PROCEDURE MANUAL
FOR CURRICULUM DEVELOPMENT AND REVIEW
AT STUDY PROGRAM LEVEL

Study Program ..................
Faculty ..................
STATE ISLAMIC UNIVERSITY
SYARIF HIDAYATULLAH JAKARTA
2016
## PROCEDURE MANUAL

Curriculum Development and Review  
study Program ...........................................  
Faculty ...............................................  
UIN Syarif Hidayatullah Jakarta

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Faculty leaders:
Name of Dean Assistant I

Name of Dean Assistant II

Programme of study Manager:
Name of Chair of study program

Name of Chair of Laboratory

Name of secretary/administer of study program

Lecturer Name

Chairperson of Student Association of the study program

User of graduates:


CURRICULUM DEVELOPMENT AND REVIEW

AT STUDY PROGRAM LEVEL

study program .................

Faculty .................

STATE ISLAMIC UNIVERSITY
SYARIF HIDAYATULLAH JAKARTA
2016
Foreword

This procedure manual of curriculum development and review is used as a guideline in providing route for the faculty curriculum development in line with the National Higher Education Standards (SNPT) and the Indonesian National Qualification Framework (KKNI). It is expected that quality faculty curriculum can create good, effective, and efficient academic climate that produce graduates who have qualifications in accordance with the KKNI and the vision of UIN Syarif Hidayatullah Jakarta.

Jakarta, ..................
Head of the study program,

...........................................

NIP. .................................
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I. Purpose

The Purpose of this procedure manual for curriculum reconstruction at faculty level are:

1. To enact the implementation of curriculum development and review in study programs
2. To rearrange the curriculum based in the Indonesian National Qualification Framework (KKNI); hence, it can produce graduates who are relevant with the market needs and the current issue
3. To map the curriculum design and coordination at the faculty level
4. To inform the scope for curriculum development starting from organizing members who will be in charge in the curriculum development to legalization process by the dean

II. Scope

1. The scope of curriculum reconstruction activities covers all stages and systematic steps of curriculum reconstruction. Specifically, the stages include: curriculum evaluation, curriculum development itself and implementation and monitoring.
2. Curriculum reconstruction and implementation is a series of parallel activities which is inseparable and continuous.

III. Definition

1. Study program is a unified learning plan as a guideline for implementation academic education held based on and aimed at a curriculum so that students could master the knowledge, skills and attitudes according to that curriculum standard.
2. The curriculum is a written document containing a set of plans and arrangements as a set of guidance regarding contents, materials, methods and evaluations of teaching and learning activities. The curriculum is not only a document and structure, but it also includes learning process.
3. Competence is a set of accountable intellectual actions acquired by someone as a requirement to considered as capable by the society to the extent of carrying out assignment in particular field. The result of learning competence in a study program consists of: core competence, supporting competence, other specific competencies which is relevant to learning program.
4. The core curriculum is the learning material of teaching activities that must be covered and formulated in a study program that applies nationally. The core competencies must have the following features: the basis for achieving graduate competency, minimum standard of quality reference for the implementation of study program, applied nationally and internationally, flexible in accommodating rapid changes in the future, mutually agreement among universities, professionals and graduate users.
5. Reconstruction of a curriculum is a process for redesigning documents curriculum.
6. Curriculum is a complete set of program documents which consists of: learning objectives, teaching materials, teaching strategies, description of allocation of learning resources, methods of evaluating learning outcomes and methods for evaluating and improving the curriculum itself.

IV. Related parties

1. Deputy of vice rector for Academic Affairs
2. Dean
3. Assistant Dean I
4. Assistant Dean II
5. Chair of the study program
6. Chair of the Laboratory
7. Administration of study programs
8. Lecturer
9. Students
10. Professional / professional organizations
11. Alumni
12. Graduate users

Duties and authorities of related parties
1. The Vice rector for Academic Affairs responsibility:
   To establish a curriculum verification team for a study program.

2. The dean responsibility:
   To attend the curriculum socialization activities or public test.

3. Assistant Dean I responsibility:
   To attend the curriculum socialization activities or public test.

4. Assistant Dean II responsibility:
   To attend the curriculum socialization activities or public test.

5. The chair of the study program responsibility:
   To attend the curriculum socialization activities or public test.

6. The Chair of the Laboratory responsibility:
   To attend the curriculum socialization activities or public test.

7. The Administration of the study program responsibility:
   To attend the curriculum socialization activities or public test.

8. Lecturers responsibility:
   To attend the curriculum socialization activities or public test.

9. Alumni are responsible for:
   Preparation of graduate profiles in the community with the results of tracking alumni and
study program objectives. Attend the curriculum socialization activities or public test.

10. Graduate users are responsible for: attend the socialization activities or public test
    curriculum

V. References
3. Regulation of the Indonesian Medical Council No. 11 of 2012 on Competency Standards Indonesian doctor.
4. Decree of the Minister of Education and Culture of the Republic of Indonesia No. 73 of 2013 on the Implementation of the IQF in the Field of Higher Education.
5. Decree of the Minister of Education and Culture of the Republic of Indonesia No. 49 of 2014 on Higher Education national standards.
6. Decree of the Minister of Education and Culture of the Republic of Indonesia No. 50 of 2014 on the Quality Assurance system in Higher Education.
7. Decree of the Minister of Education and Culture of the Republic of Indonesia No. 81 of 2014 on diplomas, certificate of competence, and professional certificate.
8. Regulation of the Minister of Religion of the Republic of Indonesia Number 17 of 2014 on the Statute of UIN Syarif Hidayatullah Jakarta.
9. Fifth Section of the Curriculum paragraph 1 of the principal scientific pattern of article 87
10. The fifth part of the curriculum paragraph 3 article 89
11. Rector Regulation of UIN Syarif Hidayatullah Jakarta Number: 10 year 2015 concerning Guidelines for Curriculum Development at UIN Syarif Hidayatullah Jakarta. Chapter II Articles 2 and 3 on Platforms Chapter III Articles 4 and 5 on Goals and Objectives Chapter IV Article 6 on Principles Chapter V Articles 7 and 8 on Graduates’ Competency Standards Chapter VI Articles 9 and 10 on Learning Content Standards Chapter VII Articles 11 to 17 on Curriculum Development Chapter VIII Article 18 on Curriculum ratification Chapter IX Article 19 on Curriculum review
12. Decree of Rector of UIN Syarif Hidayatullah Jakarta Number: 215 of 2016 on Amendment to Rector’s Regulation Number 10 of 2015 on Curriculum Development Guidelines at UIN Syarif Hidayatullah Jakarta, Chapter I Amendments to Articles 11 and 16
14.
VI. Procedure

6.1 Preparation
  a) The Chair of the study program is responsible for reconstructing/designing and/or developing curriculum.
  b) The design and/or reconstruction activities are carried out every five years.
  c) The Program Chair proposes the Reconstruction/Design/ Curriculum development Team to faculty dean.
  d) The process of evaluating learning and its results begins
  e) Tracer Study of customer needs including Alumni, Private Companies, Related institutions, students.
  f) SWOT analysis of the ability of the study program

6.2 Implementation
  a) Determining the graduate competence profile based on the results of the tracer study.
  b) Formulating graduate competence by considering the stakeholders needs in Indonesia and abroad. Consequently, professional association recommendations become very valuable input.
  c) Preparing learning materials with the aim that the formulated competencies can be achieved.
  d) Establishing curriculum structure to ensure that the process of achievement all competencies are carried out systematically.
  e) Formatting subjects and practicum along with the weight of credits charged.
  f) Compiling course and syllabus descriptions
  g) Determining learning strategies
  h) Preparing of RPS
  i) Finalizing the curriculum draft
  j) Ratification of the curriculum
VI. Flowchart diagram

Start

Dean

Establish team of a Curriculum Compilation at Faculty and programme of study Levels

Drafting team

At Faculty and PS

carry out curriculum development by involving students, staff educators, and stakeholders report the results of implementation curriculum development

Drafting team

coordinate at each level each work unit to draw up a plan curriculum development

Drafting team

compile the results of the implementation curriculum development

Drafting team

Report the results of the development curriculum

Finish