



RESEARCH ARTICLE

Curriculum Management and Educational Assessment At the Master Program in Defense Industry, Defense University, Republic of Indonesia

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Abstract

This study aims to describe curriculum management and higher education assessment systems in producing quality college graduates. This study used descriptive qualitative methods, and data collection techniques through observation, interviews and documentation studies. Data analysis techniques use data validity tests with source triangulation. The results of the study show that the Curriculum Management and Educational Assessment System in the Master of Defense Industry Study Program of Unhan of the Republic of Indonesia in accordance with curriculum standards and higher education assessment systems through planning, organizing, implementing and supervising refer to the vision, mission and profile of graduates in attitudes, knowledge and skills. The conclusion and suggestion in this study is that curriculum planning and educational assessment systems in the Defense Industry Master Study Program of the Indonesian Defense University are carried out through systematic curriculum design, strict assessment standards, and comprehensive assessment instruments. Curriculum organization involves learning designs prepared by course lecturers, distribution of courses each semester, and assessment instruments applied to each subject. The implementation of the curriculum and assessment system refers to the standards of the learning process and assessment that have been set, including the academic calendar and the schedule of teaching and learning activities of each lecturer. Supervision of the curriculum and assessment system is carried out through lesson plans, supervision, reports on lecturer learning activities, academic and non-academic achievements of students, and comprehensive learning evaluation. Although the curriculum includes aspects of attitudes, knowledge, and skills, the assessment of non-academic skills such as soft skills and character needs to be considered as one of the development areas in the educational assessment system to improve the quality of graduates holistically.

Keyword: Curriculum Management, Educational Assessment, Defense University of Republic of Indonesia

Introduction

The curriculum and assessment system are part of the educational component that affects the achievement of the mission and vision of education, and each level of education, both primary and secondary education levels and tertiary education, has curriculum standards and assessment systems developed by each. Quality education graduates, of course, become a very important national asset. According to Notoatmodjo (2009), an important asset to build a developed, dignified nation is human resources (HR). Quality human resources can be produced through quality education, and one of them is through curriculum management and a good educational assessment system.

The strategic role of Higher Education in reality until now has not been maximized. This is based on data released by worldtop20.org, Indonesia's education ranking is ranked 67th out of a total of 209 countries around the world. The Indonesian order is side by side with Albania which occupies the 66th position and Serbia in the 68th position. (<https://www.umm.ac.id/id/>). The competitiveness of Indonesia's human resources (HR) in 2023 is not outstanding in Southeast Asia, still losing to Singapore, Malaysia, and Thailand. This can be seen from the World Talent Ranking report released

by the Institute for Management Development (IMD), a research institution from Switzerland. IMD assesses the competitiveness of human resources through three major indicators, namely investment and development; the country's ability to attract skilled human resources from abroad (appeal); and the level of readiness of human resources in general (readiness). (source: <https://databoks.katadata.co.id/>)

The weak competitiveness of human resources in the global arena is due to the quality of Indonesian education graduates is still not encouraging. Therefore, the curriculum and educational assessment system in higher education units must continue to be evaluated and continue to be developed according to the demands of the competency needs of education graduates through good curriculum management and assessment systems. Management according to Terry (1973) quoted by Wijaya and Rifa'i (2016), 'management is performance of conceiving and achieving desired results by means of group efforts consisting of utilizing human talent and resources'. Management is the performance to understand and achieve desired results through consistent group efforts that utilize competent human resources. In the process, according to Terry (1973), "*Management is a distinct process consisting of planning, organizing, actuating and controlling, performed to determine and accomplish the objectives by use of people and resources.*" (Pandya, 2020:8). The management process is a process of planning, organizing, implementing and supervising involving human resources and other resources.

Management of curriculum and assessment system through good management is one of the supporting factors for the achievement of quality education. According to Mulyasana (2011), quality education is born from a good *planning system*, material and a *good governance system*, delivered by *good teachers* with quality education components. Good education

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management or governance is a comprehensive, comprehensive and comprehensive governance where education development is not only focused on one element or one component, but is carried out on all components equally, paying attention to the relationship between functions and roles between components. Planning and governance of the curriculum and education assessment system in a comprehensive, whole, comprehensive manner, then supported by good educators will give birth to quality education. Therefore, governance in the curriculum and education assessment system in order to produce quality education must be supported by management.

The curriculum according to Beauchamp (1972) quoted by Sukmadinata (2008: 5) is '*a curriculum is a written document which may contain many ingredients, but basically it is a plan for the education of pupils during their enrollment in given school*'. A curriculum is a written document that contains many elements, but it is essentially a student's educational plan. The importance of curriculum development is based on the need for education graduates who continue to grow. Assessment or evaluation according to Erwin and Knight (Sukirman, 2017) stated, "*assessment is a systematic basis for making inference about the learning and development of students*", Assessment is the basis for making systematic conclusions about learning and development of students. To measure or assess the achievement of the standards of education graduates, an assessment or evaluation of learning is carried out gradually at the time of the learning process and after the learning process, and the results of this assessment can be used as the basis for educational development plans and future learning processes related to improving the quality of education and the quality of graduates, in this case college graduates. Higher education according to Higher Education Law No. 12 of 2012 concerning Higher Education that higher education as part of the national education system has a strategic role in educating the nation's life and advancing science and technology, increasing the nation's competitiveness in the face of globalization in all fields, producing intellectuals, scientists, and/or professionals who are cultured and creative, tolerant, democratic, Have a tough character, and dare to defend the truth for the benefit of the nation.

The Higher Education Curriculum is mentioned in the Law of Higher Education Number 12 of 2012 Article 35 paragraph 2, the curriculum is developed by each Higher Education with reference to the National Higher Education Standards (SN-Dikti) for each Study Program which includes the development of intellectual intelligence, noble character, and skills. The assessment of the implementation of higher education is carried out by internal and external institutions. Internal assessment is carried out by the internal quality assurance team of the education unit that has been appointed by the head of the higher education unit. While the external assessment is carried out by the Ministry of Research, Technology and Higher Education through the National Accreditation Board for Higher Education (BAN-PT) or the Five Higher Education Independent Accreditation Institutions (LAM-PT). BAN-PT / LAM-PT conducts assessments according to knowledge clusters as a form of public accountability to ensure the implementation of quality higher education by providing final assessors in the form of Accreditation scores.

Based on the explanation above, the curriculum and assessment system are very influential on achieving the competence of higher education graduates as expected. The lack of competitiveness of educational human resources shows that the quality of education is still weak nationally, and one of them is found in curriculum management and education assessment systems. Therefore, in this study, how to manage the curriculum and higher education assessment system to improve the quality of higher education and produce quality university graduates through planning, organizing, implementing and supervising.

Method

This study uses descriptive qualitative research methods in describing natural phenomena according to facts at the time of research on curriculum management and higher education assessment systems. Data collection is done through observation, interviews and documentation. The technique of determining informants by *purposive sampling* with two informants who have the capability to provide information in this study. Data analysis techniques are carried out through data reduction, data display, data triangulation, conclusion making and data verification.

Results And Discussion

Curriculum Management

The curriculum becomes the central point of educational activities even though there are other very important educational components, but rather becomes a supporting resource to achieve goals according to the vision and mission of each educational institution expected of its graduates, and this vision and mission is described or compiled through the educational curriculum developed by the education unit. Therefore, the vision, mission, objectives and design of this curriculum are the core targets of educational activities and are managed through management in an effort to achieve the goals that have been set. The curriculum according to Beauchamp is a written document that contains many elements, but is essentially a student's educational plan. According to Hamalik, the curriculum is all school or college subjects that must be completed by students / students in order to get a diploma as valid evidence. The curriculum model, developed according to Tyler, focuses on four core principles: Setting goals, identifying experiences, organizing experiences, and evaluating effectiveness.

The Master of Defense Industry study program of Unhan RI has set the vision, mission, goals and profiles of graduates as well as the design of the educational curriculum that must be taken by each student to graduate and achieve an academic degree. The curriculum developed is tailored to the needs of graduates of the current globalization era, where graduates not only have intelligence, but have been supported by mastery of Science, Technology, and Art according to the objectives of National Education (Law No. 20 of 2003, Article 3), not only oriented towards pragmatism and materialism but have a complete goal to form humans who have IMTAQ and master science and technology.

The curriculum of the Master of Defense Industry Study Program Unhan RI is determined to be carried out through a management process, namely through the stages of planning, organizing, implementing and supervising. This is seen from the profile of the Master of Defense Industry Study Program Unhan RI with the vision, mission, goals, profiles of graduates, achievement of competence in attitudes of knowledge and skills, curriculum, and human resources, facilities and infrastructure resources, and other resources that have been available to support the learning process and achieve the expected student competencies.

Planning according to Terry is the selection and linkage of facts as well as the making and use of assumptions regarding the future in the visualization and formulation of proposed activities, which are believed to be necessary to achieve the desired results. The curriculum that has been determined is the result of formulation based on the vision, mission, goals and profiles of graduates of the defense industry master study program Unhan RI. The competencies expected from these graduates are competencies that are believed to be needed by industrial master graduates in today's society and in the future, so that other elements such as lecturers and infrastructure, and rules have been prepared or planned to support the implementation of learning.

Organizing according to Terry is the formation of effective behavioral relationships between people, in order to work

together efficiently and achieve goals or objectives. The courses in the curriculum and spread over 4 semesters are stages that must be passed by students and have competency standards for each subject which are described by the lecturers who teach the courses through learning plans, learning resources and learning methods based on the scope of material and expected competencies.

Implementation according to Terry is to organize or motivate all group members to want and strive hard to achieve goals sincerely and according to the leader's planning and organizing efforts. The implementation of the learning process runs effectively according to the academic calendar and the schedule of each lecturer is a form of concrete action from planning and organizing. The lecturers carry out the learning process referring to the standards of the learning process through lectures, discussions and assignments involving learning resources and the learning environment.

According to Terry, supervision is a systematic effort in determining what has been achieved that leads to performance appraisal and the importance of correcting or measuring performance based on previously established plans. Learning planning documents, supervision activities, reports on lecturer teaching activities, and student grades are a form of supervision and control of curriculum implementation and graduate achievement standards, and are used as a basis for future development through overall evaluation.

The curriculum developed by the Unhan RI defense industry master study program has referred to KKN I standards and CPL standards according to the knowledge family. Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKN I), and Law Number 12 of 2012 concerning Higher Education, encourage all universities to conform to these provisions. KKN I is a statement of the quality of Indonesian Human Resources (HR) whose qualification level is based on the level of ability stated in the formulation of learning *outcomes*. Higher education as a producer of educated human resources needs to measure its graduates, whether the graduates produced have 'abilities' equivalent to 'abilities' (learning outcomes) that have been formulated at the KKN I qualification level.

The concept developed by the Directorate General of Learning and Student Affairs so far, in compiling the curriculum begins by determining the graduate profile which is described into the formulation of Graduate Learning Outcomes (CPL). The use of the term competency used in higher education (DIKTI) is found in Permendikbud No. 3 of 2020 concerning SN-DIKTI article 5, paragraph (1), which states that the Graduate Competency Standard (SKL) is a minimum criterion regarding the qualifications of graduate abilities which include attitudes, knowledge, and skills stated in the formulation of Graduate Learning Outcomes (CPL). Based on the CPL, the preparation of the curriculum of a study program can be developed. According to Law Number 12 of 2012 concerning Higher Education, it is stated that the preparation of the curriculum is the right of universities, but subsequently it is stated that it must refer to national standards (Article 35 paragraph (1)).

Based on the discussion above, the higher education curriculum in the Master of Defense Industry Study Program Unhan RI is guided by KKN I standards and higher education CPL standards, and is carried out through management and management stages. At the planning stage, the study program determines the courses that students must take while studying at the Unhan Defense Industry Master Study Program with the curriculum and curriculum distribution. At the organizing stage, the curriculum developed is supported by lecturers who have academic and non-academic experience in the military field, and learning planning is designed by the lecturers of each course supervisor. At the implementation stage, the lecturers carry out the learning process according to the academic calendar and the schedule of lecture activities of the study program. The learning process is carried out through introduction, core and closing activities with group discussion methods. At the control supervision stage, it is carried out through the readiness of

lecturer learning planning, the implementation of the learning process through supervision, and learning assessment according to assessment instruments. The results of the assessment become material for student evaluation activities and lecturer performance

Educational Assessment System

Higher education assessment standards as guidelines that must be understood, implemented and developed by educators and educational units such as assessment principles, assessment scopes and assessment instruments. Assessment according to Erwin and Knight is the basis for making systematic conclusions about learner learning and development. according to Angelo and Cross, assessment focuses on learning, teaching and outcomes. Assessment provides information to improve learning and teaching. While evaluation according to Tyler focuses on efforts to determine the level of change that occurs in learning outcomes (*behavior*). Assessment standards based on Permendikbud Number 44 of 2015 include assessment principles, assessment techniques and instruments, assessment mechanisms and procedures, assessment implementation, assessment reporting, and student graduation.

The principles of learning assessment of the Master of Defense Industry Study Program Unhan RI are carried out correctly or authentically, transparently, accountably according to the assessment procedures for academic and non-academic fields of students. The assessment principles are in accordance with the principles of learning assessment in higher education based on National Standards in Permenristekdikti RI Number 44 of 2015 include: (1). educational, namely assessment must be able to motivate students to be able to improve learning. (2) authentic, assessment oriented to the learning process and learning outcomes that reflect student abilities. (3) objective, the assessment must be based on standards and free from the influence of the subjectivity of the appraiser and the assessed. (4) Accountable, the assessment carried out must be in accordance with procedures and criteria that are clear, agreed upon, and understood by students. (5) transparent, assessment procedures and assessment results should be accessible to all stakeholders.

This principle of educative, authentic or objective, accountable, and transparent assessment can motivate the learning process to students. Authentic is that assessment is not only oriented to learning outcomes, but also a continuous learning process. Objective is an assessment based on clear standards and free from elements of subjectivity. Accountable, namely assessment is carried out has clear procedures and criteria, agreed by lecturers and students, and can be accounted for. The principle of transparency means that the assessment can be known or accessed by all parties interested in the assessment activity.

The scope of learning assessment of the Unhan RI Master of Defense Industry Study Program for students includes two things, namely the assessment of the learning process and learning outcomes on aspects of attitudes, knowledge and skills. While the assessment of lecturers includes performance in carrying out duties as educators, ethics of an educator who must be an example and attitudes and actions. Students are expected to have skills in the industrial field according to the development of needs and technology, have a good personality, mental, abstract and concrete skills that can be implemented in society.

The assessment system in the Master of Defense Industry Study Program Unhan RI basically refers to the standards and guidelines that have been set, namely: (1) based on quality assurance policies and procedures, (2) approval, monitoring and periodic review of programs and awards, (3) student assessment, (4) quality assurance of educators, (5) having learning resources, and (6) making public information to provide appropriate and relevant information to the public about the programs owned and offered. The mechanism for conducting the assessment is: (1) through an internal quality assurance committee; (2) involve quality assurance consultants;

(3) assess feedback; (4) develop *software* for archiving quality assurance documents; (5) establish a filing system for quality assurance documentation; (6) prepare *templates* for program specifications, course specifications, and final exams.

To achieve maximum assessment results, assessment techniques carried out by the Master of Defense Industry Study Program Unhan RI on the processes and learning outcomes of students in the academic and non-academic fields are carried out through tests and non-tests, assignments, and observations. The assessment of this test is such as through exam questions, scientific work assignments, and non-tests during the learning process such as discussions and lecture presentations according to their respective group assignments, etc. Assessment techniques are designed by lecturers through instruments and assessment rubrics according to the criteria of the expected subject competencies. This assessment is carried out according to the instruments and rubrics that have been designed by each lecturer to measure the achievement of students' *soft skills* and *hard skills*.

Three effective semesters of lecture activities and one semester of thesis preparation are normal standards for effective time for students to attend education in the Unhan Defense Industry Master Study Program, and this time is the effective time for assessing students' academic and non-academic prestasies. This is also according to Sudaryono (2014: 8) assessment (*assessment*) is all activities that include methods and decision making on student learning outcomes in a learning. The learning in question is learning that has been planned and implemented within a certain time. Suprananto (2014: 4) explained that there are several activities contained in the assessment, namely collecting, analyzing, and interpreting information that helps educators determine the characteristics of students.

The assessment system implemented by lecturers and educational units in the Master of Defense Industry Study Program Unhan RI as an effort to guarantee the quality of education, and is proven by the results of external quality assurance. The results of external accreditation with a good category carried out by BAN-PT in 2020 by obtaining an accreditation value of "B" in accordance with the accreditation decree: 3739 / SK / BAN-PT / Akred / M / VII / 2020, 01 July 2020 to 01 July 2025, show that, the implementation of higher education specifically in the Master of Defense Industry Study Program Unhan RI is at a good level and there may still be shortcomings from other components that need to be developed in the future. The external assessment shows the public that the study program has implemented the Tridharma of Higher Education even though there are still weaknesses or shortcomings that need to be corrected continuously through internal assessments so that in the future they can obtain better accreditation.

Based on the discussion above, the educational assessment system of the Master of Defense Study Program of Unhan RI has referred to assessment standards in attitudes, knowledge and skills. The principle of assessment is carried out authentically according to facts, transparency and accountability in the learning process and after the learning process. The scope of assessment is carried out on competence, attitudes, knowledge and skills. Assessment techniques are carried out through tests and non-tests, observations and assignments. Assessment is carried out to students and also to the performance of lecturers

Discussion

Curriculum Management

The curriculum plays a central role in educational activities, being the main guide in achieving the vision and mission of the educational institution through proper development. Although other educational components are also important, they serve more as supporting resources. The curriculum, elaborated by experts such as Beauchamp and Hamalik, is a written plan covering all subjects that must be completed to earn a diploma. Tyler's curriculum model focuses on four core principles:

defining goals, identifying experiences, organizing experiences, and evaluating effectiveness.

Studies in the Master of Defense Industry Study Program at the Indonesian Defense University show that the vision, mission, goals, and profiles of graduates have been determined and elaborated through a curriculum that is tailored to the needs of the globalization era. This curriculum not only emphasizes intelligence but also mastery of Science, Technology, and Art, in accordance with the objectives of National Education. The curriculum management process includes planning, organizing, implementing, and supervising. Planning involves selecting and organizing facts as well as making future assumptions to achieve desired results. Organizing includes the establishment of effective relationships between individuals to work together to achieve goals. The implementation organizes and motivates group members to work according to plan, while supervision ensures the achievement of goals through evaluation and correction based on a predetermined plan.

The curriculum of the Master of Defense Industry Study Program Unhan RI refers to KKNI standards and CPL standards, in accordance with applicable regulations. The Graduate Competency Standard (SKL) includes attitudes, knowledge, and skills expressed in the Graduate Learning Outcomes (CPL). In the management stage, the curriculum is developed and supported by experienced lecturers, as well as the implementation of learning according to the academic calendar and schedule. Supervision is carried out through supervision and assessment which become the basis of evaluation for future curriculum development. Thus, the curriculum of the Master of Defense Industry Study Program Unhan RI has been designed and managed systematically to achieve the expected competencies in accordance with national standards and community needs.

Educational Assessment System

The higher education assessment system, especially in the Master of Defense Industry Study Program, of the Indonesian Defense University, is designed and implemented based on standards that refer to the principles of educational, authentic, objective, accountable, and transparent as regulated in Permendikbud Number 44 of 2015. These principles aim to motivate students, ensure fairness in assessments, and account for assessment results to all interested parties. Assessment in higher education includes two main aspects, namely the assessment of the learning process and learning outcomes which include student attitudes, knowledge, and skills. The evaluation also includes the performance of lecturers in carrying out educational duties, including ethics and their actions as educators. This assessment system is designed to ensure that graduates have skills relevant to industry and technology needs, as well as have personalities and skills that can be applied in society.

The assessment process in the Master of Defense Industry Study Program Unhan RI involves various assessment techniques such as tests, assignments, and observations. This technique is designed to measure the achievement of students' soft skills and hard skills in accordance with the competencies of the courses set. In addition, an assessment is also carried out on the performance of lecturers to ensure the quality of teaching. Assessment is carried out through several stages of quality management, including quality assurance policies and procedures, approval, monitoring and periodic review of programs, as well as student and educator assessments. This process is supported by mechanisms such as internal quality assurance committees, external consultations, and software development for archiving quality assurance documents.

The results of an external assessment conducted by BAN-PT in 2020 show that the Master of Defense Industry Study Program of Unhan RI has achieved "B" accreditation, reflecting the implementation of good education even though there are still areas for improvement. This assessment shows that the study program has implemented the Tridharma of Higher Education well. Overall, the assessment system in the Master of Defense Industry Study Program Unhan RI has met national and

international standards in aspects of attitudes, knowledge, and skills. The principles of authentic, transparent, and accountable assessment are applied in the learning and evaluation process, with comprehensive assessment techniques to ensure the achievement of competencies expected from students and lecturers.

Limitation Of The Study

The role of curriculum as a central component in education, especially in the Master of Defense Industry Study Program, Defense University of the Republic of Indonesia. While it provides important insights into how curricula are developed, managed, and evaluated, there are some limitations to note a) Sample Limitations: This study is limited to one study program at the Defense University of the Republic of Indonesia. Results and findings may not be generalizable to all other courses or universities. b) Qualitative methods that depend on the researcher's interpretation of the data collected. This may result in subjective biases that influence the findings. c) This study does not observe changes or developments in the curriculum in the long term, so it cannot provide a complete picture of the dynamics and long-term effectiveness of the applied curriculum d) This research focuses on the local context and national regulations (KKNi and CPL) may ignore global trends and relevant international standards in the development of higher education curricula. e) Limitations in Non-academic Skills Assessment, Although the curriculum includes aspects of attitudes, knowledge, and skills, assessment of non-academic skills such as *soft skills* and character may not be fully represented in this study. f) The study identifies supervision and assessment as supervisory mechanisms, but does not detail how these methods are applied practically and their consistency in daily practice.

Higher education assessment system in the Master of Defense Industry Study Program, Defense University of the Republic of Indonesia with a focus on the application of national standards and educative, authentic, objective, accountable, and transparent assessment principles. However, there are some limitations that need to be considered are a) Limited to one study program at one university, so that results and findings may not be generalizable to other study programs or universities that have different characteristics and needs. b) Does not include longitudinal data necessary to observe changes or developments in the assessment system over the long term. c) Although the principles of assessment are described in detail, the study may lack exploration of the practical application and challenges encountered in applying those principles in everyday learning contexts. d) The study does not detail how technology is used to support the process of assessing and archiving quality assurance documents, and its impact on assessment effectiveness. e) This study does not explore the influence of cultural and social aspects on the application of assessment systems, which may affect learning and evaluation outcomes. f) The study does not explore in depth the limitations of resources (human, financial, and infrastructure) that may affect curriculum implementation and development.

Conclusions

The general conclusion is that the curriculum management and educational assessment system in the Defense University Master Study Program are in accordance with the curriculum standards and higher education assessment system through planning, organizing, implementing and supervising refer to the vision, mission and profile of graduates in attitudes, knowledge and skills. The specific conclusions are as follows:

1. Curriculum planning and educational assessment systems through curriculum design, assessment standards and assessment instruments.
2. Organizing the curriculum and educational assessment system through the learning design of the lecturers of each course supervisor, the distribution of courses every

semester, and the assessment instruments for each subject matter.

3. The implementation of the curriculum and educational assessment system is carried out according to the standards of learning poses and assessments, academic calendars and schedules of teaching and learning activities of each lecturer.
4. Supervision of curriculum and educational assessment system through learning plans, supervision, reports on lecturer learning activities, academic and non-academic achievements of students, and learning evaluation.
5. Although the curriculum includes aspects of attitudes, knowledge, and skills, the assessment of non-academic skills such as soft skills and character may be one of the developments in the educational assessment system.

Suggestions

Curriculum management and educational assessment system in order to produce quality graduates who are able to compete in global competition, the Study Program in particular can maximize the role and function of internal quality assurance to supervise periodically, involving external assessments of relevant and neutral graduates in order to get objective assessments so that future quality improvement and development steps will be right on target. The recommendations that can be a reference in the future are as follows:

1. Engage a wider and more diverse sample of different courses and universities to get a more comprehensive picture.
2. Using a mixed approach (qualitative and quantitative) to improve the validity and reliability of findings.
3. Explore the use of technology in support of the assessment process, including the development of software for archiving quality assurance documents and their effectiveness.
4. Explore the influence of cultural and social aspects on the application of assessment systems, including how these factors affect learning and evaluation outcomes.
5. International comparative studies in higher education assessment systems to identify adoptable improvements and innovations.

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