

The Curriculum Development Based on the Indonesian National Qualification Framework

Andi Cudai Nur
Faculty of Education
Universitas Negeri Makassar
Makassar, Indonesia

Ratmawati T
Faculty of Education
Universitas Negeri Makassar
Makassar, Indonesia

St. Habibah
Faculty of Education
Universitas Negeri Makassar
Makassar, Indonesia

Abstract—This research aims to understand how the process and provision of a curriculum based on the Indonesian National Qualification Framework. This is the qualitative research, and the research subject is the process of developing a curriculum of the Education Administration Department in Education Faculty of Universitas Negeri Makassar. Data sources of this research consist of Head of Department, curriculum developer lecturer board and the lecturers in the department. The instrument used to gather data in this research are an interview, field notes, and documentation. The result of this research shows that the process of curriculum preparation of Education Administration Department is conducted based on three steps starting from the graduate profile, courses formation, and courses preparation. The formulation of learning achievement in Education Administration Department based on Specific Skill and Knowledge that has been set out by Association of Indonesian Educational Administration Management Programs Moreover, this formulation were adjusted to skill and knowledge element according to bachelor degree or 6th level in the framework of qualification. The courses formation of education administration department is done based on higher education curriculum preparation. Moreover, the preparation of courses involved all lecturers in the department in determining the courses and materials that are by the learning outcome.

Keywords—*curriculum, development, learning*

I. INTRODUCTION

The higher education system in Indonesia contained Law Number 20 of 2003 concerning the National Education System [1]. In this policy, it was revealed that curriculum development aims to realize national education goals. This effort refers to the diversification principle related to students, regional potential and education units. Hence the government does not require uniformity of curriculum in all educational institutions in Indonesia. The curriculum is arranged by educational level and considers various target such as the increasing of faith, piety and noble character. Also, the curriculum also guides educational institutions to increase students' potential, intelligence, and interests. In another side, the curriculum also accommodates the diversity of regional and environmental potential and demands for regional development and the needs of the workforce. Curriculum development aims to develop science, technology, art, and religion.

Curriculum as subject matter in an education program is a guide in the overall learning process [2]. A good curriculum is dynamic and by the development of Science and Technology, the needs of the community and the needs of graduate users (stakeholder needs) [3]. A good education

program involves various elements in curriculum development. These elements include management from educational institutions, lecturers, administrative staff, students, alumni, and graduate users.

With a rigorous reference to curriculum standards, Higher Education institutions also face the challenges of curriculum development. Theoretically, the curriculum must contain five components, namely 1) the framework of assumptions about the capacity or target ability of students who are oriented to the needs of the community. 2) Educational objectives and activities, 3) content or subject matter as well as the scope of the subject matter and sequence. 4) The teaching methodology includes the way the teacher sets up learning experiences both within the institution and outside, the learning environment, teacher materials, and student material and 5) Evaluation methods and techniques for students.

The curriculum run by universities is different from other institutions by the emphasis on developing the students' achievement. Therefore, the choice of subject will differ according to rationality and consideration of local thinking. Universities in Indonesia are still doing curriculum reconstruction by referring to the heritage of the past curriculum. The developing curriculum does not yet have graduate competency standards as well as real depth targets that are not adjusted to the output target. Graduates' abilities have not been formulated and only take into account the number of semester credit system courses. The development of Higher Education curricula in Indonesia refers to three national policies, namely: 1) Republic of Indonesia Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualification Framework, 2) Republic of Indonesia Minister of Education and Culture Regulation Number 73 of 2013 concerning Implementation of Indonesia's National Qualifications Framework in Education High, and 3) Republic of Indonesia Minister of Research, Technology, and Higher Education Regulation Number 44 of 2015 concerning National Standards for High Education. Based on the description and demands of education policy, this article describes the curriculum development process in the educational administration study program at the Faculty of Education of the Makassar State University.

II. RESEARCH METHOD

The research used a qualitative method in focusing on process development of curriculum for Education Administration Department based on Indonesian National Qualification Framework. The researchers used an observation method and interviewed the informants to collect

the data [4], [5]. The documents as data sources were derived from the archive in Education Administration Department, Faculty of Education, Universitas Negeri Makassar. Furthermore, the research involved five informants as the management of the department.

III. FINDINGS

The process of curriculum preparation has been developed according to the National Standards of Higher Education which includes the development of intellectual intelligence, ethics morals, and skills [6]. The skills include the needs of science and technology as outlined in learning achievement that has been formulated in the qualification level. The process of the curriculum preparation process of the department is done with the aim to improve the quality of education and learning process according to the national standard. The objective of curriculum development is a guide creating for study programs to produce professional graduates. Furthermore, the graduate will ready to face challenges and better job opportunities in the field of education administration. The graduate 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 an intelligent, professional, and dignified human being."

Steps for preparing college curriculum in the department, namely: Formulation of graduate profiles, learning achievement formulas, numbering courses. Description of the stages as follows:

A. Graduate Profile Formulation

The results of interviews with informants showed that the phases of preparing graduate profiles included several activities, namely:

1) *Tracking study (tracer study)*: Tracer study for alumni users by the field of education administration science. The results of the tracer study show that alumni have the role of educational staff in several first and secondary schools. Besides that, it was also obtained information that alumni also played a role as instructors at several universities in Indonesia.

2) *Focus Group Discussion*: it is to capture information about the role of graduates in school or the fieldwork. This activity involved several elements of the relevant agencies (Table 1).

TABLE I. THE INFORMANT ON FOCUS GROUP DISCUSSION

Element	Work unit	Number of informants
Governance of South Sulawesi Province	Human Resources Development Agency	1
	Regional Personnel Agency	1
	Education authorities	3
Governance of Makassar City	Regional Personnel Agency	1
	Education authorities	3
University	Private	2
	State	2
Senior High School	Private	5
	State	6
Junior High School	Private	3
	State	16
Total		43

Focus Group Discussion brings out four criteria of the graduate profile which are understanding the theoretical concept, the ability to export area application, adaptability and ability to develop research and making a decision. The study results are presented in detail in Table 2.

TABLE II. CRITERIA PROFILE SUB-CRITERIA FOR GRADUATES

Criteria	Sub Criteria
Understanding theoretical concept	Management,
	Educational leadership,
	Education planning,
	Workshop and education,
	Supervising
Ability of expertise area application	Education, making a decision and education policy
	Educational leadership,
	Education planning,
	Workshop and education,
	Supervising
Adaptability and technological development	Education, making a decision and education policy
	Information Technology
	Learning technology networking
Ability to develop research and making a decision	Research and development
	Community service

B. Formulation of Learning Achievements

The activity of formulating learning outcomes begins with a lecturer meeting on the education administration study program. The results of interviews with two curriculum formulation team members explained that there were four aspects of competition that were targeted for learning, namely attitude, knowledge, general skills, specialized skills. This competence is formulated by the development of science and technology that suits the needs of employers.

The results of the meeting became the basis for the formulation team in describing the aspects of the competency. In the attitude aspect, there are twelve characters which are indicators of attitude (Table 3)

TABLE III. BEHAVIOR INDICATOR IN LEARNING ACHIEVEMENT

No	Indicator
1	Faith in God Almighty
2	Upholding the human values in carrying out tasks based on religion, morals, and ethics
3	Contributing to improving the quality of life in the community, nation, state
4	Nationalism and a sense of responsibility in the country and nation
5	Respecting cultural diversity, views, religion, and beliefs
6	Having social sensitivity and concern for society and the environment
7	Obeying the law and discipline
8	Internalizing academic values, norms, and ethics
9	Responsible for work in his area of expertise independently
10	Think critically and apply scientific rules in thinking and acting
11	Internalize the spirit of innovation, independence, struggle, and entrepreneurship.
12	Responsibility and open, democratic attitude and logical and systematic thinking

The importance of attitude development for high education graduates is related to the social skill needed in the working world. The central working attitude is based on obedience to a god or spiritual belief. This gesture is a

viewpoint or a tendency to react to interpret every position and activity as worship.

Furthermore, social positions are indicated by the meaning of social values, ethics and having responsibility for problems in society. Attitude determines a person to be able to face working challenges and succeed to be a leader [7]. Thinking ability is not only directed at the brain but also our emotional and spiritual competence [8]. The Higher Education curriculum should develop students' ability in achieving their competencies. The results of the development of knowledge indicators produce eight indicators presented in Table 4.

TABLE IV. KNOWLEDGE INDICATOR FOR MEASURING LEARNING ACHIEVEMENT

No	Indicator	Field
1	Understanding the conceptual and practical concepts of various theories, values and research results	Management, planning, and supervision of education
2	Understanding conceptual and practical knowledge about basic models, strategies, and or innovative and superior methods	
3	Understanding conceptual and practical knowledge to solve problems at the micro level by using interdisciplinary and multidisciplinary approaches	
4	Understanding conceptual and practical knowledge about appropriate decision making based on analysis of information and data	
5	Able to show strong personality integrity and stability and display quality performance	
6	Able to show the ability for responsibility and an open, democratic attitude and logical and systematic thinking	
7	Understanding knowledge, conceptual and practical about research methodology	educational administration
8	Understanding knowledge, conceptual about work skills	education administration in all types, education unit level, education pathway in education and education and training institutions

Knowledge aspect is supported in one's ability to solve problems. Knowledge is generally characterized by conceptual and practical knowledge [9]. Especially for educational administration study programs, students receive knowledge development in the fields of Management, planning, and supervision of education. Curriculum becomes a medium for developing knowledge [10]. In the aspect of general skills, graduates must have the six competencies presented in Table 5.

TABLE V. GENERAL SKILLS INDICATOR IN LEARNING ACHIEVEMENT

No	Indicator
1	Apply logical, critical, systematic and innovative thinking
2	Independent, quality, and measurable performance
3	Produce solutions, ideas, designs or art criticism
4	Prepare a scientific description of the results of the study
5	Able to make informed decisions in the context of problem-solving
6	Able to maintain and develop networks

General skills are a person's ability to make decisions based on scientific rules. Also, students must also learn to develop networks and work in teams. These skills become support in the professional achievement of a graduate in the education administration study program. In the aspect of specialized skills, graduates must have the six competencies presented in Table 6.

TABLE VI. SPECIAL SKILLS INDICATOR IN LEARNING ACHIEVEMENT

No	Indicator
1	Able to apply science and technology in the field of education administration
2	Able to managing educational institutions' information systems in supporting program preparation and decision making independent, quality, and measurable performance
3	Able to arrange educational institution planning for various levels of planning.
4	Having basic leadership abilities and able to apply general insights in formulating solutions to educational problems
5	Able to make the map of education problems and provide solutions to problems and be able to take strategic and tactical decisions in the field of education/management education
6	Able to develop organizations in educational institutions according to their needs and characteristics.

Special skills are the ability of graduates to organize educational institutions or mastery of education management. Graduates must have leadership skills and concept development in solving educational administration problems.

C. Establishment of courses

Formation of courses is done based on the following stages:

1) *Selection of study materials and learning materials:* Elements of knowledge on learning achievement are identified and grouped according to scientific fields. The scope of the field of science/expertise is a series of minimal study materials that must be understood of the graduate. Study material in the curriculum becomes a standard of learning content that has a level of depth and breadth that refers to learning outcomes. Study materials and learning materials are developed according to the development of science and technology and the direction of science development.

2) *Determination of the primary subject was based on the results of the ongoing curriculum evaluation.* Evaluation is carried out by assessing the extent of the relevance of each subject (learning material, a form of assignments, exam questions, and assessment) to the learning outcomes that have been formulated.

IV. CONCLUSION

Stages of college curriculum preparation are Formulation of graduate profiles, learning achievement formulas and establishment courses. The graduate profile consists of four aspects of competence in six areas of expertise. Graduates of the Education Administration study program must have four competencies namely attitude, knowledge, general skills,

specialized skills. Formation of courses is carried out in two stages: the selection of study materials and learning materials and the determination of courses.

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