

Reconstruction of Higher Education Curriculum to Prepare the Next Generations

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ABSTRACT

Republic of Indonesia Government had issued a regulation on the national standards of higher education in 2015. UNS should immediately adjust the education process in accordance with the new regulations by reconstructing the curriculum. This study aims to analyze the reconstruction process in preparing the curriculum in UNS prepare future generations better. National standards require the higher education curriculum compiled from formulating learning outcomes to the preparation of the assessment system. This research method is a survey method. Samples are Diploma Program, Bachelor, Master Program, and Doctorate Program. Results showed that the reconstruction of the new curriculum is implemented by 45% of study program at the UNS, 60% of which is in conformity with the standards, even two courses had prepared the curriculum to standards well adapted to the AUN QA, only three study programs that have student learning outcomes have been agreed by the forum study program.

Keywords: higher education curriculum; learning outcome; the next generation

INTRODUCTION

Higher education in Indonesia by ministerial regulation research, technology and higher education No. 44 in 2015 is the level of education after secondary education which includes diploma, undergraduate, master program, doctoral programs, professional programs, specialist courses organized by the college based on the culture of the nation Indonesia. The purpose of higher education in Indonesia according to UU No. 12 of 2012 are: a). the development potential of students in order to become a man of faith and fear of God Almighty and noble, healthy, knowledgeable, skilled, creative, independent, skilled, competent, and cultured for the sake of the nation; b). produces graduates who master branch of Science and / or Technology to meet the national interests and improving the competitiveness of the nation; c). generates Science and Technology through the research that takes into account and apply the value of Humanities for the benefit of the nation's progress, and the progress of civilization and welfare of mankind, d) the establishment of Community Service-based reasoning and research works that are beneficial in promoting the general welfare and educating the nation.

Higher Education in Indonesia has a vision to be achieved by 2019 as follows: Realization of quality higher education as well as science and technology and innovation to support the nation's competitiveness. Quality higher education is intended to produce graduates who are knowledgeable, educated, and skilled, while the ability of science and technology and innovation interpreted by the expertise of Human Resource and research and development institutions as well as universities in conducting research, development, and application of science and technology which is supported by the construction of input factors (institutional, resources, and network). One of the strategic goals of higher education in 2015-2019 is increasing the quality of student learning and higher education.

Graduates of higher education in Indonesia the majority (60%) working in occupations that include white collar jobs category (managers, professionals) which requires skill / high skill and mastery of specialized knowledge (engineers, doctors, teachers). However, most of them (30%) are also working in the field that are semi-skilled jobs (administrative personnel, sales) and even some low-skilled so it should work in the production section (blue-collar jobs). This phenomenon illustrates that the curriculum developed at universities are less relevant and do not correspond with the needs of the business or the industry. To achieve this strategic objective, the ministry of higher education through learning and student affairs directorate (Belmawa-Ristekdikti) to revitalize the curriculum. Each universities in Indonesia

are required to improve curriculum tailored to the Indonesian national qualifications framework.

Indonesian national qualifications framework is a framework qualification level human resources in Indonesia, which is put, equalizes, and integrating the education sector by sector training and work experience in a recognition scheme workability adapted to the structure in many employment sectors. Therefore, higher education in order to construct the curriculum involves the graduates to provide improvements to the course curriculum. One of the graduates is the industry. Higher education and the world of work has a very close relationship. College as an institution that develops human resources, whereas the world of work as a graduate. Users graduates have a major role to the quality of college graduates. Collaboration of Universities and industry to rise of a global knowledge economy that go beyond the traditional funding of discrete research projects (Santoro & Betts, 2002). University researchers interact with industry using a wide variety of channels, and engage more frequently in the majority of the channels examined – such as *consultancy & contract research, joint research, or training* – as compared to patenting or spin-out activities (D’Este & Patel, 2007). Paying greater attention to the broad range of knowledge transfer mechanisms (in addition to patenting and spin-outs), policy initiatives could contribute to building the researchers’ skills necessary to integrate the worlds of scientific research and application.

Drawing on the foundational theories of John Dewey and Kurt Lewin, we examine recent developments in theory and research on experiential learning and explore how this work can enhance experiential learning in higher education. We introduce the concept of learning space as a framework for understanding the interface between student learning styles and the institutional learning environment. We illustrate the use of the learning space framework in three case studies of longitudinal institutional development. Finally, we present principles for the enhancement of experiential learning in higher education and suggest how experiential learning can be applied throughout the educational environment by institutional development programs, including longitudinal outcome assessment, curriculum development, student development, and faculty development. Revitalization of the curriculum to the natural consequences if the fact needs quality human resources needed (Hayati, 2016). Universitas Sebelas Maret also have similar problems with the case of higher education in Indonesia.

UNS also give birth are not fully qualified graduates who have qualified competitiveness. The relevance and competitiveness of university graduates is determined by mastering three things, namely: (i) academic skills that are directly related to the field of science engaged in

Universities, (ii) generic / life skills which refer to the series and the kinds of skills acquired during education that can be applied in the field of employment and includes many things such as the ability to think critically-creative, problem-solving, communication, negotiation, teamwork, and leadership, and (iii) technical skills related to the profession-specific which requires knowledge and expertise in order performing well in a field of work. Therefore, UNS has set the learning outcomes in particular specialized knowledge and skills, while the attitude and general skills have been established by the Government of Indonesia.

This study aims to provide an overview of the implementation of the curriculum reconstruction UNS referring to the SN-Dikti, obstacles encountered, and the resulting product excels in preparing future generations.

METHOD

This research is a survey that evaluates higher education curriculum reconstruction program UNS 2016. This type of research is evaluative research using the model CIPP (Context, Input, Process, Product) developed by Daniel Stufflebeam (1983). The fourth component is a unified whole. Context in this study is the concept of the curriculum developed at UNS, including the rules of government mapun of rector UNS. Input in this study are human resources, curriculum being used, and other resources owned by UNS in order to reconstruct the curriculum. The process is the activities carried out by curriculum developers in Indonesia, including the preparation, implementation and follow-up activities. Products in this activity is the result of the reconstruction of the curriculum starting from the graduate profile to document the semester learning plans.

RESULT

Universitas Sebelas Maret was originally named the Universitas Negeri Surakarta Sebelas Maret and stood at 11 March 1976. Since 1977, UNS has integrated the main campus in Kentingan, Jebres measuring 60 ha were obtained from the Walikota Surakarta through decree of Walikota Surakarta dated 18 October 1976 number 238 / Kep / T3 / 1976. In its development, in 1982 the name and abbreviation Universitas Negeri Surakarta Sebelas Maret (UNS Sebelas Maret), is set to become the Universitas Sebelas Maret abbreviated UNS. Change the name and acronym was established by Presidential Decree No. 55 Years of March 1982. Now the University has 161 study programs consisting of: 3 Prodi D2, D3 Prodi 22, 2 Professional Education Prodi, Prodi S1 64, 41 Prodi S2, S3 Prodi 16, and 13 Prodi Specialist. Lecturer of UNS current number as many as 1457 people, 1,040 hold a master degree, 373 doctoral degrees.

Curriculum development at UNS initially follow the rules of the Decree of the Minister of National Education Republic of Indonesia Number 232 / U / 2000 on Guidelines for Higher Education Curriculum Development and Assessment of Student Learning Outcomes, the Minister of National Education of the Republic of Indonesia No. 045 / U / 2002 Core Curriculum of Higher Education and Rector Decree No. 475 / H 27 / PP / 2005 on Semester Credit System in the UNS, with the last repair Number: 669 / H 27 / PP / 2007 curriculum put into effect in UNS is competency-based curriculum. In connection with permenristekdikti No. 44 in 2015, then 2016 UNS carry out the reconstruction of the curriculum.

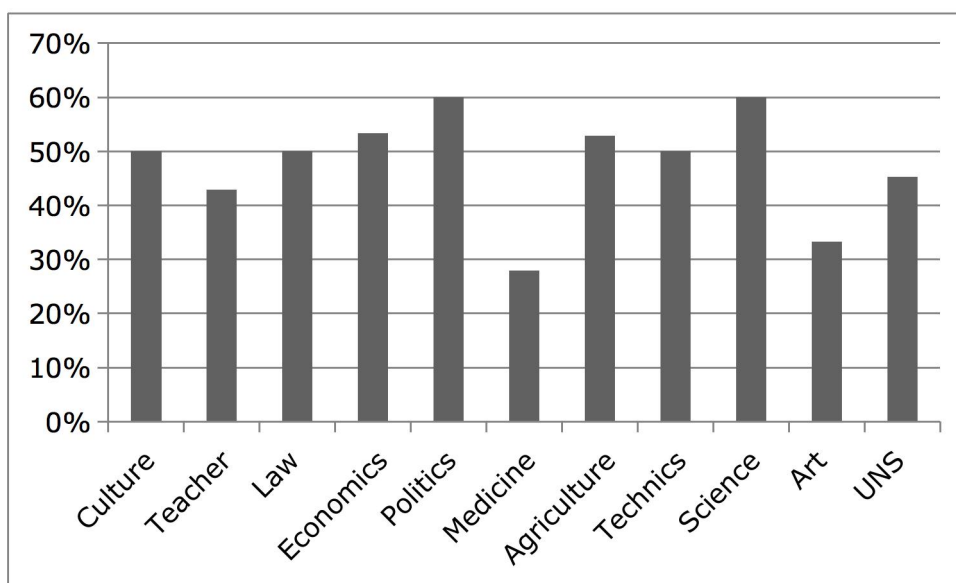
The reconstruction process in UNS curriculum began in December 2015, the government published a ministerial regulation No. 44 in 2015 on the national standards of higher education, which consists of learning standards, research standards and standards of service to the community. 2016 Ministry of technology research and higher education through learning and student affairs directorate disseminating curriculum refers to KKNi, so that all universities to reconstruct the curriculum. Directorate of student learning and also provides funds for a course to implement the revitalization of the curriculum. Likewise at the Universitas Sebelas Maret from April to July also carry out the reconstruction of the curriculum. Reconstruction UNS curriculum development center under the control of the learning system (PPSP). PPSP provide assistance to faculties and departments in preparing the curriculum. In developing the curriculum, its activities are as follows:

Determination of the graduate profile by engaging lecturer, head of the study program, the graduates and alumni. Graduate profile is a role that can be done by graduates after one to four years of graduate study program. Graduate profile is used to formulate learning outcomes, especially on the parameters of the learning achievements of specific knowledge and skills. While the attitude of learning outcomes and general skills established by the Government and attached to the national standards of higher education. Based on the four parameters of learning outcomes, compiled the study material in order to realize these learning outcomes. Some of the study material packed into one, into a subject and the amount of credit semester.

Results reconstruction UNS curriculum demonstrated by the completion of the study program prepare a document for the curriculum. Nevertheless, not all study programs prepare appropriate curriculum guidelines issued LPPMP UNS. Three courses already have a strong association that has developed a national learning outcome, courses equip its members with a learning outcome peculiarities of the college. These three study programs is a Special Education, Guidance and Counseling, and English Education. When viewed from the

1st International Conference on Islamic Education 2016
“The Improvement of Education Quality and Learning Process to Face the Recent Challenges”

percentage of faculty and the whole university has implemented a curriculum reconstruction illustrated by graph 1.



Based on these data, an average of 45% of study programs in the faculties had prepared the curriculum document. But from 161 study programs, only 23 study programs that have a complete curriculum documents in accordance with the request of the government. A total of 14 study programs of 23 complete program according to the benchmark set by LPPMP UNS. Faculty of Economics have a study program that is most ready for the curriculum, so that the study program are ready to follow the accounting certification Asean University Network Quality Assurance (AUN-QA).

DISCUSSION

UNS education for diploma, undergraduate, master and doctorate. Institutions of higher education are poised to play a significant role in the search for a more sustainable future. Most universities are tackling sustainability issues in a compartmentalized manner, sustainability education is confined to specific courses, education is often isolated from research, and neither is likely to be linked to sustainable campus operations. Universities can optimize their role as agents of change with regard to sustainability by adopting a ‘whole-of-university’ approach to sustainability. This approach explicitly links research, educational, operational and outreach activities and engages students in each. By encouraging a collaborative space within the curriculum for students, academics and managers to critically reflect on university's performance with regard to sustainability, many positive benefits ensue, including raising the profile of university's sustainability initiatives; providing solutions to

sustainability problems; building trust among students, managers and academics; and providing meaningful learning experiences for students (Mcmillin & Dyball, 2009).

The learning process was time shifted from simply transferring science into constructs of science and technology, so that the problem based learning or experience based learning (Kerja, 2005). According to Anderson (2001) developed the cognitive domain in the learning process consists of: remember, understand, apply, analyze, assess and creative. Creation is the highest stage of the learning process that will be achieved. Creation capability means being able to change things for the material that has added value to human prosperity (Kerja, 2005).

CONCLUSION

Results showed that the reconstruction of the new curriculum is implemented by 45% of study program at the UNS, 60% of which is in conformity with the standards, even two courses had prepared the curriculum to standards well adapted to the AUN QA, only three study programs that have student learning outcomes have been agreed by the forum study program

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