CURRICULUM DEVELOPMENT FOR SUPPORTING RESEARCH-BASED STUDENT CENTRED ACTIVE LEARNING: THE CASE OF UNIVERSITAS INDONESIA

Anak Agung Putri Ratna
Sitaresmi Ismangil
Directorate of Academic Development
Universitas Indonesia
Universitas Indonesia: World Class Research University

- RESEARCH
- LEARNING
- CURRICULUM
Curriculum Revisions at Universitas Indonesia

• Before 2009: individual study programs did curricular revisions
• 2012: Indonesian National Qualification Framework
• 2012: Competency based curriculum is implemented in all undergraduate programs
Curriculum Implementation: Student Centered Active Learning

- Successful implementation of competency based/outcome based curriculum relies on teaching strategies and/or delivery method

- Teacher Centered Learning vs Student Centered Learning

- Student Centered Active Learning:
  - Student "put in the center"
  - independent learning
  - acquires both "hard skills" and "soft skills"
Student Centered Learning at UI

- 2002: Curricular revision for General Education Courses
  - Paradigm Shift from Teacher Centered to Student Centered

- 2005: Curricular revision for Medical/Health Sciences:
  - Problem-Based Learning as main delivery method
Research-Based Learning at UI

• All study programs actively engage in research activities
• Number of research publications by UI staff are on the rise
• Need to incorporate and utilize research into student learning
• Stated in Strategic Plan
• No clear guidelines yet
Development of Research Based Learning at UI

• 2013:
  – Survey for mapping current conditions on Research Based Learning

• Results of Survey:
  – The academic staff have an understanding about the competency based curriculum, with student centered active learning (SCAL) being an important part of the curriculum implementation.
  – Teachers have started to use SCAL as a strategy although the traditional teacher centered approach is also used.
  – Only 6% of 171 respondents have implemented research based learning, 12% implement a mix of research-based, research-tutored and research-led learning and the remaining 42% implement a mix of the four quadrants.
Challenges in Developing Competency Based Curriculum

• The need to shift mindset of the academic staff (content mastery vs skill acquisition)
• Overlapping competencies/learning outcomes among research groups/labs/clusters developing course content
• Assumptions about implementation of "active learning"
Conclusions

• The highly competitive nature of the global workforce environment presents a challenge for the universities in Indonesia to design a curriculum that puts an emphasis on clear learning outcomes for the graduates.

• Universitas Indonesia has responded to this challenge by carrying out a university wide curriculum revision that impacts all the study programs offered at the university.
THANK YOU