

Course Development for Improving Creative Economic and Teaching Skills on Bachelor Theology Graduates at Iakn Tarutung

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Abstract

Kellerman and Sagmeister said that the problems of graduates in facing the world of work, one of which was caused by a large gap between the competencies prepared by universities for students and the competencies needed by the world of work. The Theology Study Program at IAKN Tarutung as a kitchen that produces Theology graduates needs to develop courses to improve creative economy skills and teaching skills considering the needs of the church and society for this. This research method will go through the stages of Dick and Carey's research and development model consisting of 10 stages. The research and development procedure of Dick & Carey consists of ten development steps but at this development stage it is limited to stage 6. The development stages in this research are 1) needs study, 2) theory study, 3) student condition analysis, 4) vision formulation and study program missions, 5) determination of compulsory and elective courses, 6) lesson plan development stage according to the vision and mission. In this paper first, we will identify the conceptual design of the vision and mission of the theology study program based on developing creative economic and teaching skills. Second, the design for the creative economy skills course in the bachelor theology Study program will be explored. Third, the design of the teaching skills course in the bachelor theology study program will be displayed.

Keyword: Course Development, Creative Economy Skills, Teaching Skill, Research Development

Introduction

The success of a university can be seen from the track record of graduates. How well the university produces quality and quantity of graduates in accordance with the graduate profile, which of course answers the needs of users (stakeholders). The graduate profile that has been determined by the study program becomes the campus for implementing education in the study program (Achadah, 2020). The achievement of the graduate profile can be seen from the description of the curriculum of the study program, in addition to the integration of research and community service activities carried out by students (Amirudin, 2017). Kellerman and

Sagmeister said that the problems of graduates in facing the world of work, one of which was caused by a large gap between the competencies prepared by universities for students and the competencies needed by the world of work (Gay et al., 2009). The needs of the world of work are what the world of work expects from university graduates who will enter the world of work (Halim, 2022). In general, the readiness of graduates to enter the world of service involves three factors, namely: (1) physiological which concerns age maturity, physical condition, and body organs, (2) experience which includes learning and work experiences concerning knowledge and skills (hard skills), and (3) psychological, namely mental, emotional, and social conditions (soft skills) (Plomp, 2013). These three factors have a big role in determining the readiness of graduates to work (Peterson, 2002).

From the exposure of the temporary data, it is known that the courses offered in the Theology study program at IAKN Tarutung have not met the expectations of users of IAKN Tarutung graduates. For this reason, the following should be noted. First, if many graduates of theology work as educators, it means that there is something that needs to be reviewed in the theology curriculum. So that Theology graduates really receive adequate scientific support during their studies before becoming educators, after graduating from Theology. Second, there are many theology graduates who work beyond the expectations of theology graduate users, for example becoming teachers at schools or lecturers on campus. Courses are needed that support the teaching skills of prospective graduate students from this Theology study program. The researcher proposes additional courses such as those obtained by students in the Christian Religious Education Study Program (PAK), so that Theology graduates are confident and able to become educators. This will be in line with the goal of higher education, namely graduates can answer the needs of the community. In the end, if many Theologies graduate work as teachers in schools and universities, the Theology curriculum needs to be rearranged according to these needs.

Based on the problems above, it is necessary to review the vision and mission, courses, Semester Lesson Plans (RPS) of the Theology Study Program at IAKN Tarutung to create graduates who have creative economic and teaching skills. The efforts are to prove that the theology curriculum that has been implemented decade after decade has actually confined graduates to the limited number of available job opportunities. The opportunity to carry out this renewal is wide open in the era of the government, specifically education and culture, implementing the policy of independent learning on an independent campus. College graduates are expected to have multiple skills in order to create new jobs, work creativity and the like. Currently graduates are expected to be able to create jobs for themselves and the surrounding community. Thus, the title of this research is Course Development for Improving Creative Economy and Teaching Skills on Bachelor Theology Graduates at IAKN Tarutung.

This study aims to develop courses for improving creative economy and teaching skills on bachelor theology graduates (van den Akker, 2013). This research and development used the Dick Carey (2015) model. Research and development are the process used to develop and validate educational products (Dick et al., 2015). The product contains four main meanings, namely: 1) The product consists of hardware and software, 2) the product can mean a new product or modification of an existing product, 3) the product developed is a product that is useful for the world of education and 4) the product can be accounted for both practically and scientifically (Ariawan, 2022).

The research begins by conducting a philosophical foundation, a psychological basis and an educational basis as well as a needs assessment (Qolbi & Hamami, 2021). This is followed by a study of instructional and learning as well as the context carried out

simultaneously to determine the relationship between courses and activities along with the required learning procedures (Richey & Klein, 2014). The results of the study used to design learning using the Dick & Carey (2015) development model. The implementation of development using the Dick & Caert (2015) procedure is also supported as presented by Brog & Gall (2003) by basing on the conditions 1) the existence of old products that are considered ineffective for learning the development of creative economy skills and teaching abilities, 2) developing learning tools that able to improve creative economy skills and teaching abilities and 3) this research uses descriptive and experimental research (Gall et al., 2003). The products that will be developed in this research are conceptual development, courses and lesson plans. The existing concepts regarding the vision and mission of bachelor theology graduates but need to be adapted to the analysis of philosophy, psychology, knowledge and needs (Singgih, 1997). After the conceptual is formed, further development is carried out on courses and lesson plans. This is done as a continuation of the conceptual development stage to produce graduates who have creative economic and teaching skills (Sanjaya, 2011).

The stage of Dick and Carey's research and development model consists of 10 stages. The research and development procedure of Dick & Carey consists of ten development steps but at this development stage it is limited to stage 6. The development stages in this research are 1) needs study, 2) theory study, 3) student condition analysis, 4) vision formulation and mission of study program, 5) determination of compulsory and elective courses, 6) stages of development of RPS according to the vision and mission carried out in this research are presented in the figure (Dick et al., 2015).

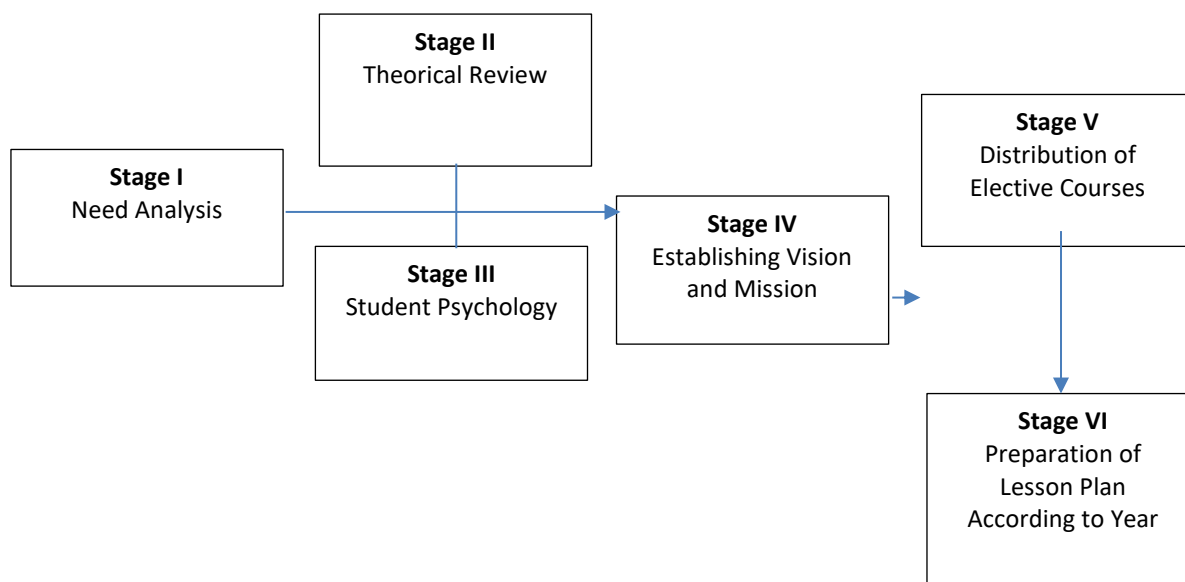


Figure 1. *Flowchart of Creative Economy Skill-Based Course Development and Teaching*

In this paper, first, we will identify the conceptual design of the vision and mission of the Theology Study Program based on the development of creative economic skills and teaching skills for the pros and cons of lapo tuak. Second, the design of the creative economy skills course in the theology bachelor study program will be explored. Third, the design of the teaching skills course in the theology bachelor study program will be displayed.

Analysis Results And Discussion

The results of curriculum development in this study include the development of the vision and mission as well as the development of courses accompanied by the syllabus and

lesson plans. The subjects that will be developed are creative economy and teaching skills. The presentation and analysis of development results data is described based on the stages of development research, namely the needs analysis stage, theoretical studies, student psychology, vision and mission design, elective course design, preparation of lesson plan according to the vision and mission.

Stage I Need Analysis

There is a gap between vision and mission with graduate performance based on graduate users. The gap in vision and mission is because graduates have not been equipped with creative economic and teaching skills. In addition, based on the demands of the Directorate of Higher Education of the Ministry of Education and Culture in 2020, it is explained that graduates must have 8 work programs that create superior human resources. The 8 work programs include: internships, independent student exchanges, independent project studies, village building, research, entrepreneurship, humanitarian projects, and teaching in education units (Tim Kurikulum dan Pembelajaran, 2014). According to the KKNI, Bachelor graduates are at a level, so graduates must have knowledge, attitudes, general skills and special skills (Nurdin, 2018). Therefore, the vision and mission of the theology bachelor study program is done the preparation to accommodate graduates so that they can work quickly and according to field needs (Suryadi, 2012).

Stage II Theoretical Review

The development of the vision, mission and course distribution is based on four principles, namely philosophical principles, psychological principles, sociological principles and organizational principles. Philosophical principles are used to define the vision, mission, goals and strategies. Psychological principles are used in the development of this course to plan the interests and development of students, so that the subject of creative economics skills and teaching skills becomes the subject of choice for students (Muhibbin, 2002). Sociological principles are used to determine graduate learning outcomes in the attitude category so that students have morals, fear God Almighty and implement academic values, norms and ethics. The principle of organization is used in the development of elective courses to establish cooperation between students and the church, school and community. This can be seen from the distribution of each elective course.

Stage III Student Psychology

The results of the psychological analysis of students were obtained from a survey using google forms and distributed to alumni of theology bachelor study program. Google form contains the student's condition after graduation and the relationship between the courses obtained during college and work. The results of the survey can be seen in appendix 2

Stage IV Establishing and Mission

At the stage of formulating the vision and mission, a comparison is made between the previous vision and mission with the vision and mission that will be developed. Vision and mission are developed based on the characteristics of a good vision and mission. The characteristics of the vision and mission are the study program's mission, study program profile, and target time of achievement. After the comparison was made, a vision was created: "To become a superior study program and a reference in the implementation of education oriented to the tri-task of church calling, creative economy and national scale pedagogy by 2023." Mission: 1. Organizing education and teaching as part of the development of knowledge in the field of Theology; 2. Carry out research in the development of science and technology; 3. Organizing community service as part of efforts to implement theology in the church and community.

Stage VI Preparation of Lesson Plan According to Year

The results at this stage based on stages 1-4 produce 6 elective courses consisting of 3 elective courses for creative economy skills and 3 courses for teaching skills. The results at this stage also produce lesson plan for each subject derived from the vision and mission as well as CPMK creative economy and teaching skills.

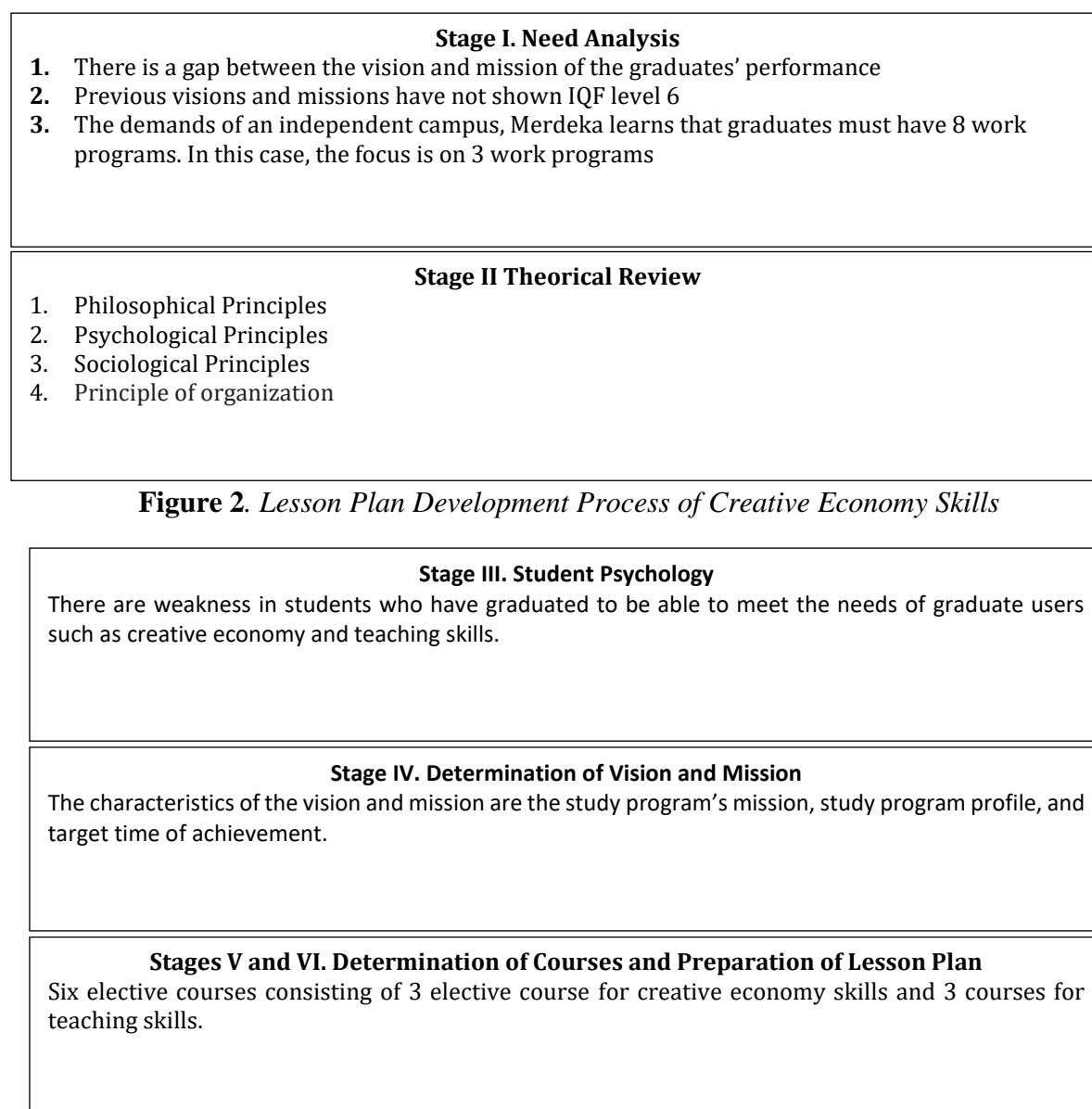


Figure 2. *Lesson Plan Development Process of Creative Economy Skills*

Conceptual Design Vision and Mission of Theology Bachelor Study Program

The existence of a vision for a study program is necessary because through the vision of the study program it can plan conditions in the future. Successful organizations/study programs have a clear vision of future achievements. Vision and mission are not just a philosophy, but ideas that are full of planning accompanied by a theory of future needs (Rijal, 2019). The vision and mission to be developed must be based on direction, focus, policy, meaning, challenges and vitality (Utami, 2020).

Vision formulation is very important as a direction and guideline for implementing the formulated strategy. A good vision can be defined as “a description of what the organization wants to achieve after implementing its strategy and reaching its full potential. A good vision

must have two main elements, namely the core ideology and imagining the future (Suryadi, 2012). Theology as a guide for Christian religious education is tasked with helping the formation of Christian identity, building coalitions of followers of God and improving creation (Simatupang et al., 2022).

The results of the analysis of the vision and mission of the theology bachelor study program at IAKN Tarutung are not in accordance with the good elements. The comparative analysis of the vision and mission of the Theology Study Program before and after, it was developed can be seen in Table 1.

Table 1: *Vision Analysis Based on Characteristics*

Before	Vision Character	Analysis	After
Become a theology study program that produces graduates with integrity, insight, ecumenical, skilled at serving in the church and society.	Study Program Mission	In the previous vision, which did not have a unique goal, it was able to distinguish it from the theology study programs in Indonesia.	To become a leading study program and a reference in the organization of education oriented to the tri-duty of church calling, creative economy and national scale pedagogy in 2023
	Study Program Profile	In the previous vision, it has described the quality that will be achieved by a study program	
	Long-Term Objectives	The previous vision and mission did not provide a time target for the objectives to be achieved.	

Based on the analysis above, the vision developed has a unique purpose and describes the quality of graduates expected and sets long-term targets to be able to accommodate creative economics courses and teaching skills. In the vision developed, this vision also clearly demands the continuity of study programs that prioritize superior quality in carrying out educational and teaching activities characterized by the tri-task of the church's vocation, creative economy and pedagogy, so that they can become references for other similar universities. This concentration is applied in the education and teaching process of the candidate for Bachelor of Theology which can be seen in the distribution of compulsory and elective courses according to the semester structure in the Theology bachelor study program according to the demands of KKN level 6. The vision and mission are also a reference for the implementation of Tridharma of university in the theology bachelor study program. Even the performance analysis, as part of the front-end analysis, is carried out by looking at the reference for the management and development of the theology bachelor study program as an educational institution for ministers and educators for churches, schools and communities.

After the vision automatically the mission must also be developed because the mission is a series of sentences that state the purpose or reason for the existence of the organization that contains what is provided by the company to the community, either in the form of products or services. The mission before it was developed is described in Table 2.

Table 2: Mission Analysis Based on Characteristics

Before	Vision Characteristic	Analysis	After
1. Organizing education and teaching as part of the development of knowledge in the field of Theology	Declaration of attitude	In the previous mission, it did not reflect the commitment of the Theology S1 study program to meet stakeholder demands for graduates or outcomes	1. Organizing education and teaching in the field of theology oriented to diaconia, koinonia and marturia
2. Carry out research in the development of science and technology			2. Carry out research and development of creative economy skills in accordance with the needs of the church and society
3. Organizing community service as part of efforts to implement theology in the church and community	Oriented to external or graduate users	In the previous mission, identify the needs and desires of the external or graduate users for the future in accordance with the vision described previously.	3. Organizing teaching skills education in accordance with the demands of the times.”

Determination of the development of the vision and mission in the theology bachelor study program based on criteria that can be imagined by all ranks of the theology bachelor study program; can be communicated and understood by all levels of the company's organization; have a long-term perspective and do not ignore the times; have the values desired by the theology bachelor study program and are focused on problems

Course Distribution

The development of the vision and mission provides changes to the distribution of courses that will be implemented in the theology bachelor study program. The targeted vision and mission aim to produce graduates who have excellent academic abilities and are professional in the fields of theology, creative economy and pedagogy. The strategy to produce these graduates is to determine compulsory and elective courses in theology, creative economics and pedagogy based on the semester arrangement for prospective graduates. The determination of the distribution of these courses is based on an analysis of the needs of graduates of the theology bachelor study program according to a user satisfaction survey on August 11, 2021. Prospective graduates of the theology bachelor study program take courses according to the graduate profile, get a pass grade according to the weight of credits set from the first semester to the final semester based on the instructions Permendikbud no 81 of 2014 article 6 point of concerning diplomas and transcripts of grades. The distribution of these courses is oriented towards the ability to serve prospective graduates in churches, schools and communities according to the function of higher education (Law Number 12 of 2012 concerning Higher Education Article 4).

Table 3: Distribution of Added Courses

Creative Economy	Credits	Semester	Teaching Ability	Credits	Semester
Village Development	3	IV	Learning design	2	IV
Handycrafts	3	V	Evaluation	3	V
UMKM Marketing	3	V	Theology Micro Teaching	4	V
Total		9	Total		9

Based on the results of the needs analysis and related to the analysis of the independent learning campus by having 8 work programs to create superior human resources (HR) from the

8 work programs, there are three that are the main points. The three work program points that form the basis for curriculum development are teaching in schools, where currently there are 15,000 students who accompany teachers in remote schools by helping elementary school children learn for one semester, entrepreneurship, how to create superior entrepreneurs in order to create new startup companies. of the nation's children and build a village. Graduates of bachelor theology study program not only have public speaking skills but also have three church vocations, creative economy and pedagogic services. So that each design is obtained as in Table 3 above.

Creative Economy Skills Course Design

The results of the analysis of theology bachelor graduates show a gap between the references that S1 Theology graduates can contribute to the presence of professional pastors in the church. In fact, many graduates of bachelor theology work as teachers, but do not have pedagogical abilities because the theology bachelor study program does not offer supporting courses for the teaching profession. Related to the job analysis carried out by the Bachelor of Theology study program, it is necessary to develop a distribution of study programs to achieve the readiness of qualified graduates (Latip, 2015). A need assessment of course development is carried out by looking at student thesis related to the specifics of service ability, creative economy and pedagogic skills (Sumardiningsih et al., 2013).

The development of the vision and mission set for the period 2021-2023 is to become a superior study program and a reference in the implementation of services oriented to the tri-task of church calling, creative economy and national scale pedagogy in 2023. Based on data from the Tarutung IAKN Library which is accessed through the website address containing the thesis repository, namely <http://repository.iakntarutung.ac.id/>, it is known that the number of theses for Theology graduates in 2020-2021 is 60 theses (accessed November 11, 2021). Most raised titles related to the study of theology and its contribution to ministry. The specificity of the bachelor theology in the field of creative economy and pedagogy has not been shown in the 2020 thesis until 2021. This is not in accordance with the reference to the determination of the independent learning campus curriculum.

The course design for graduates to have creative economic skills consists of three courses, namely, village development, handicrafts, and MSME marketing. Furthermore, the development of courses is derived in the formation of the Syllabus and lesson plan. The syllabus and lesson plan contain elements that have similarities with the syllabus in general. The difference is the use of the terms graduate competency standards (SKL), competency standards (SK), basic competencies (KD) is no longer used at the Indonesian higher education level. Instead, the terms study program graduate learning outcomes (CPL), subject learning outcomes (CPMK), and subject learning outcomes (sub-CPMK) are used (Riset & Tinggi, 2016).

Instructional studies for the development of RPS on creative economy skills by reviewing the existing syllabus/lesson plan at universities that have implemented it. The first study was conducted to determine the learning objectives of determining creative economy skills courses at the tertiary level. Based on these interests, three universities were selected for comparison. The selected universities are Pembangunan Jaya University (UPJ), Indonesian Education University (UPI), and Udayana University. These three universities are known as organizers in the application of creative economy skills and are active in various creative economy scientific development activities in Indonesia.

Program The objectives of learning program of creative economy courses currently at the tertiary level are presented in terms of learning outcomes, as presented in Table 2. Learning outcomes are statements of abilities that students must possess at the end of learning. The term learning achievement has the same meaning as learning outcome, namely the desired ability to be achieved from a learning activity (Meileni et al., 2020).

Table 4: *Analysis of Application of Creative Economy Courses at 3 (three) Universities*

No.	College Name	Learning Objectives/Learning Outcomes of Creative Economy
1.	Pembangunan Jaya University	This course provides an understanding so that students know the scope of creative fields that can be developed as an effort on their own. Students will also be guided so that they can develop their creative ideas which are the basic capital of a business, of course adapted to the issues that are developing in urban areas.
2.	UPI	This course provides knowledge about the creative economy which is a concept in a new economic era that requires creativity so that students are able to give birth to an idea and ideas where and the idea is that students are able to become part of entrepreneurs who can manage their business based on syariah principles.
3.	Udayana University	Able to implement the creative economy as an important element of the orange economy and its role in development to be a pioneer in the effort to apply new findings in the economic field related to community development.

Information regarding the learning objectives/achievements of the three organizers of implementing creative economy courses is obtained from the Syllabus/lesson plan documents from each university. Based on Table 4. that the results of the analysis of learning objectives at 3 (three) universities show that currently, each university applies creative economics courses into one subject. This is different from the development of creative economy skills which will be developed in the Theology bachelor Study Program which includes three courses. The identification of the material structure to support the skills of graduates of theology bachelor study program can be seen in the table below.

Table 5: *Identification of Material Structure based on Revised Version of Bloom's Taxonomy Dimension*

Creative Economy Skills	Taxonomy Level	Dimensions of Knowledge and Dimensions of Cognition Process
Students know the concept of village development, handicrafts and UKMKM marketing	C2	Facts about terminology Compare
Students know the definition of a database and the requirements for village development, handicrafts and UKMKM marketing	C2	Certain technical procedures/methods Explain
Students are able to study objects or phenomena with location theory	C4	Procedure based on criteria Linking/linking
Students are able to practice in village development, handicrafts and MSME marketing	C6	Application of theory and relate it to the field

Teaching Skill Course Design

The course design for graduates to have pedagogical skills consists of three courses, namely, making lesson plans, evaluating learning, and micro teaching theology. Furthermore, the development of courses is derived in the formation of the Syllabus and lesson plan. The design for developing teaching skills for Theology undergraduate Study Program graduates is based on the needs of graduates spread across various regions of Indonesia, most of whom live in rural areas and work not only as servants (priests), but also teachers/educators in schools and foundations.

The strategy used to achieve teaching skills in graduates is given three courses to be taken. Each course has the same weight, which is 3 credits. Elective subject I, making lesson plans which will be taught in the fourth semester. In semester V, there are two elective courses, namely learning evaluation and micro teaching theology. The three elective courses serve to complement the pedagogic abilities of prospective Theology graduates. Not only in the course design, the learning achievement of teaching skills is also determined which is listed in the lesson plan in the form of a document. The learning objectives of the teaching skills elective courses are listed as presented in Table 6. below:

Table 6: *Learning Outcomes of Study Program Graduates*

No.	Category	Learning Objectives/Learning Outcomes of Study Program
1.	Attitude	1. Fear of God Almighty and able to show a religious attitude;
		2. Upholding human values in carrying out services in churches, schools and communities;
		3. Contribute to improving the standard of living of the people who are creative and innovative based on Pancasila;
		4. To act as citizens who are proud and love their homeland, have nationalism and a sense of responsibility to the state and nation;
		5. Respecting ethnic, cultural and religious diversity;
		6. Cooperate and have social sensitivity and concern for the church, society and the environment;
		7. Obey the law and discipline in the life of the church, society and state;
		8. Implementing academic values, norms, and ethics;
		9. Show a professional attitude towards work in the field of expertise independently;
		10. Internalize the spirit of independence, struggle, and creative economy in the realm of education and services
2.	Knowledge	1. Mastering theoretical concepts about pedagogy
		1. Able to apply logical, critical, systematic, and innovative thinking in the context of the development or application of science and technology in the pedagogic scope, the tri-task of church calling and creative economy that pays attention to and applies religious values according to their field of expertise;
3.	Skill	2. Able to demonstrate independent, quality, and measurable performance;
		3. Able to produce solutions and ideas in the form of a thesis or final project report and upload it in a journal;
		4. Able to make appropriate decisions in the context of solving problems in their area of expertise;
		5. Able to carry out the process of self-evaluation of the work group under their responsibility, and able to manage learning independently.
		1. Able to study and design and carry out research in the field of creative economy;
4.	Special skill	2. Able to utilize science and technology in solving procedural problems related to the creative economy;
		3. Able to apply creative economics for church and community needs.

Furthermore, from Learning Outcomes of Study Program Graduates, Learning Outcomes of Study Program Graduates is derived from Course Learning (CPMK). Information regarding the learning objectives/achievements of the elective course: Micro Teaching Theology is obtained from the attached RPS document. Based on Table 6. that the results of the analysis of learning objectives emphasize the ability to master pedagogic theoretical concepts and teaching abilities. The five learning achievement points seem to focus on the ability to implement teaching skills that will be used in preparing learning media when carrying out the teaching profession later. The direction of the learning objectives/learning outcomes is appropriate in the capacity to create professional servants who are able to teach in schools, churches and communities where educators must master the field of knowledge being taught and be able to communicate material through cutting-edge learning media.

Table 7: *Learning Outcomes of Teaching Skill*

Competency	Learning Outcomes of Study Program Graduates (CPL)	Course Learning Outcomes (CPMK)
S9	Demonstrate a professional attitude towards work in their field of expertise independently;	
P1	Mastering theoretical concepts about pedagogy	
KU1	Able to apply logical, critical, systematic, and innovative thinking in the context of the development or application of science and technology within the pedagogic scope, the tri-task of church calling and creative economy that pays attention to and applies religious values in accordance with their field of expertise;	
KU2	Able to demonstrate independent, quality, and measurable performance	<ol style="list-style-type: none"> 1. Mastering the basics of micro teaching 2. Develop a teaching implementation lesson plan
KU5	Able to carry out the process of self-evaluation of the work group under their responsibility, and able to manage learning independently	<ol style="list-style-type: none"> 1. Forming and improving the competence of limited basic teaching skills 2. Mastering the competence of basic integrated thematic teaching skills forming personality competencies, and forming social competencies

Furthermore, from Learning Outcomes of Study Program Graduates, Learning Outcomes of Study Program Graduates is derived from Course Learning (CPMK). Information regarding the learning objectives/achievements of the elective course: Micro Teaching Theology is obtained from the attached lesson plan document. Based on Table 6. that the results of the analysis of learning objectives emphasize the ability to master pedagogic theoretical concepts and teaching abilities. The five learning achievement points seem to focus on the ability to implement teaching skills that will be used in preparing learning media when carrying out the teaching profession later. The direction of the learning objectives/learning outcomes is appropriate in the capacity to create professional servants who are able to teach in schools,

churches and communities where educators must master the field of knowledge being taught and be able to communicate material through cutting-edge learning media.

The need for teaching prospective graduates results in the need for education regarding it as stated in chapter 1 page 3. In the RPS for the Micro Teaching Theology course used in the Theology Bachelor Study Program, it shows that there are 11 Learning Outcomes at the study program level (CPL) in accordance with the vision and mission of the Theology S1 Study Program. The learning outcomes of the study program include attitude competence (S), knowledge (P), general skills (KU), and special skills (KK). The Micro Teaching Theology course itself has 4 course-level learning outcomes (CPMK). After conducting a study on the relationship between CPL and CPMK, it was found that there was a synchronization of the two. The CPL and CPMK studies are presented in Table 4.3. The CPL on the 4th P1 coded Knowledge Competence and General Skills (KU) has been accommodated by the existing syllabus. The two CP Study Programs have been implemented in learning, showing that there are efforts to develop the syllabus for the micro teaching theology course. The syllabus in the micro teaching theology course must reflect the characteristics of pedagogic scholarship in the form of the ability to prepare lesson plans (Leigh, 2007).

CPMK micro teaching theology course contains general skills, namely 1. Mastering the basics of micro teaching. 2. Develop a teaching implementation lesson plan (RPP). These two general abilities support independent, quality, and measurable performance abilities of prospective Theology graduates in teaching activities. In addition, other abilities are: 1. Forming and improving the competence of basic teaching skills is limited. 2. Mastering the competence of basic integrated thematic teaching skills to form personality competencies, and form social competencies. These two things will enable prospective Theology graduates to carry out a self-evaluation process towards the work groups under their responsibility, and be able to manage learning independently. This means that prospective Theology students not only have theoretical pedagogical abilities, but also the ability to self-evaluate in their learning (Calvin & Sukendro, 2019).

Table 8: *Identification of Material Structure based on the Revised Version of Bloom's Taxonomy Dimensions*

Teaching Skills	Taxonomy Level	Dimensions of Knowledge and Dimensions of Cognition Process
Students know the pedagogical concept	C2	Facts about terminology compare
Students are able to apply learning evaluation	C4	Certain technical procedures/methods explain
Students are able to practice micro teaching	C6	Application of theory and relate it to the field

Product Development Advantage

The advantages of this development product are as follows: 1. This product has carried out needs analysis, theoretical studies, and student psychology. 2. This product contains a vision and mission based on the characteristics of establishing a good and correct vision and mission. Through this development, the vision and mission already have clear and measurable targets. 3. In this product, there are 6 distributions of elective courses consisting of 3 courses on creative economic skills and 3 courses on teaching skills. 4. This product produces RPS which has the characteristics of being oriented towards the tri-task of the church's calling, creative economy skills and teaching abilities (Mulyatiningsih, 2010).

Product Weakness

This product has a weakness that the development still uses needs analysis so that it needs to be validated by experts to receive input, feedback, criticism and suggestions on products that have been developed. Another weakness is that trials have not been carried out because it will take four years to see the results of the development of this product (Alfi & Bakar, 2021).

Conclusion

There are several conclusions obtained from this research, namely: 1. The conceptual design of the vision and mission of the Theology S1 study program has been based on needs analysis, theoretical studies and characteristics of the preparation of a good and correct vision and mission. 2. The design of the creative economy skills course consists of 3 elective courses with a weight of 3 credits in each course. The subjects for creative economy skills are: village development, handicrafts and MSME marketing. 3. The design of the teaching ability course consists of 3 elective courses with a total of 9 credits. The subjects for teaching ability are: learning design has the lowest weight among the other 2 courses. Learning evaluation has a weight of 3 credits. Furthermore, Micro Teaching Theology has a weight of 4 credits. The results of research and development of learning tools can be utilized by: first, the Theology S1 study program can use the results of this development to adjust the curriculum and lesson plan based on KKNI level 6 and independent campuses, independent learning. Second, the lecturer who will be in charge of the course can use learning tools (RPS) to facilitate the teaching of creative economic skills and teaching abilities. Third, further researchers should carry out validation and testing for the validity of this product development. Suggestions for disseminating the results of this development can be a reference or collaboration between Christian Universities in curriculum development which will later be adapted to the vision and mission of the related campus.

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