

# Proceedings of the 6th International Conference on Community Development (ICCD 2019)

---

As it has been stipulated in the ASEAN Declaration, the aim and purpose to establish ASEAN is "...to accelerate the economic growth, social progress and cultural development in the region through joint endeavors in the spirit of equality and partnership in order to strengthen the foundation for a prosperous and peaceful community of South-East Asian Nations." This aim and purpose have been manifested into various policy and activities. The emergence of the ASEAN Economic Community (AEC), for example, is another breakthrough to achieve ASEAN's goals that leads to bring better life changes. The integration among countries, developed and developing countries, will have a positive impact on the region. On the other hand, different economic, political, social, cultural backgrounds among the countries may cause problems that must be solved.

The Association of Muslim Community in ASEAN (AMCA), to arrive at the intended goal elaborated earlier, annually organizes International Conferences on Community Development (ICCD). ICCD 2019 shared insight how science and technology contribute to the further development and solutions on community's problems in ASEAN. This year, the 6th conference is organized and hosted by AMCA in collaboration with University of Muhammadiyah Malang (UMM) Indonesia and supported by 15 Co-Hosts such as; Universitas Muhammadiyah Sumatera Utara; IKIP Budi Utomo, Malang; Univet Bantara Sukoharjo; Universitas Muhammadiyah Jakarta; Universitas Muhammadiyah Jember; IAI Diponegoro, Nganjuk; Universiats Muhammadiyah Purwokerto; Universitas Wisnu Wardhana Malang; Universitas Wijaya Kusuma Surabaya; Universitas Ahmad Dahlan; Institut Ilmu Keislaman Zainul Hasan, Probolinggo; Universitas Tadulako, Palu; Universitas Panca Bhakti, Pontianak; Sekolah Tinggi Keguruan dan Ilmu Pendidikan, Sumenep; Flipmas Legowo. It was held in Wafa Hotel and Apartment, Annajat Complex 23-25 of July 2019.

On behalf of AMCA, therefore, we would like to deliver our appreciation and express our prodigious gratitude to all of our partners for facilitating and making this event successful. There were 227 participants attended the conference and 175 papers were selected to publish. Before they were published, 3 (three) reviewers were assigned to review each paper. First, each reviewer reviewed the paper in terms of content and language use. Second, the rejected paper was then sent back to the author, and the accepted paper with minor revision was also sent back to the author to revise.

This precious event is projected to explore and provide best practices in the advance of science and social policies with an intense emphasis on the enhancement of qualified human in the ASEAN region.

Latipun, Ph.D.  
Secretary General of AMCA

# Proceedings of the 6th International Conference on Community Development (ICCD 2019)

---

[+ Advanced search](#)

SEARCH

178 articles

---

## The Use of the Strict Liability Principle by the Indonesian Courts in Solving Environmental Conflicts

H. Achmad Romsan, Abunawar Basyeban, Moh. Idris

The inclusion of strict liability provision in the Indonesian EMAs has a long history. Since the enactment of the first EMA of 1982 up to the third EMA of 2009, there have been 45 community environmental disputes submitted to the District Court, but the Court verdicts have torn the sense of the people's...

[+ Article details](#)

[+ Download article \(PDF\)](#)

## The Strategy of Internationalization of Muhammadiyah Higher Education Institution: A Case Study at Universitas Muhammadiyah Yogyakarta

Ade Rusman, Hermin Endratno

This study sought to investigate the strategy of internationalization of Muhammadiyah higher education institutions at Universitas Muhammadiyah Yogyakarta (UMY) to pursue the status of a world-class university. Qualitative method approach, empirical research was used to explore the internationalization...

[+ Article details](#)

[+ Download article \(PDF\)](#)



## The Development of General Education in English Education Curriculum in the Industrial Revolution Era 4.0

Tanzil Huda, Bahtiar, Fitri Amilia

Education should be able to develop students' 3Rs plus abilities which comprise reading, writing, arithmetic and algorithm. Those skills are required by the students to face their life. However, those skills seem to be not adequate since the era develops rapidly, known as Industrial Era 4.0. Therefore,...

[+ Article details](#)

[+ Download article \(PDF\)](#)

## The Improvement of Local Citrus' Competitiveness to Strengthen the Rural Community Economy

Teguh Hari Santosa, Mochammad Chabib Is, Henik Prayuginingsih

The competitiveness of local citrus from rural communities is generally low, in which it results in a weak economic community. The efforts to increase the competitiveness of local citrus was through improving the cultivation technology, market structure, and industrial structure, and demand conditions..

[+ Article details](#)

[+ Download article \(PDF\)](#)

## Multidimensional Relations Between Islam and Christianity in Indonesia

Tobroni

Religion has a large dimension in human's life, and it's not only about the ritual and spiritual aspects. Discussing the relationship between Islam and Christianity can also be seen from different dimensions: theology, philosophy, historical, social, political, and cultural. The history of relationship...

[+ Article details](#)

[+ Download article \(PDF\)](#)



# The Development of General Education in English Education Curriculum in the Industrial Revolution Era 4.0

Tanzil Huda  
University of Muhammadiyah Jember  
tanzil\_huda@yahoo.com

Bahtiar  
University of Muhammadiyah Jember

Fitri Amilia  
University of Muhammadiyah Jember

**Abstracts.** Education should be able to develop students' 3Rs plus abilities which comprise reading, writing, arithmetic and algorithm. Those skills are required by the students to face their life. However, those skills seem to be not adequate since the era develops rapidly, known as Industrial Era 4.0. Therefore, every individual should also have 4Cs skills plus i.e., (communication, collaboration, critical thinking, creativity), problem-solving and new literacy (data, technology, human literacy). Thus, curriculum particularly higher education as the highest formal institution which is responsible in preparing human resources should guarantee those skills building or competencies which are so complex that enable the students to fight against the challenge in the forthcoming life. Therefore, it becomes an obligation to design a curriculum which warrants the development of character required to face any kinds of challenges, known as character education or general education. The current study discusses the model of general education model in higher education so that the study is categorized as R & D. This study employed the method of development which was adapted from and was introduced by Borg and Gall. The procedure of the study was (1) pre-development stage, (2) development stage, (3) trying out the product stage, and (4) revision stage. The development was done based on the findings of need analysis which was carried out at pre-development stage. Then, the development product was tried out to verify the feasibility of the product in the form of (1) the curriculum expert evaluation ; (2) instructional expert judgment. Based on the data analysis and the discussion, the general education which was developed named '*Insan Kamil*' model can be integrated into higher education curriculum in facing Industrial Era 4.0.

**Keywords:** *higher education curriculum, general education, industrial era 4.0*

## INTRODUCTION

The goal of education has been shifted from the traditional approach which is characterized with the 3 R's (reading, writing, and arithmetic) and some other simple subjects such as social studies and language [1] to more a complex one as a response to social and cultural changes happening across the world which is commonly known as the era of volatility, uncertainty, complexity, and anxiety (VUCA) and disruption. The era urges the emergence of increased attention for the competencies required for the knowledge society, schools and

educational systems around the world are called to make changes to their curricula [2]–[4]. The framework of the 21<sup>st</sup> century competencies is a matter not only of developing the current content and goals of education for those that are required by the knowledge society, but also of redefining what should be considered as core in the curriculum[5],[6]. Those competencies should be developed and internalized by the learners as an integral learning outcome as the result of instructional process and education which are designed in curriculum deliberately.

Preparing the curriculum is not a simple matter and appears to be more complicated in the recent era though the educational system and infrastructure might not been changed over decades. Some skills have become the main attention for education institutions throughout the world as the content of the curriculum for some decades such as language skills and critical thinking while some other skills are more recently emergent, namely, digital literacies [7], [8]. However, the curriculum should also provide the students with the educational foundation of skills, knowledge, habits of mind, awareness on gender and racial-ethnic diversity, and respect to non-indigenous cultures and values that enables them for success in their majors and in their personal and professional lives post the graduation [9]. The last mentioned issues i.e., habits of mind, gender and racial-ethnic diversity, and non-indigenous cultures and values become prominent recently because they have become the global awareness in creating a better world life.

To deal with the framework of education in this era, it is generally agreed that collaboration, communication, digital literacy, citizenship, problem-solving, critical thinking, creativity and productivity are essential for living in and contributing to our future societies [4]. In Indonesian context, the framework is manifested in the education policy in which the objective of education is to prepare the graduates to achieve their competencies which comprise attitudes, knowledge, and skills as what has been mandated in National Education System Act of Indonesia No.20 Year 2003 and stressed in Minister of Research, Technology, and Higher Education Decree No. 44 Year 2015. The mandate obliges that the curriculum of higher education should contain learning activities which engage the students to have learning experiences which lead them to form the expected attitudes,

knowledge, and skills. Thus, the authority of a particular program must ensure that the curriculum provided is able to form the students' competencies which are accumulated to be graduate competence needed by the students for their future.

To respond the issues of competencies, the institution authority should find strategies which guarantee that the education program enables to provide the students not only vocational skills and knowledge [10], [11]but also personality and universal values they need for their future. Universal values recognized by people from intercultural and multicultural backgrounds are covered and introduced through character education. In other words, the ultimate goal of character education is internalizing intercultural and multicultural values, such as conflict avoidance and respect for social and cultural diversity to the students of any level educations, particularly higher or tertiary education. Those values should be internalized and manifested in their life as habits and cultures.

Therefore, those values cannot be avoided, perhaps it is obligatory, to be taught to the students. One of the strategies is that the authorized institution can insert character education by reconstructing the education program curriculum. The institution should include in the curriculum the learning outcomes which convey some values which characterize a program what is so-called general education.

The present study tries to investigate the development of general education in the higher education curriculum, in particular, the English Education Program. Specifically, the study develops the learning outcomes of general education[7] of the English Education Program curriculum. It also looks for the forms of learning which are supposed to be appropriately applied in attaining the learning outcomes of general education.

## METHOD

The current study discusses the development of general education in higher education curriculum, so that the study is categorized as R & D. This study employed the method of development which was adapted from and was introduced by Borg and Gall. The procedure of the study was (1) pre-development stage, (2) development stage, (3) trying out the product stage, and (4) revision stage. The development of the learning outcomes conveyed in the curriculum was done based on the findings of need analysis which was carried out at pre-development stage. Then, the learning outcomes as the result of development product was tried out to verify the feasibility of the product by implementing in the teaching learning process in forms of course subjects and softskills trainings. Before implementing in the as course subject and the materials of soft skills trainings, those learning outcomes formulations were validated in the form of (1) the curriculum expert evaluation ; (2) instructional expert judgement.

## RESULT

Based on the result of the development, it was obtained the formulation of learning outcomes of the general education which is called '*Insan Kamil*' (noble man) model will be implemented in higher education. The learning outcomes are classified into three categories of competencies i.e., attitude, knowledge, and skills. The formulation of the learning outcomes is presented in the following table.

Table 1. General Education '*Insan Kamil*' Learning Outcomes

Category of Competences	Learning Outcomes Formulation
Attitude	<ul style="list-style-type: none"> <li>To act fairly, honestly, trustworthy, saying right and conveying goodness</li> <li>To be proactive, visioner, focus on priority, think on win-win solution, empathize, synergize, reformist, and inspiring</li> </ul>
Skills	Able to respond wisely based on noble moral values
Knowledge	Mastery on the theoretical concept of ' <i>Insan Kamil</i> ' (noble personalities)

The formulation of the learning outcomes, then, was consulted and validated to the experts. It was done in order to be evaluated and judged whether or not the learning outcomes were properly formulated in terms of linguistic aspect (word diction and phrases structure rules) and linearity to the concept of Bloom's taxonomy.

Having evaluated and validated by the experts, the program learning outcomes were wrapped up or inserted in some courses or subjects matters provided in the curriculum. There existed some courses such as Religion, *Pancasila*, Civics and *Kemuhammadiyah* which were loaded with those program learning outcomes but the other courses should be conveyed with though they were not written explicitly in the course outlines.

Table 2. General Education '*Insan Kamil*' Learning Outcomes-Loaded Subject Matters

Learning Outcomes	Subject Matters/Courses
<ul style="list-style-type: none"> <li>To act fairly, honestly, trustworthy, saying right and conveying goodness</li> <li>To be proactive, visioner, focus on priority, think on the win-win solution, empathy, synergize, reformist, and inspirative</li> </ul>	Religion, <i>Pancasila</i> , Civics and <i>Kemuhammadiyah</i>
Able to respond wisely based on noble moral values	Religion, <i>Pancasila</i> , Civics and <i>Kemuhammadiyah</i>
Mastery on the theoretical concept of ' <i>Insan Kamil</i> ' (noble personalities)	Religion, <i>Pancasila</i> , Civics and <i>Kemuhammadiyah</i>

The values manifested in the program learning outcomes may also be loaded in other subject matters or courses as the 'hidden curriculum'. It means that the values are taught and internalized to the students by inserting them in both in the instructional process and learning materials. In short, in giving instruction, a teacher should engage and internalize the students with those program learning outcomes.

## CONCLUSION

Based on the data analysis and the discussion, the general education which was developed named '*Insan Kamil*' (noble man) model can be integrated in higher education curriculum, particularly English Education Program, in facing Industrial Era 4.0. The study also pointed out that the learning outcomes can be instructed in various forms of learning which are supposed to be appropriately applied in attaining the learning outcomes

of general education. The so far forms of learning which are proven to be used in delivering the general education are the subject courses and soft skills trainings.

#### ACKNOWLEDGMENT

This article was written based on the result of the project called *Program Hibah General Education* (General Education Program Grant) which was funded by the Ministry of Research, Technology and Higher Education of Indonesia, cost one hundred million rupiahs. Therefore, the writers express the highest gratitude to the Ministry of Research, Technology and Higher Education of Indonesia, particularly Directorate of Learning which was in charge to manage the program. Many thanks also go to Rector of Universitas Muhammadiyah Jember who facilitated the implementation of the program. The other thanks are extended to all parties who had been involved in accomplishing the program.

#### REFERENCES

- [1] H. A. Alismail and P. Mcguire, "21 st Century Standards and Curriculum : Current Research and Practice," *J. Educ. Pract.*, vol. 6, no. 6, pp. 150–155, 2015.
- [2] C. Dede, "Comparing Frameworks for '21st Century Skills,'" pp. 1–16, 2009.
- [3] A. Schleicher, "The case for 21st-century learning," pp. 9–12, 2011.
- [4] J. Voogt, O. Erstad, C. Dede, and P. Mishra, "Challenges to learning and schooling in the digital networked world of the 21st century," *J. Comput. Assist. Learn.*, no. special, pp. 403–413, 2013.
- [5] W. Wardekker, M. Volman, and J. Terwel, "International Handbook of Curriculum," First., no. January, W. F. Pinar, Ed. New York: Routledge, 2014.
- [6] J. Voogt and N. P. Roblin, "A comparative analysis of international frameworks for 21 st century competences : Implications for national curriculum policies," *J. Curric. Stud.*, vol. 44, no. 3, pp. 299–321, 2012.
- [7] M. C. Sahin, "Instructional design principles for 21 st century learning skills," *Procedia Soc. Behav. Sci.*, vol. 1, no. 1, pp. 1464–1468, 2009.
- [8] J. Barell, "Problem-Based Learning : The Foundation for 21st Century Skills," 2000, pp. 174–199.
- [9] S. Brint, S. P. Murphy, L. Turk-bicakci, and R. A. Hanneman, "General Education Models : Continuity and Change in the U . S . Undergraduate," *J. Higher Educ.*, vol. 80, no. 6, pp. 605–641, 2009.
- [10] K. Ananiadou and M. Claro, "21st Century Skills and Competences for New Millennium Learners in OECD Countries," no. 41, 2009.
- [11] S. Y. Tucker, "TRANSFORMING PEDAGOGIES : Integrating 21 ST Century Skills and Web 2 . 0 Technology," no. January, pp. 166–173, 2014.