

The Building Obe of Curriculum on Quality Assurance System of Accredited a Private Technical Study Program in Medan City

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Abstract

The purpose of this research to: 1) to find out data and information related to the commitment of higher education institutions in preparing their study programs to carry out international accreditation; 2) to find out the readiness of the study program in taking international accreditation; 3) to find out to what extent the preparation of the OBE curriculum has been developed by the study programs that will be prepared to carry out international accreditation. The research method used is descriptive method with data collection techniques using qualitative methods through an indept question approach. This research was conducted by using categorization analysis as a conclusion technique. Through this research, it has been found that the study programs at private universities in Medan have not prepared themselves well in order to face international accreditation. This can be seen from the implementation of OBE in SPMI that has not been implemented, so that the development of the OBE curriculum is also neglected. The main reason is the lack of commitment from the leaders of each university. The existence of national issues related to ongoing government programs is a top priority from the rectorate to the head of the study program. All preparation steps for international accreditation and all OBE curriculum development activities have not received serious attention.

Keywords

OBE curriculum; study program; international accreditation



I. Introduction

International accreditation of a study program is a maximum effort that must be prepared by a private university at this time. This International Accreditation is a powerful tool or strategic medium for a study program that wants to show the quality of its educational outcomes.

There are three dimensions related to international accreditation: standardization of outcomes related to excellence in the learning process; system and mechanism for quality assurance of study programs and international recognition that can be used for study program branding. In the era of globalization, standardization of outcomes (the ability of graduates) is important so that graduates can compete with graduates of similar study programs from other countries, both for work at home and abroad. Quality assurance systems and mechanisms that are used as references in international accreditation are also important because if these systems and mechanisms can be adopted and implemented properly, the quality of study programs can be improved on an ongoing basis. Branding is also important, especially to attract prospective new students.

There are around 3,762 study programs throughout Indonesia that are nationally accredited (BAN-PT) with an A rating, but only about 10.5 percent are internationally

recognized. In Medan, especially private universities, there are almost no A-accredited study programs that have been internationally accredited. So important questions arise in the world of private higher education in the city of Medan: Is international accreditation or AUN-QA certification still needed? Is international accreditation in line with the current vision, mission and goals of private universities? Does the study program need recognition of its standard of outcomes, does the study program still need branding to attract prospective new students, or the study program only needs verification that the quality assurance has been running well? These options need to be considered carefully and wisely by the managers of private higher education in the city of Medan.

Any The current policy of private higher education managers in the city of Medan regarding their study programs, outcomes based education is a necessity so that their study programs can produce graduates who can compete globally and these study programs can build a structured and measurable quality assurance system. Above all, of course, the existence of study programs must be beneficial to the community, nation and state, especially in the context of providing superior and quality human resources.

Based on the data and information obtained related to the condition of the A-accredited study program from private universities in Medan, none of them have specifically prepared themselves for international accreditation. The implementation of internal quality assurance has not supported international accreditation, the curriculum has not been adjusted to OBE, there is no A-accredited study program that has evaluated readiness to carry out international accreditation. Most of the internal quality management conditions are still based on the last accreditation of the study program.

Outcomes Based Education (OBE) is an education system that focuses on the abilities students acquire at the end of their college experience. This OBE is a demand from society in the future, considering that higher education has now become a means of investment for parents that cannot be denied anymore. The change in society's paradigm towards education that is getting stronger towards education as an investment has conditioned all education sectors to become institutions that are able to provide profitable economic returns. Through this OBE, a university must be able to make its graduates reliable and able to compete, able to provide individual reinforcement for the dissemination of knowledge,

OBE is a process that involves curriculum restructuring, assessment and reporting in education that reflects a high level of learning achievement and mastery rather than the accumulation of course credits offered. OBE is very influential on the whole educational process, starting from curriculum design, formulation of learning objectives and achievements, educational strategies and design of learning methods, assessment procedures and the educational environment of a higher education study program.

In order to achieve a better quality of private higher education in the future, it is necessary to implement an outcome-based education (OBE) learning system. This is because OBE is a learning method that focuses on what students should do. In this case, the learning outcomes are identified first and then the planning of learning methods and assessments is adjusted to the outputs. Modification of OBE learning integrates a number of processes including curriculum design, assessment and teaching and learning methods that focus on what students can do. OBE emphasizes that learning outcomes (CP) can be met in terms of knowledge, skills, attitudes, according to social, economic, cultural, and academic conditions.

To make this happen, inevitably a study program must start designing the stages of its OBE curriculum. There are several stages that must be done in designing the OBE curriculum: a. a study program must formulate Program Educational Objectives (PEO); b. a study program must formulate a Learning Outcome Program (PLO) / graduate achievements;

c. a study program must develop a curriculum; last d. assessment of graduate achievement (Program Learning Outcomes/PLO).

This study concludes that the implementation of the A-accredited international research implementation model has not been carried out properly, this is due to the following things that have not been fulfilled:

- a. Based on data and information related to the condition of readiness of study programs that have been accredited A at the University, it can be seen that the readiness of study programs accredited A has not increased since accreditation A was obtained and obtained. University work programs related to the preparation of the MBKM-based curriculum are the main focus at this time and have not led to the preparation of the OBE curriculum as the basis for implementing international accreditation in order to participate in international accreditation.
- b. Through the research results obtained and the readiness requirements for the A-accredited study program that must exist so far, a readiness model for the A-accredited study program is obtained in participating in international accreditation within the University. This model is a combination of research findings at the time of data collection and analysis in the field and the concept of international accreditation that has existed so far.
- c. The model that has been produced turns out to be inapplicable due to the condition and situation of the study program that has not focused on the implementation of international accreditation. In addition, the commitment and support from the university and faculties is very decisive in the implementation of international accreditation which does require funds and the support of a strong team. This means that if the standard model is applied, it will result in study programs that are not ready to carry out international accreditation.

Amrizal (2021:6471) said that the international accreditation preparation model which includes the preparation of the OBE curriculum has not been developed and implemented by a accredited study programs. So the question arises, how should study programs formulate the OBE curriculum. Currently, universities through study programs are trying to realize the MBKM curriculum (Merdeka Learning Independent Campus). Unfortunately, the process of formulating the MBKM-based curriculum does not adopt or base itself on the OBE curriculum, which is an important program for every study program in the future.

II. Review of Literature

2.1 Quality Assurance System

Good quality education can occur through a variety of factors that are related to planning, process, community support, and facilities in schools. Planning in this case means the readiness and strategy of what is done by the teacher through a design created by understanding the condition of the class. The process is aimed at how the classroom engineering is done by the teacher as well as in-depth understanding of the material so as to create conducive learning conditions. (Ainsiyah, E. et al. 2020)

The Higher Education Quality Assurance System (MSS) consists of two types, namely the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). Research and Technology and Higher Education (2016:9) reveals that the Quality Assurance System (SPM) is a systemic activity to improve the quality of higher education in a planned and sustainable manner. SPM consists of an Internal Quality Assurance System (SPMI) and an External Quality Assurance System (SPME).

The Minister of Education and Culture of the Republic of Indonesia (2014: 2) revealed that SPMI is a systemic activity of ensuring the quality of higher education by each university autonomously to control and improve the implementation of higher education in a planned

and sustainable manner. This means that the implementation of the internal quality assurance system is the main task and responsibility in the daily activities of every university manager.

The success of implementing quality management in the learning process is clear evidence that the implementation of SPMI has been going well.

Core implementation of the system Quality assurance lies in SPMI. However, the acknowledgment of SPMI activities is carried out through SPME through BAN PT accreditation or international accreditation. Through quality standards, the curriculum that is designed, implemented, devalued and improved through the SPME will be tested and refined in the SPME and International Accreditation.

2.2 Curriculum

Etymologically, the curriculum comes from the Latin *criculate*, which means learning material. In line with the times, the term curriculum is used to indicate a number of subjects that must be taken in achieving the degree of a diploma. This is in line with the opinion of Crow and Crow (1990:75) which states that the curriculum is a teaching plan that is systematically arranged as a requirement for a particular educational program.

In implementing SPMI, changes and improvements to the curriculum occur as a form of running quality management in a university. This is in line with the opinion of Doll (1974:22) who argues that the curriculum not only shows a change from content to process, but also shows a change in scope, from a very narrow concept to a broader one.

So basically the curriculum must change to anticipate the development and needs of stakeholders in the world of higher education. This includes changes towards improvement in various areas and activities. This is in line with Law No. 20 of 2003 (article 1) concerning the National Education system which states that the curriculum is a set of plans and arrangements regarding the content and materials of lessons as well as the methods used as guidelines for the implementation of teaching and learning activities. Furthermore, in Article 36 paragraph (3) of Law no. 20 of 2003 it is stated that the curriculum is structured according to the level and type of education within the framework of the Unitary State of the Republic of Indonesia by taking into account: 1. Increasing faith and piety; 2. Improving noble character; 3. Increasing the potential for intelligence and interest of students; 4. Diversity of regional and environmental potentials; 5. Demands for regional and national development; 6. The demands of the world of work; 7. The development of science, technology and art; 8. The dynamics of global development, and; 9. National unity and national values.

2.3 Out Come Base Education (OBE)

Out Come Base Education (OBE) which in Indonesian is called results-based education. OBE (William, 1991:6) is an educational theory that bases every part of the education system around its goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single teaching style or assessment in OBE, instead, classes, opportunities, and assessments must all help students achieve the specified outcomes. Every faculty/ study program that adopts this OBE must immediately adapt to become an instructor, trainer, facilitator, or mentor based on the results that have been targeted as goals.

The Internal Quality Assurance System (SPMI) recognizes three main things that are part of its activities, namely: input, process, and output. This is in accordance with the opinion of Killen (2006:23) who says that input observers focus on things that can increase inputs in the education system such as finance, infrastructure, and others. Process observers focus on processes for controlling, organizing, and imparting knowledge in learning.

Meanwhile, output observers focused on educational products which were then known as Outcome Based Learning (OBE).

An important part of OBE that must be considered carefully is related to the development of the OBE curriculum. As stated by Spady (1994:21) that in the implementation of OBE, it can be started by providing a clear picture of student activities, then organizing curriculum, instructions, and measurements to ensure learning occurs.

2.4. OBE curriculum

The OBE curriculum is in the International Accreditation implementation cycle. When a study program receives the approval of the university to carry out international accreditation, it must prepare: 1) the faculty and study program curriculum team who must prepare the program curriculum; 2) readiness of facilities and infrastructure, human resources, facilities, financing, governance, etc. This second assignment report is needed by students and lecturers to prepare courses and program outputs.

The government has socialized and implemented an OBE-based curriculum for both PTS and PTN so that later it will bridge the gap between the education process in higher education and the conditions and situations found in the real world (the world of work). For this reason, when a course is assisted, it must first be prepared what is called a graduate profile / Graduate Learning Outcomes (CPL) by adjusting existing human resources, because the graduate profile leads to concentration and availability of facilities and infrastructure as well as existing human resources. A graduate profile that has been made should not overlap with other study programs, for that the role of the dean is needed to monitor this.

In the future, a graduate profile can be linked to local wisdom, local needs or related to the uniqueness of the study program in its manufacture. For this reason, the formulation of learning outcomes begins with Graduate Learning Outcomes/CPL at the study program level and then reduced to Subject Learning Outcomes (CPMK).

In implementing the OBE-based curriculum, Study Programs are required to first refine important curriculum components such as learning outcomes, learning experiences and assessments. Furthermore, the Study Program must be able to re-elaborate it in the form of CPMK and sub CPMK, the weight of the credits and the development of teaching materials.

If all of the above has been done, so that the principles and concepts of OBE can run optimally, then an analysis, design/planning, development, implementation, and monitoring and evaluation must be applied. For this reason, it is undeniable that an OBE curriculum must be prepared by lecturers who understand and focus on the body of knowledge (ontology, epistemology and axiology) of their knowledge from the study program concerned, then must understand the standards/blocks/raw materials in managing the curriculum, have a qualification framework for differentiating levels of study (D3, D4, S1, S2 or S3).

III. Research Method

3.1. Research Methods

This study uses a descriptive method with data collection techniques using qualitative methods. Descriptive method is used because it can explain well the conditions and circumstances of the research object as it is in the current period.

3.2. Data Collection Techniques

In this research Indept question interviews were used to study study leaders accredited A from several large private universities in Medan City.

3.3. Data Analysis Technique

Data analysis in this study used categorization data analysis. Through this technique, all qualitative data collected in the interview process is sorted and arranged based on the categories that have been made. After that, conclusions are drawn based on the existing categories. Based on the conclusions obtained per category, general conclusions were drawn in this study.

3.4. Key Informants and Research Locations

This study uses key informants from the head of the accredited study program A and or the secretary of the accredited study program A. The research locations are in private universities that have study programs accredited A in the city of Medan.

IV. Result and Discussion

4.1. Commitment in Implementing International Accreditation

This descriptive research was conducted through interviews with the head of the study program and the secretary of the study program who could be found. The selected study programs are study programs that have been accredited A and take shelter in private universities in the city of Medan. In accordance with the title of the study that describes the study program in building the OBE curriculum on SPM that runs in higher education.

Almost all private university study programs that are accredited A in Medan City have not started planning, evaluating and preparing the OBE curriculum in order to welcome international accreditation which has long been socialized by BAN-PT Dikti. The main problem is not on the readiness of the study program, but on the seriousness and low focus of attention of higher education leaders in paving the way for international accreditation. Higher education leaders are still preoccupied with the most pressing government policies and government programs today.

The implementation of reforming SPMI, especially in the current curriculum quality standards, is another strong reason why the study program has not thought more about the implementation of international accreditation. The reform of the curriculum that has been applied to become the Merdeka Learning Campus Merdeka curriculum is urgently needed to be realized immediately in accordance with the orders of the minister of education and culture. Whereas preparing the MBKM curriculum by preparing the OBE curriculum is not contradictory and in line. However, the curriculum prepared by study programs to produce the MBKM curriculum is based on process input as a feature of the old curriculum, while MBKM only enriches the old curriculum without looking at the process output approach that characterizes the OBE curriculum.

Even though the MBKM was launched in 2020 by the Minister of Education and Culture Nadiem Makarim, in realizing the MBKM policy in general, it provides learning rights for undergraduate and applied undergraduate students by participating in the entire learning process in study programs (Prodi) at universities according to the period and learning load. MBKM is an innovative learning process so that students can achieve learning outcomes covering aspects of attitudes, knowledge, and skills optimally so that they have non-technical skills (soft skills) and technical (hard skills) which in the future can be used as capital in facing the business world and the industrial world. , and ready to face the world of work from the start.

This means that MBKM has led to the creation of a curriculum that prioritizes student abilities, not as was the case with the old curriculum which emphasizes the readiness of students to receive knowledge and the ability of lecturers to impart knowledge. The problem

is that the MBKM curriculum produced by A-accredited study programs at private universities in Medan City is currently based on the old curriculum without seeing the implementation of OBE in it. Whereas OBE and the OBE curriculum are needed to tread the path of preparation for International accreditation.

When MBKM can be adopted into the curriculum changes made, they forget that the basic building of the curriculum is still focused on process input, namely prioritizing students' ability to absorb knowledge and lecturers' ability to provide knowledge in the teaching and learning process (patch-ups of the old curriculum). The final goal to be achieved for students should be the focus to adjust all the potential of lecturers, students, and the learning process is carried out to make it happen. Finally, this makes the MBKM curriculum that has been prepared so far not support the implementation of international accreditation that focuses on the implementation of OBE. All of this happened because of the lack of understanding of university leaders and university quality assurance implementers on the importance of realizing OBE and the OBE curriculum.

4.2. Preparation of Accredited Study Program A in Treading the Path of International Accreditation

The current A-accredited study program at a private university in Medan City said it has not focused on thinking about international accreditation. In addition to the absence of instructions and directives from the leaders of higher education institutions and quality assurance institutions, all study program activities are directed at completing the implementation of the MBKM and MBKM curriculum in their respective universities. The readiness of the study program if explored more deeply only relies on the data and information obtained at the time of accreditation which makes them get an A from BAN PT.

The stages of implementing international accreditation have not been carried out properly and systematically. Starting from the study of the existence of study programs prepared to achieve international accreditation by university leaders and their quality assurance institutions. However, it must be realized that determining study programs to carry out international accreditation means that a university has prepared a minimum of resources that focus on doing it and a large amount of funds towards international accreditation. This is an important form of commitment that an A-accredited study program must have in order to start pioneering the path to A accreditation.

In addition, the study program has not reviewed the need for staff and lecturers and curriculum experts as well as the facilities and infrastructure needed for a team to prepare for the implementation of a tough international accreditation. The main key to the success of international accreditation is the formation of a focused and focused team in carrying out the stages of international accreditation.

It was through this team that the study program's conditions and situation began to be evaluated since it was accredited A, whether it had progressed or had many components decreased, seen from the management aspect and the learning process as desired by the institution/organization that had been selected to become the accreditation agency/accreditation certificate granting institution. to be appointed. The preparation for selecting the bancmarking institution has to be studied (monev) since the beginning of the activity by the university, the quality assurance institution and the study program concerned. After that, an assessment and approach was started before tying a real and sustainable contract.

After that, the study program must also be able to guarantee that SPMI runs well with the direction of activities to implement OBE slowly. All stages of planning and operational quality assurance must have the supporting documents adjusted towards the implementation

of OBE. The essence of all of this is the development of the OBE curriculum as an integral part of the discussion between the international accreditation team and the chosen accrediting institution. However, the preparation of the OBE curriculum can be done first without involving the institution, considering that the criteria required by the institution are currently very open and accessible to anyone who needs them.

Then a study program fully oversees the stages of this international accreditation stage until the final evaluation that determines whether international accreditation is obtained by the accreditation agency that has been previously contracted. This is the preparation that the A-accredited study program must undergo to obtain international accreditation from an existing accreditation agency or accreditation certificate issuing institution. This research shows that this implementation has not been seriously considered and is only in the stage of socialization and building awareness of the importance of international credit for study programs and universities in the future. Important preparations have not been made to support international accreditation considering that the commitments of universities and quality assurance institutions are still divided with the need for completion of the current government work program.

4.3. Readiness to Build OBE Curriculum in Accredited Study Program A in Starting International Accreditation

Actually, the opinion of some A-accredited study programs that the implementation of OBE and the making of the OBE curriculum is difficult, is not fundamental if it is not started and prepared from now on. However, the need for OBE can no longer be negotiable for the sake of the future interests of students who are studying to be able to anticipate the acceleration of the industrial world and employment in the midst of society. OBE is a 21st century educational challenge that contains roles and strategies in bridging the gap between the educational process in higher education and the world of work and the need for innovation.

The understanding that OBE is an outcome-centered education has not been properly understood by the A-accredited study programs so far. In OBE, not only material must be completed, but OBE also measures learning outcomes (outcomes) and allows students to develop new skills that prepare them at a global level. This is because OBE is an approach that emphasizes the sustainability of the learning process in an innovative, interactive, and effective manner.

OBE affects the entire educational process from curriculum design; formulation of learning objectives and achievements; education strategy; learning method design; assessment procedures; and the education environment/ecosystem. This is in line with the understanding that outcomes are knowledge and skills that really must be concretely measurable. In addition, OBE in its assessment is based on criteria not norms. So students are assessed based on achievement of predetermined outcomes, not compared to other students. If a student has not been able to complete a specified outcome level, then the student needs to be assisted to reach that level.

The point is to build OBE starting from building an OBE curriculum based on the needs of graduates when they work. Then trying to help students achieve a predetermined outcome based on a predetermined level of output. The OBE scoring system has a percentage share of each evaluation in OBE in assessing CPMK, for example: evaluation 1: 10% evaluation 2: 30% evaluation 3: 20% evaluation 4: 40% and so on to reach 100%. CPMK is the learning outcomes of subjects based on the outcomes to be achieved by study programs or universities. And the outcome to be achieved is determined by the university based on stakeholder input.

This is a big homework that must be considered by A-accredited study programs at private universities in Medan City. This is due to the urgency of implementing OBE and the formation of the OBE curriculum in order to keep up with the times and the world of work as well as community demands for the graduates produced. The current condition is still far from the implementation of OBE and the implementation of the OBE curriculum. The head of the study program and the secretary of the study program who have a far-sighted vision will be able to estimate the opportunities for implementing OBE and implementing the OBE curriculum. So they have started discussing with senior lecturers and experts in the development and efforts to build an OBE curriculum that will support the study program to carry out international accreditation.

V. Conclusion

The conclusion of this study is related to efforts to build an OBE curriculum in A-accredited study programs of private universities in Medan City, which still needs a long way to go, considering that the commitment of higher education leaders has not been firmly established as an initial step to prepare their study programs towards international accreditation. The stages towards international accreditation have not been thought of because of the busyness of preparing work programs provided by the government and universities.

The condition of the study program depends on the readiness of higher education leaders and their quality assurance institutions in taking international accreditation. The stages of the implementation of international accreditation must have been planned by the head of the study program and the secretary of the study program although the focus of current work is more on the implementation of the MBKM and the making of the MBKM curriculum. Unfortunately, the MBKM curriculum that has been prepared does not support OBE and the OBE curriculum which is required in the implementation of international accreditation.

The implementation of OBE in SPMI is still not well implemented. The OBE has not yet been thought of to be followed up, let alone the creative efforts of the head of the study program and the secretary of the Kalam study program to build the OBE curriculum. Some important things in the adjustment of the MBKM curriculum with the OBE curriculum need to be understood further. Don't let the implementation of the MBKM curriculum still lead to process input. Meanwhile, MBKM should lead to process output as required by the OBE curriculum, namely process output. Finally, it can be stated that study programs accredited A private universities in Medan City have not been able to build an OBE curriculum due to the lack of commitment from higher education leaders, preparation and evaluation of the existence of study programs that have not yet been started, and the implementation of OBE management in the current SPMI.

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