

# Curriculum Development Procedure in Unswagati Cirebon

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**Abstract**—This research aims to get an overview of the procedures for curriculum development in University of Gunung Jati (Unswagati) Cirebon. Presidential Regulation Number 08 of 2012 raises the demand for graduates to have certain qualifications. Kerangka Kualifikasi Nasional Indonesia (KKNI) regulates the ability and skill qualifications of each graduate at every level of education. The method used is descriptive research. The data gained are from 18 study programs in Unswagati. This research finding are; 1) development of competency-based curricula and KKNI-oriented; 2) stages of curriculum development which include; a. preliminary studies in the form of needs analysis and feasibility studies, graduate tracking studies and curriculum evaluation, b. new curriculum design, c. Manifestation of the new curriculum through workshops, and d. new curriculum implementation.

**Keywords**—*curriculum; KKNI-oriented*

## I. INTRODUCTION

Higher education as one of the educational institutions has the goal of creating human beings to be noble, knowledgeable and capable, and have awareness responsible for the welfare of mankind and the future of the nation according to their expertise. This goal is outlined and developed in the main tasks and functions of tertiary institutions in national development which mediate between science and technology. The problem that arises around the administration of higher education as a criticism of many parties revolves around the quality, potential, system, work ethic, funding, supporting facilities, or issues related to the function and role in building human resources or graduates. These criticisms are indicators to determine the quality standards of higher education.

Republic of Indonesia Presidential Regulation number 8 in 2012 and Minister of Education and Culture number 73 in 2013 [1], universities must redesign the curriculum simultaneously. At the latest in the 2016/2017 school year the Higher Education curriculum must be oriented to the Indonesian National Qualifications Framework, or KKNI in Bahasa Indonesia. With lack of understanding about KKNI, the implementation of the higher education curriculum will only produce laborers for industry. Viewing the implementation of the KKNI in non-easy tertiary education, especially with regard to changing regulations, many higher education providers object. The

implementation of postgraduate study programs for instance must have minimum 6 lecturers with registered number of Lecturer. The lecturer concerned is a study program lecturer in the undergraduate program. It means that postgraduate department actually does not have a full-time lecturer. Globalization has resulted in changes in all social life, including the education and employment sectors. Curriculum development is one of the strategies for the development of national education so that graduates can have expertise, especially the ability to use the theoretic and practical knowledge, understanding and thinking skills.

Unswagati, is one of the Universities and has a curriculum as a guideline for implementing learning. The curriculum must be continuously monitored and evaluated both in planning, implementing and evaluating. The basis for applying the curriculum in Unswagati refers to the Chancellor's Decree number: SKEP / 278D / UNIV / VIII / 2014 concerning Determination of Enforcement of Competency-Based Curriculum referring to the KKNI as the 2014 Unswagati curriculum. The concept of curriculum development refers to the Chancellor's Decree number; SKEP / 085 / UNIV / VIII / 2014 concerning Guidelines for Preparation and Development of Unswagati Curriculum.

In short, curriculum development is expected to be able to fulfill [2]; 1) the quality of education is more assured, 2) more employment, and 3) the role of universities as agents of community. Universities in fulfilling their roles must have the capable curriculum and the curriculum development process must go through systematic procedures.

There are fundamental problems in higher education.

- What is the description of the curriculum used in Unswagati Cirebon?
- How does the university redesign the college curriculum development?

Based on the problem mentioned, this study aims to; 1) get an overview of the curriculum used in universities such as Unswagati Cirebon; 2) describe the model of curriculum development in study programs at Unswagati (college).

## II. RESEARCH METHODS

This research uses the descriptive methods. The writer describes and evaluates the improvement resulted from the implementation of the competency-based curriculum oriented to the KKNI in the 2015/2016 school year in University of Gunung Jati (Unswagati). The subject of the research is 18 study programs which has conducted the KKNI.

## III. RESULTS AND DISCUSSION

At the end of each semester for 2 years, the researcher conducts the evaluation and finds the improvements, in which finally the university decided to use the appropriate curriculum in Unswagati and Universities in general. Firstly, the curriculum applied in Unswagati is a Competency-based curriculum referring to the KKNI-oriented. The procedure of Curriculum Development Model Study Program in Unswagati (College) are as follows.

### A. Introduction Study

1) *Need analysis and tracking studies:* The development of a running curriculum should begin with a needs analysis that intends to gather information on the needs and desires of stakeholders (students, lecturers, graduate users, and the public) and similar study programs. At the same time, it was also analyzed to determine the level of readiness of the institution in the development of new study programs or to restructure the study program curriculum [3].

2) *Comparative study:* Comparative studies need to be conducted to obtain an overview and input from other study programs or universities. Aspects that become the focus of comparative studies include; curriculum documents, lecture and assessment processes, teaching materials, learning resources, governance, facilities, academic atmosphere, and best practices.

3) *Graduate tracking study:* Curriculum development aims to improve the competence of graduates in order to meet user needs Tracer study. Tracer studies are conducted to obtain information from graduates about the obstacles and problems faced regarding work and the needs of the labor market [4].

4) *Curriculum evaluation:* The curriculum evaluation that is being used is needed to obtain information regarding the relevance of the current curriculum with the curriculum to be developed.

### B. New Curriculum Design

Updating the curriculum needs to be done through the steps adapt from the KKNI-oriented curriculum development as follows.

- Tracking graduates is important, because institutions can evaluate the advantages and disadvantages of the quality of graduates.
- Based on graduate tracking studies and the competency formulation of study program associations, study program profiles can be formulated.

- The formulation of learning outcomes should include attitudes, knowledge and skills according to user expectations.
- Study programs formulate basic competencies including attitudes, knowledge, and skills.
- Basic competencies are still a general formulation, it needs to be identified so that their achievements can be measured and can be observed.
- Based on the basic competencies above, the next step is to determine the type of course.
- The subject matter in the form of teaching material needs to be detailed so that the teaching material is clear for a particular learning outcome.
- By calculating the time allocation, set a credit unit from each.
- Course mapping is very necessary because it can be seen the linkages and contributions from course one to other subjects.
- The next step is to arrange the list of subjects for each semester, or commonly called the curriculum structure.
- Each part of the design has been filled, then the next is to enter it into Learning Design.

### C. Applying New Curriculum through Workshop

The new curriculum needs input to see coherence between curriculum content. This coherence is intended as how integration, relevance, and relevance between curriculum content has been developed [5].

### D. New Curriculum Implementation

The new curriculum is implemented is an effort to achieve the vision and mission of the study program and the desired profile of graduates [6].

Procedure of Curriculum Development Model can be seen in the following chart.

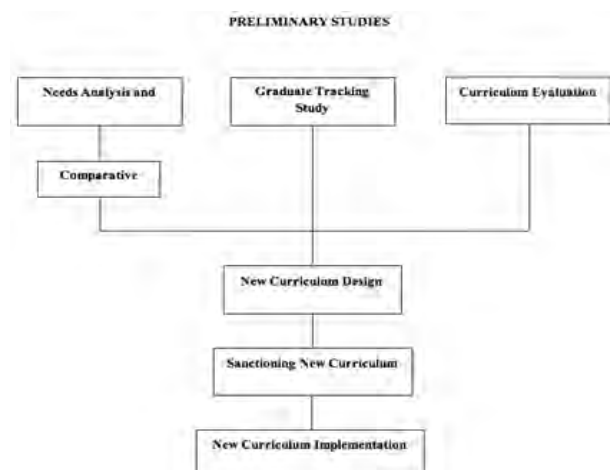


Fig. 1. Curriculum development procedure.

## IV. CONCLUSION

- The curriculum applied in Unswagati is a competency-based curriculum referring to the KKNI-oriented.
- The model curriculum development in study program at Unswagati through steps; (1) Introduction study, (2) New curriculum design, (3) New curriculum through workshop, (4) New curriculum implementation.

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