

# PENGEMBANGAN KURIKULUM PENDIDIKAN TINGGI

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FAKULTAS KEHUTANAN  
UNIVERSITAS GADJAH MADA  
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**1. Pendidikan:**

- S1-Kehutanan /Teknologi Hasil Hutan - UGM
- S2- Kehutanan / Teknologi Hasil Hutan -Jerman
- S3- Kehutanan/ Teknologi Hasil Hutan - Jerman

**2. Kegiatan**

- Dosen Fak Kehutanan UGM
- Kantor jaminan mutu UGM
- Assesor AUN ( asean University Network)
- Tim pengembang SPMI Dikti
- Masyarakat peneliti Kayu Indonesia
- Pemberdayaan masyarakat

**3. Keluarga**

- 1 Istri , 2 Putri dan 1 Putra

**Motto**

**In Omnibus Caritas ( didalam segala Hal Kecintaan)**

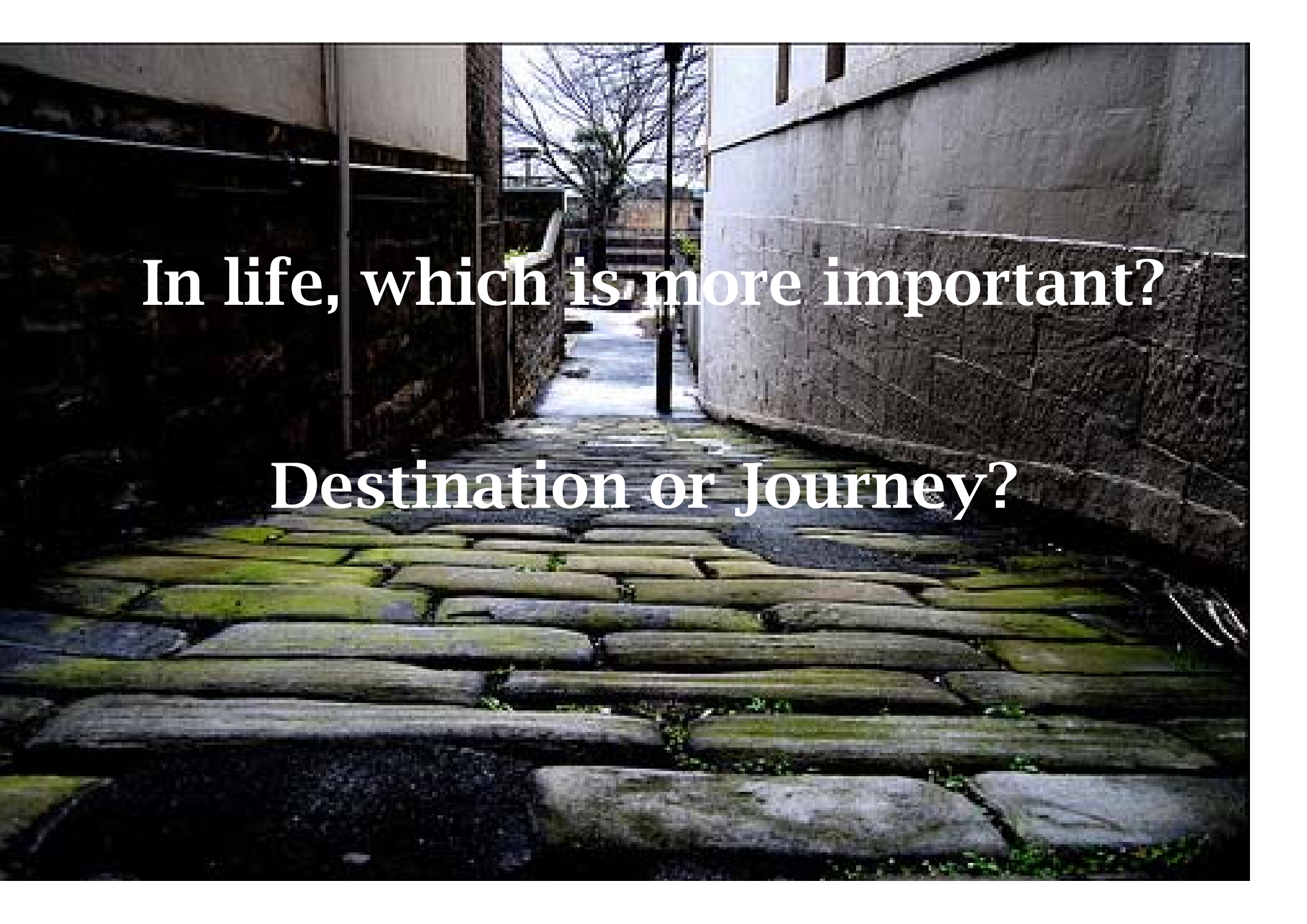
## SUMBER MATERI DAN INSPIRASI

Puji syukur dan terimakasih kepada semua pihak yang telah membantu sehingga materi ini dapat disiapkan dengan baik. Sumber materi dan inspirasi tayangan berikut adalah:

- Quality Assurance of Teaching and Learning (Solveig Randhan and Frank Niedermeier ( 2015)
- Curriculum design in higher education Theory to practice, Geradilne O'Neill ( 2015)
- Materi pengembangan penjaminan mutu, Asean University Network (AUN)
- Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 (Direktorat Jendral pembelajaran dan kemahasiswaan , Kementrian Riset, Teknologi dan Pendidikan Tinggi ( 2019)
- Pengalaman pribadi dalam penerapan sistem Penjaminan mutu di Universitas Gadjah Mada

Semoga semua yang telah kita lakukan bermanfaat bagi generasi mendatang khususnya pada peningkatan mutu pendidikan di Republik Indonesia

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A photograph of a narrow, winding path made of large, flat, moss-covered stones. The path leads from the foreground into the distance, flanked by dark, textured walls on the left and a lighter, stone wall on the right. At the end of the path, there is a bright, open area with a bare tree and a fence, suggesting a destination. The overall mood is contemplative and serene.

**In life, which is more important?**

**Destination or Journey?**

- UNIVERSITAS/PROGRAM STUDI
- MERUPAKAN BAGIAN PERJALANAN
- UNTUK LEBIH MEMANUSIAKAN GENERASI MUDA

## Changing contexts

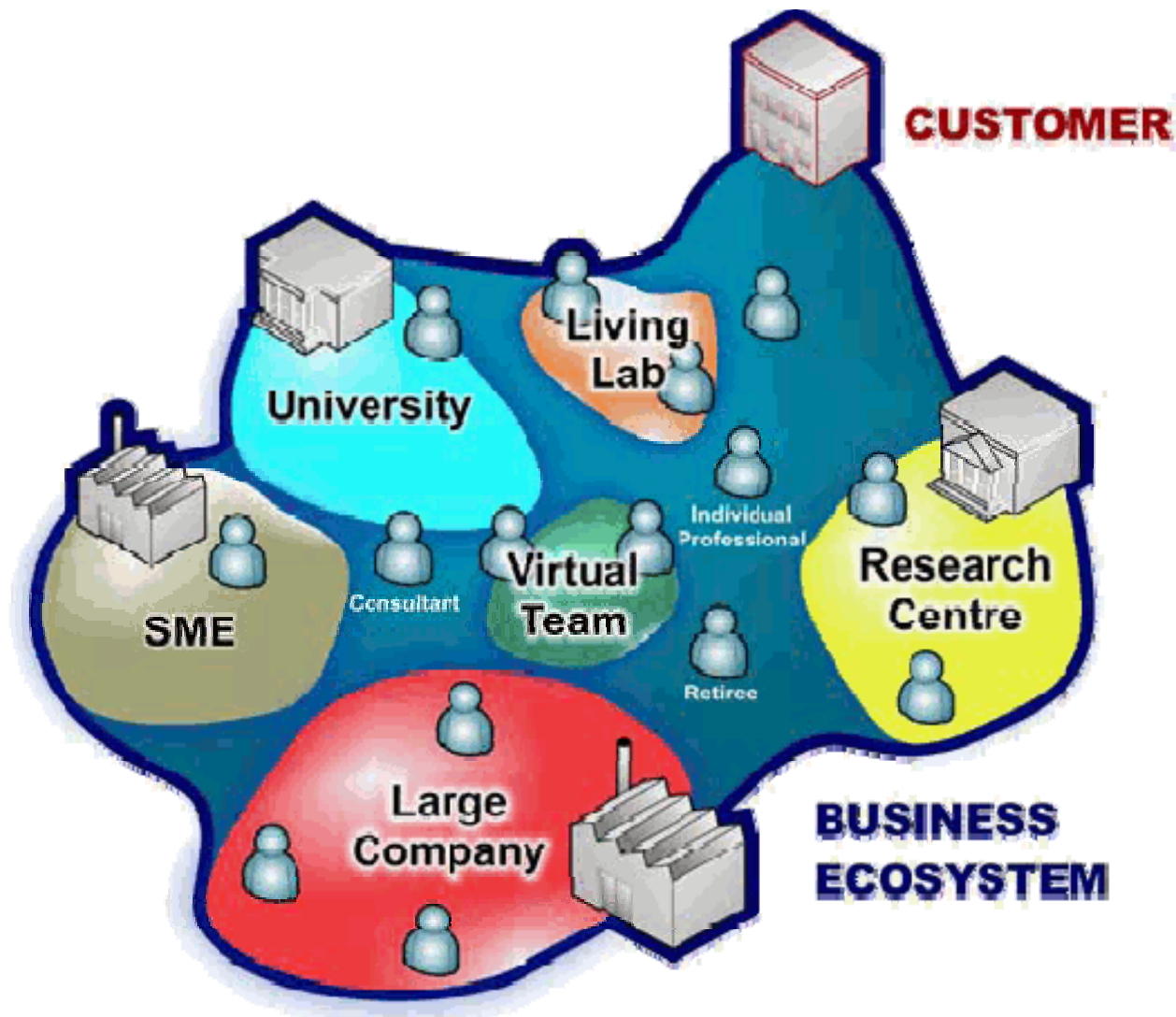
programme/discipline, institutional, national and international contexts influence the curriculum planning process. In planning for curriculum change it is important to be aware of these changing contexts.

GERALDINE O'NEILL (2015)

*“Curriculum design is based on an analysis of what a student needs to know to function in a complex world rather than on what the teacher knows how to teach.”*

*(Miller 2006, p. 2)*

# The Education Ecosystem



# The Education Ecosystem

- Ecosystem can be used as an analogy for education
- Just like an ecosystem, the education environment is dynamic, change in one element creates change in the other elements and the overall environment
- As these elements in the education environment are intricately related, we need to consider them holistically instead of in isolation when making changes
- The alignment of various elements in the education ecosystem towards achieving the purpose of education is crucial

Sumber : AUN

# GENERAL UNDERSTANDING

- **It is a widespread understanding** that higher education represents both
  1. a public good and
  2. a private benefit.
- According to this understanding:
- Higher education fosters individual development and serves the broader needs of the society and nation.
- Higher education has created the conditions for improving quality of life, solving problems, and enabling hope, which are essential to supporting economic prosperity and sustaining democracy in the United States.

• Source: The 2013 Handbook and WASC Accreditation

What should be done ?  
Continous improvment !!

- Institutions have to create learning environments that continuously strive for educational excellence and operational effectiveness in order to serve both students and the public good.

- Source: The 2013 Handbook and WASC Accreditation

# CORE COMMITMENT 1

- **Core Commitment to Student Learning and Success**
- Institutions have clear educational goals and student learning outcomes.
- Institutions collect, analyze, and interpret valid and reliable evidence of learning as a way of assessing student achievement and success.
- Institutions support the success of all students and seek to understand and improve student success.

• Source: *The 2013 Handbook and WASC Accreditation*

# CORE COMMITMENT 2

- **Core Commitment to Quality and Improvement**

- Institutions are committed to high standards of quality in all of their educational activities.
- They utilize appropriate evidence to improve teaching, learning, and overall institutional effectiveness.
- Through strategic and integrated planning, institutions demonstrate the capacity to fulfill their current commitments and future needs and opportunities.

- Source: *The 2013 Handbook and WASC Accreditation*

# CORE COMMITMENT 3

- **Core Commitment to Institutional Integrity, Sustainability, and Accountability**
- Institutions recognize that the public has entrusted them with the critical responsibilities of upholding the values of higher education and contributing to the public good.
- They engage in sound business practices, demonstrate institutional integrity, operate in a transparent manner, and adapt to changing conditions.

• Source: The *2013 Handbook and WASC Accreditation*

# TANDARD DEVELOPMENT

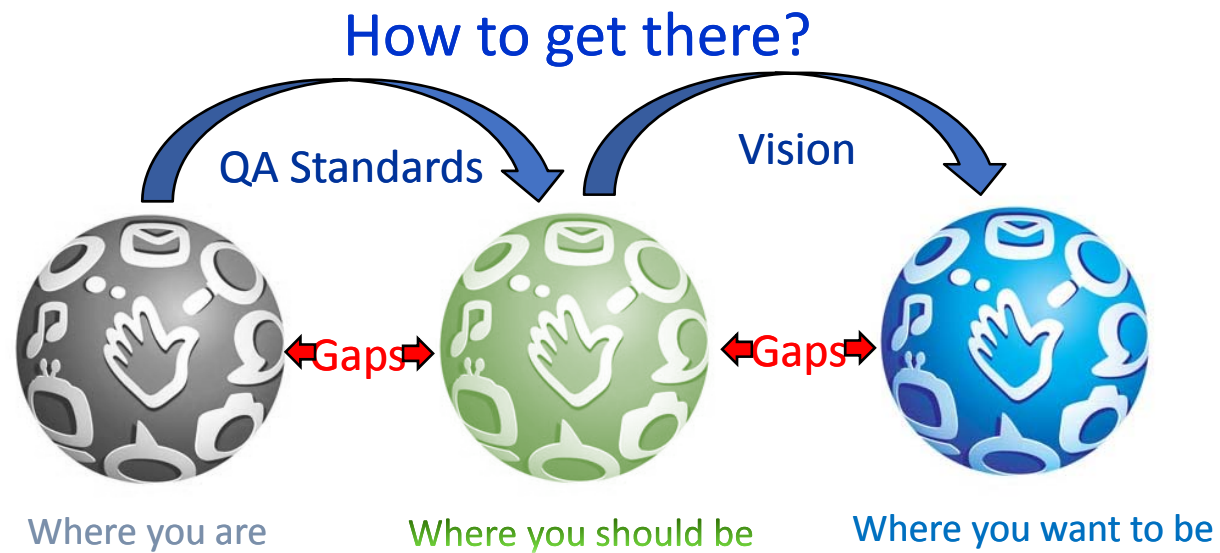
hich consist of four broad, holistic statements that reflect widely accepted  
ood practices in higher education

- **Standard 1:**  
Defining Institutional Purposes and Ensuring Educational Objectives
- **Standard 2:**  
Achieving Educational Objectives Through Core Functions
- **Standard 3:**  
Developing and Applying Resources and Organizational Structures to ensure Quality and Sustainability
- **Standard 4:**  
Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

• Source: The 2013 Handbook and WASC Accreditation

## EVALUASI DIRI

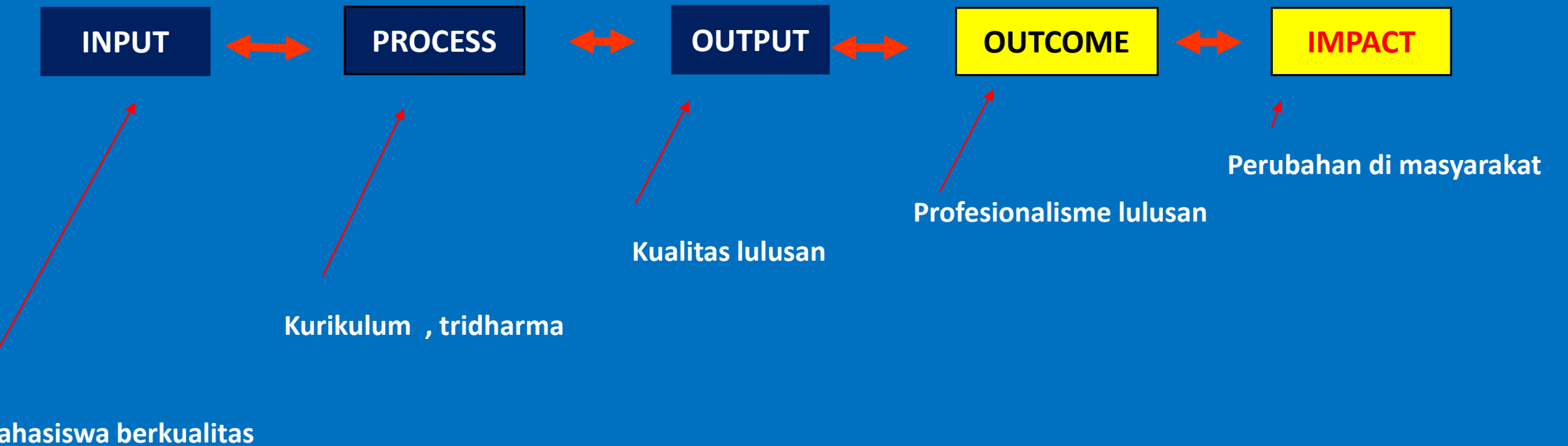
### Self-Assessment (Gaps Analysis)



Ref: T1 AUN-QA at Programme Level

**BERAWAL VISI DAN MISI INSTITUSI  
KEMUDIAN MENUJU DENGAN LEARNING  
OUTCOMES**

# PROSES KESELURUHAN DALAM PENDIDIKAN



*SUMBER; Titi Savitri prihatiningsih, FK UGM  
dengan modifikasi*

# POKOK POKOK KURIKULUM

1. Tujuan yang ingin dicapai
2. Rancangan pengalaman yang disediakan
3. Pengorganisasian yang efektif
4. Evaluasi ketercapaian tujuan

*Catatan Ralph W Tylor (1949 ) dalam Sukmadanata dan Nana Saodih (2000) yang diungkapkan kembali Nur Ahid (2006)*

# Kurikulum

- Kurikulum merupakan rancangan seluruh kegiatan pembelajaran mahasiswa sebagai rujukan perguruan tinggi dalam merencanakan, melaksanakan, memonitor, dan mengevaluasi seluruh kegiatannya untuk mencapai tujuan perguruan tinggi.
- Kurikulum disusun berdasarkan kajian mendalam tentang hakekat keilmuan bidang studi dan kebutuhan pemangku kepentingan terhadap bidang ilmu dan penjaminan tercapainya kompetensi lulusan yang dicakup oleh suatu perguruan tinggi dengan memperhatikan standar mutu, dan visi, misi perguruan tinggi.

# Kurikulum

- Sesuai dengan kebutuhan masing-masing perguruan tinggi, perguruan tinggi menetapkan kurikulum dan pedoman yang mencakup struktur, tata urutan, kedalaman, keluasan, dan penyertaan komponen tertentu.

# Pembelajaran

- Pembelajaran tatap muka atau jarak jauh adalah pengalaman belajar yang diperoleh mahasiswa dari kegiatan belajar, seperti perkuliahan, praktikum atau praktek, magang, pelatihan, diskusi, lokakarya, seminar, dan tugas-tugas pembelajaran lainnya.
- Dalam pelaksanaan pembelajaran digunakan berbagai pendekatan, strategi, dan teknik, yang menantang agar dapat mengkondisikan mahasiswa berpikir kritis, bereksplorasi, berkreasi, dan bereksperimen dengan memanfaatkan berbagai sumber belajar.
- Pendekatan pembelajaran yang digunakan berpusat pada mahasiswa (*student-centered*) dengan kondisi pembelajaran yang mendorong mahasiswa untuk belajar mandiri dan kelompok.

# Evaluasi hasil belajar

- Evaluasi hasil belajar merupakan upaya untuk mengetahui sampai di mana mahasiswa mampu mencapai tujuan pembelajaran, dan menggunakan hasilnya dalam membantu mahasiswa memperoleh hasil yang optimal.
- Evaluasi mencakup semua ranah belajar dan dilakukan secara objektif, transparan, dan akuntabel dengan menggunakan instrumen yang sahih dan andal, serta menggunakan penilaian acuan patokan.
- Evaluasi hasil belajar difungsikan dan didayagunakan untuk mengukur pencapaian akademik mahasiswa, kebutuhan akan remedial serta metaevaluasi yang memberikan masukan untuk perbaikan sistem pembelajaran.

# Suasana akademik

- Suasana akademik merupakan kondisi yang dibangun untuk menumbuh kembangkan semangat dan interaksi akademik antara mahasiswa-dosen-tenaga kependidikan, pakar, dosen tamu, nara sumber, untuk meningkatkan mutu kegiatan akademik, di dalam maupun di luar kelas.
- Suasana akademik yang baik ditunjukkan dengan perilaku yang mengutamakan kebenaran ilmiah, profesionalisme, kebebasan akademik dan kebebasan mimbar akademik, serta penerapan etika akademik secara konsisten.

Berkaitan dengan Kurikulum perlu dokumen sbb:

1. Pedoman penyusunan kurikulum
2. Kurikulum Program Studi
3. Spesifikasi Program Studi/Perguruan Tinggi dan Kompetensi Lulusan
4. Daftar Hadir Perkuliahan Dosen dan Mahasiswa
5. RPS
6. Pelaksanaan Kegiatan Praktikum

Why is it important to  
know the outcomes  
*prior to* planning and  
teaching?

- Students come to the university to learn something.

Therefore we have to formulate very clearly what we expect the student to learn and what we expect our graduates to have learnt in terms of knowledge, skills and attitudes or competencies.

We should also address professional ethics as part of the learning outcomes.

# O.B.E.

An educational method that focuses on **what *students* can actually do** after they are taught.



# Role of Internal QA

Internal QA ensures that an institution, system or programme has policies and mechanisms in place to make sure that it is meeting its own objectives and standards.

# Definition of curriculum planning

(Source: a course guide on AHEAD)

A Curriculum is a series of planned experiences that **a learner is made to undergo within a given period to achieve a given goal**. It involves direct teaching wherein the teacher gives structured technical inputs on a face –to face bases or trough assigned tasks.

There are also educational experiences which are meant not to impact a professional stock of knowledge and skills of a craft **but to mold the character, internalize universal moral values, hone, social and organizational skill or appreciete activities outside formal courses**.

There are all programmed and deliberate rather than accidental or product of afterthought

## What is OBE?

Outcomes-based education as defined by Spady (1994, p. 12) means “clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of the learning experience.”

## Course Objective

- ➡ What **THE TEACHER** expects students to know and be able to do (as a whole) at the end of instruction
- ➡ Not behavioral in nature
  - ❑ Verbs: *Know, Understand*
- ➡ One course objective may generate several learning outcomes
- ➡ Objectives are **intended** results or consequences of instruction, curricula, programmes, or activities.

## Course Learning Outcome

- ➡ What **THE STUDENTS** are be able to do (specific) at the end of instruction
- ➡ Stated in behavioral terms
  - ❑ Verbs: Identify, Discuss, Evaluate
- ➡ Several learning outcomes are derived from one course objective
- ➡ Outcomes are **achieved** results or consequences of what was learned – evidence that some learning took place.

# Why Learning Outcomes?

- Provide **direction** in the planning of a learning activity
- Focus **learner's behavior** on that is to be changed
- Serve as **guidelines** for content, instruction and evaluation
- Identify **specifically** what should be learned
- Convey to learners exactly what is to be accomplished

# OBE Principles

- An OBE curriculum means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction and assessment to make sure this learning ultimately happens.
- The four basic principles are (Spady, 1994):
  1. **Clarity of focus ,**
  2. **Designing down,**
  3. **High expectations , and**
  4. **Expanded opportunities**

•

# Concept of OBE

(Sumber Johnson Ong, 2017)

## 4 Key concepts and Principles of OBE

1. Focus on competences and/or learning outcomes
2. **Backwards curriculum design**
3. Create learning opportunities
4. Constructive alignment (assessment – learning activities – competences and learning outcomes)

umber : Johnson Ong, 2017

# Backward design

- Qualification objective of a study program
  - Learning Outcome (LO) at Program level
  - What are the student able to know and to do after completing the program
- Admission requirement
  - What kind of knowledge and which qualification are the student expected to bring along
- Study program and curriculum design
  - Learning Outcome (LO) at course level
- Implementation /review of study program



**CAPAIAN  
PEMBELAJARAN  
Learning  
Outcomes**

# TRADITIONAL, TRANSITIONAL AND TRANSFORMATIONAL OBE

William Spady [3], there are three broad types of OBE:

- Traditional OBE which measures the learning outcomes in terms of students' mastery of the established curriculum.
- Transitional OBE which measures the learning outcomes of students in terms of general higher-order competencies such as critical thinking, problem solving, communication skills and teamwork.
- Transformational OBE which measures the learning outcomes of students in terms of a broad category of disciplinary knowledge and skills (i.e., multi-disciplined), general competencies, attitudes and values required by the industry or society.

- *What* do you want the students to learn?
  - **(Learning Outcomes)**



*Why* should they learn it?  
**(Motivation)**



*How* can you best help students learn it?  
**(Teaching Strategies)**



How will you *know* if they have learnt it?  
**(Assessment)**

# STUDENT CENTER APPROACH

TEACHER -CENTRED  
APPROACH

STUDENT CENTRED  
APPROACH

How do I transfer my Knowledge to  
my students  
?

What do I want my student to  
be able to do after completion  
of the course or study program

# PENGEMBANGAN PROGRAM STUDI DAN PENGEMBANGAN KURIKULUM MERUPAKAN DUA HAL YANG SALING BERKAITAN ERAT

- PENGEMBANGAN PROGRAM STUDI MENYANGKUT ASPEK PERENCANAAN, MANAJEMEN, DAN ORGANISASI
- PENGEMBANGAN KURIKULUM MENYANGKUT ISI PROGRAM, DIKDAKTIK DESAIN/ KONSEP



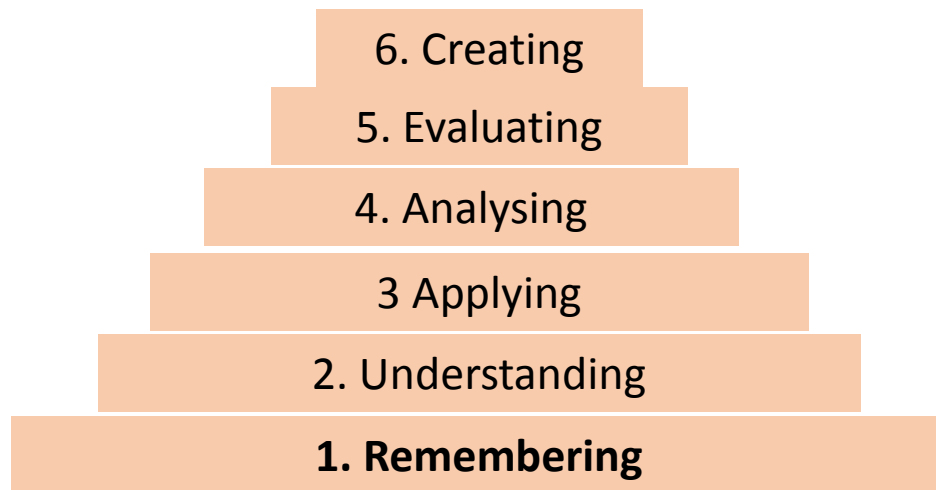
- PENGEMBANGAN KURIKULUM ADALAH BAGIAN DARI PENGEMBANGAN PROGRAM STUDI

# PENGEMBANGAN PROGRAM

- TARGET TERKAIT DENGAN ISI PROGRAM STUDI
  - Target grup dari program studi
  - Pemangku kepentingan
  - dsb
- TARGET TERKAIT DENGAN METODOLOGI
  - Learning outcome
  - Desain kurikulum
  - Matakuliah wajib dan pilihan
  - dsb
- TARGET TERKAIT DENGAN ORGANISASI
  - Teaching capacities
  - Berbagai proses Administrative

# REVISED BLOOM'S TAXONOMY

( Anderson and Krathwohl et al 2001)



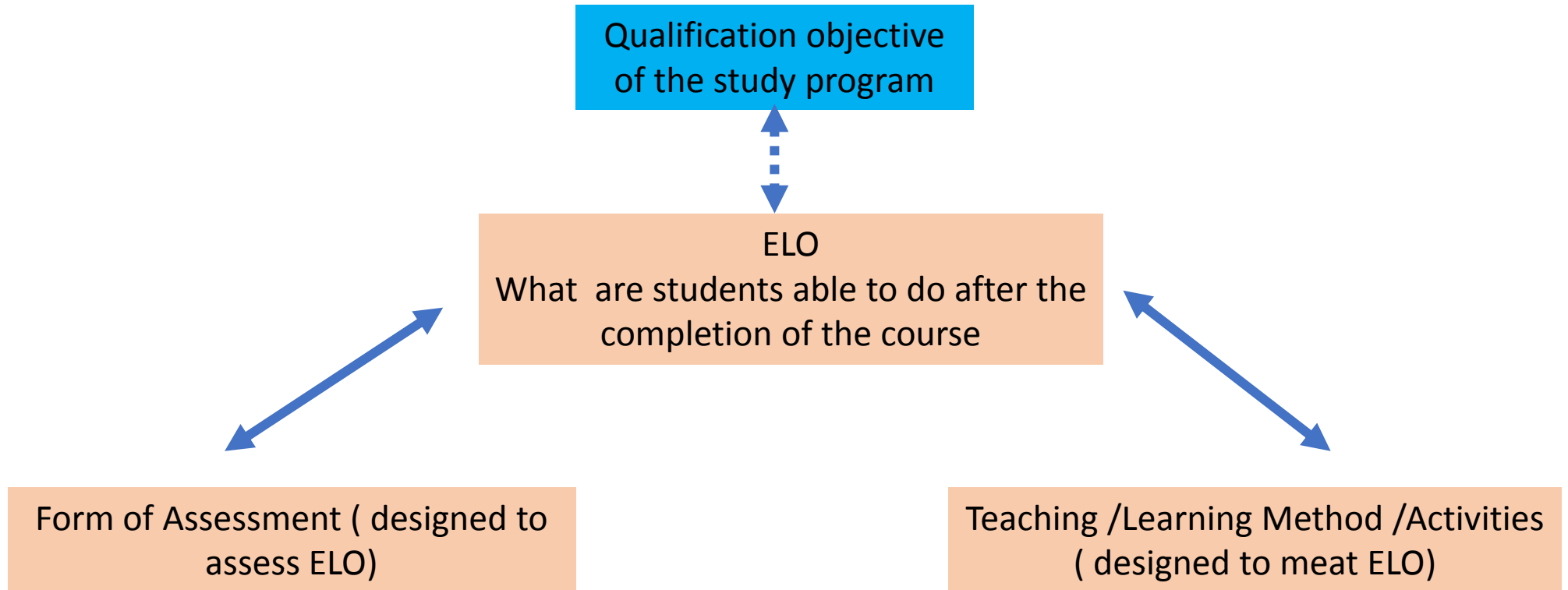
## Active verb for Creating level

- Choose, combine, compose, construct, create, design, develop, do formulate, hypothesize, invent, make, make up, originate, organize, plan, produce, role play, tell

# Constructive alignment :

Learning outcome, teaching and learning strategies as well as assessment methods have to be linked to each other

# Constructive alignment



# Constructive alignment

1. Which teaching and learning methods facilitate achieving the expected learning outcomes ?
2. How to design assessment that enables evaluating the achieve learning outcomes ?

# Lingking Assessment and Learning Outcome

| Traditional approach                                                                                                                                  | Competence based approach                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Key Question</i></b>                                                                                                                            | <b><i>Key Question</i></b>                                                                                                                                        |
| Which qualifications have students achieved afyter completion the course                                                                              | What shoud students be able to do? And which competences ( subject- specific, social , communicative etc) do they need                                            |
| <b><i>Teacher centred perspective:</i></b><br>Key element of the assessment is the reproduction of knowledge the teacher has tought during the course | <b><i>Student centred perspective:</i></b><br>The assessment format has to enable the student to show if they have achieved the defined competences of the course |

**KONTEKS DI INDONESIA**

## ATURAN YANG DIGUNAKAN SEBAGAI ACUAN DALAM PENYUSUNAN KURIKULUM PENDIDIKAN TINGGI



# TAHAPAN PERANCANGAN KURIKULUM

1. PENETAPAN PROFIL LULUSAN
2. PENETAPAN KEMAMPUAN YANG DITURUNKAN DARI PROFIL LULUSAN
3. PERUMUSAN CAPAIAN PEMBELAJARAN (CPL)

# PEMBENTUKAN MATAKULIAH

1. PENGUMPULAN DAN PEMILAHAN BAHAN KAJIAN
2. PENETAPAN MATAKULIAH
3. PENETAPAN BOBOT SKS



- PEYUSUNAN MATAKULIAH DALAM STRUKTUR KURIKULUM

# PERANCANGAN PEMBELAJARAN

1. PERUMUSAN CPMK
2. PENYUSUNAN RPS
3. PERANCANGAN PROSES PEMBELAJARAN
4. PERANCANGAN PENILAIAN

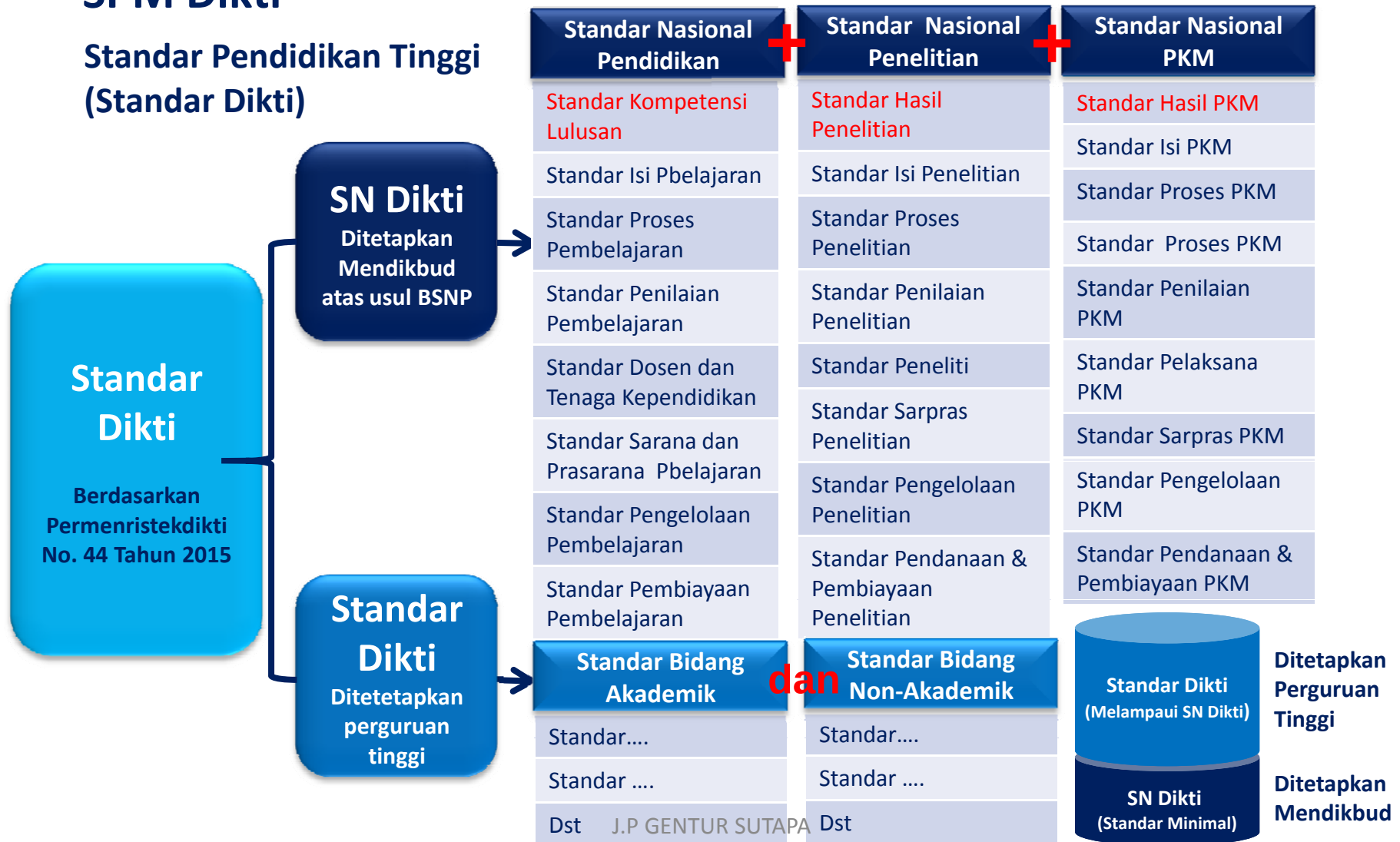
# Ketentuan di Indonesia:

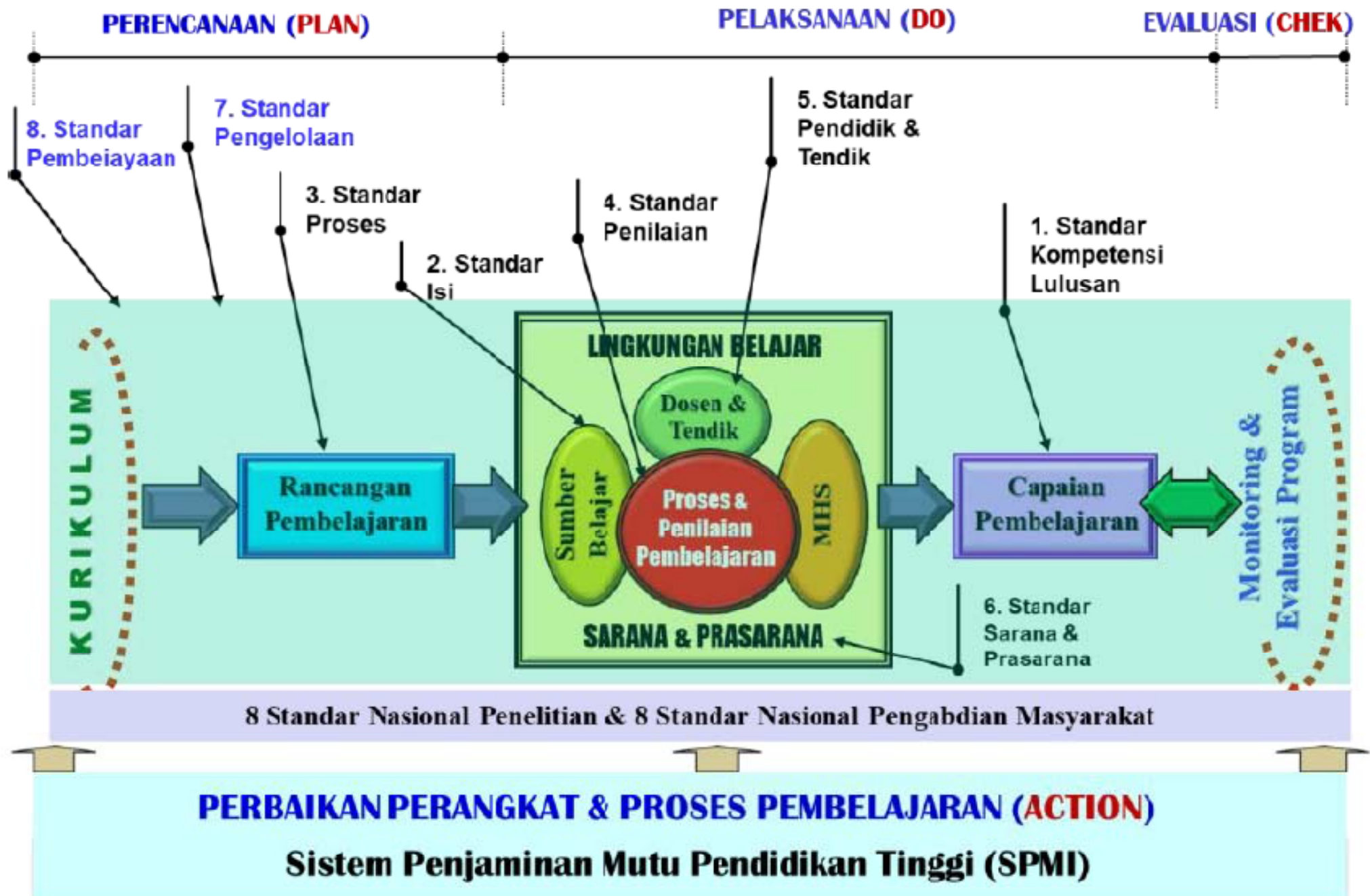
**Kurikulum Pendidikan Tinggi** untuk **program sarjana** dan **program diploma** (Pasal 35 ayat 5) wajib memuat mata kuliah (Pasal 35 ayat 1):

- a. Agama;
- b. Pancasila;
- c. Kewarganegaraan; dan
- d. Bahasa Indonesia.

# SPM Dikti

## Standar Pendidikan Tinggi (Standar Dikti)



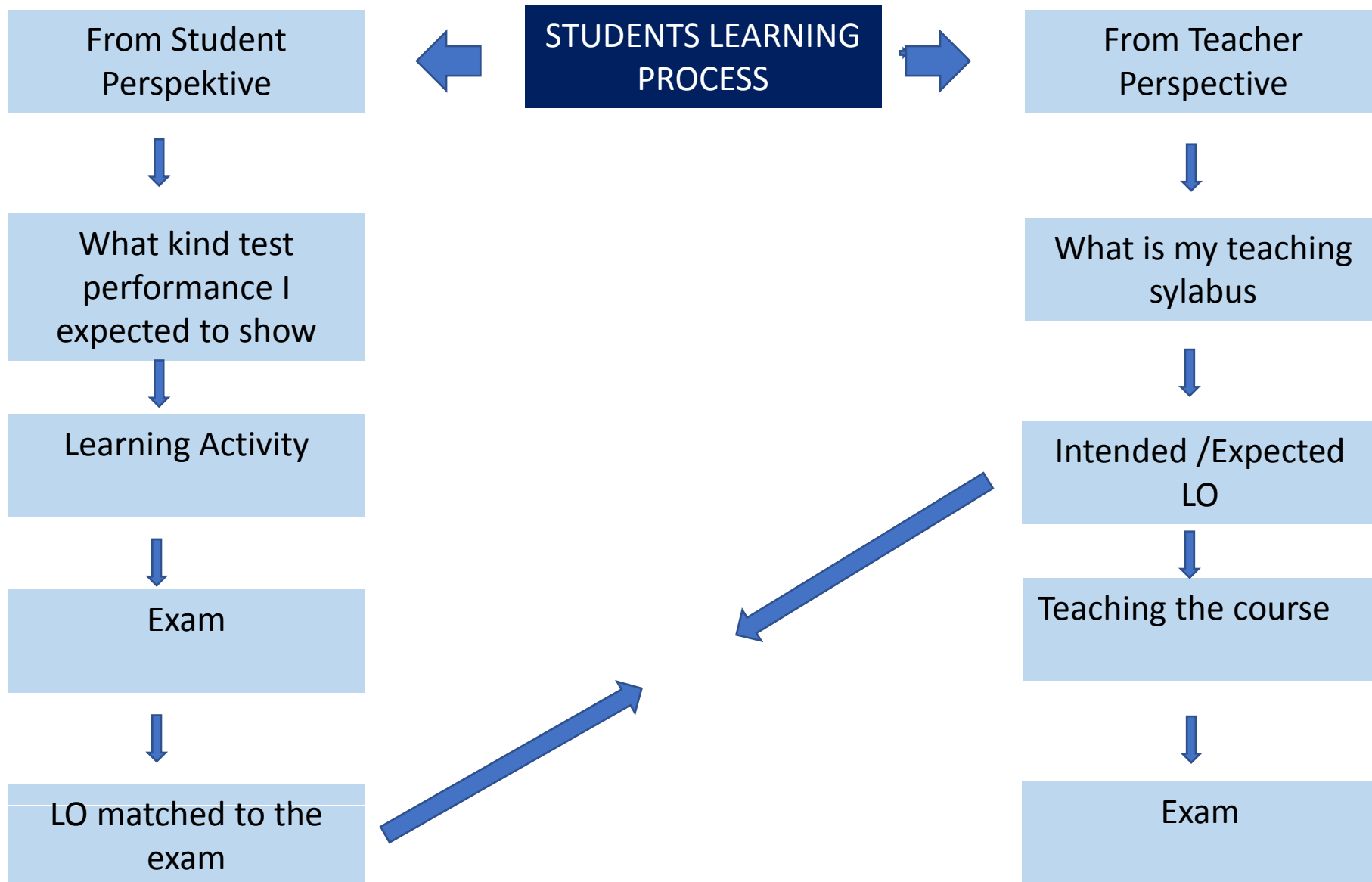


# PENILAIAN

1. PRINSIP PENILAIAN
2. INSTRUMEN PENILAIAN
3. MEKANISME PROSEDUR PENILAIAN
4. PELAKSANAAN PENILAIAN
5. PELAPORAN
6. PENENTUAN KELULUSAN
7. MEKANISME PENYAMPAIAN KETIDAKPUASAN

# Prinsip penilaian

| No | Prinsip Penilaian | Pengertian                                                                                                                      |
|----|-------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1  | Edukatif          | Memotivasi mahasiswa agar mampu:<br>a. Memperbaiki perencanaan dan cara belajar<br>b. Meraih Capaian pembelajaran lulusan       |
| 2  | Otentik           | Berorientasi pada proses belajar yang berkesinambungan<br>Mencerminkan kemampuan mahasiswa pada saat proses belajar berlangsung |
| 3  | Objektif          | Sesuai standar<br>Bebas pengaruh subjektivitas                                                                                  |
| 4  | Akuntabel         | Sesuai prosedur dan kriteria yang jelas                                                                                         |
| 5  | Transparan        | Prosedur dan hasil penilaian dapat diakses pemangku kepentingan                                                                 |



# EVALUASI PROGRAM KURIKULUM

- Evaluasi implementasi Kurikulum



1. Perubahan minor
2. Perubahan major

# ACCREDITATION

- Accreditation is committed to the application of standards of performance, while affirming that high-quality education, irrespective of the different purposes of individual institutions, is in itself a contribution to the public good.

• Source: The 2013 Handbook and WASC Accreditation

# Instrumen Akreditasi APT

## KEBIJAKAN PENGEMBANGAN KURIKULUM

|    |                                                                                              |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                              |
|----|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 38 | <b>C.6</b><br><b>Pendidikan</b><br>C.6.4<br>Indikator Kinerja Utama<br>C.6.4.a)<br>Kurikulum | A. Ketersediaan kebijakan pengembangan kurikulum yang mempertimbangkan keterkaitan dengan visi dan misi (mandat) perguruan tinggi, pengembangan ilmu pengetahuan dan kebutuhan <i>stakeholders</i> . | Perguruan tinggi memiliki kebijakan pengembangan kurikulum yang mempertimbangkan keterkaitan dengan visi dan misi (mandat) perguruan tinggi, pengembangan ilmu pengetahuan dan kebutuhan <i>stakeholders</i> yang komprehensif dan mempertimbangkan perubahan di masa depan. |
|----|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# PEDOMAN PENGEMBANGAN KURIKULUM

| Indikator                                       | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B. Ketersediaan pedoman pengembangan kurikulum. | <p>Perguruan tinggi memiliki pedoman pengembangan kurikulum yang memuat:</p> <ol style="list-style-type: none"><li>1) Profil lulusan, capaian pembelajaran yang mengacu kepada KKNI, bahan kajian, struktur kurikulum dan rencana pembelajaran semester (RPS) yang mengacu ke SN-DIKTI dan <i>benchmark</i> pada institusi internasional, peraturan-peraturan terkini, dan kepekaan terhadap isu-isu terkini meliputi pendidikan karakter, SDGs, NAPZA, dan pendidikan anti korupsi sesuai dengan program pendidikan yang dilaksanakan,</li><li>2) Mekanisme penetapan (legalitas) kurikulum yang melibatkan unsur-unsur yang berwenang dalam institusi secara akuntabel dan transparan.</li></ol> |

# LANGKAH KONKRIT PENINGKATAN MUTU KURIKULUM “F O C U S”

- **F**ind a process that needs improvement
  - Identifikasi proses yang perlu peningkatan
- **O**rganize a team knowledgeable about the process
  - Susun tim yang mengetahui proses
- **C**larify the knowledge about the process
  - Pastikan /Perdalam pengetahuan tentang proses
- **U**nderstand the causes of variations in the process
  - Pahami penyebab terjadinya variasi dalam proses
- **S**elect the improvement
  - Pilih langkah peningkatan

• Source/sumber:

- Kenneth Minkoff, MD and Christie A. Cline, M.D., M.B.A., P.C.

• With Acknowledgement to:

- Lesa Yawn, PhD, JD

# RESUME

- **TAHAPAN PENYUSUNAN KURIKULUM PENDIDIKAN TINGGI**  
(berdasarkan Panduan Penyusunan Kurikulum Pendidikan Tinggi, 4.0 2018)
- **1. TAHAP PERANCANGAN KURIKULUM**
- **2. TAHAP PERANCANGAN PEMBELAJARAN**

# 1. TAHAP PERANCANGAN KURIKULUM

- **a. Perumusan Capaian Pembelajaran Lulusan (CPL)**

- 1) Penetapan profil lulusan
- 2) Penetapan kemampuan yang diturunkan dari profil
- 3) Merumuskan Capaian Pembelajaran Lulusan (CPL)

- **b. Pembentukan Mata Kuliah**

- 1) Pemilihan bahan kajian dan materi pembelajaran
- 2) Penetapan mata kuliah
- 3) Penetapan besarnya sks mata kuliah

- **c. Penyusunan Mata Kuliah dalam Struktur Kurikulum**

## 2. TAHAP PERANCANGAN PEMBELAJARAN

- **a. Merumuskan Capaian Pembelajaran Mata Kuliah (CPMK)**
- **b. Menyusun Rencana Pembelajaran Semester (RPS)**
  - 1) Prinsip penyusunan RPS atau istilah lain
  - 2) RPS paling sedikit memuat ketentuan dalam Standar Nasional Pendidikan Tinggi
  - 3) Penetapan Rincian unsur yang dicantumkan dalam RPS
  - 4) Menyusun dokumen kurikulum program studi
- **c. Proses Pembelajaran**
- **d. Penilaian Pembelajaran**
  - 1) Prinsip Penilaian
  - 2) Teknik dan Instrumen Penilaian
  - 3) Mekanisme dan Prosedur Penilaian
  - 4) Pelaksanaan Penilaian
  - 5) Pelaporan Penilaian
  - 6) Kelulusan Mahasiswa

# Benefit of Curriculum Review

## Improve the Student Learning Experience

Articulate the strengths of the program

Identify specific actions to address gaps within an academic program

Improve teaching and learning practices

Provide an opportunity for critical reflection on the program's curriculum

Provide evidence to drive decision making within the program



**UNIVERSITY OF CALGARY**

Taylor Institute for Teaching and Learning  
Educational Development Unit

UIN SUNAN KALIJAGA



**Quality is a Journey, not a destination**

TERIMA KASIH

