

## MB-KM CURRICULUM PLANNING IN IMPROVING THE QUALITY OF GRADUATES IN ERA 5.0

(Case Study at Jabal Ghafur College of Health Sciences)

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### ABSTRACT

Management is a cooperative system that includes all components of an educational institution. The management framework needs to be mastered by education managers, from planning, organizing, implementing, evaluating, and monitoring, in order to run effectively and efficiently. Curriculum management plays a very important role in preparing the material taught by educators and students. The curriculum can be used as a measure of success and the quality of education. This study seeks to analyse and find the MB-KM curriculum planning in improving the quality of graduates at the Jabal Ghafur School of Health Sciences. This study uses a multi-case strategy. In-depth interviews, participant observation, and documentation collected data. Data reduction, presentation, validation, and reporting employ the Miles Huberman paradigm. Data from single-case and cross-case studies was analyzed. Data validation uses validity, portability, reliability, and verifiability. The results showed that curriculum planning in improving the quality of education was prepared using the MB-KM curriculum based on the vision and mission of the university and the Ministry of Education, Culture and Research.

**Keywords:** MB-KM Curriculum, Planning, Quality

### INTRODUCTION

Entering the era of industrial society 5.0, Indonesia has prepared a set of curricula and learning systems that are expected to produce a new generation of Indonesians who are able to respond to the challenges and demands of ever-changing globalization. In general, efforts to improve the quality of national education are strongly influenced by the quality of existing educational institutions, ranging from basic education to higher education. The Quality of Institutions: Education is also influenced by management. The role of management in educational institutions is necessary. Without proper management, the educational institution will not be able to run as expected.

The educational process is closely related to the management or management of the educational institution. This shows that it is important for managers of educational institutions to master the management or management of educational institutions so that they can run according to expectations. There is an interesting phenomenon in the context of curriculum management. In other words, the new policy of the Minister of Education and Culture implemented by the university, namely the Program (MB-KM), is regulated in Permendikbud No.3. 2020. The national standard of higher education, namely the right to study outside the curriculum for three semesters, (1)

In this case, universities are trying to develop a curriculum by adjusting to the times and producing alumni who are ready to work in accordance with the expected learning outcomes. This is since curriculum management is a process of determining how to construct the curriculum, determining who manages it, and determining who is responsible. So, in developing the MB-KM curriculum, planning, organizing, implementing, evaluating, and following up, curriculum design

is needed so that there are no problems with curriculum changes. Curriculum development must respond to advances in science and technology (scientific vision), community needs (social needs), and alumni needs (stakeholder needs).

Another problem with the implementation of one-semester learning activities outside of the study programmer at the same tertiary institution is the closeness of the CPL formulation of study programs in scientific clusters that have not been implemented properly because the courses that students can take have not been regulated according to applicable rules and guidelines. However, it cannot be denied that the understanding of educators and stakeholders about the curriculum and its development is still very diverse, and there are still misunderstandings about the MB- KM curriculum, especially the right to learn, which is one of the national standard higher education policies. In three semesters outside the curriculum, this confirms that curriculum changes in higher education require acceleration, not just speed. Universities are challenged to immediately accelerate curriculum development in accordance with the rules of the National Higher Education Standards (SNPT) and international standards.

## **LITERATURE REVIEW**

### **MB-KM. Curriculum Concept**

MB-KM, or independent learning Campus independence consists of two concepts, namely "Freedom of Learning" in one program. (2) The Ministry of Education and Culture launched a new policy as an effort to reduce national unemployment by synchronizing the world of education with the world of business and industry. The policy of the Ministry of Education and Culture is in the form of the Independent Learning-Independent Campus (MB-KM) curriculum, which was launched in 2020. The Learning-Independent Campus policy is in accordance with Permendikbud Number 3 of 2020 concerning National Standards for Higher Education.

According to the article, undergraduate or applied undergraduate students can comply with the study period and load by: 1) following the entire learning process in the study programme at the tertiary institution according to the study period and load; and 2) following the learning process in the study programme to fulfil part of the time and learning load and the rest following the learning process outside the study programme.(3)

The forms of learning activities are: 1) Student Exchange, 2) Work Practices, 3) Teaching Assistance in Education Units, 4) Research, 5) Humanitarian Projects, 6) Entrepreneurial Activities, 7) Independent Studies/Projects, and 8) Building a Thematic Real Work Village/Lecture.(4) The Independent Learning Program directs students to focus more on studying because they are the ones who determine what they will become after graduation.(5) The concept of independent learning is in line with Ki Hajar Dewantara's ideals, which focus on the freedom to learn creatively and independently, thus encouraging the creation of an independent spirit character. This is because students and teachers can explore knowledge from their surroundings.(2)

### **MB-KM. Curriculum Planning**

The process of determining the goals or objectives to be achieved, as well as the paths and resources required to achieve those goals as efficiently and effectively as possible, is known as planning.(6) Planning is a projection of what must be done to achieve goals with various systemic, directed, and deliberate considerations.(7) In an organization, planning has an important role in

determining the steps to carry out activities so that goals are achieved. Maturity and mistakes in planning will have a positive and negative influence in the future. Therefore, a plan made by the manager of an organisation must consider the short-term and long-term impacts that may occur in the future.(8) Planning in an educational institution is a process of thinking and carefully setting out directions, goals, and actions as well as reviewing various resources and appropriate methods or techniques. Thus, the MB-KM curriculum planning is based on several foundations, as follows. (1) A philosophical foundation; (2) a pedagogical foundation; and (3) a sociological foundation. (4) Legal Foundation. (9)

## METHODS

This study provides a detailed description of the MB-KM curriculum planning at the Jabal Ghafur Health College using a qualitative approach. The goal of this descriptive study is to provide a systematic, factual, and accurate explanation, illustration, or painting of the facts, characteristics, and relationships between the phenomena under consideration. (10) Cresswell begins his case study presentation by describing the place of case studies in the five traditions of qualitative research, which are put forward as follows:(11)

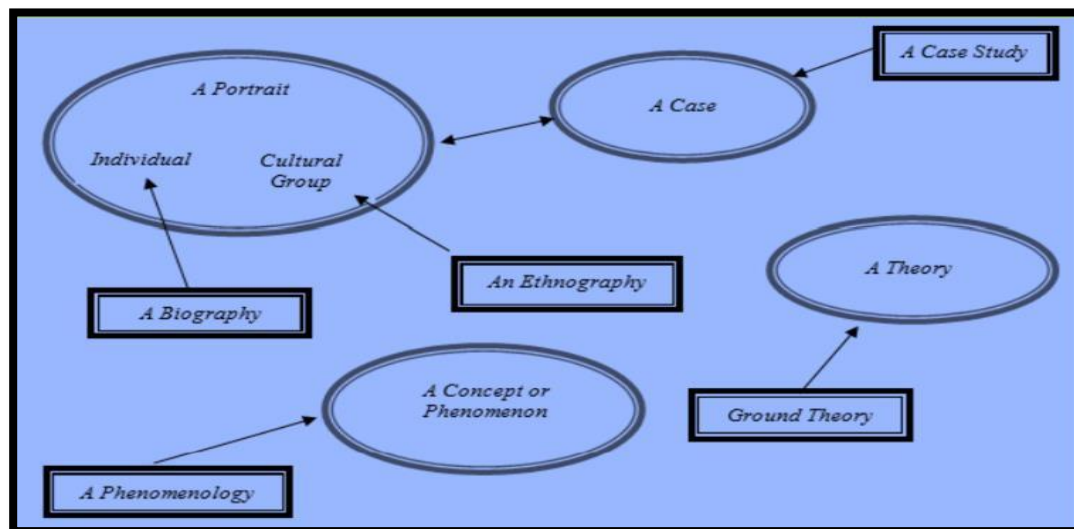


Figure 1. Situation of Case Studies (five qualitative research traditions)

## Data collection technique

The main purpose of research is to obtain data. To collect the necessary data, a data collection method is needed. This step is very strategic because it allows researchers to obtain data that meets the required standards. This study investigates three types of data collection methods: (a) interviews (in-depth interviews); (b) participant observation; and (c) documentation. (12)

## Data Analysis

The data analysis model for this study went through the stages of analyzing case data. In qualitative data analysis, the use of data analysis methods in individual cases, namely (a) data reduction, namely the direction, classification, organization of data and removing unnecessary data,

(b) data representation, namely finding the form of relationship patterns that provide meaning and data. (c) inference or validation, namely building a semantic model of the events that occurred. The steps are shown in the following figure:

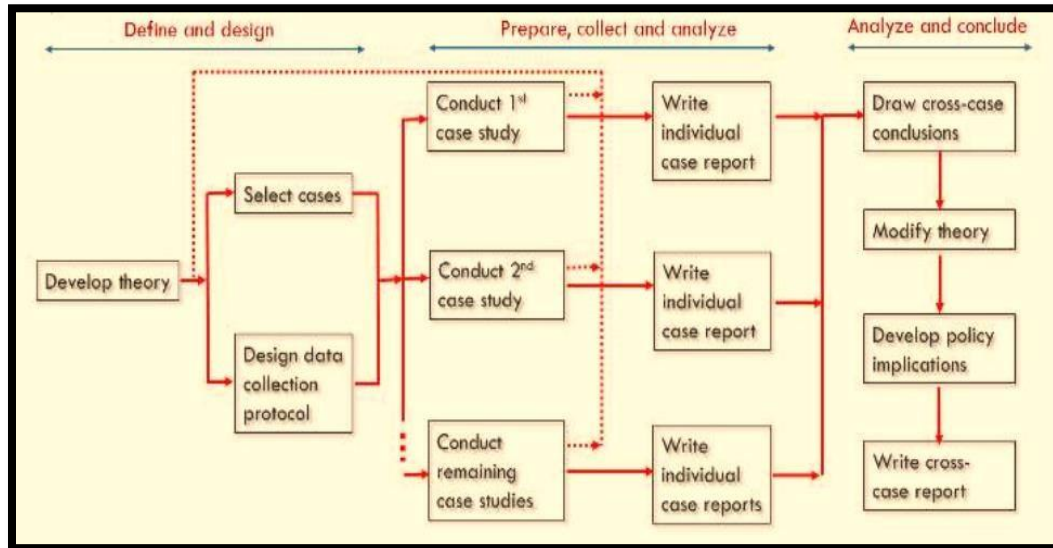


Figure 2. Case Study Method Diagram(13)

## RESULTS AND DISCUSSION

Starting with the determination of the graduate profile, the elaboration of the profile into competencies, and the elaboration of competencies into learning outcomes comprise the planning stage. The profile is based on the findings of an analysis of science and technology needs. As a result, study programme profiles are compiled by groups of similar study programmes in order to reach an agreement that serves as a reference. Following that, stakeholder involvement can help to connect educational institutions and stakeholders who will use graduates as an indicator of graduate quality and achievement standards. Determination of fundamental graduate abilities and skills in the forms of (1) cognitive, (2) affective, and (3) psychomotor, all of which are components of graduate learning outcomes.

Furthermore, the development of learning outcomes for study programme graduates is a measure of the ability of study programme graduates. CPL is based on SN-Dikti, is oriented to KKNI, and describes the vision, mission, and study programmes of higher education, faculties, and study programmes. The Study Program plans services to fulfil student learning rights in order to implement the MB-KM curriculum, namely:

1. Students are given the opportunity to conduct lectures on their own study program, a minimum of 84 credits. The courses taken are core courses or mandatory for every student to support the fulfillment of learning achievements and profiles of Graduates of the study program;
2. In this lesson, students will have the chance to study in different study programs within the UNCP environment and Introduction to the School Environment (PLP), a maximum of 20 credits. The courses taken in other study programs are elective courses to support the graduate profile in accordance with the future needs, interests, and talents of students.

3. Business internships, student exchanges, thematic community service programs, social service, and capstone projects all give students the chance to get practical experience outside of their home institution. You Can Only Earn a Total of 40 Credits.

## **CONCLUSION**

Services for satisfying the period and study load as student learning rights, specifically: (1) Students are afforded the chance to enrol in courses from their chosen study programme, to the tune of a minimum of 84 credits. Those are the foundational courses the student must take in order to achieve the desired learning outcomes and profiles. Individuals who have completed academic programmes (3) Through Business Internships, Student Exchanges, Thematic Community Service Programs, Social Service, and Final Projects, students can receive learning opportunities in other universities and non-PT; and (2) Students are given the opportunity to take courses in other study programmes within the STIKes JG, a maximum of 20 credits according to the needs, interests, and talents of future students. A maximum of 40 Credits.

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