

The Relevance of the Higher Education Curriculum in the Development of the World of Work and the Industrial Sector: The Case of Universitas Islam Syekh-Yusuf

Joko Rianto ^{1,*}, , Mustofa Kamil ², , Walla Astianty Putry ³, , and Saepul Bahri ¹, 

¹ Department of Management, Faculty of Economics and Business, Universitas Islam Syekh-Yusuf, 15118, Tangerang, Banten Province, Indonesia

² Department of Community Education, Postgraduate Program, Faculty of Educational Science, Universitas Pendidikan Indonesia, 40154, Bandung, West Java Province, Indonesia

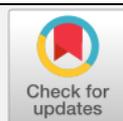
³ Department of Accounting, Faculty of Economics and Business, Universitas Islam Syekh-Yusuf, 15118, Tangerang, Banten Province, Indonesia

* Corresponding Author: jokorianto@outlook.co.id

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ABSTRACT

This research is driven by developments in the world of work and industry in Indonesia, which absorb fewer university graduates than they need because the graduates do not learn a lot of vocational skill competencies. Developing a higher education curriculum that suits the needs of the industry could address this issue. The gap between higher education and industry manpower needs could be attributed to 1) the absence of a framework that creates an understanding between industry and higher education to develop manpower relevant to industry optimally; 2) the main resource persons are only invited to universities to explain material for a limited period; 3) the facilities and infrastructure in universities do not represent the needs of companies or industries; and 4) the working climate has not yet fully occurred in universities, which are different from what is in the company. This research is an exploratory study that tries to collect and formulate an analysis based on the information collected. The research uses a qualitative approach using case studies and documentation studies. The results of this study indicate that the implementation of the Universitas Islam Syekh-Yusuf curriculum has been going well, following the applicable curriculum preparation regulations. In general, there are several stages in preparing the study program curriculum. These stages are divided into three important stages: the curriculum design stage, the

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learning design stage, and the learning program evaluation stage. The university has also established partnerships with other companies/organizations in fieldwork practice activities. This supports the development of student experience competencies compared to classroom learning alone. After analyzing the findings in the field with related theories, this research provides suggestions that are expected to be useful for several parties. Universities must find other learning resources for students to be relevant to the company's needs. Universities need to establish many more partnerships with companies/institutions/organizations to become a place for fieldwork practices for their students so that student competencies will be more developed with a picture of the real job. Education and training are needed for lecturers to develop a curriculum based on applicable regulations that are relevant to global demands. There is a need for further studies to examine the effectiveness of implementing a curriculum based on the business world and the industrial world.

Keywords: Curriculum Relevance; Education; Employment; Field of Work; Industry and the Society

1. Introduction

Regarding Human Resources, Indonesia is preparing itself to welcome the highly productive age population in the history of this nation, also known as the golden period for Indonesia (Demographic Bonus). However, this productive population growth could be a disaster for the Indonesian people if there is no role to increase the human resources of productive age who have competence and skills. The population growth rate can be seen in the following figure:

Age Groups	Gender		
	Male	Female	Total
(1)	(2)	(3)	(4)
0-4	12 107,1	11 622,5	23 729,6
5-9	12 199,0	11 679,4	23 878,4
10-14	11 732,1	11 146,6	22 878,7
15-19	11 378,7	10 864,2	22 242,9
20-24	11 097,1	10 726,2	21 823,3
25-29	10 630,7	10 494,6	21 125,3
30-34	10 270,3	10 258,0	20 528,3
35-39	10 017,5	10 164,0	20 181,5
40-44	9 594,1	9 551,3	19 145,4
45-49	8 718,1	8 657,3	17 375,4
50-54	7 488,9	7 536,5	15 025,4
55-59	6 120,9	6 205,7	12 326,6
60-64	4 688,9	4 663,9	9 352,8
65-69	3 141,5	3 224,4	6 365,9
70-74	1 938,9	2 279,7	4 218,6
75+	2 012,3	2 804,9	4 817,2
Indonesia	133 136,1	131 879,2	265 015,3

Source: BPS - Statistics Indonesia, 2010 Population Census and Indonesia Population Projection

Figure 1. Total Population by Age Group and Gender in 2018

Source: Badan Pusat Statistik (2013)

Based on **Figure 1** above, it shows that the growth rate of the productive age population from 19 years to 49 years is very high compared to the number of non-productive age 50 years and over, while the non-productive rate toward productive age at the age 0 years to 14 years shows high growth. So, it can be defined that Indonesia has a rapid birth rate and population growth; most of the population belongs to the young age category. This situation allows the Indonesia to have a lot of productive Human Resources (HR) and has the potential to drive national growth in various fields.

Education plays an important role in increasing people's income at work. Increasing the competence of Human Resources and productivity needs to be in line with the jobs that will be pursued. Based on data from BPS – Statistics Indonesia, the educational background to the wages received is directly proportional; namely, the higher the education, the higher the wages received (*Badan Pusat Statistik, 2019*). **Figure 1** below shows the highest average income earned by workers based on educational background, i.e., no/never been to school has an income of 1.17 million rupiah/month. In contrast, university graduates have the highest average income of 4.59 million/month.

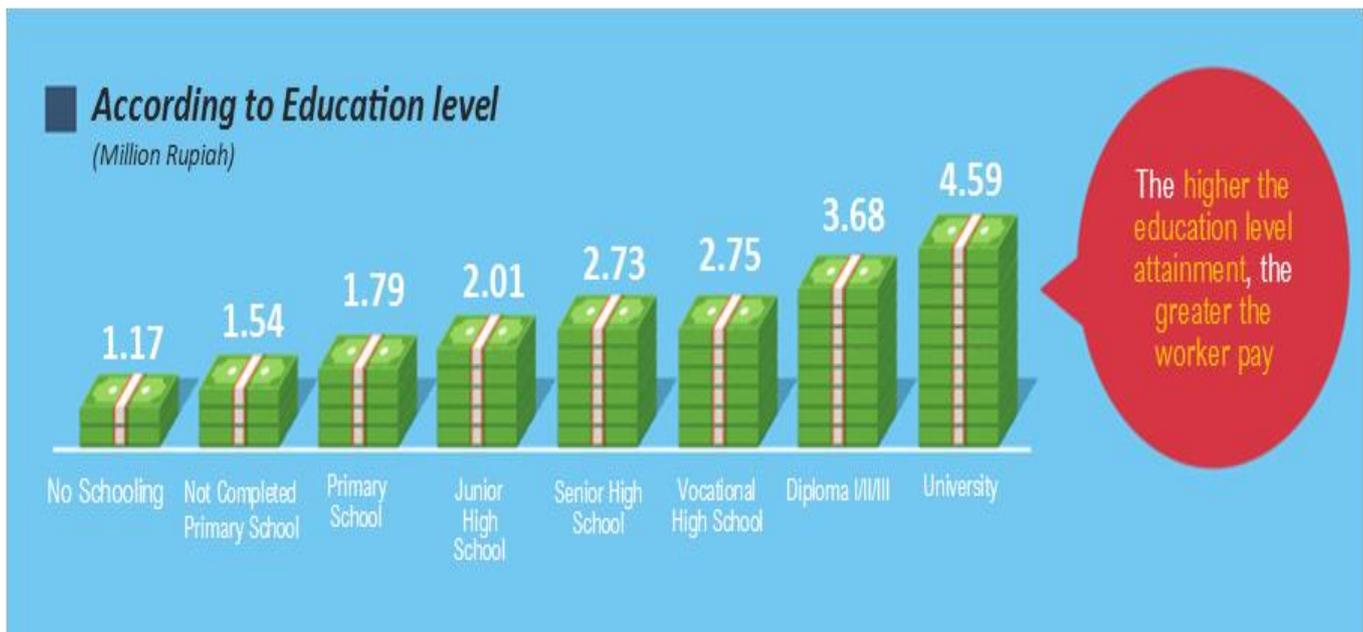


Figure 2. Income by Education Level
Source: *Badan Pusat Statistik (2019)*

The productive age community is spread into several types of employment. **Figure 3** shows that the main types of employment are dominated by agriculture, forestry, and fisheries as many as 35,703,074 people, the second rank is dominated by the trade sector, with as many as 23,073,515 people, and the third rank is the manufacturing industry, with as many as 18,251,456 people. The three business sectors require productive Human Resources who are competent both from their educational background and experience and competence.

Main Industry ¹	Primary School	Junior High School	Senior High School	Higher Education	Total
(1)	(2)	(3)	(4)	(5)	(6)
A	24 423 712	6 010 239	4 777 785	491 338	35 703 074
B	622 243	272 420	438 080	121 513	1 454 256
C	6 161 181	4 162 052	6 835 679	1 092 544	18 251 456
D	32 373	39 098	211 418	55 558	338 447
E	232 391	72 091	134 337	32 248	471 067
F	3 959 686	2 042 107	943 151	355 353	8 300 297
G	7 251 009	4 816 764	9 110 311	1 895 431	23 073 515
H	1 642 138	173 521	2 164 256	418 667	5 398 582
I	2 854 085	686 056	2 665 356	456 739	7 662 236
J	33 004	79 312	447 205	335 152	894 673
K	38 200	73 845	732 289	952 519	1 796 853
L	73 286	55 224	175 424	85 991	389 925
M, N	220 080	186 015	742 996	515 700	1 664 791
O	159 377	205 075	2 156 060	2 160 768	4 681 280
P	122 385	155 217	1 275 915	4 513 361	6 066 878
Q	120 823	80 786	413 294	1 233 557	1 848 460
R, S, T, U	2 512 460	1 314 906	1 794 530	387 204	6 009 100
Total	50 458 493	22 424 728	36 018 086	15 103 643	124 004 950

Note¹ A. Agriculture and, Forestry and Fishing
 B. Mining and Quarrying
 C. manufacturing
 D. Electricity and Gas
 E. Water Supply; Sewerage, Waste Management, and Remediation Activities
 F. Construction
 G. Wholesale and retail Trade; Repair of Motor Vehicles and Motor Cycles
 H. Transportation and Storage
 I. Accommodation and Food Service Activities
 J. Information and Communication
 K. Finance and Insurance Activities
 L. Real Estate Activities
 M, N. Commerce and Business Activities
 Q. Public Administration and Defense. Compulsory Social Security
 P. Education
 R, S, T, U. Other Services and Activities

Figure 3. Population aged 15 and over who work for a week by main occupation and education completed, 2018

Source: Badan Pusat Statistik (2019)

Responding to the challenges of the workforce needs, Universitas Islam Syekh-Yusuf (UNIS) has prepared the competencies of graduates who are ready to work. However, problems are still found related to the graduate users themselves. UNIS has collaborated to establish graduate partners with the business and industrial worlds domestically and abroad. The cooperation that is built is not only Government to Government but University to University, one of which is with Universitas Pendidikan Indonesia (UPI) regarding institutions that can improve the quality of education to become a good university in terms of curriculum, improvement of human resources, research, service, and others. The Cooperation Charter between UNIS and UPI Number: 513/A-1/UNIS/XII/2016 and Number: 0420/UN40/HK/2017 was signed based on the desire to support each other in carrying out the development of Indonesia by improving the quality of academics, research, community service, and other activities in the next five years. UPI is expected to assist in writing indexed scientific journals, coaching young lecturers, curriculum development, and character. Through this collaboration, UNIS can be more advanced and be accountable to internal (foundation) and external (community) parties.

The efforts made by UNIS are not only that, namely establishing international cooperation with Japan. UNIS collaborated with the Hitowa Group and the Indonesian Japan Business

Forum (IJBF) and opened up opportunities for students to pursue education in the form of internships and work in Japan. The collaboration between UNIS and the Hitowa Group was carried out in scientific development through research and competency development of graduates. This collaboration allows UNIS students and graduates to study and work in Japan. Therefore, UNIS also prepares skilled students and lecturers to adapt to the needs of work in Japan. Then in the collaboration between UNIS and Hitowa Group together to prepare skilled workers not only for UNIS graduates but UNIS is given the freedom to carry out and prepare prospective workers to be sent to Japan.

As a higher education institution, UNIS is now not only recorded in history but also as an actor who carved out the history of this nation's journey. At the regional and national levels, UNIS continues to carry out the mission of the Tridarma of Higher Education (Education, Research, and Community Service). From quality management to improve the quality of learning to produce competitive graduate competencies to research activities projected for the benefit of the development of science and the community. Likewise, with community service activities, UNIS always plays a leading role in providing solutions to the community.

In implementing academic and non-academic activities, UNIS as the organizer of higher education activities, continues to improve the quality of services to students. Including accreditation of institutions and study programs, academic competence and qualifications of lecturers, curriculum based on the Indonesian Qualifications Framework (IQF-based curriculum), and online academic information services are priorities that continue to be developed. Various infrastructures, such as lecture buildings and facilities, were built magnificently.

As the first university in Banten, UNIS has collaborated with many other parties. Starting from local governments, private companies, and several universities at home and abroad. This partnership was built to improve the institutional reputation of UNIS as a university with a qualified academic existence.

Based on the description above, the research conducted with the curriculum relevance of Universitas Islam Sheik-Yusuf (UNIS) with the world of work and industry. However, the researchers limited it to the UNIS curriculum aspect, namely the implementation of the UNIS curriculum required by the business world and the industrial world. Various factors that influence the issue of relevance between the needs of the business world and the industrial world and UNIS graduates, as described previously, are influenced by various factors.

2. Problem Identification

Based on the background of the problem, the gap between graduates' competencies is not following the demands of the business world and the industrial world. The following factors cause this:

- 1) Educational programs organized by universities still apply conventional learning (classroom). Although it has a laboratory that can be used for practice, the number of participants and equipment is very limited. Resource persons from companies or industries are only involved as resource persons with limited time provisions. This is a different condition if student involvement is carried out directly at industrial locations, so work experience is not limited by time.
- 2) The curriculum is developed to the standards of the Indonesian Qualifications Framework or the National curriculum, but it is only implemented in higher education institutions

contextually. The curriculum can be developed and adapted to the company's needs through cooperation or an existing Memorandum of Understanding (Mou).

- 3) Resource persons were presented from various circles: practitioners, government, and companies. However, company sources are sometimes difficult to present. This is because it takes too much time and requires permission from the company directly. Thus, another effort is to optimize resource persons from practitioners and the government who do not know much about the company's real conditions or industry trends.
- 4) The conventional learning model (classroom) only optimizes the institution's existing training facilities and infrastructure. Conceptually, the percentage of 70% practice and 30% theory have been carried out in higher education institutions with a conventional approach. Only 70% of practice tends to be vocational and academic skills, while social and personal skills have not been faced with real industrial conditions. Every year, equipment or machinery for the benefit of practice in universities does not change much due to the need for facilities and infrastructure with a large burden.

Based on the research problem above, the researcher formulates this problem in the form of a question: How is the UNIS curriculum relevant to the business and industrial worlds? Based on the identification and formulation of the problem, the general purpose of this study is to identify and analyze the implementation of the UNIS curriculum in increasing student competitiveness in meeting the demands of the business and industrial worlds. The specific objectives of this research are:

- 1) To obtain an overview of the empirical conditions of UNIS in preparing graduates for the business and industrial worlds.
- 2) To describe the implementation of the UNIS curriculum to be relevant to the business and industrial worlds.

3. Literature Review

3.1. Higher Education Competitiveness

Competitiveness is efficiency and effectiveness with the right target in determining the direction and results of the goals to be achieved, including the final goal and the final achievement process in facing competition. Sumihardjo (2008, p. 8) explains the term competitiveness: "The word power in the sentence competitiveness means strength, and the word competitiveness means achieving more than others, or being different from others in terms of quality, or having certain advantages". This means that competitiveness can mean the strength to be more than others or excel in certain things, whether done by a person, group, or institution. Furthermore, Sumihardjo (2008, p. 11) argues that "competitiveness includes: (1) the ability to strengthen its market position, (2) the ability to connect with its environment, (3) the ability to improve performance continuously, and (4) the ability to establish a profitable position".

From the above opinion, it can be concluded that competitiveness is the ability of a person/group to show superiority in certain matters by showing the most favorable situations and conditions, better work results, faster or more meaningfully than others. In the Big Indonesian Dictionary (Departemen Pendidikan Nasional, 2007, p. 377), it is explained that "the meaning of higher education is a place for high-level education and teaching (such as high schools, universities)". According to the description above, the competitiveness of universities is the ability to show a competitive advantage and offer more value for their performance in

certain respects by showing the most favorable situations and conditions compared to other universities.

Competition between universities is currently very high. Universities do many things to be the number one university. Universities can be positioned to have competitiveness when a university has met certain achievement indicators starting from input, process, and output towards the practice of the values of the Tridarma of Higher Education. The image of a university is important to increase its visibility in the eyes of the public, both nationally and internationally, which later turns out to be very influential on the university's ranking. The assessment of the ranking of universities cannot be separated from the library, which is one of the indicators in assessing the competitiveness of a university.

3.2. Competency Concept

Efforts to produce quality human resources encourage the government to continue to explore and find the right formula for producing a workforce that is compatible with the world of work. One of the efforts is a competency-based curriculum, which can be said as a form of curriculum innovation. Its emergence is in line with the passion for reform in education, beginning with the emergence of regional government policies or regional autonomy Law of the Republic of Indonesia Number 32 of 2014 (Republik Indonesia, 2014). This government policy was driven by changes and demands of the community's needs in the dimension of globalization marked by advances in science. And technology is so fast that life is full of competition in any way that cannot be avoided and must be ready for the nation's progress. Only individuals who can compete can certainly speak in this era of globalization. For this reason, each individual must have reliable competence in various fields according to real interests, talents, and abilities (Sanjaya, 2005, p. 8, as cited in Sa'ud, 2008, p. 90).

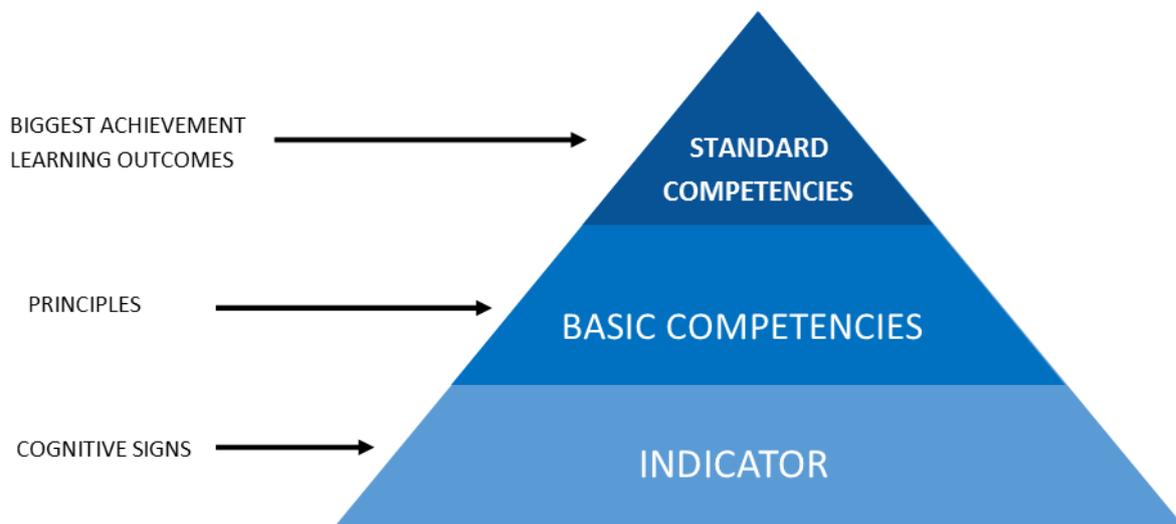


Figure 4. Competency Design

According to Munthe (2009, p. 32), the taxonomy of competence comes from two aspects, namely the domain and the complexity/level of ease and difficulty of each domain and domain change.

The figure below describes the complexity/level of ease and difficulty of each level in the cognitive, affective, and psychomotor domains or domains.

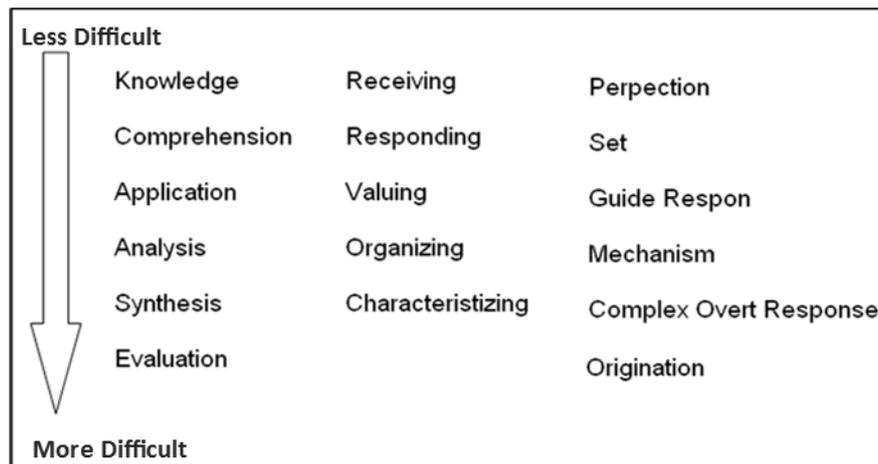


Figure 5. Level of Learning Changes in Cognitive, Affective, and Psychomotor Domains

- 1) The cognition domain is oriented to intellectual thinking abilities from the simplest to the most complex.
- 2) The affective domain is oriented to equality, emotion, value system, and attitude.
- 3) The psychomotor domain is oriented to physical motor skills, namely skills related to limbs that require nerve and muscle coordination supported by feelings and mental.

3.3. Competence of University Graduates following the Demands of the Competence of Business World and the Industrial World

The Business World and the Industrial World also require nuances of character content as quality workers to create prospective workers with qualified characters in their field of work. There are several types of character of a worker that, in general, need to be possessed by apprentices in establishing themselves as workers with personality, namely: he not only has technical knowledge and skills but also has a strong worker and entrepreneur character as a provision for him to work and become an entrepreneur.

- 1) Tenacious and diligent.
- 2) People who enter as hard workers have a tenacious, diligent, and disciplined nature. Because it is with these three characteristics that hardworking people look different from other workers.
- 3) Can withstand pressure.
- 4) People who work within a certain range must be able to maintain their health and focused concentration so that they are accustomed to surviving work pressures.
- 5) Good at communicating, negotiating, and building bridges between people or problems and solutions. This type is often called the "architect" in a good relationship.
- 6) Likes to share knowledge with others and always translates any knowledge and information to make work easy to understand.
- 7) Open to opportunities likes new challenges, can work well with definite goals and targets, and requires the freedom to create blueprints for new things. They are also the type of workers who are very results-oriented and are natural leaders.
- 8) Enjoys making changes, identifying, and always looking for possibilities to make changes in work, environment, or other things. Always waiting for an opportunity to make changes and will get bored if you do the same thing for a long time.

- 9) Likes to analyze, is quality-oriented, enjoys gathering information and processing data to find something, and always anticipates what corrections are needed based on interpretation of the information obtained to secure them or the company from a serious error.
- 10) Has a great passion for social action, high social sensitivity, and likes to make decisions that positively impact the wider community.
- 11) Has an expansive mindset, quickly turning challenges into opportunities while others still try to understand them. It is suitable in creative work fields such as creating new products, marketing strategies, designs, or spectacular events. They are people with brilliant ideas who are sometimes considered crazy.
- 12) Disciplined and punctual. Every boss likes disciplined and punctual employees. Bosses will not appreciate employees who are not able to be disciplined. There is a saying that time is money. Coming late to work, taking time off for something that is not necessary, postponing work, and leaving work earlier than working hours will make the company waste money by hiring such employees.

Respect the privacy of other employees. A good employee will respect the privacy of his co-workers and safeguard and protect the confidential nature of the company or company business. When a person respects others, he will also be respected by others. An employee should never forget to come to work and create a career.

3.4. Industry Concept

In the 1920s, the industrial sector in Indonesia was still largely controlled by foreigners. The type of industry that existed at that time was household appliances. The workforce was concentrated on agriculture and plantations to meet the needs of the Dutch colonialists. There are only two big companies. In 1939, most of the workforce worked in food processing, textiles, and metal goods. Investment at that time was mostly privately owned. During the Japanese occupation, the industry developed badly because of the ban on imports of raw materials. In 1951 the government encouraged the development of small industries and restricted the development of large foreign-controlled industries. In 1957 the industrial sector began to decline due to the unfavorable political situation and the lack of a skilled workforce. During the New Order, economic policies were complex; one of them was inviting foreign investors. These economic policies were able to bring Indonesia into a better condition.

The term industry has two meanings. First, the industry is a collection of similar companies, such as the cosmetic industry, which consists of companies producing cosmetic products. Second, the industry is an economic sector that carries out productive activities to process raw materials into finished or semi-finished goods, often referred to as the processing industry.

According to Sukirno (2000), the industry has two meanings, namely, a general understanding where the industry is defined as a company that carries out the operation of economic activities belonging to the secondary sector. While the second is understanding economic theory, where the industry is defined as a collection of companies that produce the same goods in a market. The industry is also divided into three, namely primary, secondary, and tertiary industries. Industrialization is a socio-economic change process that changes an agrarian society's livelihood system into an industrial one. Industrialization can also be interpreted as a situation in which society focuses on the economy, including increasingly diverse jobs (specializations), salaries, and higher incomes. Industrialization is part of the

modernization process in which social change and economic development are closely related to technological innovation.

There are four arguments for industrialization, each of which has advantages and disadvantages.

Table 1. Industrialization Argument

Advantage type	Benefits	Drawbacks
Comparative advantage argument	The industry will excel, and economic resources will be allocated well	The type of product is not in demand
Industrial linkage theory	Able to move to other sectors	Less efficient
Job opportunity argument	Very human because it is based on job creation	Less able to move to other sectors
Technological leap argument	Triggering the development of other sector industries	Waste of money

4. Research Method

This research is an exploratory study that tries to collect and formulate an analysis based on the information collected. The research uses a qualitative approach using case studies and documentation studies.

Curriculum policy development will produce universities with global competitiveness, it is a scientific study related to the openness of a democratic university in the context of globalization, which demands a campus culture that is open to the freedom of values, respect for others, and consensus deliberation guarantees ideas and innovations. The national and international community can recognize its existence. Case studies are directed at efforts to illustrate the development of conducive policies related to the development of the UNIS curriculum to the needs of the Business World and the Industrial World.

Data collection techniques were carried out using observation, interviews, and documentation studies. In its analysis, this study applies qualitative data analysis that is narrative. The object of this research is the implementation and implications of developing the UNIS curriculum to produce tertiary institutions relevant to the Business World and the Industrial World, currently ongoing, and describing policy directions for strengthening the role of universities now and in the future. The resource persons of this research include the academic curriculum development team at UNIS. The research location is concentrated at the Universitas Islam Syekh-Yusuf.

4.1. Data Collection and Research Instruments

Data collection in each of them is carried out through interviews, observations, and documentation studies which are carried out online or face-to-face. Documentation studies were conducted to review and analyze how the curriculum developed could be relevant to the needs of the Business World and the Industrial World and how the policy was translated into plans, strategies, and programs that led to action.

The purpose of the interview is to (a) collect cases that illustrate “good practice” implementation of curriculum policy development to produce universities that are relevant to the needs of the Business World and the Industrial World and (b) Conduct a study on the implementation of the UNIS curriculum, which includes:

- 1) University profiles and university efforts.
- 2) Conceptual development ideas.
- 3) Implementation reference recommendations.

The research instruments used were document analysis format, interview, and observation guidelines. The document analysis format reviews educational policy products at the National and University levels.

4.2. Data Analysis Technique

The above aspects were then elaborated on and converted into many questions compiled in the interview guide and document analysis format. The data obtained through interviews and document analysis were then processed and analyzed systematically following data processing and analysis procedures. Because this study uses a qualitative approach, the data generated is qualitative in a case format. Data analysis was carried out in a descriptive-narrative manner to explain each in detail and comprehensively each research question. Through this data analysis, findings were obtained regarding the implementation of a curriculum relevant to the needs of the Business World and the Industrial World, cases of “good practice” policy development conducive to producing universities that are relevant to the needs of the Business World and the Industrial World.

5. Results and Discussion

5.1. Implementation of Universitas Islam Syekh-Yusuf (UNIS) Curriculum to be Relevant to the Business and Industry World

Law of the Republic of Indonesia, Number 12 of 2012 Article 35, paragraph 2 concerning the curriculum, states that each Tertiary Education Institution develops the Higher Education Curriculum concerning the National Standards for Higher Education for each Study Program which includes the development of intellectual intelligence, noble character, and skills (Republik Indonesia, 2012b). Regulation of the Minister of Research, Technology and Higher Education Number 44 of 2015 Article 1 states that the curriculum is a set of plans and arrangements regarding graduate learning outcomes, study materials, processes, and assessments used as guidelines for administering study programs (Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia, 2015). The Higher Education Curriculum is an institutional mandate that must always be updated following the development of needs and science and technology as outlined in the Learning Outcomes. As producers of educated human resources, universities need to measure whether the graduates produced have the ‘ability’ equivalent to the ‘ability’ (learning achievement) formulated in the IQF qualification level. Every university must comply with these provisions.

The curriculum is essentially just a written formulation of an educational activity plan. The above paradigm must be realized in various concrete realizations. For example, the closer the student’s abilities to the industrial needs, the more cooperation between universities and industry is in a mutualist pattern. Through this mutualist collaboration, it is hoped that the university’s lagging in access to new technology can be overcome. However, the university’s

ability to provide practicum facilities is very limited and will continue to lag, considering the university's financial capabilities.

In addition, changes in mindset to get as many students as possible must be avoided because future educational programs will no longer prioritize quantity but quality. The problem is this large number of students is often used as a solution to get public funds because educational assistance from the government is not adequate. On the other hand, education providers (universities) cannot hand over the burden of education to parents because of the community's limited ability, which is decreasing daily. Therefore, a realistic view of students' future (work) must be one of the references in providing education, even though it does not mean that education is devoted to the life of capital alone because education also contains humanist values.

5.2. Curriculum Implementation Planning

In the IQF-based implementation planning process, UNIS performs several stages. First, reviewing and improving the existing curriculum by aligning it with the Semester Credit System and the profile of study graduates. This is following the stages of preparing the IQF curriculum in tertiary institutions, where in the early stages of planning, study programs must pay attention to aspects of needs (need analysis), in-depth understanding of study programs, vision and mission of study programs, analysis of scientific developments and expertise, evaluate existing curriculum. All of that is implemented to produce a quality graduate profile (Republik Indonesia, 2012).

Second, the study program also conducts insight studies on several other universities. Insight studies like this must be done. In addition to adding insight and expanding horizons of thinking, this insight study is carried out to learn directly from universities that have previously implemented the IQF that supports the Business World and the Industrial World. From the results of this insight study, UNIS knows the contents and initial knowledge of curriculum attachments in the syllabus and learning plans.

Third, holding workshops on IQF for lecturers and also holding mentoring programs for lecturers in the process of preparing the curriculum. This workshop makes lecturers understand the curriculum's terms and the ins and outs more deeply.

Fourth, designing a curriculum that is made to achieve learning outcomes, based on the results of interviews, lecturers understand that designing a curriculum must be following learning outcomes. What is meant here is that the formulation of learning outcomes must refer to the IQF, National Standards for Higher Education, and the Higher Education Strategic Plan. The curriculum compiled in its implementation must achieve the specified learning outcomes.

Fifth, develop an UNIS curriculum and learning relevant to global demands, namely the Business and Industrial World, community needs, and the times. According to the higher education curriculum guidebook by the Minister of Research, Technology, and Higher Education, study materials and learning materials can be updated or developed following the development of science and technology and the direction of the study program. In addition, things that may need to be considered are the demands of stakeholders. UNIS must fix and respond to these demands as well as possible.

Sixth, designing the curriculum to be more effective, efficient, and comprehensive. This follows the curriculum design stages prepared by the Minister of Research, Technology, and Higher Education. The purpose of this stage is that the curriculum includes all curriculum designs and components, such as the basics and structure of the curriculum, subject

distribution, outlines of teaching programs, annual/semester programs, syllabi, lecture program units, media development plans, sources, and evaluation tools. The Semester Learning Plan and the Lecture Program Unit are integral to the IQF curriculum design.

Lecturers, in the context of curriculum implementation planning, have a central position; they are the interpreters of the curriculum, which is translated into the learning process. Lecturers are parties who understand the development and achievement of student learning in the classroom, so they must be involved in the curriculum design process. The vital role of lecturers in planning curriculum implementation makes them have to master the concept of the curriculum as a whole intact.

In addition, education personnel plays a role in taking care of all kinds of administrative matters and the necessary facilities. All education staff at UNIS are in one unit with the faculty. The community also plays a role in providing ideas about what they need from UNIS graduates. While students in this context can also act as evaluators of the curriculum taught to them, they can also provide input and advice through lecturers about the existing curriculum.

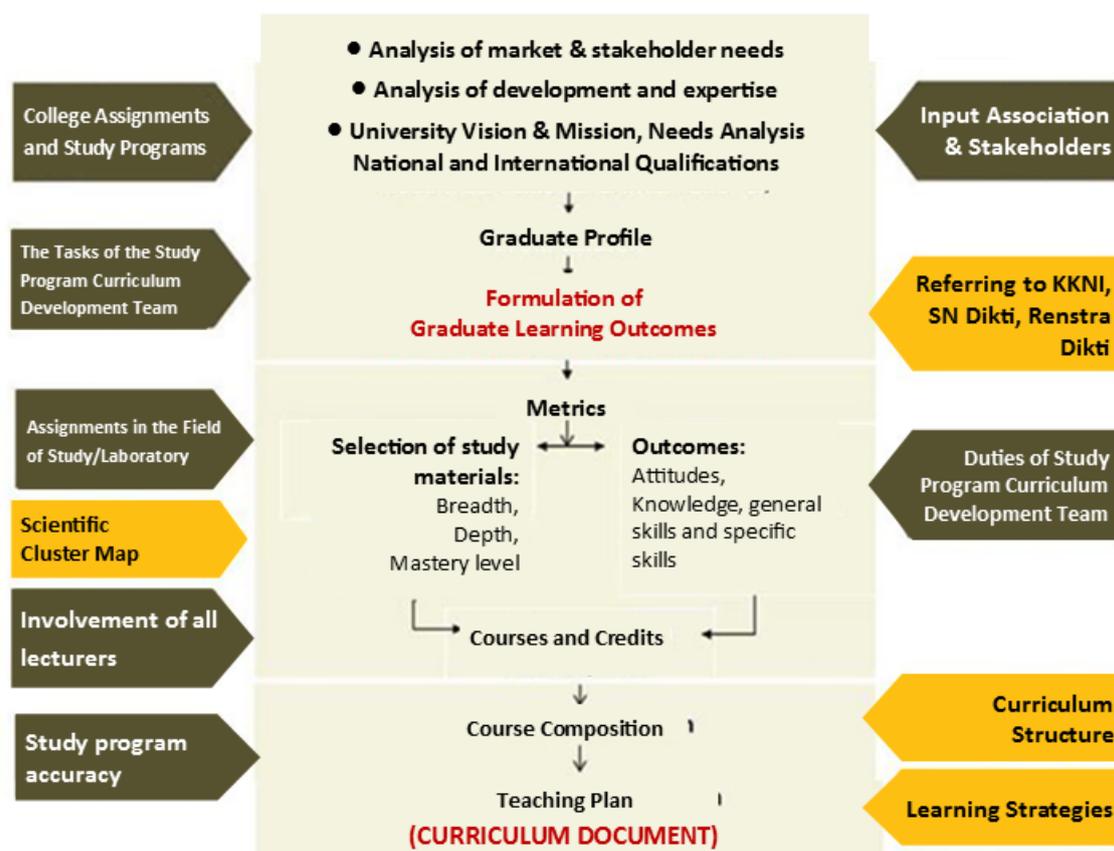


Figure 6. Curriculum Design Stages

5.3. Implementation of UNIS Curriculum

The curriculum at UNIS has been implemented with the following explanations: first, the implementation of the IQF, which is carried out in outline, following the stages of curriculum design prepared by the Minister of Research, Technology and Higher Education, namely: first, determining the vision, mission, objectives of the study program. According to the results of interviews, the determination of the vision, mission, and objectives of the study program was prepared based on a SWOT analysis and through higher education policies in the development

of study programs, through needs analysis, and taking into account input from stakeholders, professional/scientific associations.

Second, formulate a “graduate profile”. At this stage, the study program includes several general abilities that UNIS graduates must possess, which include general attitudes, general knowledge, and general skills.

The third is the determination of graduate learning outcomes. According to The Director of Learning and Student Affairs of the Minister of Research, Technology, and Higher Education, this step must be carried out as a measuring instrument of what a person gets in completing the learning process, whether structured or not, and as a formulation of learning objectives to be achieved and must be owned by all study programs, is also a statement of the quality of graduates.

Fourth, UNIS selects and determines the “study material” to be studied. According to the Minister of Research, Technology, and Higher Education, study materials and learning materials can be updated or developed following the development of science and technology and the direction of the science development of the study program itself. So the preparation of learning materials at UNIS is also flexible and adapted to the times.

Several factors influence the implementation of curriculum implementation, including 1) the competence of the linguistic and literary fields of lecturers, which needs to be improved; 2) The use of IT learning media for lecturers is still weak; 3) The budget prepared by the faculty is still low; 4) Cooperation with the Business World and Industrial World is still not optimal; 5) Lack of community service both from lecturers and from students; 6) The lack of student talent to achieve achievements; 7) Lack of lecturers’ understanding of the content; 8) Lack of assistance from curriculum experts; 9) Facilities and infrastructure are less supportive; 10) Joint commitment from all parties, including study program lecturers and students; and ten factors are then divided into three stages.

Implementing the curriculum at UNIS still seems to be running as it is. This is a continuation of the previous obstacles. Regarding supporting factors, the campus has brought in curriculum experts and provided a budget related to curriculum implementation. However, based on the results of interviews, it was found that the facilities and infrastructure, classrooms, and language laboratories were available, but they were still not supportive. The lack of assistance during preparation impacts the implementation of the UNIS curriculum, which is still not optimal. It still feels like a trial.

Therefore, the collaboration between universities and the business world cannot be carried out partially and instantly. Cooperation must be carried out through an integrative and continuous pattern. Thus, community-based education must be reflected by the involvement of the community’s potential in the educational institutions’ environment to seek solutions and become part of educational problems jointly. The advantages that are always questioned by the business world and industry on the inclusion of educational institutions must be answered concretely by educational institutions, for example, by increasing the industry’s productivity. Likewise, the industry can get cheap labor even though, in terms of ability, it is not on par with the permanent workers of the industry. These mutual patterns must continue to be built so that the swelling number of unemployed can be overcome little by little.

6. Conclusion

Based on the results of the data analysis presented in the previous, the conclusions that can be summarized are as follows.

As an educational institution, UNIS is responsible for producing competitive graduates. One of the efforts is to develop a curriculum relevant to the world of work and industry. In this case, UNIS has tried cooperating with several companies in fieldwork practice activities. However, cooperation between universities and the business world cannot be carried out partially and instantly. Cooperation must be carried out through an integrative and continuous (continuous) pattern. The advantages that are always questioned by the business world and industry on the inclusion of educational institutions must be answered concretely by educational institutions, for example, by increasing the industry's productivity. Likewise, the industry can get cheap labor even though, in terms of ability, it is not on par with the permanent workers of the industry.

Implementing the UNIS curriculum has been going well, following the applicable curriculum preparation regulations. In general, there are several stages in preparing the study program curriculum. These stages are divided into three important stages: the curriculum design stage, the learning design stage, and the learning program evaluation stage. The university has also established partnerships with other companies/institutions/organizations in fieldwork practice activities. This supports the development of student experience competencies compared to learning in the classroom alone.

After analyzing the data from the findings in the field with related theories, the researcher provides suggestions that are expected to be useful for several parties as follows:

Universities must find other learning resources for students to be relevant to the company's needs. Universities need to establish more partnerships with companies, other institutions, and organizations to become a place for fieldwork practices for their students so that student competencies will develop more with real work figures.

The need for education and training for lecturers and educators to develop curricula based on applicable regulations by relevance to global demands, one of which is studied in this study, is related to the Business World and Industrial World. There is a need for further studies to examine the effectiveness of implementing a curriculum based on the Business World and the Industrial World.

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8. Declaration of Conflicting Interests

The authors have declared no potential conflicts of interest concerning this article's research, authorship, and/or publication.

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About the Authors

1. **Joko Rianto** obtained his Doctoral degree in Economics from Universitas Borobudur, Indonesia, in 2017. The author is an Assistant Professor at the Department of Management, Faculty of Economics and Business, Universitas Islam Syekh-Yusuf, Indonesia.
E-Mail: jokorianto@outlook.co.id
2. **Mustofa Kamil** obtained his Doctoral degree from Universitas Pendidikan Indonesia in 2002. The author is a Professor at the Department of Community Education, Postgraduate Program, Faculty of Educational Science, Universitas Pendidikan Indonesia, Indonesia.
E-Mail: mustofa.kamilun@upi.edu
3. **Walla Astianty Putry** obtained her Master's degree in Accounting from Universitas Tarumanagara, Indonesia, in 2014. The author is an Assistant Professor at the Department of Accounting, Faculty of Economics and Business, Universitas Islam Syekh-Yusuf, Indonesia.
E-Mail: wallaastiantyputri89@gmail.com
4. **Saepul Bahri** obtained his Bachelor's degree in Management from Universitas Islam Syekh-Yusuf, Indonesia, in 2016. The author is a student at the Department of Management, Postgraduate Program, Universitas Islam Syekh-Yusuf, Indonesia.
E-Mail: saepulbahri@unis.ac.id