



Analysis of The Art Education Curriculum Islamic-Based Universities in The Performing Art Education Study Program

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Abstract

The curriculum is the life of a learning program so that its existence requires dynamic design, implementation and evaluation in accordance with the times, the needs of Science, Technology and Art (IPTEKS) and the competencies needed by society, as well as users of higher education graduates. Higher Education as a producer of educated human resources needs to measure its graduates, whether the graduates produced have the ability to be equivalent to the ability of learning outcomes that have been formulated at the Indonesian National Qualifications Framework (KKNI) level. The purpose of this research is to analyze the curriculum policy study built by UMTAS on the Sendratasik Education Study Program based on Islamic Universities. This research uses a qualitative research approach with analytical descriptive methods. The main subjects of this research are stakeholders in the UMTAS Sendratasik Education Study Program who are also the main sources. Data collection was taken from observation, interviews and document analysis related to the problem. The findings of this study are the UMTAS Sendratasik Education Study Program curriculum planning policy is carried out by: a) Preparation of the vision and mission of the study program which refers to the vision and mission of UMTAS; b) Determination of graduate profiles in accordance with the needs of stake holders.

Keywords: Curriculum, Performing Art Education, Islam-Based Universities

Introduction

According to Muhammad Zaini (2009: 9), the curriculum as part of the educational needs of the community is an educational design directed at the successful teaching and learning of educators and students, so that the existence of the curriculum can affect the socio-cultural goals that are being built in the community. The community is also able to evaluate the course of education that develops in an educational institution.

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The issuance of Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI), and Law Number 12 of 2012 concerning Higher Education, encourages all universities to adjust to these provisions. KKNI is a statement of the quality of Indonesian Human Resources (HR)

whose qualifications are based on the level of ability expressed in the formulation of learning outcomes. Universities as producers of educated human resources need to measure their graduates, whether the graduates produced have 'abilities' equivalent to the 'abilities' (learning outcomes) that have been formulated in the KKNI qualification level. As a national agreement, it is determined that graduates of the Bachelor / Applied Bachelor Program, for example, must at least have "abilities" equivalent to the "learning outcomes" formulated at level 6 of the KKNI, Masters / Applied Masters equivalent to level 8, and Doctoral / Applied Doctoral equivalent to level 9.

The challenge faced by universities in curriculum development in the Industrial 4.0 era is to produce graduates who have new literacy skills including data literacy, technological literacy, and human literacy with noble character based on an understanding of religious beliefs.

Each educational unit is required to organize the educational process to achieve these national education goals by taking into account the potential and uniqueness of each educational unit, including Islamic universities. Therefore,

Islamic universities must be able to produce superior, religious, intelligent, innovative and competitive humans. One important aspect that must be considered is the curriculum. Is the curriculum of Islamic universities already in accordance with the goals and vision of the Islamic universities themselves.

Universitas Muhammadiyah Tasikmalaya (UMTAS) is a young private Islamic university (2015) which has a vision "To Become an Excellent, Islamic, and Leading University in the Development of Science, Technology, and Arts (IPTEKS) in 2035". The missions are as follows: First, advancing science, technology, and art based on Islamic values and the demands of the times in order to build a superior and enlightening civilized Indonesian society; Second, developing human resources based on Islamic values and the demands of the times, as well as providing direction for change in order to build Indonesian society as a progressive society; Third, developing and empowering the community through the process of education, research, community service, and developing and practicing Islamic and Muhammadiyah values as a means of enlightening da'wah.

Universitas Muhammadiyah Tasikmalaya (UMTAS) has a Drama, Dance and Music (Sendratasik) Study Program which generally aims to produce art educators and educational artists who are faithful, devout, professional, have good character, and have integrity towards the nation and state. As a new study program, it still needs to improve and prepare everything related to the continuity of the study program. The most urgent thing is to prepare the curriculum in accordance with the Indonesian National Qualifications Framework (KKNI) standards. KKNI is a study program that requires the education system in higher education to clarify the profile of its graduates, so that it can be adjusted to the feasibility in terms of analyzing the needs of society. This curriculum requires students to have abilities that meet criteria such as: in aspects of attitude, work skills, knowledge, managerial and responsibility. With this achievement target, universities must be able to describe a learning outcome in each existing course so that it is arranged according to the needs of the graduation profile. In addition, the latest policy from the minister of education (Nadiem Makarim), encourages universities to implement an independent curriculum for independent campus learning (MBKM). UMTAS Sendratasik Study Program has prepared a

curriculum that refers to KKNI. However, on the other hand, in Indonesia, there are no Islamic universities that have this study program. Therefore, researchers are interested in researching and analyzing more deeply about the curriculum policies built by UMTAS for the Islamic College-based Sendratasik Education Study Program.

Method

This research uses a qualitative research approach with an analytical descriptive method. The main subjects of this research are stakeholders in the UMTAS Sendratasik Education Study Program who are also the main sources. Data collection was taken from observation, interviews and document analysis related to the problem. The location of this research is on the campus of Universitas Muhammadiyah Tasikmalaya.

The data collected in this study are: (1) Documents related to the curriculum of Sendratasik Study Program, including, vision, mission, graduate profile, curriculum structure, distribution of courses, syllabus, RPS, and other documents such as lecturer data, student data, facilities and infrastructure. (2) Verbal data obtained from interviews with lecturers, students, education staff, leaders and so on, related to curriculum management in the Sendratasik study program. (3) Subject (informant) behavior, namely data obtained from observations related to curriculum management, including the learning process carried out by lecturers and student responses during learning.

Then to obtain data holistically and integratively, as well as paying attention to the relevance of data to the focus and objectives of the study, the data collection in this study used several techniques, namely: observation, interviews and document analysis related to these issues. While the data analysis technique that the author did consisted of three stages, namely: data reduction, data presentation and conclusion drawing.

Result and Discussion

Higher Education Curriculum Management and Functions

Management is the process of managing an organization through planning, organizing, leading, and controlling organizational resources (Richard, 2002). Daft and Stoner say that management is the process of planning, organizing, leading, and controlling the efforts of

members and the use of all organizational resources to achieve predetermined goals (James, 1996). The resources in question are men, money, materials, machines, methods, marketing, minutes and information) which are managed efficiently and effectively (Usman, 2010). Technically, Handoko, (2001) formulates the understanding of management as a process involving people to achieve goals through planning, organizing, staffing, leading and controlling.

The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials and procedures used as guidelines for organizing teaching and learning activities (National Education System Law, 2003). Furthermore, it is stated in Kepmendiknas No. 232/U/2000 that the higher education curriculum is a set of plans and arrangements regarding the content and materials of study and lessons as well as ways of delivery and assessment used as guidelines for organizing teaching and learning activities in higher education.” “Curriculum management is a cooperative, comprehensive, systematic curriculum management system in order to realize the achievement of curriculum goals. In the educational process, curriculum management needs to be implemented so that curriculum planning, implementation and evaluation run more effectively, efficiently and optimally in empowering various learning resources, learning experiences, and curriculum components. Curriculum management is concerned with how the curriculum is designed, implemented and controlled, by whom, when, and in which scope. In general, there is a distinction between centralized curriculum development management or top down curriculum development and decentralized curriculum development management or bottom up curriculum development. Based on the above opinion, it can be concluded that curriculum management is the process of utilizing curriculum resources which includes planning, organizing, implementing and supervising to achieve learning and educational goals.(Syafaruddin et al, 2017) According to Rusman, there are several benefits of curriculum management including: (a) utilization of curriculum resources effectively and efficiently, “ (b) apply the principle of justice for students in order to achieve optimal learning outcomes (c) so that the relevance and effectiveness of learning

increases (d) so that the effectiveness of teacher / lecturer performance and student activity can be improved, (e) provide opportunities for the community to take part in curriculum development. (Rusman, 2009).

From the description above, it can be understood that curriculum management is a very urgent component in the world of education. Broadly speaking, there are three functions of curriculum management, namely curriculum planning, curriculum implementation and curriculum evaluation. (a) Curriculum Planning, curriculum planning is carried out as an effort to design efforts to produce graduates who have competencies, namely a good combination of mastery of knowledge (knowledge), skills in carrying out work (skills) and attitudes required to master a job (attitude). According to Muhaimin, in the process of making / developing the curriculum is essentially divided into three processes: the first will produce the curriculum as an idea, then continue in the second part which is realized in a planning document, and implemented in the implementation of academic activities. From the implementation process is then done development. (Muhaimin, 2008). (b) Curriculum Implementation The first thing needed to be able to implement the curriculum as a document in daily academic activities is the learning process. Various competencies related to learning are important factors of this input. Lecturers' competence in mastering the material, mastering learning strategies, and skills in using and utilizing learning resources are important in efforts to realize the curriculum. (Muhaimin, 2008) Second, the results of learning evaluation. The learning evaluation process is a process that aims to determine the level of competence that has been achieved by students, so that learning evaluation must be able to measure the three competency areas stated above, namely knowledge (cognitive), skills (psychomotor) and attitude (affective). To carry out evaluation in accordance with these competency areas requires the ability of lecturers to select and use various evaluation instruments. The selection of evaluation instruments is adjusted to the competency area to be evaluated, whether it is cognitive, affective or psychomotor (Muhaimin, 2008) In the assessment process can be done in two ways, namely using tests and non-tests. The use of tests and non-tests is to see the type of competence to be tested, whether the assessment is to assess cognitive, affective or psychomotor.

(c) Curriculum Evaluation, curriculum evaluation is a systematic effort to collect information about a curriculum to be used as a consideration of the value and meaning of the curriculum in a particular context.

Scriven as cited by Hamid Hasan formulates the function of curriculum evaluation in terms of formative and summative. The formative function of a curriculum can only be implemented when the evaluation is about the process and not focused on results. Conversely, the summative function cannot be applied when the curriculum is still in process. The summative curriculum function is to give consideration to the results of curriculum development. The results of curriculum development can be in the form of curriculum documents, learning outcomes, or the impact of the curriculum on universities and society. (Hasan, 2008) The same thing is expressed by S. Nasution that in evaluating the curriculum there are several things that must be considered, namely: college goals, college situation, stakeholder needs, teacher competence, social symptoms and curriculum development. (Nasution, 2003) The evaluation model that can be used as a guide or handle in evaluating the curriculum is the Context evaluation model, Input evaluation, Process evaluation and Product evaluation (CIPP) Stufflebeam. This evaluation model is the most widely recognized and applied model by evaluators. (Nasution, 2006).

Curriculum Planning of UMTAS Sendratasik Study Program

Technology (IPTEK) to produce educators in the field of Drama, Dance and Music based on local culture at the West Java level in 2023". To realize this vision, the mission of the Sendratasik Education study program is:

- a. Organizing quality education and teaching to prepare professional art educators and education artists who are religious based on local culture;
- b. Carry out research in the context of developing quality drama, dance and music art education based on religious values;
- c. Organizing community service to participate in solving problems in the social and cultural fields in a professional and religious manner;
- d. Optimizing the utilization of study program resources for the welfare development of the Drama, Dance and Music Education Study Program;

- e. Establishing synergistic cooperation and partnerships with various parties to develop local culture-based art education in the context of developing the Drama, Dance and Music Education Study Program.

In general, the Sendratasik Education Study Program of the Faculty of Teacher Training and Education, Muhammadiyah Tasikmalaya University aims to produce art educators and educational artists who are faithful, devout, professional, have good character, and have integrity to the nation and state. Specifically, the objectives can be detailed as follows:

- a. The realization of quality education and teaching to prepare professional art educators and educational artists who are religious based on local culture;
- b. Producing studies and research on cultural and educational art phenomena in the context of developing the science of drama, dance and music education based on religious values;
- c. Producing the development of science and technology through socio-cultural life patterns and local culture-based education through professional and religious community service;
- d. The realization of the utilization of study program resources for the development of the welfare of the Drama, Dance and Music Education Study Program.
- e. The establishment of synergistic cooperation and partnerships with various parties to develop culture-based arts education in the context of developing the Drama, Dance and Music Education Study Program;

The development and realization of values based on vision, mission, and goals are instilled through the presentation of courses with competent lecturers, both in the MPK, MKK, MKB, MPB, and MBB groups. Also the creation of an academic atmosphere and interaction of the academic community that is conducive to supporting the development and realization of the intended values.

Graduates of the Education Study Program Drama, Dance, and Music (Sendratasik) Education Study Program are expected to have the following abilities the following:

- a. Able to become professional educators in arts field who are faithful, pious, independent, who have: (1) nationalist,

professional (1) nationalist, professional, tolerant attitude that has the ability to communicate and appreciate the art of drama, dance and music, and behave ethically according to the and appreciate the arts of drama, dance and music, and behave ethically in accordance with Islamic values. with Islamic values.

- b. Have the ability to identify problems in art education, mastering various approaches to art, analyze various kinds of artistic phenomena, and contribute thoughts to the development of Sendratasik. to the development of Sendratasik.
- c. The ability to appreciate the work of Sendratasik, conduct scientific studies in Sendratasik education, understand presentation techniques and perspectives of Sendratasik education. perspective of Sendratasik education.
- d. Ability to explore creativity, experiment creativity, creative experimentation, and realizing creative works in the field of Sendratasik education.
- e. And have scientific responsibility in the field of education, Sendratasik and socio-cultural perspectives, openness to socio-cultural developments. socio-cultural development.

In addition to becoming an art teachers at all levels of primary and secondary education, graduates can also be become analysts/technicians in Performing Arts Managers and Performing Arts Organizers, Educational Practitioners, Educational Consultants, and Performing Arts Managers, Educational Practitioners, Educational Consultants, Art Course Trainers music, drama, vocal, and dance, as well as other relevant professions.

Conclusion

Universitas Muhammadiyah Tasikmalaya (UMTAS) has a Drama, Dance and Music (Sendratasik) Study Program which generally aims to produce art educators and educational artists who are faithful, devout, professional, have good character, and have integrity towards the nation and state. As a new study program, it still needs to improve and prepare everything related to the continuity of the study program. The most urgent thing is to prepare the curriculum in accordance with the Indonesian National Qualifications Framework (KKNI) standards. KKNI is a study program that requires the education system in higher education to clarify the profile of its graduates, so that it can be adjusted to the feasibility in terms of analyzing the needs of society. This curriculum requires students to have abilities that meet criteria such as: in aspects of attitude, work skills, knowledge, managerial and responsibility. With this achievement target, universities must be able to describe a learning outcome in each course so that it is arranged according to the needs of the graduation profile.

In the planning of the UMTAS Sendratasik curriculum, it is adjusted to the KKNI policy, except that there are several points that are required in accordance with the objectives and vision and mission of Muhammadiyah Tasikmalaya University which is an Islamic-based campus. As for the graduate profile, it is emphasized in the first point that they are able to become professional educators in the field of arts who are faithful, pious, independent, who have: nationalist, professional, tolerant attitudes that have the ability to communicate and appreciate the arts of drama, dance and music, and behave ethically in accordance with Islamic values.

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Curriculum Vitae

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