# TRANSFORMATION STRATEGIES: BUILDING CURRICULUM TO IMPROVE ORGANIZATION COMPETITIVENESS

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# TRANSFORMATION STRATEGIES: BUILDING CURRICULUM TO IMPROVE ORGANIZATION COMPETITIVENESS

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**Abstract -** In this era of disruption, changes in information technology have an impact not only on human resources but also on organizations. The organization is currently in the era of learning organization where all aspects are given opportunities and to be highly competitive for winning competition. In building organizations, good relationships and networking with external parties has become a necessity for organizations to be able to compete and grow as strong organizations. This study discuss about: (a) what strategies are used by the polytechnic in creating industry-based curriculum (b) how can the implementation of the strategy transformation used by the polytechnic improve organizational competitiveness? Sample in this research was conducted at the State Polytechnic of Jakarta (PNJ) which PNJ was ranked the fifth in the best order of state polytechnics in Indonesia and was announced in 2018. In this PNJ condition, explained that the factors driving the assessment of rank through "tri dharma" (teaching, research and community service). The curriculum used in PNJ refers to the needs of the industry and facing with the rapidly changing information technology. This research methods using qualitative and collecting data using by interview and study of literature. Results and data analisys using strategy transformation from management strategic theory. Building curriculum in PNJ was produced by collaborating between academic institutions and external parties, such as: association of professional, companies, graduated and industry practitioners. The impelemtation of curriculum in PNJ refers to work standards from the industry and companies for each study programs. Curently PNJ have collaboration programs with companies or industry, such as: PT Trakindo, Holcim, PT Badak NGL, PT Ligo, PT Garuda Maintenace Facilities (GMF), PLN. PNJ also have colaboration with professional associations (MICE study programme with INCAA). PNJ have transformed strategy for increasing competitiveness organization with doing: (a) increasing the number of new students, (b) creative and innovative teaching and learning process, (c) building cooperation with industry, government and professional associations in teaching, research and community service.

**Keyword**: transformation strategy, curriculum, networking, polytechnic, competitiveness

## I. INTRODUCTION

In the current era of disruption, the most important is make collaboration in education between companies and institutions such as polytechnics. The pattern of learning conducted in vocational and polytechnic more practical learning than learning theory. Learning practices given to students is important to differentiate learning patterns in universities or institutes. The curriculum used in vocational is built by involving industry, companies, graduated and professional associations in determining learning outcomes for each study programs. Learning outcomes are stated clearly in each subject to make the output of graduates competent and good work professionally. According to Carroll (1963) in learning achievement depends on existing knowledge, general learning abilities (the ability of self-regulated learning), the degree of comprehension (general intellegence, verbal skills), several environtmental factors such as: family, friends, the quality of instruction likes the selection of appropriate methods and means, how organized the curriculum is and well as affective and cognitive dispositions for example: interest, motivation, level of standards, and self image. Bloom and Carroll's teaching learning models led the way to the model of mastery learning and how the objectives of learning were carefully determined, syllabus content was broken up into small units and continuous feedback given on the level of acquisition, which made the necessary correction possible, thus ensuring even more time for each student to acquire the material with mastery. Teaching learning strategies is one important aspect of the consistently claimed promotion of self-regulated learning in classrooms. In this disruption era, teaching subject related knowledge and skills. One important thing that the lecturer are expected teaching in their classrooms to provide students with good knowledge of how they should to learn, how to motivate themselves to start preparing for a test, what steps to take to solve a complex problem, how to monitor their own learning process. That is, they are promoting learning strategies. Harnishfeger & Bjorklund (1990) said that strategies are goal-directed, voluntary activities that are not necessarily required to fulfill a task but are means to facilitate performance. Self-regulated learning is defined as "a learner's competence to autonomously plan, execute, and evaluate learning processes, which involves continuous decisions on cognitive, motivational, and behavioral aspects of the cyclic process of learning" (Wirth & Leutner, 2008: 103). The formulation of an organizational transformation strategy and institutionalizes is important for implementing in learning strategy. Based on Abriau, et.al., (2008: 19) said that company motivations for university interaction can be conceptualised in a variety of

different ways, such as: (a) interaction with university academics, especially if they are familiar with the company and the market may enable a company to identify issues of which it was previously unaware. In such cases the selection of the partner is strongly determined by existing relationships, (b) a recognition by the company that its industry faces serious challenges, it seeks to respond to these by accesing a broad spectrum of expertise relevant to the industry, and (c) the motivation may be driven by a need for additional capability or from a problem to which a solution is required. In organization, the strategies are potential requirements that require top management decisions and large amounts of corporate resources. The strategy in learning organization is how it grows and has the competitiveness to win the competition. There are three perspectives in winning the competition: (a) the macro is related to the internal and external balance of the state and focuses on real exchange rate management, (b) business strategy relating to competition between firms and countries that have different roles and limited public policies, and (c) technologies and innovations that emphasize innovation and learning that produce value and high competitiveness.

## II. METHODOLOGY

### 2.1 Research Methodology
The research methodology used in this research is qualitative research and using transformation strategic concept (David, 2010). Sample of this research is State Polytechnic of Jakarta (PNJ) whose made collaboration with corporate, industry, government and profesion of association in building curriculum.

### 2.2 Data Collection Techniques
Data collection in this research used: (a) interview with the leader in PNJ (Director, vise of director, head of department, head of study program), lecturer, and profession of association (ISI), (b) study of literature: government (Higher of Education, Local Government), (c) industry (PT Trakindo, Holcim, PT Badak NGL, PT Ligo, PT Garuda Maintenace Facilities, PLN), and (d) profession association (INCAA).

## III. RESULTS AND DISCUSSION

Based on strategic theory of learning, that curriculum in polytechnics is built by considering knowledge abilities from students and also lecturers, having a good skill and attitude. The process of making curriculum at State Polytechnic of Jakarta (PNJ) with involves academics/lecturers, practitioners from companies, stakeholders and professional associations. Contributions given from academics/lecturers for understanding about learning

outcomes from study programs, good knowledge for learning outcomes from material subjects taught so that teaching and learning processes run well. From the company such as: Holcim, PT Trakindo, PT GMF, Badak LNG for Mechanical Engineering study programme, Civil Engineering study programme with Holcim and Jasa Marga, PNJ collaboration with PLN for Electrical Engineering study programme. PNJ invited the supervisor or manager from the company to came to the workshop curriculum. The supervisor and manager have responsibilities to realize company policies, understand the capabilities and competencies of the polytechnic graduates needed by their company. The graduated of students, stakeholders and professional associations provide input on the courses material subject to be teach in syllabus of curriculum whether they are still relevant or not with the current conditions in the workplace. The subject of materials given to the student should be relevant with current needs of the industry, so the student should have good skills, knowledge and attitude for working as a professional and competent in the company. The strategy carried out by the polytechnic in curriculum development is to conduct a tracer study of graduates who have worked in industry or corporate by giving questions to them whether the subjects and topics taught in campus are still related to industrial need? How long does the company give to graduates to adapt and be able to work professionals at work? What soft skill and hard skill factors do graduates need to have when they start working in the company? How much take home pay is accepted for new graduates? All the results of the tracer study were used as evaluations in improving the curriculum in each study program. Most of the student who has graduated form PNJ have 1-2 month waiting for start working in company and have a good salary for it. The competence of the student graduate have a good skill, knowledge and attitude because they already prepared since they learned and studied at PNJ. The workshops curriculum in PNJ are conducted at least once a year for monitoring and evaluation, so if there is a change came from externals PNJ organization such as: policies regarding teaching patterns in higher education, information technology that is increasingly changing, facilities and infrastructure, human resource development (student, lecturer, and, administration staff), the leader of PNJ will be a considering into changing of curriculum. The results of workshop curriculum validate by industry/companies (INCAA in MICE Study programme) and profession associations to give some suggestions or input for the syllabus of the subjects in study programme, topics, and learning outcome needs to be revised and change. The transformation of strategy in learning process is carried out by PNJ based on PBE (problem based education) or PBL (problem based learning). In teaching and learning proces, PNJ has implemented student center learning (SCL) to make the students

and lecturers become more creative and innovative. The student conducts an internship in the industry/company for three months and after completion the student makes a report on the job training to be presenting on campus. While lecturers are given the opportunity to develop their knowledge by following education or training according to the subject being taught, conducting research and service to the community. The results of research and community service can be in the form of textbooks, models, policies or intellectual property rights.

The following is a picture that explains the process in curriculum development at PNJ.
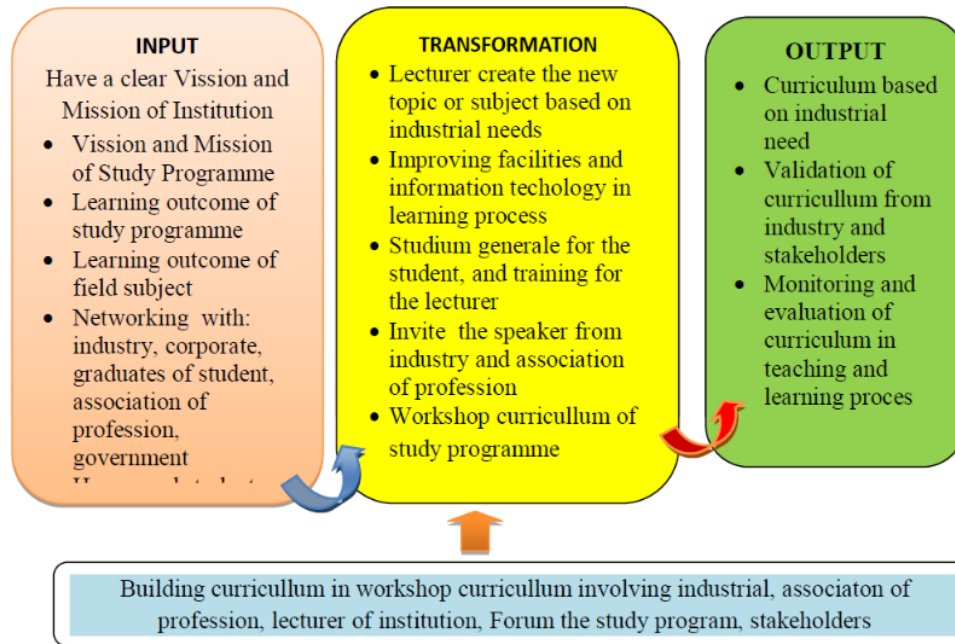
**INPUT**

Have a clear Vission and Mission of Institution

- Vission and Mission of Study Programme
- Learning outcome of study programme
- Learning outcome of field subject
- Networking with: industry, corporate, graduates of student, association of profession, government

**TRANSFORMATION**

- Lecturer create the new topic or subject based on industrial needs
- Improving facilities and information techology in learning process
- Studium generale for the student, and training for the lecturer
- Invite the speaker from industry and association of profession
- Workshop curricullum of study programme

**OUTPUT**

- Curriculum based on industrial need
- Validation of curricullum from industry and stakeholders
- Monitoring and evaluation of curriculum in teaching and learning proces

Building curricullum in workshop curricullum involving industrial, associaton of profession, lecturer of institution, Forum the study program, stakeholders

**Figure 1. Transformation Strategic for Building Curricullum**
**Source: data processed, 2018**

## CONCLUSIONS

The curriculum for vocational and polytechnic education made by collaboartion between internal institutions and external parties, such as: industry, companies, and professional associations. Building curriculum facing external changes are important to change and revision for having organizations competitiveness and can answer stakeholders and industrial needed. Transformation of strategies in curriculum development is carried out by considering the factors aspect such as: human resources, facilities, infrastructure, capital, information technology, syllabus of curriculum should be ready for implementation to the student. Vision and mission of PNJ organization stated are able to winning competition and become worldclass polytechnic

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