

AN ANALYSIS OF STAKEHOLDER'S NEEDS ON THE CONTENT APPROPRIATENESS OF THE SUPPORTING COMPETENCY SUBJECT MATTERS AT THE DEPARTMENT OF ECONOMIC EDUCATION

Made Ary Meitriana

Department of Economic Education, Faculty of Economic and Business
Ganesha University of Education, Singaraja, Indonesia
Email: ary.meitriana@yahoo.co.id

ABSTRACT

Department of Economic Education as one of the departments established under the Ganesha University of Education has a commitment to develop educational sectors. The vision is the development of high quality, professional educators in economic education, and entrepreneurial. This vision hereafter is translated into the missions in developing the higher education in the aspect of economic education to produce high quality, professional human resources, highly competitive, and entrepreneurial in terms of vocational and professional academics. The success of the institution in producing the output could be seen from the extent to which the output could manage practicing and implementing the knowledge as required in the society. This is in line with the objective of instruction that the learners could be useful and beneficial in contributing their knowledge and skills according to their fields of expertise. To view the extent to which the curriculum of the Department of Economic Education can be useful, or as required by the community, it is necessary to spread questionnaires to stakeholders.

Key words: the appropriateness of the curriculum, supporting competency, stakeholder

Introduction

Department of Economic Education as one of the departments standing under the Ganesha University of Education has a commitment to develop educational sectors. The vision is to develop high quality and professional educators in economics, and entrepreneurial. This vision hereafter is translated into the missions in developing the higher education in the aspect of economic education to produce high quality human resources, highly competitive, and entrepreneurial in terms of vocational and professional academic. Department of Economic Education as one of the departments standing under the Ganesha University of Education has a commitment to develop educational sectors. The vision is to develop high quality and professional educators in economics, and entrepreneurial. This vision hereafter is translated into the missions in developing the higher education in the aspect of economic education to produce high quality human resources, highly competitive, and entrepreneurial in terms of vocational and professional academic.

The success of the institution in producing the output could be seen from the extent to which the output could practice the knowledge in the society. This is line with the objective of learning is that the students could be useful and beneficial in the sciences contribute according to their fields of expertise. To view the extent to which the curriculum of the Department of Economic Education can be useful, or as required by the community, it is necessary to spread questionnaire to stakeholders.

The distribution of the questionnaires are considered highly important for the institution as after the graduates come into the society (workplaces), it is considerably very hard to obtain information about the existence of the graduates.

The distribution of the questionnaires includes a collection of information about the relevance of the subjects matter in the curriculum with the stakeholders' needs, the weight of semester credit units (sks) offered are found relevant to the stakeholders' needs, to what extend do the graduates could be beneficial to the users (stakeholders), to what extend do the graduates' competencies give advantage to the needs of the society. In addition the responses from the questionnaires could inevitably become useful feedback for the institution, in particular the department of economic education for the purpose of revising and reforming the internal curriculum, in order the graduates could be able to anticipate the needs of the society. Without able to recognize the needs of the society, the department of economic education fails to produce the required graduates which should be relevant to the social requirements. The curriculum has a variety of meanings either in between the nation or between the institutions of education providers. This may be the results of the existing of different interpretation of curriculum made by different regions. Curriculum could be interpreted as a planning designed by someone or as an incident or actual effects as a results series of events (Johnson 1974).

Meanwhile according to the document of Kepmendiknas No.232/U/2000 curriculum is defined as: "Curriculum of higher education is a set of planning and organization of content of subjects matter as well as the ways how to present and the system of evaluation used as a guideline in the implementation of intructions in the higher education level. "A Curriculum is a program designed and implemented in order to achieve an educational goal. Hence a curriculum could be interpreted as a document of program and its implementation. As a document curriculum plan is established and developed in the forms of course descriptions, syllabus, instructional planning, system of evaluation used to measure learning outcomes. While curriculum as an

implementation of a program is a form of actual instructions made in the classroom activities (*actual curriculum*). The reform of a curriculum is frequently conducted to focus merely on the changes of a document, however in terms of performance of instruction in the classroom activities is unchangeable. In other words the reforms of curriculum had been made only on the level of document or even only the concept. Other aspects such as the instructional activities, the creative use of learning atmosphere, as well as the evaluation strategies in learning very often remain stagnated. In the older system of education this can be clearly seen where the curriculum was considered as only an input.

However, in the broader sense, a curriculum has several significant roles, such as (1) as a policy of higher education management; (2) as a philosophy underlying the establishment of academic climate and academic society; (3) as a pattern of instruction; (4) as an atmosphere created from the results of interaction of higher educational institution's managerial in pursuing the goal of instruction; (5) as a reference in improving the quality of quality assurance; and (6) a standard of success of higher educational institution in producing professional graduates benefited to the society. Hamalik (2007) describes that a curriculum a written plan about competencies that should be acquired according to the national standard the material that are required to learn as well learning experiences that should be developed to achieve the required competencies, system of evaluation appropriately used to determine the level of achievement of the learner, and a set of rules in relation to the learners' learning experiences.

Amstrong (2003) defines curriculum as "A set of decision-making processes and products that focuses on the preparation, implementation, and assessment of general plans to influence students' behaviours and insights" Based on UU RI No. 20 Th. 2003 about the system of national education and Government Regulation (PP) RI No. 19 Th. 2005 about Educational National Standard a curriculum refers to a set of planning and organization of goals, content, and subject matter material, as well as strategies utilized as guidelines in implementing of educational activities to achieve a particular educational goal. In accordance with the above definitions a curriculum is clearly seen not only as a representation of a document, but also it has a very significant but complex roles in the process of education, that is what should be implemented in the classroom, as guidelines in providing educational activities. The ultimate goal of curriculum development, in general should be to include in.

- (1) Realizing comprehensively and sustainably the vision and mission of the department.
- (2) Supporting the institutional as well as government initiatives in an attempt to improve opportunities in joining higher educational program for the society.
- (3) Stimulating the pattern of behaviour change and perception of the students (as skilful resources) in relation to their responsibility, partnership, tolerance, and the power of social multicultural in the process of national development.
- (4) Providing optimum opportunities to the students to select themselves the best qualification and in meeting the needs of qualified workforce relevant with the market demand in the society
- (5) Responding the dynamic challenging about the needs of qualified workforce in specific areas.
- (6) Strengthening the graduates' basic sciences in order to improve their competitive power in the society.

This *multi-entry multi-exit* model is expected to result: (1) a curriculum management which could be usefully support the students in their creativity to develop their optimum potential appropriately to the needs of the society. (2) to improve the graduates' quality appropriate to the expected competencies required in the real needs from the society. (3) the acquisition of competency appropriately to the authentic and process base-*mastery learning*, and (4) autonomic behaviour in managing the instruction by accelerating the roles of the department as well as the staff members in developing various innovation in instruction for the sake of improving graduate quality.

In relation to the above issue a study entitle "An Analysis of the Stakeholder's Needs on the Appropriateness of the Supporting Subject Matter Content at the Department of Economic Education.

Research Method

This study utilizes a descriptive evaluative model by using survey approach, in which a description of the respondents' responses is presented, in this case, the users of the graduate of the Economic Education Department on the alumni, the appropriateness of the course material presented at the curriculum of Economic Education Department with the stakeholders' needs, as well as the reform of curriculum as required by the department of Economic education. The variables of the users' perception involves: communicative competence, interdisciplinary way of thinking, team-work capability, academic grade, skills in computer processing, ability in learning and using new technology, self-confidence, having initiative, creative, discipline, problem solving skills, leadership, negotiating skills. The variable of the appropriateness of curriculum used by the department of Economic Education with the stakeholders' needs interms of lifeskill and the course materials that the students programmed with the needs of working opportunity. While the variable of the curriculum change made by the department of economic Education involve increasing the number of the subject matters in relation to theoretical application, economic analysis, national development and social aspects, ethics and personality, and communication skills. The subjects of the study consisted of 75 respondents returning the questionnaires involving the head companies and school headmasters spreading out in Bali.

The data were obtained from different sources like document of the alumni, alumni themselves graduated from 2009 until 2014. This study was centralized at the Department of Economic Education by analysing the document of alumni and questionnaires by conducting direct visit to the recorded workplaces. This is a descriptive study of evaluation, where all data obtained by using both questionnaires and documents were analysed descriptively in terms of presented. The data collected described and then every component was classified based on the predetermined criteria before the conclusion was made. The level of percentage of each category indicating the information presented directly, so that the position of each component both simultaneously as well as separately could be clearly seen,

The Results Of The Study And Discussion

The Results Of The Study

The Perception of the Graduate’s Users to the Alumni

The results of the questionnaires about the users’ perception to alumni will be presented as follows:

Table 1. The Users’ Perception to the Alumni of the Department of Economic Education

NO	Variables	Frequency		
		Good	Sufficient	bad
1.	Communication Skills	75		
2.	Interdisciplinary thinking style	66	9	
3.	Teamwork capability	69	6	
4.	Academic Grade	72	1	
5.	Interdisciplinary thinking capacity	59	16	
6.	Computer skills	59	13	1
7.	Learning and Applying New Technology	54	16	1
8.	Self-Confidence	66	9	
9.	Initiative	49	26	
10.	Creative	59	16	
11.	Discipline	62	13	
12.	Problem-solving skills	62	13	
13.	Leadership	56	19	
14.	Negotiating skills	59	16	
15.	Adapting skills	66	9	
16.	High working spirit	62	13	
17.	Foreign language skills	23	42	10
18.	Critical thinking	72	1	
19.	Open communication skills	59	16	
20.	Entrepreneurship	43	32	
21.	Respecting other’s opinion	69	6	

The responses of the questionnaires indicated that the graduate’s users (75 respondents involving head companies and school headmasters) assessment towards the alumni of the department of Economic Education were made mathematically, such as 80.25% of the alumni had “Good” category in terms of communication skills, interdisciplinary thinking style, teamworking, academic grades, interdisciplinary thinking capacity, skills in using computer, ability to learn and apply new technology, self-confidence, initiative, creative, discipline, problem-solving skills, leadership, negotiating skills, adaptability, fighting spirit, critical thinking, open communication skills, entrepreneurship, and respectable to other’s opinion. Only about 18,48% of the alumni had “sufficient” category, another 1,27% of the responses indicated the alumni had “bad” category. Another results indicated that the alumni of the Economic Education Department had very low competency in using foreign language.

Curriculum Appropriateness

The aspect of curriculum relevance at the Department of Economic Education towards lifeskill of the job related to the educational background and relevance of the subject matters to the job related to the educational background.

1. Relevance of curriculum with the lifeskill.

The data graduate’s *Life skill* in relation to the job with relevant educational background indicated that 87.56% of the respondents said “Yes” while only 12.44% said “No”.

Some respondents giving “No” answer indicated that the most appropriate lifeskill required in relation to the job were about educational management, and English language proficiency. Some other also indicated that some lifeskills supporting the subject matter were also needed to improve, like the application of economic materials in the daily real life, skills in the application of IT, like computer accountancy and statistics.

2. The Relevance of the Subject Matter Materials with the Job

The relevance of the subject matter material with the job related to the educational background indicated that 96,53% of the respondents said “Yes” while only 3,47% said “No”.

The respondents with the answer “No” indicated that they found problems in teaching integrated social science at SMP, as they felt difficult in learning “sociology”, geography and history. Some other also indicated that they found problems in presenting materials like accountancy computer and taxation, both in terms of theory and practice. They furthermore gave reasons that the learner had very low proficiency in using English as a Foreign language. Meanwhile the teacher was required to handle the

learners in the class of International-standard school, working at the travel agent offices, and banking sector with direct link to the customers.

The Curriculum Reform Conducted by the Department of Economic Education

The results of Questionnaires about the Stakeholders' perception related to the curriculum reform conducted by the Department of Economic Education.

Tabel 2. The Stakeholders' perception on the curriculum Change Conducted by the Department of Economic Education

No	Variables	Percentage
1.	Increasing the number of subjects matter related to theoretical application	56,53
2.	Increasing the number of subject matter related to economic analysis	78,26
3.	Increasing the number of subject matter related to national development and society	65,22
4.	Increasing the number of subject matter related to ethics and personality	82,61
5.	Increasing the number of subject matter related to communication skills	78,26

The data on the above table indicated the stakeholders' perception on the curriculum reform/change. 82.61% of the respondents stated that subject matter related to ethics and personality should be increased in number, while 78.26% of the respondents stated that the subject of economic analysis should also be doubled, while 65.22 % of them stated to double the subject of communication skills and another 56.33% of the respondents wanted to increase the number of subject of theoretical application.

Discussion

The data obtained from the questionnaires distributed to the employers indicated that majority of the graduates of Economic Education Department had been capable to perform well in their job. This well performance could be indicated by the graduates' competency in understanding and acquiring the relevant competencies in relation to their job and responsibility.

From 21 components of questionnaire presented on table of the Users' perception on the alumni, the highest level (about 100%) was about communication skills. While the lowest level (30.43%) was about English language proficiency. About 95.65% indicated that almost all graduates had mastered quite well the expertise field of study related competence with high academic grades. These subject matters should have to be mastered well thereby they could manage to perform well and be responsible with their jobs. Mastering well the competencies the graduates were expected to perform their real achievement as well as performing their own identity as professional educators.

Different from specific expertise field of competency, English language proficiency subject matter had a bad category, about 30.43%. This indicated that the graduates had almost never initiated to acquire this competency with regard that they would never used in the field related job as a teacher in particular teaching the subject of social science. He merely needs to master the specific related field of study as a teacher in order to be competence to transfer the subject required by the learners.

In fact, becoming either a teacher or working on non-educational sector it is important to consider how important is to master the subject of related field of study, but also the same as acquiring the subject of supporting the main competencies, like English language proficiency, since this competency is really important is used as a means of communication in almost all sectors. Some other problems encountered by the teachers teaching at SMP, they were frequently given a job unrelated to their educational background. The graduates of Economic Education were commonly found teaching a subject of social science integratedly with geography and history. Therefore they were hardly able to make adaptation in doing their job. Since they started learning different subjects their core field of study. Based on the reality found at school recommendation was proposed, such as opening new department, like social science department at Undiksha University of Education. This could considerably respond the problems of the teacher of economic education graduates, besides the fact that the curriculum of SMP integrated three different fields into a subject called social science.

Conclusion

In line with the above description it could be concluded that the mastery of the core field of study by the graduates of Economic Education Department had already been on a "good" category, however the graduates themselves had not acquired English language proficiency. The results of direct interview indicated that the graduates should not foster themselves learning English since it would not make themselves overburden. Undiksha, in particular Economic Education Department, is expected to their English proficiency by making the students accustomed to read and use English language references as well as in the process of learning activities. After they graduate they could make more extensive learning. In addition the results also indicated that the graduates besides their main job, receive additional responsibilities such as strategic positions either at the education or non-education sector. In other words the graduates of Economic Education Department had been able to master and acquired almost all self-development competencies quite well.

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