

Needs Assessment on Curriculum Development at Teacher Training and Education Faculty, University of HKBP Nommensen Pematangsiantar

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ABSTRACT

Education policy makers at Faculty of Teaching and Education, HKBP Nommensen University Pematangsiantar, Indonesia in preparing curriculum development strategic plans in their units so that the curriculum provided at Faculty of Teaching and Education, HKBP Nommensen University Pematangsiantar, Indonesia is really relevant to the needs of society according to developments in science and technology. The purpose of doing this research is to reveal an overview of the implementation of curriculum development at the current Faculty of Teaching and Education, HKBP Nommensen University Pematangsiantar, Indonesia. At the same time to reveal an overview of the form of curriculum development needed by Faculty of Teaching and Education, HKBP Nommensen University Pematangsiantar, Indonesia in the future. This research is based on a qualitative descriptive research paradigm because the focus that will be revealed is phenomenal, namely an overview of the implementation of curriculum development at the current and an overview of the forms of curriculum development needed at Faculty of Teaching and Education, HKBP Nommensen University Pematangsiantar, Indonesia in the future. Based on the results of analysis of research data on curriculum development needs assessment at FKIP UHKBPNP, the result is that what curriculum is currently used by all study programs within is based on the KKNI as desired by the government, but does not yet refer to the latest National Higher Education Standards regulated according to Permendikbud No. 3 Year 2022.

Keywords: *Assessment of Need, Curriculum Development, Analysis Curriculum Development*

ARTICLE INFO

Article history:

Received

January 24, 2021

Revised

January 24,
2021

Accepted

March 25, 2021

Journal Homepage

<https://www.attractivejournal.com/index.php/aj/>

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Published by

CV. Creative Tugu Pena

INTRODUCTION

Continuously updating the curriculum in accordance with the development of needs, times, and science and technology is a must for every tertiary institution so that it is able to produce superior graduates who are ready to work and serve in society (Oladipo et al., 2022). In this regard, the Law of the Republic of Indonesia (UURI) Number 12 of 2012 concerning Higher Education guarantees the right of every tertiary institution to compose or develop its own curriculum in accordance with the applicable National Higher Education Standards (SNPT). While in another section, the Higher Education Curriculum Book published by the Ministry of Education and Culture in

Attractive : Innovative Education Journal

Vol. 4, No. 3, July 2021

ISSN : 2685-6085

2014 states that the curriculum is the entire plan and arrangement regarding graduate learning outcomes, study materials, processes, and learning assessments that are used as guidelines for implementing study programs in the education system in particular higher education (Mitchell et al., 2021;McInnes, 2019).

The more links and matches the curriculum of a tertiary institution with the needs of the community, the higher the readiness of its graduates to face challenges and changes in social, cultural, world of work, and technological advances (Free Learning Guidebook - Merdeka Campus, 2020) (Woelert et al., 2022). Therefore every tertiary institution, including HKBP Nommensen Pematangsiantar University (UHKBNPP), should always be proactive and sensitive in reading the needs of the community which continues to grow and change so rapidly along with the development of science and technology (Kuroda et al., 2022;Friedlander et al., 2019).

In order to be able to update the curriculum quickly and precisely according to the needs of the community, it is necessary to carry out a needs assessment for the development of a tertiary curriculum at UHKBNPP. It is hoped that the needs assessment will provide a clear picture of what, how, when, where and who will be involved in curriculum development at UHKBNPP. Thus it will be easier for the management of UHKBNPP to formulate, plan, implement, and evaluate higher education policies related to curriculum development. Of course, if the intended policy is based on the results of a needs assessment in the field, then the wastage of university resources can be avoided (Ying-na, 2021;Hess & Maki, 2019;Fagrell et al., 2020).

Recognizing the importance of assessing the needs of curriculum development to be carried out before formulating policies, the researchers intend to systematically reveal the needs for curriculum development in UHKBNPP specifically in the Teaching and Education Faculty (FKIP) unit (Pajarwati et al., 2021). The researcher chose FKIP UHKBNPP as the location for this study because FKIP is the largest faculty in the UHKBNPP environment. FKIP is responsible for managing 10 study programs (prodi), namely (1) Elementary School Teacher Education (PGSD), (2) Indonesian Language Education, (3) English Education, (4) Mathematics Education, (5) Economic Education, (6) Citizenship Education, (7) Chemistry Education, (8) Physics Education, (9) German Language Education, and (10) Biology Education. Researchers believe that the results of the needs assessment obtained through this research can later be used as a benchmark by university managers in planning curriculum development policies within the UHKBNPP, because the total number of study programs in FKIP has reached 77% of the total number of study programs in UHKBNPP.

The current of change that hits almost all lines of human life today actually contains two consequences, namely positive consequences and negative consequences. Humans who are able to manage the changes that arise well will get great benefits from the changes in question so that their lives are getting better quality . Seeing the condition, it is necessary to carry out serious preventive actions specifically through the education sector (Solikhah & Budiharso, 2019;Novawan & Aisyiyah, 2020). Because through education humans can be educated to become human beings with noble behavior (Mukminin et al., 2019). This means that through education, humans can be enabled to face various challenges and problems in life in a noble way in accordance with the provisions that apply in society (Setiawan, 2020;Grimus, 2020;Alashwal, 2020).

McCawley said that a comprehensive needs assessment study could help identify actual problems and deviations in the field, including in education. And through a needs assessment, educators will get 3 important things, namely (1) help verify and describe the current situation; (2) explain how a program can meet the

needs; and (3) describe the desired impact through the implementation of a program (Dewi, 2021;Elzainy et al., 2020;Bens et al., 2021).

Before carrying out a needs assessment research, there are six (6) important things that must be determined (Falloon, 2020). The first, determine research objectives (research objectives). Related to that, this study aims to identify the curriculum development needed by FKIP UHKBNP. Second, determine the people whose needs will be identified and to whom the results of the needs assessment will be submitted (select audience: whose needs you are measuring and to whom you will provide the required information). In this study, study program managers, namely UPPS, Head of Study Program, and Lecturers of FKIP UHKBNP are parties whose needs are being identified (target audience) (Martin, Ritzhaupt, et al., 2019;Hidayat & Setyawan, 2020;Joshi et al., 2021). Furthermore, the parties who will receive the results of this needs assessment research are those who are responsible for handling the curriculum development field of the UHKBNP FKIP .

Previously, researchers had conducted research on the need for teacher professionalism development (Martin, Budhrani, et al., 2019;Assunção Flores & Gago, 2020). However, in this study the researchers tried to reveal the professionalism needs of the International Standard School Pilot Vocational School teachers. The research was conducted at SMK Negeri 3 Malang. The results of this study indicate that expert opinion says that teacher professionalism development should no longer be seen only as treatment given to teachers so that they master and apply certain knowledge or skills, but are part of the activities of the teaching profession every day is logical (Baik et al., 2019;Kohli, 2019;Chen et al., 2019).

METHOD

This research begins by identifying the problems of higher education that are trending, urgent and attract the attention of researchers. In this case the problems related to the development of higher education curricula are the problems that most attract the attention of researchers to study. This is based on the belief of researchers in the need for each tertiary institution to develop its curriculum according to the needs and developments of science and technology (Shah et al., 2022).

After determining the focus of the research, the researcher studied various relevant literature and references to make it easier for researchers to formulate the framework for this research, from planning, implementation, to reporting. Based on the information obtained by the researcher from the literature and references referred to, the researcher then compiled this research proposal to be submitted to the UHKBNP Research and Community Service Institute (LPPM) for consideration as a lecturer research proposal to be funded by the HKBP Nommensen University Foundation for the 2020/2021 fiscal year . If this proposal is approved by LPPM UHKBNP to be continued, the researcher will begin to collect the data needed to reveal this research.

This research is based on a qualitative descriptive research paradigm because the focus that will be revealed is phenomenal, namely a description of the implementation of curriculum development at the current FKIP UHKBP and a description of the forms of curriculum development needed at FKIP UHKBNP in the future. The phenomenon in question will be investigated and disclosed in depth by the researcher based on the participant's point of view, the social and institutional context in the field, not based on the perspective of the researcher(Asosega et al., 2022).

The main instrument used to uncover the focus of this research is the researcher himself. While other supporting instruments are various questions that are arranged

systematically and sequentially to be submitted to respondents. Another supporting instrument is a tool in the form of a mobile phone to record moments of interviews between researchers and respondents.

To collect the data needed to reveal the focus of this research, researchers will take several strategic steps. First, the researcher will interview five heads of study programs in FKIP to get initial information about an overview of curriculum development efforts that have existed at FKIP UHKBNPP. Second, the researcher compiled detailed questions related to curriculum development efforts that had existed at FKIP UHKBNPP based on preliminary information that had been previously obtained by referring to existing literature studies. Third, the researcher asked for the willingness of each head of study program in FKIP UHKBNPP to be interviewed regarding the focus of this research. Fourth, the researcher interviewed each head of study program at FKIP UHKBNPP to obtain the most complete information and information about curriculum development that had existed at FKIP UHKBNPP and also their needs regarding this matter in the future. Fifth, the researcher confirmed the data and information obtained from the head of study program to the lecturers and dean of FKIP. Seventh, researchers document written documents, archives, photographs and the like that are relevant to the focus of this research .

Data obtained by researchers from the field will be analyzed through data triangulation. In this research, the meaning of data triangulation is based on the views of Norman K. Denkin, who defines triangulation as a combination or combination of various methods to study certain phenomena from different points of view and perspectives. Then the data triangulation referred to in this study is the use of various methods and different sources to obtain data regarding the phenomenon under study. The methods and sources of data acquisition referred to are interviews; observation; survey; and archival documentation, written documents, official notes, personal writings, pictures or photos that are relevant to the focus of this research. All data obtained through different methods and sources will be categorized and grouped in such a way as to make it easier for researchers to interpret interrelated phenomena from different points of view and perspectives so as to obtain a complete understanding (insight) of the research focus being uncovered by the researcher. Furthermore, the meaning obtained through the results of an in-depth analysis of the research data will be used as a basis for making the conclusions of this study.

RESULT AND DISCUSSION

This section presents research data obtained by researchers through observation, interviews, and documentation studies. Raw data obtained by researchers from the field were in the form of interviews with informants, field notes made by researchers during field observations, as well as documentation studies of the study program curriculum in FKIP UHKBNPP. The data is then categorized in such a way that it is easily presented and understood by readers as presented below.

1) Current Conditions of the Curriculum at FKIP UHKBNPP

a. Conditions of Curriculum Based on Background of Curriculum Procurement

Referring to the information obtained by researchers from the Heads of Study Programs in FKIP UHKBNPP, it is known that the current curriculum in each study program within the UHKBNPP FKIP is the initial curriculum that was proposed to the

government when proposing the opening of study programs. The curriculum is prepared by the Prodi Opening Proposal Committee by involving stakeholders such as lecturers; the government represented by the management of the Education Office; principal, teacher; and community members. The committee compiled the study program curriculum by referring to Permenristekdikti No. 44 of 2015 concerning Higher Education National Standards (SN Dikti) and RI Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI).

With regard to the KKNI, the qualification referred to by the FKIP UHKBPNP is the KKNI level 6 which is specifically for the Undergraduate program. The framework referred to is a competency qualification framework that can juxtapose, equalize and integrate between the education sector and the field of job training as well as work experience in the context of providing recognition of work competencies in accordance with the job structure in various sectors. The IQF curriculum mandates that learning is directed at producing graduates whose competencies are relevant to the needs of the world of work (Setiawan, 2020).

Apart from referring to Permenristekdikti No. 44 of 2015 concerning Higher Education National Standards (SN Dikti) and RI Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI), the committee proposing the opening of study programs at FKIP UHKBPNP also referred to the curriculum used by study programs that held by other universities, especially well-known state universities in North Sumatra and on the island of Java (Setiawan, 2020).

b. Curriculum Conditions Based on Study Program Self-Evaluation Results

According to the Heads of Study Programs at FKIP UHKBPNP, based on the results of self-evaluation, especially in the curriculum section, it turns out that although substantively the KKNI Curriculum used by study programs is currently in accordance with the needs of the Business World and Industrial World (DUDI), there are still findings in the curriculum, namely:

- a) The distribution of courses both vertically and horizontally is not well structured.
- b) Determination of the weight of the credits and the preparation of the course matrix has not been effective and efficient
- c) The translation of Study Program CPL at the Subject level into CPMK and Sub CPMK in general is not specific, cannot be measured, and cannot be observed
- d) The current curriculum is not in accordance with the latest National Higher Education Standards (Permendikbud Number 3 of 2020 concerning SN Dikti) which mandates the implementation of the Independent Campus Independent Learning (MBKM) program.

2) The Need for Curriculum Development at FKIP UHKBPNP

Based on the exposure of the Heads of Study Programs to researchers, it is known that currently the development of higher education curricula at FKIP UHKBNPP is urgently needed and urgent in nature. This need is particularly caused by the rapid development of Science, Technology and Arts (IPTEKS) which has indirectly begun to shift the direction of education as a commodity because it places more emphasis on mastering science and technology which is pragmatic and materialist in nature. In order to face this challenge FKIP UHKBPNP needs to reorient its Curriculum development so that the Curriculum developed does not lose its way, but still refers to the KKNI and SN-Dikti that apply in Indonesia (Novawan & Aisyiyah, 2020). The following is a description of the needs for curriculum

development at FKIP UHKBNPP expressed by the Heads of Study Programs in the environment.

a. The Need for Expert Resource Persons

Based on information from research informants, it is known that in carrying out Curriculum Development, all Study Programs at FKIP UHKBNPP need sources whose expertise in the scientific field of study programs has been widely recognized. In this case, the Heads of Study Programs expect the FKIP UHKBNPP leadership to support and facilitate each study program to be able to present experts in the scientific fields of study programs in order to direct and assist Study Programs to develop their curriculum so that it is truly in line with developments in science and technology, demands for government regulations, and expectations of the world of work. With regard to sources, the Heads of Study Programs hope that if possible the FKIP UHKBNPP leaders can present the heads of the study program's national organizations. They hoped for this because the Heads of Study Programs believed that the heads of the study program national organizations were trusted sources who were believed to have broader knowledge and insights regarding the orientation of study program development curriculum.

b. The need for Prodi National Organizations

The Heads of Study Programs within the FKIP UHKBNPP said that in order to be able to harmonize the curriculum of the study programs they lead, the study programs at the UHKBNPP FKIP need to join the national study program organization. This is seen as a necessity because the Heads of study programs believe that by joining study programs to the same study program national organizations, study programs will have the opportunity to obtain a variety of the latest information related to study program orientation. Besides that, the study program will also have a wider network with the same study program which is spread in various regions throughout Indonesia, so that it will make it easier for the study program to build cooperation in both the academic and non-academic fields of the study program.

c. The need for related Stakeholders

According to the Heads of Study Programs, the presence of stakeholders is very much needed in the development of study program curriculum, because they are the parties in the field who will use study program graduates in the future. In general, the stakeholders needed by study programs at FKIP UHKBNPP are the government, which in this case is represented by the Department of Education and Culture; school principals and study program teachers; parents; and Prodi alumni. Each stakeholder is expected to contribute from their respective perspectives to be used as a reference by study programs in developing their curriculum. Thus the link and match between study program graduates and the needs of users or the business world and the industrial world in the field can be improved (Hidayat & Setyawan, 2020).

CONCLUSION

Based on the results of research data analysis on curriculum development needs assessment at FKIP UHKBNPP, the following conclusions are obtained, namely: Whereas the curriculum used by all study programs in the FKIP UHKBNPP environment is currently based on the KKNi as desired by the government, but does

not yet refer to the latest Higher Education National Standards regulated according to Permendikbud No. 3 of 2022. This means that the current curriculum in study programs still refers to Permenristekdikti No. 44 of 2015 which is no longer valid. The need for curriculum development within the UHKBNP FKIP environment is very urgent at this time due to the demands of the latest regulations (Permendikbud No. 3 of 2020 and the demands of the government that want the implementation of the Merdeka Learn Kampus Merdeka (MBKM) program). There are 3 main needs needed by the Study Program at FKIP UHKBNPP related to curriculum development, namely (1) The need for Expert Resource Persons; (2) The need for Study Program National Organizations; and (3) Need for Stakeholders

Referring to the research conclusions that have been described in the previous section, the researcher suggests the following:

- 1) All Study Programs in FKIP UHKBNPP should immediately carry out curriculum development in accordance with KKNi and Higher Education Standards according to Permendikbud No. 3 of 2020
- 2) FKIP UHKBNPP leaders should encourage and facilitate all study programs at FKIP UHKBNPP to develop their own curriculum so that the curriculum used is truly capable of producing graduates that are in accordance with government standards, community needs in the field, and in accordance with existing science and technology developments.

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