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Student's Perceptions of Curriculum Implementation in Higher Education

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ABSTRACT

This research aims to determine the effect of curriculum implementation on learning effectiveness perceived by students. The research method used was a survey. The sample in this research was 100 master's and doctoral students at Jakarta State University. There are two instruments in this research to measure curriculum implementation (35 items, reliability 0.98) and effective learning (34 items, reliability 0.92). Data analysis in this research is descriptive statistical analysis, inferential statistics for linearity tests, and path analysis. The research results show that curriculum implementation has an influence on learning effectiveness. The research results show that the implementation of the Postgraduate curriculum has an impact on learning. Curriculum evaluation is important to develop effective learning based on curriculum development principles. The findings from this study also add information regarding the importance of involving students, lecturers and leaders so that the curriculum is more adaptive as a consideration in decision making.

Keywords: Curriculum, effective learning, Higher Education

INTRODUCTION

Education is an attempt to change the way of thinking and behaving through the transfer of knowledge and transfer of values. Educational activities are directed at developing human resources who are ready to face various challenges and respond to changing times. This is in accordance with the goals of Indonesia's national education which are listed in Article 3 of Law Number 20 of 2003 concerning which states that the goal of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. (Law of the Republic of Indonesia Number 20 of 2003)".

The industrial revolution in the current era of industrialization has affected all aspects of the education system (Pabbajah et al., 2020). The era of industrial revolution 4.0 requires higher education to produce student output that is ready to face global challenges. Everything becomes borderless with the use of unlimited computing power. This should not necessarily eliminate the essence of education to develop all student potential, not only adequate knowledge and skills but also the attitudes that need to be developed in every educational activity.

Universities are expected to develop curricula that have been adapted to job opportunities (Pabbajah et al., 2020). The curriculum can plan the expected educational or teaching results of education or teaching because it can show what must be done and what activities must be experienced (Prihantoro, 2021). In addition, the curriculum is very important for the success of the education system as a whole,

especially in sustainable development efforts (Sali, 2022).

Curriculum development is a planned process, a directed, progressive, and systematic process to create positive improvements in the education system (Mohanasundaram, 2018). Curriculum development aims to update the existing curriculum so that the curriculum becomes a complete, innovative, contextual curriculum, and responds to output needs to compete at the local, national and international levels (Hacohen & Weinshall, 2019). The higher education curriculum in Indonesia has undergone many changes in recent years. This is in line with the development of the world of education which is getting faster and the demands of the world of work are getting higher (Institute for Learning and Curriculum Development, 2023). There is a need to update it to meet the needs of society.

The curriculum is the responsibility of educational institutions to achieve graduate profiles effectively and efficiently (Bachri, 2018). Therefore, the curriculum must be developed appropriately by considering development techniques and procedures based on adequate theory. The curriculum development process at least consists of planning, curriculum implementation, and curriculum evaluation. Higher education as the highest educational institution of highest education is expected to be able to provide complete learning opportunities and experiences to achieve graduate competencies expected in the profile. Therefore, curriculum development in tertiary institutions has an important role in delivering graduates to achieve a graduate profile. This research This research focuses on discussing the development and implementation of curriculum in tertiary institutions based on laws and theories that currently apply in Indonesia (Bachri, 2018).

The curriculum is a basic reference for the formation and parameters for achieving the expected output at the study program level. Curriculum is a set of plans and arrangements regarding graduate learning outcomes, study materials, processes, and assessments that are used as guidelines for implementing study programs (Nurwardani et al., 2016). The curriculum is assessed on its relevance to educational objectives, the scope and depth of the material, as well as the appropriate organization to encourage the development of hard skills and soft skills that can be applied in a variety of situations. One of the basic education curriculum programs is curriculum development based on special programs assigned by the Indonesian government.

The curriculum is directed to produce a profile of graduates who are able to develop knowledge and produce works, are able to solve problems and are able to manage research that is beneficial to society and science. Specifically, the profile of postgraduate program graduates is that they are able to develop educational knowledge through various research methods to produce creative, innovative, original and tested work in an interdisciplinary and multidisciplinary manner, as well as communicating orally and in writing at the national and international level by upholding moral values and noble character; as a researcher and developer who is able to solve educational science problems by using various research methods that are in accordance with the target characteristics through interdisciplinary and multidisciplinary Indonesian national character and able to communicate in writing and orally at the national and international levels. The expected graduate profile needs to be pursued by teachers through various academic activities by paying attention to challenges and changes that occur dynamically.

Several researchers have studied the curriculum in higher education. The complexity of the curriculum (Hicks, 2018); college curriculum policies (Case & Huisman, 2015); the importance of collaboration in curriculum development (Oliver, Shawn L. & Hyun, 2011) and course curriculum development in higher education (Tractenberg et al., 2020). The

results of research conducted by Kusumaningsih (2023) argue that the curriculum contributes to existing higher education knowledge, where curriculum implementation has a positive impact on increasing student knowledge. Curriculum implementation is an essential part of the educational program. The target to be achieved is not only to produce subject matter but rather to improve the quality of education.

Implementation of the expected curriculum can create effective learning. This effective learning is one of the challenges in the world of education (I. Junaedi, 2019). Effective learning is learning that allows students to learn easily, is fun and can achieve learning objectives as expected. An effective learning process is teaching that is able to produce a quality learning process, namely a learning process that involves integrated participation.

There are five indicators of effective learning, namely: (1) management of learning implementation, (2) communicative process, (3) student response; (4) learning activities, (5) learning outcomes. The immediate impact of curriculum changes is changes in learning activities. Curriculum changes that cause changes in learning activities also require community participation and support, both the school community and the general public. This information needs to be explored, especially from users and students through the perception of the effectiveness of curriculum changes in learning activities in schools after being implemented for some time. This information will be useful in efforts to improve the curriculum in the future.

MATERIALS & METHODS

This research method uses a survey approach. The target population in this research is all master's and doctoral program students in universities in the Jakarta area. The sampling technique used purposive sampling, master's and doctoral program students were selected as respondents, and 100 students were selected as research samples. On the basis of this sample size (n=100), the standard error (SE) was then calculated using the McClave (2011) formula, which was obtained at 0.438, meaning that the sample size was homogeneous so it could be concluded that it was representative and suitable for use in hypothesis testing through inferential statistics. Data was collected through questionnaire instruments obtained from respondents, namely perceptions of curriculum implementation and principal instruments (relevance, flexibility, sustainability, efficiency, effectiveness) of the curriculum.

Instrument Validity and Reliability

Before use, the data collection instrument is validated empirically. After the next trial, it is based on calculating the validity of the instrument items using the product moment correlation formula. The instrument items were tested on 30 trial samples. An instrument item is declared valid if the rxy coefficient is greater than the r-table value, with n = 30 and $\alpha = 0.05$ then the rtable is 0.361. Meanwhile, to determine the instrument reliability coefficient, it is calculated using the Cronbach's Alpha formula. The calculated results of the reliability coefficient of respondents' perceptions of curriculum relevance (0.987), curriculum flexibility (0.924), program perceptions of continuity (0.934) and curriculum efficiency and effectiveness (0.949).

STATISTICAL ANALYSIS

This research uses a survey method using the Structural Equation Modelling (SEM) technique. This SEM technique calculation uses AMOS 25.

RESULT

In this section, the research findings will be described, namely for all students of the master's and doctor of education programs at Jakarta State University. The research population is students with a representative

sample size of 100 students. Based on data obtained from the field, descriptive data processing was then carried out. The data description in this section describes the mean, median, mode, standard deviation, minimum, maximum, range and sum**.**

Presentation of the data description starts from the exogenous variable, namely X1 (Perception of the implementation of the study program curriculum) followed by the endogenous variable Y (principles of curriculum development) with the help of AMOS Software used to analyses the data, see the relationship between variables.

Normality testing is carried out using the critical ratio skewness value criterion of 2.58 positive or negative at a significance level of 0.01. Data can be concluded to have a normal distribution if the critical ratio skewness value is below the absolute value of 2.58 (Ghozali, 2008). The results of the normality test carried out show normal results, meaning that if the critical ratio skewness or kurtosis value ranges between ±2.58, meaning the upper limit is +2.58, while the lower limit is –2.58 so the data is categorized as normal.

In this study, we used multivariate outliers obtained through the output of AMOS mahala Nobis distance results. Multivariate outliers' criteria that can be used are p < 0.001. The test results show that the results obtained by mahala Nobis distance are <0.0001. Mahala Nobis distance shows the distance of an observation from the average of all variables in a multidimensional space (Hair et al in Ferdinand, 2002). To calculate using the Excel program, enter it into the sub-menu-Function - CHIINV, enter the probability value at the 0.001 level with a df (deg freedom) of 203. The CHIINV calculation results show a value of 252.79. Thus, the mahala Nobis distance is greater than 252.79, so the data is a multivariate outlier. The mahala Nobis distance value can be seen through the AMOS output. The following table 1 is the result of AMOS output.

Table 1 Results of the Multivariate Outliers Criteria Test

Observation number	Mahalanobis d-squared	p1	p2
1	56,2403	,0000	,0000
71	52,7434	,0000	,0000
49	46,7181	,0000	,0000
63	40,4477	,0000	,0000
18	39,3489	,0000	,0000
29	34,4427	,0002	,0000
68	33,7135	,0002	,0000
11	33,2811	,0002	,0000
78	33,1945	,0003	,0000
73	31,0007	,0006	,0000
2	30,7915	,0006	,0000
7	28,7008	,0014	,0000
42	28,5214	,0015	,0000
39	27,9520	,0018	,0000
44	27,9520	,0018	,0000
3	25,5327	,0044	,0000
70	24,0174	,0076	,0000
15	17,1258	,0716	,0000

Confirmatory factor analysis (CFA) is used to test the dimensionality of the dimensions that explain the factors of exogenous and endogenous constructs. The data shows valid, if the loading factor value is above 0.5. The results of the CFA validity construct calculation are as in table 2. The following is the CFA test for the variable perception of the principles of study program curriculum development (Y):

Table 2: ***CFA test variable Perception of curriculum development principles***

Estimate			
X	<---	Y	1,0000
Y1	<---	Y	,4780
Y2	<---	Y	,1362
Y3	<---	Y	-,0337
Y4	<---	Y	,4194
Y5	<---	Y	,3409

Based on data from the results of confirmatory factor analysis (CFA) of the variable Perception of curriculum principles above, it shows that overall, the construct model of all variable question indicators has a value of more than 0.5 (>0.5). So it can be concluded that all indicators of endogenous variable questions are declared valid.

Confirmatory factor analysis (CFA) is used to test the dimensionality of the dimensions that explain the factors of exogenous and endogenous constructs. The data shows valid, if the loading factor value is above 0.5. The results of the CFA validity construct calculation can be seen in table 3. The following are the results of the perception test on the implementation of the curriculum:

Table. 3 ***Relevance Confirmatory Factor Analysis Test***

			Estimate
X	<---	Y	1,0000
Y1	<---	Y	,4780
Y2	<---	Y	,1362
Y3	<---	Y	-,0337
Y4	<---	Y	,4194
Y5	<---	Y	,3409

Based on the data from confirmatory factor analysis (CFA) of the relevance variables above, it shows that overall the construct model of all variable question indicators has a value of more than 0.5 (>0.5). So, it can be concluded that all indicators of endogenous variable questions are valid.

Confirmatory factor analysis (CFA) is used to test the dimensionality of the dimensions that explain the factors of exogenous and endogenous constructs. The data shows valid, if the loading factor value is above 0.5. The results of the CFA validity construct calculation can be seen in table 4 below are the results of the flexibility factor loading test (X2):

Table. 4 ***Flexibility Confirmatory Factor Analysis Test***

			Estimate
X	<---	Y	1,0000
Y1	<---	Y	,4780
Y2	<---	Y	,1362
Y3	<---	Y	-,0337
Y4	<---	Y	,4194
Y5	<---	Y	,3409
X1	<---	X	,8326
X2	<---	X	,2148
X3	<---	X	,2592
X4	<---	X	,1722
X5	<---	X	,2314

Based on the data from confirmatory factor analysis (CFA) variables on the principles of curriculum development above, it shows that over all the construct model of all variable question indicators has a value of more than 0.5 (>0.5). So it can be said that all indicators of endogenous variable questions are interpreted as valid.

The structural model is the relationship between latent variables (variables which cannot be measured directly and requires several indicators to measure it) independent and dependent (Bollen, 1989).

The results of the structural model test can be seen from Figure 1:

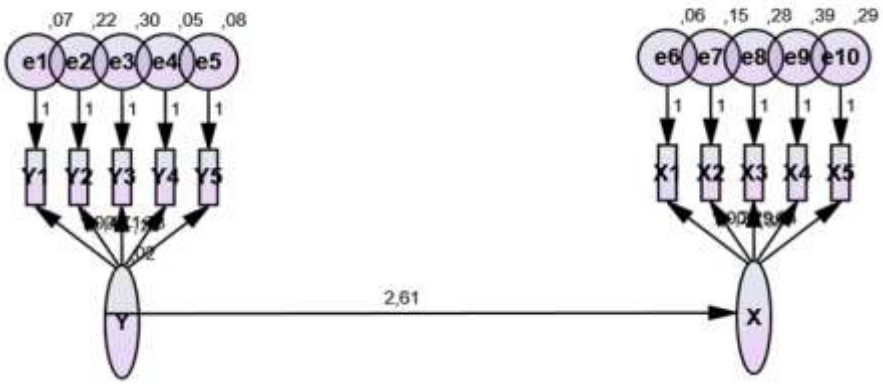

Figure 1: Structural Model Test

Based on the structural model above, it shows that the CFI, GFI and AGFI values are close to the recommended values, so the model is still suitable to be continued. The following is a summary of the structural model table 5 below:

Table 5. ***Goodness of Fit Test Results***

Criteria	score Cut-Off*	Result	Description
Chi-Square	expected to be small	81,5827	Fit
RMSEA	<0,08	0,000	Fit
GFI	>0,90	0,9658	Fit
AGFI	>0,90	0,95	Fit
CMIN/DF	<2,00	0,4019	Fit
TLI	>0,95	1,015	Fit
CFI	>0,95	1,000	Fit

Description: *Goodness Of Fit criteria value

Based on the table of goodness of fit test results in Table 4.11, it shows that the values of the Chi-Square, RMSEA, GFI, AGFI, CMIN/DF, TLI, and CFI indexes have met the requirements of the goodness of fit index criteria. Meanwhile, Probability meets the requirements. The results of the goodness of fit test indicate that the model in the research is acceptable.

DISCUSSION

The implementation of education is required to be able to prepare students to be able to prepare themselves to face the changing challenges of life. With increasingly quality education, we can achieve an increasingly brilliant future for Indonesia. Higher education (universities, institutes, high schools, polytechnics and academies) has a big responsibility to realize these ideals. Providing quality education requires the availability of a good curriculum. The curriculum - as stated by Richard (2001) and McNeil (2006) - has a very strategic and determining role in the implementation and success of education.

Curriculum development in higher education is carried out as a response to the development of scientific vision, community needs and stakeholder needs (Directorate general of Higher Education, 2020). The curriculum is an essential part of the targets to be achieved to improve the quality of education. Furthermore, curriculum development is a process that describes programs and concepts (Becher, 2012; Kramer, 2005).

These curriculum changes can be challenging for academics who focus on domain knowledge and skills in their areas of expertise. The curriculum is a key driver of change because it sets out 'what will be taught, what students need to learn and the quality of learning expected' (Australian Curriculum Assessment and Reporting Authority, 2012, p. 7).

Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals through curriculum mapping of learning activities, instructional techniques, assessments, objective content areas, and teaching content (Johns, 2020).

Curriculum development consists of the principle of relevance, the principle of flexibility, continuity, practicality, and the principle of effectiveness (J. Junaedi et al., 2021; Setiyadi, n.d.). The principles of flexibility and openness are very important in curriculum development for learning without geographic or time limitations (Volungevičienė et al., 2020). Based on the results of hypothesis testing, effective learning influences the principles of curriculum development.

Curriculum development is to lead to changes in achieving learning goals effectively and efficiently. The results of statistical calculations show that effective learning has an influence with C.R. 3.572 (P>0.05). These results indicate that effective learning influences the principles of curriculum development. These results

show that effective learning has an important role in school organizations (Hernes & Irgens, 2013).

Research on the importance of the curriculum responding to developmental changes occurring in society (Fomunyam, 2020), the curriculum needs to consider responding to developments in digital technology (Volungevičienė et al., 2020), or trying to advocate for the use of technology and lead to a pedagogical approach (Ersoy, 2014).

The impact of curriculum changes that is felt immediately is the change in learning activities. Curriculum changes that cause changes in learning activities also require the role of community support. This means that there are indicators showing the relevance of curriculum changes in learning activities at school.

The development of effective learning environments appears to be increasingly prioritized by higher education institutions (Cotterill, 2015). Effective learning can be defined as learning that successfully achieves students' learning goals as expected (Setyosari, 2017). The effective learning model includes four main things, namely: 1) quality of learning, 2) adequate level of learning, 3) rewards and 4) time. Meanwhile, the quality of learning refers to the activities designed and actions carried out by students and learners, including learning materials or experiences as well as the use of media that we use.

Based on findings and confirmed by the curriculum development concept (Khan at al. 2015),

shows that there are five indicators of effective learning, namely: (1) management of learning implementation, (2) communicative process, (3) student response; (4) learning activities, (5) learning outcomes. The immediate impact of curriculum changes is changes in learning activities.

CONCLUSION

Based on research findings, it can be concluded that the implementation of the curriculum has an influence on effective learning in study programs in higher education. This means that the results of this research show that implementing appropriate curriculum implementation will have an impact on the quality of the learning process and outcomes by paying attention to the factors of relevance, flexibility, sustainability, efficiency and effectiveness. The findings from this study also add information regarding the importance of involving students, lecturers and leaders so that the curriculum is more adaptive as a consideration in decision making.

Implications

The implications of this research are that educational institutions are expected to be able to produce quality graduates through an effective learning process, so each study program needs to prepare a program or curriculum seriously and on target. Apart from that, study programs need to carry out regular reviews of the readiness of human resources and the availability of university facilities as well as understanding of human resources in implementing this curriculum.

Recommendation for future researchers, with the results of this research, it is hoped that other researchers can use methods such as program evaluation or experiments and more variables or other relevant models that can develop effective master's and doctoral study program curricula.

Declaration by Authors

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