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**Submission date:** 30-Jul-2021 04:37PM (UTC+0700)

**Submission ID:** 1625774178

**File name:** mework\_at\_Postgraduate\_Program\_Universitas\_Kristen\_Indonesia.pdf (498.98K)

**Word count:** 3562

**Character count:** 20573

# Students Perception on the Implementation of Higher-Educational Curriculum Based on Indonesian Qualification Framework at Postgraduate Program Universitas Kristen Indonesia

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## ABSTRACT

This research is about the perception of students on the implementation of higher education curriculum based on Indonesian Qualification Framework (IQF)<sup>1</sup>. The purpose of doing this research is knowing the students' perception on the implementation of higher education curriculum based on IQF. It was conducted at the Postgraduate Program, Universitas Kristen Indonesia by applying a survey design with a quantitative approach. There were 69 students were chosen from 342 students to be the respondent of this study, they were chosen purposefully. The instruments used in this study were questionnaire sheets which are consisted of 24 statements with Likert Scale and interview guidance sheet. The research data taken through the instruments were analyzed by using questionnaire tabulation and then described the result. From the analysis and description, it is found that the perception of students on the implementation of higher education curriculum based on IQF is at the interval of 80% - 100% which is mean "Strongly Agree". Then it is concluded that the implementation of higher education curriculum based on IQF has been well implemented.

**Keywords:** Implementation, perception, curriculum, IQF

## 1. INTRODUCTION

The curriculum is a benchmark for the quality and implementation of education, the better a curriculum is, of course, the quality of the output produced is getting better. Besides, the curriculum as a basis for making learning plans that are more focused on the ultimate goal of learning, or it can be said that the curriculum is an educational program that is structured as a basis for learning for students at the school or college level. Thus it can be said that all educational institutions or institutions such as universities, schools, whether managed by the government or the private sector as well as government and private higher education institutions must have and implement the curriculum in their respective institutions or institutions.

This study will only discuss the implementation of the curriculum in higher education. Currently, the curriculum implemented in several universities is

following government directives and regulations, which are based on Indonesian Qualification Framework (IQF). The rules used as a reference in the preparation of higher education curriculums are as follows: a) Law No. 12 of 2012 concerning Higher Education; b) Presidential Regulation No. 8 of 2012 concerning IQF; and c) SN-Dikti Permenristekdikti No. 44 of 2015. The regulation requires that the college curriculum be prepared based on the IQF designed by the government. This rule encouraged the Christian University of Indonesia (UKI) to improve itself in terms of its curriculum, so that when the government echoed the curriculum UKI through the UKI Quality Assurance Agency began designing its college curriculum in accordance with the IQF in 2015, UKI successfully completed its curriculum formulation and even reached the implementation stage. Improvement for improvement is done in terms of the curriculum

<sup>1</sup>Curriculum based on Indonesian Qualification Framework is commonly known as *KKNI* and it is stand for (*Kerangka Kurikulum Nasional Indonesia*)

improvement both in terms of its curriculum, facilities, and infrastructure.

To find out whether the implementation of this curriculum is going well or not, of course, there must be an evaluation starting from the curriculum implemented in UKI until now, there has never been an evaluation of the implementation of IQF-based Higher Education Curriculum or the learning system used on the implementation of the curriculum. From the results of observations conducted in the field, specifically the Postgraduate Program in UKI, it was found that several findings were as follows, such as; 1) students are still not familiar with the methods of student-centred learning, 2) the students' independent learning abilities are not so good, 3) the attitude of students who have not shown high willingness in learning, and 4) the ability of students who are still low in discussion inside class.

In fact, in accordance with the demands of curriculum implementation in higher education institutions based on IQF, students basically have to be able to optimize themselves with various learning methods applied to IQF-based DTL; able to learn independently with facilities provided by the lecturer; able to show high willingness in learning; and has a high ability to discuss in class. This is what underlies this research so that researchers feel very interested and challenged to make a study to evaluate KPT based on IQF to find out how students perceive the implementation of the university curriculum intending to develop or build a better implementation of the university curriculum.

Based on the background of the research above, the problem in this study was conceptualized in the form of questions as follows; "What is the student's perception of the implementation of the 13-based DTL in the Pascarsarjana Program?". With the aim of research; to find out how students perceive the implementation of the IQF-based DTL in the Pascarsarjana Program.

## 2. LITERATURE REVIEW

At university, a lecturer must be able to prepare himself well and arrange the lesson plan based on the IQF curriculum. Besides, lecturers are required to have material and mental mastery. The lesson plan that has been prepared by the lecturer must be in accordance with the steps that make the lesson plan consisting of several things, such as: Course identity, achievement of courses consisting of several elements (elements of attitudes and general skills elements), achievement of subjects (general achievements and specifically), learning plan tables, learning references, weekly learning achievement achievement tables, and lecture contracts (Naibaho, 2018).

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The learning approach is a general way of looking at the problem or object of study so that it has an impact (Joni, 1991). There are several characteristics of the approach to learning; a) Students as students carry out diverse learning activities, b) students as participants are involved in active learning, both when learning is done individually or in groups, 3) Lecturers play an active role in providing learning experiences to students as participants students with the aim of developing the potential of students, 4) the development of interaction during the learning process between lecturers and students or students with students and learning that shows the occurrence of multi-direction communication with the help of various learning resources, methods, media, and learning strategies, 5) during the teaching and learning process takes place, the lecturer acts as a facilitator, mentoring and leader (Davies, 1981).

Furthermore, it is explained that the learning approach can be classified into several if viewed in terms of processes and learning material. The classification in question can be seen in the following section (Percival and Ellington, 1984). The learning approach seen in terms of processes is as follows: a) An approach oriented to the teacher / educational institution (traditional teacher/institution centred approach); b) Student-Oriented Learning Approaches as Students (student-centred Learning) Romiszowski (1981), Jacob, et al (1996) Richard Anderson in (Sujana, 1992). While the learning approach viewed in terms of learning includes: a) Contextual Approach (Jacob & Evelin, 1999) Johnson (in Nurhadi, Yasin, and Senduk, 2004) b) Thematic approach. Of the four approaches, researchers only focus their research on the student-centred learning (CTL) approach, as will be explained further below: Student-centred learning is classroom instruction and planning that emphasizes active and effective learning and students.

In a study, students' perceptions of a positive learning environment and interpersonal relationships with lecturers were the most important factors that strengthen student motivation and achievement (McCombs; McCombs & Quiat in Santrock, 2008). In the student-centred learning approach, the lecturer functions as a facilitator, namely the lecturer facilitate the learning needs of students and as a student companion. In student-centred learning, students can also play an active role because lecturers do not provide rigid rules so students can develop and explore their abilities (Santrock, 2008). The challenge for lecturers as a student learning companion, to be able to apply student-centred learning needs to understand concepts, thought patterns, philosophy, commitment methods, and learning strategies. To support the competence of

lecturers in the student-centred learning process, it is necessary to increase the knowledge, understanding, expertise, and skills of lecturers as facilitators in student-centred learning.

Meanwhile, there is the same theory with the learner centre put forward by Santrock, Sudjana (2001) arguing that the learning approach that is centred on students is a learning activity that provides the widest opportunity for students as students to be involved in planning, implementation, and assessment learning. This approach emphasizes that students as students are role holders in the overall process of learning activities, while education serves to facilitate students as students in conducting learning activities. From the two theories above, it can be interpreted that a student-centred learning approach is a learning approach in the student-centred teaching and learning process. Lecturers act as facilitators whose task is to explore and direct the abilities and knowledge of students. Students actively develop their knowledge and abilities to understand and find their understanding, this usually takes place with discussion and group work.

The student-centred learning approach has several principles, namely, the learning process, the purpose of the learning process, the construction of knowledge, strategic thinking, metacognition, and the learning context (Santrock, 2008): a) The nature of the learning process through the process of constructing the meaning of information and experience. Successful students are students who are active, purposeful, and able to manage themselves; b) The purpose of the learning process: Successful students, with help and in instruction, can create meaningful and coherent representations of knowledge; c) Knowledge construction: Successful students can connect new information with the knowledge they already have in ways that contain certain meanings. Knowledge will broaden and deepen if students continue to build relationships between new information and experience in their existing knowledge; d) Strategic thinking: Successful students can create and use a variety of thinking and reasoning strategies to achieve learning goals. They constantly develop their strategic skills by exploring successful strategies, by receiving instructions and responses (feedback), and by observing or interacting with the right model; e) Thinking about thinking (metacognition): Successful students are metacognitive students. They reflect on the way they learn and think, determine reasonable learning goals, choose the right strategy, and monitor their progress towards learning goals; f) Learning context: Learning does not occur in a vacuum of learning influenced by environmental factors such as culture, technology, and instructional practices.

There are three strategies that lecturers can do to develop Student-centred (Santrock, 2008): a) Problem-based learning - Where lecturers provide problems that must be solved by students; b) Essential Questions - Where the lecturer gives questions to students where the question shows the overall contents of the topic to be studied; c) Discovery-Learning learning where students find out their knowledge and build their understanding. The learning approach that is centred on students as students have several characteristics. These characteristics are that learning focuses on the activity of students as students, learning activities are carried out critically and analytically, learning motivation is relatively high, educators only act as helpers (facilitators) students as students in conducting learning activities, need adequate time (relatively long) and requires complete study advice support. Another feature is that this learning approach will be suitable for advanced learning about concepts that have been studied before, learning from the experience of students as students in their lives, and for solving problems faced together in life (Sudjana, 2001).

This learning approach has its advantages and disadvantages. Its advantages include (Sudjana, 2010): a) Students as students will be able to feel that learning belongs to themselves because students as students are given broad opportunities to participate; b) Students as students have strong motivation to take part in learning activities; c) The growth of a democratic atmosphere in learning so that there will be dialogue and discussion to learn from each other among students as students; d) Can add insight to thoughts and knowledge for educators because something experienced and delivered by students as students may not be known by educators.

The weakness of learning strategies that are centred on students as students include: a) Requires a longer period of time than the previous set learning time; b) Activities and talks in learning tend to be dominated by students as ordinary students or those who like to talk so that students as other students mostly follow the students' minds as students who like to talk; c) Talks can deviate from previously set learning directions. The learning approach that is centred on students as students can be applied in all learning methods namely individual learning methods, group learning methods and community or mass learning methods.

However, the use of this learning strategy will be more effective in group learning methods, as is often done in school education units and outside school education units such as study groups, training courses and institutions. Learning techniques, such as discussion techniques, demonstrations, case studies, critical problem solving and field trips will be suitable



to be applied in group learning methods through learning strategies that are student-centred as students (Sudjana, 2001). Thus in conducting this research and also analyzing the data, it will not discuss other approaches except the SCL approach, because the learning approach that is in line with the implementation of the IQF-based college curriculum is the SCL learning approach.

### 3. RESEARCH METHODS

This research will be carried out in the Indonesian Christian University Postgraduate Program which has been implemented from November 2018 - January 2018. The research method used in this study is a survey method using a qualitative research approach (Gay et al, 2009; Creswell, 2007; Lier, 2005; Lodico, 2006). The respondents of this study were students of the Indonesian Christian University Postgraduate Program consisting of 5 study programs in all classes. The description and classification on Table 1.

Table 1: Classification of research respondent

Study Program	Number of Students
Magister of Education Administration	90
Magister of Law	121
Magister of Christian Education	70
Magister of Management	37
Magister of Electronics Technic	20
Magister of Architecture	4
Total	342

The respondents of this study were 20% of the total number of students (342 students) determined using proportional purposive sampling. This is done to get a representative number of respondents. As suggested by Gay, Mills, and Airasian (2009) that to produce representative data, the minimum sample size for survey research is 10% - 20%, and it is stated that efforts are made so that more participants are involved. So thus, the distribution of research respondents can be obtained on Table 2:

Table 2. Distribution of Number of Respondents in Each Study Program

Study Program	Number of Students	Respondents (20%)
Magister of Education Administration	90	18
Magister of Law	121	24

Magister of Christian Education	70	14
Magister of Management	37	8
Magister of Electronics Technic	20	4
Magister of Architecture	4	1
Total	342	69

The instruments of the study were questionnaires (quantitative data) consisting of 24 statements and interviews (qualitative data). Data obtained through questionnaires were analyzed quantitatively using a likert scale that has five classification values (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). After the results of the questionnaire analysis are obtained, the final calculation done was by determining the interpretation criteria of the score based on the following intervals: a) 0% - 19.99% = Strongly disagree; b) 20% - 39.99% = Disagree; c) 40% - 59.99% = Neutral; d) 60% - 79.99% = Agree; and e) 80% - 100% = Strongly agree.

### 4. RESEARCH RESULTS AND DISCUSSION

The research data which had been collected were presented and then processed to draw research findings to answer the research problem as mentioned in the previous section. The data processed were questionnaire data that has been filled in by postgraduate program students with a total of 69 respondents. From the entire table above it is known that the number of answers to the research respondents can be classified on Table 3:

Table 3. Average Classification of student score

Classification	Frequency	Score	%
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	148	444	8.94
Agree	1302	5208	78.62
Strongly Agree	206	1030	12.44
Total	1656	6682	100

If the table is described in the form of a diagram, so can be seen as follows:

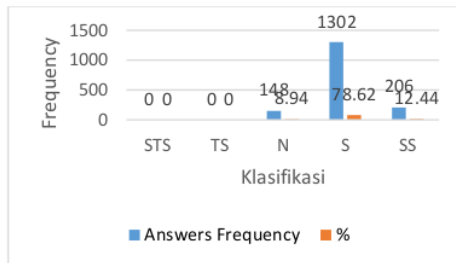


Figure 1: Average Classification of Students Score

The diagram above shows that 78.62% of students said that the implementation of the curriculum based on IQF at Postgraduate Program Indonesian Christian University was good, 12.44% of students said it was very good, and 8.94% of the students were quite good. In accordance with the data obtained through interviews that at the Christian University of Indonesia, all lecturers have been facilitated by the curriculum based on IQF through seminars that have been conducted by the Indonesian government and Christian University. At the Indonesian Christian University itself, socialization, seminars and workshops on the KKNI-based tertiary education curriculum have also been carried out that are managed by faculties and the UKI's Quality Assurance Agency (BPM) where all lecturers must participate in this activity.

Thus, it can be determined "calculation score" for the assessment of respondents' interpretations based on the questionnaire that has been filled (with the value  $Y = 5 \times 69 = 345$  as follows:

$$\% \text{ Index} = (\text{Total Score} / \text{Total Statement} / Y) * 100$$

$$\text{Index\%} = (6682/24/345) * 100$$

$$\text{Index\%} = (0.807) * 100\%$$

$$\text{Index} = 81\%$$

While the calculation of the percentage index ends with determining the interpretation criteria of the score based on the following intervals:

a) 0% - 19.99% = Strongly disagree;

b) 20% - 39.99% = Disagree;

c) 40% - 59.99% = Neutral;

d) 60% - 79.99% = Agree; and

e) 80% - 100% = Strongly agree.

Thus it can be concluded that the criteria for interpreting the scores of this study were in the intervals of 80% - 100% namely "strongly agree" in other words "very good".

## 4. CONCLUSIONS

Based on the analysis done on the data taken in this study, it is concluded that the implementation of the curriculum based on IQF at Postgraduate Program Indonesian Christian University has been well implemented. But even so, the Christian University of Indonesia must continue to maintain the process of implementing the university curriculum based on its curriculum and evaluate its implementation so that it can run continuously as expected by the Indonesian Christian University.

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