

The Influence of Curriculum Management on the Achievement of Graduate Learning Outcomes through Student Interests

Muhammad Jhoni^{1,2}, Fakhruddin³, Masrukhi⁴, Ratna Rahayu⁵

¹Universitas Negeri Semarang, Indonesia, Central Java, Indonesia, mjhoni@students.unnes.ac.id

²Universitas Islam Negeri Raden Fatah Palembang, Indonesia; E-mail: mjhoni@radenfatah.ac.id

^{3,4,5}Universitas Negeri Semarang, Indonesia, Central Java, Indonesia, fakhruddin@mail.unnes.ac.id

Abstracts: Recent research discusses the need to understand achievement learning outcomes for graduations better. It is about curriculum management as planning, implementation, evaluation, and exciting students in influencing the achievement learning outcomes for graduations and their competitiveness in employment. This study aims to analyze the importance of curriculum management and students' interest in influencing learning outcomes achievement for graduates. The samples in this study are 210 respondents who graduated from the education physics program of UIN Raden Fatah Palembang. Data are collected using a questionnaire survey around South Sumatra, Indonesia. The analysis technique used is the Structural Equation Model with Partial Least Square. The results showed that curriculum planning, curriculum evaluation, and students' interest directly influence learning outcomes achievement for graduates. Meanwhile, curriculum implementation indirectly affects learning outcomes achieved through students' interests. Then, students' interest directly influences learning outcomes achievement. This study provides a better understanding of increasing the quality of learning outcomes achievement for graduates with the management of planning, implementation, evaluation, and student interest. This study suggests that the quality of curriculum management, such as planning, implementation, evaluation, and student interest, can be valuable indicators for increasing learning outcomes achievement and being an attractive strategy for graduation quality.

Keywords: Curriculum Management, Graduations Interest, Learning Outcomes Achievement.

1. INTRODUCTION

The seventh level, which is influenced by the Industrial Revolution 4.0 and the Disruption Era, is a major factor in the high rate of graduate unemployment. Among the 136.18 million people in the labor force, the open unemployment rate was 5.01% in 2020, while in the province of South Sumatra, it was 3.99% (Astuti et al., 2019). With a total labor force of 9137.91 million persons, there were 600 more unemployed people in 2021, bringing the number of unemployed people in Indonesia to 6.88 million (Central Statistics Agency, 2022). The mismatch between curriculum management and graduates' learning results from academic programs and the demands of the labor market is one of the main reasons of unemployment. This unemployment illustrates that professional competence is not optimal received by graduates. Therefore, there is a need for a bridge between the demands of the competence of the ape world and graduates in a study program. One of the Bridges...

The internalization of knowledge, attitudes, skills, competencies, and accumulated work experience produces learning outcomes, which are abilities. Graduate competency standards are minimum requirements for a graduate's competencies, including the attitudes, knowledge, and skills listed in the creation of the graduate learning outcomes. Learning Outcomes are a crucial component that must be included in every lesson plan, whether it is for S1, S2, or S3 students, in every study program. (Buckley & Michel, 2020; Peters, 2017; van Katwijk et al., 2019). Learning Outcomes serve as guidelines in packaging Indonesian national qualification framework standards to qualification levels or levels. International Qualification Framework Level (IQF) / KKN level six is a level of undergraduate S1 students who are carrying out the learning outcomes process at a university. While the seventh level is the professional level and the eighth level is the level of postgraduate master program students. The purpose of this level is to align the competencies of each level through Learning Outcomes with the needs of the world of work so that there is a link and match between the two (Castillo et al., 2017; Lee & Lee, 2020; Murwaningsih, 2018).

Based on data from the tracer research, it was discovered that a number of graduates had worked, though not as teachers but rather as workers for businesses, banks, or as independent contractors. 10% or so of recent graduates have jobs. The waiting period for graduates to begin working also varies, with some taking longer than six months, a year, or even longer. Graduates should be prepared to begin working at their place of employment after finishing their studies in the Study Program. Due to a lack of employment opportunities, 100 of the most recent graduates in the past five years have taken jobs that are outside the scope of their studies. 10% of teachers are employed by banks and businesses. Therefore, it is not because the graduates' competency is not seen to be at its best but also due to the fact that there are few jobs available, although LPTK yearly generates thousands of graduates of programs for future instructors of physics education.

According to data from the study's findings, 33% of high school instructors and 40% of junior high school teachers lack topic expertise, indicating that the competency of pedagogy graduates is not optimal (Hoesny, ulfah, 2021). Since this is not the teacher's area of expertise or expertise in science, it will undoubtedly have an impact on the learning process and outcomes of students who are not performing at their best. Students' poor conceptual understanding will be impacted by the issue of teachers' lack of knowledge regarding methods, approaches, and teaching materials. The findings also revealed that out of 24 high school pupils, 67% had difficulty describing concepts, and 70% had trouble defining physical rules (Setiawan & Syaifuddin, 2020).

Additionally, there is a bad trend among academics, educators, and other education workers in the current digital era. Hate speech on social media sites like Twitter, Facebook, and Instagram. This further demonstrates that graduates' social competency is not at its best, as seen by the occurrence of such behaviors. According to Kompas Daily (Kompas, 2019), the National Police Cyber Crime apprehended the perpetrator, a high school teacher in Banten, for using social media to propagate hate speech and false information. The alleged teacher was detained because of Facebook posts that contained animosity and racial, ethnic, and elitist prejudice against specific people and/or groups of people. The same thing also happened with the culprit, a teacher in Pamekasan Madura who used his social media account (Bhirawa, 2019).

Brawls amongst students, unrestrained sex between students and teachers, and other undesirable phenomena also show that graduate students' views are not the best. These facts are definitely at odds with the curriculum's aspirations, which are based on LO KKN and soft skills (morals). According to study, student conflicts on the Parang Tambung campus likely to be ruled by multiple parties (Andi Dody, 2020). Despite the fact that the fight that took place on the Parang Tambung campus has a negative reputation attached to it, especially for Makassar State University. One of the causes of the fight between the students is their perception of conflict as a means of realizing wants or interests. In addition, the ineffectiveness of the university system in formulating the curriculum and enforcing academic rules on campus contributes to this dispute.

Findings from research (Jumaeri et al., 2018) Up to 28 graduates from the class of 2017–2020 were retrieved by the respondents. 22 alumni with wait times ranging from one month to two years were found among these. 22 of the 24 respondents who had jobs had schooling that was relevant to their line of work, while 2 had jobs that weren't related to their degree. The findings demonstrated that the 2015–2017 Department of Chemistry alumni's employment status matched the expected alumni profile, with QC (Quality Control) at 22%, chemical analysts at 16%, Research and Development (R n D) at 16%, Chemistry Tensors at 16%, and others (bank employees, admins, etc.) at 20% for the Chemistry Study Program. (Jumaeri et al., 2018)..

2. LITERATURE REVIEW

2.1. Learning Outcomes

Given that they move the emphasis from "teaching" to "learning" (Davidovitch, 2013; Grant, 2018); from providers to users (Grant, 2018); and that they call for the adoption of a student-centered learning process, learning outcomes have substantial importance in terms of curriculum design and development. Learning outcomes help the creators of the course or module, provide quality assurance and standards, and guarantee transparency in the nation and international educational systems (Davidovitch, 2013). The assessment is also supported by the

learning outcomes. Consequently, it is necessary to create learning objectives for the courses. (Mahoney et al., 2018). Learning outcomes relate to the design of the training material and reflect the objectives of the instructional designer or training material designer. On the other hand, learning objectives specialize in what trainees can achieve after they complete a lesson. Learning outcomes become important once identified. With this identification, learning outcomes can be used as an instructional strategic development tool in a training or learning material and produce clear and complete objectives of the learning itself (learning objectives). The articulation and structure of a clear description of learning outcomes become the foundation in evaluating the effectiveness of teaching and the learning process itself (Osters and Tiu, 2008).

2.2. Curriculum Management

In order to accomplish the goal of achieving curriculum objectives, curriculum management is defined as a curriculum management system that is cooperative, comprehensive, and systemic. By prioritizing effort and enhancing the level of interaction in teaching and learning activities, curriculum management refers to all procedures that work together to achieve learning objectives. Usman (2010) defined management as the process of arranging, directing, and regulating resources to effectively and efficiently achieve predefined goals. Control from the community is required to ensure that the curriculum is implemented in the field as intended and in accordance with expectations. As a result, educational institutions must collaborate when gathering curriculum needs, designing and establishing priorities, implementing learning, assessing, and controlling the curriculum., and providing reports on its achievement well to the community or to the government (Nasution, 2012). In essence, the function of curriculum management is divided into three main components, namely, curriculum planning, curriculum implementation and curriculum evaluation.

2.3. Curriculum Planning

In curriculum planning, the basic thing and needs to be planned is how to make graduates have competence. Therefore, the essence of competence is a combination of mastery of knowledge, skills and attitudes in activities. Finally, it is called competent if he has knowledge, skills or expertise and a good attitude in accordance with his demands. In planning the college curriculum, there are several things that need to be done, namely determining the profile of graduates, namely profiles that are expected and can be competitive and widely absorbed by the industrial / work world, formulate how the competence of graduates, then the study program must formulate how graduates have the first competencies in the 4.0 era, which automatically graduates who have adequate technological capabilities in filling this industrial era 4.0, Examining the content of the competency component whether it is appropriate or not, the study program must try to connect the curriculum with the industrial era 4.0, (4) Choosing teaching materials or studies, the study program makes and selects teaching materials that are relevant to the industry 4.0 era whose domain is technology, (4) Determining the Amount of Load (SKS), the number of credits must also pay attention to relevant courses, especially in the industrial era 4.0 there is a combination with technology, (5) determine appropriate courses, (6) compile curriculum structure, syllabus development and SAP (lecture event units) (Kunaefi, 2008).

Implementation / Implementation of Curriculum in Higher Education in the implementation stage of the college curriculum is a series of learning activities, the contents of which include learning competence, professional competence, attitudes, and personality. Educator competence (Muhaimin, 2008) which is categorized as educator competence, for example, mastering material or materials, lectures, strategies, methods, learning techniques, and skills in the use and optimization of learning resources Therefore, lecturers are strived to have and improve understanding in technology in addition to professional and pedagogic abilities lectures, strategies, methods, learning techniques, and skills in the use and optimization of learning resources Therefore, lecturers are strived to have and improve understanding in technology in addition to professional and pedagogic abilities Because the industrial world 4.0 requires all academics, both lecturers and students to learn technology and the internet.

2.4. Curriculum Evaluation

The effectiveness of the curriculum studies has been evaluated through evaluation studies. Evaluation is now seen as a critical component of education that provides high-quality data for decision-making and assessment (Stufflebeam & Coryn, 2014). Over the years, evaluation has been approached and defined in a variety of ways. According to Gullickson (2020), different industries, professions, and academics define the term "evaluation" in accordance with their respective perspectives. For the process of developing curricula, evaluation is crucial. To assess the success of the curriculum and pass judgment on it, the process of carefully gathering and analyzing pertinent data is known as curriculum evaluation (Al-Jardani, 201). Alternatively, curriculum evaluation is a crucial stage of the curriculum development process (Gredler, 1996) that entails gathering the necessary information about whether the planned courses, activities, and learning opportunities in the program provide the desired outcomes as they are developed and organized, as well as how the current program can be improved (Shaw et al., 2016).

At the Evaluation Stage of the college curriculum this is a process of collecting data and information related to the implementation of the college curriculum and as a consideration in providing input for future evaluation (Hasan, 2008). The CIPP model (context, input, process, and product) is used as the evaluation paradigm for the majority of curricula in higher education. Context evaluation examines the circumstances surrounding the development of curriculum papers for colleges. Therefore, the examination probes if the curriculum is in line with societal or professional demands. In order for the campus/study program to be flexible, the curriculum must change if students are less immersed in the working world.

3. RESEARCH METHOD

This analysis is a multivariate statistical analysis that estimates the influence between variables simultaneously with the aim of predictive studies, exploration or structural model development (Hair et al, 2019). This study applies quantitative research methods in analyzing the effect of curriculum management and students' interest on learning outcomes achievement for graduate. Curriculum management includes planning, implementation and evaluation. The samples in this study are 210 lulusan. The instrument used in this study is a questionnaire, built via Google forms, and the link was distributed online through social media. To support data collection, the instrument content validity (questionnaire) that was arranged by experienced academics in educations research contains no errors and considered valid. The questionnaire developed in English has also been tested before data collection with a group of graduations to ensure that the questionnaire can be clearly understood and interpreted. The questionnaire consisted of two parts; the first section presents question related to the respondents's demographic profile and the second part is related to research variables.

This study has modified several instruments used in previous studies by adjusting the objectives of the study. This study has modified several instruments used in previous studies by adjusting the research objectives. Curriculum Management is a curriculum management system that is cooperative, comprehensive, systemic, and systematic in order to realize curriculum achievement which in its implementation is developed in accordance with the context of school-based management (SBM) in scores derived from answers to instruments related to the indicators between them; (1) Curriculum Planning, (2) Curriculum Implementation, (3) Curriculum Evaluation. Questionnaire items on each variable were measured using a five-point Likert scale (1 strongly disagree to 5 strongly agree).

4. RESULT AND DISCUSSION

4.1. Data Collection

Data gathered from surveys of graduates of the physics education study program at UIN Raden Fatah Palembang is used to test the research assumptions. Selection of respondents with several criteria such graduates of the 2017-2023 class year graduation. They fill out a questionnaire on the Google form and are not offered incentives to complete surveys. The researcher's answers that are worth analyzing. Table 1 summarizes

the demographic profile of the respondents. summarizes the demographic profile of the respondents. Respondents consisted of 44.3 % of men and 55 % of the women. The majority 88.1% of respondents were in the South Sumatera.

4.2. MEASUREMENT MODEL

This study employed the PLS-SEM method as an analysis method with two stages of analysis; outer model and inner model analysis (Hair et al., 2014). On the one hand, the outer model analysis was applied to check whether the measurement indicator used is valid and reliable. On the other hand, the inner model examined the structural model formed and examined the relationship between variables in the model. The results of the outer analysis of this research model are summarized in table 2, where the outer model has been proven to have excellent reliability and validity.

Table 2. Construct validity and reliability

Constructs/Item	Loading Factor	α	CR	AVE
1. PERENCANAAN KURIKULUM		0.93	0.94	0.61
3. Needs Analysis	0.85			
4. Preparation of learning tools	0.77			
5. Integrating VMTS University and PSI	0.77			
6. Assign graduate profiles	0.89			
7. formulation of CPL graduates aspects of knowledge	0.86			
8. formulation of CPL graduates aspects of specific skills	0.87			
9. formulation of CPL graduates aspects of general skills	0.82			
10. formulation of CPL graduate aspects of attitudes	0.8			
11. Determination of Study Materials for SKS	0.5			
12. Determination of course organization matrix and curriculum map	0.63			
2. CURRICULUM IMPLEMENTATION		0.85	0.89	0.57
1. includes 3 learning activities, planning, implementation and assessment	0.850			
2. Starting with a lecturer meeting at the beginning of the lecture	0.83			
3. lecturers make RPS according to graduate profiles and CP	0.790			
4. Lecturers conduct learning using varied models / approaches.	0.830			
5. The lecture process is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered	0.650			
6. The implementation of the curriculum pays attention to compulsory courses regulated by Law, University and electives	0.590			
3. CURRICULUM EVALUATION		0.85	0.88	0.51
1. Graduate Competency Standards (SKL) or Graduate Learning Outcomes (CPL);	0.770			
2. Learning content standards;	0.770			
3. Learning Process Standards;	0.850			
4. Learning assessment standards	0.820			
5. Standards of Educators and Education Personnel	0.720			
6. Standard of Defense Facilities and Infrastructure	0.660			
7. Management standards	0.650			

8.	Financing Standards	0.620			
4.	Interest Students				
1.	The teaching profession is very interesting for graduates to pursue	0.88			
2.	Teachers are a profession to be proud	0.82			
3.	The teacher's job is a fun job	0.84			
4.	Teachers have a clear career path	0.86			
5.	The teaching profession provides an opportunity to express ideas / ideas	0.77			
6.	Being a teacher I can share my knowledge with others.	0.79			
7.	By becoming a teacher, I will further develop knowledge and have broad insight	0.79			
8.	The teaching profession has an honorable position in society.	0.76			
9.	The teaching profession becomes a role model in the midst of society	0.75			
10.	The work of teachers can economically guarantee the well-being of life	0.84			
11.	Become a teacher because of parents	0.79			
12.	Become a teacher because many friends continue to the Faculty of Education	0.84			
13.	Become a teacher, because the teaching profession is in accordance with my ethnicity and cultural background	0.76			
9.	LEARNING OUTCOMES	0.79	0.95	0.96	0.67
1.	Attitudes and Values	0.84			
2.	Mastery of Scientific Knowledge	0.8			
3.	Mastery of Knowledge in the Field of Education	0.83			
4.	Educator-specific scientific skills	0.76			
5.	Specific Skills in Education	0.81			
6.	General Skills	0.88			

Table 3. Discriminant validity of variables (Fornell & Larcker criterion)

	CURRICULUM EVALUATION	CURRICULUM IMPLEMENTATION	STUDENTS INTEREST	LEARNING OUTCOMES	CURRICULUM PLANNING
CURRICULUM EVALUATION	0.71				
CURRICULUM IMPLEMENTATION	0.9	0.79			
LEARNING OUTCOMES	0.93	0.89	0.92	0.82	
CURRICULUM PLANNING	0.9	0.87	0.86	0.92	0.81

Based on construct validity and reliability of results, it can be stated that all loading scores are above 0.5. So, no indicator should be omitted from the research model. The validity of the discriminant can be evaluated by looking at the AVE score which must be above 0.5. Table 2 shows that all AVE scores have acceptable values. It can be said that the validity of the discriminant is good.

4.3. STRUCTURE MODEL

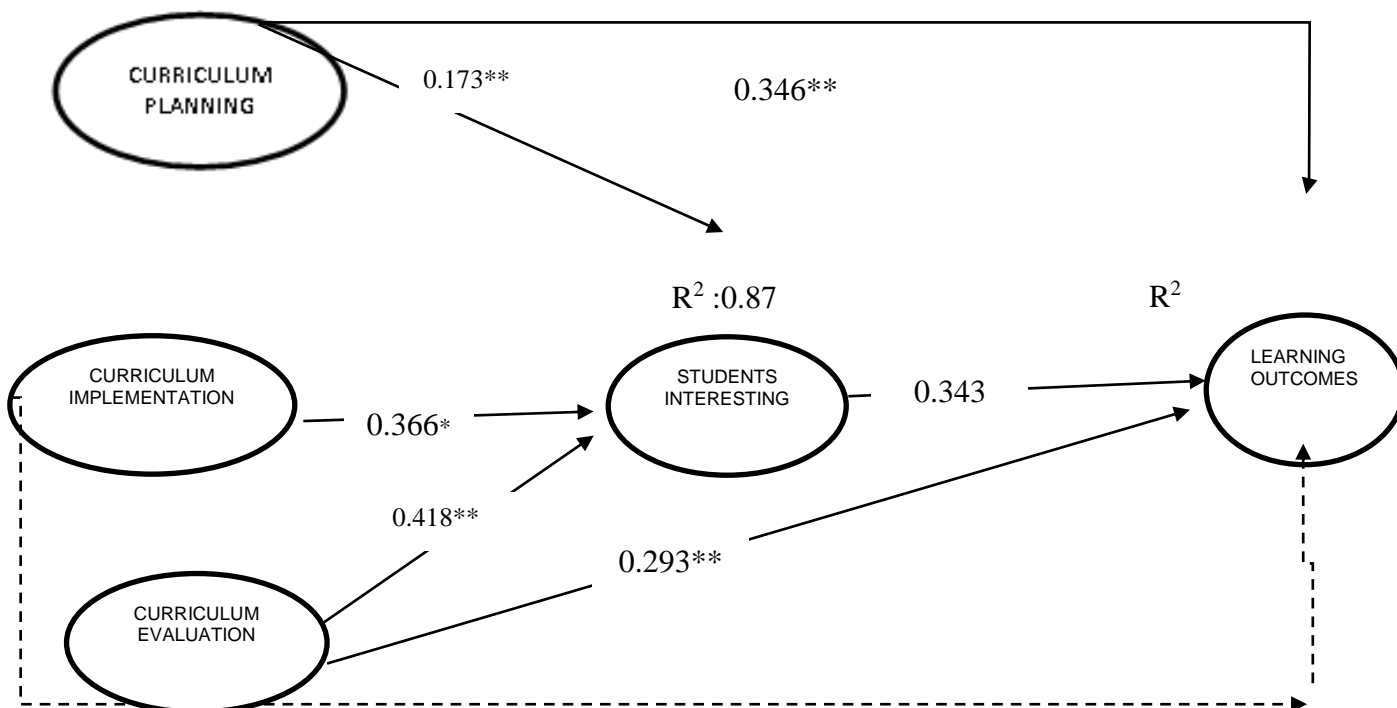
After testing the outer model, the next step is to test the direct effect between variables and the indirect effects shown in table 4.

Table 4. Hypothesis testing

Variable	Direct			Indirect			Total		
	Path Coefficient	T statistic	P Value	Path Coefficient	T statistic	P Values	Path Coefficient	T statistic	P Value
H1 : CP - SI	0.173	2.615**	0.009	-	-	0.021	0.173	2.615**	0.009
H2 :CP - LO	0.346	7.33**	0	0.059	2.324**	-	0.406	7.803**	0
H3 : SI - LO	0.343	7.215	0	-	-	-	0.343	7.215	0
H4 : CI - SI	0.366	4.944	0	-	-	-	0.366	4.944	0
H5 : CI - LO	0.014	0.229*	0.819	0.126	4.548*	0	0.14	2.249*	0.025
H6 : CE - SI	0.418	5.833**	0	-	-	-	0.418	5.833*	0
H7 :CE - LO	0.293	4.731*	0	0.144	4.18**	0	0.437	6.406**	0

Note. CP: Curriculum Planning, SI: Students Interesting, LO: Learning Outcomes, IC: Implementation Curriculum, CE: Curriculum Evaluation; Significance **0.01; *0.05

Based on the results of testing the direct effect on Hypothesis 1 and Hypothesis 2, it indicates that Curriculum Planning (CP) significantly influences Students Interesting (0.173) and Learning Outcomes (0.346). Then, The test of hypothesis 3 shows the significant effect of Students Interesting on Learning Outcomes (0.343). The results of hypothesis 4 and hypothesis 5, it indicates that Implementation Curriculum has significant effect on students interesting (0.366) but has no significant effect on learning outcomes (0.014). The results of hypothesis 6 and hypothesis 7 show that Evaluation Curriculum has a significant effect on students interesting (0.418) and Learning Outcomes (0.293). The results of the direct effect show that almost all variables have significant effect except for hypothesis 5.



5. DISCUSSION

The study result provides essential results in analyzing of curriculum management on the achievement of learning outcomes. The results showed that curriculum planning was an important factor in increasing achievement of Learning Outcomes. This curriculum planning will be a guideline for student activities in achieving learning

outcomes goals. Learning outcomes will be achieved successfully when planned properly, effectively and efficiently. These planning activities include analysis according to needs in the field, preparation of learning tools, integrating Vision Mission, Goals, Strategies, Universities, determining graduate profiles, formulation of graduate Learning Outcomes aspects of knowledge, special skills and general skills, Formulation of Graduate Learning Outcomes aspects of attitudes, determination of course study materials and credits, determination of course organization matrix and curriculum map.

Surprisingly, curriculum implementation has no direct effect on learning outcomes but has an indirect effect on students' interest. It shows that students will have good achievement learning outcomes because they have high students interesting. It shows that graduations will be good in learning outcomes achievement if graduations have students' interest with physics education programme.

Additionally, curriculum implementation has a significant influence on students' interests. kegiatan pembelajaran, perencanaan, pelaksanaan dan asesmen, dimulai dengan diadakan rapat dosen di awal perkuliahan dosen membuat RPS sesuai profil lulusan dan CP, dosen melakukan pembelajaran menggunakan model/pendekatan yang variative, proses perkuliahan bersifat interaktif, holistik, integratif, saintifik, kontekstual, tematik, efektif, kolaboratif, dan berpusat pada mahasiswa can contribute to achievement of their learning outcomes. The fact is that curriculum evaluation leads to positive achievement because students know their competences in the learning outcomes The results of this study provide evidence that the quality of curriculum evaluation can increase students interesting, until get good in achievement their learning. Therefore, excellent quality of curriculum planning, curriculum implementation and evaluation will affect the achievement of learning outcomes.

Learning outcomes Achievement for graduations can also influenced by students' interest in study at phsics education programme. If graduates feel an attachment and feel comfortable to be teacher, it will affect their learning outcomes achievement. Indicators of students' intereset in studying on the physics education programme are 1. The teaching profession is very interesting for graduates to pursue 2. Teachers are a profession to be proud of. 3. The teacher's job is a fun job 4. Teachers have a clear career path. 5. The teaching profession provides an opportunity to express ideas / ideas. 6. Being a teacher I can share my knowledge with others. 7. By becoming a teacher, I will further develop knowledge and have broad insight. 8. The teaching profession has an honorable position in society. 9. The teaching profession becomes a role model in the midst of society. 10. The work of teachers can economically guarantee the well-being of life. 11. Become a teacher because of parents. 12. Become a teacher because many friends continue to the Faculty of Education. 13. Become a teacher, because the teaching profession is in accordance with my ethnicity and cultural background

CONCLUSION

In general, curriculum management affects the achievement of graduate learning outcomes. Curriculum planning and evaluation have a direct effect on the achievement of learning outcomes. Meanwhile, curriculum implementation does not directly affect the achievement of learning outcomes because there is interest in graduates towards achieving learning outcomes.

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