

Achievement Strategy of the Indonesian National Qualification Framework Based Curriculum Generic Description of Sport Education Postgraduate Program Universitas Negeri Medan

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Abstract- The Government of the Republic of Indonesia has issued Presidential Regulation of the Republic of Indonesia Number 8 Year 2012 on the Indonesian National Qualification Framework which is a framework for determining the level competency qualification that can compare, equalize and integrate the field of education, job training and work experience in term of giving the recognition of work competence in accordance with the structure of work in various sectors. To know the strategy of Sport Education Postgraduate Program of State University of Medan in achieving Generic Description, the competences to be had by the graduates of Master of Education must comply with the Indonesian National Qualification Framework standard level 8, learning achievements based on generic description include: 1. Being able to develop the science, technology and art in the field of science or professional practice through research to produce innovative and tested work. 2. Being able to solve the problems of science, technology and art in the field of science through inter or multidisciplinary approach. 3. Being able to do the research and development that benefit the society and science and able to get national and international recognition. To achieve the expected competencies, State University of Medan responded by issuing Rector's Decision Number 065/UN33/Kep/2016 explaining that the implementation of 6 tasks in the Indonesian National Qualification Framework-based curriculum is expected to improve graduate competence so that generic ability can be achieved.

Keywords: *the implementation of indonesian national qualification framework, generic description, strategy*

I. INTRODUCTION

Education is an important aspect in life because education can prepare human beings who are able to improve the quality of life so that the quality of the country becomes well-developed. As an effort to create the competitive human resources and golden generation, in 2045 in all fields, the Government of Indonesia has a high commitment to make changes to the world of education. As we know, the recommendations gotten from New Vision for Education, the World Economic Forum in 2015 requires learners to have 16 skills in the 21st century that is foundational, literacies, competencies, and character qualities. Foundational literacies represent how students apply core skills like literacy, numeracy, scientific literacy, ICT literacy, financial literacy, culture and civic literacy to everyday task. While Competencies describe how students approach complex challenges through Critical Thinking/Problem Solving, Creativity, Communication and collaboration. Furthermore, each learner can face environmental changes by having the character qualities like Curiosity, Initiative, Persistence/Grit, Adaptability, Leadership, Social and culture awareness (Sinulingga et al, 2016).

In facing the ASEAN Economic Community, it becomes a challenge for Universities to produce academicians that are ready to be employed in any industry. The impact of the ASEAN Economic Community implementation is not only on the trade sector but also on all sectors that is why all

sectors must be prepared to face it. One of the aspect that needs to be prepared is qualified Human Resources (HR). In this case, the improvement of the quality of human resources is prepared through education, especially in college.

The Government of the Republic of Indonesia has issued Presidential Regulation of the Republic of Indonesia Number 8 Year 2012 on the Indonesian National Qualification Framework which is a framework for determining the level competency qualification that can compare, equalize and integrate the field of education, job training and work experience in term of giving the recognition of work competence in accordance with the structure of work in various sectors. The Indonesian National Qualification Framework is a realization of the quality and identity of the Indonesian nation related to the national education system, the national job training system and the national learning achievement equality assessment system of Indonesia to produce quality and productive national human resources. Indonesian National Qualification Framework contains of equalization mechanism between the qualities of graduates produced on study programs with the required labor qualifications. To deal with the problem of unemployment caused by the person's competence being not recognized then the mechanism of recognition of learning outcomes and recognition of current competence is needed.

Indonesian National Qualification Framework can be a base of qualification equalization strategies of someone gotten from formal, non-formal, informal education, even work experience. Within this context and in accordance with the demands of Indonesian National Qualifications Framework, on this occasion all study programs in the Postgraduate faculty of State University of Medan agree to curriculum development.

Sports Education of Master Program (S2) is designed to prepare graduates who have the prime qualification as a master of education, with a profile as a lecturer or staff to be, as well as other supporting profiles according to the characteristics set by the study program. Competencies that will be owned by the Master of education must meet the standards of Indonesian National Qualification Framework at level 8, as well as the competencies that have been created by the association of study program or determination of university and the study program itself stated as learning outcomes.

II. DISCUSSION

A. The Indonesian National Qualification Framework-Based Curriculum at Sport Education Master Program of State University of Medan

According to Law Num. 20 year 2003 on National Education System, curriculum is a set of plans and arrangements regarding the purpose and content or teaching materials and methods used to guide teaching and learning activities. The curriculum is always changed and developed because it is used as a tool to achieve educational purposes

that have always experienced the development in accordance with the needs of people on education and current development. For the 2013 Curriculum based on regulation of culture and education minister Num. 67 year 2013 p. 4 explains that 2013 Curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state and civilization world.

In order to improve the quality of education in Indonesia, the government continues to make various reforms in the field of education. And as means to improve the quality of education, a curriculum is needed. According Sukmadinata (2008: 5), "Curriculum is a plan that provides guidance in the process of teaching and learning activities". The curriculum is understood as a set of plans and arrangements regarding the objectives, content and learning materials as well as the ways used to guide the implementation of learning activities to achieve specific educational goals. The curriculum is a number of stages designed with the education institution instructions where the contents are static or dynamic processes and competencies required. Without the curriculum as a plan, learning will not be effective and without learning as the implementation of a plan, the curriculum will be nothing. The curriculum and teaching has a very close relation, curriculum relates to what is to be learned (material) while learning relates to how to learn it. But in the learning process, several possible relationships can be taken place.

Implementation of the curriculum includes three main activities, namely program development, learning implementation and evaluation of learning. Program development represents the activity of drafting the curriculum. Learning implementation represents activities in applying curriculum design in learning activities. Evaluation of learning represents the activities to assess the learning process (Kusnandar, 2011).

So it can be concluded that the curriculum is a set of contents, teaching materials, the purpose that will be taken as guidelines for the implementation of learning activities to achieve educational goals, this goal is the result of a study in the development happened so that the curriculum has become a guideline.

The Indonesian National Qualification Framework based Curriculum Implementation Strategy at Sport Education Master Program of State University of Medan enacted in the first semester of the academic year 2016/2017 by compiling Indonesian National Qualification Framework documents: (1) The academic manuscript of the Indonesian National Qualification Framework-based curriculum development (2) Curriculum-Development (3) Standards of learning and assessment process, (4) Semester Learning Plan (5) Monitoring and evaluation of the implementation of the Indonesian National Qualification Framework-based curriculum.

B. Generic Description of the Indonesian National Qualification Framework

The description of the Indonesian National Qualification Framework is divided into two parts, namely general description and specific description. The general description describes the character, personality, attitude in work, ethics and morals of every Indonesian at every level, while specific description explains the skills of practical knowledge and science. In this case, the depth and breadth of a person's knowledge depends on the occupied qualification level.

The Indonesian National Qualification Framework is a realization of the quality and identity of the Indonesian nation related to the national education system, the national job training system and the national learning achievement equality assessment system of Indonesia to produce quality and productive national human resources. The Indonesian National Qualification Framework contains of equalization mechanism between the qualities of graduates produced on study programs with the required labor qualifications. To deal with the problem of unemployment caused by the person's competence being not recognized then the mechanism of recognition of learning outcomes and recognition of current competence is needed. The Indonesian National Qualification Framework can be a base of qualification equalization strategies of someone gotten from formal, non-formal, informal education, even work experience.

In order to respond to and anticipate the global developments that occur, based on the Presidential Regulation num. 8 year 2012 on the Indonesian National Qualification Framework, all universities must adapt to or prepare a the Indonesian National Qualification Framework-based curriculum. Therefore, curriculum development is a process to respond to the current needs and challenges that will be met in the future. The curriculum includes competencies, materials/ content, learning resources, strategies and methods, study load, and evaluation of learning outcomes.

Study program are responsible for designing and developing and conducting and evaluating the existing curriculum periodically so that the existing curriculum is relevant to the needs of stakeholders. Based on Presidential Regulation num. 8 year 2012 on the Indonesian National Qualification Framework, the curriculum should be developed in accordance with the level set in the Indonesian National Qualification Framework. For Master level, competences should be at level 8 and the specific descriptions are:

1. Being able to develop the science, technology and art in the field of science or professional practice through research to produce innovative and tested work.
2. Being able to solve the problems of science, technology and art in the field of science through inter or multidisciplinary approach.

3. Being able to do the research and development that benefit the society and science and able to get national and international recognition.

A good curriculum should at least meets the criteria: (a) refers to the vision and mission of the institution, (b) consider the needs of the society, the development of science, technology, culture and art, (c) designed to improve the quality of human life and meet the future needs. Based on the vision, mission and goals of Sport Education Master Program State University of Medan, expected target achievement is to improve the academic skills of professional, responsible and scholarly ethical sport actors to support government programs in improving the quality of human resources.

c. Strategy for the Implementation of the Indonesian National Qualification Framework-Based Curriculum

The Indonesian National Qualification Framework-based Curriculum Implementation Strategy at Sport Education Master Program of State University of Medan enacted in the first semester of the academic year 2016/2017 by compiling the Indonesian National Qualification Framework documents: (1) The academic manuscript of the Indonesian National Qualification Framework-based curriculum development (2) Curriculum Development (3) Standards of learning and assessment process, (4) Semester Learning Plan (5) Monitoring and evaluation of the implementation of the Indonesian National Qualification Framework-based curriculum.

Conceptually, each level of qualification within the Indonesian National Qualification Framework is composed by four main parameters: (a) employability skills, (b) sciences/ knowledge (c) methods and skill levels in applying that knowledge and (d) managerial skills. The main parameters will be developed in terms of learning outcomes that are arranged for each subject and to achieve competence in every learning achievement, assignments and practical activities that provide opportunities for students to develop a number of skills through direct strategy should be designed. The objective of learning achievement assessment in the fulfillment of a subject, including: (a) mastery and utilization of knowledge, skills, and behavior in doing the task (b) the depth of the content, use of language and structure of the report writing (c) the results of work in the form of paper (d) student participation/ performance. While the types of tasks given are routine tasks, critical book report, journal review, mini research, idea and project engineering.

1. *Routine Tasks* are the tasks assigned by the lecturer for the student's learning completeness in mastering the material given by the lecturer in a particular subject.
2. *Critical Book Review/ Report Tasks* are the literature review tasks related to the problem solving or deep assessment of the concepts and principles of science being studied which includes a description, analysis, comparison, synthesis of the contents of a book, revealing the strengths and weaknesses,

CONCLUSION and *critical position* of student which can consist of one chapter or 1 textbook as a whole or various reference books used as learning sources in certain subjects.

3. *Journal Review Tasks* are the task of critically reviewing all the components of a research in the journal by analyzing, comparing, synthesizing the main findings, revealing strengths and weaknesses in the research and *critical position* of student as well as the conclusions.
4. *Mini-Research Tasks* are the tasks given by the lecturer in the form of research activities on a limited scale aimed at solving the problem, the applying the theory, formulate a hypothesis through a process of observation, data presentation, data analysis, research findings, interpretation, inferences about problem-solving of the research and its reporting.
5. *Idea Engineering Tasks* are the tasks in the form of writing scientific papers, scientific articles or popular articles about the new ideas that are creative, innovative and about the application of subject material (curriculum) that are supported by up to date references (books, journals, scientific papers).
6. *Project Tasks* are the tasks that require students to transfer the knowledge learned in authentic problem solving of various fields of science through the process of ideas and questions investigation, inquiry process, critical and creative thinking process, and to communicate well the problem solving result within a certain time limit, either individually or in a group.

III. CONCLUSION

The main function of higher education is to produce graduates who have a mindset and be able to adapt to the changes of the world through curriculum development. In line with it, the Sport Education Master Program of State University of Medan performs various implementation strategies of the Indonesian National Qualification Framework-based curriculum to get a graduate legality based on the satisfaction of stakeholders on the field of study by paying attention to the standards of quality, vision, mission of Sport Education Master Program of State University of Medan. The process strategy applied is to apply 6 tasks on each subject that are expected to be able to achieve the demands of the Indonesian National Qualification Framework-based curriculum according to level 8.

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