



Renovasi Program S1 melalui Kurikulum Berbasis Kompetensi

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Abstract

Marketplaces require S1 graduates have a general competency, meanwhile the content of the courses offered are quite deep and specific. Regarding this government issues a *Keptendiknas* stating the changes in curriculum, from content-oriented to competency-oriented. This new curriculum is currently considered to be suitable for the need of work places. Therefore the curriculum needs formulating carefully. This paper describes the reasons why the competency-based curriculum is very significant, and then describes the steps taken in improving the curriculum together with the institution having responsibility to study and develop education. From this paper it can be seen that the changes in curriculum alone are not enough to produce graduates suitable for the need of job market. But the changes of learning process and the system that controls it are very much required. Revisited course contents, deepness of materials and grouped courses needed by competency are the way to be done by all units responsible for learning process. Moreover, to improve efficiency and effectiveness in the management of education, change and arrangement in department-based curriculum should be made based on major-minor systems. Therefore, each department is not necessarily offering and serving courses that are need by their students. The courses can be taken from other departments, which are more relevant and have a high quality. At the end, Center for Research and Development of Education as a legal unit to monitor and evaluate education needs fully support so that the education can run smoothly. In this unit the curriculum is monitored, evaluated and revised in order to have a good qualified S1 graduates based on the competency required.

Key words: competency-based curriculum, department-based curriculum

Pendahuluan

Perguruan Tinggi sebagai agen dalam proses perubahan memegang peranan penting hampir di semua negara. Dalam rangka menghasilkan sumberdaya yang berkualitas, perguruan tinggi terlebih dahulu perlu memperhatikan kualitas dalam penyelenggaraan pembelajaran, penelitian dan pelayanan pada masyarakat dalam sebuah sistem yang dirancang sedemikian rupa hingga nyaman bagi semua orang. Sistem tersebut seyogyanya dapat mengkondisikan kenyamanan bekerja bagi civitas academica untuk senantiasa patuh pada norma dan tata nilai (Kogan, *et al.*, 2000). Mereka juga menyatakan bahwa, dengan meningkatkan kewenangan terhadap lembaga pendidikan tinggi, berbagai bentuk tekanan untuk menjadi lebih otonomi akan memberikan peranan baru dan fungsi sebagai lembaga publik dan organisasi akademis dalam sistem

pendidikan tinggi. Lebih lanjut lagi, elemen pertanggungjawaban dan pengawasan eksternal terhadap efisiensi dan kualitas serta harapan untuk lebih baik dalam kepemimpinan dan managerial akan memberikan sebuah peluang kepada lembaga untuk lebih berhati-hati dalam menangani dan menjalankan kegiatan akademik.

Beberapa isu strategis yaitu yang berkenaan dengan program pengembangan pendidikan diantaranya adalah: (1) tingginya spesialisasi lulusan strata satu yang kurang sesuai dengan kebutuhan dunia kerja, (2) persaingan pemanfaatan sumberdaya termasuk staf pengajar, (3) kurang seimbangnya distribusi beban akademis diantara para staf pengajar. Isu yang berkenaan dengan kualitas lulusan ditunjang dengan informasi dari dunia kerja. Berdasarkan tracer study yang dilakukan oleh Departemen Teknologi Industri Pertanian, Institut Pertanian Bogor tahun 2000, saat ini