

CURRICULUM RELIABILITY OF SENDRATASIK STUDY PROGRAM ANTICIPATING CURRICULUM CHANGES AND ARTS LEARNING QUALITY IMPROVEMENT IN SCHOOL

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Abstract

This research is inspired by the change in the college curriculum, since 2002/2003 from competency based curriculum to curriculum with the Indonesian National Qualification Framework (INQF or mostly known as KKNI in Indonesia) since 2013/2014. In order to accommodate the questions in higher education, on the existence of curriculum at Music, Dance, and Drama (Sendratasik) Study Program at LPTK (Education Institutions) for the last seven years (since 2007) referring to the change of curriculum in the national education system. This research aims to view and examine the reliability of curriculum Sendratasik Study Program of FBS Universitas Negeri Padang (FBS UNP) that has been designed and being implemented. This study is also as the input for the assessment and comparison of the development of art education curriculum.

Keywords: Reliability Curriculum, Education Art, Sendratasik

A. INTRODUCTION

The emergence of ideas to implement of this fundamental research is motivated by the change of curriculum in colleges and schools, in almost simultaneously. In the university level, the Government Decree No. 31 Year 2006 has underpinned the need to revitalize the college Competency-Based Curriculum (known as KBK) to KKNI (Indonesian National Qualifications Framework). While in school, Government Act No. 32 year 2013. The basic curriculum changes and the imposition of the 2013 school year 2014/2015 was implemented definitively.

The background of this research is to explain the processes and goals change a curriculum in educational institutions. In a research standpoint, the problem to be described is certainly not necessarily questioning or debating the meaning of the curriculum in a variety of existing definitions. It has been the way they are if the debate about the term "curriculum" has been known and discussed since a century ago. Since Noah Webster defines curriculum as "curere" (Greek) which means running or "curier" which means dropping to a distance to go. But the educational experience in the field to prove if an understanding of the curriculum will be more meaningful if discussed in the content, function, and utilization of the curriculum itself. For example, if the curriculum in higher education institutions independent and stand-alone?. For colleges that are on track LPTK, whether he drafted the curriculum paradigm associated with changes in the curriculum of school education in the same institution and at school?

The Decree of Minister of Education and Culture No. 232/U/2000 provides guidance to any college of higher education to develop curriculum on campus, including how to conduct an assessment of student's learning outcomes. This rule is also followed by the Universitas Negeri Padang with formulating the curriculum of institutions, which in turn mandates continuous rolling next to each Prodi to design, implement, and manage each core curriculum courses, including courses in Sendratasik Department. It is explained that, "Higher education is a continuation of secondary education is organized to prepare students to be members of the community who have the academic ability and/or professionals who can implement, develop and/or creating science, technology and/or the arts. "

Although there must be a conviction of the universities, such LPTK, that the designed of the curriculum is academic freedom which has been run so far, this aims to view the internal curriculum in Sendratasik study program of FBS UNP and analyzed in such a way, including to comparing with the curriculum in the same study program in another LPTK in Indonesia. For this reason, in this study, will be divided into two stages: The first stage, carried out the analysis of the contents curriculum of materials, which can be seen from the aspect of objectivity, systematics, and generalized curriculum. In this study, conduct research activities in the content of this analysis implemented in the first year. Then in the second year, as an effort to find a comparison "what are the same and what are the differences?" from the existing curriculum of Sendratasik some LPTK and its impact on the learning of art in each area, will also be scrutinized further by research that uses survey approach. So from this study will be able to answer the question, whether the views of the establishment not reliability or high reliability in a study program can be accepted, or whether the college should have to anticipate the development of education and learning in schools.

Based on the background above, the problem of research problem is formulated as "How is the of curriculum reliability of Sendratasik study program of FBS UNP in anticipating the changes in the curriculum and improving the quality of arts learning in school today?". In Prodi Sendratasik courses referred to in this study are Study Program Sendratasik FBS UNP (when performing content analysis) and compared with other educational universities (Prodi Sendratasik FBS Universitas Negeri Medan, Universitas Islam Riau, FBS Universitas Jakarta, FBS Universitas Negeri Semarang, and FBS Universitas Negeri Surabaya).

The purpose of the research is to explain how curriculum reability of Prodi Sendratasik FBS UNP in anticipation of the changes in the curriculum and improving the quality of arts learning in school. In addition, this study will also reach out to how much influence, impact, and the excesses of objectivity, systematics, and generalize existing curriculum in the quality of learning LPTK, particular in secondary school. So it is believed if this study brings the most benefits in an effort to find common ground urgens view to strengthening the government's policy in the education sector which will reposition, revise, or revitalize competency-based curriculum in colleges and the curriculum orientation toward KKNi and the quality of arts education in school for a long term.

B. REVIEW OF RELATED LITERATURE

1. Definition and Development of Curriculum Education in Indonesia

The definition of the curriculum according to Sanjaya (2008: 4) can be decomposed in terms of traditional and modern. Traditionally, the curriculum has been interpreted by Roebert M. Hutchin that "The curriculum should include grammar, reading, theoric and logic, and mathematic, and edition at the secondary level introduction to the great books of the western world. Hutchin has been inspired from the idea that stated by Noah Webster published a century ago. The dictionary defines curriculum as "a course, a specified fixed course of study, as in a school or cologe, as leading to degree.

Of the two terms above can be concluded that the traditional curriculum, is the number of subjects or science that must be mastered by learners to achieve a certain level or diploma. The phenomenon of education in Indonesia at the time of application of the curriculum PPSI (Instructional Systems Development Program) 1975 has clearly adopted the traditional curriculum. At least the acquisition of a diploma with sufficient value at the end of a learner's education is one of the virtues of all-purpose implementation of education in schools. Because so interests learning objectives in the curriculum of education in 1975, as a result the government felt the need to also create a hierarchy of learning objectives include (1) the purpose of national education; (2) institutional goals; (3) curricular objectives, (4) general instructional purposes, and (5) specific instructional objectives.

2. Higher Education Curriculum and Plan Amendment

The needs of the advanced in science, technology, and art are rapidly increased in the community, it resulted to the change higher quality, including the right of people to choose the use of products and higher education. That has prompted the need for universities to make changes throughout the curriculum. Therefore the authority in curriculum is needed. Understanding curriculum in college is not enough any longer restricted to the contents and subjects alone, but education can provide a learning experience to be out and skillfully apply the knowledge and skills of the students, so that they will be useful for him, parents, family, and society (Zakiah Dardjat, 1994).

Associated with changes to the competency-based curriculum KKNi in college, Minister of Education and Culture, Muhammad Nuh, in its press release on sindonews.com dated 13 April 2013 said that the higher education curriculum that is now the substance of the curriculum with a more humane, namely with strengthening of the General Basic Courses (MKDU). Education Minister considered that "Students today pursue knowledge just glued, while the times require students to master three things namely the knowledge, skills, and attitudes." So subject MKDU course will be elective courses but became a compulsory subject. So it can be seen that the point humanistic curriculum change is the attitude of the elements that will be highlighted in the curriculum change . However, minister says, "this curriculum revision will not affect the amount of the increasing burden of Semester Credit System (SKS) in lecture. If the curriculum in SD/SMP/SMA will be effective July (2013) later, the education Minister has not been able to confirm when the new curriculum in higher education will be enforced.

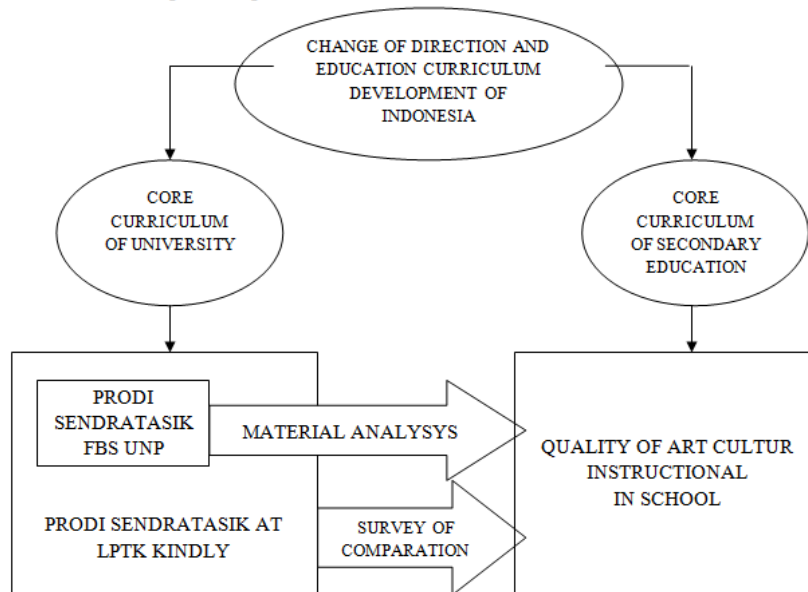
3. Reliability Curriculum of Prodi Pendidikan Sendratasik

Sendratasik Study Program is a part of LPTK. Currently, there are some Sendratasik Study Program in some universities has developed in the course of dance education and music arts education independently. Since 2003, especially since the enactment of the Regulation of the Minister of National Education No. 045/U /2002 on Higher Education of Core Curriculum, the curriculum of Sendratasik study program is competency-based education, and now curriculum is not altered by the enactment of KKNi. Referring to the subjects were developed using the college authorities autonomy covers subjects: (a) Personality Development

(MPK); (b) knowledge and skills (MKK); Working Expertise (MKB); Work Behavior (CDM); and lives community (MBB).

The reliability of curriculum is one of the aspects that is often questioned and assessed related to the quality of the change and development of a curriculum, without exception the curriculum of Sendratasik study program. Reliability or reliable of the curriculum Prodi Sendratasik FBS Universitas Negeri and at other similar universities, will always be questioned, given LPTK learning in the arts can also be linked with changes in the curriculum of art education in the school and in improving the quality of learning. To that end, researchers need to conduct a survey team with internal and external to the curriculum Prodi Sendratasik, for the sake of getting an answer if Prodi Sendratasik curriculum that has now been reliable or not, especially in anticipation of the needs of education in the community (including schools) within the long term.

3. Conceptual Framework



C. RESEARCH METHODOLOGY

The methods used in the study consisted of two types of research methods, namely: (1) the use of the method in the first year analysis content to browse and analyze all documents related to development Prodi Sendratasik of curriculum in the last five years. While the second research method to study the second year, planned to use traditional methods of survey, or study with assessment/surveillance, both the documents and the opinions/statements of the various of the individuals or universities or equivalent institutions transform and draw conclusions. Both methods were applied to the design of the study as follows:

- (1) With Content Analysis, can be analyzed to curriculum documents taken during the last five years, which is done with the process of identification of general and specific characteristics of the material documents. There are three things which the curriculum conten researched field objectivity, systematic, and generalist.
- (2) The survey research method, the research was conducted in order to survey, explore and compare the findings of the research that has been analyzed by descriptive-Qualitative-quantitative, to formulate the results of research that can reinforce, equalize, or renew a fact, phenomenon, or policy.

Meanly of research that entry here is who is engaged in the research, more researchers recognize as respondents to a party that can provide more information at a specific location and time, as well as with access granted to data and objects that can be observed or documented.

As it has been designed from the beginning, then there are six basic steps that will do the research and the research team of this survey, namely:

- a. *Step Introduction*, namely the problem and formulate the initial research questions, determine the type of survey to be conducted, both to be done with a questionnaire, asking questions through correspondence, including telewicara by phone (not directly by the respondent), or conduct meetings and interviews (interviews directly with the respondent).
- b. *Step Planning*, which plotting ways for recording field data and perform initial testing of the survey research instrument, either in the form of a questionnaire and a list of questions for the interviews, a list of documentation collection objects, writings, articles, photos, videos, and keterangannya

- c. *Step Scoping*, namely the achievement of the target population completed the survey respondents with all data collection instruments, which have been adapted to the sample frame, sample size, and the sample was selected.
- d. *Step Processing*, namely, engorganisasikan and categorize the data, including double-check the data that has been collected while making qualitative and quantitative analysis (statistics) of data
- e. *Step Concluding and Outcomes*, which outlines the findings of research including repairs to accept criticism, to obtain accurate study results.

D. FINDING AND DISCUSSION

The results found that the Prodi Sendratasik FBS UNP has been run function to continue reviewing reliability of academic curriculum in college while still innovating in the development and learning on campus. It has become common practice, where when changing arts education curriculum will be changes in the name, synopsis, and spread half of the course credits. If the curriculum innovation may take the form of ideas, concepts, and strategies, then the change of identity and device classes that suit the needs can still be interpreted as an innovative curriculum, as long as the changes it brings benefits to the students' academic activities and activities Tridharma Perguruan Tinggi itself. For example, the Prodi Sendratasik certainly will change the curriculum throughout:

- a. bring innovation to absorb aspirations in the arts needs of the education community and the public;
- b. bringing innovation to accelerate a student's study;
- c. brings innovation quality student recruitment and faculty at the input;
- d. bringing innovation to the quality of learning in the process;
- e. bringing innovation to the quality of graduates in the output;
- f. bringing innovation to the empowerment of graduates in the outcome; and so on

Some findings about objectivity, systematic and generalized Prodi Sendratasik FBS UNP of curriculum as a result of content analysis of this study include:

(a) Objectivities

A review of the profile of the course, particularly reviewing the course by:

- a. Name : according to the field of science (the subject matter) or not. The discipline, among others:
 - 1) Pend. seni tari/seni tari/
 - 2) Pend. seni musik/seni musik
 - 3) Pend. seni drama/seni drama
 : 1) 1) If the name Prodi statutory UNP is Pendidikan Seni Drama Tari dan Musik, field of science which made explicit from the name of the study subjects are *multidiscipler*. Study of *multidiscipliner* does not match the name of the study program level, because the study program using the name as a field of expertise. Example Prodi Pendidikan Musik, or Prodi Pendidikan Seni Tari
 2) Although it remains to be *multidiscipliner*, music an dance composition subject, with drama subject not balanced. Drama subject more less. So it does not coincide between *Prodi Pendidikan Seni Drama, Tari, dan Musik*, however *Prodi Pendidikan Seni Tari dan Musik*
- b. Goal : What is desired competencies of learners and is there a correspondence between subjects with resource teacher competence.
 : 1) 1) There are subjects that do not refer to what is desired competencies of studen, esample:
 - "Tari Daerah Setempat", should be "Tari Minangkabau", because the competencies to be achieved, the student is able to dance to one or several dance Minang.
 - "Musik Nusantara", should be "Musik Gamelan Jawa", because the competencies to be achieved, the student is able to play one or more forms Java of music.
- c. Kind : How is the balance between::
 : 1) 1) Overlap in the implementation of a course of lectures by subject. Exsample:
 - Subject of notasi tari for practical use in dance notation, applied as college studying dance notation transform.
 - teroi basic of music, applied as a learning college notation music

- d. Orientation : How to form a course implementation of the vision/mission oriented LPTK educational and non-educational : 1) 1) Name of the learning-oriented subjects did not support the last three competencies multidicipliner. Example:
- "Evaluasi Pembelajaran Seni Tari/Musik", and how to "Evaluasi Pembelajaran Seni Drama"?
 - "Pembelajaran Mikro Seni Tari/Musik", and how to "Pembelajaran Mukro Seni Drama"?
- 2) 2) If the output is a graduate scholars (future scientists/experts) in the field of art teacher, but when you want to examine, subjects were given more directed to research methodology has not been a balance between qualitative research methodology, quantitative, and PTK (Classroom Action Research).
- 3) 3) If the output is a graduate scholars (future scientists/experts) academic teacher, not vocational (vocational) dance or music, should be given to college students for thesis research assistant teaching or non teaching. But the completion of the study path is divided into lanes thesis and artwork (the artwork is not supported by lectures supporting artwork, such as the method of creation and so on).
- (1) *Systematic*
a review of the structure, especially the review of the course by:
- a. Subject of : According with UU no 12 Tahun : 1) Name of the composition course change frequently, at least once in two years. That change is not Prodi, but modified and enforced by the university general.
Composite 2012, composite of subject for LPTK adalah
1) Matakuliah Dasar Umum
2) Matakuliah Dasar Kependidikan
3) Mata Kuliah Bidang Studi
- b. Lectures : Same with the above rules, each : 1) Lecturers who teach the team in the course, the course syllabus often have different, and sometimes not establish communication to repair the course description, because sticking with science primsip embraced each lecturer.
device : subject exists at the lecture
2) Taking a course in Study Plan Card (KRS) students using lecture session number system, so students tend dichotomy between hard and easy lecturers (in terms of valuation), so there perkuliah sessions are taken by a student and a bit too much.
- c. Semester : magnitude credits and : 1) There is no clear basis to take good decisions in setting weights assessment credits with the depth and breadth of knowledge in the subject weights.
Credit Units : implementation
2) There are subjects that can be applied in low weights credits (2 credits), even used 4 credits, and vice versa. For example, the practice tends to subjects with high credits, and considered theory classes with low credits.
- c. Distribution of : Same with the above rules, : 1) Due to a large number of course credits, the accumulated credits to be great. For example, the curriculum Prodi. Sendratasik
Semester, students can menyelesaikan study
Acceleration, SI between 140-144 credits

and
Settlement
Studies
Students

- 2010, never reached 154 credits, so the slower students completed the study. Banyak
- 2) Students who failed in some subjects by reason of tangible and intangible, thus causing a short term solution is often done, to no longer consider whether students who participate in the short term and the end of the first year students.
 - 3) Berbentuknya semester distribution between general courses and designated educational university with a distribution that is designed by Prodi. Thus students often experience delays due to finish college lecture sessions for general and university education is full.

(2) *General*

a review of the relationship and continuity in the Prodi perluiahan with output and outcome quality educators/teachers of art and culture in the school by:

- a. Output Accord : Competence scholars produced multidicipliner for drama teachers arts, dance, and music
 - 1) In fact, the output produced graduates with the competencies Prodi multidicipliner floating (not focus), as generated bachelor pad Sendratasik educational field, which is thought to teach drama, dance, and music, it is only able to teach dance and music are less spesified (less control).
 - 2) With the output of graduates who multidicipliner, causing quota admissions tutor by the Local Government (LG) before becoming narrower. Because the teacher asked PNS Sendratasik, deemed to have met the quota of teachers to the field of dance and music as well. However, if the statute prodiu replaced with educational dance and music arts education, for example, the acceptance quota by local government civil service teachers refers to teachers' needs and the needs of teachers of dance music, dance music teacher open at once.
- a. The quality of learning in schools : Curriculum relationship at Prodi with educational quality in school.

If the trust department of the curriculum developed with reliability, then the rationale for the course in the study program melahhirkkan name should still be berazas competence for the long term, and should not menyesuaikan with the dynamics of the change in the school curriculum. For example, if at the time of the SBC no subjects erah appreciate local dance, hence the title of the course does not have to dance the local area (as it is still valid). If subject still lead to competence, then the name of the local dance course still named the Minangkabau dance.

E. CONCLUSION AND SUGGESTIONS

Certainly not many things that can disimpulkan of the first year of this research. But most do not, researchers have found some common thread in the problems of existing arts education curriculum in universities in particular, including the predicted effects on learning art in school. Some of them kseimpulan that can be delivered, that the art of learning curriculum in art LPTK are appropriately changed whenever necessary departments/study programs are based on at least six of the above, and certainly not solely because of the existence of the problem and shift the learning needs of the arts in schools. Prodi Sendratasik is a manufacturer producing educated prospective art teachers. Schools are consumers (costomer) product users

educated teachers. The government is distributornya. Now, if the art learning in the classroom is not qualified, do not slam the alleged errors directly to the manufacturer. Please check the in-berurtan ranging from curriculum, profiles of HR qualifications, the appropriateness of the distribution, and so new to the college. With this conclusion, it is expected lecturer, teacher, and curriculum users do not necessarily naively link between the quality of learning in schools with quality pembejaran in college. Especially for future development, professional art teacher is no longer the only autcome of graduate art LPK as dicangkan KKNI. In addition to professionals in the field of pedagogy, graduate Sendratasik hastened to be ready to compete in the world market-oriented art that takes a trained professional personnel.

Based on these results, it can be disarnkan in general that education in college would especially be true in the sciences should clump together government programs successful in realizing changes in the curriculum, especially arts education curriculum in college LPTK (Workforce Education Institutions) art of the curriculum toward competency-based Indonesian National Qualifications Framework (KKNI). The purpose of this fact should be emphasized, given the task of art as Sendratasik LPTKs getting heavier as the intended curriculum changes. Although the department/study program has the authority to design the curriculum KKNI arts education non-periodic manner, Sendratasik still should be able to download the follow-up discussion of curriculum-curriculum (including curriculum KKNI), especially for targeted follow-up to learning the art innovation in schools.

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