Creating Curriculum and Academic Atmosphere Based on Indonesia National Qualification Framework (INQF) for Banking Graduates

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OUTLINE

1. INTRODUCTION
2. LITERATUR REVIEW
3. METHODS
4. RESULTS AND DISCUSSION
5. CONCLUSIONS
INTRODUCTION

1. The mobility of skilled workers are un-avoided in AEC.

2. The right action to prepare graduates to be able to compete in domestic labor market together with the foreign professional workers is very important.

3. Indonesia National Qualification Framework (INQF) is one of DGHE of Republic Indonesia to prepare graduates in that age for designing HE curriculum.
INTRODUCTION

4. STIE Perbanas as HEI which banking competences as differentiation should prepare for adapting it’s curriculum to strengthening graduates competitiveness.

5. How to design the curriculum and implement it.
Curriculum is a set of preparation and arrangement of learning outcome for the graduates, learning material or references, and learning evaluation that are used as the guideline in running the study program.

Indonesia National Qualification Framework (INQF) as References for developing curriculum (The President Regulation No 12 in 2012 becomes)
LEARNING PROGRAM EVALUATION

LEARNING RESOURCES

LEARNING PLAN

CURICULUM

STUDENTS

LECTURER

PROCESS & LEARNING RESULTS

METODE DAN MODEL PEMBELAJARAN SCL

CLASS ACTION RESEARCH

LEARNING DEVELOPMENT

DEVELOPING

IMPLEMENTATION

PLANNING

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CURRICULUM DEVELOPMENT STAGE

1. Graduates Profile
   - Learning Outcome Formulation
   - Material learning selection
   - Competences matrix and learning material
   - Subject sks

2. Learning materials concept integration

3. Curriculum structure & Syllabus
   - Learning plan pembelajaran
   - New Curriculum Documents

Feedback from Stakeholders
- Community of program study related INQF and INES
- 4 pillars of education of UNESCO
- Tim Kurikulum Program Studi
- SCL Concept
- SCL Strategy

Program study decision
- Peer review group
- Curriculum and competences concepts

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METHOD

1. RESEARCH DESIGN
2. INFORMANTS
4. DATA ANALYSIS
Stage 1: Preparation

(1) Focus Group Discussion which was done by inviting graduate users, graduates, profession association, lecturers, peer group study program and active students.

(2) Tracer study

(3) Internal Assessment of the study program undergraduate-Management
Stage 2: Designing

(1) Technical Assistance.
(2) Learning Outcome Formulation
(3) Learning Outcome Matrix Development
(4) Teaching materials reviews.
(5) Determining Subjects and the Credits.
(6) Curriculum Structure Designing
Stage 3: New Curriculum Implementation

(1) Socialization of the new curriculum
(2) Adapting the student information system
CONCLUSIONS

- Curriculum has many important roles for assuring quality of teaching and learning and also graduates competences. Based on the result of this research, curriculum development process conducted at STIE Perbanas Surabaya has been linked with the model of Indonesia Higher Education General Directorate (DIKTI) on curriculum development.

- Academic atmosphere should be improved continuously for facilitating curriculum implementation.
THANK YOU

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INDIAWATI