

THE PRINCIPLES OF GRADUATE AND POST-GRADUATE PROGRAM CURRICULUM

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Some Pointers Dedicated to the Workshop Participants
Graduate and Post-Graduate Program
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THE LOGIC OF CURRICULUM REDESIGNING

- The Existing Curriculum



- Curriculum Evaluation
- Recommendations
- Redesigning Workshop



- New Curriculum

BASIC CONCEPTS

- Curriculum is a prime vehicle for educational institution to achieve or realize their mission.
- A curriculum consists of a course of plans and arrangement of objectives, contents and materials, and the methods served as the guideline to conduct teaching and learning activities to realize a set of desirable ends
- All should be set coherently to check its unity and cohesion

THE PRINCIPLE OF VALUE CONTRIBUTION

- The portion of any cluster of course may be established based on its value contribution to the mission or expected product
- Master Degree in Education
 - Knowledge of content [40%]
 - Pedagogical Content knowledge [20%]
 - General pedagogical knowledge [10%]
 - Knowledge of Learners and Learning [10%]
 - Theoretical and Methodological Inquiry [20%]

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- The portion of any cluster of course may be established based on its value contribution to the mission or expected product
- Master Degree in Qur'anic Study
 - Knowledge of content [40%]
 - Linguistic Content knowledge [20%]
 - Historical and Socio-cultural Related knowledge [10%]
 - Current Issues Related Knowledge [10%]
 - Theoretical and Methodological Inquiry [20%]

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GRADUATE AND POST PROGRAM COMPETENCIES

An Example from the
discipline of education

THE GENERAL OBJECTIVES OF GRADUATE PROGRAM

- Master Degree
 - Mastering the specificity of the discipline and its relation to other disciplines
 - Mastering most of grand theories, the variances and the state of the arts
 - Mastering research approaches, methods and its applications
 - Deriving practical implications of theories and model through Research & Development Program
 - Reading and communicating progresses and achievements of the discipline

ESSENTIAL KNOWLEDGE FOR PROFESSIONAL EDUCATOR [MASTER IN EDUCATION]

- Knowledge of content
 - Understanding the central concepts, tools of inquiry, structures, and the problematics of the discipline s/he teaches
 - An understanding of a particular topic
 - It is self-evident that we can't teach what we don't understand [Shulman et al, 1987].

ESSENTIAL KNOWLEDGE FOR PROFESSIONAL EDUCATOR [MASTER IN EDUCATION]

- Pedagogical Content knowledge
 - An understanding of how to make a specific subject comprehensible to others
 - The ability to represent the topic so that it makes sense to students
 - Teachers with high levels of content knowledge have trouble representing topics for novice learners [Nathan, Koedinger, Alibali, 2001]
 - Skills in using examples, demonstrations, case studies, metaphores, simulations, and models.

ESSENTIAL KNOWLEDGE FOR PROFESSIONAL EDUCATOR [MASTER IN EDUCATION]

- General pedagogical knowledge
 - An understanding of general principles of instruction and classroom management that transcends individual topics or subject matter areas.
 - General instructional strategies
 - Skills in classroom management
 - You can't think about doing anything in the class until you have order. The teachers spent a significant part of their day devising behavior charts, threatening children, giving punishment, providing rewards, and using other techniques and devices aimed at reducing and (hope of hopes) eliminating disruptive behavior [Bogdan and Taylor, 1975]

ESSENTIAL KNOWLEDGE FOR PROFESSIONAL EDUCATOR [MASTER IN EDUCATION]

- Knowledge of Learners and Learning
 - Understanding how children learn and develop and can provide learning opportunities that support their spiritual, intellectual, social, and personal development.
 - Using the understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation.

ESSENTIAL KNOWLEDGE FOR EDUCATIONIST [MASTER IN EDUCATION]

- Mastering educational theories and model of teachings
- Mastering quantitative and qualitative research methods
- Mastering applied educational research methods
[evaluative and action research)
- Mastering educational R & D
- Mastering academic writing skills

THE GENERAL OBJECTIVES OF POST-GRADUATE PROGRAM

- Doctor Degree
 - Mastering the domains and the specificity the discipline
 - Mastering the axioms, paradigms, theories, and the variances in the discipline
 - Mastering research approaches, methods and its applications
 - Exploring the possibilities for new theories, methods and techniques of research
 - Initiating an interdisciplinary and or multidisciplinary study
 - Writing and or communicating the progresses and achievements of the discipline

ESSENTIAL KNOWLEDGE FOR EDUCATIONAL EXPERT [DOCTOR IN EDUCATION]

- Knowledge of content
 - Competence in philosophical analysis of the subject matter
 - Competence in conducting both external and internal educational needs assessment
 - Competence in technological analysis of the classroom practices

ESSENTIAL KNOWLEDGE FOR EDUCATIONAL EXPERT [DOCTOR IN EDUCATION]

- Pedagogical Content knowledge
 - Competence in identifying and communicating the nature of the subject matter
 - Competence in drawing practical implications of nature of the subject matter
 - Competence in developing innovative approach to teach the subject matter

ESSENTIAL KNOWLEDGE FOR EDUCATIONAL EXPERT [DOCTOR IN EDUCATION]

- General pedagogical knowledge
 - Contributing in the development of general principles of instruction and classroom management.
 - General instructional strategies
 - Skills in classroom management

ESSENTIAL KNOWLEDGE FOR EDUCATIONAL EXPERT [DOCTOR IN EDUCATION]

- Knowledge of Learners and Learning
 - Understanding how children learn and develop and can provide learning opportunities that support their spiritual, intellectual, social, and personal development.
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ESSENTIAL KNOWLEDGE FOR EDUCATIONAL EXPERT [DOCTOR IN EDUCATION]

- Developing educational theories and model of teachings
- Mastering pure (positivistic, interpretive and critical) research methods
- Mastering applied educational research and development methods [evaluative, action research, educational R & D, and educational policy research)
- Colaborating in and leading a cross-sectional and interdisciplinary research project

FURTHER OPERATIONALIZATION GUIDELINES

BASIC CONCEPTS

- A set of desirable ends
 - Expected Outcome
 - Major [Main and Supporting]
 - Minor [supplementary and additional]
 - Characteristics of the Product
 - Major [Main and Supporting]
 - Minor [supplementary and additional]
 - Indicator of Learning Results
 - Major [Main and Supporting]
 - Minor [supplementary and additional]

BASIC CONCEPTS

- **A course of plans**
 - Objectives
 - Major [General and Specific]
 - Minor [General and Specific]
 - Contents
 - Minimum Requirements.....
 - Ideal Requirements
 - Materials
 - Minimum coverage
 - Enrichment materials
 - Resources
 - Required.....
 - Recommended

BASIC CONCEPTS

- **Delivery methods**

- **Programmed Lectures**

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- **Guided Activities**

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- **Independent Studies**

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- **Field Work, etc**

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BASIC CONCEPTS

- **Strategy of evaluation**

- **The standards**

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- **The Indicators**

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- **The measurements**

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- **The techniques**

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RELATED TERMS AND STATEMENTS

EDUCATION AS SYSTEM OF PRODUCTION

- Inputs, the raw, instrumental materials and environmental arrangement which can be used by the university:
- Process, those things which utilize inputs in order to meet the objectives of the university.
- Product, things developed along the way to achieving the goals and objectives of the program.
 - Result, students' competence achieving in each subject.
- Output, the goals and objectives achieved by the program using inputs, processes, and products, or quality and quantity of graduates.
- Outcome, the achievement external to the program, and are each individual's ability to survive and contribute currently and in the future of society.

JENJANG DAN TUJUAN UMUM PENDIDIKAN TINGGI

- Program Diploma (SO) bertujuan menghasilkan lulusan yang berkualifikasi :
 - a. Berjiwa Pancasila dan memiliki integritas kepribadian yang tinggi;
 - b. Bersifat terbuka, tanggap terhadap perubahan, kemajuan ilmu dan teknologi serta masalah-masalah yang dihadapi masyarakat, khususnya yang berkaitan dengan pelayanan langsung di bidang keahliannya;
 - c. Mempunyai kemampuan untuk menerapkan pengetahuan serta ketrampilan teknologi yang dimilikinya ke dalam kegiatan produktif dan pelayanan kepada masyarakat;
 - d. Mempunyai kemampuan untuk mengikuti perkembangan mengenai pengetahuan serta ketrampilan teknologi yang dimilikinya.

- Program Sarjana (SI) bertujuan menghasilkan lulusan yang berkualifikasi :
 - a. Berjiwa Pancasila dan memiliki integritas kepribadian yang tinggi;
 - b. Bersikap terbuka, tanggap terhadap perubahan, kemajuan ilmu dan teknologi maupun masalah-masalah yang di-hadapi masyarakat, khususnya yang berkaitan dengan bidang keahliannya;
 - c. Menerapkan pengetahuan dan ketrampilan teknologi yang dimilikinya sesuai dengan bidang keahliannya dalam kegiatan produktif dan pelayanan kepada masyarakat;
 - d. Menguasai dasar-dasar ilmiah serta pengetahuan dan metodologi bidang keahliannya sehingga mampu me-nemukan, memahami, menjelaskan dan merumuskan cara penyelesaian masalah yang ada di dalam kawasan keahliannya;
 - e. Menguasai dasar-dasar ilmiah sehingga mampu berpikir, bersikap dan bertindak sebagai ilmuwan;
 - f. Mampu mengikuti perkembangan pengetahuan dan ke-trampilannya sesuai dengan bidangnya.

- Program Magister (S2) bertujuan untuk menghasilkan lulusan yang berkualifikasi :
 - a. Berjiwa Pancasila dan memiliki integritas kepribadian yang tinggi;
 - b. Bersikap terbuka, tanggap terhadap perubahan dan kemajuan ilmu dan teknologi serta masalah yang di-hadapi masyarakat, khususnya yang berkaitan dengan keahliannya;
 - c. Mempunyai kemampuan untuk meningkatkan pelayanan profesi dengan jalan penelitian pengembangan;
 - d. Mempunyai kemampuan untuk berpartisipasi dalam pengembangan bidang ilmunya;
 - e. Mempunyai kemampuan untuk mengembangkan penampilan profesinya dalam spektrum yang lebih luas, dengan mengkaitkan bidang ilmu atau profesi yang serupa;
 - f. Mempunyai kemampuan untuk merumuskan pendekatan penyelesaian berbagai masalah masyarakat dengan cara penalaran ilmiah.

- Program Doktor (S3) bertujuan menghasilkan lulusan yang berkualifikasi :
 - a. Berjiwa Pancasila dan memiliki integritas kepribadian yang tinggi;
 - b. Bersifat terbuka, tanggap terhadap perubahan dan ke-majuan ilmu dan teknologi serta masalah yang dihadapi masyarakat, khususnya yang berkaitan dengan bidang keahliannya;
 - c. Mempunyai kemampuan untuk mengembangkan konsep baru di dalam bidang ilmunya atau profesinya melalui penelitian;
 - d. Mempunyai kemampuan untuk melaksanakan, mengor-ganisasikan, dan memimpin program penelitian;
 - e. Mempunyai kemampuan untuk merumuskan pendekatan dan interdisipliner bagi penerapan profesionalnya.

THANK YOU

**HAVE A FRUITFUL WORKSHOP
AND SUCCESSFUL PROGRAM**