Social Mainstreaming in the Higher Education Independent Curriculum Development in Aceh, Indonesia: A Mixed Methods Study

Amiruddin Amiruddin[1*], Ambia Nurdin[2], Masri Yunus[1], Basri A. Gani[1]

[1]*Universitas Syiah Kuala, Indonesia,* [2]*Universitas Abulyatama, Indonesia*

Abstract Higher education's independent curriculum and mainstreaming are studied using mixed techniques. This qualitative and quantitative study examines how social mainstreaming in curriculum construction affects educational outcomes and social involvement. Focus groups and in-depth interviews with curriculum developers, educators, and students comprised qualitative research. Understanding social mainstreaming perspectives, experiences, and curriculum design was the goal. Using survey and institutional data, we measured independent curricular social mainstreaming frequency and impacts. Social mainstreaming promotes inclusive, equitable, and socially conscious learning. Integration improves student progress and societal responsibility. Research demonstrates variable social mainstreaming effects in independent curricular development, requiring a focused approach. Resource restrictions, change unwillingness, and mainstreaming ignorance complicate implementation. Higher education institutions, policymakers, and educators seeking socially meaningful and effective programs are affected by this study. The recommendations to promote higher education social mainstreaming showed that curriculum influences students' social attitudes, promoting social transformation.

Keywords: Aceh civilized society, Higher education, Independent curriculum, Social mainstreaming, Sharia

1. Introduction

Indonesia's curriculum is based on Pancasila and local knowledge, particularly Aceh Province's religious basis, to create citizens who can live by national principles (Mubarok et al., 2021). Pancasila values god, humanity, unity, democracy, and justice. Through educational development, Pancasila's ideals underpin social, national, and state life (Utami & Putri, 2023). Indonesia adopted the Independent Curriculum following the 2013 curriculum. The 2013 curriculum is six years old (Moyle et al., 2017). Higher education has not adopted the curriculum. Higher education prepares individuals and groups for the future, including a region in Indonesia with the principles of scientific, democratic, and search for truth and non-discrimination, upholding human rights, values religion, cultural values, pluralism, unity, and national unity and development (Latif et al., 2019).

The Independent Curriculum allows academic units to include local material selected by the local government based on local wisdom or regional features

via three flexible alternatives (Wilson et al., 2011). First, build local content into its topic; second, integrate local content into other disciplines; and third, via a project to improve student profiles with Indonesian characteristics, such as Pancasila spirit. Meyer et al. (2017) said regional authorities might integrate local material based on local features and knowledge in the Independent Curriculum. Education is part of the nation's culture, making the space necessary. The curriculum accommodates all cultural and regional features (Nasir, 2021). Independent Learning Policy - Independent Campus can meet these demands by changing scholarly output, a form of autonomous and flexible learning, to create an innovative learning culture that does not restrain and impacts society as part of higher education trauma. The Independent Campus Program allows campuses to develop regulations and launch new study programs. This independence will affect the design and planning of autonomous curricular material based on the academic community and societal demands as the user output of higher education (Shearer et al., 2020).

Amdani (2018) states that the Aceh Peace Memorandum of Understanding parties with Indonesia are dedicated to peace in Aceh. After this peace, sharing authority between the two will allow Aceh to transform via Islamic Sharia and social and cultural developments, including legal education and special qanuns. Aceh's social power affects curriculum design elsewhere. Diverse groups share social goals, cultural homogeneity and variation, social forces, social change, plans, and cultural notions (Großmann, 2016). Culture impacts all curricular content, making it crucial to curriculum building. Education transmits a society's culture. Educating a nation requires a curriculum. A quantitative framework for providing high-quality education via a successful curriculum may benefit teachers, students, school authorities, and community members. To advance, students must meet the curriculum's learning goals, criteria, and essential competencies (Brundiers et al., 2021).

The curriculum helps Aceh's social development. Aceh may benefit from the autonomous learning curriculum by using higher education to restore the Southeast Asian country Asia (Salim & Afriko, 2020). Higher education curriculum design can enable Acehnese youth to adapt to outside changes by changing and improving the culture of change. Acehnese can learn to solve difficulties. Higher education helps Aceh's child evolve into a religious and democratic community. Dignified higher education planning may socialize Aceh's transitions (Salinas Jr & Lozano, 2017).

Curriculum planning is the first step in establishing instructional programs, particularly tertiary ones, and determines educational practice outcomes (Wilhelm et al., 2019). The curriculum is suited to Aceh's context and community interests and needs maximal additions—modifying and modifying the model's requirements and higher education services (Madzík et al., 2019). The university aims to develop an Indonesian society with multi-literacy and democracy (Paletta & Bonoli, 2019). Acehnese literacy is poor (Zuilkowski et al., 2019). The yearly PISA study gives Indonesia's poor reading literacy little optimism. In the 2010 UNESCO assessment, Indonesia's literacy levels ranked 60th out of 61 (Pramana et al., 2021).

Social mainstreaming impact in higher education is how multiple factors attain educational objectives and goals (Rumbley et al., 2012). Some groups must integrate to create an inclusive political economy, culture, and religion. The curriculum design is the mainstream in education to assist pupils in learning. A mainstream model is needed to manage the independent curriculum, considering Aceh's potential and conditions, which still need special attention (Zainal et al., 2021). So, the model needed to manage Aceh's education management is how to place community groups or Acehnese learning communities whose economic and socio-cultural achievements need to be regulated in the curriculum provisions so main-stream education can provide educational equity, which helps regular students and equity (Oktari et al., 2015).

Acehnese pupils socially suffer from historical events like war and calamities, which must be addressed. However, due to the limitations of the national curriculum in addressing the problems in Aceh, services or curriculum documents are needed in an inclusive manner that integrates the main social influences that can support the national curriculum (Missbach, 2011) by understanding the main imperatives that must be responded to by policies starting from academic studies that state the condition of the people of Aceh in general where each student has differed. Thus, postsecondary institutions should use the public school curriculum (Zainal et al., 2021). In Aceh's socio-economic setting, where many pupils don't get to study, a distinct curriculum oversees how children in these unfavorable categories have equal opportunity via the newly adopted independent curriculum.

2. Theoretical Framework

This research is based on O'Rafferty et al. (2014) study on designing higher education curriculum development: capacity building development model of higher education learning outcomes, which emphasizes social mainstreaming as an alternative to educating minority groups, who must be empowered to have equal rights and opportunities in political, socio-economic, and democratic arenas (Kusumasari et al., 2018). Morris (2011) believes in the fair distribution of democratic ideals, minority rights, and social justice for Australian minorities, which underpins this policy. Indonesians must have equitable access to justice and higher education. Thus, social mainstreaming is crucial to sustained higher education (Ramadan, 2017). Social mainstreaming enhances sustainable development, which Aceh province may achieve via rigorous curriculum design (Salim, 2018).

The new 2022 curriculum can test Acehnese social mainstreaming's sustainability. Each ethnic community wants to meet the needs of the next generation without compromising their ability. In response to the Aceh education qanun, the Acehnese people created this strategy to ensure higher education equality (Afrianty, 2015). Thus, establishing human rights under a sustainable democracy in Indonesia requires social equality and minority empowerment (Freedman & Tiburzi, 2012). The tertiary curriculum helps shape the nation's youth, including Aceh's, toward justice and civility. Through strategic curriculum development, tertiary institutions can provide excellent learning to help Acehnese people become part of civilized Indonesian society (Bourchier, 2019).

Educational quality improves knowledge and life satisfaction (Jiang et al., 2020). High-quality education will teach them a lot about workplace-related topics. Education may also help Aceh's people become civilized (Du Plessis, 2020). Community tertiary education will increase employment and economic independence. Many development experts believe economically empowered people benefit society, their families, and the local economy (Burgess & Fonseca, 2020).

Higher education curriculum helps social mainstreaming by giving all community groups equitable access to development activities (O'Rafferty et al., 2014). Social mainstreaming will aid minority populations holistically. Social mainstreaming reduces learning gaps and increases minority participation in nation-building (Askheim et al., 2017). Thus, pupils' social integration involves peer acceptance, companionship, and group activities. Mainstreaming and social integration of the community into new curriculum development with mild to moderate adjustments and the ineptitude of the general curriculum are sometimes the primary challenges for particular groups to mainstreaming in the tertiary curriculum (Simplican et al., 2015). Social mainstreaming helps minority communities like the Acehnese recover from war and the tsunami (Thomalla et al., 2018). Curriculum improvements will remove social and economic obstacles to higher education for Aceh's youth (Ortiz & Dehon, 2013).

This study also examines the profile voices of the academic community, such as lecturers and faculty members related to the position, academic rank, and educational level, affecting the implementation of social mainstreaming in several functions at the tertiary level, including curriculum content planning, research activities, and collective awareness of social mainstreaming efforts (Ilagan, 2019). An Independent Curr-iculum action plan may enhance Aceh's social mainstreaming by assessing social mainstreaming strategies (Sirat, 2010).

3. Methodology

This study will employ a mixed-methods research design to facilitate a holistic understanding of social mainstreaming in higher education independent curriculum development in Aceh, Indonesia. This approach will integrate qualitative and quantitative methods to gain insights into the conceptualization, strategies, methodologies, and impacts of social mainstreaming from varied perspectives.

3.1. Participants

The study's profile data shows that Male (55%) and Female (45%) were equally represented. The sex distribution of research respondents (n=200) is about equal. More than 27.50% of respondents were middle-aged (38-46 years), followed by 49-55-year-olds and about 20% young people. Youth and adults share 15%. Teachers are now gender-equal. This job has generally had equal numbers of male and

female academics. Each university classification had 40 coordinators, 20 unit heads, 20 directors, five faculty deans, and three vice-rectors. 60.14 percent were unclassified organic professors. 55.70 percent were senior lecturers, and 25.70 percent were Associate Professors. 15.94% of respondents were associate professors, while 6.58% had full professor degrees. 39.80% hold bachelor's and master's degrees. 25.69% hold doctoral master's degrees. 16% have a Ph.D.

Purposive sampling will be utilized to select participants who have significant exposure to or involvement in independent curriculum development in higher education institutions in Aceh. The sample will include a diverse representation of roles, disciplines, and institutions. This research uses the concept of purposive sampling, where samples are taken randomly based on predetermined variables related to the study that examines social mainstreaming tactics in higher institutions for creating an Independent Curriculum to civilize Acehnese society.

3.2. Instrument

We used a descriptive methodology and a correlational questionnaire to survey and standardize this research instrument (Patten & Newhart, 2017). Banda Aceh City's government owns Syiah Kuala University, one of Aceh Province's major institutions. This survey includes university leaders, faculty leaders, major lecturers, and students. In the discussion group, our respondents voiced their viewpoints (Onwuegbuzie et al., 2010). We randomly questioned the respondents of ten high-ranking university executives. We studied interview and survey data phenomenologically. We use data coding, evaluation, summarization, and in-depth interpretation to answer research that prioritizes validity and reliability (Deterding & Waters, 2021).

3.3. Procedure

3.3.1. Data Collection

In this research, data was collected in two procedural approaches. The first procedure is Qualitative Methods, which cover Interviews (In-depth, semi-structured interviews will be conducted with educators, curriculum developers, and institutional leaders to explore their perceptions, experiences, and insights on integrating social mainstreaming), Focus Group Discussions (Respondents will participate in focus group discussions to ascertain their experiences, perceptions, and value attributions to social mainstreaming in their curriculums), Observations (Classroom observations may be utilized to observe the manifestation of social mainstreaming within the teaching and learning process), and Document Analysis (A review of curriculum documents, institutional policies, and strategy documents will be undertaken to understand the formal articulation and planning for social mainstreaming). Meanwhile, the Quantitative method, which covers Structured surveys, will be administered to a broader sample of students, educators, and curriculum developers to quantify perceptions, attitudes, and experiences related to social mainstreaming.

3.3.2. Data Analysis

Qualitative data from interviews, focus groups, and document analyses will be thematically analyzed to identify patterns, themes, and insights related to social mainstreaming. Quantitative data from surveys will be analyzed using statistical software to generate findings that can be generalized to the broader population of higher education stakeholders in Aceh. The correlation among research variables analyzed by Pearson Correlation, R=1, is strong.

4. Results

4.1. Survey

4.1.1 Question of the Questionnaire and Validity

Table 1 shows that the calibration of the leading research questions posed represents each determinant factor variable. The expert then calibrated the five questions to show that the Question was feasible to be used as the main Question to obtain ten questions for each variable. In general, the two calibrators rate 0.86-0.93. The questions are valid for evaluating social mainstreaming in higher education

independent curriculum development in Aceh, Indonesia. This calibration value is explained by validity and reliability analysis, which expects a very good Cronbach's Alpha Reliability value above 0.8 (Table 2).

Table 1
The Questions of the Questionnaire and Validity by Expert

Study Variable	Main Questions	Sub-Question*	Calibration	
			Expert 1	Expert 2
Social Mainstreaming Tools Circles	How are Social Mainstreaming Tools Circles designed, implemented, and assessed in facilitating effective social mainstreaming, and what are the perceived impacts and challenges in their utilization?	7	0.93	0.91
Higher Education Independent Curriculum	How is an independent curriculum in higher education designed, developed, and implemented, and how does it impact student learning outcomes, educators' instructional strategies, and institutional goals?	7	0.87	0.88
Social Behavior of Education in Aceh	How does education in Aceh interact with and influence the region's social behaviors, communal values, and cultural norms, and how does the local social context shape educational practices and outcomes?	7	0.86	0.89
Tool of Social Mainstreaming in Independence Curriculum Planning	How are tools of social mainstreaming designed, implemented, and assessed in independent curriculum planning, and what impacts and challenges are associated with their utilization in higher education?	7	0.94	0.93
Evaluation and Synergy of Social Approach in Higher Education Curriculum Planning in Aceh	How is the synergy of social approaches evaluated within higher education curriculum planning in Aceh, and what are the impacts, outcomes, and challenges of integrating and synergizing various social methods in curriculum development and delivery?	7	0.91	0.93

Source: Primary data 2023. Value 0.8-1 (Strong validity that shows the good calibrated by the expert). * Raw data are reported in Appendix.

Table 2
Validity and Reliability of the Study Variables

Variables Study	N	Pearson Correlation	Cronbach's Alpha Reliability
Social Mainstreaming Tools Circles	200	0.81	0.85
Higher Education Independent Curriculum	200	0.87	0.87
Higher Education Independent Curriculum	200	0.92	0.96
Tool of Social Mainstreaming in Independence Curriculum Planning	200	0.91	0.92
Evaluation and Synergy of Social Approach in Higher Education Curriculum Planning in Aceh	200	0.97	0.90

Source: Primary data 2023

4.1.2. Correlation Analysis of Research Variables

This research variable's validity and reliability values (Table 2) show a close relationship between the variables based on quantitative and qualitative evaluations (Table 3). The Social Mainstreaming Tools Circles variable is strongly related to the Social Behavior of Education in Aceh (r= 0.9). Meanwhile, the Higher Education Independent Curriculum is strongly associated with the Evaluation and Synergy of Social Approach in Higher Education Curriculum Planning in Aceh variables (r=0.82). Social Behavior of Education in Aceh has a relatively strong relationship with the Tool of Social Mainstreaming in Independence Curriculum Planning and Evaluation and Synergy of Social Approach in Higher Education Curriculum Planning in Aceh, each with a value of r=0.8. This relationship shows that for the development of social mainstreaming in independent planning of higher education curriculum in Aceh, this factor needs to be considered to strengthen the implementation of curriculum development using a social approach.

Table 3
Spearman rho Correlation Analysis of Research Variables

Variable	Correlations	Group B	Group C	Group D	Group E
Social Mainstreaming Tools Circles (Group A)	Spearman rho Correlation	0.60	0.94	0.74	0.69
	Sig. (2-tailed)	0.05	0,04	0.04	0.03
	N	200	200	200	200
Higher Education Independent Curriculum (Group B)	Spearman rho Correlation		0.77	0.72	0.82
	Sig. (2-tailed)		0,03	0.07	0.09
	N		200	200	200
Social Behavior of Education in Aceh (Group C)	Spearman rho Correlation			0.80	0.81
	Sig. (2-tailed)			002	0.02
	N			200	200
Tool of Social Mainstreaming in Independence Curriculum Planning (Group D)	Spearman rho Correlation				0.98
	Sig. (2-tailed)				0.04
	N				200

*. Correlation is significant at the 0.05 level (2-tailed) r = 0.8-1 (Strong correlation), r = 0.5-0.79 (Medium Correlation), r = < 0.5 (Low correlation). Group A (Social Mainstreaming Tools Circles), Group B (Higher Education Independent Curriculum), Group C (Social Behavior of Education in Aceh), Group D (Tool of Social Mainstreaming in Independence Curriculum Planning), and Group E (Evaluation and Synergy of Social Approach in Higher Education Curriculum Planning in Aceh). Source: Primary data 2023

4.2. Results' Themes

Table 4 categorizes social mainstreaming components and includes detailed descriptions and explanations of each element, demonstrating how the concept is used in various contexts. The table describes Social Mainstreaming Tools Circles as frameworks that seamlessly integrate social considerations into curriculum development and delivery, creating a holistic and inclusive learning environment. Social mainstreaming in Higher Education Independent Curriculum incorporates social viewpoints, issues, and concerns into the curriculum to make it more relevant and adaptable to changing social circumstances.

Table 4
Describes and Explains the Concept of Social Mainstreaming in the Research Variables

Component	Description	Concept of Social Mainstreaming
Social Mainstreaming Tools Circles	These techniques or frameworks integrate social factors into	To create a holistic and inclusive learning experience, social components, including values, conventions, and societal issues, are

Component	Description	Concept of Social Mainstreaming
	curriculum preparation and delivery.	embedded in the curriculum utilizing various tools and methodologies.
Higher Education Independent Curriculum	This refers to higher education institutions' autonomous curriculum developed to satisfy educational objectives and learning outcomes.	Social mainstreaming involves incorporating social perspectives, issues, and considerations to make the independent curriculum more relevant, inclusive, and adaptable to society.
Social Behavior of Education in Aceh	This concerns education's impact on Aceh's cultural and social norms, beliefs, and habits.	Social mainstreaming is education reflecting and shaping Aceh's social behaviors, beliefs, and norms to promote cultural relevance and community cohesion.
Tool of Social Mainstreaming in Independence Curriculum Planning	These are tools used to incorporate social considerations into higher education autonomous curricula.	The idea is to use specific techniques to integrate social elements into the planning phases of an autonomous curriculum to connect educational content and methodologies with various social realities.
Evaluation and Synergy of Social Approach in Higher Education Curriculum Planning in Aceh	This requires evaluating and harmonizing social methods in Aceh higher education curriculum development.	Social mainstreaming evaluates and blends social techniques to build a unified and balanced curriculum that respects Aceh's diverse social landscape and promotes inclusivity and diversity in learning.

Source: Data Processing 2023

In the context of the Social Behavior of Education in Aceh, the table shows how education and society shape and reflect Aceh's unique cultural norms, values, and behaviors, emphasizing the importance of cultural relevance and communal harmony in educational practices. The Tool of Social Mainstreaming in Independence Curriculum Planning integrates diverse social dimensions into curriculum planning to align educational content and methods with multifaceted social realities. Finally, Evaluation and Synergy of Social Approach in Higher Education Curriculum Planning in Aceh discusses the combination and balance of social approaches to create a reflective, respectful, and inclusive curriculum of Aceh's diverse social landscape.

4.2.1. Social Mainstreaming Tools Circles

Figure 2 explains that social mainstreaming techniques circles are a framework that organizes different social mainstreaming tools into five interrelated and interactive stages: research, action, adaptation, training, and assessment (Lamport et al., 2012). The research circle gathers data about the social context and stakeholders' needs and concerns. Gender, social impact, stakeholder, and other data gathering and analysis methods may be used. The action circle involves creating and executing social issues-related policies, programs, and initiatives. Participatory planning and budgeting, community involvement, and other strategies may include stakeholders in decision-making and execution. The adaptation circle monitors, evaluates, and improves policies, programs, and initiatives based on feedback and new information. Monitoring, assessment, feedback, and adaptive management technologies may be used.

Figure 1 shows that the training circle helps stakeholders use and apply social mainstreaming methods, including government officials, civil society groups, and the community people. This may include training, capacity-building, mentorship, and other support. Social mainstreaming tools and social results are assessed via the assessment circle. Evaluation frameworks, impact evaluations, and other devices may help identify areas for development and quantify effectiveness. The social mainstreaming tools circular framework offers a systematic and iterative way to incorporate social concerns into policies, programs, and projects, strengthening stakeholder capacity to utilize these tools. Development may be more inclusive, egalitarian, and successfully tackling social challenges by strategically employing these techniques.

Figure 1
Tool of Social Mainstreaming implementation (Integrating social concepts in other field activities requires research, process adaptation, training, assessment, and action. These concepts are mutually integrated to achieve good result.)
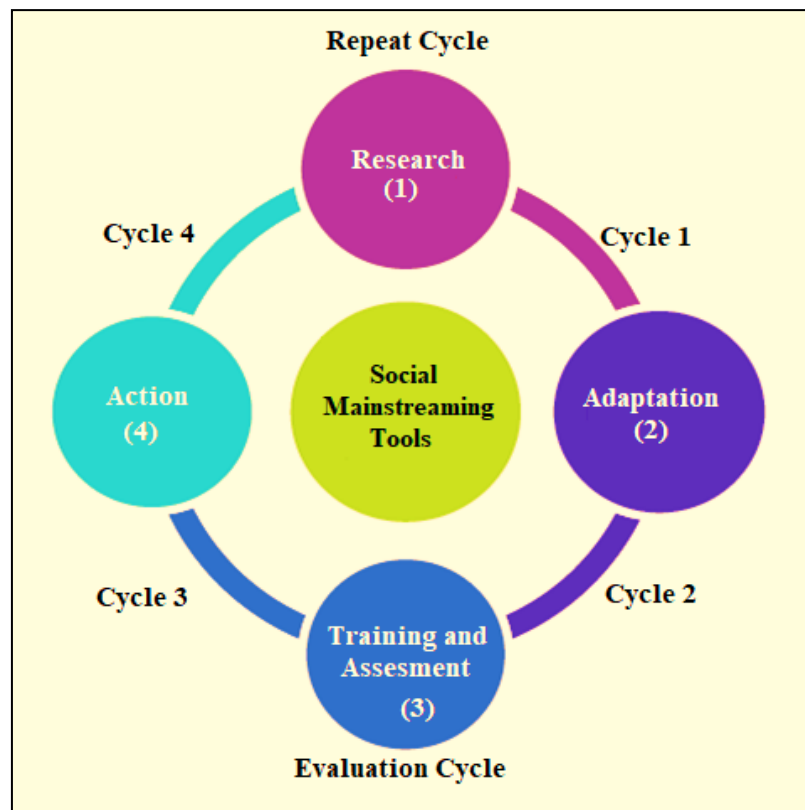
4.2.2. Higher Education Independent Curriculum

Tertiary students may customize their courses to suit their interests, capabilities, and requirements and develop independence, creativity, innovation, and life skills. Tertiary education's independent curriculum promotes material mastery and relevance to employment and society. Tertiary students may pick and design their courses and acquire creativity, innovation, and life skills with an autonomous curriculum (Prahani et al., 2020). The independent curriculum also makes higher education more relevant to employment and society, producing graduates with better skills and the ability to contribute to national progress.

Indonesian universities' independent curriculum fosters student freedom, creativity, innovation, life skills, and professional and social relevance. In one Indonesian tertiary institution, the autonomous curriculum has boosted student enthusiasm and interest in learning, academic and social abilities, and links between education, job, and society (Purwanti, 2021). The research also found that establishing an autonomous curriculum is challenging owing to a lack of support from university administrators and lecturers and a need to educate students and other stakeholders about its advantages and principles. Thus, Indonesian institutions' independent curriculum must be taught and supported by all stakeholders.

The social approach may aid independent tertiary curriculums. Work with business, society, and government for curricular relevance and sustainability. A social process may also involve students in learning and curriculum building to increase their understanding and skills in social issues important to society and the nation. The autonomous curriculum's social approach engaged students in curriculum construction and enhanced their social skills in addressing complex social challenges (Dewi et al., 2022). In the Independent curriculum, students interact more and solve complex social challenges better (Table 5).

Table 5
Stages of Learning Planning in the Independent Learning Curriculum

No	Point Assessment	Description	Stakeholder
1	Analyzing Learning Outcomes	Early childhood, primary, and secondary students must meet Learning Outcomes (CP) for each topic at each stage of development. Learning outcomes include narrative-arranged skills and content. Age phases adjust pupils' growth and map learning objectives.	Teacher, quality assurance control, Faculty/school, school committee
2	Planning and conducting diagnostic assessments	Diagnostic tests evaluate pupils' strengths and deficiencies. The data help instructors design student-centered learning. Family background, learning readiness, learning motivation, student interests, and other factors might be considered while creating classes.	Government, education office, universities, schools, school committees, supervisors
3	Develop teaching modules	Teaching modules help educators educate. Significant, meaningful, demanding, relevant, contextual, and continual training modules are needed.	Teachers, researchers, universities/faculties, education offices
4	Adjustment of learning with the stages of achievement and characteristics of students	Student-centered learning is new. This learning adapts to pupils' abilities and traits. Learning content is what teachers and students will cover in class. Educators also shape the learning process and atmosphere.	Students, teachers, universities, schools, education offices
5	Planning, implementing, and processing formative and summative assessments	Plan and execute the evaluation using five concepts. The first concept is assessment as part of learning, supporting learning, and offering comprehensive feedback. Second, the assessment is created and carried out according to its role, with discretion over its approach and time. Third, the evaluation is fair, proportionate, valid, and reliable. The four learning progress and student accomplishment reports are easy and helpful. Students, teachers, academic staff, and parents utilize assessment findings.	Central and local government, universities, and schools
6	Learning progress reporting	Effective learning outcomes reporting engages parents, students, and educators as partners; represents the school's values; is comprehensive, honest, fair, and accountable; and is clear and readily understood by all stakeholders.	Universities/schools, education service agencies, monitoring and evaluation management
7	Learning evaluation and assessment	Evaluations follow lessons and evaluations. Each training module includes learning reflections and feedback. After that, instructors assess success and progress. This refines the teaching module again.	Ministry of Education and Culture, Universities, schools, and education offices

Source: Data Processing and Ministry of Education and Culture of the Republic of Indonesia 2022

4.2.3. Social Behavior of Education in Aceh

After the 2004 Tsunami, Aceh's education proliferated—Aceh's government, corporate sector, and community-run official, non-formal, and informal education. The national curriculum has been modified to Aceh's culture and knowledge (Abubakar et al., 2022; Adlani, 2022). In Aceh, Islamic

culture and religion are blended into Sharia education. Sharia education encompasses elementary, secondary, and higher education, including official, non-formal, and informal education. Sharia education in Aceh strives to create honorable, intelligent generations who can implement Islamic principles daily (Suyanta & Ramdhan, 2022).

Aceh's Sharia education integrates general and religious teachings. Sharia learning helps students develop morals and apply Islamic principles in daily life. Sharia learning promotes religion, ethics, and social and life skills (Muluk et al., 2019). The Sharia curriculum has established a model for education in Aceh. However, executing the autonomous curriculum is still tricky. These issues include a lack of quality human resources, community and stakeholder support, and instructor disagreements on Islamic principles. Thus, the Sharia and independent curricula should work together to promote Aceh's education (Usman et al., 2019).

Aceh's autonomous curriculum has suffered from Social Syariah. In religion and morals, Social Syariah's emphasis on Islamic values has shaped the independence curriculum. Sulaiman et al. (2020), Integrating Islamic beliefs into the curriculum is a relevant strategy to teach moral and ethical ideals and equip students to be responsible and involved citizens. Focusing on Social Syariah in Aceh has made implementing the autonomous curriculum difficult. Social Syariah's Islamic principles may contrast with the independence curriculum's secular themes. Biology and evolution may collide with Islamic beliefs. Suyanta and Ramdhan (2022) recommend combining Islamic morals with kids' scholastic demands while exposing them to varied opinions and thoughts.

Social Syariah in Aceh has affected the autonomous curriculum both favorably and badly. Islamic beliefs have offered a framework for incorporating moral and ethical ideals into the curriculum, but reconciling them with academic objectives and exposing pupils to other viewpoints has been difficult. Aceh curriculum makers must carefully analyze these challenges and create a curriculum that meets student requirements while embracing Islamic beliefs and principles.

4.2.4. Social Mainstreaming in Independence Curriculum

Social mainstreaming is an essential aspect of curriculum development, particularly in the context of independent university curricula. Social mainstreaming aims to ensure that social concerns and issues are integrated into the curriculum so that graduates can become responsible and engaged citizens. Social mainstreaming has been described as a process that involves incorporating social issues into all aspects of the curriculum, including research, action, adaptation, training, and assessment (Mukminin et al., 2019). This process ensures that social issues are not treated as separate or secondary concerns but integrated throughout the curriculum.

Figure 2 shows independent curricular social mainstreaming. Independent curricula need data input and cost. Curriculum planning explanations, formulations, and goals estimate input data. Curriculum policy needed experience data. Assessment and learning objectives align. Mainstreaming an independent curriculum in higher education requires socially focused preparation. After secondary school, Indonesian universities provide diplomas, bachelor's, master's, doctoral, professional, and specialty degrees. David Popenoe outlines four higher education roles: Culture shapes social roles. Join society. Art. 6 The Academic Community defends scientific truth, democracy, justice, non-discrimination, human rights, religious values, cultural values, pluralism, national unity, integrity, and development. Higher education emphasizes teaching, research, community service, and creativity. Four roles influence academic culture.

Higher education autonomy includes social mainstreaming. It follows an autonomous curriculum. All faculty courses and study programs must be mainstream. Many Aceh institutions use learning and social mainstreaming to strengthen teachers, create healthy and relevant curricula, enhance library facilities, and generate better graduates. In particular, the independent curriculum planning strategy program that is widely used in teaching offers content following the character of Aceh education, including customary and traditional values to restore Aceh's greatness to students as the generation of Aceh today, which is less accommodating for faculties and programs studies. The Aceh education report is alarming. The 2021 State Higher Education Entrance Joint Selection Computer-Based Writing Examination

scores of Aceh students are telling. Aceh Province has the worst youth education in Indonesia. The Higher Education Entrance Test Institute announced the 2020 Computer-Based Writing Exam for Joint State Higher Education Entrance Selection results. Any higher education program is open to non-Aceh students. It indicates the curriculum should be revised immediately.

Figure 2

Diagram of the Process for Preparing Social Mainstreaming in Independence Curriculum
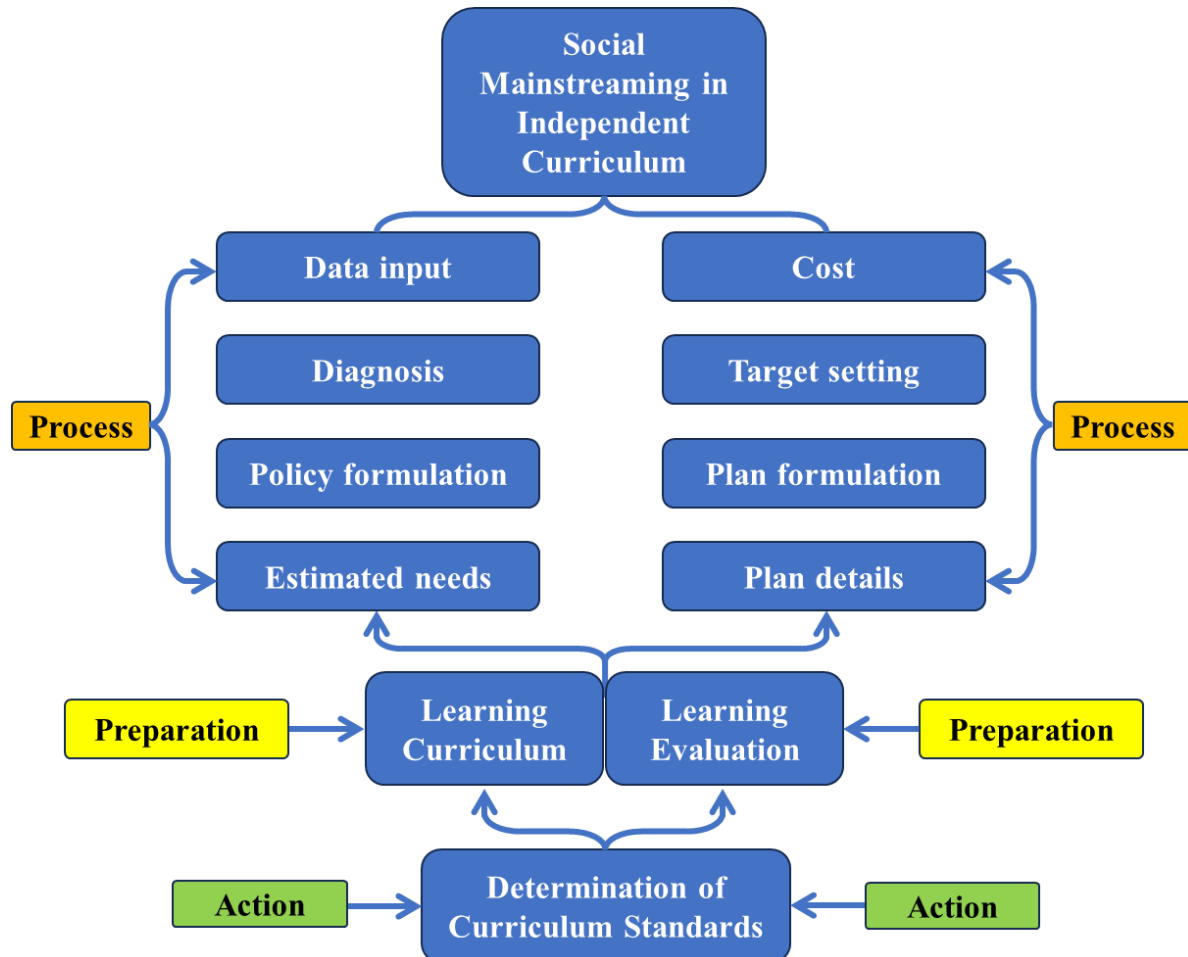
4.2.5. Tool of Social Mainstreaming in Independence Curriculum Planning

In order to effectively integrate social issues into independent curriculum planning, several tools can be used. One crucial tool is a needs assessment, which involves identifying the social issues that are relevant and important to the local context (Abubakar et al., 2022). This can include consulting with community members, conducting surveys or focus groups, and analyzing data on social issues such as poverty, inequality, or environmental degradation. By completing a needs assessment, curriculum developers can ensure that social mainstreaming is focused on the most pressing social issues in the community.

Another essential tool for social mainstreaming in independent curriculum planning is stakeholder engagement. According to (Erjavec, 2021), stakeholder engagement involves involving all relevant stakeholders in curriculum planning, including educators, students, community members, and industry representatives. This can be done through workshops, consultations, and focus groups and can help ensure that the curriculum is responsive to the needs and concerns of all stakeholders. By involving stakeholders in the curriculum planning process, it is possible to ensure that social mainstreaming is integrated into the curriculum in a relevant and engaging way for all those involved.

Figure 3
Tool of Social Mainstreaming in Independence Curriculum Planning

Finally, evaluation requirements and stakeholder input may help social mainstream autonomous curricular creation. These technologies allow curriculum creators to include social issues to fulfill community needs. This may equip graduates with the knowledge and abilities to become responsible and active citizens who can tackle societal issues: references—supporting social mainstreaming in the independent curriculum (Figure 3). Commitment Tool Commitment tools incorporate goals and social mainstreaming into autonomous curriculum creation and implementation. Stakeholders learn and support clear norms, standards, and tactics. Institutions promote commitment tools. Social mainstreaming helps schools construct independent, inclusive curricula. Keeping commitment tools in autonomous curricular preparation helps the program combine goals and social mainstreaming.

Resource Tools Textbooks, education, technological equipment, and facilities foster an inclusive autonomous curriculum. Social mainstreaming must integrate the needs and characteristics of all pupils, including underprivileged and special needs youth. Data enables resource-based curriculum design. Student profiles, learning needs, and contextual factors may help choose and develop materials. Analysis Tools evaluate independent curriculum and social mainstreaming. Data collection, evaluation, and analysis are examples. Analytical approaches may assist in creating a stakeholder-involved autonomous curriculum. Multi-stakeholder reviews will satisfy everyone. Participation Aids: Students, parents, instructors, and the community create and execute curricula autonomously using participation tools. Forums, surveys, and discussions are examples. Participation policies are encouraged in inclusive independent curriculum creation.

4.3. Evaluation and Synergy of Social Mainstreaming in Higher Education Curriculum Planning

Evaluation and synergy are crucial in successfully implementing curriculum planning in higher education institutions. Evaluation involves assessing the effectiveness of the curriculum and identifying areas for improvement. It can be done through various methods, such as surveys, focus groups, and student performance data analysis. By evaluating the curriculum, curriculum developers can make necessary adjustments to ensure that it meets the needs of students and achieves its intended learning outcomes. Synergy, however, involves ensuring that different curriculum components are aligned and working together to achieve common goals. It ensures that the curriculum is integrated across other departments or faculties and that various courses and subjects work together to develop student's

knowledge and skills. Higher education institutions can provide students with a comprehensive and cohesive educational experience by ensuring a synergistic curriculum.

Figure 4

Design of Curriculum Planning for Social and Sharia Mainstreaming in the Higher Education Independent Curriculum for Planning Strategy of the Development of a Civilized Acehnese Society
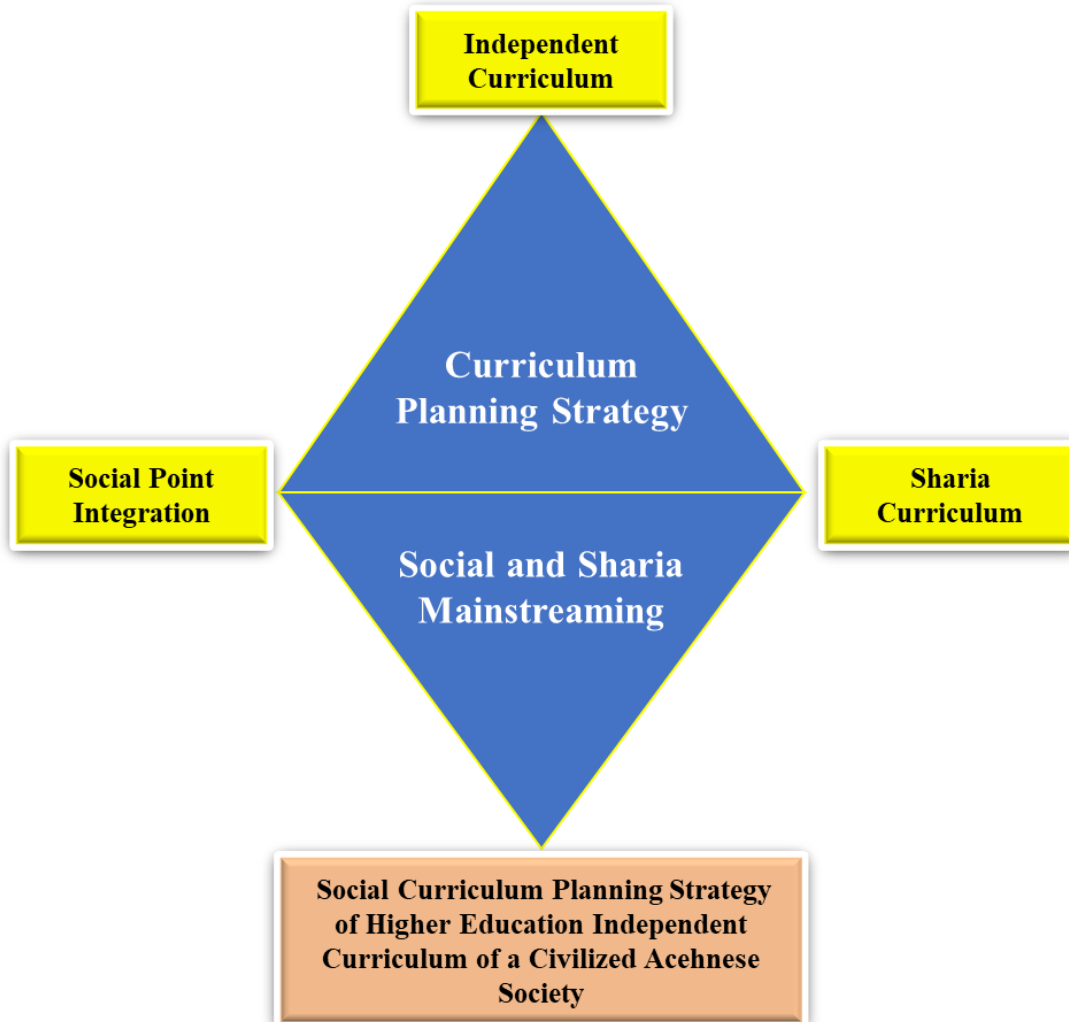

Figure 4. An Independent curriculum is an educational method in which each school or educational institution creates its curriculum without reference to national or regional norms. This autonomous program fits the local community. A distinct curriculum gives educational institutions more significant control over student learning to meet student needs and situations better. This self-contained program may teach math, science, languages, life skills, technology, ethics, and more. Islamic or Sharia teachings are integrated into educational institutions' separate curricula. This philosophy aims to blend academic learning with Islamic moral-spiritual growth. Sharia education covers religion, Islam, and morality (Ihsan). Islam and Ihsan are derived from the three main doctrines: monotheism, fiqh, and character.

Social factor Humans need integrations. They include material, vital, and spiritual values, come from a standard agreement, are susceptible to change, are obeyed collectively, contain penalties/sanctions, and are based on severity. Money, wealth, and possessions are material values. Strong values reflect health, safety, and enjoyment. Collective agreements and spiritual ideals are related to spiritual existence, convictions, and beliefs. Modernizing societal standards is crucial. As social control, the community must penalize or sanction violations of these ideals. The severity of the infraction determines the punishment.

5. Discussion

Studies articles' discussions examine and analyze data, compare them to previous studies, and draw conclusions. The study's significance and contributions to the field might be highlighted from the perspective of mainstreaming social concerns in higher education's independent curriculum. Assessment of Social Mainstreaming Tools Circles is a pivotal component, encompassing a range of evaluative methodologies to gauge their efficacy, impact, and areas requiring enhancement. The evaluative processes are inherently reflective, focusing on deriving insights into the tools' capability to drive transformative social changes and their adaptability within diverse operational environments (Fernandez, 2020). The assessment phase is instrumental in identifying potential improvements, and ensuring the tools' continual evolution to meet the emerging needs and challenges of social mainstreaming (Raymond et al., 2017).

The discussion section may evaluate the curriculum's performance, compare it to past curricula utilized at the institution or comparable institutions, and explore implementation issues and possibilities. Writers may discuss how their findings enhance the curriculum. They offer study subjects, curricular revisions, and implementation methods. The debate should evaluate the study's merits and flaws and its implications.

The new independent learning curriculum emphasizes self-directed learning and student autonomy. McCombs and Whisler (1997) say the autonomous learning curriculum "empowers learners to take greater control of their learning, to promote personal responsibility for learning, and to encourage the development of creativity and critical thinking skills" (p. 5). The autonomous learning curriculum is meant to make learning more personalized. The curriculum encourages student participation and lifelong learning by putting learning in their hands. The independent learning program also emphasizes active learning. This approach emphasizes that each student has unique abilities, interests, and learning styles and gives them the tools and resources they need to own their learning path.

Research and experimentation are constantly enhancing the independent learning curriculum. Digital tools for self-directed learning are a new development. Learning management systems, virtual classrooms, and online forums allow students to access and engage with instructional materials at their own speed (Chu et al., 2017). Creating autonomous learning assessment frameworks is another critical endeavor. Exams and standardized tests may require correctly measuring the complete spectrum of self-directed learning abilities and competencies. Portfolios, self-evaluation, and peer assessment are better options. Independent learning ideas have also been included in courses. Some schools and colleges offer self-directed learning electives. Others have gradually included autonomous learning activities in systems and tasks (Kuznetcova et al., 2021).

The development process entails operationalizing the designed curriculum, which involves refining learning materials, structuring course content, and integrating various teaching methodologies to ensure the curriculum is coherent, comprehensive, and conducive to learning. The curriculum is often reviewed and revised during this phase to ensure it adheres to academic standards and institutional policies while addressing students' diverse needs and preferences (Bagherzadeh & Tajeddin, 2021).

Independent curricular learning is founded on the premise that education should educate students for their jobs and personal lives and make them productive citizens and contributors to society. Thus, autonomous learning emphasizes academic mastery, social skills, leadership, and citizenship. In the independent learning curriculum, students may study social topics via community service and social initiatives. Students may also explore and solve social concerns, including poverty, gender equality, and human rights, in the autonomous learning curriculum. The instructor becomes a facilitator and mentor in the independent study. Students may collaborate and learn from one another (Voller, 2014).

In Aceh, education is crucial to social conduct, communal values, and cultural standards. Aceh's educational system promotes community values and cultural norms through regulated learning spaces and courses. The media conveys cultural history, customs, and values to younger generations, altering their attitudes, behaviors, and perceptions (Adarbah et al., 2023). This educational effect shapes Aceh's social behaviors, identity, and ideals of respect, cooperation, and communal peace.

In contrast, the local social context strongly impacts educational practices and outcomes, including cultural differences, customs, and societal institutions (Zainal et al., 2022). Acehnese culture and values shape academic content, methods, and goals. Educational aims, pedagogical methodologies, and assessment criteria may reflect cultural values of social peace and respect for traditions. Thus, educational approaches reflect the local context's values, beliefs, and expectations, maintaining community relevance and resonance (Suprapto et al., 2023).

Aceh is noted for its Sharia law and Islamic identity. This has evolved into a unique teaching and learning system integrating Islamic beliefs and principles with current educational methodologies. Aceh Sharia-based learning and independent learning may be combined in many essential ways. First, the curriculum should include Islamic ideals and beliefs. Select resources and activities that promote Islamic character and morality. Second, instructors may learn to integrate Islamic beliefs into their lessons. Dialogue, contemplation, and Islamic teachings and examples may be included in class plans and activities (Milligan, 2020). Third, the independent study curriculum may let students examine and reflect on Islamic principles. This may be done by including Islamic literature and historical examples in the curriculum and allowing students to debate and create projects based on Islamic beliefs. Sharia-based and autonomous learning may provide a unique and creative education that promotes pupils' academic accomplishment and moral and ethical growth.

Social mainstreaming technologies must be strategically integrated into the curriculum to meet educational goals and adapt to changing learning environments (Cox, 2021). This phase involves ongoing stakeholder interactions, real-time changes, and contextual adaptations to incorporate social viewpoints into learning paradigms effectively. The effects of social mainstreaming are many and significant. They can create a more inclusive, equitable, and socially aware educational atmosphere, helping students grasp social complexities (Brown et al., 2023). They supplement curricula with varied social viewpoints, supporting holistic, socially contextualized, and internationally informed learning (Mattila et al., 2023).

Higher education may promote social fairness. Include human rights, social injustice, and discrimination classes. Community-based programs that address poverty, healthcare, and education may also engage students. Equity and diversity are crucial. Diversity among students, teachers, and curriculum achieves this. Gender, race, ethnicity, and religion courses are examples. The curriculum should be accessible to all pupils, regardless of background or learning ability. Shariah-based learning also promotes morality. Students should think critically about ethics and acquire morals. Ethics and morals classes and community service programs emphasizing compassion, generosity, and empathy may do this.

The curriculum should stress community service. Students may engage in community-based social problem initiatives. Internships and other experiential learning may help motivate students to address societal concerns. Shariah-based learning requires a global perspective (Eyler & Giles Jr., 1999). Students should learn about diverse cultures and think critically about societal concerns. International relations, globalization, and intercultural communication courses do this (UNESCO, 2015). For cultural immersion, students might be encouraged to study abroad and intern overseas. Higher education may promote social justice and ethical global citizenship by including these social principles.

An intensive investigation of how social aspects are integrated and harmonized within the educational framework is needed to evaluate the synergy of social approaches in Aceh higher education curriculum planning. Integrating social factors enhances learning and helps students comprehend how they affect individual and group behaviors, attitudes, and interactions. It promotes tolerance and diversity in the classroom, helping students develop critical thinking, empathy, and a greater understanding of different cultures and perspectives. The curriculum becomes more relevant and applicable, preparing students to navigate, contribute to, and prosper in a varied and interconnected global community.

The particular cultural, sociological, and historical setting of Aceh may present additional problems and opportunities for social approach integration and synergy. Aceh's rich cultural past and communal values can provide significant insights and learning experiences, but they must be carefully considered to maintain authenticity and respect local sensibilities.

Aceh's autonomous learning curriculum's social mainstreaming may be assessed using many metrics. Islamic values and principles in the curriculum and teaching and learning are indicators (Sahin, 2018). Another indication is the degree to which students are encouraged to apply their knowledge and abilities to societal concerns and difficulties and the curriculum emphasizing community participation and service. The influence of an autonomous learning curriculum on students' attitudes and actions toward social concerns and obstacles should also be assessed when mainstreaming social components. Surveys and interviews may determine students' social problem awareness and participation. The mainstreaming of social aspects in Aceh's independent learning curriculum will succeed if educators and administrators promote a culture of social responsibility and engagement and create a curriculum that supports academic achievement and moral and ethical values in students (Eyler & Giles Jr., 1999).

The independent learning curriculum must mainstream social change to link learning objectives with society's social change paradigm. This necessitates a transition from conventional education that emphasizes academic information to one that develops social and emotional skills, critical thinking, and problem-solving. The autonomous learning curriculum should stress community participation and service, encouraging students to utilize their abilities to improve society. Social ideas in the curriculum have been shown to increase student results and promote a more dynamic and inclusive learning environment (Barr, 2021). The autonomous learning curriculum may address structural disparities and promote social justice and equity through promoting social justice and equity (Ladson-Billings & Tate, 2016). Finally, mainstreaming social ideas in higher education may help students become responsible global citizens and leaders who can solve complicated social challenges (Rieckmann, 2017).

In conclusion, Indonesia's independent curriculum meets student and community needs. The independent curriculum allows teachers greater flexibility to satisfy students' and communities' needs. The objective curriculum evaluation showed its pros and cons. The curriculum has increased critical thinking and creativity in pupils, but implementing it and providing excellent education to all children has been difficult. The autonomous curriculum must be evaluated and modified for these challenges to fit student and community requirements. Indonesian education has to be more unified and integrated. The independent curriculum enhanced Indonesian education. We must build on these successes and overcome the remaining challenges to ensure that all children get a high-quality education and are equipped to be active citizens.

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Appendix

A. Social Mainstreaming Tools Circles

Primary Research Question:

1. How are Social Mainstreaming Tools Circles designed, implemented, and assessed in facilitating effective social mainstreaming, and what are the perceived impacts and challenges in their utilization?

Sub-Questions:

1.1   What are the underlying principles and objectives guiding the design of Social Mainstreaming Tools Circles?
1.2   How are these circles or tools implemented in practice, and what methodologies are employed to integrate them within social mainstreaming initiatives?
1.3   What are the perceived effectiveness and outcomes of using Social Mainstreaming Tools Circles in achieving the goals of social mainstreaming?
1.4   How are the impacts and effectiveness of these circles or tools assessed and evaluated, and what metrics or indicators are used in this assessment?
1.5   What challenges and barriers are encountered in implementing and utilizing Social Mainstreaming Tools Circles, and how are these addressed?
1.6   How do different stakeholders perceive and experience using circles or tools in facilitating social mainstreaming, and what implications do they observe on social integration and inclusivity?
1.7   To what extent do Social Mainstreaming Tools Circles align with the contextual needs, norms, and values of the communities or settings in which they are employed?

B. Higher Education Independent Curriculum

Primary Research Question:

2.   How is an independent curriculum in higher education designed, developed, and implemented, and how does it impact student learning outcomes, educators' instructional strategies, and institutional goals?

Sub-Questions:

2.1.   What principles and objectives guide the design and development of independent curricula in higher education institutions?
2.2.   How do educators and curriculum developers contribute to developing and refining independent curricula, and what challenges do they encounter in this process?
2.3.   What instructional strategies and assessment methods are employed by educators to deliver and evaluate the independent curriculum, and how do these align with the learning objectives?
2.4.   How do students perceive and experience the independent curriculum in terms of learning engagement, knowledge acquisition, and skill development?
2.5.   What are the perceived impacts of an independent curriculum on students' critical thinking, problem-solving skills, and preparation for the future workforce?
2.6.   How does implementing an independent curriculum align with the institutional goals, accreditation standards, and educational policies in higher education?
2.7.   What modifications or enhancements are made to the independent curriculum based on feedback from stakeholders and evaluation of learning outcomes?

C. Social Behavior of Education in Aceh:

Primary Research Question:

3.   How does education in Aceh interact with and influence the region's social behaviors, communal values, and cultural norms, and how does the local social context shape educational practices and outcomes?

Sub-Questions:

3.1.   What are the prevalent social behaviors, cultural norms, and communal values in Aceh, and how are these reflected in or challenged by the educational practices and curricula in the region?
3.2.   How do educational institutions in Aceh incorporate local cultural values and social norms in their educational approaches and content, and what is the perceived impact of this incorporation on student learning and social development?

3.3. How do students, educators, and community members perceive the role of education in shaping and reflecting social behaviors and values in Aceh, and what expectations do they have of educational contributions to social cohesion and cultural preservation?

3.4. What are the observed impacts of education on the social behaviors and community interactions of students in Aceh, and how does education contribute to developing social skills, ethical values, and civic responsibilities among students?

3.5. How are Aceh's social dynamics and communal values addressed in educational policies, institutional goals, and curriculum development, and what challenges and opportunities are encountered in aligning education with the local social context?

3.6. How does the interaction between education and social behavior in Aceh vary across different educational levels, disciplines, and communities, and what contextual factors influence these variations?

3.7. What are the implications of the interplay between education and social behavior in Aceh for educational equity, inclusivity, and social justice in the region, and how can education contribute to addressing social challenges and disparities in Aceh?

D. Tool of Social Mainstreaming in Independence Curriculum Planning

Primary Research Question:

4. How are tools of social mainstreaming designed, implemented, and assessed in independent curriculum planning, and what impacts and challenges are associated with their utilization in higher education?

Sub-Questions:

4.1. What are the underlying principles and objectives that guide the development and selection of tools for social mainstreaming in independent curriculum planning?

4.2. How are these tools integrated into the process of curriculum planning, and what methodologies and strategies are employed to ensure their effective implementation?

4.3. What specific elements of social mainstreaming do these tools address, such as inclusivity, diversity, social justice, or community engagement, and how do they contribute to achieving the desired outcomes in these areas?

4.4. How are the effectiveness and impacts of these tools evaluated, and what indicators or metrics are used in the assessment of their contributions to social mainstreaming in curriculum planning?

4.5. What challenges and barriers are encountered by educators and curriculum planners in integrating and utilizing tools of social mainstreaming, and how are these challenges addressed or mitigated?

4.6. How do different stakeholders, including students, educators, administrators, and community members, perceive and experience the implementation of social mainstreaming tools in independent curriculum planning, and what implications do they observe for learning outcomes and social development?

4.7. To what extent do the tools of social mainstreaming align with the contextual needs, values, and norms of the educational institutions and communities in which they are implemented, and how are they adapted to cater to diverse learning environments and cultural contexts?

E. Evaluation and Synergy of Social Approach in Higher Education Curriculum Planning in Aceh

Primary Research Question:

5. How is the synergy of social approaches evaluated within higher education curriculum planning in Aceh, and what are the impacts, outcomes, and challenges of integrating and synergizing various social approaches in curriculum development and delivery?

Sub-Questions:

5.1. What social approaches are integrated within higher education curriculum planning, and how are these approaches defined, operationalized, and synergized?

5.2. What criteria and indicators are established to evaluate the synergy and effectiveness of social approaches in curriculum planning, and how are these applied and assessed?

5.3. How do different social approaches interact, integrate, and collaborate within curriculum planning to create a synergistic and cohesive learning experience, and what facilitating factors and barriers are encountered in this process?

5.4. What are the perceived impacts and benefits of achieving synergy of social approaches in curriculum planning on student learning outcomes, social development, and community engagement?

5.5. How do various stakeholders, including educators, students, administrators, and community representatives, perceive and experience the synergy of social approaches in curriculum planning, and what implications do they identify for educational practice and social impact?

5.6. How do contextual and institutional factors, such as educational policies, cultural norms, and organizational structures, influence the integration, synergy, and evaluation of social approaches in curriculum planning?

5.7. To what extent do evaluation findings and feedback inform refinements, modifications, and strategic decisions to optimize the synergy of social approaches in curriculum planning and address identified areas of improvement?