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DOI: 10.2991/aicobpa-18.2019.9

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Evaluation of Curriculum Development Policy Strategy at The State Universitas Negeri Makassar

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Abstract—This research aims to understand how the curriculum development policy strategy to produce qualified alumni at the Makassar State University (UNM) is initiated from formulating the graduate learning outcomes, formulation of courses as well as courses preparation (curriculum framework). This research is a research and development to product, that is development of produce qualified alumni. Data sources of this research consists of Education Administration Head of Department, curriculum developer lecturer board of AP department and all of Education Administration Department FIP UNM lecturer. Instrument used to gathering data in this I. research is interview, field notes and documentation. Result of this research shows that the process of curriculum preparation of Education Administration Department that has been done since 2013 has developed according to the curriculum preparation step-by-step regulated in 2016 Higher Education Curriculum Preparation Guide, which is conducted based on three steps starting from CPL formulation, Courses formation and courses preparation. Formulation of the Education Administration Department study outcomes is already referring to the study outcomes described on CP which has been set in attachment section of SN DIKTI according to study program level for general attitude and skill element, for Specific Skill and Knowledge formulated by Education Administration Department CPL refer to KKNi Descriptor which has been set out by study program association APMAPI which has been decided in Malang 2016 and for skill and knowledge element according to bachelor degree AP department (6th level of KKNi) as well as based on department profile and profile description to bring down the CP of AP department. Courses formation of education administration department is done based on higher education curriculum preparation. But, in the courses formation process, Education Administration Department have not following the Body of Knowledge study material decision that according to curriculum preparation step-by-step based on KKNi. The Department have not structuring the student learning experience (sequence) in formation of courses, but each course has been designed and developed with combining Broad-based and Competency-based Curriculum approach. This combination results primarily realized in curriculum substance draft as expertise competences according to work world demands. The curriculum development policy strategy through partnership to produce qualified alumni with Education Administration Head of Department, curriculum developer lecturer board of AP department and all of Education Administration Department FIP UNM lecturer, and stakeholders.

Keywords—*evaluation; curriculum development; policy strategy*

I. INTRODUCTION

Curriculum shifts in higher education were a routine activity which should been done as a response to technology and science development (IPTEK) (scientific vision), societal need, as well as stakeholder need. The problems which often arises in academic milieu is about how to reconstructing higher education curriculum which still diverse, both between similar study programs or between higher educations. Indeed, higher education curriculum reconstruction still refers to past curriculum inheritance which has its graduate competences standard still unclear and courses semester credit system (SKS) is more often reviewed by its material width and depth without considering skills level that must been accomplished by students according to gradute competence for each study program/department type in SN- Dikti. In terms of curriculum design, it was encouraging to note that teachers were for the first time ever invited to make submissions on curriculum policy issues. In terms of policy there was teacher involvement in the design phase at the national level [1].

Based on those problem, I am interested to developing a higher education curriculum based on KKNi by considering to moduls published by Kemenristek dikti, in order to make it useful as guidance for preparing study program curriculum. This guide book consists of curriculum preparation thought, curriculum preparation steps, which start from curriculum designing step, excecuting or learning process and learning evaluation [2]. The curriculum is prepared with consideration to Republic of Indonesia Presidential Decree Number 8 Year 2012 Regarding Indonesian National Qualification Framework [2], Regulation of Republic of Indonesia Education And Culture Minister Number 73 Year 2013 Regarding Implementation of Indonesian National Qualification Framework on Higher Education Field, and according to Republic of Indonesia Regulation of Research, Technology and Higher Education minister Number 44 Year 2015 Regarding Higher Education National Standard [3]. And it also a mandate from Law Number 12 Year 2012 Article 35 Paragraph 2 Regarding Curriculum which mention that Higher Education Curriculum developed by each Higher Educations by referring to Higher Education National Standard for each Study Program

which consists of intellectual intelligence development, good will, and skills.

Higher Education National Standard (SN-DIKTI), as ruled out in Research, Technology, and Higher Education Minister Number 44 Year 2015 Article 1, stated that curriculum is a set of plans and arrangements regarding graduate learning achievements, study materials, processes, and assessments used as guidelines for the conduct of study programs [3]. Higher Education Curriculum is a mandate of institutions that must always be updated in accordance to development of needs and science and technology as outlined in Learning Achievements. Higher Education as a producer of educated human resources need to measure its graduates, whether the graduates produced has 'ability' that equivalent to 'ability' (learning achievement) that has been formulated in the qualification level of KKNI. Each university must adapt to the provisions. KKNI is a statement of the quality of Indonesian human resources whose level of qualification is based on the level of ability expressed in the formulation of learning outcomes. Higher Education as a producer of educated human resources need to measure its graduates, whether the graduates produced have 'ability' equivalent to 'ability' (learning achievement) that has been formulated in the qualification level of KKNI. As a national agreement, undergraduate program graduates, for example, must have the minimum of "capability" that equivalent to "learning achievement" formulated at level 6 KKNI, equivalent Master level 8, and so on.

Based on the problem research context that has been described above, then the problem to be studied in this research is the development to curriculum based on Indonesian national qualification framework (KKNI) at the level of d apartments and study program including: 1) How is the process strategy trough of formulation of curriculum based; 2) How is the development of curriculum based.

Based on the research purpose, the focus of research that has been described before, then this study aims; a) To find out how the process strategy trough of the formulation of curriculum based; b) To find out how to development of curriculum based Research Benefit, Higher education curriculum is a set of plan standard managements concerning the content, study materials, as well as lesson materials and how to deliver them, and the assessment used as guide lines for the implementation of learning activities in higher education. The curriculum should contain graduates competency standards which instructed in key competencies, supporters and others that support the achievement of the objectives, the implementation of the mission, and the realization of the vision of the study program. The curriculum contains courses/modules/blocks that support the achievement of competency and provide flexibility for students to broaden and deepen expertise based on their interests, and comes with a description of the courses/ modules/ block, syllabus, lesson plans and evaluations. The curriculum should be designed based on their relevance to the objectives, scope and depth of material, organization that encourages the formation of hard skills and personality and behavioral skills (soft skills) that can be applied in various situations and conditions.

During the period of 5 years from 2010 to 2015 the education administration study program has been reviewing the curriculum twice, which is in 2014 syllabus and SAP lectures adapted to the structure of the Indonesian National Qualification Framework (KKNI). At the beginning of 2015, a curriculum review was conducted by organizing curriculum workshops involving several elements, including all lecturers, University Leaders, Faculty Leaders, Local Government (Head of Education and Head of BKD), stakeholders (Head of School, Head of Training Center, and several Alumni), and students. The workshop produced some in puts that used as the basis for the preparation of the curriculum for the next 5 years (2015-2020). But it is not enough in the development of curriculum that is in accordance with the national standards of Higher Education (SN-PT) and KKNI at level 6 for SI.

In addition, the department has not yet established an organizational structure of the student learning experience (sequences), and each course has not been designed and developed by combining a Broad-based and Competency-based Curriculum approach. While the results of the fusion must be realized in the design of organizing materials or curriculum substance in tiered and continuous step in the form of expertise competencies in accordance with the demands of the world of work. The consequences faced by the Education Administration Department for the problem of a very wide context scope and the sequence that are not systematically organized is the difficulty in achieving learning mastery. This condition causes the education administration department to develop the curriculum based on KKNI by referring to the National Standards of Higher Education.

The study of curriculum can give teachers the necessary knowledge and skills, as well as the necessary consciousness, for local curriculum planning and development. General education can assist teachers to master both the new advances within the disciplines of modern science and technology as well as the common attitudes and values in modern society [4]. The success of changes in the policy environment will necessarily depend on locally constructed responses to specific teacher and learner needs. Detailed solutions imported from afar or mandated from above predictably will disappoint; effective practices evolve from and respond to specific instructional settings [5].

II. RESEARCH METHOD

A. Approach

This research is a research and development with the resulting product is the curriculum development of education administration department based on KKNI according to SN-Dikti. This model was developed by modifying the steps of Borg & Gall and the development procedure proposed by Harsono, Soesanto, dan Samsudi modified into two research stages that has been developed [6], that is: (1) preliminary study stage as needs assesment, preparation of KKNI-based curriculum based on SN-DIKTI and FGD (2) stage of Implementing AP curriculum development model based on KKNI according to SN-Dikti [7].

B. Research Design

This research is a descriptive research, which aims to describe the development of curriculum of education administration department based on KKNi according to SN-Dikti.

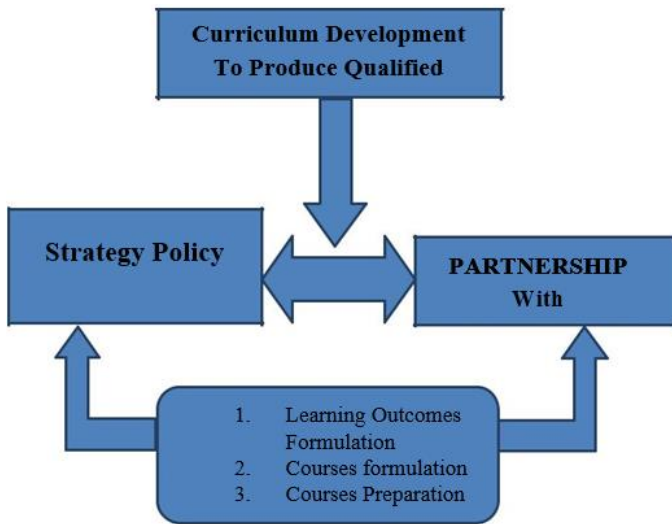


Fig. 1. Research design.

C. Research Data Sources and Data Collection

1) *Research data sources:* The data source of this research consists of AP Department leader, Curriculum Development Lecturer Council in AP Department and all Lecturer of AP FIP UNM and Stakeholders,

2) *Data collection and research instrument:* Instruments used to collect data in this study are:

- Interview, used to collect data about the curriculum development process of AP department based on KKNi starting from the formulation of learning achievement, the formation and preparation of courses.
- Field notes, used to collect research data through focused discussions (FGD) with heads of department, laboratory heads, department secretaries and lecturers councils of curriculum development of AP department.
- Documentation to complete the information required in this research, in the form of data and information related to the development of curriculum of AP Department

The process of curriculum preparation of the Department of Education Administration (AP) has been developed according to the National Standards of Higher Education which includes the development of intellectual intelligence, noble morals, and skills in accordance with the needs development and science and technology as outlined in Learning Achievement that has been formulated in the KKNi qualification level. The process of curriculum preparation process of AP department is done with the aim to improve the quality of education and learning process according to the SN-DIKTI, in the hope that the department can produce graduates who are ready to face challenges and better job opportunities in the field of education

administration field and can compete in the global era according to the 2015-2020 vision of the education administration department that is "Becoming the center of the service, assessment and development of education administration science to produce intelligent, professional, and dignified human being".

The curriculum of AP department has changed since 2013 since the enactment of Presidential Regulation No. 8/2012 on Indonesian National Qualification Framework (KKNi), and law of number 12 years 2012 on Higher Education, has prompted AP department to adapt to the regulations. KKNi is a statement of the quality of Indonesian human resources whose level of qualification is based on the level of ability expressed in the formulation of learning outcomes. And the process of change is done based on the results of regular meetings of the Association of Educational Administration Management Program (APMAPI) every year that initiated the preparation of curriculum based on KKNi and Learning outcomes of Education.

Administration study program/ Department has also been formulated in Malang in 2016 at the limited meeting before APMAPI V in Padang and the meeting have also prepared a Semester Program Plan for five core courses of AP Department for Graduate level, namely: (1) Philosophy of AP, (2) Educational Planning, (3) Leadership, (4) Education Policy and (5) Supervision and Supervision of Education.

Education administration Department in developing curriculum always refers to the principle of curriculum development, as a design consisting of four elements, namely learning achievement, study materials to be mastered, learning strategies to achieve, and achievement assessment system, as stipulated in Law Number 12 Year 2012 on Higher Education, which stated that curriculum preparation is a right of higher education, but stated hereinafter that it must refer to national standard (Article 35 paragraph 1).

- AP Department Graduation Learning Achievement (CPL) Preparation Process Based on Indonesia National Qualification Framework (KKNi).
- Education Administration Department Courses formation based on Indonesian National Qualification Framework (KKNi).
- The Process of Courses preparation of AP Department, where the process of curriculum preparation of the Education Administration Department has been done based on the vision and mission
- The establishment of the courses of education administration department has been done based on the steps of higher education curriculum preparation Conducted in accordance with the department graduate profile, and the learning achievement (CP) of the education administration department determined by the education administration department and the association of study program APMAPI (Association of Education Administration Management Study Program Indonesia) which was formulated in Malang in 2016.

- However, the department has not done organizational structuring of the student's learning experience (sequence) in the formation of the course, or has not followed the Body of Knowledge study materials determination in accordance with the curriculum preparation steps based on KKNI. This condition has consequences faced by the education administration department in the structure of the curriculum, it having very broad content scope and sequences that are not organized systematically but the achievement of learning (mastery learning) can still be achieved.

The results of the formulation of graduate profiles consist of four aspects of competence in the six areas of expertise described in Figure 2:

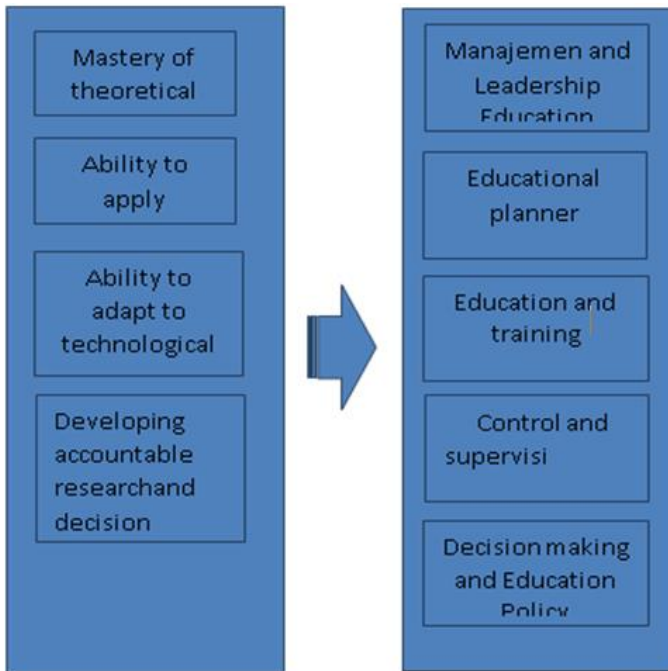


Fig. 2. The results of the formulation graduate profiles.

III. DISCUSSION

The curriculum development of Education Administration Department needs to be done based on the steps of curriculum preparation of universities as defined in PPK which covering the preparation of the concept up to the preparation of courses in the semester of a study program, starting from the formulation of graduate learning achievement (CPL), the formation of the course; until the process of course preparation to complete the formulation of learning achievement (CPL) AP department according to the preparation of Higher Education Curriculum set on PPK, primarily in the process of formation of courses and the process of preparation of courses, the AP department should immediately make the process of forming courses and preparing the course based on PPK so that the curriculum structure has a more targeted content scope and systematically organized focus and sequence.

Preparation of courses (curriculum framework) of AP department need to consider the world trend in the field of employment and education and also curriculum development of AP department also needs to be equipped with integrative competencies that support the competence of key skills. Conclusion The evaluation of curriculum development policy strategic in The State University of Makassar is Learning achievement of the education administration department has been adjusted to the Indonesian National Qualification Framework (KKNI) and divided into 4 (four) aspects of learning achievement, namely attitude, knowledge, general skills, and special skills. Achievement of attitudes learning and general skills formulated based on CP description taken from the attachment section of SN DIKTI in accordance with the level of study program. CPL formulation of Special skills and Knowledge refers to KKNI descriptor which has been determined by APMAPI study program association that has been set in Malang in 2016 and CPL formulation of ability and Knowledge according to undergraduate level of AP Department (level 6 and 7 of KKNI) and also refers to department profile and profile description for AP department.

Curriculum development policy strategic is in accordance with the standards set by the government, namely The Ministry of National Education Formation of the courses of education administration department has been done based on the higher education curriculum preparation steps that is done based on the graduate profile of the department, and the achievement of learning (CP) of education administration department determined by the education administration department and the association of study program APMAPI (Association of Management of Education Administration Study Program of Indonesia) formulated in Malang in 2016. However, the department has not done organizational structuring of the students' learning experience (sequence) in the formation of the course, or has not followed the determination of the Body of Knowledge study materials according to the steps of curriculum preparation based on KKNI. However, the mastery learning can still be achieved. The process of courses preparation in the education administration management has not been established based on several stages in the preparation of courses such as the selection of study materials and learning materials. Nevertheless the department of administration has made the process of formation of courses based on study material according to a group of knowledge that has been integrated in a new knowledge that has been agreed by the forum of similar study program as the nature of the study program that is set at five core courses established by APMAPI which is then unravel it in the department curriculum based on: vision, mission, goals and profile of graduates in education administration Department. Curriculum development policy strategies are carried out with stakeholder collaboration.

IV. CONCLUSION

Curriculum development is one of the business processes that must be undertaken by each study program to address educational needs. Curriculum development requires a collaborative effort to ensure that the curriculum offered can be by the wants and needs of stakeholders. In this respect, partnerships need to be considered in curriculum development

efforts. At Makassar State University itself, the curriculum preparation process of the Department of Education Administration has developed by the 2016 Higher Education Curriculum Preparation Guide and harmonized with the SN DIKTI and KKNI established by the APMAPI study program associations. However, some things still need to be improved, such as the process the formation of courses, students and learning experiences (sequence) in the formation of courses. To meet the demands of the world of work, a curriculum development policy strategy through partnerships to produce quality alumni with stakeholders will be applied.

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