



KKNI-based Higher Education Curriculum-based Higher Education Curriculum Management at Universitas Kristen Indonesia

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Abstract

This study investigates the KKNI-based Higher Education Curriculum-based Higher Education Curriculum Management at Universitas Kristen Indonesia. It was done at Universitas Kristen Indonesia from November 2022 to February 2023. This study used library research by using studies related to various existing writings in books, journals, articles, and other relevant sources. The stage is to collect various sources, then read, study the available sources, note down the core that is still relevant to be used as a conclusion, and then pour it into the writing. The type of data used in this research is the secondary data obtained in this research obtained from literature studies and documents related to the research data. The result of the study is that the activities carried out should be directed to achieve or realize specific goals. The KKNI-based Higher Education Curriculum is a work qualification framework that juxtaposes, equates, and integrates the education and training sector as well as work experience in the framework of granting recognition of work competence following work positions in various sectors as the embodiment of the quality and identity of the Indonesian nation related to the education and training system and national human resources improvement program. Besides, the curriculum should be based on the principle of a) Productivity, b) Democratization, c) Cooperative, Effectiveness, and efficiency, and d) Directing the vision, mission, and goals set in the curriculum

Keywords— KKNI, Higher education curriculum, management, implementation

I. INTRODUCTION

The field of education is the pulse of the development of the country. Education plays a role as a support and driver for developing the country's competitiveness towards development as a developed country [1;2]. An education system can only be realized with an appropriate and contemporary educational curriculum that aligns with the educational philosophy and will of the individual, society, and the state. Realizing the importance of this education, the government has been. It is currently forming and transforming the existing curriculum in its efforts to provide a quality and brilliant education system so that it can give birth to a new millennium generation towards the 2020 outlook [3]. KKNI-based Higher Education Curriculum-based Higher Education Curriculum is developed, making enhancements and incorporating new features into the existing curriculum to meet current global wants and needs [4; 5].

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Along with the needs and demands of a society laden with the development of science and technology, the curriculum should make efforts to change, develop and innovate against these demands. An inevitability is when the curriculum continues to be present with patterns of change due to the community's thinking because the "users" of the curriculum are ultimately also the community [6; 7]. The response to the change in the curriculum can be seen from the many rules that underpin the implementation of the new curriculum, for example, the birth of Law No. 14 of 2005 about Teachers and Lecturers, policy about curriculum implementation in 2013, the birth of Law No. 12 of 2012 on Higher Education, Presidential Regulation No. 8 of 2012 about the Indonesian National Qualification Framework, Regulation of the Minister of Education and Culture No. 49 of 2014 about National Standards for Higher Education. Implications of the Policy indirectly impact the pattern of curriculum change in each study program and even the adjustment of teaching materials (content) that will be delivered to students. KKNI-based Higher Education Curriculum itself is a minimal reference framework that is a measure, an acknowledgment of educational progress made. KKNI-based Higher Education Curriculum is also referred to as a competency qualification framework that can juxtapose, equate, and integrate the field of education and work training as well as work experience in the context of granting recognition of work competence following the job structure in various sectors [8; 9].

KKNI-based Higher Education Curriculum embodies the quality and identity of the Indonesian nation related to the national education and training system owned by Indonesia [10]. From the KKNI-based Higher Education Curriculum's perspective, each study program must clarify the expected "graduate profile" through study tracking activities, eligibility studies, and needs analysis in the community [11]. The graduate profile reflects the minimum skills that students must master after graduating, which refers to four aspects of need (1) attitude, (2) areas of workability, (3) knowledge, and (4) managerial and responsibility. The four abilities should then be elaborated into a learning outcome (learning outcome) in each subject in the study program. Until later, all learning planning or Semester Implementation Plans (RPS) must be based on learning outcomes (Learning Outcomes) that suit the needs of the graduate profile [12; 13]. In order to respond to the development of the world of higher education and the increasing demands of stakeholders, the study programs in universities are required to immediately improve and respond to these demands as best as possible, including reorganizing the content of the curriculum following the development of market needs and the regulations set by the government. Related to that, as a step to determine the direction of the curriculum of the study program, the study programs at UKI carried out a curriculum development workshop based on the Indonesian National Qualification Framework (KKNI-based Higher Education Curriculum) following the regulations of the Directorate General of Higher Education, Research, and Technology, it was started to be implemented at UKI since 2016. Based on the two policies, the 2013 curriculum and the KKNI-based Higher Education Curriculum, it was felt necessary to re-formulate the curriculum that addresses these needs [14; 15]. From the KKNI-based Higher Education Curriculum's point of view, the curriculum in higher education must clarify the expected Graduate Profile and Competency Achievement, while from the 2013 curriculum policy, the content of the teaching material delivered must also really refer to the needs of stakeholders as found in regulation of the Minister of Education and Culture No. 67 in 2013 [16].

Curriculum becomes an aspect that influences the success of national education and becomes a component that has a strategic role in the education system. The study of curriculum management is getting much attention from scientists and experts who work in curriculum, education administration, and education technology—reasoning that the curriculum occupies the most important part of an educational institution [17]. It is natural because the world is experiencing an era of globalization and many changes in various lines of life and affecting the world of education. Developments related to science and technology, society, nation, and state, as well as domestic and foreign issues, are challenges that must be considered in the curriculum. Therefore, the central government, as well as the regional government, in this case, the Ministry of Education and Culture/National Department of Education, must be able to quickly respond to the challenge of the challenge to be realized in the education program in its work area [18]. There are many aspects of reform in the field of education that affect the curriculum, such as learning acceleration programs, local content curriculum, decentralization, remedial implementation and enrichment, school-based management, education unit level curriculum, Curriculum 2013, and recently, namely KKNI-based Higher Education Curriculum-based curriculum Based on the above. The expert intends to discuss the concept of KKNI-based Higher Education Curriculum curriculum management intended to help, understand, and control the implementation of the curriculum so that educational institutions can cooperatively and independently identify curriculum needs[19; 20].

II. RESEARCH METHODOLOGY

This method uses library research by studying existing writings in books, journals, articles, and other relevant sources. The stage is to collect various sources, then read, study the available sources, note down the core that is still relevant to be used as a conclusion, and then pour it into the writing. Data sources in this research consist of primary sources and secondary sources. Data sources are taken by purposive sampling. This sampling technique is used because the researcher takes appropriate and relevant informants to the research problem. The type of data used in this research is the secondary data obtained in this research obtained from literature studies and documents related to the research data. So the type of data used is qualitative descriptive. Qualitative descriptive data is data used to study the relationship between attitudes, activities, views, and processes that occur towards a phenomenon and can describe objects or subjects according to reality. This research uses qualitative research techniques with a descriptive approach. Qualitative research produces information or knowledge about descriptive information in the form of written and oral information. Collecting information that can be followed up on, mainly searching for information and previous research.

III. RESULT AND DISCUSSION

Management comes from the word to manage which means to manage. Management is done through processes and managed based on the sequence and functions of management itself. Management is the management of resources owned by schools or organizations, among which are people, money, methods, materials, machines, and marketing, done systematically in a process¹. Management is the process of planning, organizing, leading, and controlling the organization's efforts with all its aspects so that the organization's goals are achieved effectively and efficiently. Management is defined as knowledge, tips, and profession and is said to be science by Luther Gulick. Management is seen as a field of knowledge that systematically tries to understand why and how people work together—said to be a tip by Follet because management achieves targets by organizing other people to carry out tasks. Seen as a profession because management is based on specific expertise to achieve a manager's performance, and a code of ethics guides professionals. According to the experts, it is mentioned that management as a science and art organizes the process of utilizing human resources and other resources effectively and efficiently to achieve a specific goal. As quoted by Fachruddin, Stoner defines management as planning, organizing, leading, and supervising the organization's work and using all available organizational resources to achieve clearly stated organizational goals.

According to Mary Parker Follet, management is the art of getting things done through people. Ricky W. Griffin defines management as planning, organizing, coordinating, and controlling resources to achieve targets (goals) effectively and efficiently. Harold Koontz & O'Donnell in their book entitled "Principles of Management," Harold Koontz & O'Donnell stated that management is related to the achievement of a goal done through and with other people [21; 22].

According to Oemar Hamalik, Curriculum is several subjects students must take to obtain a degree. According to Supandi, Curriculum is a set of various subjects that students must learn; this limitation is seen in the 1968 Dikdasmen curriculum. Romine, "Curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under the direction of the school, whether in the classroom or not." Curricular activities are not limited to the classroom but include outside activities. Therefore, according to the modern view of intra-curricular and extra-curricular activities, there is no strict separation; all activities that aim to provide an educational experience for students are the curriculum. Alice Miel, "Curriculum is composed of the experiences children undergo, it follows as a corollary that the curriculum is the result of the interaction of a complexity of factors, including the physical environment and the desires, beliefs, knowledge attitudes, and skill of the person served by and serving the school, namely, the learners, community adults, and educators (not forgetting the custodians, clerks, secretaries and other non-teaching employees of the school) [23; 24] .

The curriculum is a written plan about the abilities that must be possessed based on national standards, the material that needs to be learned and the learning experiences that must be lived to achieve those abilities, and the evaluation that needs to be done to determine the level of achievement of the student's abilities, as well as a set of rules related to the learning experience of the participants educated in developing his potential at a specific educational unit [25]. So according to the author, a Curriculum can be interpreted as a set of plans and arrangements regarding the purpose, content, and learning materials, as well as the methods used as guidelines for implementing learning activities to achieve specific educational goals. A curriculum is an educational program (school) for students based on the educational program in which

students do various learning activities, thus encouraging their development and growth following the educational goals that have been set [26].

Curriculum management is a cooperative, comprehensive, systemic curriculum management system to achieve the curriculum's goals. The autonomy given to educational institutions or schools in managing the curriculum independently by prioritizing the needs and achievement of targets in the vision and mission of educational institutions or schools does not ignore the national policy that has been set. Curriculum Management is the entire process of joint efforts to facilitate the achievement of learning goals, emphasizing efforts to improve the quality of teaching and learning interactions. Curriculum Management is a collaborative process in the processing of the curriculum so that it is helpful for the institution to achieve its goals effectively and efficiently. Curriculum Management is a curriculum system oriented toward productivity where the curriculum is oriented towards the students; the curriculum is made to enable the students to achieve the goal of learning outcomes. Curriculum Management is the empowerment and utilization of people, materials, money, information, and engineering to lead students to become competent in the various lives they learn [27].

Curriculum Management is an effort to manage, organize, and manage the subject equipment taught in educational institutions as a guideline for implementing learning activities to achieve specific educational goals. Community involvement in curriculum management is intended to be able to understand, help, and control curriculum implementation so that educational institutions or schools are also able to be independent in identifying curriculum needs, designing curriculum, determining curriculum priorities, implementing learning, evaluating curriculum, managing and reporting resources and curriculum results, both to the community and to the government [28].

Curriculum management is integral to the KKNI-based Higher Education Curriculum (Indonesian National Qualification Framework). The scope of Curriculum Management includes planning, organizing, implementing, and evaluating the curriculum. Curriculum management studies are an integral part of curriculum studies [29]. The main activities of curriculum management studies cover the areas of curriculum planning and development, implementation, and improvement. Curriculum development management studies are closely related to education administration studies, where the function of supervision is included in it. Some of the areas of study developed, namely: a) Curriculum planning and development management, in this management will be studied the problems of curriculum planning and further development that are important to get attention because they are closely related to the underlying factors the role of various parties and the development methodology itself so that it is a whole process of activities and curriculum development; b) Curriculum implementation management. This field studies why it is closely related to implementing the curriculum in schools or educational and training institutions. The role of administrators (principals) and teachers gets a sharper spotlight in the administrative sense; c) Supervise the implementation of the curriculum. This field discusses more fundamental and extensive, as it is closely related to efforts to build and develop the abilities of school personnel, who are given responsibility in the curriculum implementation process, and how they should be prepared to be able to act as supervisors; d) Curriculum monitoring and evaluation. Its role and function are significant in curriculum development, implementation, supervision, and improvement; e) Curriculum improvement. This field should receive more attention due to its close connection with efforts to build the relevance of education and improve the quality of education in line with the development of society as a whole, which ultimately results in the development of a better curriculum; f) Decentralization and centralization of curriculum development, need to be studied further concerning the decentralization of education management by regional governments; and g) Energy problems in curriculum development and leadership models that are compatible with the context of today's dynamically developing society.

There are five principles¹⁶ that must be observed in implementing curriculum management, namely as follows: a) Productivity, the results that will be obtained in curriculum activities are aspects that must be considered in curriculum management. Consideration of how students can achieve learning outcomes in accordance with curriculum goals should be a target in curriculum management; b) Democratization, the implementation of curriculum management should be based on democracy that places managers, implementers and subjects in the positions they should be in carrying out tasks with full responsibility to achieve the goals of the curriculum; c) Cooperative, in order to obtain the expected results in curriculum management activities, there needs to be positive cooperation from the various parties involved; d) Effectiveness and efficiency, the range of curriculum management activities should consider effectiveness and efficiency to achieve curriculum goals so that the curriculum management activities provide beneficial results with relatively short cost, energy, and time; and e) Directing the vision, mission and goals set in the curriculum, management process In the management of the curriculum, it should also pay attention to the principles of Christian teaching values at UKI.

In the education process, curriculum management must 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. There are several functions of curriculum management, among them as follows: a) Increasing the efficiency of the utilization of curriculum resources, the empowerment of resources and curriculum components can be increased through planned and effective management; b) Increasing fairness (equity) and opportunities for students to achieve maximum results, the maximum ability can be achieved by students not only through extra-curricular activities but also through extra and co-curricular activities that are managed with integrity in achieving curriculum goals; c) Increase the relevance and effectiveness of learning following the needs of students and the surrounding environment of students, an effectively managed curriculum can provide opportunities and results that are relevant to the needs of students and the surrounding environment; d) Increase the effectiveness of teacher performance and student activity in achieving learning goals. Curriculum management that is professional, effective, and integrated can motivate teacher performance and student activity in learning; e) Increase the efficiency and effectiveness of the teaching and learning process; the learning process is continuously monitored in order to see the consistency between the design that has been planned and the implementation of learning. Thus, incompatibility between design and implementation can be avoided. In addition, teachers and students are always motivated to carry out effective and efficient learning due to the support of favorable conditions created in curriculum management activities: f) Increasing community participation to help develop the curriculum, a professionally managed curriculum will involve the community, especially in filling teaching materials or learning resources need to be adapted to the particular characteristics and development needs of the local area.

The Indonesian National Qualification Framework - The Indonesian National Qualification Framework, further abbreviated as KKNI-based Higher Education Curriculum, is a competence qualification framework that can juxtapose, equate, and integrate the field of education and the field of work training as well as work experience in the framework of granting recognition of work competence following the structure of employment in various sectors. KKNI-based Higher Education Curriculum embodies the quality and identity of the Indonesian nation related to the education system and national training that Indonesia has. KKNI-based Higher Education Curriculum is organized based on specific needs and goals, which are typical for Indonesia to coordinate the education and training system with the career system in the world of work. KKNI-based Higher Education Curriculum is also designed to be suitable and equivalent to the systems developed by other countries. In its development, the KKNI-based Higher Education Curriculum also refers to and considers the qualification systems of other countries such as Europe, Australia, England, Scotland, Hongkong, and New Zealand. It makes the qualifications included in the KKNI-based Higher Education Curriculum easily equalized and accepted by other countries so that the exchange of students and workforce between countries can be done accurately [30]. Generally, the qualification framework is arranged from the lowest to the highest based on workability, mastery of knowledge achieved through education, or skills acquired through training. The European Qualification Framework (EQF), as one of the qualification frameworks referred to in the development of the KKNI-based Higher Education Curriculum, divides the qualification framework levels into eight levels, from the first level to the highest level of eight. The first level incorporates basic skills and knowledge to do simple jobs in everyday life. While the level combines the highest abilities of medical graduates with the ability to create and develop new knowledge or professions in everyday life to create better living conditions. EQF aligns the level of qualification with the level of education or training, even with the title held. The concept of lifelong learning underlies the development of the EQF powerfully.

KKNI-based Higher Education Curriculum Management - KKNI-based Higher Education Curriculum provides nine levels of qualification, starting from Level 1 Qualification as the lowest level qualification. The setting of levels 1 to 9 is done through a comprehensive mapping of employment conditions in Indonesia viewed from the needs of producers (supply push) and consumers (demand pull) of labor. The descriptors for each level of qualification are also adjusted by considering the state of the country as a whole, including the development of science, technology, and art, the development of sectors that support the economy and the welfare of the people, such as industry, agriculture, health, and law, as well as aspects of development. The nation's identity is reflected in Bhineka Tunggal Ika, which is the commitment to continue recognizing the diversity of religion, tribe, culture, language, and art as a characteristic of the Indonesian nation.

The level of qualification in KKNI-based Higher Education Curriculum with level nine as the highest level does not immediately mean that the highest level of KKNI-based Higher Education Curriculum is higher than the level of qualification that applies in Europe (8 levels) and Hong Kong (7 levels) or on the contrary lower than the level of qualification that applies in Zealand New (10 levels). This is more accurately interpreted that the type of qualification at KKNI-based Higher Education Curriculum is designed to make

it possible for each level of qualification to be compatible with the everyday needs between producers and users of university graduates, the culture of education/training in Indonesia at the moment as well as the degree of graduates of each higher education track that exists in Indonesia. In development, the KKNI-based Higher Education Curriculum is positioned as an equalizer of learning achieved through formal, informal, and non-formal education with work competence achieved through training outside the realm of KEMDIKNAS; this can be through formal education, professional development, career advancement in industry, the world of work or through accumulation of individual experience. With this approach, the KKNI-based Higher Education Curriculum can be used as a reference by stakeholders related to the development of human resources within its environment or by the broader community for individual career planning. The formal education sector, for example, can use the KKNI-based Higher Education Curriculum as a reference in planning the higher education learning system in Indonesia so that it can accurately position the ability of its graduates at one of the KKNI-based Higher Education Curriculum qualification levels and estimate its equivalence with career levels in the world of work. It can also be beneficial in developing a more comprehensive relevance of higher education. KKNI-based Higher Education Curriculum can also be used as a guide by professional associations to adjust and evaluate equivalence at the national level regarding the ability criteria that have been previously possessed. Other sectors, such as the business world, government bureaucracy, industry, and others, also need a KKNI-based Higher Education Curriculum as a guideline to plan the management of their respective human resources more comprehensively, both related to the career system, remuneration, or new recruitment patterns.

In the development management of the KKNI-based Higher Education Curriculum-based Curriculum, it can be seen in the following picture. Conceptually, each level of qualification in the KKNI-based Higher Education Curriculum is organized by four main parameters, namely (a) work skills, (b) coverage of knowledge/knowledge, (c) methods and level of ability in applying the knowledge/knowledge and (d) managerial ability. The four parameters contained in each level are arranged in the form of a description called the KKNI-based Higher Education Curriculum Descriptor. Thus, the 9th level of the KKNI-based Higher Education Curriculum is a descriptor that explains a person's rights, obligations, and abilities in performing a job or applying his knowledge and skills.

The description of the forming parameters of each KKNI-based Higher Education Curriculum Descriptor is as follows: a) Work skills or competencies are abilities in the cognitive, psychomotor, and affective domains that are fully reflected in behavior or in carrying out an activity so that in determining a person's level of competence, it can be judged through elements of ability in the three domains; b) The scope of knowledge/knowledge is a formulation of the level of breadth, depth, and complexity/sophistication of specific knowledge that must be possessed, so that the higher a person's qualification in KKNI-based Higher Education Curriculum is formulated with the broader, deeper, and more sophisticated the knowledge/knowledge he possesses; c) Method and level of ability is the ability to utilize knowledge, skills, and methods that must be mastered in performing a particular task or job, including the ability to think (intellectual skills).

IV. CONCLUSION

From the description above, it can be concluded that: a) Management is a process where there is an activity to achieve or realize specific goals that have been set jointly within the organization; b) KKNI-based Higher Education Curriculum is a work qualification framework that juxtaposes, equates, integrates, the education and training sector as well as work experience in the framework of granting recognition of work competence following work positions in various sectors as the embodiment of the quality and identity of the Indonesian nation related to the education and training system and national human resources improvement program; c) Curriculum Management is the entire process of joint efforts to realize the achievement of teaching goals as well as improve the quality of students. KKNI-based Higher Education Curriculum-based curriculum management is essential in order to achieve educational goals that have been set, and the curriculum can be used as a guideline in the implementation of learning activities to achieve specific educational goals in Higher Education; d) The development of KKNI-based Higher Education Curriculum-based curriculum that is to be able to help, understand, and control the implementation of the curriculum, so that educational institutions can cooperatively and independently identify curriculum needs based on the principle of (1) Productivity, (2) Democratization, (3) Cooperative, Effectiveness, and efficiency, (4) Directing the vision, mission, and goals set in the curriculum.

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