

CURRICULUM DEVELOPMENT FOR TEACHER TRAINING INSTITUTION (*LPTK*) IN MATCH WITH INDONESIAN QUALIFICATION FRAMEWORK (IQF)

Herlinawati

Universitas Lancang Kuning, Riau

Abstract: Besides the Law number 12/2012 article 1, the higher education curriculum for study program is also mentioned in Presidential Decree No. 8/2012 about Indonesian Qualification Framework (IQF) and *Permendikbud* Number 73/2013. It brings some impacts on several areas of education system, including curriculum in higher education, standard of workers' competences and also the wage system. For *LPTK*, the level 6 of IQF which describes the generic competences in detail as learning outcome (LO) can be a guide for the institution in redeveloping curriculum. Clearly mentioned that study program must design, implement and evaluate the curriculum based on IQF. The problem is IQF is still oriented mostly on recognition of qualifications meanwhile the requirements in designing academic oriented curriculum is still referred to *Kepmendikbud* No. 232 Tahun 2000 dan No. 045 Tahun 2002. therefore, implementing IQF in redeveloping curriculum for teachers education programs needs time to adapt curricula towards learning outcomes.

Key Words: Curriculum Development, *LPTK* and IQF

The spirit of Teachers' Law Number 14/2005 has raised the appreciation and the needs of society for teachers' education. This positive sign has become main concern of education programs at the teacher training institution (*LPTK*) as the institution which prepare the students to become teachers. Also in *Peraturan Pemerintah* Number 74/2008, it is clearly defined that teachers profession require the qualification of degree (S1) and teaching profession certificate which can be obtained through professional education. During the process, some problems appear when new regulation of teachers competencies are obtained through professional education can be separated from the former educational processes (read: S1/Dipl.IV program). Under the reason that the mastery of competencies providing teachers' profession can be undertaken through certain profession education program after completing S1/DIV.

LPTK needs to prepare several elements to provide qualified teachers education. The curriculum needs to facilitate the understanding of teachers as 'implementer' or 'receiver', the teacher's role is to apply curriculum developed

elsewhere (Print: 1993). It is stated that once a curriculum is conceptualized, of course through the process curriculum planning and incorporating curriculum design, it may then be developed. Then curriculum development can be defined as the process of planning, constructing, implmenting and evaluating learning opportunities intended to produce desired changes in learners. of One of the most important element is curriculum which take serious attention of the institution especially study program.

A good curriculum must consider science development, technology, and global demands. These three points can be the principles in developing students' learning outcomes as the foundation to building curricula. Further, learning outcomes should be derived from the educational mission of the institution. For higher education in Indonesia, it is formed in Law Number 12/2012.

Students' learning outcomes provide the students with the institutions' expectations upon completion of study. Using an outcomes-based approach, the focus of curriculum development is on what students will be able to do rather than what faculty will do. Thus, the curriculum should be planned around student learning outcomes that link into knowledge, skills and behavior/attitudes/values, rather than simply using content or subject areas as a road map for curricular development. Once outcomes are set forth, teaching and learning strategies are then developed to support their achievement. Thus, the educational environment is created as a product of an outcomes-based curriculum. Student learning outcomes should be explicit and measurable, enabling the institution to assess the effectiveness of the curriculum, and to describe to stake-holders (eg, students, faculty, administrators, practitioners, and accreditors) what the curriculum hopes to achieve.

IQF under Presidential Decree No. 8/2012 is intendec to be implemented into the curriculum of teachers' education; i.e. LPTK, in considering that teaching is wonderful profession but it is a great demand for teachers to produce a generation of intellectuals that play significant roles in the progress of the country and also expects teachers to equip students with skills which will enable them to contribute in good governance. In the implementation, some problems appear. One of the problems is that IQF is still oriented mostly on recognition of qualifications meanwhile the requirements in designing academic oriented curriculum is still referred to *Kepmendikbud* No. 232 Tahun 2000 dan No. 045 Tahun 2002. As the consequence, an uneasy task to implement IQF in teachers profession education curriculum take important point.

LPTK must strive to be recognized for their commitment to providing effective, high quality educational programs, thus fostering academic excellence in both faculty and students. High demand from

students and their parents for the qualified programs and use “quality” as a metric in making decision about which college to attend. It cannot be denied anymore that good quality education is future investment and only can be reached by preparing a qualified and accountable system of teachers education as one effective ways to reach the national dream” golden generation” in 2035.

THE IMPLEMENTATION OF *IQF* INTO LPTK CURRICULUM DEVELOPMENT

What is Indonesian Qualification Framework (*IQF*)?

IQF is a framework of levelization of competency qualification that enabling to equalize, harmonize and integrate between formal education, vocational training & education and working experiences in rewarding or recognizing work-competency in line with the job structure in each sector. According to Tuck (2007) qualification means a package of standards or units judged to be worthy of formal recognition on a certificate. Qualification system include all aspects of a country’s activity that result in the recognition of learning. These systems include the means of developing and operationalising national or regional policy on qualification institutional arrangements, quality assurance processes, skills recognition and other mechanism that link education and training to the labour market and civil society.

In line with this definition, *IQF* is stipulated in the President Regulation Number 8 in the year of 2012 (article 2) which consists of 9 levels. The descriptors made aiming that all sectors, especially the Ministry of Education, Ministry of Labour and National Certification Authority Body. It is also stipulated in the Article Number 1 point (2) that learning achievement is an acquisition of knowledge, attitude, skill, competency, and the accumulation of experiences through individual internalization. Hence, in the Article Number 2 point (2), the qualification divided into 3 layers. Level 1 up to 3 for operator, level 4 up to 6 for technician or analyst, while level 7 up to 9, for expert. Additionally, each level are subjected to the general competencies such moral, ethics and good personality in doing job at work place, religion of trust in God The Almighty, able to cooperate, empathy on work environment, able to honour diversity of culture and beliefs, religion, and do not act against the law.

Under the reason of facts that education and training provision in Indonesia is fragmented and often poor in quality, the *IQF* is intended to address this in order to meet the demands of an increasingly mobile and globalized higher education market. The *IQF* will raise the quality of qualifications and clarify their levels, allowing manpower to be deployed more effectively in both formal and informal sectors of the economy. It will specify equivalencies between Indonesian and foreign qualifications, thus improving Indonesia’s International competitiveness and making the country more open to global trade. The *IQF* is intended to provide a unified reference point for all education and training providers in Indonesia, especially those engaged in efforts to direct the unemployed towards appropriate job opportunities.

At present, it is difficult for employees to upgrade their qualifications. The IQF will address this by setting out qualifications levels against which employees can be assessed. Those who fail to attain the expected level will be encouraged to enrol in education or training in order to attain an IQF-approved qualification. In addition, education or training providers whose learning outcomes or certificate statements do not accord with IQF descriptors will be able to carry out internal quality improvements in order to bring their qualifications into line with IQF requirements.

Curriculum Development for Teachers Training Institution (*LPTK*) in Match with IQF

LPTK needs to set the concept of outcomes as defined in vision and mission of the institution in drawing the profile of learning outcomes. Since Indonesia has recently developed the Indonesian Qualifications Framework (IQF), *LPTK* is not only demanded to set the curriculum by referring to the general descriptions of qualification in sixth and seventh levels but also needs to link with the unique of teachers profession characteristics.

The two important key terms for curriculum and IQF are learning outcomes and qualification. It means that to develop curriculum based on descriptors of qualification levels needs to start from university learning outcomes up to program learning outcomes and course learning outcomes. The descriptors of IQF for every level has three main outcomes; they are cognitive and psychomotoric, content knowledge, and soft skills.

According to Bintoro (2014) *Kepmendiknas* 232/U/2000 dan 045/U/2002 were expired to be referred when in 2003 it was renewed by releasing *Undang-Undang Nomor 20/2003* about National education system. In chapter X articles 38 (point 4) it is stated that *kerangka dasar dan struktur kurikulum pendidikan tinggi dikembangkan oleh perguruan tinggi yang bersangkutan*. For *LPTK*, redeveloping curriculum needs to refer not only to *UU Sisdiknas* Number 20/2003, but also *PP Number 19/ 2005* about National Education Standard and was mandated by the Law number 14/2005 on teachers' certification program in Indonesia, Teachers and Lecturers (or the so called "Teachers Law"). The law is an effort by Indonesian government to improve the quality of education in Indonesia. On the other hand, there has been a changing concern from accessibility to quality issue in the educational sector in developing countries. The objective of the Teacher Law is to create good quality national teachers as they should have good four competencies as follows:

- a. Competency on pedagogy,
- b. Competency on teaching professionalism
- c. Competency on personal character and
- d. Competency on social issues.

This formulation is still fragmented and not suggested to use directly as the only reference in designing curriculum for teachers education program. Therefore, a reformulation on the teachers' competency is still needed and *Kepmendiknas* is irrelevant and insufficient to be used in developing *LPTK* curriculum, moreover when presidential decree number 8/2012 about IQF was released.

Framework Models for *LPTK* Curriculum

Teachers' Law number 14 Tahun 2005 requires a teaching certificates as a guarantee for academic qualification and competency for a teacher or lecturer in achieving the aims of national education as mentioned in *UU* number 20/2003 for National Educational System. It will be possible for the learners to have academic education competency to get degree of *S.Pd (Sarjana Pendidikan)* which can be conducted in classroom and professional education is conducted in school -internship (teaching practice) to get teachers' certificate (*sertifikat pendidik*). The integrated of the process of teachers education and continued to professional education is called *Pendidikan Profesional Guru (PPG)*.

Based on the two descriptions above, the model of curriculum development for *LPTK* should consider the following principles (Bintoro: 2014):

- a. The totality of academic and professional education in which the coordination of teachers academic is continued into *PPG* as a unified program.
- b. The teaching and learning proces to foster the nature of the teaching and learning environment. Early exposure on school setting is needed to shaping learner and teacher profession pedagogy.
- c. Coherence in curriculum contents which covers unity and connectedness and relevance. Coherence in curriculum contens includes content knowledge (*kelompok mata kuliah bidang studi*), general pedagogical knowledge (*kelompok mata kuliah yang berkaitan dengan pengetahuan tentang metode pembelajaran secara umum*, general pedagogical knowledge (*berlaku untuk semua bidang studi tertentu*), content specific pedagogical knowledge, curricular knowledge (*pengetahuan dan keterampilan dalam pengembangan kurikulum*), assessment and evaluation (*pengetahuan dan keterampilan dalam pemilihan dan pengembangan alat penilaian*) and knowledge of educational context (*pengetahuan tentang konteks pendidikan*) supported by information technology.

There are four models for developing curriculum for *LPTK* which can be implemented:

- a. Integrated model of academic and professional education. In this model, the integration between academic education (for 8 semesters) and professional education by providing workshops for developing learning media and also micro and macro teaching, continued with apprenticeship program (*PPL*). Early exposure on school setting was offered for 3 semesters and subject specific pedagogy in the last of ninth semester.
- b. Integrated model of academic education with additional authority and professional education. In this model, the curriculum offers 8 semesters including *PPG* with 1 semester for workshop subject specific pedagogy and *PPL*. There also be 3 semesters for early exposure on school setting. 24

- credits is offered for additional authority program only for the study subjects (*bidang studi serumpun*) in the seventh semester.
- c. Integrated model between academic and profession for 2 Semesters. In this model, the curriculum is integrated between academic for 8 semesters and profession education including workshop for subject specific pedagogy and *PPL* for 2 semesters. Some elements are shown as the picture above includes personality and academic which covers the elements of character and *keindonesiaan*, some others academic education, including *KKN* and final project/thesis. Starting from second up to fourth semesters and sixth semester, early exposure on school setting is also offered. And in the ninth semester, the *PPG* program together with workshop on specific pedagogy subject (*SSP*) is held, and *PPL* is conducted in in the tenth semester.
 - d. Integrated model between academic with additional auhority education with professional education for 2 semesters. In this model, integrated model between academic with additional auhority education with profession education for 2 semesters is offered which takes 8 semesters and it is similar as integrated model between academic and profession for 2 Semesters as pointed above. But in this model, *SSP* must be based on the mastery for subject specific knowledge (*SSK*) including content mastery, structures, concepts and conceptual framework of the subject (*Permendiknas* number 16/2007), to reach the descriptors paragraph 2 in IQF for fulfill the paragraph 1 and 3 of IQF through workshop programs.
 - e. Laminar model between academic and profession education for 2 semesters. Laminar model means that academic program (*S1*) is run separately with *PPG* program. Academic program takes 8 semesters to finish which covers the elements of personality and *keindonesiaan*, , some others academic education, including *KKN* and final project/thesis. *PPG* takes 2 semesters, so the total is 10 semesters. This model considers the reasons for the students in non- educational programs to become a teacher. There is a recruitment process for students to join *PPG*, both for education and non-educational programs.
 - f. Laminar model with teaching service in the area of *3T* (*terdepan, Terluar and Tertinggal*)- (*PPG SM-3T*). This is an ideal model in which teachers professional preparation is done through a systimatic procedure, starting with academic education. There is selective recruitments for teachers candidate who will give 1 year teaching service in area of *3T*. After successfully completing the teaching service, there will be program for teachers profession education as shown in the picture below. Therefore, the students will occupy the ability in problem solving, decision making, investigation, and invention as stated in paragraph 1 and 4 in IQF descriptors for level 6.

Process of Curriculum Development for *LPTK*

There are some phases of curriculum development process for *LPTK* as shown by the figure below:

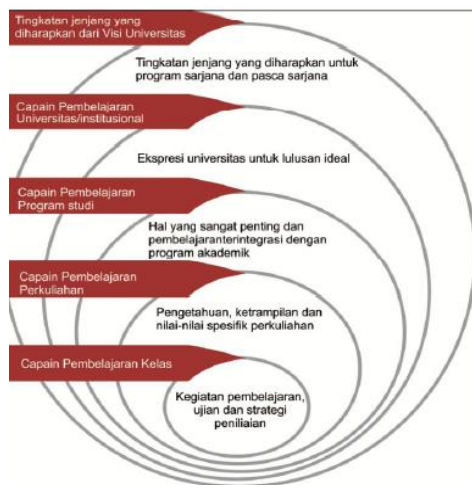


Figure 1: The process of curriculum development (*Direktorat Jenderal Pendidikan Tinggi, Buku Panduan Pengembangan Kurikulum Berbasis Kompetensi Pendidikan Tinggi, Jakarta, 2008*)

After completing the phases in the process, the next step is designing the curriculum based on the competency as proposed, for example is content based curriculum; by focusing on some stages:

- a. Outcomes Profile
- b. Programme learning outcomes (PLO)
- c. Subjects of study program
- d. Credits
- e. Subjects
- f. Curriculum structures
- g. Learning Designs
- h. Learning methods

The Problems and Solutions in Developing Curriculum LPTK in match with IQF

Implementing the standard of IQF in developing curriculum especially for LPTK raise some problems. Firstly, refers to *PP No. 74/2008* which acquires the teachers to have qualification minimum for S1/D IV and obtains teachers' certification. For this case, the implimentation needs to be matched between the models and curriculum in accordance with the qualification levels of IQF. It is in the sixth (6th) level of IQF for minimum academic qualification and teachers' certification which is obtained through professional education is the seventh (7th) level. Therefore, this was a concerning problem and should be looked upon its solution. Based on the empirical study it is suggested to implement two models of teachers professional education; i.e. laminar and integrated (following the seventh level after finishing the sixth level) and integrates academic and professional education altogether but consistently considers the 7th level at the end of semester. Secondly, *PPG* should not provides academic lecturings but

mostly offers workshops on teaching media or teaching practices to reach the descriptions of level 7th of IQF.

There are 374 LPTKs in Indonesia, consisting of 32 public and 342 private institutions which are trying to revitalize the curriculum to be in match with IQF. Another problem will occur when the target of implementing the curriculum in math with IQF has been reached in 2016, there is no independent agency/body who has authority to assess someone's qualification. As often mentioned that BKNI (*Badan Kualifikasi Nasional Indonesia*) does not work effectively yet and it is still in discourse discussion, therefore it is an urgent need to have an independent agency to do outcome evaluation as a step of improvement in which the evaluation activities can give a lot of information to help improving and developing the LPTK.

CONCLUSION

Implementing *LPTK* curriculum based on IQF is very important to do considering *LPTK* as an institution which prepare teachers in Indonesia and plays significant role in improving teachers' quality. It gives clear qualification towards individual according to their learning accomplishment. By this curriculum based IQF, the graduate students will have recognition to be equal with graduates students from universities abroad considering IQF has been approved internationally. It cannot be compelled that the implementation of the IQF will take some years to adapt curricula towards learning outcomes. A coordinating agency is needed in order the formal adoption of IQF can be led to lively debate in Indonesian schools, training centers and companies to achieve the government's great ambitions with IQF to enhance education reform in Indonesia, or it will remain a paper tiger only.

REFERENCES

- Bintoro, T. 2014. *Kurikulum LPTK dan Kaitannya dengan KKNi*. Paper is presented in *Lokakarya Disain Kurikulum LPTK Berkelanjutan PPG dengan Mengacu KKNi di Universitas Muhammadiyah Surakarta*, 10 April 2014, (Online), (<http://fkip.ums.ac.id/index.php/download-baru/finish/3-berita/182-2014-04-10-workshop-kurikulum-lptk-berkelanjutan-ppg>), retrieved on 10 Sept 2014.
- Departemen Pendidikan Nasional. 2005. *Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen*. Jakarta: Departemen Pendidikan Nasional.
- Direktorat Jenderal Pendidikan Tinggi. 2008. *Buku Panduan Pengembangan Kurikulum Berbasis Kompetensi Pendidikan Tinggi, Sebuah Alternatif Penyusunan Kurikulum*. Jakarta: Direktorat Akademik, Direktorat Jenderal Pendidikan Tinggi.
- Keputusan Menteri Pendidikan Nasional Nomor 045 Tahun 2002 tentang Kurikulum Inti Pendidikan Tinggi.

- Keputusan Menteri Pendidikan Nasional Nomor 232 Tahun 2000 tentang Pedoman Penyusunan Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa.
- Peraturan Presiden RI Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia (KKNI).
- Print, Murray. 1993. Curriculum Development and Design. Second Edition. Australia: Allen & Unwin Pty Ltd
- R. Tuck,.2007. An Introductory Guide to National Qualifications Frameworks: Conceptual and Practical Issues for Policy Makers, Skills and Employability. Geneva: Department of International Labour Office.
- Undang-Undang Republik Indonesia No. 14 Tahun 2005 Tentang Guru dan Dosen. Jakarta:Depdiknas, Ditjen Dikdasmen