Need Analysis for Reconstruction of The Merdeka Belajar Kampus Merdeka Transformative Curriculum to Enhance Students's 4C Competencies

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Abstract: The needs analysis for reconstructing the Merdeka Belajar Kampus Merdeka-transformative curriculum of the Primary School Teacher Education program at IAIN Curup was conducted to design a transformative MBKM curriculum aimed at strengthening students' 21st-century competencies (4C). Specifically, this study aimed to (1) explore the needs analysis for the reconstruction of the PGMI-transformative curriculum; (2) describe the stages of designing and developing the MBKM-transformative curriculum; and (3) assess the feasibility of the MBKM-transformative curriculum reconstruction based on expert validation. This study employed a Research and Development (R&D) approach following Borg and Gall's framework with modifications from the Dick and Carey model. Data were collected through observations, interviews, and Likert scale questionnaires (1–5). The data analysis utilized both qualitative methods, including data reduction, display, verification, and conclusion drawing, and quantitative methods, employing percentage and Total Critical Response (TCR) techniques. The findings revealed: (1) The needs analysis for reconstructing the MBKM-transformative 4C curriculum, based on interviews, observations, and questionnaires, indicated that the MBKM-transformative curriculum for PGMI is "highly needed"; (2) The developed MBKM-transformative 4C curriculum design includes a conceptual draft outlining various curriculum design aspects; and (3) Expert validation of the MBKM-transformative 4C curriculum, involving experts in curriculum, language, and media, yielded a total score of 88%, indicating that the curriculum is "fit for use."
Keywords: Needs Analysis, Merdeka Belajar Kampus Merdeka Curriculum, Transformative, 4C Competencies

INTRODUCTION

The rapid development of information and the swift currents of modernization have brought swift currents of modernization have brought significant changes across various life sectors. These changes must be addressed promptly, especially in devising strategic policies in higher education institutions. Autonomous institutions and interconnect

scientific disciplines by introducing innovative approaches at both the conceptual and application levels of the learning process.

The urgency of curriculum reform lies in aligning educational outputs with the demands of industry 4.0. However, operational challenges reveal a mismatch between the content designed by universities and the current workforce requirements. Research by Sloane, Boudarbat, and Chernoff demonstrates that disrepancies persist between the learning content developed by higher education institutions and labor market needs.[1] Nevertheless, these mismatches act as catalysts for the implementation of link-and match programs in higher education.

Educational quality improvement does not occur evently due to several factors: (1) policies and educational administration adhering to *the education production function*[2] or input-output analysis, which are not implemented consistenly. This perspective treats educational institutions as production entities where, if all inputs are fulfilled, the institution will generate relevant outputs; (2) a bureaucractic-centralized approach that places educational services heavily dependent on lengthy bureaucractic decision-making process; and (3) minimal involvement from parents or the community, whi typically provide financial support but are not engaged in decision-making, monitoring, evaluation, or accountability processes.[3]

Curriculum reform is a central issue that continually garners attention, with each leadership transition often accompanied by curriculum changes. Curriculum reconstruction becomes essential o remain functional in addressing the needs of students and society.[4] For the learning process to contribute positively to enhancing student competencies, the curriculum requires thorough analysis to ensure it consistently achieves graduate profiles. A curriculum should accomodate the diversification of human resource potential while remaining flexible and dynamic.[5]

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[1] Sandra Gudiño Paredes, *Innovating Science Teaching With A Transformative Learning Model(2018) Innovating Science Teaching With A Transformative Learning Model, Journal Of Education For Teaching,* 44:1, 107-111, DOI: 10.1080/02607476.2018.1422619.

[2] Dinn Wayudin, *Manajemen Kurikulum*, Bandung: Rosdakarya, 2015, h. 43.

[3] Rusman M.Pd, *Manajemen Kurikulum,* Jakarta: Rajawali Press, 2011, h. 56.

[4] Basuki Widodo, 2021, *Impelementasi Education 4.0 Dan Merdeka Belajar Dalam Matematika di Perguruan Tinggi: Prisma Prosiding Seminar Nasional. PRISMA, Prosiding Seminar Nasional Matematika,* PRISMA, Prosiding Seminar Nasional Matematika, https://journal.unnes.ac.id/sju/index.php/prisma/ISSN 2613-9189, 1-7.

[5] Nurhayani Siregar Dkk, *Konsep Kampus Merdeka Belajar Di Era Revolusi Industri 4.0* Fitrah: Journal Of Islamic Education, 2020, h. 141-157.

At the implementation level, a curriculum that address student needs must be innovatively designed, incorporating multimethod approaches based on diverse experiences to enhance students' soft and hard skills,[6] enabling them to meet industry demands.[7] Questions arise as to wether graduates of Islamic education are prepared to face these challenges with the current curriculum. Islamic higher education outputs cater to more specific stakeholders than general higher education institutions.[8]

Futhermore, the Merdeka Belajar-Kampus Merderka (MBKM) curriculum reforms pose serious challenges regarding graduate equity and quality assurance for link-and-match programs with business and industry sectors.[9] Therefore, Islamic higher education programs must promptly formulate curricula integrating both life and hard skills.[10] These programs must refine standards to meet the needs of students and society, adopting modern-constructive teaching methologies[11] that optimally achieve learning outcomes encompassing attitudes, knowledge, and skills.[12]

Failure to align Islamic education curricula with the pace of industrial development may result in mismatched graduate incompatible with globalization and workforce demands.[13] Islamic educational must reconstruct practices and scientific transformations to foster learning that cultivates students' 4C capabilities.[14] Historically, the MBKM-based

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[6] Sudaryono et.al, 2020, *Konsep Merdeka Belajar-Kampus Merdeka Dan Aplikaisnya Dalam Pendidkan Bahasa Dan Sastra Indoensia,* Jurnal Pendidikann Bahasa Dan Sastra Indonesia, DOI: https://doi.org/10.24114/kjb.v9i2.18379, Vol 9, No 2 (2020), h. 1-16.

[7] Patricia, Cranton, 2002, *Teaching For Transformation* dalam J.M. Ross-Gordon (Ed.), *New Direction For Adult and Continuing Education*: No. 93; Contemporary Viewpoint on Teaching Adult Effectively: San Francisco, CA: Jossey-Bass, h. 63-71.

[8] Madjid Abdul, 2011, *Metode Pengajaran Pendidikan Islam:* Jakarta: Pustaka al-Husna, h. 134.

[9] Aan Widiyono et. al, 2021, *Impelementasi Merdeka Belajar Melalui Kampus Mengajar Printis di Sekolah Dasar*: Jurnal Pendidikan Ke-SD an Vol. 16, h. 23.

[10] Akilah Mahmud. "Ciri Dan Keistimewaan Akhlak Dalam Islam." Sulesana Jurnal Wawasan Keislaman 13, no. 1 (2019), h. 39.

[11] Mezirow, Jack, 1978, *Education For Perspective Transformation: Women's Re-entry Programs in Community Colleges*. New York: Teacher's College, Columbia University, h. 87.

12 Freire, P., Illich, I, 2006, Fromm, E, Menggugat Pendidikan, Fundamentalis, Konservatif, Liberal, Anarkis. Yogyakarta: Pustaka Pelajar.

13 Sandra Gudiño Paredes, h. 107

[14] O'Sullivan E, 2002, *Bringing a Perspective of Transformative Learning to Globalized Consumption:* International Journal of Consumer Studies. 03, International Journal of Consumer Studies, https://doi.org/10.1046/j.1470-6431.2003.00327.x, h. 48.

curriculum emerged as a visible alternative to balance technological advancements.

Currently, in the primary school teacher education program at IAIN Curup, the applied curriculum does not integrate transformative MBKM. The program lacks a conceptual draft curriculum as a reference for lecturers. In practice, lectures' learning documents, such as lesson plans, are not designed based on graduate learning outcomes. Key of graduate learning outcomes aspects, including attitudes, knowledge, general skills, and specific skills, are not translated into courses. Furthermore, the integration of graduates learning outcomes concepts into lecturers' course lesson plans remains absent, and instructional tools are not aligned with ICT. This underscores the necessity for a conceptual curriculum draft to guide the program in updating and adjusting both conceptual and operational aspects of learning. This urgency aligns with Ila's research, emphasizing that the MBKM concept aims to deliver learning processes focused on developing skilled, creative, and communicative students prepared to navigate industrial advancements. [15] Thus, academic programs must formulate curricula that address policy changes and demands through curriculum reconstruction to enhance educational quality. The redesign of the PGMI curriculum at IAIN Curup must align with MBKM policies and integrate transformative aspects (4C capabilities) at the conceptual level as parti of outcome-based education. Thus, academic programs must formulate curricula that address policy changes and demands through curriculum reconstruction to enhance educational quality.

Based on the aforementioned context, the curriculum serves as a pivotal framework for conceptual reform and the implementation of educational programs or operational policies. The redesign of the curriculum and instructional processes within the Primary School Teacher Education Program must be aligned with the Merdeka Belajar-Kampus Merdeka policy and incorporate transformative aspects (4C competencies) at the conceptual level, as this constitutes the core objective of the MBKM framework. The MBKM curriculum draft developed by the program functions as a reference for faculty in planning, executing, and evaluating the learning process. Consistent with

[15] Ila Rosmilawati, *Konsep Pengalaman Belajar Dalam Perspektif Transformatif: Antara Mezirow Dan Freire:* prosiding Seminar Nasional Pendidikan Fkip Untirta 2017 Isbn 978-602-19411-2-6

Elizabeth, the curriculum, as the foundation of learning, must be designed to integrate societal needs, ensuring that the educational outputs produced can effectively respond to ongoing societal transformations.[16] Thus, curriculum changes do not occur spontaneously but are instead driven by the necessity to meet student needs and stabilize the quality of graduate outcomes produced by universities and academic programs.

The primary school teacher education program at IAIN, in particular, is mandated to undertake curriculum reproduction processes by adopting a transformative MBKM approach. This transformative approach emphasizes strengthening the development of students' 4C competencies, which include communication, collaboration, critical thinking and problem-solving, and innovative creativity. These competencies are essential for the realization of MBKM implementation, which is rooted in Outcomes-Based Education (OBE).[17]

The reconstruction of the transformative MBKM curriculum within the PGMI program at IAIN is guided by key regulatory frameworks, including law No. 12 of 2012, ministerial Regulation No. 3 of 2020 concerning National Standards for Higher Education, and Presidential Regulation No. 8 of 2023 on the Indonesian National Qualification Framework. This curriculum is meticulously formulated to address contemporary needs and provide meaningful learning experiences that enhance 4C competencies as the foundation of an outcomes-based educational model.

Methodologically, the transformative MBKM-based curriculum development approach in PGMI integrates a problem-posing education perspective. It introduces modern-constructive challenges, creating engaging, meaningful, and thought-provoking learning environments aligned with 4C learning principles.

Implementing the transformative MBKM curriculum in PGMI IAIN Curup is expected to prepare graduates to meet 21st-century demands. Bahrul Ulum's research supports this, highlighting how

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[16] Elizabeth Lange, *Transformative Learning And Concepts Of The Self: Insights From Immigrant And Intercultural Journeys,* St. Francis Xavier University, Canada Published online: 08 Jul 2015. http://www.tandfonline.com/loi/tled20.

[17] Kasinyo Harto, *Model Pengembangan Metodologi Pembelajaran Pendidikan Agama Islam Saintifik-Doktriner Dalam Membentuk Karakter Keberagamaan mahasiswa,* Pidato pengukuhan Dosen besar; Senat Terbuka Universitas Islam Negeri (UIN) Raden Fatah Palembang, 10 Mei 2017.

MBKM policies promote autonomous and flexible higher education learning process. Similarly, research by Winda Lestiani et al., indicate that MBKM curriculum implementation emphasizes freedom for students and lectures to develop learning processes tailored to needs and real-life experiences. The MBKM curriculum fosters multimethod approaches and innovative soft and hard skill development. [18]

This research aims to: (1) analyze the need for transformative MBKM reconstruction in the PGMI program; (2) describe the conceptual design of the transformative MBKM curriculum based on the conducted of the transformative MBKM curriculum based on the conducted need analysis; and (3) validate the conceptual curriculum draft as the research's output. These aspects represent the novelty explored in this study.

RESEARCH METHODOLOGY

This study employed a Research and Development (R&D) approach, beginning with a needs analysis and concluding with the presentation of research findings. The research design aimed to developed an MBKM curriculum model, which was subsequently validated by experts.[19] The development of the MBKMB-based transformative curriculum for PGMI was adapted from the Borg and Gall model and Dick and Carey model, focusing on five stages[20]: (1) research and information collecting; this stage involved conducting a literature review, field observations, and compiling a problem report; (2) planning; this stage encompassed setting objectives, designing the framework, and determining the aspects to be conceptualized in the model; (3) development of preliminary product; this phase included the initial development of the curriculum model; (4) preliminary field testing; the early version of the curriculum mode was subjected to field testing; and (5) product revision; revisions were made to the product based on the results of expert validation.

Data collection techniques included observations, interviews, and Likert-scale questionnaires (ranging from 1 to 5). [21] Then, data analysis

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[18] Winda Lestiani, dkk, *Implementasi Kurikulum MBKM (Merdek berlajar Kampus Merdeka) di Program Studi Teknologi Pendidikan UPR dalam Perspektif Teori Belajar*, Jurnal Teknologi Pendidikan (JtekPend), Vol 4 Np. 1, 2024 hal 1-10

[19] Sugiyono, *Metode Penelitian Dan Pengembangan (Research and Development*), (Bandung: Alfabeta, 2015), h. 297

[20] Dick, W., Carey, L., & Carey, J. O. (2009). *The Systematic Design of Instruction.* Pearson Education, h. 129.

[21] Margono, 2010, *Metodologi Penelitian Pendidikan*, Jakarta: Rineka Cipta, h. 93.

was conducted using both qualitative and quantitate approaches. The qualitative analysis involved data reduction, data display, verification, and conclusion drawing.[22] Meanwhile, the quantitate analysis utilized percentage calculations and the Total Critical Response (TCR) method.

RESULTS AND DISCUSSION

Needs Analysis for the Reconstruction of the MBKM-Transformative 4C Curriculum in PGMI

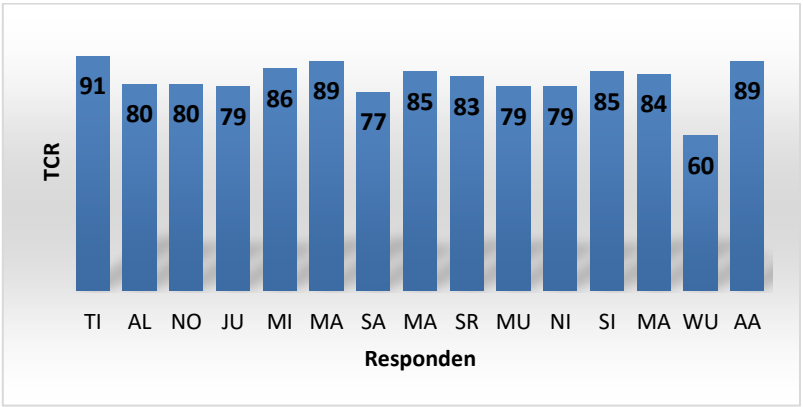
1. Needs Analysis

a. User Needs Analysis

The first step in this study was conducting a needs analysis related to the reconstruction of the MBKM-transformative curriculum for the PGMI program. This analysis focused on graduate users, students, and lecturers. Data were collected using questionnaires based on a Likert scale (1-5) and indicators established in the research instrument framework.

The collected data served as a foundational reference to identify critical aspects for developing an initial draft for reconstructing the MBKM-transformative curriculum based on user needs. The needs analysis indicators included: (1) the quality of graduates in the workplace; (2) graduates' 4C abilities (communication, collaboration, creativity, and critical thinking); (3) required user competencies; and (4) collaborative academic activities aimed at improving graduate quality.

Figure 1 illustrates the results of the user need analysis for the MBKM-transformative 4C curriculum.



[22] Arikunto Suharsimi, 2006, *Prosedur Penelitian: Suatu Pendekatan Praktek*: Jakarta: Rineka Cipta, h. 69.

Figure 1. The Results of User Needs for the MBKM-Transformative 4C curriculum

As shown Figure 1, the average respondent achievement level was 81.73, with a minimum score of 60, categorized as "moderately needed." The maximum Total Critical Response (TCR) score was 91, categorized as "highly needed." Among the respondents, eight scored within the range of 81-100 (highly needed), seven within 61-80 (needed), and one within 41-60 (moderately needed). Figure 2 presents the percentage distribution of these criteria.

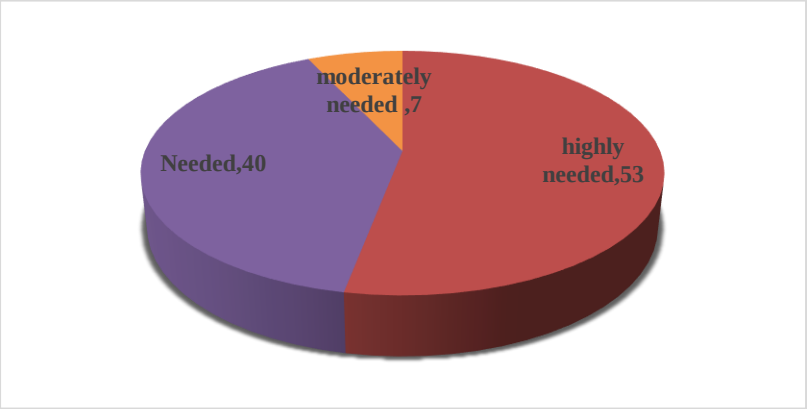


Figure 2. Percentage Distribution of User Needs for the MBKM-Transformative 4C Curriculum

Figure 2 indicates that 53% of respondent considered the curriculum "highly needed," 40% deemed it "needed," and 7% assessed it as "moderately needed." Following key findings emerged from the user needs analysis: (1) only 40% of graduates are capable of working independently without supervision; (2) graduates' creativity remains in the "moderately imaginative" category; graduates require additional guidance in ICT utilization; (4) 65% of user demand graduates with critical thinking skills; (5) 85&% of users prioritize collaboration skills; (6) 75% of users emphasize strong communication skills; (7) 90% of users support academic collaboration to enhance graduate quality.

b. Lecturer Need Analysis

The next analysis focused on PGMI lecturers, who are responsible for implementing the curriculum. Indicators for this analysis included the urgency of MBKM, transformative integration. The subsequent analysis targeted lectures in the PGMI program, who play a critical role in curriculum implementation. This needs analysis examined several indicators, including the

urgency of the MBKM framework, transformative integration of 4C competencies, CP and CPL elements within MBKM content, the scope and bread of learning materials, learning outcomes, and the inclusion of CMPK and sub CMPK. Figure 3 present the results of the lectures' needs analysis.

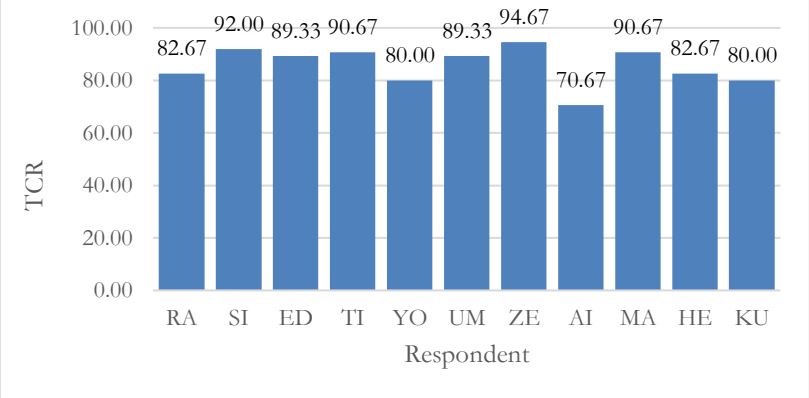


Figure 3. Lecturer Needs Analysis for the MBKM-Transformative 4C Curriculum

As seen in Figure 3, the average score of lecturer responses was 85,70, with a minimum score of 70.67, categorized as "needed." The maximum TCR score was 94. 67, categorized as "highly needed." Eight respondents scored within the range of 81-100 ("highly needed"), while two respondents scored within 61-80 ("needed").

The data indicate that reconstructing the MBKM-transformative curriculum is "highly needed." This conclusion is based on key findings from the questionnaire indicators, which revealed that lecturers require guidance for: (1) defining CP and CPL elements; (2) establishing CPMK and sub-CPMK content; (3) determining aspects of attitude, knowledge specific skills, and general skills required for sub-CMPK; (4) integrating learning outcomes into the curriculum; and (5) designing assessments and rubrics for evaluation. Figure 4 illustrates the percentage distribution of these needs.

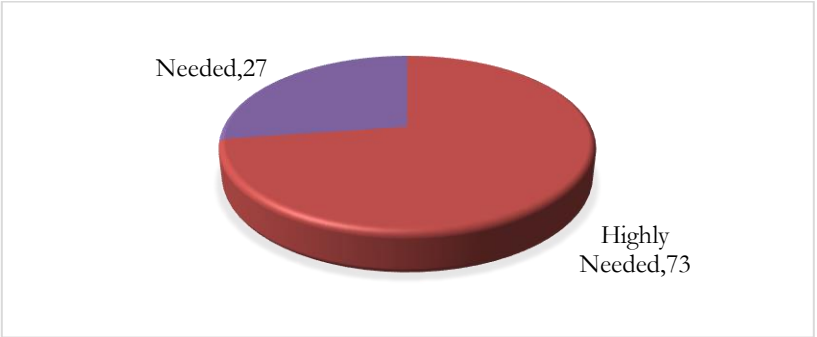


Figure 4. Percentage Distribution of Lecturer Needs for the MBKM-Transformative Curriculum

According to figure 4, 73% of respondents classified the reconstruction as "highly needed" while 27% deemed it "needed." The result demonstrate that lectures view the reconstruction of the MBKM-transformative curriculum as critically important for their teaching processes. The findings highlight the necessity for clear references and guidelines in defining learning outcomes (*CP* and *CPL*), structuring *CPMK* and sub-*CPMK* element, and integrating 4C competencies into the curriculum.

The significant demand for reconstruction reflects the essential role of curriculum design in equipping lectures to create innovative, outcome-based education aligned with the MBKM framework. The integration of transformative 4C skills-communication, collaboration, creativity, and critical thinking-into teaching practices is essential to meet 21st-century educational challenges and improve student competency.

c. Student Needs for the MBKM-Transformative 4C Curriculum

The needs analysis also focused on students as key subjects in the implementation of the developed curriculum. Data were collected through a questionnaire distributed to 30 PGMI students. The analysis included aspects such as characteristics of the learning process, innovation in learning media, learning materials, teaching methods/strategies, integration of 4C skills, and assessment.

The analysis results indicated that the student need for reconstructing the MBKM-transformative curriculum was 72,75%, which falls under the category of "needed" in terms of implementation. A detailed representation of the data is shown in figure 5.

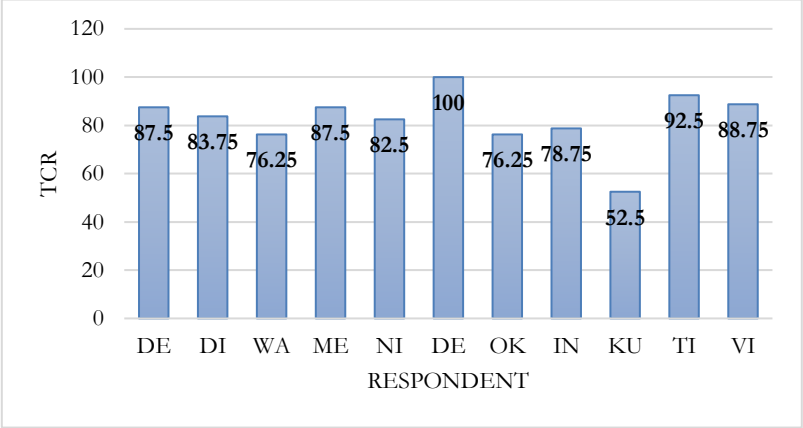


Figure 5. TCR Analysis of Student Needs for the MBKM-Transformative 4C Curriculum

As shown in figure 5, the average score of respondents was 82.39, with a minimum score of 52.5 categorized as "needed." The maximum Total Critical Response (TCR) score was 100, categorized as "highly needed." Seven respondents scored within the 81-100 range ("highly needed"), three within the 61-80 range ("needed"), and one respondent within the 41-60 range ("moderately needed"). Figure 6 illustrates the percentage distribution of student needs.

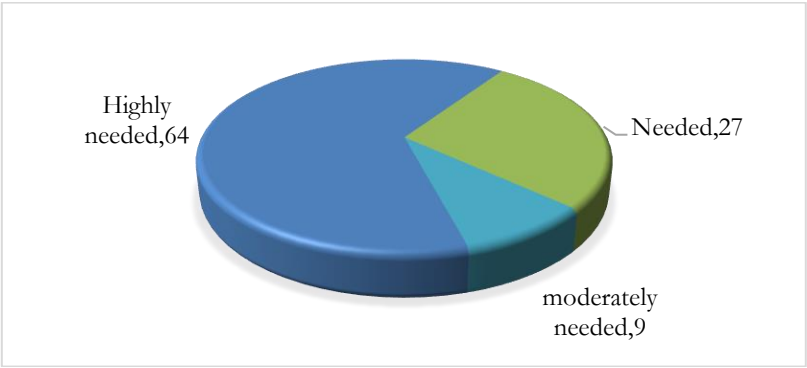


Figure 6. Percentage Distribution of Student Needs for the MBKM-Transformative 4C Curriculum

Figure 6 reveals that 64% respondent indicated that the curriculum reconstruction was "highly needed," 27% categorized it as "needed," and 9% rated it as "moderately needed." The results highlight that students require an interactive learning process that integrates 4C competencies. Specially, they need: (1) learning materials that emphasize communication, collaboration, critical thinking, and creativity; (2) teaching methods and strategies

designed to foster innovation and enhance student engagement; (3) assessments aligned with Outcome-Based Education (OBE) principles. The findings indicate that the reconstruction of the MBKM-transformative curriculum is "highly needed" to address the challenges of 21st century learning. The integration of 4C competencies into the curriculum aligns with the expectations of stakeholders, including students, to create a more interactive and innovative learning experience.

Based on the analysis of data from users, lecturers, and students, the need for reconstructing the MBKM-transformative curriculum falls into the "highly needed" category, with 53% of respondents supporting this view. This finding serves as foundational data for the researcher to establish curriculum development indicators, particularly regarding learning outcomes. These outcomes are designed to strengthen learning achievements by integrating element of the 4C competencies (communication, collaboration, critical thinking, and creativity) within the framework of KKNI Level 6 for undergraduate education.

The incorporation of transformative indicators into the curriculum aims to enhance students' 4C skills in an integrated manner. The resulting curriculum draft is intended to serve as a reference for lecturer in delivering innovative learning processes aligned with the needs analysis findings from graduate users, lecturers, and students.

This approach aligns with Mulyasa's assertion that curriculum implementation should be grounded in stakeholder needs, providing a guiding framework for educators to plan, execute, and evaluate the teaching and learning process effectively.[23].

2. Curriculum Design for the MBKM-Transformative 4C in PGMI

Based on the data obtained from the needs analysis conducted with graduate users, lectures, and students, the identified aspects were used as a foundation for conceptualizing and designing the draft of the MBKM-transformative curriculum. These aspects focused on three main phases; planning, development, and evaluation, as outlined in Figure 7.

23 Mulyasa, 2013, *Implementasi Kurikulum:* Bandung: Rosda Karya

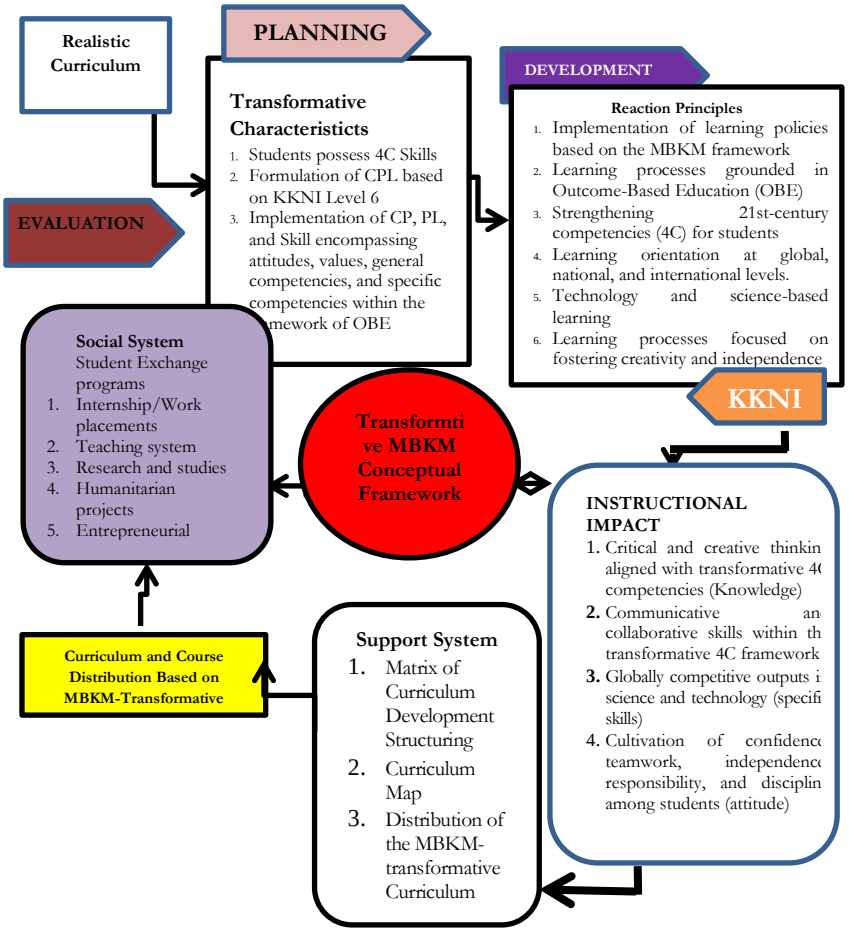


Figure 7. Conceptual Design for the MBKM-Transformative 4C in PGMI

The stages involved in reconstructing the MBKM-transformative curriculum, as illustrated in the figure, consist of three main phases: (1) planning, (2) development, and (3) evaluation. The planning phase aims to define the specific characteristics of the curriculum's learning outcomes. This includes strengthening students' 4C competencies (communication, collaboration, critical thinking, and creativity) and aligning the CPL (Course Program Learning Outcomes) with KKNI Level 6 standards. Additionally, this phase involves the realization of CP (Course Profile) and CPL elements, encompassing aspects such as attitudes, knowledge, general skills, and specific skills.

The development phase focuses on establishing detailed elements, including: (1) Syntax: A structured sequence of steps for lecturers to implement the curriculum in their teaching processes; (2) Reaction Principles: Hierarchical processes in Outcome-Based Education (OBE) that enhance 4C competencies in MBKM, integrate ICT into learning, and foster creativity and independent learning; (3) Social System: Activities such as student and lecturer exchanges, joint research and collaboration, entrepreneurship programs, project-based learning, and community engagement initiatives; (4) Supporting Factors: Curriculum matrices, curriculum mapping, and the distribution of MBKM-transformative curriculum content; and (5) Instructional Impact: This aims to develop students into critical thinkers, creative problem solvers, communicative collaborators, and innovative individuals. The instructional outcomes also emphasize building confidence, teamwork, independence, responsibility, and discipline. These components align with Dinn Wayudin's assertion that curriculum management should be based on a needs analysis to define content, procedures, and evaluation effectively.[24]

The evaluation phase focuses on assessing the achievement of all indicators outlined in the conceptual draft of the MBKM-transformative curriculum. This serves as a guide for refining and completing supporting elements such as matrices, course load distribution, lesson plans, assessment formats, rubrics, and other related components on a regular basis. These aspects provide a framework for finalizing the physical draft of the MBKM-transformative curriculum.

[24]Dinn Wayudin, 2015, *Manajemen Kurikul*um: Bandung: Rosdakarya, 2015.

Figure 8. Physical Design of the MBKM-Transformative 4C Curriculum for the PGMI Program

3. Feasibility Test and Revision of the MBKM-Transformative Curriculum for PGMI

The validation process was conducted by three experts, namely: 1) a curriculum specialist; 2) a design specialist, and 3) a language specialist. The aspects evaluated by the validators included content feasibility and procedural feasibility, which encompassed: the structure of the MBKM-transformative 4C curriculum reconstruction; the alignment of the curriculum content with MBKM-transformative 4C principle; curriculum evaluation mechanisms; and language accuracy and clarity. Figure 9 presents the validation results provided by the experts.

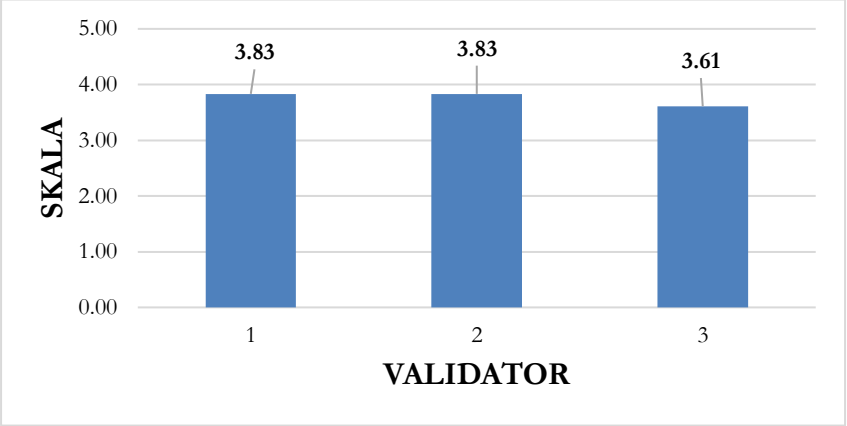


Figure 9. Validation Results from Curriculum, Design, and Language Experts

Based on Figure 9, the overall average score obtained from the three validators was 3.76, which falls into the "Very Good" category. This result indicates that the MBKM-transformative 4C curriculum developed in this study is "fit for use" conceptually.

These findings align with the research conducted by Winda Lestiani et al., which highlights that the MBKM curriculum promotes multimethod and multi-experience learning approaches. Such methods are effective in fostering both soft and hard skills in students through innovative instructional practices. Additionally, the MBKM curriculum addresses learners' needs by driving educational processes grounded in real-world experiences. [25] The validation confirms that the reconstructed curriculum meets high standards in structure, content, evaluation, and language, making it a robust framework for implementation in the PGMI program.

CONCLUSION

Based on all stages of the research conducted using the R&D approach, the findings demonstrate that the needs analysis for reconstructing the MBKM-transformative 4C curriculum involved users, lecturers, and students. Data obtained through interviews, observation, and questionnaires revealed that 53% of respondents stated the curriculum was "highly needed" 40% indicated it was "needed," and 7% considered it "moderately needed." Among lecturers, 73% stated the

[25] Winda Lestiani, dkk, Implementasi Kurikulum MBKM (Merdek berlajar Kampus Merdeka) di Program Studi Teknologi Pendidikan UPR dalam Perspektif Teori Belajar, Jurnal Teknologi Pendidikan (JtekPend), Vol 4 Np. 1, 2024 hal 1-10

curriculum was "highly needed," and 9% considered it "moderately needed." These findings strongly indicate that reconstructing the MBKM-transformative 4C curriculum for the PGMI program is "highly needed."

The developed curriculum design includes both a conceptual draft and a physical draft. The conceptual draft encompasses analyses of CP (Course Profile) and CPL (Course Program Learning Outcomes), curriculum matrices, integration of Outcome-Based Education (4C competencies) into curriculum concepts, MBKM-based CPL formulations, CPL analyses, and alignment with course content. The physical draft presents the finalized MBKM-transformative 4C curriculum.

The reconstructed curriculum was validated by experts in curriculum, design, and language to assess its feasibility. The validation results indicated an average score of 3.76, categorized as "Very Good," signifying that the developed curriculum draft is "fit for use" in the reconstruction and implementation of the MBKM-transformative curriculum for the PGMI program.

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