
THE DYNAMICS OF BACHELOR OF SOCIAL STUDIES EDUCATION STUDY PROGRAM FKIP UNIVERSITAS LAMBUNG MANGKURAT PERIOD 2014–2023

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Abstract

This study aims to describe and analyze the institutional development of the Social Studies Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University (ULM), during the period 2014–2023 and its relation to achieving the Top Department SINTA recognition in 2022. The research employed a qualitative approach using the historical research method through the stages of heuristics, source criticism, interpretation, historiography, and chronological analysis of institutional documents, publication reports, study program archives, and in-depth interviews with academic leaders and lecturers. The results indicate strengthened organizational structure, an increased number of home-based lecturers, and a significant rise in scientific publication productivity through the establishment of three internal journals: The Innovation of Social Studies Journal (ISSJ), Kalimantan Social Studies Journal (KSSJ), and Journal of Social Development (J-SOD). The integration of institutional policy with publication strategies fostered a productive academic culture, while transformational leadership contributed to enhancing lecturers' motivation to write. This study recommends continuous scientific writing training and the implementation of a performance-based incentive system as strategic efforts to sustain and improve the study program's achievements.

Kata Kunci:

Perkembangan Kelembagaan;
Program Studi Pendidikan
IPS; Top Department SINTA;
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Abstrak

Penelitian ini bertujuan mendeskripsikan dan menganalisis perkembangan kelembagaan Program Studi Pendidikan Ilmu Pengetahuan Sosial (IPS) FKIP Universitas Lambung Mangkurat (ULM) pada periode 2014–2023 serta hubungannya dengan pencapaian predikat Top Department SINTA tahun 2022. Penelitian menggunakan pendekatan kualitatif dengan metode penelitian sejarah (historical research) melalui tahapan heuristik, kritik sumber, interpretasi, historiografi, dan analisis kronologis terhadap dokumen kelembagaan, laporan publikasi, arsip program studi, serta hasil wawancara mendalam bersama pimpinan dan dosen. Hasil penelitian menunjukkan adanya penguatan struktur organisasi, peningkatan jumlah dosen homebase, dan lonjakan signifikan produktivitas publikasi ilmiah melalui pendirian tiga jurnal internal, yaitu The Innovation of Social Studies Journal (ISSJ), Kalimantan Social Studies Journal (KSSJ), dan Journal of Social Development (J-SOD). Integrasi kebijakan kelembagaan dengan strategi publikasi memperkuat budaya akademik yang produktif, sementara

kepemimpinan transformasional berkontribusi pada peningkatan motivasi dosen dalam menulis. Penelitian ini merekomendasikan pelatihan menulis ilmiah secara berkelanjutan dan penerapan sistem insentif berbasis kinerja sebagai strategi mempertahankan dan meningkatkan capaian program studi.

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INTRODUCTION

Higher education plays a strategic role in developing superior and competitive human resources. Within this framework, study programs, as the smallest academic units, provide a crucial space for scientific development that aligns with societal needs and the dynamics of the times. One way to strengthen higher education institutions is through the development of interdisciplinary, science-based study programs, such as Social Studies Education (IPS). As a field that integrates various social science disciplines, IPS education plays a role not only in imparting knowledge but also in shaping students' civic awareness, collective identity, and reflective attitudes toward social phenomena.(Abbas et al., 2021; Director General of Higher Education, 2014a; Syaharuddin & Mutiani, 2020)Social studies education itself combines various social science disciplines such as history, geography, sociology, economics, and anthropology to shape the character and civic awareness of students. (Sapriya, 2017; Yusnaldi et al., 2023).

The establishment of the Undergraduate Program in Social Sciences Education (IPS), Faculty of Teacher Training and Education (FKIP), Lambung Mangkurat University (ULM) in 2014 was an important step in addressing the regional need for social studies teachers with appropriate academic backgrounds. The mismatch between teachers' educational backgrounds and the interdisciplinary nature of social studies was one of the issues underlying the program's initiation. Prior to 2014, most social studies teachers in South Kalimantan came from monodisciplinary disciplines, such as History or Economics Education, which did not adequately represent an integral approach to social studies learning.

Although this study program is still relatively young, in less than a decade, it has achieved several significant milestones. One of them is recognition as a Top Department according to the Science and Technology Index (SINTA) in 2022, which shows that this program has been able to position itself strategically in the national academic environment. There are not many studies that specifically reconstruct the development of a new social studies-based study program outside of Java, with limited resources, but showing significant

progress in terms of institutions, number of students, and strengthening the academic system.

Various previous studies have shown that strengthening study program institutions and local context-based development strategies are key to the sustainability of social studies education. (Musadad, 2013) The Multicultural Education-Based Social Studies Training Model emphasizes the importance of contextual training models to improve the competence of social studies teachers. (Nugraha et al., 2023) highlighted that the development of higher education institutions requires synergy between strengthening human resources, strategic planning, and performance reward systems. (Andriana et al., 2024) found that the interaction between policy, organizational structure, and internal adaptive capacity influences institutional change in Indonesian higher education. These findings are relevant to the transformation efforts undertaken by the Social Studies Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Malang (FKIP), particularly in building a productive academic culture and adaptive institutional systems.

The establishment of the Undergraduate Social Studies Education Study Program at the Faculty of Teacher Training and Education, University of Muhammadiyah Malang (FKIP ULM) in 2014 was a strategic step to address the regional need for social studies teachers with interdisciplinary competencies. Although relatively new, this study program has successfully demonstrated significant developments in institutional aspects, student growth, publication productivity, and academic recognition at the national level. Based on this background, this study aims to: (1) describe the institutional development of the Social Studies Education Study Program at the Faculty of Teacher Training and Education, University of Muhammadiyah Malang (FKIP ULM) for the 2014–2023 period; (2) analyze the transformational strategies implemented to strengthen academic competitiveness; (3) evaluate the contribution of these strategies to achieving the Top Department SINTA 2022 predicate; and (4) formulate evidence-based recommendations to strengthen the sustainability of the study program's academic culture and scientific productivity.

METHOD

This study uses a qualitative approach with historical research methods. This approach allows researchers to reconstruct the development process of the Undergraduate Program in Social Sciences Education, Faculty of Teacher Training and Education, University of Muhammadiyah Malang (FKIP ULM), from its embryonic stage in 2013 to its institutional achievements in 2023 in depth, chronologically, and thematically, focusing on the exploration of meaning resulting from social interactions or real events, prioritizing in-depth descriptions over statistical generalizations. (Creswell, 2017). The historical approach is very relevant

when researchers try to trace the series of events, policy changes, and academic strategies that influence the growth of study programs in the context of higher education institutions (Gottschalk, 1969; Kuntowijoyo, 2003).

Data collection was conducted through three main techniques: documentation study, in-depth interviews, and literature review. A documentation study was used to trace and analyze formal documents, including study program establishment decrees, annual reports, internal archives, and academic achievement documents. Interviews were conducted both in person and online with key informants such as Prof. Dr. Ersis Warmansyah Abbas, Dr. Syaharuddin, and other managing lecturers to gain an in-depth perspective on institutional dynamics. Furthermore, literature review was used to link field findings to academic discourse surrounding social studies education and the institutional development of study programs (Daliman, 2015; Abbas et al., 2021; Howell & Prevenier, 2001)

The stages of analysis in this research refer to the historical research model according to Kuntowijoyo (2003), which includes: heuristics (source collection), verification (source criticism), interpretation (interpretation of events), and historiography (historical writing). Data were analyzed thematically and narratively, with an emphasis on the internal dynamics of study programs, academic strategies, and scientific achievements through scientific publications. Data validity was strengthened through source triangulation techniques, as well as clarification with key informants to ensure the accuracy and objectivity of data interpretation (Moleong, 2007).

RESULTS AND DISCUSSION

The development of the Undergraduate Social Studies Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University (ULM) in the period 2014–2023 shows systematic and progressive institutional dynamics. This development process can be grouped into five main categories, namely: (1) initiation and legalization of the establishment of the study program; (2) growth in the number of students; (3) strengthening institutional and academic systems; (4) increasing scientific publications; and (5) scientific contributions to Social Studies Education at the national level.

Initiation and Legalization of the Establishment of Study Programs

The Undergraduate Program in Social Sciences Education (IPS) of the Faculty of Teacher Training and Education (FKIP) of Lambung Mangkurat University (ULM) officially obtained an operational permit through the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 381/E/O/2014 dated September 4, 2014. This permit was strengthened by a recommendation letter from the Directorate General of Higher

Education, Number 445/E.E2/DT/2014. The process of establishing this study program was based on the strategic need to provide social studies educators with interdisciplinary competencies and an understanding of social complexity as a whole. In South Kalimantan, the majority of social studies teachers who teach at the junior high school level come from monodisciplinary educational backgrounds such as History Education, Economic Education, and Pancasila and Citizenship Education (PPKn). (Director General of Higher Education, 2014a, 2014b).

This situation is considered less than ideal because social studies learning demands an interdisciplinary approach that integrates elements from various branches of the social sciences, such as geography, sociology, anthropology, economics, and history. The social studies curriculum not only teaches facts and concepts but also fosters a holistic understanding of society and fosters social and citizenship skills. Therefore, a teacher education program specifically designed to instill a cross-disciplinary perspective and a unique social studies pedagogy is needed. (Fauziah et al., 2022; Sapriya, 2009; Somantri, 2001).

Prof. Dr. Ersis Warmansyah Abbas initiated the idea to establish this study program after completing his doctoral studies in Social Studies Education at the Indonesian University of Education (UPI). Upon his return to ULM, he received a mandate from the Dean of the Faculty of Teacher Training and Education to form a team to establish the study program. Concern for regional needs and efforts to strengthen the position of Social Studies as an independent scientific entity became the primary foundation of this idea. In a personal interview, Prof. Ersis stated that the establishment of this study program was driven by an awareness of the urgency of having Social Studies teachers who truly come from the field of Social Studies, not from other branches of social sciences that only partially cover Social Studies content. (EW Abbas, personal communication, March 23, 2025).

The initial step in establishing the program was to form a team to conduct benchmarking at two reference universities: the Indonesian University of Education (UPI) and Yogyakarta State University (UNY). The team studied the curriculum structure, learning systems, social studies laboratory management, and human resource development strategies in similar study programs. In addition to compiling an academic proposal, the team also published a book entitled "Discourse on Social Studies Education," which emphasized the importance of differentiating social studies from other branches of the social sciences and strengthening its position as a discipline rooted in local social and cultural realities. (Abbas, 2013).

After going through a process of revision, consultation, and adjustment, the proposal to open the study program was resubmitted to the Ministry. The team leader handled the process directly, expediting it at the central level. The period between the issuance of ULM Rector's Decree No. Kep. 609/UN8/SP/2014 on May 30, 2014, and the issuance of the establishment decree from the Ministry on September 4, 2014, reflect the institution's seriousness and commitment to responding to the needs of social studies education in South Kalimantan. The establishment of this study program marks an important milestone in the effort to shape the scientific identity and professionalism of social studies teachers in the region. (Rector of UNLAM, 2014).

Student Enrollment Growth

The Study Program showed positive progress in new student admissions during the 2014/2015 to 2023/2024 Academic Year. The first year of student admissions faced challenges because the study program's operational permit was issued after the implementation of the National Selection for State Universities (SNMPTN) and Joint Selection for State Universities (SBMPTN). The study program then recruited students through the Independent Selection for Lambung Mangkurat University (SENYUM) pathway. A total of 17 students re-registered out of 23 applicants who took part in the selection.

The 2015/2016 to 2016/2017 academic year saw a surge in enrollment. Capacity increased from 60 to 80 students, with enrollment reaching its highest level in 2016, reaching 336. Program promotion was conducted through academic activities such as workshops on developing lesson plans (RPP) based on the 2013 curriculum and outreach programs in schools. The number of students re-registering showed an upward trend, consistent with growing public trust in the program.

The 2017/2018 to 2019/2020 academic years reflected a phase of institutional consolidation. The study program not only maintained a high enrollment rate but also actively promoted itself through activities such as an international seminar on nationalism, community service, and the Banjarmasin River Cruise (SUSUBAN). The number of re-registered students reached over 70 in the 2019/2020 academic year, demonstrating the stability and growing appeal of the study program.

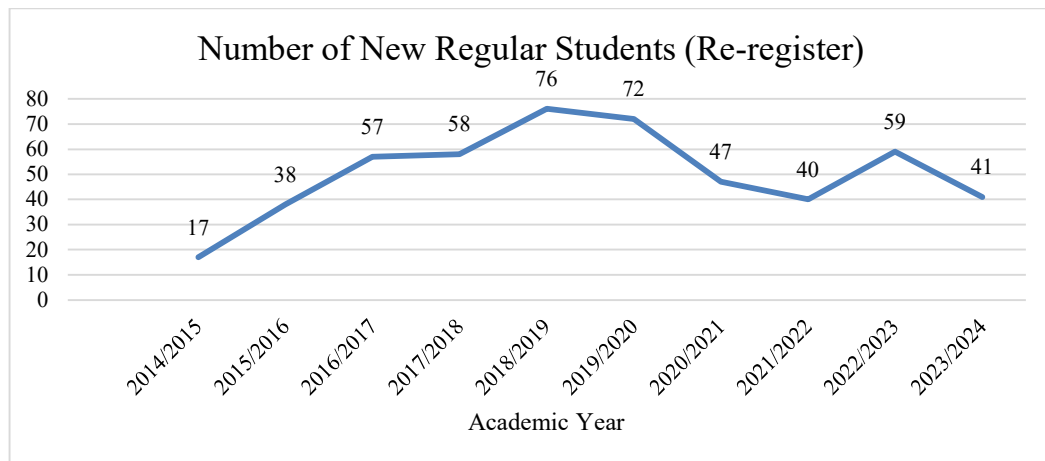
The 2020/2021 and 2021/2022 academic years were impacted by the Coronavirus Disease 2019 (COVID-19) pandemic. Capacity and the number of applicants decreased drastically in 2020 due to mobility restrictions and the implementation of Large-Scale Social Restrictions (PSBB) in South Kalimantan. Study programs adapted through social activities such as distributing flood relief and launching the "Social Sciences Shop" (I-Pe-Es Shop)

entrepreneurship store to maintain their existence amidst activity restrictions. Capacity then increased again the following year as social and academic conditions began to recover.

The 2022/2023 and 2023/2024 academic years showed a stabilizing trend post-pandemic. The number of applicants increased again, and promotional strategies through local culture, such as the Banjarmasin River Cruise (SUSUBAN) Volume 4, continued. For ten years, the Undergraduate Program in Social Sciences Education (IPS) at the Faculty of Teacher Training and Education, Lambung Mangkurat University (ULM) has succeeded in fostering public trust and strengthening its identity. Institutional bag, and demonstrates adaptive capabilities in facing various dynamics, both internal and external. A detailed description of this development can be seen in Table 1 and Figure 1 below.

Table1. Recapitulation of New Student Admissions

Year	Capacity	Number of Prospective Regular Students		Number of New Regular Students (Re-registration)
		Registrant	Pass the Selection	
2014/2015	30	23	21	17
2015/2016	60	212	57	38
2016/2017	60	336	73	57
2017/2018	80	296	79	58
2018/2019	80	292	101	76
2019/2020	100	253	88	72
2020/2021	70	115	60	47
2021/2022	40	183	163	40
2022/2023	85	140	73	59
2023/2024	60	122	53	41



Picture1. Increase in the Number of New Regular Students

Based on Table 1 and Figure 1, new student admissions for the Undergraduate Program in Social Sciences Education, Faculty of Teacher Training and Education, University of Muhammadiyah Malang (FKIP ULM) for the 2014/2015–2023/2024 period

fluctuated, influenced by various factors. In the early days of its establishment, the number of applicants was relatively low because the study program permit was issued after the national selection process closed, so admissions were conducted through independent channels. The subsequent period showed an increasing trend, with the peak number of applicants occurring in 2016/2017, supported by academic promotion activities, partnerships with schools, and the introduction of the study program through various scientific activities and community service.

Entering the 2019/2020 academic year, enrollment reached 100 students, but this declined significantly in 2020/2021 due to the impact of the COVID-19 pandemic. This situation gradually improved from 2021/2022 to 2023/2024, along with the implementation of creative promotional strategies based on social activities, entrepreneurship, and river tourism media, which were able to maintain stable enrollment numbers post-pandemic. Overall, the study program managed to maintain its attractiveness amid changing external conditions and the challenges of competitive admissions.

Strengthening Institutions and Academic Systems

Institutional strengthening has been carried out in a structured and gradual manner since its inception. The study program established a Quality Assurance Group (GPM) to act as an internal quality assurance unit. The GPM is responsible for evaluating lecturer performance, monitoring curriculum implementation, and periodically reporting learning outcomes.

Curriculum workshops are held annually. These activities aim to align the structure and content of study program curricula with the Indonesian National Qualifications Framework (KKNI) and reflect the needs of the South Kalimantan community. The study program curriculum is designed based on graduate learning outcomes, integrating pedagogical, academic, and cultural dimensions. In its implementation, the curriculum is enriched with local materials such as the dynamics of the Barito River community, local Banjar history, and typical South Kalimantan social practices, which are designed into special courses and student project assignments. (Abbas et al., 2021).

The microteaching laboratory was developed to support students' readiness for teaching practice. The facility is equipped with a monitoring camera, a one-way mirror, and digital learning tools. Students are required to participate in the microteaching practice as part of the Teaching Profession and Social Studies Learning course. This practice familiarizes students with applying an integrative and reflective approach to learning. In addition to the microteaching laboratory, the study program also built a social studies laboratory based on

local learning resources, including a collection of cultural maps, local historical artifacts, and documents on social events in South Kalimantan.

The study program actively organizes academic activities in the form of national seminars, scientific article writing workshops, and curriculum training. These activities involve lecturers, students, and external partners, such as social studies teachers at partner schools, researchers from other institutions, and education practitioners. National and international seminars held in 2018–2022 served as a medium for disseminating academic ideas and promoting the institution. Scientific writing workshops were conducted to support lecturers' and students' productivity in writing articles suitable for publication in accredited national journals.

All of these efforts demonstrate that the study program focuses not only on curriculum development but also on building an institutional system that supports academic sustainability as a whole. The institutional model developed reinforces the theory of Tilaar (2007) regarding the importance of higher education management that is reflective of the social environment and responsive to change. The systemic approach adopted by the study program makes a real contribution to creating a high-quality, adaptive, and sustainable academic culture. (Hidayat, 2020).

Scientific Productivity and Writing Culture

The Undergraduate Social Sciences Education (IPS) Study Program at the Faculty of Teacher Training and Education (FKIP) at Lambung Mangkurat University (ULM) has made developing a writing culture a crucial part of its strategy to improve academic and institutional quality. Since 2020, the study program has initiated the establishment of three scientific journals as publication spaces for lecturers and students. These three journals are The Innovation of Social Studies Journal (ISSJ), The Kalimantan Social Studies Journal (KSSJ), and the Journal of Social Development (J-SOD). Each journal focuses on social studies education, Kalimantan social dynamics, and community-based social development.

The establishment of this journal is not only a fulfillment of an academic obligation but also a concrete strategy to create an active, sustainable, and inclusive scientific ecosystem. The study program systematically organizes scientific writing training, publication workshops, and article mentoring for lecturers and students. The mentoring process is carried out through collaboration between the journal management team and a team of supervisors, who are tasked with guiding students in preparing scientific manuscripts based on the results of their final assignments, thesis research, and community service activities.

The number of published articles has increased annually. The quality of articles has also improved significantly, as evidenced by the acceptance of manuscripts from lecturers and students in accredited national journals. In addition to serving as a medium for disseminating research findings, these journals also serve as a space for the articulation of ideas, scientific reflection, and the strengthening of the study program's academic identity. Student involvement in the scientific article writing process forms an academic habitus that is crucial for fostering scientific awareness from the undergraduate level.

This effort to strengthen the culture of writing has borne fruit with the award for Top Department according to the Science and Technology Index (SINTA) in 2022. This award places the Social Studies Education Study Program of the Faculty of Teacher Training and Education, University of Muhammadiyah Malang (ULM) as the only undergraduate social studies education study program in Indonesia to be included in this ranking. The assessment is based on the number and quality of lecturer publications, academic citations, and professionally managed journal activities. This achievement demonstrates that the study program has built a strong and productive academic infrastructure, while also emphasizing its contribution to the development of social studies education science at the national level.

The scientific legitimacy of a higher education institution is determined by its ability to produce a consistent academic narrative, rooted in social reality, and open to scientific developments. Institutions that successfully establish and maintain systematic scientific documentation practices will gain legitimate intellectual recognition. In this context, the achievements of the Social Studies Education Study Program at the Faculty of Teacher Training and Education, University of Muhammadiyah Malang (FKIP ULM) confirm that a culture of scientific writing and publication is not only an indicator of academic performance but also a foundation for building a distinctive and sustainable scientific identity.(Gottschalk, 1969).

Contribution to Social Studies Education in Indonesia

The Undergraduate Program in Social Sciences Education (IPS) at the Faculty of Teacher Training and Education (FKIP) at Lambung Mangkurat University (ULM) has made a significant contribution to the development of social studies education at the national level. One of its key contributions lies in the program's commitment to strengthening learning based on local wisdom in South Kalimantan. This approach is realized through the development of learning content that highlights the culture, history, and social dynamics of the local community, which is then integrated into Semester Learning Plans (RPS), teaching modules, and independent teaching materials for students and partner teachers in the field.

The study program organizes various academic and community service activities that carry the themes of locality, citizenship, and interdisciplinary learning. Activities such as the National Seminar and the International Seminar on national and social education serve as a forum for disseminating ideas about the importance of thematic and contextual approaches in social studies learning. Furthermore, activities such as the Banjarmasin River Cruise (SUSUBAN), which is routinely held every year, serve as an example of the implementation of social and geospatial experience-based learning rooted in the realities of the students' environment. Through these activities, students and lecturers design learning that emphasizes the relationship between space, time, and local communities as objects of social studies learning.

The study program is also actively developing and publishing locally based social studies learning modules. These modules are used by partner teachers in elementary and secondary schools as alternative materials that are more contextual and tailored to the characteristics of students in South Kalimantan. Community service activities are aimed at strengthening the capacity of social studies teachers in developing teaching materials based on the 2013 Curriculum and the Independent Curriculum, emphasizing the integration of social science disciplines within a single learning theme.

This contribution reflects the study program's vision of making social studies a vehicle for civic education that shapes students into active, critical citizens who care about their social environment. Social studies education must be directed toward achieving civic awareness and a contextual understanding of the surrounding community. In this regard, the Social Studies Education Study Program at the Faculty of Teacher Training and Education, University of Muhammadiyah Malang (FKIP ULM) has demonstrated concrete examples of social studies learning practices that are contextual, applicable, and grounded in local social and cultural needs (Sapriya, 2009).

CONCLUSION

This study found that the institutional development of the Social Sciences Education (IPS) Undergraduate Study Program at the Faculty of Teacher Training and Education at Lambung Mangkurat University (ULM) during the 2014–2023 period was marked by five main achievements. First, the legalization of the study program's establishment in 2014 was an important milestone in meeting the regional need for interdisciplinary social studies teachers. Second, the number of new students fluctuated, with a peak in the 2016/2017 academic year and a significant decline in 2020/2021 due to the COVID-19 pandemic, but stabilized post-pandemic through creative and collaborative promotional strategies. Third,

institutional strengthening was carried out through the establishment of a Quality Assurance Group, the development of a curriculum based on the Indonesian National Qualifications Framework (KKNI) and local wisdom, and the provision of microteaching and social studies laboratories. Fourth, scientific publication productivity increased significantly through the establishment of three professionally managed internal journals, accompanied by writing training and publication mentoring. Fifth, the study program's scientific contribution was seen in the development of local wisdom-based social studies learning, strengthening teacher capacity, and promoting civic values through academic activities and community service.

Overall, the results of this study indicate that the study program's success in achieving Top Department status in SINTA 2022 is driven not only by an increase in the quantity and quality of scientific publications, but also by transformational leadership, institutional policy synergy, and adaptability to external dynamics. These findings emphasize that institutional strengthening of study programs must continuously integrate managerial, academic, and socio-cultural aspects to maintain competitiveness at the national level.

SUGGESTION

This research recommends that future institutional development of study programs continue to be directed at strengthening locally based academic differentiation, strengthening international collaboration, and integrating technology into learning and scientific journal management. Study programs also need to maintain a culture of sustainable scientific publication, not merely as an administrative achievement but as a manifestation of academic responsibility towards the development of science and society.

Future researchers can conduct a more in-depth study of the impact of graduates of the Social Studies Education Study Program at the Faculty of Teacher Training and Education, University of Muhammadiyah Malang (FKIP ULM) on the quality of social studies learning in schools. Furthermore, examining the influence of local content in learning on students' social and civic awareness could be a potential direction for further research. Comparative studies across similar study programs in other regions could also provide a broader perspective on strengthening social studies educational institutions in Indonesia.

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