

Conference Paper

Policy and Curriculum of Study Program of German Language Education at the State University of Malang in Welcoming the Needs of German Language Teachers in Indonesia in the Era of Industrial Revolution 4.0

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Abstract

This study aims to describe the curriculum readiness of the German Language Education at the State University of Malang in welcoming the Industrial Revolution 4.0. As one of the colleges with German graduates in Indonesia, the German Language Education at the State University of Malang has an important role in the development of learning in the era of Industrial Revolution 4.0. It requires a strong and appropriate guideline to achieve this goal, namely the curriculum of study program of German Language Education with the demands of the Revolution 4.0. It needs the research of the graduates' needs, interview of graduate users and experts in learning German to develop the curriculum. This study was conducted through a focus group discussion with the German Language lecturers of Center of Development and Empowerment of Language Teachers and Educational Personal in Jakarta (P4TK Bahasa Jakarta). The results of the study indicate that the the German Language Education at the State University of Malang curriculum for linguistic has referred to the Common European Framework of Reference for Languages (CEFR). Some notes that must be done by the study program to implement the development of curriculum and learning in study program in accordance with the demands of the Industrial Revolution 4.0 era are as follows: (1) development of a pedagogic curriculum that not only emphasizes theory/concepts but also implementation in schools, (2) curriculum development based on current issues, (3) study program should multiply research as a basis for analyzing market needs and students, (4) the development of ICT skills of lecturers needed for ICT-based learning preparation, and (4) study program has benchmarking to improve the quality of learning and the quality of graduates.

Keywords: curriculum, study program, German language

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1. Preface

The Industrial Revolution 4.0 encourages change in all fields, one of them is the education field. The development of technology and free markets, and the use of the internet in all areas of life is one of the reasons for the desired changes. One of the

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determinants for successful education in a country is the quality of human resources. Therefore, in order to produce qualified human resources, educators who are competent in their fields are needed.

Study Program of German Language Education of the State University of Malang is one of the universities in Indonesia which prepares prospective German language teachers in Indonesia. As a German language teacher institution, the German Language Education at the State University of Malang has endeavoured to standardize its graduates through the obligation for students to take the German National Certificate of *Zertifikat Deutsch für Studierende* applicable in Indonesia. The exam is a national B1 Level (CEFR) test that is held in collaboration with the language education consultant Goethe Institut Indonesien and University in Indonesia which has German language education programs.

In the current situation, the standard of graduation for German undergraduate study programs in Indonesia is challenged by the community. The need for German language teachers with a minimum standard of German of B1 Level in international standards as evidenced by the ownership of the German Certificate of *Zertifikat Deutsch* (ZD) has been determined by the Goethe Institut Indonesia through a cooperation contract between German language study programs, Goethe Institut and *Kemenristekdikti* in 2018. The B1 level language proficiency standard version of the Common European Framework of Languages (CEFR) is also required to be the minimum standard for German language teachers by the Language Center for Education and P4TK Bahasa Jakarta. This is stated in the Teacher Competency Test (UKG) which requires Indonesian German teachers to be at a minimum level of B1.

In general, German language competence level B1 can be seen from how one can understand the main topics of a particular subject using standard German language how easy it can be understood, and can overcome linguistic problems when someone is in a German speaking country. In addition, level B1 requires someone to be able to share experiences, events, dreams and hopes, and can briefly explain his thoughts (Glaboniat, 2002).

Based on these reasons, this research was conducted with the aim of looking at and describing the situation and what policies have been taken by the State University of Malang in improving the competency of graduates in accordance with the standards and needs of today's society. In addition, through this research, it is expected to be able to find factors that become difficulties for German Language Education of the State University of Malang in setting these standards.

2. Standardization of Teacher Competencies in the Era of Industrial Revolution 4.0

The standardization of German language skills at the international level B1 (CEFR) applied in German education study programs in Indonesia in general and in German Language Education of the State University of Malang in particular can improve the competence of Indonesian language teacher candidates. These standards must be contained in the curriculum of German education study programs in Indonesia so that they can overcome problems related to the competence and professionalism of teachers in Indonesia.

In the era of globalization and industrial revolution 4.0, the role of teachers is challenged in order to have the ability to teach and manage teaching and learning activities in accordance with the conditions and needs of today's students. Therefore teachers are required to be able to establish good communication with students and the community, and can cope with technology to improve the quality of learning. In addition, the teacher's ability to reflect on learning that has been carried out in a sustainable manner is one of the competencies that must also be mastered by the teacher (Darling, 2006).

Achieving the professional abilities of a teacher is not only the responsibility of the teacher and the institutions under the auspices of the Ministry of Education and Culture such as the P4TK Bahasa, but also the responsibility of the university that has created the prospective teacher. As Andriani said (2010) that increasing teacher professionalism can be done through good and planned guidance and preparation. With good planning and mentoring, professional teacher candidates can be graduated from universities in Indonesia.

3. 21st Century Curriculum Design

The 21st century curriculum design is adjusted with the aim that higher education can produce graduates ready for work. In the 21st century, universities that produce labors have to consider lifelong learning to prepare for the future and social needs of graduates (Bosanquet, Winchester-Seeto, and Rowe, 2010). Correia (2014) states that a work-oriented curriculum approach can provide space for students to act as partners, both for companies and other jobs.

To design a 21st century curriculum in accordance with the interests and needs of students, curriculum development based on current educational needs is needed. Hamalik (2007) argues that curriculum development must be based on ideas about

process and content in the educational context. The curriculum field that contains these ideas regarding the process and content of education. Furthermore, Hamalik also stated that the curriculum was planned and developed based on the assumptions and needs of users of the curriculum to be used. Curriculum improvement needs to be done if the applicable curriculum needs to be improved and developed as an effort to improve the quality of education at an educational level. Based on assumptions about improvement, the school curriculum needs to be improved and further developed to improve education.

Hamalik (206) states that the curriculum development process must consider that the curriculum does not cause problems. Things that must be considered so that problems do not arise are as follows: (1) the scope of curriculum coverage, (2) relevance in curriculum development, (3) the balance between the needs of community education units, (4) integration between disciplines, (5) steps that must be taken in curriculum planning, (6) continuity about curriculum content in order to achieve success, and (7) articulation or linkages between elements across levels of educational units.

In reality, the curriculums applied must be improved due to changes in the situation and needs that occur in the community. Therefore, the improvement or revision of the curriculum must be vigilant about these following points. (1) How to articulate or link curriculum with related educational elements. (2) When will the curriculum be revised. (3) Required information and resources that can be used for curriculum revision materials. (4) Parties involved in curriculum revision. (5) Steps taken in curriculum revision activities. (6) The method used to carry out curriculum revision.

Based on the theory about curriculum development and management, it can be concluded that the preparation of the curriculum must consider several things so that there is a compatibility between the curriculum and the needs in the community. In addition, curriculum makers at every level of education must consider problems that will arise in the future if a curriculum is developed and implemented. For this reason, curriculum revisions need to be made in accordance with the needs and situations.

4. Research Design

This research uses a qualitative research approach. The research data that will be obtained in this study are in the form of German Language Education of the State University of Malang curriculum data and P4TK German teacher training syllabus as a comparison material for the professional abilities of prospective German language teachers by German Language Education of the State University of Malang. Then, the

German Language Education of the State University of Malang curriculum was analyzed by a lecturer of P4TK Bahasa to get comments and advices as German learning experts and cooperation partners in this research in the form of Group Discussion forum. The analysis was carried out by carefully examining and critically criticizing not only the German Language Education of the State University of Malang curriculum, but also on the German Language Education of the State University of Malang's policy of standardizing the competency of German graduates. The results of the German Language Education of the State University of Malang curricular analysis are used as material to develop policies that support the research goals and vision, mission, and goals of the German Language Education of the State University of Malang. The objectives of this study are as follows: (1) to describe the policies taken by German Language Education of the State University of Malang in meeting graduates' competency standards that are in accordance with the demands of the user community, and (2) to describe the factors that cause difficulties for German Language Education of the State University of Malang in determining the standard language of graduates in accordance with the demands of that graduates face in society.

The type of data generated in this study is qualitative data in the form of (1) the results of the analysis of the the German Language Education of the State University of Malang curriculum documents by Lecturer in the P4TK Bahasa Jakarta and (2) the results of the focus group discussion (FGD) with the lecturer from P4TK Bahasa Jakarta to find out the difficulties faced by German language teachers as graduates of Bachelor program in German language education. The research data source is German language lecturer from P4TK Bahasa Jakarta. The data source is an expert who analyzes the German Language Education of the State University of Malang curriculum documents and becomes a resource in focus group discussions regarding the barriers encountered by German language teachers related to professional abilities as German language teachers. The data is used to illustrate the feasibility of the German Language Education of the State University of Malang curriculum with the current needs of teachers and to discover the barriers faced by German teachers as graduates of German language study programs.

5. Research Result and Discussion

To gather research data, a group discussion forum was held, which was attended by lecturer from P4TK Bahasa Jakarta and the research team. The discussion discussed several questions related to the policies that have been carried out by the German

Language Education of the State University of Malang in the framework of developing curriculum in accordance with the demands of the community in the era of the industrial revolution 4.0 and the factors that have become barriers for the German Language Education of the State University of Malang in developing an ideal curriculum. The results showed that the curriculum of the German Language Education of the State University of Malang UM for the language field had referred to the international standard GER. Some notes that must be done by study programs to realize curriculum development and learning in study programs in accordance with the demands of the Industrial Revolution 4.0 era must pay attention to the following factors: (1) pedagogic curriculum development that not only emphasizes theory/concept but also implementation in schools, (2) curriculum development tailored to current issues, (3) study programs should reproduce research as a basis for analyzing market's and students' needs, (4) developing ICT skills of lecturers is needed to prepare ICT-based learning, and (5) study programs have benchmarking to improve the quality of learning and the quality of graduates.

6. Conclusion

At the moment, the graduation standard for German study programs in Indonesia is being challenged by the community. The German Language Education of the State University of Malang curriculum already refers to standard German language skills. To improve the competence of graduates in accordance with current standards and needs of society, graduates of the German Language Education Study Program are expected to master German language skills at a minimum German standard (B1 level) of international standards as evidenced by the ownership of the Goethe Institut's *Zertifikat Deutsch* (ZD). This was also stated in the Teacher Competency Examination (UKG) which required Indonesian German teachers to be at a minimum level of B1.

Factors that must be considered by study programs to realize curriculum development and learning in study programs in accordance with the demands of the Industrial Revolution 4.0 era are as follows: (1) pedagogic curriculum development that not only emphasizes theory/concept but also implementation in schools, (2) curriculum development is adapted to current issues, (3) study programs should reproduce research as a basis for analyzing market's and students' needs, (4) developing ICT skills of lecturers is needed to prepare ICT-based learning, and (4) study programs have benchmarking to improve learning quality and graduate quality.

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