

Analysis of Indonesian DIKTI and DIKTIS Higher Education Curriculum Development Policy

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ABSTRACT

This research analyzes educational policies related to the development of the higher education curriculum in Indonesia, which is an important component in the educational process. The basis for curriculum development is regulated in higher education laws and government regulations. This research aims to provide insights and processes in curriculum development in Indonesia, as well as complement previous research that defines educational policies related to higher education curriculum development at the Ministry of Education and Culture, higher education curriculum development policies (DIKTI) and educational curriculum development policies for Islamic Religious Higher Education. (DIKTIS) in Indonesia. The method used in this research uses the Library Research type of literature review, by collecting and analyzing books, articles and related references. The results of data analysis highlight the role of the Ministry of Education and Culture and the Directorate General of Islamic Higher Education in curriculum development. The curriculum development process involves in-depth study, evaluation, consultation, and analysis of job market needs. The curriculum development policy aims to improve the quality of higher education, ensure the relevance of the curriculum to the demands of the times, and ensure equal access to education. Challenges in curriculum development include rapid changes in the world of science, limited resources, and multidimensional needs. This research provides an understanding of higher education curriculum development policies in Indonesia, as well as contributing to the improvement and refinement of existing policies to support the development of quality human resources.

INTRODUCTION

The curriculum currently being developed is the curriculum with the Merdeka Belajar Kampus Merdeka platform, or MBKM for short. The concept of curriculum development refers to the substantial or total changes that a curriculum has (Annas, Mukarom, A.M, 2023). The Independent Campus Learning Policy (MBKM) introduced by the Ministry of Education and Culture in 2020 brings a new paradigm in the context of the higher education curriculum. Even though the MBKM policy faced initial challenges in acceptance among tertiary institutions, over time, MBKM has produced learning innovations that enable students to develop creatively and innovatively, and develop their potential to the maximum according to their talents and skills. According to Arifin (2020), the MBKM Program is seen as an educational revolution based on the development of industry 4.0. The implementation of MBKM is regulated by Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards, especially Articles 15 to 18. The aim of MBKM is to encourage students to gain diverse learning experiences with additional competencies both inside and outside their study program.

Education policy analysis related to curriculum development is a very important component. The basis for curriculum development is regulated in binding legal regulations

such as the Higher Education Law. Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework and Ministerial Regulation of the Republic of Indonesia Number 73 require the use of the Indonesian National Qualifications Framework in the higher education curriculum in Indonesia. In this context, universities have a strategic role and great responsibility in the process of developing quality Indonesian human resources (Dewi Latifah et al., 2022). In the educational process, the curriculum occupies a very decisive position, like the body of education, so the curriculum is defined as the heart of education (Maryatul Kiptiyah, Sukarno, 2021). Curriculum development is a comprehensive process as a form of national policy in education that is adapted to the vision, mission and strategies that form the body of national education. This is what makes the curriculum the main basis for the development process through planning, implementation and monitoring (Selamet et al., 2022). The curriculum development process begins with the curriculum planning stage to the evaluation stage. In measuring the level of educational effectiveness, curriculum evaluation is needed. The results of this evaluation will provide provisions for perfecting the curriculum in the development process (Fajri, K, 2019). According to Sukmadinata (2020), The curriculum occupies an important and central position in the implementation of education at all levels and types of education. The curriculum functions as a guide in organizing all educational activities to achieve predetermined educational goals.

In the New Order era, educational developments and policies were influenced by the flow of modernization as a benchmark and basic framework for educational policy, basically the essence of education is something that every citizen must obtain, because education will increase the human resources possessed by a country (Masnu'ah et al., 2022). According to Lukis Alam (2020), in general the initial policies of the new order only continued the policies of the old order government, especially on Islamic education. This policy was influenced by political interests, besides that the modernization of Islamic education and the tendency to separate Islamic education from the national education system meant that during the New Order, Islamic education was considered a separate entity that did not receive the attention and freedom it should, and was vulnerable to being manipulated by the authorities for their interests alone.

Research that examines Policy Analysis for Higher Education Curriculum Development at DIKTI and DIKTIS Indonesia is still relatively small. Of the few, for example research from (Wibowo, S, Santoso, 2022) with the title "Challenges and Prospects of Curriculum Development Policy in Indonesian Higher Education: A Case Study of DIKTI and DIKTIS" the results of his research show the need for increased coordination between related parties as well as updates in the curriculum development approach to increase its effectiveness. Next research, (Pranoto, A, Utama, R, 2021) with the title "Evaluation of the Implementation of Curriculum Development Policy in Indonesian Higher Education: A Study on DIKTI and DIKTIS." This research evaluates the implementation of DIKTI and DIKTIS curriculum development policies in Indonesia, the results show positive progress in implementation, but further efforts are still needed to achieve the desired goals. Furthermore, research was conducted by (Hartono, D, Pratiwi, 2024) with the title "Impact of Curriculum Development Policy in Indonesian Higher Education: A Study on DIKTI and DIKTIS". The results of the research show that this policy has contributed significantly to improving the quality of higher education. Further research was conducted by (Prasetyo, A, Surya, 2022) with the title "A Comparative Study of Curriculum Development Policy in Indonesian Higher Education: DIKTI and DIKTIS Perspective". This research carried out a comparison between DIKTI and DIKTIS curriculum development policies with policies in other countries. other. The results provide insight into similarities, differences, and the opportunities and challenges faced. Furthermore, research was conducted (Abdullah, F, Prasetyo, 8 C.E.) with the title "Implementation Analysis of Curriculum Development Policy in Indonesian Higher Education: Challenges and Solutions". This research provides an analysis of

the implementation of DIKTI and DIKTIS curriculum development policies in Indonesia. The findings of this research highlight the challenges faced and offer solutions to increase implementation effectiveness.

This research aims to provide insights and processes in curriculum development in Indonesia, as well as complement previous research which defines educational policies related to higher education curriculum development at the Ministry of Education and Culture, higher education curriculum development policies (DIKTI) and educational curriculum development policies. Islamic Higher Education (DIKTIS) in Indonesia.

METHOD

This research uses a literature review method (Library Research) carried out by research figures (Snyder, 2019). This literature review is a study of books, articles and references related to higher education policy analysis relating to the development of higher education curricula at Islamic Higher Education (DIKTIS) Ministry of Education and Culture (DIKTI) and can be used as a reference when conducting similar research . to draw valid and accurate conclusions. Researchers use documentation techniques with the initial step of searching and collecting references, then studying and reviewing information from data sources. Researchers use books, international national journals, proceeding articles and websites that are relevant to the discussion.

This research has used steps developed methods for conducting literature reviews including reading, managing research, and collecting data from the library. In this research, the results of the data obtained from various sources are used as a reference for researchers to describe higher education policy analysis related to the development of higher education curricula at the Ministry of Education and Culture of Higher Education (DIKTI) Islamic Higher Education (DIKTIS) in Indonesia. The data analysis technique used in this research is starting from data collection then reducing it by examining the data obtained, the last is presenting the data and drawing conclusions so as to produce information that is useful for the reader. The researcher uses this technique to strengthen facts in order to compare the differences or similarities between theory and practice that the author is researching.

RESULT AND DISCUSSION

Result

Educational Policy Related to Higher Education Curriculum Development is a series of principles, regulations and initiatives established by the government and educational institutions to ensure that the curriculum in higher education remains relevant, adaptive and responsive to the needs of the world of work and developments in science and technology. Educational policies related to the development of higher education curricula in Indonesia are based on various regulations, such as Law no. 12 of 2012 concerning Higher Education and various regulations of the Minister of Education and Culture. This regulation emphasizes the importance of an adaptive and innovative curriculum, in line with the needs of the world of work and scientific developments. The principles promoted in curriculum development include relevance and responsiveness to market needs, interdisciplinary and multidisciplinary approaches, competency-based learning, as well as participation and inclusion of various stakeholders. The Independent Learning-Free Campus (MBKM) policy is one of the important initiatives, giving students the freedom to take courses outside the study program or study outside the campus for a maximum of three semesters. Technological approaches are also integrated through online and hybrid learning, the use of Learning Management Systems (LMS), and learning analytics to improve learning processes and outcomes. Although curriculum development faces challenges such as resistance to change, limited resources, gaps between theory and practice, and lack of industry involvement, innovative and collaborative

solutions continue to be pursued. This solution includes developing a flexible and future-oriented curriculum, increasing collaboration with industry, training for lecturers, and optimal use of technology. Thus, this policy aims to create a higher education system that is adaptive, responsive and relevant to current developments and the needs of the job market.

The development of the Islamic higher education curriculum in Indonesia based on the policy of the Directorate General of Higher Education (DIKTI) reflects a comprehensive effort to integrate Islamic values into various courses, as well as ensuring that the curriculum meets national higher education standards. This policy emphasizes the importance of building student character and morals through the addition of mandatory courses that teach Islamic ethics, Al-Quran studies and hadith. In addition, DIKTI also encourages the integration of Islamic values into general subjects such as economics, science and technology, to ensure that all aspects of education have a strong moral foundation.

Apart from the moral aspect, DIKTI's policy also emphasizes fulfilling national higher education standards which include lecturer qualifications, learning methods and curricula that are relevant to the needs of the job market and scientific developments. Islamic universities are expected to meet these standards while still maintaining their Islamic identity and values. To support this, DIKTI provides various training and scholarship programs for lecturers, so that they can improve their academic and professional qualifications, as well as develop their abilities in integrating Islamic values into the teaching process.

Innovation in learning methods is also the main focus of DIKTI policy. Islamic universities are encouraged to adopt innovative learning methods, such as the use of information and communication technology (ICT) in the learning process, project-based learning, and more interactive learning approaches. This innovation aims to create a learning environment that is more dynamic and relevant to current needs, so that students can gain a comprehensive and applicable learning experience.

To ensure the quality of education, DIKTI policies also include evaluation and accreditation carried out by the National Accreditation Board for Higher Education (BAN-PT). Higher education institutions are required to periodically carry out self-evaluations and follow the accreditation process, which aims to ensure that the curriculum implemented is in accordance with national standards and is able to produce quality graduates, both academically and morally. Through the implementation of this effective policy, it is hoped that Islamic universities in Indonesia can produce graduates who not only excel in academics, but also have noble character and morals, ready to face global challenges while adhering to Islamic values.

Discussion

Theoretical or Research Approaches Used to Explain the Phenomenon

The concept of freedom to learn means freedom to think. According to Nadiem Makarim, the essence of freedom of thought must start first with educators. This view must be seen as an effort to appreciate changes in learning in various educational institutions, both in primary, secondary and tertiary schools. Independent campus is a continuation of the concept of independent learning and is an effort to remove obstacles so that we can move more easily. The meaning of independent campus is:

- a. Autonomy for universities, both public and private, to open or establish new study programs. This autonomy is given to universities that have A and B accreditation, and have collaborated with organizations or universities that are included in the QS Top 100 World Universities. This collaboration includes curriculum preparation, work practice or internships, as well as work placements for students (Li, H, Yao, 2021).
- b. Automatic re-accreditation program. This program applies automatically to all rankings and is voluntary if the university or study program is ready to move up the rankings. Accreditation determined by BAN-PT remains valid for five years and will be renewed

automatically. Reapplication can be made no sooner than two years after receiving the last accreditation. For universities or study programs that have obtained A accreditation, they are given the opportunity to obtain international accreditation.

- c. Freedom for BLU (Public Service Agency) state universities and Satker (Work Units) to become PTN BH (Legal Entity State Universities) (Djarmika, E, 2018).
- d. The right to study for three semesters outside the study program. Universities are obliged to give students the right to voluntarily take courses outside their university for two semesters or the equivalent of 40 credits. Apart from that, students can also take credits in other study programs on campus for one semester.

The MBKM (Free Learning-Free Campus) policy refers to Minister of Education and Culture Regulation No. 3 of 2020 Article 15 Paragraph 1 which states that this policy can be implemented inside and outside the study program, includes: (Meke, K.D.P., Astro, R.B., Daud, 2021) (1) Student exchange, (2) Internship/work practice, (3) Teaching assistance in educational units, (4) Humanitarian projects, (5) Entrepreneurial activities, (6) Independent studies/projects, (7) Building villages/thematic real work lectures (KKNT) (Fuadi, T.M., Aswita, 2021). According to Annas, Mukarom, A.M (2023), the stages of implementing the MBKM curriculum include: (1) Developing Learning Programs, (2) Facilitating Students who will take Cross Study Study Programs in Higher Education, (3) Offering courses that can be taken by students in outside the study program and outside the university, (4) Carrying out course equivalence with learning activities outside the study program and outside the university.

Education Policy Related to Higher Education Curriculum Development

Law Number 12 of 2012 Article 35 paragraph 2 requires that each Higher Education Institution is responsible for developing a Higher Education Curriculum by following the National Higher Education Standards (SN-Dikti) for each Study Program. SN-Dikti, as explained in Minister of Education and Culture Regulation Number 3 of 2020 Article 1, defines the curriculum as a series of plans and rules that determine objectives, materials, teaching materials and learning methods to direct learning activities towards achieving the goals of Higher Education. The Higher Education Curriculum is the responsibility of the institution which must be updated periodically in accordance with developments in science, technology and arts (IPTEKS) as well as community needs which are manifested in Learning Outcomes. Higher education institutions need to assess the abilities of their graduates, whether they comply with the learning outcomes set out in the KKNI (Indonesian National Qualifications Framework) qualifications (Junaidi, 2020). The curriculum is the core of a learning program so it needs to be designed, implemented and evaluated dynamically in accordance with changing times, developments in science and technology and the competencies required by society and stakeholders of higher education graduates. The rapid development of science and technology in the 21st century follows a logarithmic pattern, so SN-Dikti must also follow the dynamics of these changes (Hartono, 2021).

In Suryaman's research (2020), curriculum reconstruction in its policy is able to provide a form of mixed learning, this learning is one way to grow work skills in the 21st century. According to Mariati (2021), the curriculum is the essence of the educational process which must be updated continuously, creatively, and in accordance with current developments, especially to meet the need for competencies requested by society and graduate users. Therefore, changes in the curriculum are a necessity, especially considering the rapid development of science and technology. In accordance with the provisions in Law Number 12 of 2012 concerning higher education, universities have the authority to prepare curricula, but must still refer to national standards (Article 35 paragraph (1)). In general, the curriculum is a plan that includes several elements, such as graduate learning outcomes (CPL), learning

materials to achieve course learning outcomes (CPMK), competencies (K), attitudes (S), mastery of knowledge (PP), special skills (KK), general skills (KU), and models learning (MP) in each study program, as well as the assessment process.

In the curriculum development process, policies are needed that consider the relationship between the vision and mission of higher education, scientific progress, and the needs of stakeholders. Apart from that, universities also need to develop curriculum development guidelines and curriculum implementation guidelines which include monitoring and evaluating the curriculum by considering input from stakeholders as well as achieving strategic issues to ensure the relevance and up-to-dateness of the curriculum (Baharuddin, 2021). In the curriculum development process, there are a series of steps that must be followed so that graduate learning outcomes (CPL) meet adequate standards, including: (1) Carrying out a trace study of graduates to identify competencies that suit the needs formulated in the learning outcomes, (2) Carrying out mapping based on educational needs, social and state life, the world of work, industry and scientific developments, (3) Setting priorities or balancing based on needs analysis, (4) Exploring and mapping appropriate material, (5) Determining the right choices.

Education Policy Regarding the Development of the Higher Education Curriculum at the Indonesian Ministry of Education and Culture highlights the government's role and efforts in improving the quality of higher education in Indonesia. Here are some relevant points to discuss:

- a. The role of the Ministry of Education and Culture (KEMDIKBUD)
The Ministry of Education and Culture has primary responsibility for formulating higher education policy, including curriculum development. A good and relevant curriculum is very important in ensuring the quality and success of higher education (Rohmad et al., 2023).
- b. Policy Objectives: (1) Improving the quality of higher education by developing a curriculum that is relevant and responsive to the demands of the times, (2) Ensure conformity between the curriculum and national and international standards, (3) Ensure equality and opportunity in higher education for all citizens (Asnawi & Rahmawati, 2024).
- c. Curriculum Development Process Study and Evaluation: (1) The process begins with an in-depth study of community needs, the job market, and developments in science and technology. Evaluation of the existing curriculum is also carried out to identify deficiencies and needs for improvement, (2) Consultation and Participation: The Ministry involves various parties, including academics, industry practitioners, and the general public, in the curriculum development process to ensure suitability and sustainability (Resya, 2023). According to Jaya et al (2023), one of the main challenges is ensuring the curriculum remains relevant and responsive to the changes that are occurring rapidly in today's world. In addition, there are also challenges in ensuring active involvement and participation of all stakeholders.

Islamic Higher Education Curriculum Development (DIKTI) Policy

Higher education curriculum development policies are a response to dynamic changes in job market demands, technological advances, as well as changes in society's values and needs (Lenggogeni et al., 2023). According to Novari et al (2023), there are several objectives: (1) the relevance of the aim of the higher education curriculum is relevant to the needs of society, industry and the development of science, (2) the quality of the aim is to improve the quality of higher education by ensuring that the curriculum covers critical aspects such as problem solving, interpersonal skills, and in-depth knowledge in their respective fields, (3) Equity: Ensure equal access to higher education by providing an inclusive and diverse curriculum. Next, in the curriculum development process there are two stages: (1) Consultation and Participation: Involving various stakeholders, including academics, students, industry and the

general public, in the curriculum development process to ensure suitability and sustainability. (2) Needs Analysis: Analyzing job market needs and demands for scientific development to determine focus and priorities in the curriculum (Novari et al., 2023).

Islamic higher education is an integral part of the education system in Indonesia, which is regulated by the Directorate General of Islamic Higher Education (DIKTIS) which is part of the Ministry of Religion (Mighwar, 2021). The curriculum in Islamic higher education is the main foundation in the education and teaching process which aims to produce quality graduates who are able to compete at national and international levels. Therefore, curriculum development policies are very important to ensure the relevance, quality and usefulness of Islamic higher education programs in Indonesia (Tahir et al., 2024). Curriculum development policies in Islamic higher education in Indonesia are regulated by the Directorate General of Islamic Higher Education (DIKTIS) which is responsible for developing curriculum standards, learning processes and evaluation in Islamic higher education institutions throughout Indonesia. This policy also aims to ensure that the curriculum developed is in line with current developments, job market demands and community needs (Latifah et al., 2022).

According to Susanna et al (2023), there are several main objectives in the Islamic education curriculum development process:

- a. Relevance: Ensure that the curriculum developed is relevant to the demands of the times, developments in science and the needs of society.
- b. Quality: Improving the quality of Islamic higher education by ensuring that the curriculum prepared accommodates high educational standards and integrates strong academic principles.
- c. Competitiveness: Ensuring that graduates of Islamic higher education programs are able to compete at the national and international level both in the world of work and in continuing their studies to a higher level.
- d. Benefits: Ensure that the curriculum developed is able to provide optimal benefits for students, educational institutions and society in general.

In Wahid & Hamami's research (2021) there are three challenges in curriculum development: First, Rapid Change: The main challenge in curriculum development is rapid changes in the world of science, technology and society which require rapid adaptation in the Islamic higher education curriculum. . Second, Limited Resources: Limited resources, both in terms of funds and teaching staff, often become obstacles in developing a quality curriculum. Third, Multidimensional Needs: Meeting the needs of Islamic higher education which does not only focus on academic aspects but also integrates religious and cultural values is a challenge in itself.

CONCLUSION

The Ministry of Education and Culture has a central role in formulating policies related to the development of the higher education curriculum in Indonesia. Through established regulations and standards, the Ministry aims to improve the quality and relevance of higher education in accordance with the demands of the times and the needs of society. The aim of the higher education curriculum development policy is to improve the quality of education, ensure conformity with national and international standards, and ensure equal access to higher education for all citizens. The curriculum development process involves in-depth study of the needs of society and the job market, evaluation of the existing curriculum , consultation and active participation from various stakeholders, as well as needs analysis to determine focus and priorities in the curriculum. Furthermore, challenges in curriculum development include rapid changes in the world of science and technology, limited resources, and multidimensional needs. Solutions to overcome these challenges include rapid adaptation to change, optimization of existing resources, and a multidimensional approach in curriculum development.

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