

Curriculum Development: Towards Internationalization and Deliberation of Continuous Improvement in Higher Education – Case Study: Architecture Study Programme, SAPPD ITB¹

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Abstract

Internationalisation has been an important policy in academic engagements at the Institut Teknologi Bandung (ITB). This policy has been pursued since 2005 to respond to demands and meet requirements to increase the teaching and research quality. The driving force for such changes refers to the global changing landscape of higher education, such as the increasing number of students, the time and budget constraints and the notions of globalisation. These imperatives, new challenges and problems have respectively to be taken into account in curriculum development, especially the quality improvement of teaching and learning process in ITB.

As part of quality assurance, curriculum development is a complex process, and time consuming. In relation to this, a full five years of KSE accreditation, which has been recently granted for the professional degree in architecture study programme, indicates several significant imperatives that should be integrated in the

1 This article is based upon the Personal Action Plan (PAP) on Curriculum Development at the SAPPD ITB, especially the architecture study programme. Participants of IDC Southeast Asia 2012/2013 designed and implemented PAPs at their respective home institutions during the course. Throughout the three phases of the courses (Osnabrück and Berlin, June 2012; Bandung, October 2012, and Jogjakarta, February, 2013), participants received support and guidance from regional experts, and had the opportunity to share their unique experiences.

new curriculum of 2013–2018. Based on the experience at the School of Architecture, Planning and Policy Development (SAPPD) ITB, this paper elucidates the progress of curriculum development and its relation to the subject of PAP for the International Deans Course (IDC) South East Asia 2012/2013. The case of PAP, which addressed the curriculum development on architecture study programme, has been an opportunity to test the waters regarding faculty management and continuous improvement in higher education.

Keywords: faculty management, curriculum, quality assurance, architecture study programme, ITB

I Introduction: The Changing Landscape of Higher Education

We are presently witnessing the transformation process of higher education. Globally higher education policies are gradually moving from state-controlled system towards a system that embraces university autonomy, accountability and peer-based quality assurance (Wahlers and Wilde in Mayer *et al.*, 2011). Indonesia enjoyed the autonomous university period from 2000–2010 (*Perguruan Tinggi Badan Hukum Milik Negara PT-BHMN* or Higher Education of State-owned Legal Entity), in which seven state universities, including the *Institut Teknologi Bandung* (hereafter, ITB), were given authority to develop study programmes, engage in student selection and design internal financial regulation (pricing and planning etc.). In accordance with that, a new organisational structure as the basic requirement for more competitive and innovative higher education institutions was established. However, introducing the legal status of autonomy to state university would be mistakenly associated with the absence of state responsibility in higher education management (cf. Abbas, 2012).²

Unpredictable future, as part of the post-industrial society, is also playing a role in the higher education institution (Maidment and Mackerras, 1998; Saillah, 2013).

2 In the case of Indonesia, the status of autonomy is very relative in a sense that state university is somehow still dependent on government funding. The university had merely the autonomy of internal financial regulation including pricing, financial planning, university-wide budgeting system, internal & external auditing. In terms of human resource development, planning, recruitment, promotion and termination were internally regulated. Therefore, it is essentially different to private higher education institutions, in which the autonomy usually is not related to government funding (cf. Achjari, 2013).

After a decade of quasi full autonomy, a significant change took place in 2009. Relating to the recent changes, a number of uncertainties have emerged, due to the lack of model, such as development for new university statute, changes in organisational structure and employment. Consequently, the internal financial management system that was applied during the previous autonomous period was also changed. In regard to such elusive situation, the quality of teaching and research in the higher education will undoubtedly be soon affected by the declining public funding. In spite of that, the growing competition in the university sector is also inevitable, and the public expectation of having affordable education and demand from stakeholders is respectively increasing. In addition to that, nowadays universities are required to respond to international rankings due to the globalisation of Higher Education; however to some extent globalisation can threaten national education in terms of intrusion on the national character and identity (Soejatminah, 2009 and Watson, 2012).

Since the internationalisation strategy was launched in 2005, ITB has been trying to strengthen the international dimension of all programmes in teaching, research and community services. As part of the globalisation imperatives, efforts to have international recognition have commenced. This international dimension of teaching and learning is definitely playing an important role in curriculum development. One response to that is the issue on international accreditation of architecture study programme, which has been deliberated since the last decade. Hence, after almost three years of intensive preparation, the application for the accreditation of the professional degree in architecture study programme was submitted in July 2012 to the Korea Accrediting Architectural Board (KAAB) for Substantial Equivalency (SE). After a site visit and assessment, a full 5-year of KSE accreditation has been awarded to the professional degree in architecture study programme. Such international acknowledgment is not only understood as a global recognition of the study programme, but the achievement must also be conceived as a self-reflection of teaching and research quality for the on-going curriculum evaluation and faculty management. Therefore, based on the result of the KAAB's Substantial Equivalency (KSE) and in response to new challenges and requirements, several important adjustments to the curriculum for 2013–2018 were made.³ Through the KSE, some specific features of knowledge development on planning and design, such as liberal arts, have caught the attention of the top management of ITB, which

3 Since early 2011 the preparation of new curriculum development in ITB for the academic year 2013–2018 was begun, and the whole progress has been going on until this article was written.

is dominated by the science and engineering society. At the moment this article is written, the draft of new curriculum is being prepared by all the faculties and study programmes.

The experience of the writer's Project Action Plan (PAP) that was developed in the course of the writer's participation in the International Deans' Course 2012–2013 on faculty management, unveils the demanding progress of managing curriculum development to fulfil the requirements for the KSE. The focus of this paper is on the nexus among curriculum development, quality assurance, and the unavoidable change in faculty management. In relation to this, relevant questions are raised on implementation of continuous improvement, and how to improve programme accountability. Undoubtedly, these efforts will need a supporting culture in each academic community, which certainly may not develop on its own. It cannot be taken for granted that the participation of the relevant stakeholders will ensue automatically. Hence, new ways, methods, skills and strategies must be used to initiate and invigorate the transformation of culture and attitude towards a better faculty management. The argument I put forward, is that quality assurance in higher education institutions can only be achieved by a clearly defined system of accountability and relentless continuous improvement, and wide-ranging participation from the stakeholders.

II International Recognition: ITB and its Internationalisation Policy

II.1 History and Background

Institut Teknologi Bandung (abbreviated as ITB) was established in Bandung, West Java, Indonesia in 1920 as the first engineering/technology-oriented school called *Technische Hoogeschool (TH) te Bandoeng*. In the middle forties, during the Japanese occupation (1942–1945), TH became *Kogyo Daigaku*. Soon after the birth of the Republic of Indonesia in 1945, the campus housed the Technical Faculty (including a Fine Arts Department) of *Universitas Indonesia*, with the main administrative office in Jakarta. In the early fifties, the Faculty of Mathematics and Natural Sciences, also part of *Universitas Indonesia*, was established on the campus. Soekarno, the first president of Indonesia, inaugurated the present ITB on 2 March 1959 as a public institution of higher learning of science, technology, and fine arts, with a mission of education, research, and service to the community.

Until 2000 ITB was a state university, and then it became a quasi-autonomous university from 2000–2010. The Government Decree No. 155/2000 on ITB as a Legal Enterprise (*Badan Hukum*) opened a new path for ITB to become autonomous. The status of autonomy implied freedom for the institution to manage its own business in an effective and efficient way, and to be fully responsible for the planning and implementation of all programmes and activities, and quality control for the accomplishment of its institutional objective. The institution had also freedom in deciding their measures and taking calculated risks in the face of tight competition and intense pressure. Having the autonomy (BHMN) status the seven state universities were strongly encouraged in that period to be financially independent with less public sector funding. From different perspectives, however, this can be associated with privatisation of state universities.⁴ This view is absolutely mistaken, and until today, there has still been a fundamental misperception within the community. Actually, the autonomy of state universities refers to some element of freedom to decide on programmes, organisation, spending etc., but it does not typically mean that public sector withdraws the funding completely.⁵ Relating to the autonomy status, a new organizational structure of ITB was established in 2005, based on the category of similarity of knowledge and/or discipline. Since then, ITB has expanded the number of its faculties/schools from seven to eleven.⁶

4 Therefore, the wave of resistance against the legal status of autonomy has a strong relations to some of the issues during the students' demonstration, such as: government is not responsible for public education, poor people will suffer with the new system, intervention of foreign capital in education (IMF, World Bank, WTO, etc.), commercialisation of education by neo-liberalism regime, and rejecting the BHMN. The principle status of BHMN is considered as privatisation of state university in the sense that the government effort to implement higher education reform by encouraging university to be autonomous with less government funding (cf. <http://www.antaraneews.com/view/?=1173695762&c=NAS&s>, visited 13 March 2013).

5 cf. *Terjadi Kesalahpahaman soal Otonomi PT* (translation: Misunderstanding on the Autonomy of Higher Education), Kompas 28 April, 2013, and cf. *Sepuluh Kekeliruan Tentang Otonomi Perguruan Tinggi dan Perguruan Tinggi Negeri Badan Hukum* (translation: Ten Misinterpretations of Autonomy of Higher Education and State University by Law) <http://www.upi.edu/main/file/sepuluh%20kekeliruan%20berpikir%20ttg%20otonomi%20pt-%204%20April%202013.pdf> (retrieved 19 Juni 2013)

6 Nowadays, ITB has 12 faculties und schools as follows: Faculty of Mathematics and Natural Sciences, Faculty of Civil and Environmental Engineering, Faculty of Art and Design, Faculty of Industrial Technology, Faculty of Mechanical and Aerospace Engineering, Faculty of Mining and Petroleum Engineering, Faculty of Earth Sciences and Technology, School of Electrical Engineering and Informatics, School of Pharmacy, School of Life Sciences and Technology, School of Architecture, Planning and Policy Development, School of Business and Management, and Graduate School (cf. <https://www.itb.ac.id>, retrieved 10 March 2013)

ITB	Year							
	2004	2005	2006	2007	2008	2009	2010	2011
(Student Body)	2004	2005	2006	2007	2008	2009	2010	2011
Strata 1 (S1) Bachelor	11.321	11.804	12.422	13.049	13.403	13.595	13.503	13.671
Strata 2 (S2) Master	2.999	2.679	2.422	2.448	3.592	4.243	4.642	5.024
Strata 3 (S3) Doctorate	457	410	396	352	465	536	626	745

Figure 1a: Student body at ITB 2004–2011

Source: www.itb.ac.id/about-itb/facts (retrieved 5 March, 2013)

ITB	Year							
	2004	2005	2006	2007	2008	2009	2010	2011
(Accepted Students)	2004	2005	2006	2007	2008	2009	2010	2011
Strata 1 (S1) Bachelor	2.957	2.823	3.033	3.052	3.120	3.128	3.182	3.459
Strata 2 (S2) Master	1.189	845	1.054	1.183	1.078	1.492	2.070	2.086
Strata 3 (S3) Doctorate	106	86	102	72	77	112	201	220

Figure 1b: Accepted Students 2004–2011

Source: www.itb.ac.id/about-itb/facts (retrieved 5 March, 2013)

ITB	Year							
	2004	2005	2006	2007	2008	2009	2010	2011
Graduates (Graduated students)	2004	2005	2006	2007	2008	2009	2010	2011
Strata 1 (S1) Bachelor	2.040	2.039	2.379	2.379	2.514	2.698	3.297	2.917
Strata 2 (S2) Master	1.024	1.139	1.201	932	1.067	1.546	1.946	1.795
Strata 3 (S3) Doctorate	49	110	87	28	70	59	98	87

Figure 1c: Graduated Students 2004_2011

Source: www.itb.ac.id/about-itb/facts (retrieved 5 March, 2013)

From 2009–2010, the status of ITB with the other six universities as Higher Education of State-owned Legal Entity (BHMN) was converted to a Legal Body of Education (BHP). Following this, the so-called State University By-Law (PTN BH) was respectively established, as enacted in the new Higher Education Law 12/2012 (cf. Abbas, 2012 and Achjari, 2013). However, such dramatic institutional changes must still address several important issues such as quality and development of higher education, widening access and equity, respecting diversity, enhancing autonomous and accountability that have become an essential part of today's university. Although the status has become the State University by Law, the issues

on accountability and autonomy, which during the autonomous period were not sufficiently resolved, have remained as challenging issues, and play absolutely an important role in the future of higher education institutions.

II.2 International Acknowledgment

With regards to the international acknowledgment, there are several notions that can be raised as follow: First, as mentioned above, enormous changes in the higher education landscape, have characterised university management in various aspects all over the world today. Apart from the change of legal status, quality assurance will always be one of the major components in quality management (cf. Ramsden, 2007). At the same time, sufficient planning, new management strategies and development of appropriate tools are still required to improve the quality of teaching and learning at SAPPD ITB. As previously expressed, quality assurance is the greatest challenge of internationalization of higher education common to all institutions (Kamaara in Mayer *et al.*, 2011). Therefore, improving the quality of teaching and learning brings also consequences for the organisational structure of the faculty and department, especially the human and resource development plan.

Although ITB had enjoyed the status of self-governance for almost a decade, there has been no significant change in terms of human resource development. All academic staffs of ITB are mostly appointed as government officials with a tenure status until his/her retirement age (65 years).⁷ Open recruitment system is centrally and jointly conducted both by the Ministry of Education and Culture and ITB, in accordance with the expertise requested from the new candidates by each research group concerned, and also based on criteria and regulation determined by the Indonesian Government.⁸ Entry level for candidates of academic personnel of ITB is master degree, but PhD degree is mostly preferred.

7 According to the latest decree from the Director of Higher Education University-Professor (*Guru Besar*) can be extended until 70 years old.

8 Research groups (*Kelompok Keahlian*, hereafter KK) consist of lecturers/staff members, which have similarity on research category or topic of interest. Since the new organisational structure was introduced in the academic year 2006/2007, a study programme is basically formed and supported by one or more research groups. Faculty/school within the university becomes a unit which has the authority in regard to resource development and academic organization. Thus, the role of dean is not merely an academic leader, but she or he takes also responsibility as a manager of a unique academic organisation in the higher education institution. Meanwhile study programme is a subordinate of the respective faculty/school that is in charge for the academic programme.

Secondly, globalisation has undoubtedly been influencing the Indonesian higher education, and internationalisation can be conceived of as a common feature in many universities globally (Soejatminah, 2009). Due to globalisation, internationalisation has provided opportunities and challenges as well in the higher education institutions. Many sources reflect that the lack of capability at the institutional level slows down the process. Furthermore, regardless of the critical condition, foreign institutions can establish their campus in Indonesia as long as they comply with the local regulations and context.

Another important notion of internationalisation, which is commonly highly appreciated, is the academic networking and collaboration with partner (foreign) universities (cf. Abbas, 2011). These are all related to the understanding, as revealed by Marginson and Wende (2007), that in the global knowledge economy, universities are the medium for relationships and global movement of people, information, knowledge, technologies, products and financial capital (cf. Ramsden, 2007). Such international mobility and the internationalisation of institutions have become important notions in government and universities, also in Indonesia (Marginson and Wende, 2007; Soejatminah, 2009). This issue is considered important for the home/local university, be it state or privately owned, since it will reflect the reputation of the university. Given these circumstances, many state universities, including ITB, have offered international programmes, such as Double Degree programme, Summer Camp/Courses, student/staff mobility programme, joint research or joint workshop etc.

II.3 Internationalisation Policy

The driving forces for the internationalisation of higher education are divers, but in general they can be categorised as follows: a desire to promote mutual understanding, the migration of skilled workers in globalised economy; the desire of the institutions to generate additional revenues; or the need to build a more educated workforce in the home countries, generally as emerging economies.⁹ Internationalisation of education in Indonesia is planned to support the formation of a world intellectual community with mutual understanding and solidarity among scholars by encouraging students and scholars' mobility and higher education collaborations (Iskandar, 2012).

As briefly mentioned, in Indonesia internationalisation of higher education institution has also been considered as an important policy for years (cf. Levin, Jeong

9 cf. <http://www.oecd.org/education/country-studies/33734276.pdf> (visited 14 March 2013)

and Ou, 2006 and Watson, 2012).¹⁰ In order to respond to demands and meet the requirements on increasing the learning and teaching quality, ITB recently has launched its strategy to strengthen the international dimension of all programmes, including research, teaching and community services.¹¹ Following this, the expansion of international cooperation is becoming more significant with other universities abroad, especially in education and research programmes. According to ITB's internal policy, at least one of the three internationalisation programmes should be carried out in each faculty/school as follows:

1. student and staff mobility (exchange programme);
2. joint academic activities, such as summer camp/school, joint research, joint thesis supervision, and International Double Degree (DD) programme (at least one per faculty); and
3. international accreditation/recognition (at least one per faculty).

As a matter of fact professional degree programmes in architecture are responsible for the education of future architects who are challenged with the complex and diverse architectural need of society. Given that, the methods of education of the programmes may vary, therefore it is prudent to establish a standard, which establishes a level of competence and understanding required to become a registered architect (cf. KAAB's Conditions and Procedures, 2010). Regarding this international recognition, architectural education programmes at SAPPD ITB aspired to step further by acquiring recognition from an internationally renowned accreditation board, in particular Korea Accrediting Architectural Board (KAAB), so that its vision to be a regional/Southeast-Asian hub for learning of tropical architecture and sustainable built environment in developing countries can be achieved.

10 This may be relevant to the notion on World Class University (WCU) that emerged in the dissemination of higher education institution in Indonesia. This controversial issue was reflected on articles such as: "Does Indonesia need world-class universities?" (cf. Watson, 2012); "Klaim World Class University di Indonesia", www.tempo.co/read/news/2012/05/21/079405098/Klaim-World-Class-University-di-Indonesia (visited 17 March 2013); ITB: "World Class University" Bukan Tujuan Utama! (Translation: WCU is not the Ultimate Goal!) <http://sains.kompas.com/read/2009/10/27/10451526/itb.world.class.university.bukan.tujuan.utama> (visited 17 March 2013).

11 The Indonesian Government has given to all higher educational institutions in Indonesia three main tasks which are known as *Tridharma Perguruan Tinggi*, namely: 1) education, 2) research, and 3) community service. ITB has allocated its academic human resources into ca. 100 research groups (*kelompok keahlian*) to implement these tasks of Tridharma. The tasks are distributed among 12 schools or faculties that have been established within organizational structure of ITB.

The preparation for assessment included the Architecture Programme Report (APR)¹², identification of the fulfilment of competency in the curriculum, which is based on the Student Performance Criteria (SPC), and documentation, included course portfolios, archives of assignments, remarks, studio works, list of activities, academic cooperation, national and international networking and collaborations in form of joint studios, joint researches etc. In spite of APR, the identification of the competency will be important, since the graduates of the programme seeking accreditation must satisfy SPC through result of carrying out the programme's curriculum. The preparation was actually started in 2010.

Through a long demanding discussion within the faculty and department, especially department of architecture and also in regard to accountability and quality improvement of academic activities in ITB, the application for professional degree in architecture study programme together with the APR to Korea Accrediting Architectural Board (KAAB) were finally submitted in July 2012. The KAAB's approval for a site visit to Indonesia was announced in August 2012. The site visit was carried out from 14–17 October 2012, and it was exactly the period of the second phase of IDC which took place in Bandung. During the site visit the KAAB's visiting team was assisted by the department of architecture, the deanship of SAPPD and the Office of Quality Assurance of ITB.

In late January 2013, SAPPD received an official notification from the KAAB, stating that a full five years KSE is granted for the professional degree in architecture programme. This KSE is given for the first time to a foreign institution outside Korea. Substantial equivalency (SE) is defined as follows¹³:

“The term ‘substantial equivalency’ identifies a program as comparable in educational outcomes in all significant aspects, and indicates that it provides an educational experience meeting acceptable standards, even though such a programme may differ in format or method of delivery. Substantial equivalency is not accreditation or validation.”

12 The APR consisted of Overview of the Programme, Progress since the Previous Site Visit, Programme Response to the KAAB Perspectives, Curriculum of the Professional Degree Programme, Student Performance Criteria (SPC), Student Information, Human Resources, Physical Resources, Information Resources, Financial Resources, and Supplemental Information (Condition and Procedures, For Professional Degree Programmes in Architecture, 2005).

13 <http://www.naab.org/international/canberraaccord.aspx> (visited 14 March 2013)

Accreditation is an acknowledgment and a guarantee as well that a study programme has met all the requirements and fulfilled the working standards from the profession, which is represented by professionals and accreditation board. As explained as follows¹⁴:

Accreditation, in general, is a process of external quality review used to scrutinize colleges, universities and educational programs for quality assurance and quality improvement. In the United States, accreditation is carried out by private, non-profit organizations designed for this specific purpose. Institutions and educational programs seek accredited status as a means of demonstrating their academic quality to students and the public.

In relation to the argument of international accreditation, it should be born in mind that according to the WTO system, there will no longer be any trade barriers. Moreover, Free Trade Areas (FTA's) are actively being agreed upon by many different countries, especially in Asia. As many evidences also show that the teaching methods of the programmes, the regional context and even the geo-political conditions of many educational institutions may vary, therefore, endeavours to meet international standards are to be made not only in the architectural industry, but in architectural education as well.

Besides architecture study programme, other study programmes from different faculty/school in ITB have been granted the international accreditation too, such as Marine Engineering (2011), Engineering Electronics (2011) and Engineering Physics (2012) have been granted the accreditation from ABET (Accreditation Board for Engineering and Technology, Inc.); the Engineering Chemistry (2013) programme received accreditation from the RSC (Royal Society of Chemistry, London); and the Management programme received accreditation from ABEST (The Alliance on Business Education and Scholarship for Tomorrow) accreditation.¹⁵ All the above mentioned study programmes have already been accredited by the Indonesian National Accrediting Agency of Higher Education (NAAHE). ITB's commitment to the World Class University (WCU) programme is reflected in the accomplishment of the above study programmes to attain global acknowledgment through international recognition.

14 <http://www.naab.org/accreditation> (visited 14 March 2013)

15 http://www.chem.itb.ac.id/index.php?option=com_content&view=article&id=112:prodi-kimia-dukung-misi-itb-melalui-proses-akreditasi-internasional-rsc (visited 13 March 2013)

As discussed, in terms of motivation and intention, the internationalisation policy is developed to encourage the formation of a global intellectual community with mutual understanding among scholars. This can simply be achieved by encouraging students/scholars mobility and higher education collaborations or networks. The culture of collaboration, recently indicated as typical aspect of the post-industrial society, will be inevitable regarding the dynamic change of higher education landscape (Saillah, 2013). For the purpose of collaborations and networking, international accreditation or international acknowledgment is considered very important. The department of architecture of the SAPPD ITB has chosen to apply the KSE; which will be used for improving the curriculum development, and also for self-reflection of the current academic programmes. Quality improvement will work properly only if it is supported by good quality management, since they are all closely related to each other. Besides new organisational structure, a new academic culture will also be imperative. Through thoughtful documentation process and academic portfolios, and a high priority on internationalisation of study programmes, the need for academic staff and students to acquire knowledge and competences that would assist them internationally can be motivated. Lastly, to keep the quality of teaching and research, the two issues on accountability and continuous improvement will be essential in international accreditation.

III Curriculum Development as IDC's Project Action Plan

The first phase of curriculum development in ITB commences with curriculum evaluation. As guided by the Office of Quality Assurance, for every five years, the curriculum should regularly be revised and evaluated. In relation to international recognition, there are two issues that must be taken into account regarding curriculum development, namely accountability and continuous improvement. As mentioned, evaluation for accountability has become an essential part of today's university and the system of higher education of which it forms a part (Ramsden, 2007). Because of the dynamic circumstance of higher education landscape, as indicated by the increasing number of student, the limitation of resources and the length of study time, has become significant; therefore the need of improvement in academic programmes and performance are inevitable, and to some extent also required (Fig.1a, 1b, 1c and Fig 2a, 2b).

First, in terms of accountability, the architecture education programme must satisfy certain standards and qualification, be that nationally or internationally. Globally there are minimum requirements for architecture study programmes. According

to NAAB, KAAB and UIA, for the professional degree in architecture the study period must be five years. After Bologna accord (three plus two years) the 5-year programme is equivalent to the master level. Meanwhile, Indonesia has a different situation, whereby nationwide the bachelor degree takes four years and master degree another two years. According to the agreement between the Indonesian Architects Association (IAI) and university, to fulfil the national standard of professional degree in architecture, the graduates with bachelor degree need an additional one-year programme in a professional degree programme. Thus, in total the study period will be five years, as required by the profession of architects. Currently, several universities have different mechanisms and practises to accommodate the professional education in the architecture study programme. In the near future, to be a licensed architect, an internship of two years, in addition to the five years study, is obligatory. This regulation will be issued soon after the approval of the Architects Act by the House of Representative.

No.	Study Programme	Bachelor	Master	PhD	Total
0	Common First Year (SAPPD)	211	–	–	211
1	Architecture	–	31	8	39
2	Regional and Urban Planning	–	74	3	77
3	Development Studies	–	26	–	26
4	Transportation	–	10	2	12
5	Urban Design	–	12	–	12
6	Tourism Planning	–	8	–	8
	Total	211	161	13	385

Figure 2a: Student Recruitment in SAPPD ITB 2011

Source: School of Architecture, Planning and Policy Development ITB, 2011

No.	Study Programme	Bachelor	Master	PhD	Total
0	First Common Year (SAPPD)	204	–	–	204
1	Architecture	–	35	7	42
2	Regional and Urban Planning	–	81	2	83
3	Development Studies	–	67	–	67
4	Transportation	–	20	4	24
5	Urban Design	–	11	–	11
6	Tourism Planning	–	5	–	5
	Total	204	219	13	436

Figure 2b: Student Recruitment in SAPPD ITB 2012

Source: School of Architecture, Planning and Policy Development ITB, 2012

Secondly, at the national level the higher education institutions are divided into private and state universities; as such there is a slight difference between them in terms of academic and organisational structure. There are also differences among state universities. Since 1970, ITB has introduced the so-called First Common Year Programme (*Tahun Pertama Bersama-TPB*) for all first year students, regardless of their study programme. Referring to the minimum requirement for professional education, the length of time to study architecture in undergraduate programme is effectively only three years. As such, one needs at least another extra two years study to fulfil the international requirement of professional degree in architecture. Since 2010, the architecture study programme in ITB has decided to include the master programme, i.e. the first two semesters of the master programme, in order to meet the requirements of study period.

Thirdly, regardless of the basic First Common Year Programme courses, the first year students of SAPPD ITB should be provided with the common basic knowledge of the faculty, namely Fundamental of Planning and Design. As part of the SAPPD ITB, the study programme in Regional and City Planning together with the Architecture programme have jointly established the knowledge foundation of the faculty. The programme's educational objective for each study programme and for each level should substantially be brought into line and aligned with the vision and mission of the faculty. Due to the academic reform at ITB in 2005, faculties and schools within ITB have become the unit, which has the full authority in management of resource development and academic engagements.

It was in early February 2012 that I proposed my application for the IDC Southeast Asia 2012/2013. At that time, the school was exactly in the middle of the preparation for a new curriculum, for which I was in charge. The activities range from team meetings within study programme, faculty discussions and small workshops with internal staffs/academic community. These activities have started in the midst of 2011, and prior to that, two types of working groups were set up at the faculty and study programme level as well. The meetings at the faculty level initially were intended to manage and keep the wholeness of faculty-related substantial materials, while the working groups in the respective study programmes were basically reviewing discussions on each discipline, i.e. architecture, regional and city planning, urban design, development studies, transportation, defense studies, tourism planning and landscape architecture.

In general, the first phase of curriculum development in ITB was prompted with curriculum evaluation. The evaluation in the form of a faculty workshop was held in February 2012, and basically it dealt with the 2008–2013 curriculums. Each group reported their evaluation findings, which indicated common issues in planning and design. Prior to the workshop, discussions, and Focus Group Discussions-FGD with faculty members, advisory boards, alumni etc. were held by the respective curriculum groups. During the first meeting of IDC in Germany, my proposed Project Action Plan was to focus on the new 2013 curriculum development. Moreover, curriculum evaluation is one of the important agendas in the Five-Year Strategic Plan 2011–2015 of SAPPD ITB too.¹⁶

Based upon the results and commitments of the evaluation process as indicated in the Project Action Plan (Milestone A), the design of the new curriculum 2013–2018 for every study programme within the faculty must include a new setting of contemporary shared issues on built-environment (cf. Table 1). Furthermore, a readjustment of programme's educational objective and reformulation of expected student's outcome (outcome based education) must be revisited. Due to substantial shared background i.e. commonalities of expertise, there is an internal agreement to reformulate shared issues (in teaching, learning and research) within the faculty. Moreover, regardless of the substantive notions dealing with planning and design (creating policy development of sustainable environment), the discussion addresses the procedural and methodological contents, especially the course and material deliveries. Although the process to achieve consensus took some time, finally all participants and representatives agreed to propose a unique approach and learning process i.e. the design and/or planning studio; which is upon the nature of substantial knowledge in those fields (design and planning).

In the IDC second phase in October 2012, the curriculum development progress at SAPPD ITB was reported, which included the inherent obstacles and opportunities (Milestone B and C). The statement on the body of knowledge, the objective of the study programme, expected student's outcome and curriculum structure and courses (including elective and mandatory) were intensively discussed at the faculty. This second meeting should not merely be considered as a progress report of each PAP, but rather as an opportunity to share experiences and common

16 Workshop participants consists of curriculum groups from all study programmes in SAPPD, such as Architecture, Urban and Regional Planning, Transportation, Urban Design, Landscape Architecture, Defense Studies, Development Studies and Tourism Planning

problems with the participants. During this meeting, the KAAB’s team came for a 4-day visit to do an assessment at the department of architecture. Some of the discussions on curriculum development with the KAAB Visiting Team were reported and shared at the meeting as well. All the inputs in the discussion and feedbacks from the review APR were taken into account in the design of the new curriculum 2013–2018. At most, the review can be considered as a self-reflection of common practices within the programmes.

<p>1. Preparation (accomplished)</p>	<ul style="list-style-type: none"> • Formation of the curriculum Working Group • Study Program and faculty level
<p>2. Evaluation (accomplished)</p>	<ul style="list-style-type: none"> • Initiate meeting, socialization, coordination in different levels (study program, faculty and university) • Evaluation report
<p>3. Planning, Design and Final Drafting (accomplished)</p>	<ul style="list-style-type: none"> • Initiate meeting, socialization, coordination in different levels (study program, faculty and university) • Curriculum document for Faculty Senate’s approval
<p>4. Implementation (August 2013)</p>	<ul style="list-style-type: none"> • University Senate’s approval • Implementation in new academic year 2013–2014

Table 1: Stages in Curriculum development at SAPPD ITB
Source: Personal Action Plan W. Martokusumo, 2013

In December 2012, a second curriculum workshop was held and organised again by the faculty, and its aims were to disseminate the process of designing the curriculum from each study programme (Milestone D). The target of Resource and Management plan could not be discussed, since the focus of curriculum was still on the structure of curriculum. Despite of this focus on the curriculum, the Five Year Strategic Plan 2011–2015 of the faculty was also revisited. Starting from the first workshop, regular meetings to disseminate the curriculum evaluation progress at the faculty, study programme and faculty’s senate had been carried out, including the meeting with advisory board. These structured events are needed to disseminate the progress of curriculum development and for the community to participate in the preparation of the new curriculum.

After a full 5-year KSE is granted for the professional degree in architecture study programme, the result was then used in the curriculum development as basic arguments for reformulation of the curriculum structure, reorientation of the programme's educational objective, and the implementation of outcome based education. In a broader sense, the KSE serves as an important consideration in curriculum development. The design of the new curriculum for the architecture study programme is based on the SPC, and the result of KSE is used as fundamental arguments in developing the curriculum.

Soon after the new curriculum was approved by the faculty senate of SAPPD, the document was submitted on 28 February 2013 (Milestone E). As previously scheduled, the submission of the documents was in the middle of February 2013. The Office of Educational Research and Community Services Assessment ITB is in charge of the final review at the university level. After the curriculum drafts are revised, the documents will be delivered to the academic senate of ITB for final review/approval. As scheduled, the implementation of the curriculum will commence in the next academic semester, August 2013.

IV Reflection and the Role of IDC

Given the inevitable changing landscape of higher education institutions globally, there is a need for appropriate handling of the faculty management; and the IDC has offered many opportunities and chances to overcome the obstacles and deal with the notions of quality management in higher education institutions. The IDC Southeast Asia 2012/2013, jointly offered by DAAD, HRK, CHE, and University of Applied Sciences Osnabrück, has given different perspectives and provided useful approaches on faculty management. Real cases and project simulations have been very helpful to enrich faculty management strategy. From the first phase of IDC course in Osnabrück and Berlin, I learned many inspirational ideas from theories, methods, case studies, and have continued to draw inspiration from participants I encountered in that meetings. IDC, throughout its three phases, gave me valuable chances and great opportunities not only to learn from the trainers, but also to share with other participants their experiences. Unfortunately, the interesting process of comprehensive learning from others could only happen in the first and last phase of IDC.

Curriculum development, as explained, is a complex process and time consuming. As the notion of international accreditation was discussed among the commu-

nity of architecture, there were also several different opinions from colleagues. Some were of the opinion that self-assessment will be considered as self-reflection, and was therefore needed for future improvement. Yet some pessimists view the transformation of the academic culture regarding the efforts for international recognition will take time. Overall, there are several aspects to be dealt with such as reluctance to change, less participation/involvement and time limitation.

In my personal experience, throughout the three phases of IDC, the participants were not only equipped with new substantive quality and faculty management issues, but there were many highly valuable experiences and practices to learn, including tricks and strategies in practical management. Furthermore, the PAPs of participants have also received support and guidance, mostly electronically, from regional trainer, thanks to the ICT development. I am of the opinion that learning through sharing personal experiences of my PAP with others will deliver enrichment and empathy to others. Learning about and accepting the differences will be the most vivid experience in higher education institutions. Another important aspect, offered by IDC, is possible networking and collaborations among participants and related institutions, such as CHE, DAAD, HRK, AvH, INDOSTAFF etc.

V Concluding remarks

This article deliberated on the curriculum development at the SAPPD ITB in relation to the continuous improvement and international recognition. In this context, the discourse is based upon the premise that the changing landscape of higher education in Indonesia represents a common feature of post-industrial society, in which the fluctuating status of higher education institutions is also part of the dynamic circumstances. Hence, insecurity, uncertainty and unpredictable future are indicated with the case of dynamic change in the legal status of ITB as a state university, i.e. from state, quasi autonomous, and finally back to the State University by Law. Despite such changes, the discussion comes up with a common insight, that quality assurance as part of quality and faculty management at university is still the greatest challenge in internationalisation of higher education.

Globalisation and internationalisation have been influencing the Indonesian higher education and vice versa. Related to the discussion of quality assurance, curriculum development of study programme will be defined by accountability and continuous improvement. In the curriculum development, complex and elusive process of deliberation and dissemination was revealed by the case in

the architecture study programme. Evaluation of the programme's educational objective, KSE – as part of the 2005 international strategy-, vision and mission of the faculty and university to mention a few, have served as the essential considerations toward the assessment for quality assurance, and the basic argument for curriculum development as well.

As elsewhere previously expressed, a supportive academic culture in each academic community is necessarily to be initiated and maintained. This certainly may not be developed by itself, or is taken for granted that participation of respective stakeholders within the faculty will work automatically. Hence, new ways, methods, skills and strategies must be settled to initiate and invigorate the transformation of culture and attitude towards a better faculty management, including changing the mind-set. The contention I put forward, is that quality assurance in higher education institutions can only be achieved by a clear-defined accountability and relentless continuous improvement, and wide-ranging participation from their stakeholders.

To sum up: the overall progress of curriculum development at SAPPD ITB is still on the track, and it took longer that it was planned. The support from the community (faculty staffs) reflected the involvement of stakeholders, such as faculty and advisory boards from respective study programme. As also mentioned, time constraints and scope of work to some extent were inevitable and unpredictable. Some obstacles can only be resolved by the respective community. It is, however, important to convince the faculty member on the need of effective communication and creating a vibrant academic atmosphere. Last but not least, in the democratic system, one has to be able to live with differences (opinions, ideas, obstacles, priority etc.). This can only be achieved by creating empathy with other persons and colleagues.

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