwyer (2014) in her article titled The Millennial Effect: Implications for Academic Development, successfully described the challenges of millennial education and the impact of changes in the design of academic development of educational institutions. There are unique characteristics of the millennial generation or X generation in actualizing their ways of learning. Therefore, teachers need to continuously look for new learning models in order to find effective learning methods and strategies for students in this era. The inability of teachers to find unique learning models will result in the failure of the teaching process. Thus, teachers need to explore a holistic academic development approach.

According to Northern Illinois University, Faculty of Development and Instructional Design Center (2017), the identity of millennial students are shown by the attitude of those who no longer view computers as technology, but computers, the internet, and online networks are part of their lives. For millennials, doing is more important than knowing. Knowledge is no longer considered the ultimate goal. It is precisely the results and actions which are considered more important than the accumulation of facts. Learning is more like Nintendo than logic. Nintendo symbolizes a trial and error approach to solving problems. Losing is the fastest way to master the game because losing means learning. In the meantime, multitasking is a way of life. Students feel comfortable being involved in several activities simultaneously. There is no tolerance for delays. Millennials are raised in a service-oriented culture that is exact time.

Deana L. Layton (2015) in a dissertation study entitled "Perceptions of Millennial Teachers' Commitment to

Teaching as a Career" asserted that the current and future challenges for improving teacher quality are largely determined by how capable the teacher education institution prepares the design of a prospective coaching model teachers which relevant to the characteristics of millennial students are estimated that by 2025 they will comprise 75 percents of the workforce, including workers in the education sector. So far, many schools have begun to change the ways in which teachers are recruited to deal with the rapidly changing symptoms of modernity. However, many schools also use old patterns in teacher recruitment. Deana's recommendation is that educational institutions need to consider new trends from the emergence of millennial teachers.

### Problems and Challenges of Teacher Education in Indonesia

The problems and challenges of teacher education in Indonesia generally have similarities with the problems of teacher education in other countries, especially in the issues of

efficiency and relevance of education, quality of education, and funding for education (Paul Morris and John Williamson, 2018). DwiSulisworo (2016) in an article entitled "Identification of Teachers' Problems in Indonesia on Facing Global Communities" succeeded in identifying several issues related to teachers in Indonesia. Among the crucial issues that have yet to be completely resolved are teacher quality, teacher welfare, and teacher politicization. The quality of teachers as one of the problems of education is influenced by many factors. To deal with this, the education authority needs to continue to socialize all regulations to build teacher self-awareness. It is very obvious that the symptoms of the teachers are used by local authorities for political purposes and conversely the teachers take advantage of the political situation to get compensation or certain political benefits. These certainly have impacts on the quality of teacher performance and professionalism which are not optimal which then ultimately

influenced the competitiveness quality of Indonesian teachers in the midst of global interaction.

In the perspective of teacher development efforts, AsepSupriatna sees at least three problems for Indonesian teachers: (1) The Indonesian government has not yet set up a system to regularly maintain the performance of technicians after passing the certification; (2) Provincial in-service teacher training can only facilitate a small number of teachers (0.4%) as it is too expensive to accommodate all teachers in a hotel; (3) MGMP or subject teacher forums at the district level are still not functioning since teachers have problems with transportation from rural or remote areas to the central districts and activities are not attractive to teachers.

In Indonesia, there are some teacher professional development programs which aim to ensure that teachers are competent and professional. Based on law number 14 of 2015 concerning teachers and lecturers asserted that teachers are professional positions that must be

carried out by educators who already have teacher professional certificate. To get a teacher professional certificate, a teacher candidate who has a teacher education or non-teacher education background is required to complete a teacher professional education program (PPG). The Indonesian government closed its teaching license IV (Act IV) policy from teacher education institutions (LPTK). Ideally, teacher professional certificates should be given after students graduate from bachelor degree. At present, it seems that the transition phase from past teacher education to professional teacher education. However, there is no established professional education system for teaching students teacher education programs. The temporary programs for certifying professional teachers are Self-Assessment and Teacher Portfolios, PLPG Programs (professional training for teachers in positions), and PPG (professional education for pre-service teachers). All these programs are provided for those who have bachelor degree. There are

many dimensions that influence these programs, for example politics, social, economics, and education. The implication of the professional certification program policy is the higher salaries for teachers. In this transition phase, teachers have the opportunity to achieve this professional status through self-assessment and portfolio. Not only honest teachers, but also cheating teachers are found. They manipulate their diplomas and undergraduate portfolios. Then, this method was changed to PLPG. Pre-service teachers are prepared through two models in the teacher education scheme (concurrent and consecutive) and all are required to complete the PPG program after their bachelor degrees in order to become professional teachers according to education regulations (Priadi Surya: 2012). The contents and or structures of the curriculum are mostly formulated at the macro level and partly at the meso and micro levels. Official documentation, which is issued by top-level education authorities, provides a basis for LPTKs



to develop their own curriculum. According to Abdul Rahman (2016) that in the Indonesian context, bureaucratic control and authoritarian structures have long been embedded in the Indonesian education system which also significantly influences the practice of teacher professional development. This includes the problem of organizing teacher education in Indonesia which is difficult to overcome as it is related to the political aspects of education.

In line with the above analysis, Nielsen also indicated that a very strong bureaucratic intervention in the implementation of education in Indonesia actually damaged the idealism to strengthen the professionalism of teachers in schools. Nielsen explicitly wrote:

*In recent years, Indonesia has made serious efforts to improve the quality of its public schools through changes in teacher education. ....In addition, extensive networks of in-service training and professional support have been constructed and new civil service laws for teacher career development enacted. Unfortunately, these structural changes have generally*

*not exerted their desired influences on the quality of teaching since they are largely undermined by a bureaucratic environmental press which does not accord high priority to educational quality. Dominated by the agenda of the bureaucratic authoritarian state, the bureaucratic environment has replaced lofty and sometimes, elaborate plans/mechanisms ("levers") for quality improvement with an emphasis on reaching quantitative targets of "deliverables", expanding the state bureaucracy and central control, and strengthening national security and political loyalty (Nielsen, 2006).*

The fact that an extensive network of in-service training and professional support has been established and the new civil service law for teacher career development that was put in place generally did not have the desired effect on the quality of teaching since they were in part of not giving high priority to the quality of education. Dominated by the agenda of countries with an authoritarian position the education bureaucracy further aggravates the efforts to improve quality which emphasis on achieving quantitative

outcome targets. As a result, the impression is very strong that the training program through teacher training in positions is only to fulfill administrative requirements rather than trying to educate teachers to be professional and competent. In fact, substantively, it is found that there is no significant relationship between teacher qualification improvement programs through teacher certification programs in Indonesia and teacher performance improvement. "I find that there is no strong evidence of the effectiveness of certified teachers on student learning outcomes and teacher performance, as measured by student test scores, teacher test scores, teacher attendance, and teacher involvement in non-teaching side jobs" (Kusumawardhan, 2017). The ineffectiveness of the teacher certification program is specifically related to improving student learning outcomes and teacher performance, as measured by student test scores, teacher test scores, teacher attendance, and teacher involvement in side jobs other than teaching.

On the other hand, in the context of teacher education curriculum if we relate to efforts of education towards sustainable development, especially the role of education in the creation of a sustainable society in Indonesia, even though there is no specific policy from the government regarding the implementation of Education For Sustainable Development (ESD) in the current curriculum, implicitly, the concept has been included in several subjects such as environmental chemistry and biology. ESD issues are also implicitly included in teaching schools-science, especially when prospective teachers practice teaching in schools and through learning activities implemented collaboratively between faculty members, teacher candidates, and school science teachers (AsepSupriatna, 2017). Supriatna's research shows that there are strengths in the curriculum of teacher education in Indonesia, especially in the presentation of materials and field practice programs.

In order to discuss teacher education curriculum in facing the major issues that will emerge in the era of the industrial revolution 4.0, HandoyoPujiWidodo at least considers it important to develop an information curriculum for Initial Teacher Education (ITE), which serves the needs of student teachers and the needs of educational change simultaneously. In his article titled *Developing an Informed Curriculum for Initial Teacher Education (ITE): Building Student Teachers' Theoretical and Practical Knowledge and Shaping Teacher Identity*, Widodo intends to accomplish four main issues such as the need to develop an ITE curriculum that is informed, the realm of theoretical and practical knowledge that needs to be studied by students, and the role of teacher identity in the ITE program. The issue of developing ITE curriculum substantially has the potential to reform the design of teacher education curriculum in Indonesia in order to answer the changing needs of the era to educate

and train higher quality teachers in the 21st century.

### **Strengthening the Concept of PCK in the Development of Teacher Education Curriculum in Indonesia**

The teacher education curriculum emphasizes two main aspects which are important to be mastered by students of teacher education programs, those are the theoretical knowledge aspects which include academic content in the teaching sciences and at the same time subject matter disciplines and practical aspects. In more detail, according to Widodo (2016) there are nine main domains of teacher knowledge that must be developed in the teacher education curriculum: 1) Subject matter content knowledge. 2) Pedagogical knowledge. 3) Pedagogical content knowledge. 4) knowledge of educational context. 5) Curriculum knowledge. 6) Research knowledge. 7) Knowledge of reflection. 8) Technological pedagogical content knowledge. 9) Knowledge of disciplinary language.

The nine main knowledge domains above can be distributed in the form of teaching material both theoretically and in practice.

Teachers and prospective teachers, including students of teacher education programs, are very important in mastering the subject matter content (subject matter content knowledge) they teach, in line with the ability to master the way to teach the material (pedagogical knowledge). Pedagogical Content Knowledge (PCK) is the intersection between pedagogy and content. PCK illustrates the ability of teachers to integrate knowledge content into knowledge about the curriculum, teaching and characteristics of students, which can guide teachers in learning situations.

Shulman (1987) and Loughran et al (2008) asserted that content and pedagogical knowledge must be integrated in learning to create new knowledge. Furthermore, Shulman stated that PCK is a special knowledge possessed by teachers on how to teach certain content to students with strategies that can lead to

understanding. At first (PCK) was seen as "the blending of content and pedagogical into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction" (Shulman, 1987). PCK is described as the result of combining the understanding of teaching material (content knowledge) and understanding how to educate (pedagogical knowledge) which blend into one that a teacher needs to have. This integration scheme can be seen in the following figure:

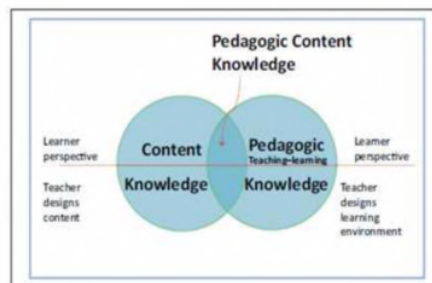


Figure of PCK Domains from Shulman (1986)

Related to the substance of PCK which consists of content knowledge and pedagogical knowledge possessed by a teacher, education in Indonesia through PP No. 74 of 2008 have been

required to master these knowledge. The content knowledge according to PP No. 74 of 2008 is professional teacher competency that is teacher competency in the field of knowledge, whereas pedagogical knowledge is professional ability in understanding how to teach with various models and utilizing it.

PCK is an academic idea that presents idea that build enthusiasm through the experience of teaching certain materials in unique ways so that students can understand the lesson well and effectively (Loughran, Berry & Mulhall, 2006). In its' implementation, the concept of PCK is very diverse and different single form for all teachers with the same subject area, but it is always varied through expertise, certain and different individual privileges because it is influenced by different atmosphere, content, and experience. Although the concept of PCK is very diverse and yet educational researchers agree that PCK is knowledge, experience and expertise gained through classroom experiences (Baxter & Laderman, 1999; Van Driel et

al, 2001). Therefore, novice teachers usually have minimum PCK compared to experienced teachers.

There are several instruments to determine the ability of PCK, first, by using Content Representation (CoRe). CoRe is an element developed by Loughran to describe a teacher's PCK. CoRe offers an overview of the specific content of a topic taught by the teacher. CoRe consists of horizontal and vertical parts. The horizontal section contains "big ideas" that the teacher will teach in learning a particular topic. The vertical part consists of ten questions relating to "big ideas" that have been described by the teacher relating to four aspects, namely learning objectives, concepts taught, teaching strategies, and evaluations conducted to measure the ability of students. Second, Pedagogical and Professional-experience Repertoires (PaP-eRs), which means pedagogic and professional experiences of teacher candidates while teaching the concept of material to students. The researcher analyzed the pedagogic and

professional experience of prospective teachers based on the results of interviews with prospective teachers, then answers from prospective teacher researchers score and then categorized. The researcher analyzed the teacher's PaPeRs based on the curriculum, the use of approaches, methods and models of learning during the classroom, the use of instructional media and learning assessment.

The effectiveness of the application of the PCK concept has been widely recognized and developed in various learning cases in various fields of study. Educational scientists have conducted in-depth research on the advantages of PCK in learning. The actualization of strengthening the PCK side has been carried out by the government through teacher education programs which are currently being held. The issue of PCK has been included in the material in the learning modules implemented by online learning systems. It is very important to consider strengthening the implementation of PCK in learning in LPTK in Indonesia, especially in the

Faculty of *Tarbiyah* and Teacher Training (FITK).

For the case of learning in Islamic higher institutions, Abdurrahmansyah's research (2014) has proven the effectiveness of the PCK learning model that is packaged through an integrated curriculum approach in improving students' ability to understand the structure of the material and learning methods. The ability of PCK is very attentive in the crucial learning problems experienced by students in FITK at Islamic higher institutions, one of which is the weak mastery of content and pedagogical abilities. Through the integrated learning model based on PCK mastery, the ability of PCK students can be significantly improved, compared to separated learning (partial curriculum) which partially teaches Islamic education and methodology material in an integrated manner.

In a broader context, the teacher education curriculum at FITK needs to consider the developing and strengthening aspects of PCK mastery

for students through course offerings or through lecture penetration using an integrated learning model. Learning design including material structure needs to be carefully designed so that it is effectively applied. Lecturers of Islamic Education (PAI) material and Islamic Education (PAI) learning methodology courses or a kind of that to understand the nature of PCK so that it can guide students to master the teacher competence optimally.

### **Closing**

The modernity continues to accelerate with the speed of access to information without national borders, causing many impacts for humans in various parts of the world with the risk of colliding with local value systems towards global lifestyle trends which are characterized by being disruptive. The education sector is one part of human civilization that is difficult to escape from the influence and impact of modernity in the millennial era. Educational management, including curriculum management, is demanded to respond to various global challenges

in education by offering new alternatives that are accommodative to the demands of modern humans.

A very important component of education that should not be ignored is the teacher's figure and the guidance system through the teacher education program. The indication of some educational studies regarding the low bargaining position of teachers in adapting to changes in human lifestyles with rapid access to information through digital technology will continue to be a problem in <sup>12</sup>efforts to improve the quality and competitiveness of Indonesian education in the midst of global education competition. LPTK as an educational institution that is responsible for forming and fostering the competencies and professionalism of prospective teachers should see the challenges in the millennial era as a spur of creativity to find and develop various curriculum models and learning systems which are relevant, effective, and targeted for efforts to prepare qualified prospective teachers. Curriculum innovation and learning



with focus on strengthening the aspects of pedagogical content knowledge (PCK) for prospective teacher students is an important step and needs to be continually developed through research development in order to give existence to new and more effective learning concepts and models.

The concept of PCK is applied at various levels including in higher institutions and has proven to be effective in building academic competence and student learning is important to be seen as a solution for LPTK in the process of preparing qualified teacher candidates in the millennial era that requires educational institutions to provide effective education services based on the use of media and digital technology devices that offer optimal speed and results. In this side, LPTKs need to open themselves to continue carry out curriculum review, furthermore to carry out studies and planned and measured efforts to innovate curriculum and learning which are more likely to accelerate the quality

improvement of graduates to respond the challenges of this complex era

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