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Development Model of Community College (CC) Curriculum Management Bases on Pre-Eminent Potency of District and Public Requirement

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Abstract: This research aim to validation of gauging model of management of community college (CC) curriculum bases on pre-eminent potency of district and requirement of public. This research applies quantitative approach of planning non experimental type survey. Population at this research is lecturer and instructor community college 128 people. Management attribute of Community college curriculum applied as variable manifest in this research consisted of fourteen indicators. To test is manifest variables be valid indicators and reliabel in explaining construction of management variable of curriculum CC, hence data is analysed with engineering confirmatory factor analysis (CFA) applies software LISREL 9.10. Result of analysis CFA indicates that fourteenth of component or indicator from management of CC curriculum expressed is valid and reliabel. Known that factor loading or standardized loading factor (λ) from each variable is observed is ranging from 0.56 to 3.01 and t-value centres around 2.34 up to 10.68. Factor loading value fulfills receiving criterion that is $\lambda \geq 0,50$. The same as to t-value which also fulfills receiving criterion because the value $\geq 1,96$. Meanwhile, result of calculation variable reliability manifest from management of curriculum CC shows reliability 0,904. This value fulfills criterion receiving reliability $\geq 0,70$ so is concluded that gauging model reliability from management latent variable of curriculum CC is good.

1. Introduction

CC is instituting education expected can increase human resource to be used and develops local potency[1]. Further it is explained that intention of establishment of CC one of them is is draw animo high school graduate for continuing higher education causing implication by increasing rugged participation number (RPN) higher education, at the same time is striving increases quality of human resource to push acceleration of development of Indonesia economics in general and district economics especially. Establishment of CC is expected can support exploitation of pre-eminent power source of district. CC is college carrying out education of vocational as of level of diploma one and/or diploma two in one or some certain science branches and/or technology based on local excellence[2].

The year 2012, Parliament Republic Indonesia (DPR-RI) authenticates invitores Nomor 12 the year 2012 about Higher education giving rule of law to form and institution sewer structures CC. As at section 59 sentences 7 from the law express that community college (CC) be college carrying out



education of vocational as of level of diploma one and/or diploma two in one or some certain science branches and/or technology being based on local excellence or to fulfill special requirement.

Further at section 81 Law No. 12 the year 2012 contending that: (1) governmental with local government will develop step by step at least 1 (one) community college in the field of matching with pre-eminent potency of district in sub-province/town and/or in borderland; and (2) community college as referred to at sentence (1) executed bases on requirement of district to quicken advances and public prosperity. Thereby education of vocation can flatten in every district with forming of 1 (one) or more CC to give opportunity to high school graduate to higher education to be able to.

Decentralization system and district autonomy gives big relative space for striving optimisation of pre-eminent potency of district as development strategy of district in increasing prosperity of public through the management of education to yield human resource (HR) that is with quality. The strategy has become part of policy of government explicit in Permendagri No. 9 The year 2014 about Distric Guidance Product Development Pre-eminent. Management of Natural resources (MNR) and pre-eminent potency of district need to be sustained with education that is with quality one of them is is CC.

Education of CC has important role in national development in general and development of district especially as according to district potency, establishment of CC as effort creates HR that is with quality which can maximize management of pre-eminent potency of district. CC bases on excellence of district is new paradigm to push acceleration of development in district based on potency owned by local public. The role of education in development, inter alia: (1) develops technology; (2) makes productive energy in so many area appropriate requirement; and (3) makes productive energy yielding goods and service matching with requirement corporate world, industrial world (CW/IW) (Wahyono, 2012). Education is striving alli between public social aspects, environmental and economic as three principal pillars of sustainable development [3][4].

Strategy the management of CC ought to according to decentralization soul and district autonomy, knowable the thing from some indicators, that is: (1) available of education institute varying in district, (2) number of efficient education institutes, (3) education institute that is supported by efficient and effective organization in management the management of his(its, (4) management quality and management supporting facilities for good education institute infrastructure and can support climate and process management of study, (5) management of education institute in planning, executes, and evaluates and cum all synergy stakeholder[5].

Education of CC which is education bases on district potency, at level sub-province/town will become principal parameter that need to be developed in each sub-province/town as according to concept from Masterplan Acceleration and Wall Accretion of Development of Indonesia Economics (MAWADIE) the year 2011-2025, where management of immeasurable natural resources and spread over in all Indonesia divided into economics passage ways, where its(the expansion strategy is: (1) increases quality of education; (2) increases interest from labour to support economic expansion bases on region potency; (3) increases research activity and expansion of technology area to support management of efficient natural resources and having continuation; and (4) develops innovation system of going concern national technology.

CC hardly supports governmental program in succeeding MAWADE as effort to quicken and extends economics growth, requires labour which competence, having skill, and productive. To yield labour which competence, having skill, and productive is required by relevant and certifiable education with requirement of like CC. Therefore, expansion of education program AK appropriately is aimed at plane harmonization and study program with district potency.

Sonhadji [6] lays open that to apply model CC hence hence needing (1) performed a collaboration between related institutes to specify organization, management, and the curriculum; (2) performed a surveying (mapping) and needs assessment carefully about potency owned every sub-province/town to determine areas and skill required exeeded and in each sub-province/town; and (3) executed socialization of model CC to public, including socialization about the importance of this institute for development of district.

Assessment requirement of CC ought to orient at local excellence and requirement of public for area vocational done 1-2 years before CC is build. Witkin [7] gives three step of requirement analysis model: (1) requirement study of antecedent to make databased; (2) circumstantial and specific analysis; and (3) data collecting. Knowledge based society which reconditional is rich and wisdom, innovation, and wisdom is an undoubtedly which must be done to apply and develops management the management of education to base on pre-eminent potency of district and requirement of public.

For the purpose, need to be started by doing assessment requirement causing is found element that is very urgent for soon is followed up [8]. The thing one of them is related to expertise interest or study program carried out at CC. Expertise interest which will be opened at CC must be relevant with work world demand and district potency. For the reason every district is claimed can plan number of and interest types CC which will be developed, so that to reach the thing hence hardly urgent existence of management CC which good.

Surveying activity having taken steps of pre-eminent potency of district and requirement analysis of public for establishment CC, hence hereinafter carries out education of CC with good management. Management is requirement which undoubtedly to facilitate attainment of purpose of CC, and manages various human resource, like facilities and basic facilities, human resource, student, curriculum and other effectively, inovatif, creative, solutif, and efficient. Management and administration is one of important component to carry out professional higher education [9]. Administration and management is assumed of vital importance in management of education and is one of key success of education[10][11].

There are eight administration study areas of education, one of them is is management of curriculum[9]. Research executed by Silver [12] finds that national initiative and policy and especially school policy management haves an in with implementation of curriculum. Nanang (2003) arises that management of curriculum is striving from overall of process delivery purpose and contents of curriculum into practice of study. Implementation is part of overall of management of curriculum including curriculum expansion, implementation, feedback, evaluation, modification and construction of curriculum.

Management for implementation of curriculum can be interpreted as a process to manage all education power sources, either individual, batch, and also enabling other power source happened process delivery purpose and contents of curriculum into study process in school. Implementation of curriculum requires a good and strong management process. Implementation of visible curriculum as an application process of idea, idea, purpose, and overall of program which included in a curriculum.

Based On Research of this survey aim to validation of gauging model of management of community college curriculum bases on pre-eminent potency of district and requirement of public in South Sulawesi and West Sulawesi.

2. Method

This research applies quantitative approach of planning non experimental type survey. Population at this research is lecturer and instructor community college 128 person. management attribute of community college curriculum applied as variable manifest in this research consisted of fourteen indicators, that is: formulates purpose of education according to pre-eminent potency of district and requirement of public, formulates vision and expertise study program mission according to pre-eminent potency of district and requirement of public, formulates purpose of expertise study program according to pre-eminent potency of district and requirement of public, compiles expertise interest standard angle blocks according to pre-eminent potency of district and requirement of public, compiles curriculum sewer structures according to pre-eminent potency of district and requirement of public, specifies learning payload, specifies calendar of education, compiles syllabus according to structure curriculum according to pre-eminent potency of district and requirement of public, does socialization of curriculum, executes supervision and execution watcher of curriculum, does curriculum revision according to pre-eminent potency of district, does curriculum revision as according to development of requirement of public, develops internal curriculum of CC, develops curriculum with partner college.

1. To test is manifest variables be valid indicators and reliabel in explaining construction of management variable of curriculum CC, hence data is analysed with engineering confirmatory factor analysis applies software LISREL 9.10.

Factor analysis confirmatory meant confirmation to do confirmation indicator can a factor. Factor analysis conceived of confirmation gauging model to dimensions developed at a factor. interprets result of research, hence applied by *standardized loading factor* (λ). Value applied to estimate is $\lambda < 0,50$ or $\lambda < 0,70$ as stall ridge [13]. If there are value λ smaller than stall ridge, hence variable is observed able to be abolished from model. Besides value as stall ridge [13]. If there are value λ smaller than stall ridge, hence variable is observed able to be abolished from model. Besides value λ also is applied T-values with criterion if there are value t from estimation of factor loading $< 1,96$, is meaning that estimation of factor loading signifikan doesn't and variable is observed able to abolished from model.

3. Result and Discussion

Management of curriculum CC (MCCC) at this research hypothesis woke up by fourteen variables is manifest, that is: (1) formulates purpose of education according to pre-eminent potency of district and requirement of public (MCCC1); (2) formulates vision and expertise study program mission according to pre-eminent potency of district and requirement of public (MCCC2); (3) formulates purpose of expertise study program according to pre-eminent potency of district and requirement of public (MCCC3); (4) compiles expertise interest standard angle blocks according to pre-eminent potency of district and requirement of public (MCCC4); (5) compiles curriculum sewer structures according to pre-eminent potency of district and requirement of public (MCCC5); (6) specifies learning payload (MCCC6); (7) specifies calendar of education (MCCC7); (8) compiles syllabus according to struktur curriculum according to pre-eminent potency of district and requirement of public (MCCC8); (9) does socialization of curriculum (MCCC9); (10) executes supervision and execution watcher of curriculum (MCCC10); (11) does curriculum revision according to pre-eminent potency of district (MCCC11); (12) does curriculum revision as according to development of requirement of public (MCCC12); (13) develops internal curriculum of CC (MCCC13); and (14) develops curriculum with partner college (MCCC14). Result of the analysis in the form of standardized solution presented at Figure 1.

1. To test is fourth manifest variable be valid indicators and reliabel in explaining construc management variable of curriculum CC, applied CFA. Result of analysis in the form of standardized solution like at Figure 1. Hereinafter ambit result of analysis and interpretation to validity and management variable reliability of curriculum CC presented in Table 4.40.

Based on result of analysis CFA at Table 1it is known that factor loading or *standardized loading factor* (λ) from each variable is observed is ranging from 0.56 to 3.01 and t-value centres around 2.34 up to 10.68. Factor loading value fulfills receiving criterion that is $\lambda \geq 0,50$. The same as to t-value which also fulfills receiving criterion because the value ≥ 1.96 . Meanwhile, result of calculation variable reliability manifest from management of curriculum CC (MCCC) shows reliability 0.904. This value fulfills criterion receiving reliability $\geq 0,70$ causing is concluded that gauging model reliability from management latent variable of curriculum CC (MCCC) be good.

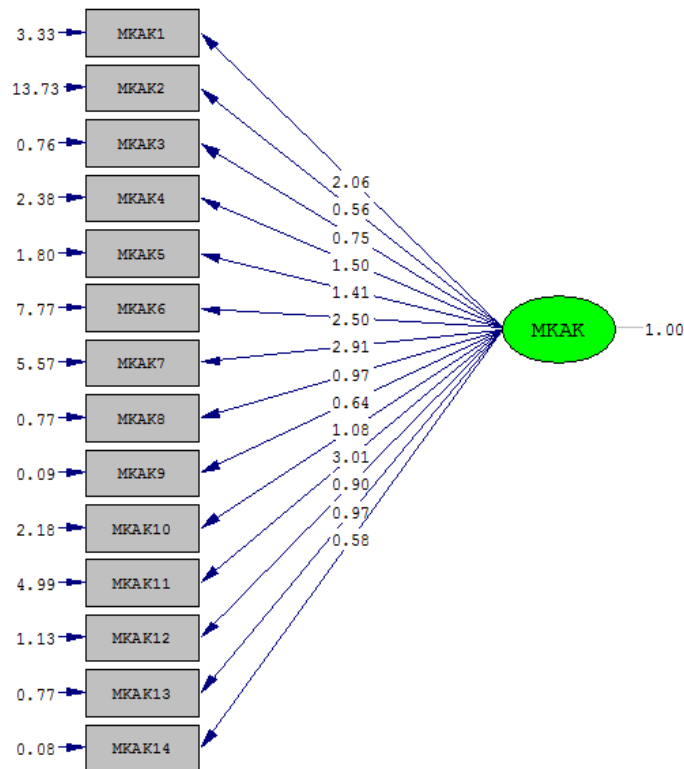


Figure 1. Result CFA curriculum management CC

Table 1. Ambit Result of CFA Management of Curriculum CC

Variable Latent → Variable Manifest	Validitas		Error (δ)	Reliabilitas Construc	Conclusion
	Lambda (λ)	t-value			
MCCC →				0.904	Reliabel
MCCC1	2.06	7.96	3.33		Valid
MCCC2	0.56	2.34	13.73		Valid
MCCC3	0.75	6.62	0.76		Valid
MCCC4	1.50	7.22	2.38		Valid
MCCC5	1.41	7.59	1.80		Valid
MCCC6	2.50	6.83	7.77		Valid
MCCC7	2.91	8.39	5.57		Valid
MCCC8	0.97	7.84	0.77		Valid
MCCC9	0.64	10.59	0.09		Valid
MCCC10	1.08	5.85	2.18		Valid
MCCC11	3.01	8.81	4.99		Valid
MCCC12	0.90	6.53	1.13		Valid
MCCC13	0.97	7.84	0.77		Valid
MCCC14	0.58	10.68	0.08		Valid

Result of the analysis shows fourteen variables manifest, that is: purpose of education according to pre-eminent potency of district and requirement of public; vision and expertise study program mission according to pre-eminent potency of district and requirement of public; purpose of expertise study program according to pre-eminent potency of district and requirement of public; expertise interest standard angle blocks according to pre-eminent potency of district and requirement of public; curriculum sewer structures according to pre-eminent potency of district and requirement of public; specifies learning payload; specifies calendar of education; compiles syllabus according to construct curriculum according to pre-eminent potency of district and requirement of public; socialization of curriculum; execution of supervision and execution watcher of curriculum; refinement of curriculum according to pre-eminent potency of district; refinement of curriculum as according to development of requirement of public; expansion of internal curriculum of CC; expansion of curriculum by partner college is valid variables in explaining construct management variable of curriculum CC.

1 Result of analysis CFA indicates that fourteenth of component or indicator from management of CC curriculum expressed is valid and reliable. This thing means that fourth of the component or indicator is factor which can explain management of curriculum CC. Hereinafter result of quantitative descriptive analysis indicates that indicator to develop internal curriculum of CC matching with having level of highest importance and formulates purpose of education according to pre-eminent potency of district and requirement of public has level of low importance.

3 Curriculum of vital importance in providing program and education service that is with quality height, but there are difference between how curriculums is developed practically and how curriculum ought to be developed theoretically. This increasingly very difficult by the fact that there are such a great difference between curriculums published by institution of education and curriculum which really taught by the instructors in class. Curriculum is considered to be by principal foundation for higher education effectiveness[14].

Management of Curriculum is whole mutual company process to reach purpose of study with center of gravity at business increases quality of interaction of learning to teach [15]. Management activity of curriculum evaluated out of three function of management that is planning, execution, and evaluation (assessment). Planning of curriculum relates to how lesson matter is compiled so that educative participant or student obtains experience of learning to reach purpose of which wish to be reached. Success is not of management in executing function of appreciable organization from its(the performance to create an good organization.

Planning phases of curriculum refers to curriculum system approach started by doing requirement analysis, formulation of vision, mission and purpose of curriculum, hereinafter formulates purpose of instructional, plans activity instructional, and last formulates determinant criterion success of program [16]. Correct curriculum design of vital importance to give knowledge and skill to educative participant. Besides, there is requirement growing to institute higher education in environmental transformation response by the way of which are positive and educative participant centre on passed quality of curriculum [16].

Scheme of curriculum correctly is considered to be principal foundation of program and service with quality height, quit of of program type and institution of education. Integral of education is expansion overall of educative participant so that management approach of curriculum (designs, executes, and assess) must include;cover technical skill and expansion of educative participant as a whole [17].

4. Conclusion

Based on result of inferential data analysis and solution that fourteen variables manifest, that is: purpose of education according to pre-eminent potency of district and requirement of public; vision and expertise study program mission according to pre-eminent potency of district and requirement of

public; purpose of expertise study program according to pre-eminent potency of district and requirement of public; expertise interest standard angle blocks according to pre-eminent potency of district and requirement of public; curriculum sewer structures according to pre-eminent potency of district and requirement of public; specifies learning payload; specifies calendar of education; compiles syllabus according to structure curriculum according to pre-eminent potency of district and requirement of public; socialization of curriculum; execution of supervision and execution watcher of curriculum; refinement of curriculum according to pre-eminent potency of district; refinement of curriculum as according to development of requirement of public; expansion of internal curriculum of CC; expansion of curriculum by partner college is valid variables in explaining construc management variable of curriculum CC.

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