

*The Use of 'Kebudiluhuran' Aspect as a Curriculum Development in
Budi Luhur University*

Bintarto Wicaksono, Universitas Budi Luhur, Jakarta-Indonesia
Nawiroh Vera, Universitas Budi Luhur, Jakarta-Indonesia
Haronas Kutanto, Universitas Budi Luhur, Jakarta-Indonesia

The Asian Conference on Education 2018
Official Conference Proceedings

Abstract

Budi Luhur University located in Jakarta is a private university that has a basic principle in the learning process. Budi Luhur University uses the philosophy of "*Cerdas Berbudi Luhur*". based on that in the application of the curriculum that emphasizes on the achievement of learning, Budi Luhur University includes the element of *kebudiluhuran* in each subject. The concept of "*cerdas berbudi luhur*" are the two inseparable, intelligence without based on noble character will tend to be used to oppress others, on the contrary noble character without intelligence would be targets of crime and oppression of others. the aims of this paper is to give an idea about noble character and how its implementation in student learning plan. noble character is the human behavior based on the values, norms and culture of Indonesia in accordance to ideology of Pancasila. Budi Luhur University applies the concept of *kebudiluhuran* as a means of strengthening student attitude. The most important thing an intellectual generation must have is smart and "*berbudi luhur*", known as emotional intelligence, social intelligence, and spiritual intelligence. Data are collected from the curriculum of the Faculty of Communication science with an in-depth analysis of the aspects of *kebudiluhuran*, through good case examples in the teaching practice, field assignments and final examination.

Keywords: noble character, curriculum development, character development

iafor

The International Academic Forum
www.iafor.org

Introduction

The curriculum of higher education is a series of planning and regulation on goals, contents and materials of the learning process as well as methods used as the reference guideline of implementing the learning activities to achieve the goals of the higher education (Article 35, Law of Higher Education Number 12 Year 2012).

Curriculum is the education program containing a variety of teaching materials and learning experiences which have been programmed, planned and designed systematically on the basis of the existing norms which must become the reference guideline in the learning process for education staff and educating participants to reach the education goal (Dakir, 2004: 3).

Curriculum is dynamic. It means that it has to be frequently developed and improved to follow the development pace of science and technology. With education, it is expected that human beings with high quality being born can understand and build their society. Therefore, education goal, content and process must be adjusted to the existing condition, characteristics, wealth and development of society.

The Republic of Indonesia Ministry of Higher Education gives freedom to each university to develop each curriculum in accordance with each basic principles. Therefore, when implementing a curriculum in each higher education institution, it likely uses different principles with the curriculums used in other higher education institutions.

Budi Luhur Univeresity located in Greater Jakarta Province as the Capital City of Indonesia, is the private university that has the basic principle of the learning process. The basic philosophy of Budi Luhur University is "Intelligent and Virtuous". Therefore, the curriculum development in University Budi Luhur which started from 2017 has entered the elements of virtue in each subject to be taught. "Intelligent and Virtuous are two unseparated aspects because intelligence without being based on virtue will tend to be used to fool and injure others, and otherwise, virtue without being balanced on intelligence will be the target of crime and oppression of others."

This article aims at describing the principles of virtue which have been applied in the learning curriculum in Budi Luhur University in accordance with the national standards for higher education in Indonesia. The methods which would be used here were research desk with the data collecting technique taken from the curriculum of Communication Science Faculty with in-depth analysis on the aspect of virtue with examples of cases in the practice of learning process, field task and semester final exam.

Literature review

Curriculum with the Basis of The KKNI (Indonesian National Qualification Framework) and The SN Dikti (National Standards for Higher Education)

Curriculum is a program or learning plan that does not only contain the program of activities but also goals to be achieved as well as evaluation tools to determine the success of achieving the goals. Moreover, it also contains tools or media which are

expected to be able to support the achievement of these goals. Curriculum as a plan is designed to speed facilitate the learning-teaching process under the guidance and responsibility of school or education institutions as well as their teaching staff (Mudlofir, 2012, 2).

The KKNI (Indonesian National Qualification Framework) is the reference framework that is used as a measure in the recognition of education ratings. The KKNI is also called the framework of competency qualification rating scale that can juxtapose, equalize and integrate among the sectors of education, job training and experiences in order to provide the recognition of work competencies in accordance with the structure of work in various sectors.

As the form of measurement in the KKNI, it is divided into four aspects, i.e. ***Attitude and Value Standards, Authority and Responsibility, Job Ability, the Mastery of Knowledge***. Moreover, of the four measurement aspects, it will be described as the outcome learning.

The description for Attitude and Value Standards is among others : Faith in God Almighty; Having good morality, ethics and personality in accomplishing their duties; Serving as citizens who feel proud and love their motherland as well as support world peace; being able to work together and having social sensitivity and high concern for society and the environment; respecting the diversity of cultures, viewpoints, faiths and religions as well as opinions or original findings of others; upholding the law enforcement as well as having spirit to give priority to the interests of nation and society in general.

Moreover, in formulating the achievement of the learning process, in addition to the basis of the KKNI, it must be in accordance with the reference guideline of National Standards for Higher Education in 2015 called (the SN DIKTI 2015). In this matter, the SN DIKTI 2015 also formulates four aspects to achieve the learning process, i.e. Aspect of Knowledge, Aspect of Attitude, Aspect of General Skill and Aspect of Specific Skill. In formulating the aspect of attitude that each graduate has to have in accordance with the SN DIKTI 2015, among others these include: Being faithful and devoted to God Almighty and being able to show religious attitude; Upholding humanitarian values in carrying out duties on the basis of religion, morality and ethics, contributing to the improvement of life quality in society in general, nation, state and civilization on the basis of Pancasila; Serving as citizens who feel proud and love their motherland, having nationalism and a sense of responsibility to the state and nation; respecting the diversity of cultures, viewpoints, religions and faiths as well as opinion and original findings of others; Making cooperation and having social sensitivity as well as high concern to society and the environment; Obeying the law and having discipline in social and state life; internalizing academic values, norms and ethics; showing attitude of job responsibility in the field of each expertise independently; internalizing the spirit of independence, fighting and entrepreneurship.

Of the above description on the achievement that definitely must be included in the formulation of achieving the learning process in higher education, in the application of university and in this matter the study program it can include some additions in order to provide the characteristics of graduate of university or study program in accordance with respective characteristics.

With the enthusiasm to provide a specific characteristics of graduate of university or study program, moreover, Budi Luhur University has given some additions or pressures in aspect of attitude by including the attitude of virtue. In this matter, in accordance with the philosophy of Budi Luhur University : Intelligent and Virtuous. Intelligent without virtuous is intelligence without being based on virtue will tend to be used to fool and harm others, and otherwise virtue without intelligent will become the target of crime and oppression of others. Furthermore, intelligence can be meant intellectual intelligence and Virtuous can be interpreted as emotional and spiritual intelligence (Drs. Djaetun, HS).

The attitude of Virtue which will be included in the achievement of the learning process particularly in the aspect of attitude is the derivative form of the philosophy of Budi Luhur University, i.e. Virtue in the scope of attitude: Sympathy, Empathy, Compassion and Love. It is appropriate to the goal of learning or education process in Budi Luhur University, i.e. to make Intelligent and Virtuous Humans with the education pattern of sharpening, fostering and compassion which applies the virtue curriculum.

With the basis of the KKNI, the SN DIKTI 2015 and the Philosophy of Budi Luhur University, in this matter it is the attitude of virtue, and furthermore as the form of interpretation in the curriculum i.e. by including the attitude of virtue (sympathy, empathy, compassion and love) in achieving the aspect of attitude in the achievement of the study program learning process which is brought down into the achievement of learning each subject and can be also interpreted further in the achievement or output of tasks per subject. The goal of placement or addition for the attitude of virtue in the achievement of the study program learning process and subject is to provide further the specific characteristics of graduate of Budi Luhur University either from the aspect of attitude to the form of output of tasks or activities and works which reflect the attitude of virtue.

Virtuous Concepts in Curriculum

In the technical level of curriculum design, Budi Luhur University Jakarta brings down it in the form of a joint guideline for all faculties and study programs which can enter the virtue elements in each Semester Learning Plan/RPS and can be also interpreted in the form of Student Task Design/RTM. Lecturers present the virtue materials generally and apply them specifically in the daily life as a human in the form of learning materials and contents. Moreover, the aspect of attitude with the additional attitude of virtue is interpreted in the form of outcomes or achievement of the attitude and in the form of works which definitely contain the virtue content. Instead achieving attitudes and outcomes in the form of work, the aspect of virtue is also interpreted in the form of activities which require students to apply directly the attitude of virtue to other humans and creatures as well as the surrounding environment.

In this article we will present the description of some subjects which the final results are activities that contain the aspect of virtue, such as the attitude of empathy, sympathy, love and compassion. The Faculty of Communication Science is a part of Budi Luhur University. With the Communication Science Study Program which have four concentrations : Broadcast Journalism, Public Relations, Digital Advertising,

Visual Communication Design, Tourism Communication, and Digital Media, the curriculum application with the basis of KKNI, SN DIKTI and the virtue will be carried out from the Achievement of the Study Program Learning to the achievement of subjects and per subject materials or output of subject tasks.

As the form of applying the virtue curriculum, Budi Luhur University makes provisions for the technical and measurable application as follows :

1. There is content of virtue in achieving the learning process or per subject in aspect of attitude.
2. It is brought down into the presentation of subject materials or discussion at least two meeting times
3. It can be brought down into the output of task which reflects the context of virtue.
4. It enter into the student assessment component (aspect of attitude) totaling around 25%.
5. It also includes the list of reference on the virtue books in each semester learning design.

Result and Discussion

Berbudi luhur / Virtuous Values globally

Berbudi luhur/Virtue is human behavior that is guided by values, norms and culture of Indonesia in accordance with the state ideology of Pancasila. The founders of Budi Luhur Cakti Education Foundation have applied the virtuousness concept as a means of strengthening students' attitude. The important things that an intellectual generation must have is intellectual and virtuous intelligence known as emotional, social and spiritual intelligence.

Application of Virtuous Values in Achieving the Learning Process

In the context of applying the virtuousness curriculum is to provide the achievement of the learning process in each subject. In the Communication Science Study Program, Faculty of Communication Science has 13 semester credit units/SKS for the general basic subjects (MKDU), 70 semester credit units for the compulsory subjects of communication science, 54 semester credit units (SKS) for the core concentration subjects (for each concentration), 12 semester credit units (SKS) for the specialised subjects of the communication science and 13 SKS for the specialised concentration subjects (in each concentration).

An example for the compulsory subject for communication science is the subject **Intercultural Communication**;

- ***Description of the Subject:*** The subject discusses the relationship between communication and culture, it aims at learning intercultural communication in the context of Indonesian situation and cultural factors that underline and influence communication process. Some study topics: the basic concepts of intercultural communication, intercultural perception, verbal and nonverbal communication in intercultural communication and how to become intercultural humans in the contemporary era of globalization.

➤ ***Achievement of Subject Learning***

Aspect of Knowledge: Students understand and comprehend definitions to intercultural communication, the components of communication and culture.

Aspect of Attitude: After accomplishing the subject, students are able to choose a sense of intercultural tolerance, mindfulness attitude, so they will become intelligent and virtuous humans.

Aspect of General Skill: Students are expected to be able to understand and comprehend the basic principles of intercultural communication, analyze and accomplish important problems and issues in the intercultural interaction.

Aspect of Special Skill: Students can implement theories, models and concepts of intercultural communication in their daily social life, understand cultural differences in the local and global level which finally can make them the intercultural humans.

The following example is the core concentration subject, i.e. **Documentary Film Production** :

- ***Description of the Subject:*** Through the study, students are expected to be able to understand documentary concepts and approaches as communication works. Moreover, they can carry out research, planning and production of documentary works as a journalistic activity in the scope of media communication and journalism.

➤ ***Achievement of Subject Learning*** :

Aspect of Knowledge: Students can have the understanding of concepts in documentary production as the journalistic works.

Aspect of Attitude: Students can have an attitude of social sensitivity to problems that occur in society and have an attitude of cooperation, empathy and sympathy with other students in the documentary learning process.

Aspect of General Skill: Students can carry out research and plan documentary production works in the form of production design.

Aspect of Specific Skill: Students can produce and apply the concepts in documentary production as the journalistic works in the scope of communication.

The above two subjects are a part of subjects in the Communication Science Study Program that entirely have entered the methods of applying the virtuousness curriculum in achieving the learning process of the subjects.

Application of Noble Virtuous Values in the Subjects

The next phase is the application of learning outcomes or the achievement of the subjects which become the achievement per meeting or lecture. In this phase, it definitely can become a variety of contents and outputs which are the application of the virtuousness curriculum. An example is the **Inter-Cultural Communication**;

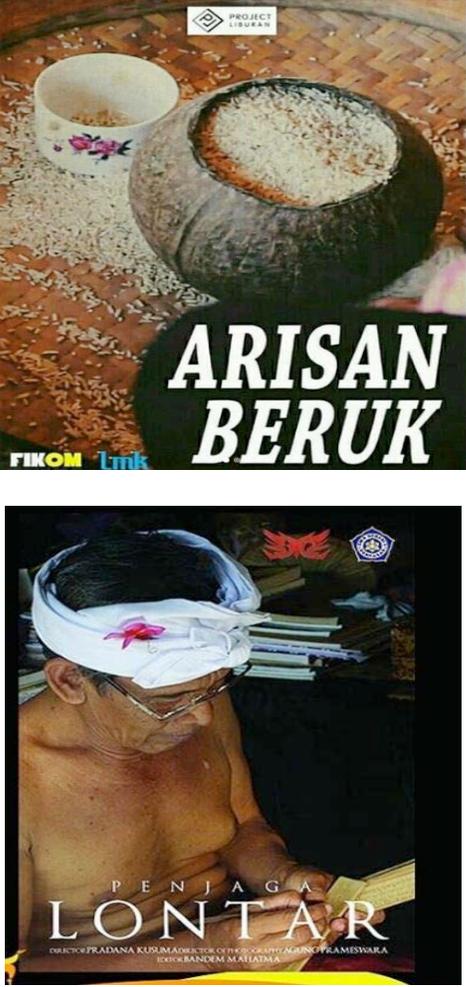
Courses	Charge	Outcomes
Inter-Cultural Communication	Learn about tolerance in accordance with Indonesia's diversity.	Cultivate an attitude / sense of solidarity, respect for differences, love and nationalism.
	Process of adaptation, assimilation and cultural acculturation.	To grow attitudes and knowledge of the processes of cultural formation in a society

Activity	Documentation
Field Study in Cetho Tample , Karanganyar, Central Java.	

Field Study in Intercultural Communication to be growth love attitude among fellow students and tolerance attitude, affection to learning object in the field and different cultural.

The next example is the Documentary Film Production course, for Broadcast Journalism concentration;

Courses	Charge	Outcomes
Documentary Film Production	How to be plan and create audio visual works base on research from the probelm to evocative public concern	Attitude aspect : empathy and sympathy the with problem arround and a sense of belonging the culture Indonesian.
		Produce audio visual works with theme local wisdom

Activity	Documentation
<p><i>Documentary Film Works theme Local Wisdom</i></p>	 <p>The top poster is for the film 'ARISAN BERUK', featuring a bowl of rice and a coconut. The bottom poster is for 'PENJAGA LONTAR', featuring a man wearing a white headband.</p>

For courses from the concentration of Visual Communication Design, one of them is **Visual Identity**;

Courses	Charge	Outcomes
<p>Visual Identity</p>	<p>Understanding the identity of an object, pouring it in a representative visual work. Training an open attitude and empathy with the needs of the community</p>	<p>Students are able to design visual languages through symbolism and imagery which can later be applied as an element of branding from companies, organizations in the community.</p>

Activity	Documentation
<p><i>Outcome works design logo</i></p>	

In the level of University, there are subjects carried out together from different study programs. The lectures are in the form of community service, i.e. Real Work Lecture. The essence of the program is the community service program as the form of applying subjects conducted by students in groups across different study programs to community in some period of time. Is a form of community service activities by students with a cross-scientific and sectoral approach at certain times and regions. With KKN, it can foster and apply the attitude of morality among students and the community.

Activity	Documentation
<p><i>Kuliah Kerja Nyata 2017-2018 (Community Service Program)</i></p>	



Conclusion

The curriculum has a close connection with the learning process. The curriculum relates to the learning materials that must be learned, while the learning process relates to how to learn the learning materials. The curriculum becomes a guideline, direction, or sign for the implementation of the teaching and learning process.

References

- Direktorat Akademik, Direktorat Jendral Pendidikan Tinggi, 2000: *Curriculum Development*, EEDP (Engineering Education Development Program).
Dakir, *Perencanaan dan Pengembangan Kurikulum*, (Jakarta: PT. Rineka Cipta, 2004), h. 3.
- Djateun. *Buku Saku Menuju Cerdas Berbudi Luhur*, Jakarta, PSBL. 2016.
Djaetun, *Memahami Hakekat Budi Luhur*, Jakarta, Yayasan Pendidikan Budi Luhur Cakti. 2015
- KEMDIKBID-Republik Indonesia. (10 Juni, 2013). Permendikbud No.73 Tahun 2013, Tentang Penerapan Kerangka Kualifikasi Nasional Indonesia Bidang Pendidikan Tinggi. Jakarta, Indonesia: Menteri Pendidikan dan Kebudayaan Republik Indonesia.
- <https://geotimes.co.id/opini/penerapan-kurikulum-berbasis-kkni-di-perguruan-tinggi/>
Mudlofir, Ali. *Aplikasi Pengembangan Kurikulum Tingkat Satuan Pendidikan Dan Bahan Ajar Dalam Pendidikan Agama Islam*, (Jakarta: PT Raja Grafindo Persada, Jakarta, 2012) h. 1-2.