

UPNVJ Diploma Three Program Curriculum Workshop

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HumasUPNVJ - In an effort to improve the quality of the Diploma Three program and be able to adapt and compete in changing situations due to technological disruptions and demands of the world of work, UPN Veteran Jakarta on July 3 2020 held a Curriculum workshop for the Diploma Three program. This activity was opened by the Rector of UPNVJ, Dr, Erna Hernawati. In his remarks the Chancellor stated the importance of the diploma program to reform itself so that it truly becomes a vocational program that is able to equip graduates who are directly connected to the job market (*link and match*), not only to open domestic job opportunities but also to gradually expand the job market for UPNVJ graduates abroad especially for nursing and physiotherapy programs.

The activity continued with the presentation of the Vice Chancellor for academic affairs, Dr. Anter Venus who explained the direction of UPNVJ's policy in developing this diploma program. He explained about the 8 directions of development including:

- Changing the orientation of the curriculum to full vocational which ultimately has implications
- Changing the content of the curriculum to a pattern of 60% practice and 40% theory which allows students to have skills that are ready to use when working, these skills must be directly connected to the industry/business field that is the target of graduate work. With such a format, the program must be *link and match* with industry which means cooperation with industry must be encouraged.
- All diploma programs must have direct collaboration with industry/users, or institutions that are the target workplaces for graduates.
- The implication in curriculum design requires input that becomes the standard qualification of industry/graduate users.

- The next policy implication of this focus on practical vocation is that the activities of street vendors (field work practices) or apprenticeships are very important because they become a connecting channel between the program and the *real world*
- Human resources also need to be addressed by emphasizing the importance of lecturers who have a background in being practitioners, have certifications or at the same time involve practitioners from users, especially those who are related partners. Lecturers from the industry are expected to be institutionalized and recruited based on needs and collaboration between UPN and industry/users.
- For this purpose, we have even created guidelines for equating practitioner lecturers with existing functional positions to facilitate their involvement in the learning process.
- Besides that, laboratory/studio/workshop facilities and infrastructure also need to be improved according to graduate competency standards. The university also hopes that students' learning insights will be expanded by utilizing a variety of learning resources that are widely available on the internet.

"The university's hope is followed up by existing study programs by designing curriculum and learning management that are in line with university development policy directions. For the information systems (SI) Diploma program, in this workshop, as conveyed by Dr. Titin Prasmiyati emphasized that the study program had succeeded in changing the distribution of curriculum from a ratio of 64: 36 between theory and practice based on the 2018 curriculum to 60:40% in the 2020 curriculum. With this change, the practice aspect has become more dominant in the information systems diploma program. Obviously

"To improve the quality of learning and increase the quality and relevance of graduates to the world of work, the SI Diploma Program develops a practice-based learning pattern by providing a *Lab-based Facilities model*, which allows students to work *personally* and continuously using the same computer for one semester. With this system, student work plans and progress can be monitored continuously, students also work like at home or use their own tools, although it is possible to share *resources* with several students if the number of computers is lacking, through this pattern the learning process can be carried out starting from *the trial and error* stage until it is able to produce innovative computing applications. To implement this pattern, it is necessary to use and improve computing facilities in the UPN environment, starting from *the Network security , programming, data base, data science, artificial intelligence and business intelligence labs*. For the Three Banking and Finance Diploma Study Program (PS-DPK), Deputy Dean 1 Dr. NI Putu Eka explained that the Curriculum Improvement of the 2020 study program was carried out by referring to the Vision and Mission of the University, Vision and Mission of PS-DPK, Aspects of the needs of graduate users (*stakeholders need*), Social aspects (*social needs*), Aspects of knowledge development (*scientific needs*), Outcomes *tracer studies* , national standards for higher education (SN-Dikti) and International Standards for higher education, and the Strategic Plan for the Faculty of Economics and Business for 2020-2024 to become a member of the AACSB (*Association to Advance Collegiate Schools of Business*)â€. Show Venus

"FEB's commitment and projection of becoming a member of AACSB is a reference as well as the background for the development of the PS-DPK curriculum in accordance with *outcomes based education* (OBE), where learning outcomes (*Expected Learning Outcomes*) form the basis for designing course structures, study materials, learning methods, assessment methods, assessment instruments, competence of lecturers in charge of courses, infrastructure, collaboration with industry and products produced from PS-DPK graduates. The profiles of PS-DPK graduates are banking operational staff and financial operational staff who are able to adapt to changes in information technology according to the results of tracer studies, FGDs with users, associations and alumni. The design of the PS-DPK curriculum development is according to the study period of 6 semesters (3 semesters on campus, 2 semesters of *integrated case study* with industry and 1 semester of internship). Learning methods with *blended learning programs* (*Problem Based Learning, Business Simulation, Semi Collaboration and Full Collaboration*). The composition of the distribution of courses offered in the 2020 curriculum is 70% practice and 30% theory. The professional capabilities possessed by PS-DPK graduates are marked by LSP-BNSP competency certification with an intermediate expert scheme for banking, finance and capital market operational staff. Certifications owned by graduates are taken as long as students attend lectures at the PS-DPK ". he continued

The workshop activities were held for two days, followed by presentations from the Deputy Deans.