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## Improving curriculum and lecturers: Challenges to quality based-technology

Suhadi Winoto<sup>1</sup>

### Abstract

This study aims to investigate the challenges of improving the quality of education concerning curriculum and quality of lecturers-based technology in the State Islamic University (UIN). The qualitative research method with a phenomenological approach focuses on three themes, including the quality of education, aspects of the education curriculum of the State Islamic Religious University (PTKIN), and the quality of lecturers who collectively suggest the challenges of implementing digital technology. The research location was UIN KH. Achmad Shiddiq Jember, West Java Province. The findings reveal three primary points, namely; (1) the main challenges in improving the quality of education from the aspect of the education curriculum are integrating skills, themes, concepts, and topics based on digital technology amid a shift in cultural, ethical values, and inequality in access to education; (2) the second challenge is the quality of lecturers who are still not qualified due to the traditional paradigm of religion, limited funds, low learning motivation in participating in technology-based training, and self-competence; (3) the strategy of curriculum development and improving the quality of lecturers through an internal quality assurance system, local wisdom values in the frame of religious moderation, and towards a technology-based independent campus program conducted by UIN so that the quality of education continues to improve to achieve educational goals. The expected implication suggests that the government pays attention to aspects of curriculum development and the quality of lecturers through policies to improve the quality of education at PTKIN throughout Indonesia to create education equality towards the acceleration of development-oriented Human Resources.

**Keywords:** quality of education, curriculum, quality of lecturers, Islamic University, technology

### Introduction

Education has a central role in nation-building. Therefore, the quality of education is critical in making it happen. The role of Information and Communication Technology (ICT) in education is undeniable to support the quality of education. ICT is a tool with a strong potential to expand educational opportunities for every society. ICT has excellent prospects in increasing the relevance and quality of continuing education (Carvalho, et. al., 2022). Likewise, supporting teaching and learning process facilities that can create a conducive learning environment without being limited by distance and time, develop creative ideas, and open up new challenges for higher quality education is exceedingly crucial (Das, 2019). However, the increasing dependence on technology

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is a challenge difficult to avoid. Increased possibility of cyber-attacks and crimes can impact student psychology. A study recommends a Blackboard system to prevent it. Although, in truth, no single technology is entirely safe, they have various positive and negative impacts needing to be anticipated and resolved (Elsawy & Ahmed, 2019). Scientists view that quality education can change the attitudes and behavior of a person/group to mature themselves and get closer to God. The literature states that human resource factors, especially educators, tremendously affect the quality of student learning outcomes, ultimately changing their attitudes and behavior for the better. The quality of education requires an accurate description of all components to assess its realization and evaluation plan. Systems theory in an integrated conceptual framework and recognizing the interdependence between components of quality education and their supporting aspects is a vital concern for successful long-term quality education (Garira, 2020).

The education plan of the central government primarily depends on its implementation in every educational institution. No guarantee exists for all educational institutions ensuring that they can face the challenges of today's digitalization era. Research reveals that good planning and regulation alone are not enough to provide educational standards to the community (Dewi et al., 2018). In addition to internal factors, such as human resources, socioeconomic, political, and infrastructure, the impact of decentralization also affects the education gap in Indonesia (Muttaqin, 2018). Previous studies have revealed tension between formal quality and reduced government effectiveness (Fomba et al., 2022). Another tension is about the quantity and human resources. Moreover, another issue is political and epistemological instability between theory and practice for uplifting education. All pose a real challenge to the quality of education in developing countries. The quality of the targeted education requires various actors who can integrate the training process and contribute to human resource development. Notably, the pedagogical project complies with the Act and is committed to taking on the challenge from a reflective perspective and a fundamental transformation (Adamy & Teixeira, 2018).

The quality of education at the State Islamic Religious University (PTKIN) in Indonesia is still behind other countries, especially related to the internal quality of campuses, namely curriculum, facilities, and quality of human resources. The central issue is the growth in the number of students not accompanied by the fulfillment of the aspect of curriculum development and the uneven quality of lecturers. The study revealed that campuses recruited non-PNS lecturers themselves without a straightforward selection process to meet the availability of teaching lecturers due to many State

Islamic University (UIN) students. In fact, in the last three years, public interest in PTKIN has been exceedingly high even compared to private universities (PTS), reaching 3,044. In 2021, not less than 280 thousand prospective students registered. The number of PTKIN continues to increase to accommodate the increasing number of students. The 2020 higher education database statistics show that the number is 58, comprising 23 UIN, 30 IAIN, and 5 STAIN. The number of UIN is still far compared to IAIN, even though UIN can accommodate many students. It is related to transforming IAIN into UIN, which is complicated and must meet specific requirements. UIN KH. Achmad Shiddiq Jember is one of the PTKINs that has transformed since 2021 (BPS, 2021). It is imperative to investigate the various factors supporting these efforts to improve the quality of education.

The Covid 19 pandemic has inflicted various problems at UIN in the country since 2020. The transformation of digital-based learning has become the mainstay of UIN to continue learning activities despite the ongoing pandemic situation. Unfortunately, the study states that distance learning is ineffective in specific cases. UIN is a form of State Islamic Higher Education that has characteristics in its Islamic studies in theory and practice. Distance learning is a big challenge as the quality level of lecturers is not the same for every UIN throughout the archipelago. The Indonesian government took the policy as a responsive step so that students, educators, and education staff are healthy and safe during the learning process. At least since 2020, government policies focusing on education have been contained in <sup>2</sup> the Circular Letter of the Minister of Education and Culture Number 1 of 2021, Circular of the Minister of Education and Culture <sup>2</sup> Number 3 of 2020, and Circular of the Minister of Education and Culture Number 4 of 2020.

The literature poses that the university curriculum positively influences the quality of education. Thus, curriculum implementation can support better quality education (Alam et al., 2022). Other findings show that the institution's quality positively impacts student achievement and supports the institution in facing educational challenges and failures. Nevertheless, the better the ratio of qualified lecturers, the better the UIN students tend to be in their learning outcomes (Fomba et al., 2022). The results and achievements of the educational process <sup>6</sup> cannot be separated from the quality of education per the curriculum and the quality of the teaching staff. The low education level of the Indonesian population graduates at the tertiary level is alarming at only 9.67 percent, while 29.21 percent have graduated from high school/equivalent. Previous research investigated the challenges of improving the quality of education from the perspective of proper infrastructure.

It supports the teaching and learning process making it more comfortable without obstacles. Other research centers on leadership aspects in improving the quality of education in era 5.0 (Ishak, 2022).

This study shows novelty as it investigates aspects of curriculum development and quality of lecturers from PTKIN, which has just transformed into UIN, namely UIN KH. Achmad Shiddiq Jember, recently inaugurated by the President of the Republic of Indonesia, signed a decree with number 44 of 2021, dated May 11, 2021. This transformation poses a challenge for UIN KH. Achmad Shiddiq Jember in terms of improving the quality of education. Changing status from IAIN Jember to UIN KHAS Jember creates a massive challenge in achieving the vision in the era of globalization, namely, "To become a leading Islamic University in Southeast Asia in 2030 with the depth of knowledge based on local wisdom for humanity and civilization." Based on previous studies, the role of lecturers and the educational curriculum needs to be investigated in-depth to improve the competitiveness and quality of education (Qurrota & Fauzi, 2021; Junaris et al., 2021). Aspects of lecturer readiness, digital technology development, and educational curriculum development referring to the independent learning-campus independent policy (MKBM) are the most investigated factors by previous research regarding the challenges to the quality of education in Indonesia.

### **Research Question**

Based on the background of the problems raised, three themes were studied, including the quality of education, aspects of the educational curriculum of PTKIN, and the quality of lecturers who collectively proposed the challenges of implementing digital technology. From this theme, three research problems have arisen:

1. What are the Challenges of Improving the Quality of Education from the Curriculum Aspects of UIN KH. Achmad Shiddiq Jember Technology-Based?
2. What are the Challenges of Improving the Quality of Education from the Quality Aspects of UIN KH. Achmad Shiddiq Jember Technology-Based?
3. What is the Strategy from the Curriculum Aspects and the Quality of Technology-Based UIN Lecturers to face the Challenge of Improving the Quality of Education?

## Literature Review

### Quality of Education

Quality of education is the ability of the education system concerning management and the educational process itself directed effectively to increase the added value of the various dimensions impacting it to produce the highest output (Arcaro, 1995). It consists of five dimensions, including (1) dimensions of learning characteristics affected by conducive conditions from the family environment, health, and educational institutions, (2) seeking input generated by human resources (teachers/educators, school principals, supervisors, and education staff) and physical resources (learning facilities such as school buildings, classrooms, books, and teaching materials including libraries and laboratories as well as other supporting facilities), (3) the teaching and learning process supported by strengthening techniques, the use of media, and fun teaching aids, (4) learning outcomes (covering the ability to read, write, count, and life skills) expected by all parties supported by emotional and social intelligence and community values, (5) family context/environment including parental and community support (Laevers, 1994).

The quality of education needs to emphasize learning for meeting human needs, preparation for the world of work, and social development through increasing skills and abilities. Effectiveness, equity, relevance, and sustainability are the foundations for assessing the quality of education (Barrett et al., 2006). Setting educational goals for quality education is based on personal and social learning outcomes and good quality. The quality of education is designed for implementing curriculum objectives. It means that curriculum management can improve the quality of education by creating quality education through various supporting factors (Adamy & Teixeira, 2018). The previous findings emphasized that the quality of education is the ability of educational institutions to utilize educational resources to improve optimal learning abilities. The quality must be supported by quality educational institutions, which can collectively provide satisfaction to the community to achieve a good quality education.

On top of that, a relationship exists between the quality of education and educators (Doherty, 2008). The educators can provide good quality with qualified competencies. Qualified education personnel exhibit extraordinary performance in their teaching, create a conducive learning climate, are skilled in teaching with various learning methods, and can be role models (Rowley, 1995). Qualified teaching staff contributes to the students' progress in effective learning.

**Education Curriculum**

The educational curriculum is a set of subjects and educational programs provided by formal educational institutions containing lesson plans that will be given to students in a specific period. The preparation of these subject sets is then adjusted to the conditions and abilities of each education level, aligning with the workforce's needs. The length of the period in a curriculum will be adjusted to the aims and objectives of the education system. This educational curriculum can direct education towards the directions and goals included in learning activities (Barnett, 2009). The study revealed that in developing an Islamic education curriculum, paying attention to ten components of educational goals and guidelines based on laws and Islamic values is necessary, namely (1) betterment in priesthood and piety; (2) improvement of noble character; (3) enhancement of the potential, intelligence, and interest of students; (4) the diversity of regional and environmental potentials; (5) regional and national development demands; (6) the demands of the world of work; (7) the development of science, technology, and art; (8) religion; (9) the dynamics of global development; and (10) national unity and values (Mahfud, 2019).

The literature articulates that the educational curriculum will continue to develop following the times to adapt to needs. The curriculum fulfills its primary function as a tool to achieve educational goals to keep up with the times. Furthermore, the educational curriculum is a program and teacher guideline in teaching and learning. The curriculum can support educational goals if all the primary and supporting components exist (Bridges, 2000). Then, the education curriculum comprises four components: objectives, content or material, teaching and learning interactions, and assessment (Rasinen, 2003). Another curriculum function is the continuity used at lower levels so that it can adjust the curriculum it organizes and the function of preparing staff by preparing educators regarding content, organization, and teaching methods. Subandijah (1993) suggested a component of media facilities and infrastructure as the fifth component of the education curriculum.

**Lecturer Quality**

Lecturer quality is an attitude or quality of self, skills, and understanding a person has concerning teaching and character. The quality of teaching staff highly depends on the expertise gained from the education and training process. Also, it is closely related to lecturers' welfare issues. Training and education are much better if the welfare of the educators is adequate. Therefore, being a qualified lecturer is beyond a position. They build their quality over time (Goodwin & Kosnik, 2013). Expertise and professional organizations also support the educators' qualification and

competency standards. Studies reveal that educators play a central role in the education curriculum. Lecturers skilled in teaching can create enthusiasm for learning to spur students to learn more optimally (Bachtiar, 2016). The quality of lecturers can be seen in their competence. Thus, at least three competencies can assess the quality of lecturers. First, personal competence; that is, having a strong and exemplary personality. Second, professional competence, namely having broad, in-depth knowledge of the field of study being taught, being able to choose, and using various teaching methods. Third, social competence is explicitly communicating well with others, especially students (Arubayi, 2009).

Lecturers play a role in providing quality educational services. The relationship between lecturers and universities is expected to encourage lecturers' interest to be committed to making better academic potential to improve the quality of education (Kaya, 2021). Qualified lecturers can translate, describe, and transform the values contained in the curriculum for students. The behavior of educators in the learning process will considerably influence the development of student behavior and personality. Therefore, the quality of lecturers receives substantial attention from stakeholders regarding professionalism and self-competence due to their role (Rekarti et al., 2020). According to Hammond & Prince (2007), the quality of Lecturers includes four traits: (1) intelligence and verbal abilities functioning to organize and explain ideas, observe, and think diagnostically; (2) knowledge of how to teach in a field of study, and specifically related to teaching techniques and how to develop thinking skills; (3) the ability to understand students and the dynamics and learning styles, the ability to assess and design lessons and help students with difficulties in the learning process; (4) adaptability skills enabling educators to make decisions about what to do to meet learning needs. Previous findings state that the quality of lecturers is essential for achieving good learning quality. Hence, qualified lecturers will “eliminate” learning problems due to the curriculum. Quality Lecturers must focus on the innovative and creative subject matter (Wiranto & Slameto, 2021).

## **Methodology**

### **Research Methods**

The qualitative research method with a phenomenological approach aims to investigate the challenges of <sup>8</sup>improving the quality of education from the aspect of the curriculum and the quality of technology-based UIN lecturers. Researchers choose a phenomenological research design for



two reasons. (1) The scientific method can describe the challenges faced by the quality of UIN education as it does not manipulate the data and ensures its objectivity (2) This method considers the object of study as something interconnected with other objects. Phenomenological research positions humans as research subjects to capture various societal problems and reveal the meanings contained therein. The problem investigated focuses on three themes, improving the quality of education, aspects of the education curriculum, and aspects of the quality of lecturers/educators at UIN. The stages of qualitative research refer to Newman's (2014) research, namely selecting topics, narrowing the focus, designing research, collecting data, analyzing data, interpreting data, and making research reports. The research lasted from November 2021 to January 2022. The research location was UIN KH. Achmad Shiddiq (KHAS) Jember, having his address at Jl. Mataram No. 1 Mangli district, Kaliwates, Jember Regency, West Java Province.

### Participants

Participants are the people taking part in the research. Participants in this study were lecturers of UIN KH. Ahmad Siddiq Jember. Participant criteria included using a purposive sampling technique, meaning that the researcher relies on their judgment when selecting participant members to participate in the study. Participants in this research are permanent PNS and non-PNS lecturers who have taught at UIN for over three years. They possess AA and Pekerti certifications, have experience preparing learning curricula, and are active in scientific activities, mainly research and self-competence training. Twenty participants consisted of 12 male lecturers and eight female lecturers. (See Table 1)

**Table 1**

*Participant Description*

<i>Description</i>	<i>Number of participants</i>
Gender	
Male	12 participants
Female	8 participants
Age	
>30 Year	7 participants
<30 Year	13 participants
Faculty	
Faculty of Islamic Economics and Business	5 participants
Faculty of Da'wah	4 participants
Faculty of Tarbiyah and Teacher Training	6 participants
Faculty of Usuluddin, Adab, and Humanities	5 participants
Total	20 participants

**Data**

The primary resources are observations and interviews with participants. Secondary data come from primary legal materials and literature studies. Primary legal materials consist of seven legal bases, including “(1) Law no. 20 of 2003 concerning the National Education System; (2) Law No. 12 of 2021 concerning Higher Education, (3) Regulation of the Minister of Research, Technology and Higher Education No. 8 of 2012 concerning the Indonesian National Qualifications Framework; (4) Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 concerning National Higher Education Standards; (5) Regulation of the Minister of Religion No. 1 of 2016 concerning Diplomas, Academic Transcripts, and Certificates of Companion for Diplomas in Religious Colleges; (6) Permenristek Dikti No. 55 of 2017 concerning Teacher Education Standards; (7) Director-General Regulation No. 2500 of 2018 concerning Graduate Competency Standards and Learning Outcomes of Undergraduate Study Programs at PTKIN and the Faculty of Islamic Religion.”

**Data Collection Technique**

Data collection in this study involved semi-structured interview techniques. There are things conveyed to the research subjects before the observation and interview process is conducted, namely: (1) goals and interests, (2) confidentiality, (3) research procedures, and (4) preparation for starting interviews. The interview process was carried out directly in a Rectorate room usually used for meetings. The researcher obtained an official permit to conduct this study and was assisted by a lecturer collecting the participants with strict health protocols. The participants have agreed to provide the required information as long as their names are kept confidential in scientific publications. Researchers used notebooks and assistive devices, such as cameras, camcorders, and recorder types, to collect the primary data. The interview time for each participant ranged from 30 to 45 minutes and was recorded for easy member check.

**Research Data Analysis**

Data collection for phenomenology research uses Interpretative Phenomenological Analysis (IPA) techniques. Science analysis is an analytical method to understand “what” and “understand” something from the participant's point of view so that cognition occurs in a central position (Creswell, 2009). The focus of the analysis is to explore the experiences, events, and status of the

participants related to the challenges to the quality of education at UIN KH. Ahmad Siddiq Jember. The stages are (1) rereading the data sources that have been collected; (2) making initial research notes per the research objectives; (3) determining the research theme; (4) looking for the relationship between one theme and another; (5) compiling research results by writing textual and structural descriptions of the experiences occurred; (6) looking for patterns across cases investigated by researchers. The validity of the data consists of four criteria. First, credibility is performed through the data triangulation process, namely by checking and comparing the degree of trustworthiness of the information obtained by cross-checking the data obtained with the secondary data source journals. Researchers conducted member checks by looking at the results of interviews and checking the appropriate transcripts. The second is dependability, checking the entire research process with colleagues through discussion. Third, transferability involves making research reports clear, detailed, and systematic so that readers easily understand them. The researcher explains in detail the findings through structured and meaningful sentences. Fourth is confirmability, containing the quality of research results relevant to the occurring phenomena.

## **Results and Discussion**

### **The Challenge of Improving Quality of Education from Curriculum Aspects of UIN KH. Achmad Siddiq Jember Technology-Based**

The first findings reveal the Challenges of Improving the Quality of Education from the Curriculum Aspects of UIN KH. Achmad Shiddiq Jember Technology-Based contained in the preparation of MBKM by the Minister of Education and Culture (Mendikbud) with Permendikbud No. 3 of 2020 concerning National Higher Education Standards. The curriculum preparation is not easy, primarily if it is based on qualified technology. Four substantial policy packages that became UIN's imposing challenges occurred based on the interview results. . Consider data 1.

- (1) “Four MKBKM packages are a challenge in curriculum development. First, the campus accreditation system will be simplified. Study programs and campuses must apply for accreditation in which the five-year program accreditation run by BAN-PT will continue with improvements. With the enactment of a new policy on accreditation, the campus needs extra personnel in completing the Accreditation Form. Second, the opening of new study programs after obtaining A or B accreditation. Third, Higher Education with the power of a legal entity. Autonomy and flexibility in managing finances quickly require careful and well-targeted considerations so as not to be misused by certain parties. Fourth is the right of students to study outside their study program for two or three semesters. The fourth

package of challenges requires the campus to have cooperation with third parties both nationally and internationally to help students gain learning outside their study program.”

These challenges motivate campuses to improve the quality of education through technology-based curriculum aspects. The MBKM program designed by the campus requires the fulfillment of the capacity and capability of qualified human resources. It has practical competence collaborative with the industrial world and the convergence of digital technology innovation. Literature reveals that the development of an Islamic education curriculum to improve the quality of education needs to pay attention to the ten components of educational goals and guidelines mentioned above based on statutory regulations and Islamic values. The existence of supporting facilities is another factor becoming a challenge for UIN (Consider data 2).

- (2) “UIN KH. Achmad Shiddiq Jember has not been a UIN for a year. Previously, UIN had undergone a change in status from the original IAIN KHAS Jember. The name proposal is closely related to the figure of KH. Achmad Siddiq is a local figure who has been known to the Muslim community for generations and has become a role model. The UIN campus has a curriculum that delivers the nation's next generation to become Muslim intellectuals who are expected to contribute to the nation and state as well as the wider community. This means that the implementation of the curriculum aspect is able to answer the challenges in improving the quality of education. This is because the UIN curriculum aims to achieve educational goals, namely giving birth to Muslim scholars who have solid faith, steady in worship, noble in character, broad in knowledge and insight, established in life skills, and high in ethos.”

The facilities support the teaching and learning process that can establish a conducive learning environment without being limited by distance and time, develop creative ideas, and open up new challenges for higher quality education (Das, 2019). The primary reason is that understanding this challenge ensures that the educational curriculum can support educational goals. Of course, all the primary and other supporting components comprise four components: objectives, content or materials, teaching and learning interactions, and assessment (Bridges, 2000; Rasinen, 2003). The education curriculum needs to accentuate learning to fulfill human needs, prepare for the work world, and social development through increasing skills and abilities; effectiveness, equity, relevance; and sustainability, besides the basis for assessing the quality of education (Barrett et al., 2006). Previous studies found a positive influence between the university curriculum and the quality of education; the curriculum implementation could support better quality education (Alam et al., 2022). Adamy and Teixeira (2018) explained that setting quality education goals depends on personal and social learning outcomes and good quality. The quality of education is designed

for implementing curriculum objectives. It means that aspects of the campus education curriculum can improve the quality of education by creating quality education through all the main and supporting components.

### **The Challenges to Improve Quality of Education from Quality Aspects of UIN KH. Achmad Siddiq Jember Technology-Based**

The second study's results revealed the Challenges of Improving the Quality of Education from the Quality Aspects of UIN KH. Achmad Siddiq Jember Technology-Based. The main challenge relates to the demands of an "Independent Learning-Free Campus." The challenges from the era of digital technology demand technologically-literate quality lecturers. Five development focuses include distance, multimedia, software, computer-based, and online learning. The need for quality lecturers has increased since the transformation into UIN. Consider data 3.

- (3) "In order to be classy in Southeast Asia, the important message of the Indonesian Minister of Religion for the 2014-2019 Period – when he was a resource person at the Workshop on Strengthening the Capacity for Motivating Religious Moderation – could serve as a guide for lecturers. First, Islamic-based study programs must be superior and not fade."

Participants explained that based on on-campus experience, several Islamic-based study programs lost to the General study program. However, the Islamic study program should be positioned as a center of excellence. Therefore, previous studies have revealed that paying attention to the quality of lecturers is necessary to provide continuous training and education. The identity of UIN must be the essential source of knowledge in Southeast Asian science. It has been confirmed in Perpers No. 44 2021 concerning UIN KHAS Jember. This technology literacy challenge demands that the general study program opened at UIN KHAS Jember has a uniqueness or distinction compared to the general study program at public universities. The quality of lecturers in each study program must be improved. According to Arubayi (2009), three competencies determine the quality of lecturers. First is personal competence, which involves having a strong and exemplary personality. The second, professional competence, means having broad, in-depth knowledge of the field of study being taught and choosing and using various teaching methods. The third is social competence; that is, communicating well with other people, especially students. It aims to encourage qualified lecturers according to their respective study programs. Of course, the uniqueness of UIN KHAS with its grand vision suggests that lecturers in each study program can translate the big vision. That is why lecturers receive great attention to improve the quality of

education concerning professionalism and self-competence due to their role (Rekarti et al., 2020). Another challenge relates to the Tri Dharma UIN KHAS Jember aimed at religious moderation, specifically research and community service to promote religious moderation. This religious moderation keyword encourages lecturers to spread Islam rahmatan lil alamin, friendly Islam; Islam free from violent ideas.

### **Development of Curriculum Aspects and Quality of Lecturers of UIN KH. Achmad Shiddiq Jember Based on Technology to Face the Challenges of Improving the Quality of Education**

The third finding reveals the Potential for Curriculum Aspect Development and the Quality of Lecturers at UIN KH. Technology-Based Achmad Shiddiq Jember to face the Challenge of Improving the Quality of Education refers to government policies in the Indonesian Presidential Regulation Number 8, 2021<sup>1</sup> concerning the Indonesian National Qualifications Framework (KKNI) and the Regulation of the Minister of Research, Technology, and Higher Education. KKNI is beneficial as a guideline for assessing the equality of learning outcomes and workforce qualifications. Based on interviews with participants, two main challenges existed to achieving the vision of UIN KH. Ahmad Siddiq Jember. First, the vision to become the leading UIN in Southeast Asia in 2030 depends on the ability of the academic community, lecturers, education staff, and students to implement the Tri Dharma of Islamic Religious Higher Education carried out before the transformation of UIN KHAS Jember was realized. Leading in Southeast Asia has started since the status of STAIN Jember and IAIN Jember in collaborating with various universities abroad, especially in Southeast Asia, such as Malaysia, Thailand, Singapore, and Brunei Darussalam. Second, the vision of depth of knowledge based on local wisdom for humanity and civilization cannot be separated from the figure of Kiai Haji Achmad Siddiq, chosen as the name of UIN KHAS Jember. This pattern of local wisdom is a campus characteristic combining the pillars of Islam with Pancasila as the building of humanity and civilization. Consider data 4.

- (4) “Typical is the figure of Jember's 'local wisdom' which is used as a religious and national principle. KHAS's thinking about Pancasila as a single principle reflects argumentative and academic thinking. KHAS also laid the initial foundation for thinking about the relationship between religion and Pancasila, which gave birth to a moderate view, which is expected to strengthen UIN institutions and answer challenges in order to improve the quality of education in Indonesia. Since being trusted by the head of STAIN Jember and the Chancellor of IAIN Jember, a network of cooperation with the international community has been established through various activities and even transformed into UIN KHAS Jember. In fact, during the Covid 19 pandemic since 2020, international cooperation

activities were not hampered by using online communication media. The holding of this activity is one of the efforts to improve the quality of education through aspects of the quality of lecturers. Among them are academic activities such as international collaborative research conducted with Australia, America, Germany, and the Middle East, as well as other experts.”

The interview results revealed that "The purpose of national education is to educate the nation's life as described in the Preamble to the 1945 Constitution of the Republic of Indonesia. Not only that, to support the achievement of this goal, in the 1945 Constitution, Article 31, paragraph 1, it is emphasized again on the rights of every citizen in obtaining an education. The legal basis for education is re-explained in detail in Law Number 20 of 2003 concerning the National Education System to ensure that every citizen gets an education with proper facilities and infrastructure so that the teaching and learning process can be followed comfortably without any obstacles.” It is the basis for UIN KH's efforts. Achmad Shiddiq Jember improved the quality of education from the aspect of curriculum and quality of lecturers (Wiranto & Slameto, 2021) and stated that the quality of lecturers is one of the main requirements for achieving good quality education. Qualified lecturers will “eliminate” learning problems through the development of educational curricula. Within the curriculum development framework, the objectives concerning the KKNi and the National Higher Education Standards (SNPT) cover 16 aspects. Consider data 5.

- (5) “(1) encourage the operationalization of the vision, mission, and goals into the content and structure of the curriculum and learning experiences for students; (2) developing an accountable and transparent recognition process for learning outcomes obtained through education, training, and work experience; (3) increase the contribution of learning outcomes obtained through education, training, and work experience; (4) encourage the transfer of students and workers based on equality of qualifications; (5) determine the learning achievement scheme obtained; (6) establish a scheme for recognizing learning achievement qualifications; (7) equalizing the qualifications between the learning outcomes obtained; (8) develop methods and systems for recognizing the qualifications of human resources from countries that will work in the Islamic field; (9) obtain a correlation between the quality of outputs, learning outcomes and educational processes; (10) encourage adjustment of learning achievement and equalization of the quality of graduates at the same qualification level; (11) becomes the main guideline in developing the recognition mechanism for the learning outcomes possessed; (12) to be a bridge of mutual understanding between universities and graduate users; (13) provide guidance for graduate users to make adjustments to their abilities in the development of lifelong learning; (14) ensure the increase in the accessibility of human resources to the job market; (15) obtain recognition from other countries bilaterally, regionally and internationally without leaving the nation's personality; (16) facilitate the development of academic mobility mechanisms to increase mutual understanding and solidarity in higher education between countries.”

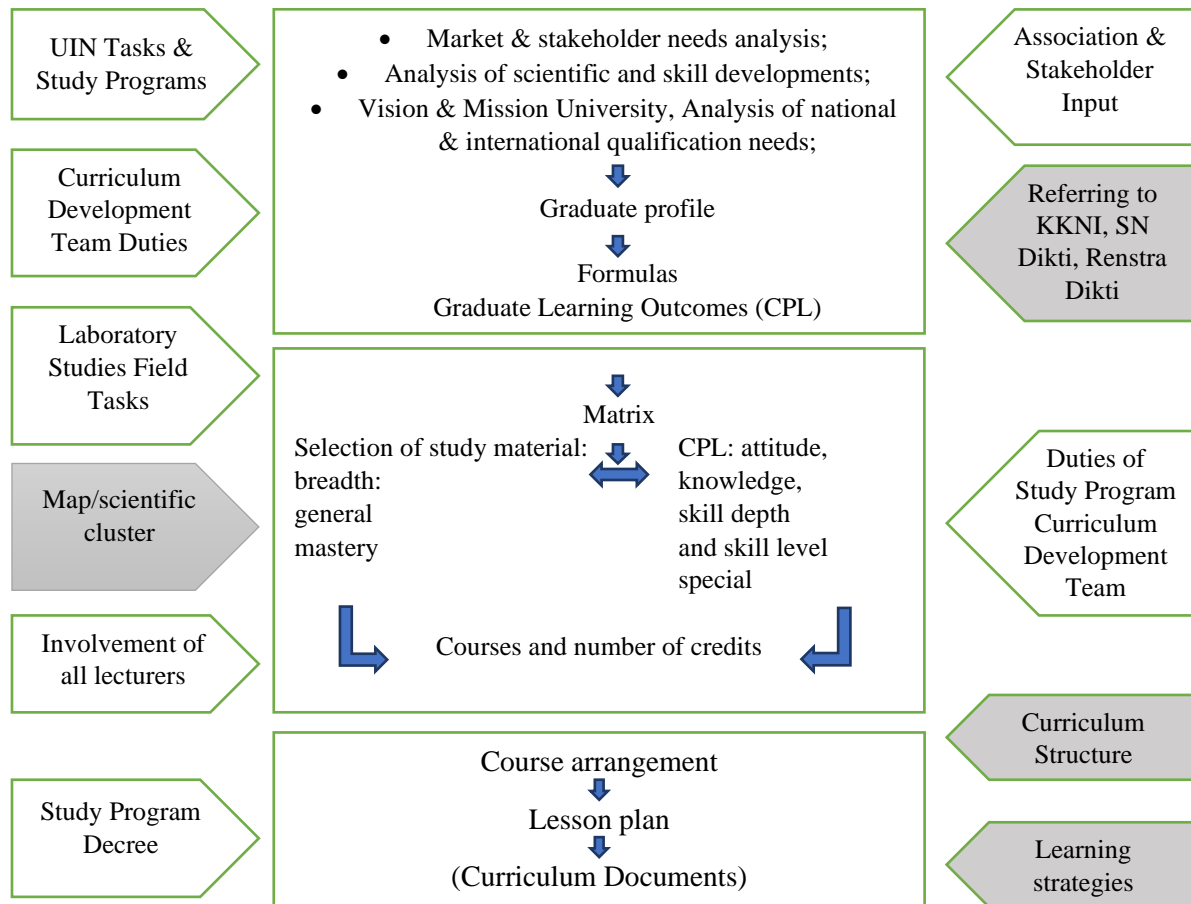
Achmad Shiddiq Jember then set the goals and objectives of curriculum development guidelines. By referring to the KKNI and the National Higher Education Standards (SNPT), as stated in 16 aspects, curriculum development is expected to improve the quality of education in UIN KH. Consider data 6.

- (6) “The purpose of the guide is a reference for curriculum preparation in each study program within the PTKI and a reference for control, supervision, and quality assurance of curriculum implementation in each study program. The targets are HR include; (a) the Chancellor/Chairman, who will then determine the curriculum development policy at PTKI; (b) the Dean/Director of the Postgraduate Program/Head of the Department, who then determines the curriculum development policy in the faculty/department/postgraduate program; (c) Head of Study Program to prepare and develop curriculum in accordance with the study program; (d) Lecturers to develop learning plans, processes, and assessments that are in line with the predetermined CP graduates.”

The stages of curriculum preparation and development need to pay attention to various aspects, especially regarding needs analysis and technology-based learning design. There are nine aspects of curriculum development conducted, namely; (1) determination of graduate profiles; (2) determination of graduate learning outcomes (CPL); (3) determination of study materials; (4) determination of courses; (5) determination of the number of course credits; (6) preparation of the number of course credits; (7) learning process; (8) assessment; (9) preparation of semester learning plans. (See picture 1).



**Figure 1**  
*Stages of Compilation of Technology-based Study Program Curriculum*



Based on Figure 1, UIN KH. Achmad Shiddiq Jember can develop a curriculum development by paying attention to the core values becoming the scientific paradigm of UIN, vision, mission, and goals. These core values are reflected in the graduate profile description. Technology-based curriculum development can start by conducting a SWOT analysis, determining the scientific vision of the Study Program supporting the vision and mission of UIN, conducting a needs analysis, and considering the input of stakeholders and professional associations. The formulation of graduate learning outcomes resulting from the analysis of graduate profiles must meet the provisions listed in the SNPT and KKNI (Ditjen Pendidikan Islam Kemenag RI, 2018). Based on the results of interviews, determining the ability to profile graduates can involve stakeholders to contribute, so convergence and connectivity are needed between educational institutions and

stakeholders as graduate users. Determination of graduate abilities must include four elements of graduate learning outcomes: attitudes, knowledge, general skills, and special skills supported by technological capabilities. Each study program accommodates the profile and formulation of graduate learning outcomes as a marker of competence. The compulsory subjects have been stipulated by Law no. 12 of 2021 concerning Higher Education, which must include study programs at UIN, namely religion, Pancasila, citizenship, and the Indonesian language. Religious studies at UIN were developed into several courses per the specified CPL. In contrast, the dose of learning time is <sup>5</sup> charged to students per week per semester in the learning process called SKS regulated in Permenristekdikti No. 44 of 2015 concerning SNPT. The last stage is evaluating the learning program consisting of five obligations concerning the SNPT. Consider data 7.

- (7) “(1) Carry out the preparation of curriculum and lesson plans in each subject; (2) organize learning programs according to content standards, process standards, and assessment standards that have been set in order to achieve graduate learning outcomes; (3) carry out systematic activities that create an academic atmosphere and quality culture; (4) conducting periodic monitoring and evaluation activities in order to maintain and improve the quality of the learning process; and (5) reporting the results of the learning program periodically as a source of data and information in making decisions about improving and developing the quality of learning.”

Learning program evaluation activities are a benchmark to improve the quality of education through educational curricula development. One form of evaluation of learning programs conducted is distributing learning program questionnaires to students before learning activities are completed each semester. The results of the questionnaires are tabulated and analyzed to determine the level of learning success carried out by the lecturers in each course. In addition to curriculum development strategies, what is next is the role of government intervention. It relates to the development of the quality of lecturers' human resources. The UIN category is directed at three possibilities taken from the results of the learning program's evaluation from the development of the education curriculum. (See table 2).

**Table 2**

*Government Intervention Strategy from the Aspect of Curriculum Development and Lecturer Quality*

<i>School category</i>	<i>General condition</i>	<i>Intervention</i>
Less to Enough	<ol style="list-style-type: none"> <li>Lecturers are not yet competent.</li> <li>The campus does not meet the minimum standards.</li> </ol>	<ol style="list-style-type: none"> <li>Increasing the competence of lecturers</li> <li>Lecturers are guided in technology-based learning, such as e-learning and blended learning.</li> <li>Fulfillment of minimum service standards</li> </ol>
Enough to Good	The standard has been reached, but the performance is not steady.	<ol style="list-style-type: none"> <li>Strengthening the achievements/performance of lecturers</li> <li>Increasing accountability of lecturers and educational curriculum</li> <li>Strengthening governance (funding and institutional)</li> <li>Development of technology-based learning models</li> <li>Provide quality and standardized media/teaching aids</li> </ol>
Good to Very Good	Performance has been steady; the quality improvement system is running.	<ol style="list-style-type: none"> <li>Professional development of lecturers and professional learning community</li> <li>Expansion of autonomy in IT-based learning and governance</li> <li>Encouraging to innovate</li> <li>Development of access to financing outside the state budget, such as financing by local governments, third parties, and grant funds</li> </ol>

From table 2, UIN KH. Achmad Shiddiq Jember is in the comparatively good category, meaning there is room for performance improvement. One strategic step is using communication and information technology by providing internet media to open teachers' access to learning materials. Furthermore, providing a device filled with the same material (preloaded) for supporting lecturers is critical. The novelty of the research is that the campus has begun to develop a mechanism to encourage quality development materials for lecturers with national and international standards. Therefore, it is not only an Islamic religious base but also a moderate campus with support from aspects of curriculum development and quality of lecturers so that the quality of education is improving. It confronts many challenges as a campus that has just transformed into a UIN. The central government's education plan highly depends on its implementation in every educational institution. There is no guarantee for all educational institutions that they can face the challenges of today's digitalization era. In the end, good planning and regulation alone are not enough to provide educational standards to the community (Dewi et al., 2018). It is because the education curriculum and the quality of lecturers are not the only factors posing a challenge. Other factors, such as socioeconomic, political, and infrastructure, the impact of decentralization also affect the

educational gap in Indonesia (Muttaqin, 2018). Previous studies have revealed a growing tension between formal quality and reduced government effectiveness (Fomba et al., 2022). Therefore, UIN has made adjustments and streamlined national education standards to improve the technology-based learning process besides performance indicators and lecturer accountability. UIN also develops an educational quality assurance framework through internal and external campus quality assurance institutions centered on campus excellence and uses accreditation, quality assurance, and lecturer evaluation and curriculum development to identify challenges and solutions to improve the quality of education.

### **Conclusion**

Our results suggest that curriculum development is implementing regulations that can face challenges to improving the quality of education on an ongoing basis. Guidelines are needed as practical references to help manage study programs and KH lecturers Ahmad Siddiq Jember. There are three main points needed to be understood. First, the main challenge in improving the quality of education per the education curriculum is integrating skills, themes, concepts, and topics based on digital technology amid a shift in cultural and ethical values and inequality in access to education. The second challenge concerns the quality of lecturers still not qualified due to the traditional paradigm of religion, limited funds, low motivation to learn in technology-based training, and self-competence. Finally, the strategy of curriculum development and improving the quality of lecturers is conducted through implementing an Internal quality assurance system, local wisdom values in the frame of religious moderation, and a technology-based independent campus program by UIN. The government focuses on curriculum development and quality of lecturers through policies to improve the quality of PTKIN education based on technology and local wisdom seeking to implement national education goals. Thus, the quality of education continues to improve to achieve educational goals.

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