Dinamika Pendidikan

Implementation of Competency and Conservation Based Curriculum to Improve Graduates' Quality to be Competence and Conservation-Minded

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History Article

Keywords

Abstract

This research aims to analyze the implementation of Competency and Conservation Based Curriculum in order to improve the quality of graduates of Economics Faculty of Universitas Negeri Semarang (UNNES). The goal of this study was to provide information, policy, and recommendations to improve the quality of graduates based on lectures behavior. The respondents of this research were lecturers of Faculty of Economics. Research data were collected by using questionnaires. Descriptive statistics and inferential statistical multiple linear regression were employed to analyze data. This study provided empirical support that lecturers' ability and commitment positively contributed to the implementation of Competency and Conservation Based Curriculum to improve the quality of graduates to be competence and conservation-minded. This study also proved that while lecturers' ability and commitment play an important role, their commitments do not affect the implementation of Competency and Conservation Based Curriculum. Based on the results of this study, it is recommended that lecturers' ability to implement the Competency and Conservation Based Curriculum needs to be improved. Workshops and training should be given to lecturers in order to help them to create learning apparatus such as syllabus, lesson plans and teaching materials, as well as the evaluation of Competency and Conservation Based Curriculum.

How to Cite

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INTRODUCTION

Since the institutional status of Institut Keguruan dan Ilmu Kependidikan (IKIP) Semarang changed into Universitas Negeri Semarang (UNNES), several curriculums have been created, such as 2000, 2006, and 2008 curriculums. These curriculums were developed based on the Regulation of Education and Culture Minister of Republic of Indonesia no. 232/U/2000 concerning Guidance for Designing Higher Education Curriculum and Evaluation Study Result, and Decree of Education and Culture Minister of Republic of Indonesia no. 045/U/2002 regarding Higher Education Core Curriculum. Conforming to UNNES' vision to be a healthy, excellent, and thriving international conservation university, since 2012, UNNES has been developing its *Kurikulum Berbasis Kompetensi dan Konservasi* (KBKK) Competency-and-Conservation Based Curriculum as stated in Rector's Regulation no. 25/2012 respecting UNNES' Associate and Bachelor Degree Curriculum.

The development of KBKK is carried out in order to not only produces relevant, responsive and globally competitive individuals that are able to access international market, but also graduates who have conservation characters and religious values, such as honesty, intelligence, fairness, responsibility, caring, tolerance, democracy, patriotism, resilience, and courtesy. In this way, the implementation of KBKK demands the readiness of the academic community of UNNES in facing global challenges triggered by the decline of environmental, moral, and cultural quality of the society. Aforementioned readiness was realized through a thought flow chart that emphasizes on the significance of environmental conservation and moral values in carrying out *Tri Dharma Perguruan Tinggi* (Three Principles of Higher Education) as seen Figure 1.
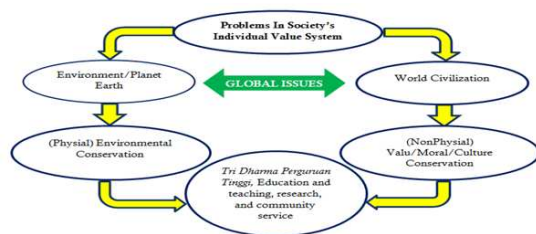

Figure 1. Thought Flow Chart of Environmental Conservation and Moral Values in *Tri Dharma Perguruan Tinggi* of UNNES

KBKK was established based on UNNES' thoughts, foundation, needs and idealism to be a world-class conservation university. In accordance with learning organization concept (Kim, 1993), the success of UNNES in developing KBKK reflects its continuous capability to adapt with environmental changes and demands. Therefore, the implementation of KBKK in order to boost the quality of the graduates requires lecturers' ability and commitment to be agents of change of the curriculum in applying various knowledge and paradigm as well as new and suitable varied learning techniques and strategies.

Referring to the definition of curriculum by Beauchamp as cited in Mulyasa (2003), beside being considered as a document or plan, curriculum is also an actual activity that must be implemented during learning process. Thus, curriculum implementation is of vital importance in every curriculum development in order to achieve the target, which is to improve the quality of the graduates. Furthermore, according to Miller and Seller as cited in Mulyasa (2003), curriculum implementation is defined as "a process of putting the curriculum to work, the putting into practice of an idea, program or set of activities, which is new to the individual or organization using it." Based on this definition, curriculum implementation can be said as an actual activity whose purpose is to carry out curriculum as document or plan in learning process in an attempt to produce quality graduates. The quality of UNNES graduates is classified into two learning outcomes: competency-based and conservation-minded.

Firstly, according to Su'ud (2010), competency-based learning outcome is a learning outcome based on skills or abilities to perform certain work functions. In this case, competence is defined as a set of knowledge, prowess and capabilities an individual has which determine his cognitive, affective and psychomotor behaviors. Related to this definition, competency-based curriculum put an emphasis on the grauates' development of ability to perform tasks with certain competency standard. The competencies of the graduates are developed in line with level of education/knowledge based on *Kualifikasi Kompetensi Nasional Indonesia* (KKNI) Indonesia's National Qualification Framework as stated in Presidential Regulation no. 8/2012. Conforming to this regulation, particular competencies that UNNES graduates with a bachelor's degree must have are: (1) Be able to apply their expertise and utilize their knowledge, technology, and/or art in their expertise to solve problems and adapt to current situation, (2) Understand specific theoretical concept of their knowledge in depth, as well as being able to formulate procedural problem-solving. (3)

Be able to make the right decision based on data and information analysis, as well as able to give hints in choosing alternative solutions individually and collectively, (4) Be responsible of their job and the organization's work achievement.

Secondly, conservation-minded learning outcome is developed as a part of institutional competency and is the distinguishing character of UNNES graduates. Character, as defined by Khan (2010: 1), is a stable individual attitude resulted from progressive and dynamic consolidation process, an integration of statement and action. Character-based learning is about teaching and instilling habit of thinking and doing that will help individual to live and work with other people as a family, a society, and a country, encouraging them to make responsible decisions. There are four kinds of character learning that has been employed in education process, they are: (1) Character education based on religious values (moral conservation); (2) Character education based on cultural values, (cultural conservation); (3) Character education based on environment, (environmental conservation); and (4) Character education based on self-potency (humane conservation).

Character education based on conservation values as stated in KBKK Implementation Guidance Book is elaborated as institutional competency that sets UNNES graduates apart. The conservation character values of UNNES are normatively described in eleven conservation values, they are religious, honest, intelligent, fair, responsible, caring, tolerant, democratic, patriotic, resilient, and corteous. The realization of these values is conducted through two strategies. The first strategy is by delivering courses that specifically contain conservation values, such as Religious Education, *Pancasila* Education, Civic Education, Indonesian Language Education, and Living Environment Education. The second strategy is carried out by integrating these values in all courses as hidden curriculum. Santoso (2013) believes that the implementation of character education during graduates' study is highly beneficial for them for it helps them to be an educator that fully understands the knowledge and ways of implementing character education in any subject they will teach in the future.

The principles of KBKK learning that hopefully have been implemented by lecturers of Faculty of Economics of UNNES to improve the quality graduates of their graduates include the principle of exemplary, equity, interaction, insipiration, participation, integration, comprehension, implementation, context, education, motivation and learning-by-doing. These learning principles are minimum standards that lecturers must meet in KBKK learning process. To support the realization and the success of KBKK implementation, a KBKK learning strategy was developed as shown in Figure 2.
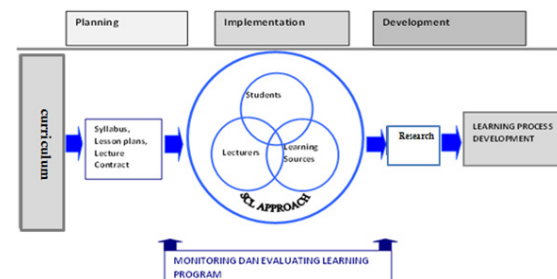

Figure 2. Stages in Competency-and-Conservation-based Learning Process

The approach used in this process is Student-Centered Learning (SCL). Numerous student-centered learning methods recommended by General Directorate of Higher Education (2008) are: (1) small group discussion; (2) role-play & simulation; (3) case study; (4) discovery learning; (5) self-directed learning; (6) cooperative learning; (7) collaborative learning; (8) contextual instruction; (9) project-based learning; and (10) problem-based learning and inquiry. The evaluation of the learning process is conducted through structured assignments as well as mid-term and final-term examinations related to conservation competencies and characters.

Robbins (2008) in his opinion on organizational behavior states that in a modern organization, there is a shift from old objectivist paradigm to the new subjective one. In other words, the success of modern organization is no longer determined by organizational objects, such as the suitability between the form or the structure of the organization and its characteristics, but it is determined by the behavior of the subjects in the organization in various levels, from individual, group or organization. The success of KBKK implementation can be described and predicted through the behavior of the lecturers as curriculum change agents. Based on the explanation above, a problem arose: How are the behaviours of lecturers' of Faculty of Economics of UNNES as curriculum change agents in implementing KBKK in order to improve the quality of their graduates and shape them to be competent and conservation-minded? This study was aimed to answer this problem.

To find the answer of the research problem, this study employed behavioural research approach with theory of reasoned action/TRA

(Ajzen & Fishbein, 1980) as the main theory. Regarding TRA, Ajzen and Fieshbein (1980) explain that individual's actual behaviors can be predicted from his pre-existing attitudes and behavioral intentions. The implementation of planned behavior from Ajzen can also be used to explain the relationship between values, norms, and behavioural control (Syazwani & Nawi, 2009). A study regarding the relationship between attitudes and norms was also conducted by Zainol Abidin and Idris (2007) who argue that subjective norms, attitudes and intentions play a key role in determining behavioral changes. Therefore, to answer the research problem, this study tried to predict the individual behaviors of the lecturers as change agents to implement KBKK to improve the graduates' quality to be competent and conservation-minded. Several studies about organizational behaviors explain that between individual behavioural dimensions and the organization, the one thing that determines the success of the organization and ensure that the organization will effectively reach its goals is individual abilities and organizational commitments (Robbins, 2008).

Ability is individual's capacity to perform various functions in a work setting which includes intellectual and physical abilities. Intellectual ability is required to do mental tasks, such as thinking, reasoning, and problem-solving; while physical ability is needed to carry out tasks requiring stamina, skills, strength, and so on. Lecturers' individual ability that became the focus of this study are their intellectual one. There are seven dimensions making up individual's intellectual ability to perform mental activities, they are: aptitude, comprehension, perceptual speed, inductive reasoning, deductive reasoning, spatial visualization, and memory. Organizational commitment is also important because it shows the level of attachment an individual has to the organization. Organizational commitment is defined as the combination of attitudes and behaviours that reflect to what extent this individual is committed to the organization (Robbins, 2008). Organizational commitment includes: (a) figuring out whether or not an individual can identify with and accept the goals of the organization, (2) assessing and evaluating the strength of the attachment, and (3) determining whether or not an individual has loyalty to the organization (Ferris & Aranya, 1983).

METHOD

This research was conducted in Faculty of Economics of UNNES. The population was all lecturers in the faculty, including lecturers from four departments: Economics Education, Manaement, Accounting, and Development Economics. From the population, the researcher randomly picked 60 sample lecturers as the respondents. Out of 60 questionnaires obtained from the respondents, 40 of them were well filled out and used as analysis units.

Variables involved in this research were: First, lecturers' ability to conduct competency-and-conservation-based learning process. This aspect was measured by a set of lecturers' intellectual ability indicators in creating syllabus, lesson plans, and teaching materials, as well as carrying out principles, methods, and evaluation of competency-and-conservation-based learning process. Second, lecturers' commitment to conduct competency-and-conservation-based learning process. This aspect was measured by a set of lecturers' commitment indicators in creating syllabus, lesson plans, and teaching materials, as well as carrying out principles, methods, and evaluation of competency-and-conservation-based learning process. Third, lecturers' intentions in implementing KBKK to improve graduates' quality to be competent and conservation-minded. This variable was employed to explain lecturer's intentions as change agents in implementing KBKK to boost graduates' quality to be competent and conservation-minded. This variable was measured by a set of lecturers' intention indicators in creating syllabus, lesson plans, and teaching materials, as well as carrying out principles, methods, and evaluation of competency-and-conservation-based learning process. The relationship between these variables is shown in Figure 3.
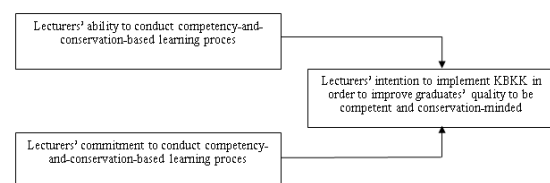

Figure 3. Implementation of KBKK to improve graduates' quality to be competent and conservation-minded

According to the model above, hypotheses was developed:
H1: Lecturers' ability and commitment to carry out competency-and-conservation-based learning process positively affect KBKK implementation in improving graduates' quality to be competent and conservation-minded.

H2: Lecturers' ability to carry out competency-and-conservation-based learning process positively affect KBKK implementation in improving graduates' quality to be competent and conservation-minded.

H3:Lecturers' commitment to carry out competency-and-conservation-based learning process positively affect KBKK implementation in improving graduates' quality to be competent and conservation-minded.

Multiple linear regression analysis was employed to test the hypotheses with the following formulation: $Y1 = \alpha + \beta X1 + \beta X2$, where:

$Y1$= lecturers' intention in implementing KBKK to improve graduates' quality to be competent and conservation-minded

$Y2$= lecturers' ability to conduct learning process based on competency and conservation

$X2$= lecturers' competent to conduct learning process based on competency and conservation

α = constant

β = regression coefficient

The first hypothesis was tested using F-test, while hypothesis 2 and 3 were tested using t-test with significance level of $\alpha = 0.05$. If the F-value and t-value resulted in confidence value below $\alpha = 0.05$, it can be said that the data support the hypothesis, and vice versa.

RESULTS AND DISCUSSION

In this research, lecturers' ability to conduct competency-and-conservation-based learning process is described in two dimensions, the ability to create learning apparatus based on competency and conservation, as well as to carry out the principles, methods, and evaluation of competency-and-conservation-based learning process. The analysis result of lecturers' ability to conduct learning process based on competency and conservation is shown in Table 1.

In this research, lecturers' commitment to conduct learning process based on competency and conservation is explained in two dimensions, they are: first, agreement on creating learning apparatus including syllabus, lesson plans, and teaching materials as a professional obligation and responsibility; and second, agreement on carrying out principles, methods, and evaluation of the competency-and-conservation-based learning process. The result of the research regarding this respect is shown in Table 2.

The implementation of KBKK in this research was described in two dimensions, creating learning apparatus based on competency and conservation, as well as carrying out the princip-

Table 1. Lecturers' ability to conduct competency-and-conservation-based learning process

Description of ability	Very Good		Good		Fair		Poor		Very Poor	
	F	%	F	%	F	%	F	%	F	%
Ability to create competency-and conservation-based syllabus	20	41	17	35	8	17	2	4	1	2
Ability to create competency-and conservation-based lesson plans	15	31	22	46	8	17	2	4	1	2
Ability to create competency-and conservation-based teaching materials	11	23	22	46	8	17	4	8	2	4
Ability to carry out competency-and conservation-based learning principles	21	44	25	52	2	4	0	0	0	0
Ability to carry out competency-and conservation-based learning methods	13	27	31	65	5	10	0	0	0	0
Ability to carry out competency-and conservation-based evaluation	16	33	19	39	7	15	4	8	2	4

Source: Processed Primary Data from 2014-2015 Academic Year

Table 2. Lecturers' Commitment to Conduct Competency-and-Conservation-Based Learning Process

Commitment Description	Strongly Agree		Agree		Somewhat Agree	
	F	%	F	%	F	%
Creating competency-and-conservation-based syllabus is the lecturer's professional obligation and responsibility.	33	9	14	29	1	2
Creating competency-and-conservation-based lesson plans is the lecturer's professional obligation and responsibility.	30	63	16	33	2	4
Creating competency-and-conservation-based teaching materials is the lecturer's professional obligation responsibility.	24	50	19	40	5	10
Carrying out competency-and-conservation-based learning principles is lecturers' professional obligation and responsibility.	27	56	17	36	4	8
Carrying out competency-and-conservation-based teaching methods is lecturers' professional obligation and responsibility.	20	42	25	52	3	6
Carrying out competency-and-conservation-based evaluation is lecturers' professional obligation and responsibility.	27	56	16	34	5	10

Source: Processed Primary Data from 2014-2015 Academic Year

les, methods, and evaluation of competency-and-conservation-based learning process. The results of this research regarding KBKK implementation were presented in Table 1, 2, and 3. Meanwhile, the results concerning KBKK implementation in delivering principles, methods, and evaluation of competency-and-conservation-based learning process was shown in Table 3 to 8.

Based on the data analysis, a regression equation of KBKK implementation was found as follows:

$Y1 = -2.853 + 0.905 X1 + 0.180 X2$, where:

$Y1$=KBKK implementation to improve graduates' quality to be competent and conservation-minded

$X1$=Lecturers' ability to conduct competency-and-conservation-based learning process

$X1$=Lecturers' commitment to conduct competency-and-conservation-based learning process

Referring to the equation above, the first hypothesis (H_1) that states "Lecturers' ability and commitment to carry out competency-and-conservation-based learning process positively affect lecturers' intention to implement KBKK and improve graduates' quality to be competent and conservation-minded" was tested using F-test with significance value of α = 0.05. Based on the F-test, it was found that F-value = 47.761 with

sig. level = 0.000 as can be seen in Table 9.

According to Table 9, the first hypothesis was accepted. In other words, lecturers' ability and commitment in conducting competency-and-conservation-based learning process empirically proven to positively affect lecturers' intention to implement KBKK and improve graduates' quality to be competent and conservation-minded.

To test the second hypothesis (H_2) that says "Lecturers' ability to carry out competency-and-conservation-based learning process positively affect KBKK implementation in improving graduates' quality to be competent and conservation-minded", and the third hypothesis (H_3) that says "Lecturers' commitment to carry out competency-and-conservation-based learning process positively affect KBKK implementation in improving graduates' quality to be competent and conservation-minded", a t-test with significance level of α = 0.05 was employed.

A multiple linear regression analysis was used to test the significant effect of independent variable X1 and X2 to dependent variable Y. The t-value of X1 and X2 was obtained from the result of the analysis as shown in Table 10.

According to Table 10, t-value of X_1 = 4.853 with sig. value of 0.000 was smaller than confidence level α = 0.05. Therefore, second

Table 3. KBKK Implementation in Creating Syllabus

Description of Creating Competency-and-Conservation-Based Syllabus	Frequency	
	F	%
All taught courses' syllabus are created based on competency and conservation	23	48
One to three taught courses' syllabus are created based on competency and conservation	23	48
None of the taught courses' syllabus are created based on competency and conservation	2	4

Source: Processed Primary Data from 2014-2015 Academic Year

Table 4. KBKK Implementation in Creating Lesson plans

Description of Creating Competency-and-Conservation-Based Lesson plans	Frequency	
	F	%
All taught courses' lesson plans are created based on competency and conservation	18	38
One to three taught courses' lesson plans are created based on competency and conservation	30	58
None of the taught courses' lesson plans are created based on competency and conservation	2	4

Source: Processed Primary Data from 2014-2015 Academic Year

Table 5. KBKK Implementation in Creating Teaching Materials

Description of Creating Competency-and-Conservation-Based Teaching Materials	Frequency	
	F	%
All taught courses' teaching materials are created based on competency and conservation	16	33
One to three taught courses' teaching materials are created based on competency and conservation	30	63
None of the taught courses' teaching materials are created based on competency and conservation	2	4

Source: Processed Primary Data from 2014-2015 Academic Year

Table 6. KBKK Implementation in Carrying Out Learning Principles

Description of Realizing Competency-and-Conservation-Based Learning Principles	Frequency	
	F	%
Competency-and-Conservation-Based Learning Principles have been integrated in all taught courses	17	36
Competency-and-Conservation-Based Learning Principles have been integrated in one to three taught courses	30	60
Competency-and-Conservation-Based Learning Principles have been integrated in none of the taught courses	1	2

Source: Processed Primary Data from 2014-2015 Academic Year

hypothesis (H_2) was accepted. Consequently, it can be said that lecturers' ability in conducting competency-and-conservation-based learning process positively affects the implementation of KBKK and improve graduates' quality to be competent and conservation-minded. As for the third hypothesis, the t-value of X_2 = 2.266 with sig. level = 0.298 were greater than the confidence level α = 0.05, which means that the third hypothesis (H_3) was rejected. In other words, lecturers' commitment in conducting competency-and-conservation-based learning process doesn't positively affect the implementation of KBKK and improve graduates' quality to be competent and conservation-minded. Based on the research findings as elaborated above, the implementation of KBKK to improve UNNES' Faculty of Economics graduate quality to be competent and

Table 7. KBKK Implementation in Carrying Out Learning Methods

Description of Realizing Competency-and-Conservation-Based Learning Methods	Frequency	
	F	%
Competency-and-conservation-based learning methods have been integrated in all taught courses	15	31
Competency-and-Conservation-Based Learning Methods have been integrated in one to three taught courses	32	67
Competency-and-Conservation-Based Learning Methods have been integrated in none of the taught courses	1	2

Source: Processed Primary Data from 2014-2015 Academic Year

Table 8. KBKK Implementation in Carrying Out Learning Evaluation

Description of Realizing Competency-and-Conservation-Based Learning Evaluation	Frequency	
	F	%
Competency-and-conservation-based learning evaluation have been implemented in all taught courses	17	35
Competency-and-conservation-based learning evaluation have been implemented in one to three taught courses	27	57
Competency-and-conservation-based learning evaluation have been implemented in none of the taught courses	4	8

Table 9. F-test

ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	807.884	2	403.942	42.761	.000[a]
	Residual	425.095	45	9.447		
	Total	1232.979	47			

Predictors: (Cnstant), X2, X1
Dependent Variable: Y

Table 10. T-test

Coefficients[a]

Model B		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		Std.Error	Beta			
1	(Constant)	-2.853	4.047		-.705	.484
	X1	.905	.123	.750	7.381	.000
	X2	.180	.171	.107	1.053	.298

Dependent Variable: Y

conservation-minded demands lecturers' ability to conduct learning process that is based on competency and conservation, both in creating learning apparatus and in carrying out learning strategies. The findings of this study empirically support the notion that the success of KBKK implementation relies on lecturers' ability and commitment as curriculum change agents in creating syllabus, lesson plans, and teaching materials as well as in carrying out learning principles, methods, and evaluation, all based on competency and conservation. The result of this research was in line with Robbins' concept and theory of organizational behavior. Robbins believes that organization's success in optimally reaching its goals depends on the ability and the commitment of the individuals in the organization.

Furthermore, according to the partial hy-

pothesis testing, this research has proven that lecturers' ability in delivering competency-and-conservation-based learning process positively affects the success of KBKK implementation to improve graduates' quality to be competent and conservation-minded. However, lecturers' commitment in giving competency-and-conservation-based learning process plays a little role in the success of KBKK implementation.

CONCLUSION

In conclusion, this study has proven that lecturers' ability and commitment in implementing KBKK give positive impact in KBKK implementation to improve graduates' quality and to make sure that they are competent and conservation-minded. The researcher suggests that the implementation of KBKK must be escalated by improving lecturers' ability and commitment to deliver competency-and-conservation-based learning experience. Lecturers' ability, especially concerning their capability in creating syllabus, lesson plans, teaching materials, as well as learning apparatus, needs to be enhanced. On that grounds, workshop or training of learning based on competency and conservation should be provided for lecturers, especially those who haven't created learning apparatus and carried out learning strategies based on competency and conservation in every courses they teach.

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