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Study on The Implementation of Academic Policy in The Completion of Doctoral Program at Teacher Education Institution

Ivan Hanafi*, Tuti Iriani, Evitha Soraya, Fadhillah, and Ferry Maulana Putra
Postgraduate Program - Universitas Negeri Jakarta, 13220, DKI Jakarta, Indonesia

*Corresponding author : ivan.hanafi@unj.ac.id
HP : +628170219393

ABSTRACT

The purpose of this study was to analyze the implementation of academic policies in completing doctoral program studies at the LPTK. This study used a qualitative approach with the CIPP evaluation method (context, input, process, and output). The research conducted at 4 selected Teacher Education Institution (LPTK), namely, Universitas Pendidikan Indonesia (UPI), Universitas Negeri Yogyakarta (UNY), Universitas Negeri Surabaya (UNESA) and Universitas Negeri Jakarta (UNJ). Data collection was carried out through the Academic Guidance Book of each LPTK and official website. Based on the study program mapping conducted by the four LPTKs, there are three doctoral programs that have the same study programs, namely Educational Management/Administration, Basic Education, and Physical Education and Sports Science. Furthermore, the Basic Education study program is organized by UNJ, UPI and UNY except UNESA. Based on the results of the analysis using the CIPP model, it shows in general that from the context aspect, the implementation of the four LPTK doctoral programs has followed the provisions of the national higher education standards and the Indonesian national qualification framework, as a legal umbrella reference for its implementation. Meanwhile, from the aspect of input, process, and product, in general, have been going well. However, the data obtained through the Academic Guidebook and the website need to be supplemented with data obtained from interviews and surveys through further studies.

Keywords: Doctoral program, Teacher Education Institution, The implementation of academic policy

Introduction

Currently, the world community is entering the era of the 4.0 industrial revolution which is supported by information technology that has improved human civilization. The era of the industrial revolution 4.0 has an impact on the competitiveness of the Indonesian people in the era of global competition. The threat of education in the global era for education in Indonesia is increasingly felt when faced with the quality of education in Indonesia today, especially higher education. The low quality of higher education in Indonesia does not mean that education in Indonesia does not experience growth at all, but the current globalization which opens barriers between countries has resulted in more open competition between countries. Therefore, it must be admitted that the quality of education in Indonesia generally has a standard which is lower than other countries, especially developed countries (Tilaar, 2006).

Higher education, especially the Postgraduate Program, is expected to be able to scrutinize and response it quickly and accurately to overcome the negative impact of global competition. The main strategy required by postgraduate program especially is to carry out strategic policies for institution, fields of study, included the curriculum, learning, resources and development of computer network. When examined further, the main concerns that the Ministry of Research, Technology and Higher Education, will undertake are encouraging economic growth and national competitiveness in the era of the Industrial Revolution 4.0, namely: (1) preparation of a more innovative learning system, adjustments, (2) reconstruction of adaptive and responsive higher education institutional policies towards the 4.0 industrial revolution in developing the required transdisciplinary knowledge and study programs, (3) preparation of human resources, especially lecturers and researchers and engineers who are responsive, adaptive and reliable to face the 4.0 industrial revolution, (4) breakthroughs in research and development that support the Revolution Industry 4.0 and a research and development ecosystem to improve the quality and quantity of research and (5) breakthroughs and strengthening of innovation systems to increase industrial productivity and increase technology-based startups (Kemristekdikti, 2018).

One of the government policy instruments related to higher education is the Regulation of the Minister of Education and Culture (Permendikbud) No. 3/2020 concerning National Higher Education Standards (SNPT), which consist of national education standard, research standard, and community service standard. In the national education standard which consists of 8 (eight) sub-standards, there are graduate competency standards, which are the minimum criteria for qualifying graduates' abilities including attitudes, knowledge, and skills that are stated in the formulation of graduate learning outcomes (CPL). The CPL must refer to the learning outcomes of graduates, the Indonesian National Qualifications Framework (KKNI). The CPL must refer to the learning outcomes of graduates in the Indonesian National Qualifications Framework (KKNI). Meanwhile, the Postgraduate Program at KKNI is at the 8th qualification level (master program) and 9th (doctoral program). Based on the description of the learning achievements of graduates for the doctoral program at KKNI, stated that (1) able to develop new knowledge, technology, and / or arts in their scientific fields or professional practice through research to produce creative, original, and tested work; (2) able to solve problems in science, technology, and / or art in their scientific fields, through inter, multi, and transdisciplinary approaches; and (3) able to manage, lead, and develop research and development, which is beneficial for the benefit of mankind, and is able to get national and international recognition.

Materials and Method

Indonesia has 12 (twelve) postgraduate programs from State Universities originating from the Teacher Education Institute (LPTK) ex IKIP. UNJ is one of the LPTKs, has conducted of 9 Doctor of Education programs with various study programs. The variety of doctoral education study programs at the LPTK should provide new concepts and developments in terms of education through the results of research studies conducted by doctoral students as scientific works from the highest education level at the scientific level. In a dissertation, it is demanded that the findings of the existing scientific and technological achievements. Findings can be in the form of novelty of substance, method, or application. In fact, several dissertations shown the similarity of the problem, variables, objectives, methods, citations, quotations, and presentation of findings. In addition, until now there is no data on whether the results of the study have been applied in the world of education or only stop at dissertations and journal articles that must be published.

The results of the study by Hanafi et al. (2019) state that the dissertations that have been analyzed from 4 LPTKs had to show that in the last 3 years, UNJ produced the most dissertations. Meanwhile, for UPI, UNY and UNESA for the selected study programs there are less than 40 dissertations. Educational research trends in each study program are very diverse, ranging from research issues and themes, the research methods used to data analysis. Majority of the research method used were descriptive qualitative, data collection used questionnaires, observations, interviews, and documents. Meanwhile, the data analysis uses descriptive analysis. Based on the results of this study, the researcher was interested in analyzing the implementation of academic policies of 4 LPTKs selected as a continuation of the previous study. The purpose of this study is to produce an overview of the implementation of the doctoral program at the four LPTKs using the CIPP model (context, input, process, and product). The CIPP model in the context of implementing a doctoral program academic policy at the LPTK has a level of meaningful information if the analysis of the context, input, process and product results in the achievement of planning for an implementation strategy or for structuring a better follow-up action plan in implementation of doctoral program academic policies at the LPTK. Based on the above discussion, the objectives of this study are to (1) knowing the strategic objectives of establishing a doctoral program curriculum at the LPTK, (2) identifying the readiness of implementing the doctoral program curriculum at the LPTKs, (3) analyzing how the Doctoral Program curriculum at LPTK is implemented, and (4) knowing the results of the implementation of the Doctoral Program curriculum at the LPTK. The conceptual framework of this study is formed in Figure 1.
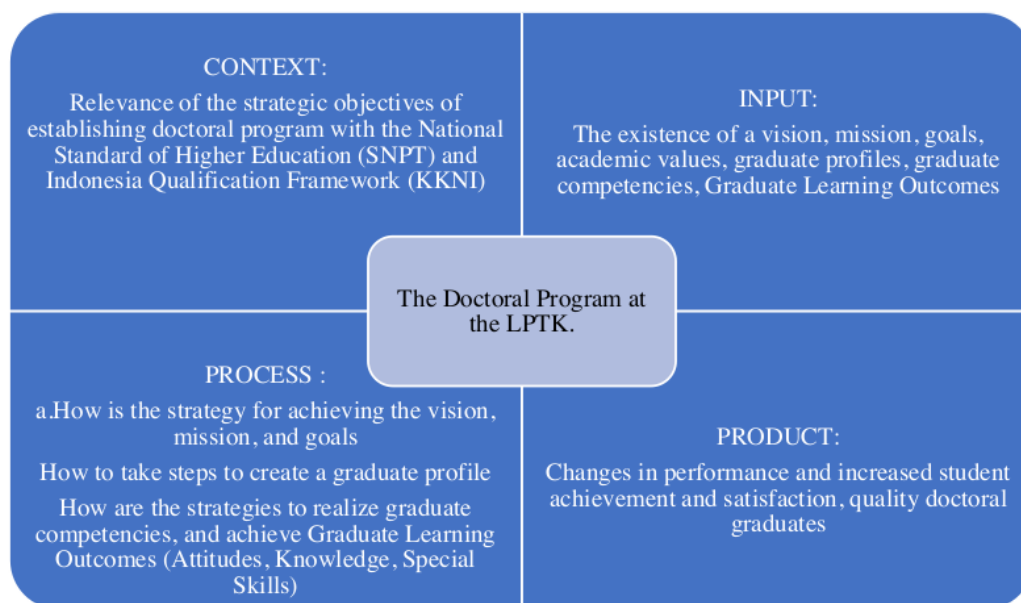
Figure 1. Research Conceptual Framework

The research was conducted at four places of postgraduate program as follows: Universitas Negeri Jakarta (Jakarta); Universitas Pendidikan Indonesia (Bandung); Universitas Negeri Yogyakarta (Yogyakarta), and Universitas Negeri Surabaya (Surabaya). The reasons for choosing the four LPTKs were based on an analysis study of the similarity of study programs, accreditation

ratings, and year of establishment. Based on the three criteria above, the similarity of the study program becomes a major consideration in determining the research location, shown in Table 1. In this paper, with various limitations, it focuses more on evaluating the context of the three selected study programs, namely education management, basic education, and physical education / sports. In the context component, there are several aspects as parts that can be described, namely (1) The needs and objectives of the doctoral program curriculum, (2) The existence of a graduate's profile, (3) Graduate Learning Outcomes (CPL), (4) Curriculum documents, and (5)) The conformity of curriculum objectives with the KKNI needs and national education goals.

Table 1. Selected LPTK Doctoral Program and Accreditation

Similarities of Study programs	Accreditation Level			
	UNJ	UPI	UNY	UNESA
Educational Management/Administration	B	A	A	B
Basic Education	B	A	A	-
Physical Education/Sports Sciences	A	A	-	B

Source: Universities Website and BAN-PT

Result dan Discussion

The research results were analyzed and discussed based on the stated research objectives. Research Objectives for the context component, is to find out the strategic objectives of establishing a doctoral program curriculum at the LPTK, by reviewing the level of relevance of the curriculum to the objectives of national education, National Higher Education Standards, KKNI, Higher Education Vision and Postgraduate Vision. The findings show that based on document review, the availability of components that are relevant to the context assessment of the four LPTKs, namely vision, mission, objectives, academic values, graduate profile, graduate competence, Graduate Learning Outcomes (Attitudes, Knowledge, Special Skills), curriculum map / Subject Learning Outcomes, and curriculum / course structure per semester, and distribution / subject identity.

Meanwhile for the input component, it identifies the readiness of implementing the doctoral program curriculum at the LPTKs. This component can be seen from the readiness of implementing the curriculum and the learning process. Research findings are generally seen from documents that have been fulfilled and are completely available, starting from the curriculum structure, courses and descriptions, lecturers, and learning outcomes. From the available data, each study program has readiness for program implementation and completeness of various information related to program implementation. For the **process** component, analyzing how the implementation of the doctoral program curriculum at the LPTK can be seen through the sub-components, namely the flow of the mechanism and implementation of the curriculum, the ratio of students and lecturers, the minimum number of permanent lecturers in each study program, implementation of quality assurance, implementation of the academic administration system, student affairs. The research findings on this component of the process, the flow of curriculum implementation mechanisms in general have been carried out in accordance with the rules and regulations that apply in each study program. However, there needs to be an effort to look further,

especially in realizing the implementation of a credible doctoral program and in accordance with the prevailing rules and regulations. In the product component, it is intended to determine the results of the implementation of the Doctoral Program curriculum at the LPTK. Qualitatively, it can be seen from the educational services in doctoral programs, quality graduates, student achievement, doctoral program graduates in accordance with educational goals and level 9 KKNI. From the findings, an overview is obtained regarding the level of satisfaction of educational services listed on the website of each program, meanwhile to see the quality of graduates, the cumulative grade point (GPA) data can be used which is listed on the website pages of the three study programs, including student achievement. In realizing graduates who are in accordance with the level 9 KKNI, the three study programs have stated in the learning outcomes of their graduates.

Table 2. Results of general analysis of 4 LPTKs

ASPECT	DESCRIPTION	REVIEW OF RESEARCH
Context	Relevance of the strategic objectives with the National Standard of Higher Education and Indonesia Qualification Framework	The four LPTKs have followed the regulations stipulated in the national standards for higher education and the framework of Indonesia Qualification Framework as the legal umbrella that becomes the reference for their implementation.
Input	Readiness in Implementing the Doctoral Program Curriculum	The readiness to implement the doctoral program curriculum, based on academic manuals and websites, shows that all Doctoral programs have been well prepared. The name of the course, the name of the lecturer, the competency standards for graduates have been fully explained in the academic guidebook.
Process	Implementation of the Doctoral Program Curriculum (implementation)	The implementation of the Doctoral program curriculum at the 4 LPTKs has also gone well. In the academic manual, a complete Doctoral program curriculum with learning outcomes has been described
Product	Students get education services in the Doctoral Program in a professional manner according to the goal set	Educational services for the Doctoral program have been implemented well. However, data on service satisfaction and graduate profiles are not presented in the academic manual or official website

Based on the description above, the three study programs at the four LPTKs have implemented their academic policies well, and their implementation has referred to the learning outcomes of graduates according to the Indonesian National Qualifications Framework (KKNI), particularly in the doctoral program. Jairam & Kahl Jr. (2012) and Park, (2005) in Jones (2013) stated that the doctoral degree is perceived by most academic institutions as the pinnacle of educational achievement. Notable exceptions to this are advanced doctoral degrees like the Habilitation in Poland and the Privatdozent (Docent) degree in Germany and Switzerland. The training and development of doctoral students is an important function of most tertiary educational

institutions. Doctoral students create the new ideas and knowledge upon which future educational activities can be built, sustained, and nourished. Further, Thune in Jones (2013) stated that doctoral students are the mediator of idea exchange between universities and business. However, due to the various limitations of this study, the completeness of the data for each stage of CIPP has not been found in the academic guidelines and website. For this reason, a deeper triangulation process through interviews with leaders and lecturers of the graduate program, and stakeholders including students as users, is needed.

Conclusion

The academic policies of four LPTK in the implementation of the selected doctoral programs, in context aspects have been implemented in accordance with regulations, national higher education standards, and the Indonesian national qualification framework. Thee input, process, and product aspects, the academic policies of the four LPTKs have been running according to the academic manuals and official websites published. Almost all doctoral programs are carried out by coursework and research, except for a few study programs. There is a need for a legal umbrella for a doctoral program by research to support graduates to achieve qualifications at the IQF level

Acknowledgement

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