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## The Geography Education Curriculum as the FKIP UMMAT Study Program's Academic Identity

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**Abstract:** This article examines the role of the curriculum as a representation of the scientific identity of the Geography Education Study Program at the Faculty of Teacher Training and Education (FKIP), Universitas Muhammadiyah Mataram. The curriculum is understood not merely as a structure of courses, but as a reflection of graduate competency development, institutional values, and the contextual needs of the region. This research employs a qualitative descriptive approach, including curriculum document reviews, interviews with lecturers teaching core courses, and observations of classroom and field learning practices. The article focuses on how the Geography Education Study Program curriculum is designed to reflect the geospatial uniqueness of the West Nusa Tenggara (NTB) region, integrate progressive Islamic values, and strengthen the pedagogical and professional competencies of future geography teachers. The findings indicate that the curriculum has distinctive features, such as its emphasis on disaster and environmental studies, the use of geospatial technology, and outdoor learning aligned with NTB's geographical conditions. Moreover, the integration of academic dimensions, cultural locality, and Islamic values establishes the curriculum as a central pillar of the program's identity. The article recommends strengthening periodic curriculum evaluations, expanding collaboration with external institutions, and developing innovative learning models rooted in local character to enhance the scientific standing and visibility of the Geography Education Study Program at both national and international levels.



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**Keywords:** Curriculum, Geography Education, Identity, FKIP UMMAT, Contextual.

## 地理教育课程：学习作为学习项目的身份 FKIP UMMAT

**摘要：**本文旨在探讨玛塔兰穆罕默迪亚大学教师培训与教育学院（FKIP）地理教育专业课程体系在彰显专业科学身份方面的作用。本文所讨论的课程不仅被视为课程结构的集合，更被理解为毕业生能力培养、学校办学理念以及区域情境需求的综合体现。本研究采用质性描述研究方法，通过课程文件分析、核心课程任课教师访谈，以及课堂与野外教学观察等途径展开。

**文章重点分析**该专业课程如何在设计中体现西努沙登加拉（NTB）地区地理空间特征，融合进步伊斯兰价值观，并强化未来地理教师的教育学与专业能力。研究表明，该课程具有鲜明特色，例如突出灾害与环境研究、注重地理空间技术应用，以及依据NTB地理条件开展户外教学等。此外，通过将学术维度、地方文化特性与伊斯兰价值有机融合，课程体系成为该专业科学身份建构的核心支柱。

**本文建议：**进一步强化课程的周期性评估机制；拓展与外部机构的合作交流；以及开发立足地方特色的创新教学模式，以全面提升地理教育专业在国家与国际层面的学术地位与影响力。

**关键词：**课程体系，地理教育，专业身份，玛塔兰穆罕默迪亚大学教师培训与教育学院（FKIP UMMAT），情境化

### 1. Introduction

The national development priorities outlined in the 2005–2025 National Long-Term Development Plan (RPJP) include realizing a society that is noble, moral, ethical, cultured, and civilized, based on the philosophy of Pancasila. One effort to achieve this is by strengthening the identity and character of the nation's children through education [1]. Education is crucial and has a significant impact on human life. It teaches individuals to distinguish between what is good and what is bad and plays a vital role in social, cultural, and religious life [2].

High-quality education, especially in preparing future professional teachers, is implemented through the Geography Education Program. In an era of globalization and rapid technological change, the challenges faced by the education sector are increasingly complex, requiring graduates who possess not only strong theoretical knowledge but also relevant and adaptive practical skills.

The curriculum is the heart of every study program in higher education [3]. It not only serves as a technical guideline for implementing the learning process but also reflects the values, scientific orientation, and direction of graduate competency development [4]. In

the context of the Geography Education Study Program, the curriculum plays a strategic role in shaping graduates who not only understand geographical concepts theoretically but are also able to apply geospatial approaches to solve real-world problems in their environment [5]. Geography education, as part of the social sciences, holds a unique position at the intersection of the natural and social sciences and requires the integration of knowledge, skills, and values. Therefore, the development of a geography education curriculum must balance theory and practice, global and local content, and pedagogical and professional competencies. The curriculum is not simply a collection of courses but reflects the *scientific identity* of the study program.

This research aims to analyze the Geography Education curriculum as the academic identity of the Geography Education Study Program at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Mataram. The focus is on how the curriculum functions not only as an administrative tool but also as an affirmation of scientific identity that integrates geography, education, Islamic values, and local issues in West Nusa Tenggara (NTB).

When people think of geography, they often associate it with lists of cities, islands, countries,

continents, mountains, rivers, lakes, and oceans. This perception is neither entirely correct nor entirely mistaken. Geography is essentially the science that explains both the differences and similarities among spaces on Earth, as well as the relationships between them. Geography has been known since Ancient Greece, when knowledge of the Earth was still influenced by mythology. Gradually, beginning in the 6th century BC, this influence diminished as natural sciences developed. Since then, geographic knowledge has been based on scientific inquiry, and the study of the Earth has been carried out using logic.

This study seeks to answer three main questions: (1) How does the Geography Education curriculum at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Mataram shape the academic identity of the study program? (2) What innovations does this curriculum offer compared to similar study programs at other universities? (3) What are the practical and theoretical implications of the curriculum for the development of geography education and for addressing societal needs?

At the national level, the dynamics of higher education, including curriculum, are influenced by policies such as the Indonesian National Qualifications Framework (KKNI), the National Higher Education Standards (SN-Dikti), and the Independent Learning–Independent Campus (MBKM) policy. These policies require study programs to continuously adjust and develop curricula that remain relevant, adaptive, and responsive to advances in science, technology, and the needs of society. The Faculty of Teacher Training and Education (FKIP) at Universitas Muhammadiyah Mataram, as a developing private Islamic higher education institution in NTB, is committed to developing study programs that are not only academically strong but also contextually aligned with regional characteristics.

The state-of-the-art in this research includes the curriculum and graduate profiles of the Geography Education Study Program at FKIP UMMAT, designed to meet user needs. NTB's disaster-prone geographical context, rich in natural resources, and cultural diversity are critical considerations in designing a curriculum grounded in local wisdom and environmental challenges.

The novelty of this research lies in its integrative approach to viewing the curriculum not merely as an academic document but as the scientific identity of the study program. By combining pedagogical competencies (TPACK), geospatial literacy, Islamic values, and the local context of NTB, it presents a new perspective on curriculum as academic branding that distinguishes one study program from others.

Furthermore, as part of a Muhammadiyah university, the development of the Geography Education Study Program curriculum at FKIP UMMAT is inseparable from the integration of progressive Islamic values emphasizing ethics, social responsibility, and justice. The curriculum is designed

not only to produce geography teachers who are academically and professionally competent but also to cultivate moral integrity, social sensitivity, and ecological responsibility.

This study therefore analyzes and reflects on how the Geography Education curriculum at FKIP UMMAT is designed and developed as both an academic and scientific identity. Its significance lies in the way it supports graduate learning outcomes, reflects a clear scientific vision, and serves as a reference for strengthening program competitiveness in line with current needs and the local context.

## 2. Methods

This study employs a qualitative descriptive approach to understand and describe how the curriculum of the Geography Education Study Program at the FKIP UMMAT is structured and interpreted as part of its academic and scientific identity. This approach is appropriate for in-depth exploration of complex social and academic phenomena, particularly those related to curriculum construction in a local context. It allows researchers to explore phenomena in their natural setting and understand meanings from the perspectives of the actors involved [6].

The research was conducted within the Geography Education Study Program, FKIP UMMAT, focusing on aspects such as curriculum structure, the development process, integration of progressive Islamic values, and local content reflecting the socio-geographical characteristics of the NTB region. According to Creswell (2014), qualitative research is well suited to explore meanings constructed by individuals or groups regarding social issues.

The Geography Education Study Program at FKIP UMMAT was selected based on several criteria: (1) The geographic and ecological context of NTB province, a region characterized by high environmental dynamics, including natural disasters, land cover changes, and environmental degradation. These factors make the Geography Education curriculum highly relevant as it directly addresses these issues. (2) The distinctive vision and mission of UMMAT, which is "excellent, Islamic, and with a global perspective." This vision shapes a curriculum developed not only academically and technically but also incorporating Islamic and humanitarian values. (3) The unique curriculum approach of the Geography Education Study Program, which integrates pedagogical competencies, digital geospatial literacy, Islamic values, and local issues. This uniqueness provides an interesting case to demonstrate how the curriculum functions as an expression of program identity. (4) The limited previous research examining geography education curricula at regional universities as forms of academic identity, highlighting the potential for original contributions [7].

Data sources include primary and secondary data. Primary data were collected through in-depth interviews with key stakeholders involved in curriculum design and implementation: the Study Program Head, lecturers responsible for core courses, the curriculum development team, and final-year students. Informants were purposively selected based on their relevant knowledge and experience related to the research focus [8]. Secondary data were obtained from official curriculum documents, academic handbooks, Semester Learning Plans (RPS), study program vision and mission statements, and the implementation guide for the Independent Learning–Independent Campus (MBKM) policy. To enhance the validity of the findings, the researchers conducted limited observations of classroom and field activities, including geospatial practicums and field visits. These observations helped understand the relationship between the formal curriculum plan and actual learning practices [9].

Data were analyzed using the Miles and Huberman interactive analysis model, comprising three main stages: (1) data reduction – selecting and simplifying data relevant to the research focus; (2) data presentation – organizing information into thematic narratives; and (3) conclusion drawing – identifying significant patterns and verifying them through triangulation and member checking [6]. Triangulation was conducted both in terms of data sources (interviews, documents, observations) and data collection techniques to ensure the validity (credibility) and reliability (dependability) of the findings [10]. Through this methodological approach, the study aims to demonstrate that the curriculum is not merely an academic or technical tool but an expression of values, scientific orientation, and institutional identity. In other words, the curriculum acts as an epistemological and ideological manifestation of the study program [11].

### 3. Results and Discussion

#### *Curriculum Structure as a Representation of Academic Identity.*

The research results indicate that the curriculum of the Geography Education Study Program at FKIP UMMAT is designed with a structure that balances theory and practice while accommodating advances in geographical science and contemporary educational needs. The curriculum consists of basic education courses, geography expertise courses, and elective courses that provide flexibility to explore student interests.

This study confirms that the Geography Education curriculum at FKIP UMMAT has a distinctive academic identity because it integrates pedagogy, geospatial topics, Islamic values, and local issues. The academic contribution of this article is to broaden the understanding that the curriculum can be a strategic

instrument for building a study program's brand identity. This aligns with Reyes et al.'s (2017) argument that higher education curricula serve as reflections of an institution's academic identity and value orientation [12]. The curriculum functions as a social construct that not only conveys content but also represents institutional identity, values, and vision. Curriculum development must align with global innovation, foster an interactive and conducive learning environment, and incorporate state-of-the-art infrastructure [13].

Core courses such as Physical Geography, Social Geography, Regional Geography, Remote Sensing, Geographic Information Systems (GIS), and Disaster Mitigation underpin the program's primary identity. The curriculum also reflects national policies, such as the KKNI and MBKM program, which allows students to take courses outside their study program and participate in relevant off-campus activities.

The study program emphasizes mastery of spatial and technical concepts, demonstrated through core courses like Physical Geography, Remote Sensing, and GIS. Elective courses enable students to pursue individual interests based on the student-centered learning principle embodied in the MBKM policy. Student-centered learning places students at the center of the learning process, where teachers facilitate opportunities for independent and collaborative learning to support skill acquisition [14].

#### *Integration of Local Values and Progressive Islamic Values.*

A significant finding of this research is the integration of local values into learning, especially those related to the geographic and social context of the NTB region. For example, in courses such as Disaster Mitigation and Disaster Geography, students not only learn theoretical concepts but also map potential local disasters and risks, including earthquakes, droughts, and land erosion on Lombok Island. Progressive Islamic values are embedded in the learning approach, promoting environmental awareness, ethical natural resource use, and social responsibility. Several courses encourage discussions on Islamic perspectives related to earth sustainability, spatial justice, and sustainable development.

Table 1. Identity Integration in the Geography Education Curriculum

Identity Dimension	Curriculum Implementation	Implications
Pedagogical	MKDK, PPL, TPACK	Professional Teachers
Geographical Science Physical	social, and regional geography	Spatial literacy
Islamic Values	Al-Islam and	Islamic

Local Context	Muhammadiyah	Character
	Disaster	Natural
	Mitigation in	Resources
	West Nusa Tenggara	Regional Relevance

This integration aligns with the theory of contextual teaching and learning (CTL), which emphasizes connecting learning to students' real-life experiences and environments [15]. The CTL strategy motivates students to understand subject matter meaningfully within the context of their daily lives, including their personal, social, and cultural settings [16]–[18].

The curriculum is implemented through a field-based and contextual approach. Observations show that lecturers encourage students to conduct environmental studies, direct field observations, and spatial analysis using digital technologies such as GIS and Google Earth. Students are also involved in participatory mapping projects, disaster mitigation outreach at school, and integrative off-campus activities. Learning activities extend beyond the classroom to include practical work, fieldwork, and community service. This approach reinforces the study program's goal of producing geography educators who understand space holistically, that is, physically, socially, and culturally. It also supports experiential learning theory, which highlights the importance of experience in the learning process [19].

#### *Challenges and Opportunities for Strengthening Curriculum Identity.*

The research identified several challenges, including limited geospatial laboratory resources, suboptimal integration of the MBKM curriculum with institutional programs, and a need for more innovative digital learning models. These issues underscore the necessity for investment in digital infrastructure and cross-institutional collaboration, as suggested by Abidin et al. (2017) in their framework for developing adaptive curricula [4].

However, significant opportunities also exist. Potential collaborations with disaster management agencies, local governments, and partner schools could strengthen local content. Institutional support for developing a curriculum grounded in Islamic values and local wisdom further bolsters these efforts. The curriculum is seen as possessing strong potential for development into a contextual geography curriculum model that balances global and local needs effectively.

This work contributes academically by emphasizing the Geography Education Curriculum as a distinctive identity of the Study Program at FKIP UMMAT. The research approach, which integrates curriculum analysis with local student characteristics, provides a fresh perspective, contrasting with previous studies that tend to be more general. The findings demonstrate how the curriculum's structure and content shape academic

competencies while reinforcing institutional identity. An additional innovative contribution is the practical recommendations for developing a more contextual and regionally relevant curriculum, thereby expanding academic discourse on identity-based curriculum development.

## 4. Conclusion

This research demonstrates that the Geography Education Study Program curriculum at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Mataram, serves not only as a learning tool but also as a representation of academic and institutional identity. The curriculum is designed to reflect local geographic characteristics and progressive Islamic values while responding to national policies such as the MBKM. Through a balanced course structure and field-based implementation, the curriculum produces graduates who are contextual, adaptive, and socially and ecologically sensitive, thereby strengthening both local and global competitiveness.

The results of this study are highly significant for the field of geography education because: It offers a curriculum model responsive to local needs (disasters, land use change, environment) while remaining adaptive to global challenges such as digitalization and climate change. It provides a theoretical contribution by emphasizing that the curriculum can function as the academic identity of study programs at FKIP UMMAT, not merely to meet national standards. It has practical implications for curriculum development in higher education at Muhammadiyah universities, especially for study programs aiming to emphasize their uniqueness and competitiveness.

Recommendation: The curriculum should be continuously developed to address emerging global issues such as climate change, urbanization, and smart education. Further research could perform comparative analyses of the curriculum model at UMMAT with geography education programs at other universities both nationally and internationally.

## Declarations

### *Author Contributions*

Conceptualization, J.N.D. and R.R.P.; methodology, X.X.; formal analysis, J.N.D.; investigation, J.N.D. and R.R.P.; resources, R.R.P.; data curation, J.N.D.; writing—original draft preparation, J.N.D.; writing—review and editing, R.R.P.; visualization, J.N.D.; project administration, J.N.D. All authors have read and agreed to the published version of the manuscript.

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The author declares that there is no conflict of interests regarding the publication of this manuscript.

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