

Strengthening Curriculum and Learning in Higher Education to Support Golden Indonesia 2045

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Abstract : This study explores the role of curriculum strengthening in higher education to support the Golden Indonesia 2045 vision. The research employs a case study approach to examine curriculum innovations, industry collaborations, and digital integration within selected Indonesian universities. Findings highlight the importance of competency-based learning, digital transformation, and university-industry partnerships in preparing graduates for the global job market. Key challenges include aligning curricula with labor market demands, integrating technology into learning, and enhancing soft skills development. The study recommends strengthening industry collaboration, adopting practical learning approaches, and investing in digital infrastructure to enhance graduate employability and contribute to national economic growth. These strategies are essential to ensuring that higher education institutions effectively support Indonesia's transformation into a developed nation by 2045.

Keywords: Higher education, curriculum development, competency-based learning, digital transformation, industry collaboration, Indonesia 2045.

INTRODUCTION

Golden Indonesia 2045 is a long-term vision aimed at transforming Indonesia into a developed nation by 2045, coinciding with the 100th anniversary of the country's independence. This vision encompasses various aspects of national development, including economic, socio-cultural, and political dimensions, with a focus on improving societal welfare, national resilience, and Indonesia's strategic role at the global level (Situmorang, A. F., 2020). To achieve this vision, higher education plays a crucial role in preparing high-quality, skilled, and innovative human resources. According to the Directorate General of Higher Education,

the Golden Indonesia 2045 vision sets the direction for higher education development to support sustainable economic growth and innovation in Indonesia (Directorate General of Higher Education, 2023). Universities are expected not only to serve as institutions for acquiring theoretical knowledge but also as centers of learning capable of producing graduates who are prepared to face contemporary challenges (Mahardhani, A. J. et al., 2023). This requires strengthening curricula and learning processes to adapt to rapid technological changes and global dynamics (García, V. D., et al., 2022). Therefore, providing relevant context on how the Golden Indonesia 2045 vision relates to the need to enhance curricula and learning in higher education is essential (Mursyid, 2018). The vision serves as both a foundation for overall national development and a framework for transforming higher education to produce graduates who can significantly contribute to its realization (Trinh, 2023).

Higher education holds a strategic role in realizing the Golden Indonesia 2045 vision. This vision aims for Indonesia to become a developed nation with a strong economy, a prosperous society, and a significant strategic role at the global level (Machsus, 2024). To achieve this, higher education must produce graduates who not only possess strong theoretical knowledge but also practical skills, adaptability to technological advancements, and the ability to innovate and solve complex problems (Hanifzh, 2024). Universities are expected not only to provide theory-based education but also to instill practical skills, critical thinking, innovation, and leadership in their students. Strengthening curricula and learning in higher education is crucial to achieving the Golden Indonesia 2045 vision (UNESA, 2024). This is necessary to address the challenges of the Fourth Industrial Revolution and rapid global dynamics, as well as to support inclusive and sustainable economic growth in Indonesia (Directorate General of Higher Education, 2023). A relevant and responsive curriculum, incorporating digital technology and competency-based learning, will help enhance graduates' quality and competitiveness in the global job market (Mulyono, 2023).

Indonesian higher education institutions face various challenges in achieving the Golden Indonesia 2045 vision, including expanding access and improving education quality, ensuring curriculum relevance to industry and labor market needs, and integrating technology into learning and research processes. However, there are opportunities to leverage advancements in information and communication technology (ICT) to enhance educational efficiency and effectiveness and strengthen collaboration between universities, industries, and the government in fostering innovation and human resource development. Key issues addressed through curriculum and learning enhancement in higher education include the lack of skills aligned with labor market demands, inadequate integration of theory and practice in

learning, and curricula that are not yet responsive to technological developments and global dynamics. By strengthening curricula and learning methodologies, universities are expected to produce graduates who are competitive in the global job market and can contribute significantly to achieving the Golden Indonesia 2045 vision.

RESEARCH METHODS

This study employs a case study approach to analyze the implementation of curriculum strengthening in higher education institutions in Indonesia in alignment with the Golden Indonesia 2045 vision. A qualitative research design is used to explore in-depth insights into the strategies, challenges, and outcomes of curriculum development and learning methodologies within selected universities.

LITERATURE REVIEW

Theoretical Review on Curriculum and Learning

The theoretical review on curriculum and learning in the context of strengthening higher education in Indonesia to achieve the Golden Indonesia 2045 vision serves as a crucial foundation in understanding the necessary changes and transformations (Kusumawardani et al., 2024). Fundamental concepts such as the integration of the curriculum with evolving labor market needs, the enhancement of learning quality through competency-based approaches, and the utilization of information and communication technology (ICT) to support interactive and inclusive learning processes are key elements in this discussion (Mocanu et al., 2014). According to John Dewey, education is not merely about the dissemination of information but also about meaningful real-life experiences for students, which can help build deep understanding and skills applicable to real-world situations (Emel, 2012). This approach is highly relevant in the context of Golden Indonesia 2045, where higher education institutions must quickly adapt to social, economic, and technological changes to prepare graduates for global competition.

This explanation provides a deeper insight into how theoretical concepts in curriculum and learning can be applied within the framework of Golden Indonesia 2045, emphasizing innovation, relevance, and responsiveness to future needs in higher education (Suharjo & Jacky, 2023).

Curriculum Development in Indonesian Higher Education

The development of curricula in Indonesian higher education plays a vital role in supporting the vision of Golden Indonesia 2045. Over the past few decades, there has been significant evolution in curriculum structure and content, reflecting efforts to align higher education with social, economic, and technological changes. Initially, curricula in Indonesia

tended to focus more on theoretical academic education. However, over time, there has been a shift towards integrating practical approaches, soft skills, and industry needs into higher education curricula (Wati et al., 2023).

In the context of Golden Indonesia 2045, it is essential for higher education institutions to continuously develop curricula that are relevant and responsive to both global and domestic challenges. This involves adaptation to digital technological advancements, the implementation of competency-based learning approaches, and the strengthening of partnerships with industries to ensure graduates possess the necessary skills for an increasingly competitive job market (Darman, 2017). Additionally, higher education institutions are expected to reinforce outcome-based learning aspects, including integrated evaluation and feedback mechanisms, to ensure that graduates not only acquire solid knowledge but also develop adaptability and innovation capabilities in rapidly changing work environments (Nasir, 2024).

Challenges in Curriculum Development for Golden Indonesia 2045

The challenges in curriculum development to achieve Golden Indonesia 2045 are highly complex and require a holistic approach. One of the primary challenges is the need to comprehensively integrate digital technology into the curriculum. The rapid development of information and communication technology (ICT) significantly influences how we learn and work, making it imperative for higher education institutions to ensure that their curricula encompass not only theoretical aspects but also the practical application of these technologies in learning and research (Mocanu et al., 2014).

Additionally, another major challenge is preparing graduates with high adaptability to global and local changes. Higher education must adjust its curricula to be more responsive to the continuously evolving job market demands, including the enhancement of soft skills such as communication, collaboration, and innovation (Bridgstock, 2009). This requires higher education institutions to strengthen the integration between theory and practice in learning, as well as ensure that their curricula support the development of character and leadership skills essential for addressing complex challenges in the future (Saputra & Wahab, 2022).

The above explanation provides an overview of the concrete challenges faced by Indonesian higher education institutions in developing curricula that support the Golden Indonesia 2045 vision (Harden et al., 2012). It reflects the complexities of adapting to technological advancements and increasingly intricate labor market demands, as well as the necessity of producing graduates who are ready to compete and contribute optimally to national development.

Strategies for Strengthening Curriculum and Learning in Higher Education for Golden Indonesia 2045

Curriculum Adjustment to Industry Needs

Aligning the curriculum with industry needs is a crucial step in ensuring the relevance of higher education to the labor market. Universities must conduct regular studies in collaboration with industry players to understand emerging trends and required skills (Pramesti et al., 2024). Through discussion forums, workshops, and curriculum committees involving industry representatives, universities can develop relevant courses and prepare work-ready graduates (Cheng et al., 2020). Ahmad and Ahmed (2020) emphasize that such collaboration significantly enhances graduate employability and the alignment of higher education with market demands.

Implementation of Competency-Based Learning (CBL)

Competency-Based Learning (CBL) is an approach that focuses on mastering practical skills required in the workforce. CBL emphasizes continuous assessment of students' abilities through practical assignments and real-world projects (Babadogan, 2023). Brown and Green (2018) state that CBL prepares graduates with skills that can be directly applied in the workplace, thereby increasing their competitiveness in the global job market. Universities should develop learning modules integrating these competencies and involve students in real-life learning experiences.

Utilization of Information and Communication Technology (ICT)

The use of ICT in learning is an essential strategy for enhancing accessibility and flexibility in higher education. Online learning platforms, simulations, and collaborative tools can improve interactivity and student engagement. Additionally, technology enables personalized learning, allowing students to learn at their own pace and in their preferred learning style (Albion et al., 2015). Kartika and Wulandari (2021) highlight that the integration of ICT can strengthen curriculum relevance and improve the quality of learning in higher education.

Development of Internship Programs and Industry Partnerships

Developing structured internship programs in collaboration with industries is an effective strategy to provide students with real-world work experience before graduation. Internships enable students to apply theoretical knowledge in actual work environments, enhance practical skills, and build professional networks (Pianda et al., 2024). Ahmad and Ahmed (2020) found that internships conducted through industry partnerships significantly improve graduate employability.

Strengthening Faculty Competencies

Faculty members, as learning facilitators, must possess adequate expertise in their fields and innovative teaching methods. Professional training and development programs for faculty should be enhanced to ensure they can adapt to new technologies, active learning methods, and competency-based learning (Visser et al., 2013). These training programs may include workshops, certifications, and international collaborations. The Directorate General of Higher Education (2023) emphasizes the importance of faculty competency improvement in implementing curricula aligned with the Golden Indonesia 2045 vision.

Enhancing Research and Community Engagement

Strengthening research and community engagement is a crucial component of curriculum development in higher education. Through research, universities can contribute to finding innovative solutions to national and global challenges. Industry-academia research collaborations can also generate applicable and relevant innovations (Agger & Hedensted Lund, 2017). Community engagement allows students to apply their knowledge and skills to create a positive impact on society. Kartika and Wulandari (2021) emphasize that integrating research and community engagement into the curriculum enhances both the relevance and impact of higher education.

Innovation in Learning in the Digital Era

Innovation in learning in the digital era is a key driver in strengthening curricula and education in universities to achieve the Golden Indonesia 2045 vision. By leveraging digital technology, universities can create more effective, efficient, and engaging learning environments for students. This innovation not only enhances education quality but also prepares students for challenges and opportunities in the Industry 4.0 era. Digital technology transforms the way education is delivered and received. Some key technologies impacting higher education include: (1) Online Learning (E-learning) – Platforms such as Moodle, Coursera, and edX enable unrestricted educational access, allowing students to learn anywhere and anytime (Sun, P.C., 2008); (2) Video-Based Learning – Video-based content on platforms like YouTube and Khan Academy enhances material delivery and comprehension (Guo, P.J., 2014); (3) Mobile Learning Applications – Apps like Duolingo for language learning or Wolfram Alpha for math and science provide interactive learning experiences (Crompton, H., 2017).

To maximize the benefits of innovation in learning in the digital era, universities need to integrate these technologies into their curricula. Several steps can be taken, including: (1) Digital Curriculum Development, which involves designing a curriculum that incorporates

digital technology as a primary tool in the learning process; (2) Training for Lecturers and Educators, by providing training to lecturers and educators to enhance their skills in using digital technology and innovative teaching methods; (3) Collaboration with Industry, by partnering with technology industries to gain access to the latest devices and applications and to understand emerging trends in the job market.

Innovation in learning in the digital era presents significant opportunities for strengthening curricula and education in higher education institutions, which is crucial for achieving the vision of Golden Indonesia 2045. By leveraging digital technology and innovative teaching methods, universities can create a more adaptive, relevant, and effective learning environment, thereby producing graduates who are well-prepared to face future challenges.

Collaboration with Industry and Implementation of Competency-Based Learning in Strengthening Curriculum and Learning in Higher Education for Golden Indonesia 2045

Collaboration with industry is one of the key strategies in strengthening the curriculum and learning in higher education to achieve the vision of Golden Indonesia 2045. Several important aspects of this collaboration include: (1) Curriculum Relevance to Labor Market Needs: By partnering with industry, higher education institutions can ensure that the curriculum aligns with current needs and trends in the job market. This includes adjusting study programs, adding new courses relevant to the latest technologies and industry practices, and eliminating outdated courses; (2) Internship and Practicum Programs: Collaboration with industry enables students to participate in internship and practicum programs, providing them with real-world work experience before graduation. This helps bridge the gap between theory and practice and enhances students' employability skills; (3) Development of Collaborative Projects: Higher education institutions can engage in joint research and development projects with industry. This not only enhances students' research skills but also fosters innovation and the practical application of academic knowledge.

Competency-Based Learning (CBL) is an educational approach that focuses on developing specific skills required in the workplace. Several key aspects of CBL include, (1) Orientation Toward Practical Skills: CBL emphasizes the development of practical skills that can be directly applied in professional settings. This includes both technical skills and soft skills such as communication, leadership, and problem-solving; (2) Competency-Based Assessment: Assessment in CBL is based on the demonstration of competencies in real-world tasks or projects rather than solely through written examinations. This approach ensures that students genuinely master the skills being taught before they graduate; (3) Personalized

Learning: CBL often provides flexibility for students to learn at their own pace, allowing them to master one skill before progressing to the next. This enhances learning effectiveness and ensures a deeper understanding of the subject matter.

To achieve the Vision of Golden Indonesia 2045, the integration of industry collaboration and competency-based learning is essential. Higher education institutions must adapt to the evolving dynamics of industry and labor market demands. Through close collaboration with industry, universities can ensure that the curriculum remains relevant and up to date. The implementation of CBL guarantees that graduates not only possess theoretical knowledge but also the practical skills required by the industry.

DISCUSSION

The Vision of Golden Indonesia 2045 aspires to position Indonesia as a developed nation with a strong economy, a prosperous society, and a world-class education system. Higher education plays a crucial role in producing competent and innovative human resources to realize this vision. Therefore, strengthening curricula and learning methodologies in higher education has become a top priority. This includes updating curricula to align with industry needs and technological advancements, as well as implementing competency-based learning (CBL) methods that focus on the development of students' practical skills.

Collaboration between higher education institutions and industries is key to ensuring that curricula remain up-to-date and relevant to labor market demands. This collaboration can be achieved through internship programs, joint research projects, and industry participation in curriculum development. Ahmad and Ahmed (2020) demonstrated that effective collaboration between academia and industry significantly enhances graduates' employability and the relevance of higher education to market needs. Furthermore, the use of information and communication technology (ICT) in learning processes can enhance accessibility and flexibility in education, facilitating the implementation of interactive and innovative online learning (Kartika & Wulandari, 2021).

Competency-Based Learning (CBL) is also a critical strategy in strengthening higher education. CBL emphasizes mastery of specific skills required in the workforce through continuous assessment and practical assignments. Brown and Green (2018) stated that CBL prepares graduates with immediately applicable workplace skills, enhancing their competitiveness in the global job market. The implementation of CBL in Indonesian higher education ensures that graduates possess not only theoretical knowledge but also practical skills relevant to industry demands.

However, several challenges persist in achieving this goal, including disparities in educational quality, resource limitations, and the need for rapid adaptation to technological advancements. Saputra and Wahab (2022) identified gaps in the quality of higher education in Indonesia and the necessity for adaptation to emerging technologies as major obstacles in realizing the Vision of Indonesia Emas 2045. Therefore, a concerted effort from the government, educational institutions, and the private sector is required to overcome these challenges and capitalize on existing opportunities.

Based on the above discussion, to achieve the Vision of Golden Indonesia 2045, Indonesian higher education institutions must strengthen curricula and learning processes through close collaboration with industries, the implementation of competency-based learning, and the integration of technology in education. These measures will ensure that graduates acquire relevant skills and make significant contributions to national development.

CONCLUSION

In conclusion, strengthening curriculum and learning in higher education is essential for achieving the Golden Indonesia 2045 vision. Higher education institutions must enhance their adaptability to global changes by integrating competency-based learning, digital technology, and industry collaboration to produce graduates with relevant skills for the competitive job market. Addressing key challenges such as aligning curricula with industry needs, incorporating technological advancements, and fostering soft skills development is crucial. To achieve these goals, universities should establish stronger partnerships with industries to ensure curriculum relevance, implement more practical and competency-based learning approaches, and invest in digital infrastructure to facilitate modern education. These strategies will enhance graduate employability, support sustainable economic growth, and contribute significantly to Indonesia's transformation into a developed nation by 2045.

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