

Master in Christian Education Management: Challenges and Opportunities for Curriculum Development

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Abstract

This study aims to describe the curriculum of the Christian Education Management Masters Department that is currently used and the curriculum plan of the Christian Education Management Masters Department that is relevant to the development of knowledge and technology in the future. The research is descriptive qualitative, with mixed questionnaire data collection techniques (closed and open) and documents. Research informants are lecturers and students of the Master of Management of Christian Education Postgraduate Department Tarutung State Institute for Christian Studies. The results of the study revealed 2 findings, namely: 1) The curriculum of the Christian Education Management Masters Department used today is good and relevant, but it is necessary to make some changes such as adjusting the name of the course to the vision, adding core courses, grouping courses and; 2) The curriculum plan of the Master of Education Management Department in the future includes Core Courses 21 semester credit units, Institutional Courses 6 semester credit units, General Courses 17 semester credit units, Matriculation Courses 0 semester credit units, the development of which refers to the National Higher Education Standards and descriptors of the Indonesian National Qualifications Framework and through a focus group discussion process involving students, lecturers, leaders of Tarutung State Institute for Christian Studies and stakeholders.

Keywords: Christian education management; challenges; opportunities; curriculum development

Preliminary

The world of education today is faced with the demand to produce high-quality graduates who are able to compete fiercely in the era of globalization. The expected graduates are graduates who master science, have skills, creativity, and competitiveness, also have

religious, moral, and noble moral provisions. This is in accordance with the government's mandate in Law Number 12 of 2012 Article 35 paragraph 2 that the Higher Education curriculum is developed by each university by referring to the National Standards of Higher Education for each Department which includes the development of intellectual intelligence, noble character and skills (Ariawan et al., 2021).

The curriculum is an important part of the stem education. Because without a curriculum in the education system, there will be irregularities (Posillico et al., 2022). Thus the curriculum is one of the tools to achieve educational goals, and at the same time is used as a guide in the implementation of the learning process at various types and levels of education. The curriculum must be dynamic and constantly evolving to adapt to the various developments that occur in the world community and must set the results as expected (Kolibu et al., 2021).

The basic framework and curriculum structure of higher education are developed by the universities concerned by referring to the national standards of education for each Department (Law Number 20 of 2003 Article 38 paragraphs 3 and 4). Furthermore, Presidential Regulation Number 12 year 2012 emphasizes that for all universities to design a curriculum that refers to the Indonesian National Qualifications Framework. The Indonesian National Qualifications Framework is a competency qualification leveling framework that can parallel, equalize, and integrate the field of education with the field of job training and work experience in accordance with the structure of work in various sectors (Akhmetshin et al., 2019).

The Postgraduate Christian Education Management Masters Department is a continuation of the Bachelor of Christian Education Management program organized by Tarutung State Institute for Christian Studies to expand the scientific field and meet the needs in improving Undergraduate educational qualifications. The Magister Department of Christian Education Management was officially opened after obtaining permission to organize Master of Christian Education Management Departments through the decree of the Director General of Christian Guidance of the Ministry of Religion of the Republic of Indonesia Number 267 of 2019, and in February 2022, Program study Master of Christian Education Management has obtained Adequacy Accreditation in accordance with Decision National Accreditation Board for Higher Education Letter No.12364/SK/BAN-PT/AK-KKPM/1/2022.

The Master of Christian Education Management Department has a curriculum consisting of components of Core Courses, International Courses, Elective Courses, and Matriculation Courses, as well as in other majors. The Core Course component is a Basic Course for the field of expertise, the Institutional Course is a basic course in developing religious science kris ten which is the identity of the Tarutung State Institute for Christian Studies Postgraduate. While the Elective Course is elective knowledge that must be followed by all students concerned.

The curriculum of the Master of Christian Education Management Department that is currently used is the result of a design to fulfill the requirements for permission to implement the Department. This means that curriculum determination has not involved stakeholders in the Focus Group Discussion. In addition, based on the evaluation of the current curriculum structure, there is a lack of synchronous vision with the determination of course names, the placement of overlapping course curriculum structures, the determination of elective courses that are still set by the Department, and the preparation of descriptions of each course that are completed (Mukminin et al., 2019).

This is what makes researchers motivated to conduct research with the title Curriculum Development of the Master of Management Department in Christian Education Postgraduate Tarutung State Institute for Christian Studies, with the aim of describing the current curriculum structure and redesigning the curriculum of the Master of Christian Education Management which is relevant to the development of science and technology.

Term curriculum originally used in the world sport. Curriculum comes from the word "curir" which means "runner" and "curere" means "place to race." From these two words, curriculum is defined as the distance that must be traveled by runners from the start to the finish. According to curriculum in the world of education, means equating students as a runner, who travels the distance of learning activities from the beginning of entering school until graduation from school (Campbell-Phillips, 2020). The curriculum that is derived from the words "curir" and "curere" means the distance that a runner must travel from start to finish to get medal or award. So that in the world of education the curriculum is defined as a number of subjects that must be taken by a student from the beginning of entry to the end of the lesson program to get an award in the form of a diploma. This understanding contains two main things, namely: 1) the existence of subjects that must be taken by students, 2) the purpose of obtaining a diploma. Thus, the implication for teaching practice, is that each student must master all the subjects given and put the teacher/lecturer in a very important and decisive position (Usmanova, 2022).

According to Law Number 20 of 2003 Article 1 paragraph (19), the curriculum is a set of plans and arrangements for goals, content and learning materials as well as methods used as guidelines for the implementation of learning activities to achieve certain educational goals. Furthermore, the curriculum is an educational program that contains various teaching materials and learning experiences that are programmed, planned and designed systemically on the basis of ethical norms that are used as guidelines in the learning process for educators and students to achieve educational goals.

Based on some of the definitions above, it can be explained that the definition of curriculum is simply a number of subjects (fields of study) offered by an educational institution. Meanwhile, the broad understanding of the curriculum is not limited to a number of lessons, but includes all learning experiences experienced directly by student and affects the development of his personality.

The curriculum has a strategic position in the entire educational process, because the curriculum directs all forms of educational activities in order to achieve certain educational goals. The curriculum contains a formulation of the objectives that determine where the participants will be taken and directed, it also contains a formulation of the content and learning activities, which will equip learners with the knowledge, skills and attitudes and values they need in life and the implementation of work tasks in the future that will data Ng. The curriculum provides the basics for personality development and professional abilities, which will determine the quality and human resources of a nation.

In an education system, the curriculum is dynamic, changes and developments are always carried out, in order to keep up with the developments and challenges of the times. Change and development must be carried out systematically and purposefully, not only as long as it changes. Changes and developments must have a clear vision and direction. Curriculum development is to direct the current curriculum to the expected educational goals due to various positive influences that come from outside or from within itself, with the hope that students can face the future well.

Curriculum development should be based on a strong foundation, so as not to be easily swayed, because what is at stake is the human or the student produced by the education itself. The foundation of curriculum development can be interpreted as an idea, an adequate assumption or principle or a starting point in curriculum development. The foundations of curriculum development, namely; Philosophical, Psychological, socio-cultural, scientific development, technological development, empirical and Juridical (Widyaningsih et al., 2019). The main foundations in curriculum development include: 1) philosophical foundations; 2) psychological foundations; 3) sociological foundations; and, 4) the foundation of science and technology. Furthermore, in the Guidebook for the Preparation of Higher Education Curriculum, curriculum preparation should be based on strong funding, both philosophically, sociologically, psychologically, historically and Juridically Philosophical foundations (Qolbi & Hamami, 2021).

Principle in curriculum development include: 1) goal-oriented principles; 2) relevance; 3) efficiency; 4) flexibility; 5) continuity; 6) continuity; 7) cohesiveness; and 8) quality. The principles of curriculum development in general and specifically. In general, the principles of curriculum development include: 1) the principle of relevance; 2) The principle of flexibility; 3) The principle of continuity; 4) Principle of efficiency: and 5) Principle of effectiveness: While the specific principle, includes five things, namely: 1) the principle of determining educational goals; 2) selection of educational content; 3) selection of the teaching and learning process; 4) selection of media and teaching tools; 5) selection of assessments (Chen et al., 2019).

Curriculum development refers to the steps for the preparation of higher education curricula in 2016 and 2018 published by the Directorate General of Learning and Student Affairs of the Ministry of Research Technology and Higher Education. This stage starts from the analysis of needs (market signal) which produces graduate profiles, and studies carried out by the Department in accordance with the discipline of science (scientific vision) which produces study materials. Furthermore, from the two result formulated, the courses along with the weight of the semester credit units, and the preparation of the course organization in the form of a simple matrix of curriculum stages consisting of: a. Determination of graduate profiles and formulation of Graduate Learning Outcomes; b. Preparation of study materials and formation of courses; c. Preparation of course organization matrix and curriculum map.

Theoretical Framework

Research methods

This research is descriptive qualitative, conducted at the Postgraduate Tarutung State Institute for Christian Studies, Program study master of Christian Education Management. Data collection is based on primary and secondary data. Primary data were obtained from the academic manual of the Master of Christian Education Management and secondary data were obtained from informants; Lecturers and Students of the Master of Management Department in Christian Education. Data collection techniques used, document studies, and mixed questionnaires (closed and open) (Arikunto, 2020). Data analysis techniques start from data collection, data reduction, data display, and conclusion/verification.

Results and Discussion

The curriculum structure of the Christian Education Management Masters Department used today includes 4 types of course groups including: Core Courses 25 semester credit units, Institutional Courses 19 semester credit units, Elective Courses 22 semester credit units, with

a note that students are required to take 2 semester credit units, and Matriculation Courses 0 semester credit units. Thus, the total load of semester credit units that must be completed by the Christian Education Management master's program is 46 semester credit units consisting of 38 semester credit units lectures and thesis writing 8 semester credit units. However, after observing the current curriculum structure, there are still courses that have not been offered according to the profile to be achieved such as for the achievement of supervisor or supervisors, courses offered in matriculation, still appear in semester 1, namely the courses on the basics of educational management and the foundation of Christian education, there are courses that are almost the same study. Namely the courses in the basics of education management and formal education management, and there are still courses that have not been described such as the Christian Ethics and Decision Making courses. This happens because the determination of the names of the courses is based on the stages of curriculum preparation according to the book Guidelines for the Preparation of Higher Education Curriculum published by the Directorate General of Learning and Student Affairs in 2018.

The results of the student questionnaire stated that the names of the courses set by the Christian Education Management Department, are relevant, it is adequate to achieve the competence of the Master of Christian Education Management Department, the topics presented are already relevant to the course, the topics submitted by the lecturers are relevant to attitudes, knowledge and skills needed in employment. However, some students stated that they needed to add religious courses, and 2 stated that there were courses that were almost the same study. While the results of the answers of lecturers who teach at the Master of Christian Education Management Department state that the established courses are adequate to achieve Graduate Learning Outcomes, the course description has been clearly formulated, but it is necessary to review the course determination, the distribution of courses every semester, the formulation of Graduate Learning Outcomes, Course Learning Outcomes, and the sub-sub-topics compiled by the teaching team, the determination of course needs to be updated according to the development of science and technology and compiled together with stakeholders.

Based on the results of the evaluation through the study of documents, and the questionnaires given to lecturers and students, it is necessary to redesign the structure of the Christian Education Management Master Department, which accommodates the vision of Tarutung State Institute for Christian Studies, namely; Service-oriented education with a mission; produce intelligent, skilled and religious scholars. In addition to accommodating the vision and mission of institution, curriculum development must be based on Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework, Law Number 12 of 2012 concerning Higher Education, Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning the Application of the Indonesian National Qualifications Framework for Higher Education, and the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education.

According to the tiering of the Indonesian National Qualifications Framework, the applied master/master program is an education program at level 8. The abilities that must be achieved include the Learning Outcomes of General Attitudes and Skills Graduates (contained in the Annex to the National Standards for Higher Education), while the Learning Outcomes of Knowledge and Kete Graduates appearance Special agreed by the program manager study. The formulation of Graduate Learning Outcomes is based on the results of the evaluation of the Department curriculum, also based on the review of the development of science and technology, the needs of the job market, as well as the vision and values developed by Tarutung State Institute for Christian Studies.

Referring to the vision and mission of Tarutung State Institute for Christian Studies, internal and external conditions and juridical foundations that are a reference for curriculum development, the master's curriculum in Christian Education Management is prepared by adapting from the book Preparation of Higher Education Curriculum. The preparation stage starts from the needs analysis, which produces graduate profiles, and studies carried out by the Department in accordance with their disciplines. The two results are formulated (Graduate Learning Outcomes), courses and weight of semester credit units, and the preparation of course organization in the form of matrices. The simple stages of the curriculum consist of: a) Determination of graduate profiles and formulation of Graduate Learning Outcomes; b) Determination of study materials and formation of course; c) Preparation of course organization matrix and curriculum map.

Based on the study and the process of preparing the curriculum, the curriculum structure in the future includes core courses 21 semester credit units, Institutional Courses 6 semester credit units, General Courses 17 semester credit units, and Matriculation Courses 0 semester credit units.

Conclusion

The curriculum of the Christian Education Management Master's Department at includes Core Courses 25 semester credit units, Institutional Courses 19 semester credit units, Elective Courses 22 semester credit units and Matriculation Courses 0 semester credit units. The determination of courses is relevant and adequate to achieve the competence of the Christian Education Management master's Department, the topics presented are relevant to the course and already include aspects of attitudes, knowledge and skills needed in employment. It is necessary to make several changes such as adjusting the name of the course with the vision, adding core courses, grouping courses, as well as reviewing the curriculum documents of the Christian Education Management Magister Department, so that it is based on the provisions of the Indonesian National Qualifications Framework and the National Standards for Higher Education which involving stakeholders and professional or scientific associations. The curriculum structure going forward includes; Core courses 21 semester credit units, Institutional Courses 6 semester credit units, General Courses 17 semester credit units, Matriculation Courses 0 semester credit units.

Recommendation

The suggestions to campus management, it is expected to provide funds for the implementation of the Discussion Focus Group to the Master of Christian Education Management Department, in order to improve the curriculum structure of the Master of Christian Education Management including the preparation of Graduate Competencies, determination of course names, determination of structures based on time/semester, determination of course descriptions, achievements of subject learning lectures, sub-sub-sub-learning outcomes.

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