Execution of Management Curriculum
Private Universities in Four Management Functions

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Abstract:

The study design consists of stages: (1) a preliminary study (identification of potential and problems, collection of data, literature and research results relevant), (2) the manufacture of product design (development of a model curriculum management-oriented soft skills of students), (3) validation of products or internal validation (FGD, validation experts and practitioners), and (4) test the feasibility of the product (external validation). The purpose of education in an educational process that is planned and organized in an educational program called the curriculum and consists of: (1) curriculum plan as a document in the form of details of courses, syllabus, learning design, system evaluation of learning, and (2) actual curriculum as a implementation of the program in the form of learning that is manifestly conducted. Data analysis techniques in the preliminary study used interactive analysis techniques with the steps: (1) collect the data, (2) data reduction, (3) presentation of data, and (4) conclusion. Data analysis techniques in the development and validation of internal models using qualitative analysis techniques. For the data from the test results that the expanded use of descriptive statistical analysis techniques. Education in the principles of economics resulted in: (1) output as indicated by academic and non academic achievement, repetition rate, and dropout rates, and (2) the outcome indicated with opportunities for education, employment, and self-development. Education as a concerted effort through a learning process with a conducive environment so as to change attitudes and behavior, develop skills and character development, as well as active learners can develop their potential.

Keywords: Management, Management Curriculum, Private Universities, Four Management Functions

1. Introduction

Education in the principles of economics resulted in: (1) output indicated by academic achievement and non-academic, repetition rate, and dropout rates, and (2) the outcome indicated with opportunities for education, employment, and self-development (Slamet, 2011: 24). Education is defined as a concerted effort through a learning process with a conducive environment so it is able to change attitudes and behavior, to develop skills and to develop character, and learners are actively able to develop their potential. The purpose of education in an educational process that is planned and organized in an educational program is called the curriculum and consists of: (1) *curriculum plan* as a document in the form of detailed courses, syllabus, learning design, evaluation system of learning, and (2) *actual curriculum* as an implementation of the program in the form of learning that is manifestly conducted (Ditjen Dikti, 2008: 5). Education by the community is served as one of the efforts to make vertical social mobility. Expected outcomes of the educational process will be a better life. The fact is that the outcome of the educational process has spawned enormous unemployment.

If the results of the education process generate unemployment, then alleged causes are about: allegedly among the causes are: (1) the disjointedness of education development planning and the development of jobs that does not correspond to their majors (Dewasastra, 2012), (2) curriculum plan cannot be implemented as actual curriculum, and (3) the graduates tend to put forward the hard skills and the inability of graduates in developing soft skills, so they are only able to find a job and not be able to create their

own jobs. Limited resource owned by higher education institutions may be caused by the implementation of the curriculum management which can not be optimal.

If the management of the curriculum is designed as a curriculum management system which comparative, comprehensive, systematic, and systemic in order to realize the achievement of the objectives of the curriculum, then it should be able to: (1) harmonize the development planning of education and job opportunities development, (2) implement curriculum plan into actual curriculum, and (3) balance need of hard skills with soft skills to match the demands of the working world. As a solution to overcome educated unemployment, it is required an appropriate model of curriculum management for an education program.

Wilkes, et al. (2002) developed a management model of curriculum in a system called Curriculum Management System (CMS). The system is an automated system which manages three states, namely: (1) what is currently being taught, (2) what is desired by the curriculum, and (3) what has been learned or taught (assessment). CMS, the product of Wilkes, et al., produces an information about the curriculum plan whether can be implemented as actual curriculum and designing classes for a particular topic. However, CMS has not fully addressed as the answer of educated unemployment problem in terms of education provision primarily on: (1) the need for soft skills development, and (2) the need to balance the hard skills with soft skills for students. Therefore, CMS Wilkes models need to be developed specifically as a model which can be applied and fulfill the needs of higher education graduates in Indonesia.

Budget and time constraint causes not being possible to create a model for the entire education program, so an education program is taken as representation. Seen from the level of education, educated unemployment mostly comes from college graduates = 12.78% (Republika, 2012). Assumed from the contributor of unemployment indicated from the amount, based on the data in the Data Base of Higher Education (Directorate General of Higher Education, 2013) obtained the following data.

1. Number of education program: private college = 8,094 programs and state college = 2,715 programs, private college is assumed as the largest contributor to unemployment.

2. Study the non exact undergraduate = 4,741 programs and exact = 3,353 programs, the non exact undergraduate is assumed as the largest contributor to unemployment.

3. The number of economic science students is the highest = 627 366 among 10 groups of fields, then the economic science student is assumed as highest contributor of unemployment. Total student of economics science (= 456 students) is the highest compared to the average number of students / other study programs.

4. The management program is the highest = 1.119 (private and state college) among a group of other economic areas (accounting, development economic), then the student of management program is assumed as the highest contributor of unemployment.

Based on the ratio of lecturer number and that of students in undergraduate of management program = 1: (30-45) and the results of the ratio of lecturer and students which meet the ratio range 30-45 by the number of programs in each region, then compiled to the rank from the largest to the smallest. The results shows the rank of region: I, III, VIII, IV, IX, VI, XI, II, VII, XIII, XIV, X, V, XII. Considering the level of accreditation, A, B, C, and are not accredited (BAN-PT, 2013), so that the remaining Region are VI (rank 1), Region II (rank 7), and Region VII (rank 8). For the development of a curriculum management model, then the selected program is management undergraduate program from Region VI (Central Java).

2. Extension-Rule Based Theorem Proving Method

Problem identification can be formulated as follows.
1. Graduates of higher education had the highest contribution to the educated unemployment in Indonesia.
2. Unemployment can cause social problems, stagnation in economic growth, slow development, and decrease of public trust in the higher education.
3. Unemployment as a result of an educational process, because: (1) curriculum plan cannot be implemented as an actual curriculum, (2) the preference of graduates to put forward the hard skills rather than soft skills, (3) the tendency of graduates as job seeker rather than as a job creator, (4) the inability of graduates in developing soft skills, (5) lack of education development planning aligned with the development of employment.
4. Implementation of curriculum management is less than optimal.

Implementation of curriculum management which less optimal can be caused by limited college resources, low managerial skills, and the use of improper curriculum management model. Curriculum management model of Wilkes, et al (2002) is developed as a model which is able to answer the problems that are the focus on this dissertation. The development of curriculum management model focuses on learners' soft skill and will be tested its feasibility, so that the model deserves to be used. The expected outcome is that the graduates are capable to enter the world of work both as a job seeker as well as job creators.

The purpose of this study is as follows.

1. To describe the execution reality of the curriculum management in management undergraduate program in Private Colleges in Central Java in four management functions included planning, organizing, actuating, and controlling.
2. To develop curriculum management model that generates a curriculum management model in the four functions of management which focuses on students' soft skill which can be applied in management undergraduate program in private college in Central Java.
3. To produce feasibility of this curriculum management model in the four functions of management which focuses on students' soft skill in private college in Central Java.

3. Research Method

The reserach design consists of stages: (1) a preliminary study (identification of potency and problems, collecting data, literature and previous research preview), (2) The development of product design (the developent of curriculum management model which focuses on students' soft skill), (3) validation of products or internal validation (FGD, validation experts and practitioners), and (4) feasibility test of the product (external validation).
Referring to the Research and Development of Borg and Gall (2007: 590) and considering the limitations of time and cost owned by researcher in making the development of a curriculum management model which focuses on soft students' skills in management undergraduate program in Central Java, the developent model procedure is conducted through following activities stages.
1. Research and information as the stage of preliminary studies for the purposes of: (1) identification of the potency and problems, (2) literature and relevant previous research preview.
2. Planning and developing preliminary form of the product as a stage of developing a model from the existing model.
3. Preliminary field testing and revision as an early model test through Focus Group Discussion, validation of experts, practitioners, and product revision. Continued by main field testing and revision is the stages of testing the viability of the product in the excecution (external validation) and product revision.
4. Analysis and discussion to define the final product as a students' soft-skill-oriented curriculum management model at management udergraduate program in Central Java.
5. Dissemination as stages to deliver the result proposed to target group carried out through trial promotion.

The five stages above are presented graphically in the following figure.
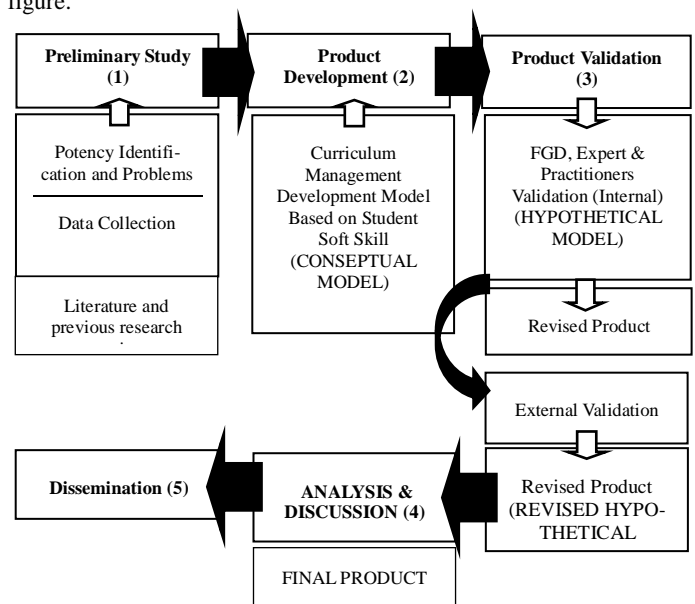
Data analysis techniques in the preliminary study used interactive analysis techniques with the steps: (1) data collection, (2) data reduction, (3) presentation of data, and (4) conclusion. Data analysis techniques in the internal development and validation uses qualitative analysis techniques. For the data from the expanded test results uses descriptive statistical analysis techniques.

4. Experimental Results

Implementation of Curriculum Management
Curriculum management has been implemented in three preliminary research objects. Four management functions (planning, organizing, actuating, and controlling) are used in the implementation of curriculum management, both in terms of the graduates' competence, learning materials, learning processes, as well as evaluation of learning outcomes. However, the implementation result of the curriculum management is not optimal. The curriculum which is implemented by the three objects of the preliminary study are not yet fully based on the concept of the CBC and KKNI. The causes why the implementation result of curriculum management is not yet optimal are as follow.

1. Implementing the curriculum management meets a load of very complex tasks, other than: (1) to implement appropriate learning curriculum set, and (2) to carry out four functions of management to curriculum plan can be implemented as an actual curriculum, implementation of curriculum management has to be oriented to:
   a. relevance, the curriculum is always relevant to the needs of the workforce, so periodically conduct a tracer study to graduate and conduct a review of the curriculum;
   b. the quality of education, so the curriculum management controls the quality of education (quality control) both internal quality assurance and external quality assurance (accreditation or re-accreditation);
2. Curriculum management with complex duties and responsibilities is carried out by a head of department assisted by a secretary (except in management undergraduate program of Catholic University Soegijopranoto plus one administrative staff).
3. Head of department and secretary of department takes over 16 subject credits (Kemendikbud, 2010).
4. The interval time between the end of the semester to the beginning of the next semester is used for short term program or remedial program, and only a little time to evaluate the implementation and management actions in the curriculum.

Management Functions On Curriculum Management Implementation
a. Planning Function
   Planning as a management function has been implemented by the three departments as research subjects. All three departments have made good strategic planning and operational aspects of the graduate's competence, learning materials, learning processes, as well as the evaluation of learning outcomes as follows.
   1. Defining competencies of graduates which will be produced by the learning process in the department.
   2. Developing: (1) learning materials, (2) the distribution of subjects, (3) material flow, and (4) syllabus, SAP, and GBPP for each course.
   3. Planning the implementation of the learning process by making the schedule of curricular activities (lectures, exams, graduated), set a lecturer of the course, and the course schedule.
   4. Planning for evaluation of learning outcomes in each semester.
   5. Developing guidelines for scoring of extracurricular activities as a condition for final exams. Each of these research subjects have different policies and programs.
b. Organizing Function

Each of these research subjects defines the subjects forming the graduates' competences. Within its organization there are differences among the three departments of research subjects. In management department of Sultan Agung Islamic University a teaching team is formed which has aim to organize lecturers who administer same subject. In Management Department of Catholic University Soegijopranoto a lecturer group is formed by clump science. While in Management Department of Satya Wacana Catholic University, the organizing is conducted by lecturer meeting. The organizing focuses on comprehended material and subject lecturer who more than one lecturer, material linkages between subjects, especially with the prerequisite subjects, and as a forum for fostering Senior Lecturer to Junior Lecturer. Lecturer meetings as a form of mechanism for organizing functions as: (1) the implementation of the following lecture, and (2) the evaluation of the lectures that have been implemented by the three research subjects. Published academic calendar showed only curricular and co-curricular activities, but not concretely show the schedule for extracurricular activities.

c. Actuating Function
   Implementation is the most important management functions and the function emphasis more on activities that are directly related to the people in the organization. Terry (2003: 11) stated that the implementation (actuating) is effort to group's members to achieve the goal. So that the implementation is an attempt to make the plan a reality through a various direction and motivation so that every member of the organization is able to optimally implement activities in accordance with the role, duties and responsibilities.
   Execution function carried out by the three research subjects through the following activities: (1) The meetings of Teaching Team (Management Department of Sultan Agung Islamic University), (2) meetings Lecturer for clump of science (Management Department of Catholic University Soegijopranoto), and (3) meetings Lecturer led by lecturers who have highest Functional academic (Management Department Satya Wacana Catholic University). Meetings are held in the three departments with the material: (1) a description of the course and competence of graduates, (2) the learning materials, the distribution of subjects, and the flow of matter, (3) evaluation of the learning implementation.

d. Controlling Function
   The three research objects in term of controlling is conducted by monitoring the presence of attendance included the date, hour, and the course material, then the data is confirmed by the syllabus, SAP, and GBPP whether the course material has been implemented based to plan or not, whether it has met the achievement target of learning objectives or not. Due to technical constraints, so not all subjects can be monitored properly. The data of implementation was formulated and evaluated in: (1) meeting or conference teaching team and lecturer clumps science, (2) department meeting with lecturer in the agenda of evaluation and preparation of the next semester course.

Personal Executor of Curriculum Management
The department is the frontline in the implementation of the curriculum (curricular, co-curricular, and extracurricular), evaluation and curriculum improvement, quality assurance (quality control), and accreditation. With an area of responsibility which is imposed, Management Undergraduate Program of Sultan Agung Islamic University and Satya Wacana Catholic University, it is implemented by the head of the department assisted by a secretary. For the administrative activities, it is conducted by the faculty administrator. Meanwhile in Management Undergraduate Program of Catholic University Soegijopranoto, head of the department assisted by a secretary and the secretariat staff assigned to administrative activities.

Factual Curriculum Management Implementation
The following table shows the relationship the four functions of management with four aspects of curriculum management in the education system.

Factual Management Functions in Curriculum Management Implementation Table

PROCESS				
MANAGEMENT FUNCTION	ASPECT			
	GRADUATES COMPETENCE	LEARNING MATERIALS	LEARNING PROCESS	EVALUATION OF LEARNING
PLANNING	Develop a competencies map of graduates	• Develop curricular and co-curricular learning materials, syllabus, SAP, GBPP and distribution per semester • Define the type and score of each extracurricular activities and provisions scores for the final exam	• Develop curricular and co-curricular activities schedule • Formulate guidelines and procedures for the implementation of extracurricular activities	• Develop guidelines for evaluation of learning outcomes (mid-term and final exam). • Formulate reporting mechanism for extracurricular activities and fulfilled provision for final exam
ORGA-NIZING	• Determine the subject for primary graduates competence (primary, supporters, and others) • Forming: Teaching Team (Unissula), Lecturer clump of science (Unika Soegijopranoto), coordination of Senior Lecturer (UKSW)	• Compile a list of lecturers for curricular and co -curricular • Determine the schedule for extracurricular activities by the department / Faculty / University	• Organizing the implementation of curricular and co-curricular activities • Organizing extracurricular activities which is implemented by department / faculty / university	• Organizing curricular and co-curricular learning outcomes • Organizing the score for extracurricular activities
ACTUATING	• Lecturer Meeting: (1) explaining the subjects and competencies of graduates, (2) Preparing courses: Teaching Team, Lecturer clump of science, coordination Senior Lecturer	Lecturer Meeting of learning materials, distribution, and course material flow	• Lecturer meeting for scheduling, number of class meetings, the SCL method for curricular and co-curricular activities	• Lecturer Meeting: (1) evaluation of learning outcomes and establish graduation score, (2) determining the total score for Extracurricular activities For the final exam requirement
CONTROLLING	Coordination meeting for forming subject lecturers of graduates competence	To control over the implementation of learning materials for each course through the syllabus documents, SAP, and GBPP	• Conduct presence, taking note for material • Presence for college student • Implementation data of extracurricular	• Lecturers meeting for evaluation of learning target • Meeting for evaluation of extracurricular activities
Implementing Head of Department, assisted by the Secretary (except in Unika Soegijapranata plus an administrative personnel) - Supported Academic Information Systems (AIS)				

5. Conclusions

Development of curriculum model for Management Undergraduates Program of Colleges in Central Java can be conducted in an implementing curriculum management by using the four functions of management.

In implementing the model, following consideration are needed:
1. The role of Head of Department in the implementation of learning in terms of: (1) curriculum plan which can be implemented as an actual curriculum, (2) the learning outcomes which is defined, (3) orientation of the graduates competence and the balance between hard skills and soft skills both as coordinative action and direct action.
2. The lecturer's role as one of the components in the learning process of: (1) a limit on the workload, (2) evaluation and reporting are carried out periodically as a form of accountability for lecturer performance, (3) the duties as executor in realizing the actual curriculum in accordance with the curriculum plan,
3. The role of students as one component in the learning process: (1) issuing regulations on minimum requirements of final exam score for the extracurricular activity, (2) socialization regulations, (3) issued Handbook of Activities and issued Student Extracurricular Activities

In order to ease the implementation, computer-based support facilities are needed, namely: (1) Academic Information Systems (AIS), (2) Curriculum Management System (CMS), and (3) The curriculum mapping instrument.

Implementing development model of the curriculum management is the implementation of a change. So the changes can provide optimal benefits with minimal risk, it is necessary to change management and may involve all components of the organization.

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