

# Curriculum Development and Implementation on Higher Education in Indonesia

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**Abstract**—The curriculum is the responsibility of educational institutions to achieve the graduate profile effectively and efficiently. Therefore, the curriculum should be developed appropriately with consideration of the techniques and procedures of development based on adequate theory. The curriculum development process consists in the least of planning, and curriculum implementation, in addition to curriculum evaluation. Higher education as the highest educational institutions are expected to provide opportunities and a complete learning experience to achieve the expected graduate competence in the profile. Therefore, curriculum development in Higher Education has an important role in delivering graduates to achieve the profile of graduates. This study focuses on the discussion on the development and implementation of curriculum in higher education based on current prevailing laws and theories in Indonesia.

**Keywords**— *curriculum development; implementation on higher education; indonesia*

## I. INTRODUCTION

One of the responsibilities of educational institutions is to provide a strong curriculum. This is necessary because the strong curriculum is an effort made in achieving the profile of graduates as illustrated in the vision and mission of the college. The institutional responsibilities set forth in the curriculum are illustrative of the role of the curriculum since the role of the curriculum is very important in the development of the wider society. Hamid Hasan in the Science of Education and Applications ([1]) cites Oliva [2] that conceptually, the curriculum is an educational tool that is the answer to the needs and challenges of society. This means the curriculum has a responsibility to meet the needs of the community. Thus the future picture of society must be recorded in the curriculum, besides the curriculum is also able to members color and style for human life in the future. Seeing this important role, the curriculum development and implementation process need to get considerable attention.

## II. DESIGN AND RESEARCH METHODS

This research is a study of literature, namely research conducted by collecting data of scientific work in accordance with the object of research to solve the problem of analytic study with critical review of the relevant

literature. Methods of data collection obtained from relevant data sources namely the development process of a college curriculum. Sources of data were taken at the study program at Surabaya State University. Data analysis used is content analysis, that is an analysis of the content of information obtained from a data source[3].

## Results and Discussion

### 1. Curriculum Development

The curriculum is the heart of education that plays an important role in developing the future quality of Indonesian humanity. Through the curriculum, the learner understands himself, his community, his nation, and becomes a productive and creative citizen. The heart is a vital organ for a living organism because the heart pumps the blood that sends food sources to all the other components of the body and becomes a source of energy for the life of the organism. Such revelation shows how important the role and function of the heart to life. In living educational organisms, the function and role of the heart are performed by the curriculum. This can be seen from the understanding of the curriculum as a whole. To understand the curriculum, it is done by looking at several curriculum dimensions of a curriculum in the dimensions of ideas, written documents, implementation, and results [1]

The process of curriculum development is a complex process consisting of 3 macro stages namely construction stage, implementation and evaluation[4]. The curriculum should be developed based on the needs of the community because the curriculum is essentially intended for people and the life that will be experienced [5] so that the root needs of curriculum development are human and his life in the future. As explained by Oliva [2] that there are various parties that have a role in curriculum development ie administrators, students, communities (mature citizens), curriculum workers, teachers, and curriculum leaders. Each side has a different role in curriculum development. While the implementation phase is the application of all the plans and arrangements that have been done with attention to all the contexts that exist. Evaluation is a judgment on the value and meaning of the curriculum being considered

## 2. Curriculum Development Platform

Curriculum development uses a foundation that accommodates all interests that affect the curriculum. Sukmadinata [6] put forward four main foundations in curriculum development, namely: 1) the philosophical; 2) psychological; 3) socio-culture; and 4) science and technology.

- 1) Philosophical Foundation; Philosophy plays an important role in my development ikulum r. In curriculum development, it is always based on certain philosophical schools, such as perennials, essentialism,
- 2) Psychological Basis; The foundation of psychology involved in the developmental psychology associated with the process of maturity and learning and learning psychology associated with the process of learning.
- 3) Socio-Cultural Foundation; Learners are part of the community, get a formal and informal education in the community and aimed at people's lives as well. The social and cultural life that develops in society, with all the characteristics becomes the foundation and the goal of education.
- 4) The platform of Science and Technology; The rapid progress of the world in the field of information and technology has influenced the human civilization beyond the reach of previous human thought. This influence is seen in a shift in social, economic and political order which requires a new balance between values, thoughts, and ways of life.

### 3. Curriculum Development in Higher Education

The higher education level is the peak stage of education a person takes. He will equip learners with all the skills to be able to compete and help himself in the global life arena. Therefore, a solid curriculum is needed which is certainly produced by a good curriculum development process as well [7]. Based on several theoretical studies above, the following is submitted one of the curriculum development tips by using one of the existing curriculum development models.

One of the models that can be used to develop curriculum at higher education level directly by the executor field that is lecturers and the parties involved and respond to the institution [4]. The stages are as follows :

- 1) Conducting Needs Analysis; This step is important because of the uniqueness of fields in universities that require deepening and expanding the substance of the study. Needs analysis is done with the aim to obtain:
  - a) Needs of learners (Physical, psychological, social needs)
  - b) Feedback from the community (Development of science and technology, social life)
  - c) Subject field (Characteristics and diversity of subjects)
- 2) Writing Tentative General Goals.

After getting input from requirement analysis then formulated in general purpose to accommodate various source and make an effort of unification (synergy). At this stage the goal is still general and tentative, this happens because it is still possible to do calculations on various alternative decisions that can be taken based on input first step. However, despite the general and tentative, the objectives need to pay attention to signs that a) Interest should reflect the learning experience, b) Objectives reflect a learning experience conducted by students instead of the activities carried out by professors, c) Objective contains a specific list of topics, concepts, generalizations and curriculum content.

- 3) Perform filtering. To formulate specific learning objectives then the filtering is done through 2 stages simultaneously based on :
  - a) Educational philosophy. This filter will provide input as well as attention to the rationale of education in specific institutions and educational theories that can be applied in the institution based on the characteristics of students and institutional goals.
  - b) Learning philosophy. This filter will pay attention to rational learning in basic colleges as well as learning theories that have characteristic based on students' morals and institutional goals.
- 4) Formulating Learning Objectives. Once through the filter above, then the purpose of learning can be formulated. Objective of learning needs to consider the characteristics/learning skills of students as well as the possibility of development that can be done by taking into account: a) shows the result of specific learning, b) Showing consistency, c) Shows the accuracy, d) Showing eligibility, e) Showing functionality, f) Shows signification, and g) Show harmoniousness.
- 5) Selection of Learning Experience. Characteristics of students in early adult groups who are interested in exploring need to be accommodated and utilized in choosing the learning experience by taking into account:
  - a) The learning experience can develop thinking skills,
  - b) The learning experience helps to obtain information,
  - c) The learning experience helps develop social attitudes, d) help develop interest to support the learning process.
- 6) Organizing the Learning Experience. Efforts to achieve competence embodied in objectives need to be organized to achieve effective and efficient results as well as an evaluation tool at the end. Especially in college learning with the characteristics of learning skills that vary, then the learning experience needs to be organized with attention a general organization scheme that contains aspects of *continuity*, *sequence*, and *integration*.
- 7) Lead the Implementation of Learning Experience. In the early adult phase and taking into account the objectives of the institution (college) that develops the

capabilities and potentials as much as possible based on their carrying, the implementation of the learning experience in the PT needs to pay attention to appropriate models, strategies and methods such as :

- show to the students that he can obtain information at the same time when he did troubleshooting
  - Must be arranged situations that have an intensity in accordance with the impression of information that varies and is able to grow back important memories.
  - Use material that matters from information frequently in a variety of contexts.
- 8) Evaluating the Learning Experience. An important step in the systems approach is an evaluation. In the evaluation of the PT is done by considering: 1) the results of needs analysis that reflects the ability of children in learning, 2) the process of acquiring learning experience in accordance with the interest shown, 3) the process of internalization of the amount of information received and the sensation is placed and the structure of thinking in accordance with ability [8]. Therefore evaluation needs to be done on:
- a. Evaluation of the achievement of the objectives, to 1) Looking at whether or not learning progress, 2) Estimating the number of changes occurring, 3) Identifying strengths & weaknesses to indicate where the curriculum needs revision, 3) Describing hypotheses about post-learning conditions, 4) Modification of curriculum over the results of the hypothesis.
  - b. Evaluation of the Efficiency and Effectiveness of the learning experience. This Tyler model not only evaluates learning outcomes by looking at the achievement of learning objectives through a series of learning experiences but also implicitly evaluates the program to see the implementation of the learning experience activities effectively and efficiently.

### III. CONCLUSION

Curriculum development conducted based on some important inputs in preparing the graduate profile. The success of a curriculum program can be seen from the extent

of the suitability between planning and implementation. Not all what is planned can be implemented in the field, there are many factors that contribute to the success of curriculum implementation. As well as in planning, curriculum implementation is also tailored to the characteristics of students, such as the ability to think, solve problems, master to certain skills and other components and other education systems.

The planning and implementation of the curriculum is a cycle in the curriculum development process. In every plan of course set is the concepts of the ideal that have not been tested accurately. The implementation process is a test of a plan that has been established in the field in concrete. In the implementation process will also know the factors that influence the implementation of the plan that has been set, so it will be able to identify the needs, constraints, and opportunities that can be taken into consideration for the process of development and innovation of the next curriculum. Curriculum Implementation in Higher Education is carried out according to the purpose of development of Higher Education and study programs as regulated in the Law. Each college institution has autonomy in developing the PT by implementing the curriculum according to the needs of each field of study.

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