CURRICULUM REVITALIZATION IN S-1 STUDY PROGRAM OF FASHION-MAKING EDUCATION THROUGH "*TRACER STUDY*" PROGRAM

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ABSTRACT

This research is conducted by considering a reality that the 2013 Curriculum is developed on two theories, respectively "standard-based education" and "competency-based curriculum". Competency-based curriculum is designed to produce a learning experience as widely as possible to the educated participants in order to obtain better competency in their attitude, knowledge, skill, and action.

Problem of research concerns with "revitalization of curriculum in S-1 Study Program of Fashion-Making Education using tracer study on the alumni, the employer of the alumni, and the demand of market (market signal)". In order to obtain data that are measurable, can be directed, and facilitating the process, thus tracer study involves a manual in tracing the almuni. This research uses quantitative approach. Population of research includes all alumni who work as teacher in fashion-making subject and also who become entrepreneur in fashion-making. All of them must domicile in East Java during the study.

Research gives some results. (1) Impression and Opinion from the Alumni of S-1 Study Program of Fashion-Making Education. The alumni often look for job immidiately after yudisium; (2) They get information about job from their friend, family and mass media; (3) The waiting interval before getting a job is often after applying for vacancy in six agencies/firms; (4) After having job interview at more-less six agencies, they do not shift for other job because they have been satisfied with their position in civil-service; (5) They have monthly income around 3-5 millions rupiahs; (6) The Satisfaction of Alumni Employer. The employer of workplace where alumni work has reported that the alumni have good work integrity; (7) Concerning with science-based skill, the alumni has good competency in fashion-making; (8) English competency of the alumni is adequate but still needs for improvement; (9) Their capability to utilize information technology has been adequate but improvement is still needed; (10) Their communication capability is quite good already, but still needs for improvement; (11) Team-work capability is very good; (12) The initiative/willingness for self-development has been very good; (13) Suggestion from the Alumni Concerning Improvement. Subject-matter must be adapted to the demand of industry, the development of science and technology, and the curriculum at vocational high schools (VHS); (14) Alumni/respondents suggest for a training center built to deliver productive lecture that can be attended by alumni; (15) Alumni/respondents also suggest for fashion-making contests organized at VHS; (16) They suggest for adapting college subject-matter to the demand of industry; (17) The draft of curriculum revitalization shall be prepared for S-1 Study Program of Fashion-Making Education, Department of Home Welfare Education, Faculty of Engineering, Surabaya State University.

Keywords: curriculum revitalization, tracer study, study program of fashion-making

1. INTRODUCTION

Surabaya State University (Unesa) has done an activity called "curriculum revitalization" periodically in order to be adaptive to the development of science-technology and work market. One goal of this curriculum revitalization is to improve graduate competency. Getting an input about graduate competency, Unesa does tracer study on alumni, alumni employer, and market demand (market signal). The manual of tracer study is made to facilitate Unesa to obtain data that are measurable, can be directed, and help finishing the process.

The development of new curriculum or the restructuring of the existing curriculum must consider many aspects. Concerning with S-1 Study Program of Fashion-Making Education, the aspects may include: what this study program already has, and what does the stakeholders of this study program want. Information from relevant sources must be compiled, and the sources can be from students, lecturers, alumni, employer, community, and policy-maker institution. All information will be systematically processed and analyzed to define and validate the goal of curriculum, and even to restructure the goal to make it consistent with stakeholders expectation. It is not surprising then if the development of study program curriculum is exposed to demand analysis and reliability study.

One interesting issue is that the 2013 Curriculum has replaced the position of KTSP Curriculum in Vocational High Schools (VHS). In the other hand, S-1 Study Program of Fashion-Making Education prepares the next teacher for VHS, and therefore, it must attend and accommodate any contents in VHS curriculum, such as: learning reinforcement (concerning with fashion-making learning groups, costume-made training, and fashion industry comprehension), assessment orientation, character development, vocational subject, and entrepreneurship. Research takes a place at two contexts. First is Vocational High Schools in East Java, especially those that employ the alumni from S-1 Study Program of Fashion-Making Education, while second is the industry or business with or without partnership with Unesa but has employed the alumni.

Tracer Study is a study about the graduate of higher education (Schomburg, 2003). Other terms often used to define this position are "*Graduate Survey*", "*Alumni Research*", and "*Follow-up Study*". All these terms refer to "almost same thing" as tracer study. It is said that tracer study could provide information for higher education to evaluate the output, and the result of this evaluation shall be important in determining graduate quality. Also, tracer study may give important information concerning relationship between higher education and professional job world, relevancy of higher education, guidances for stakeholders, and even conditions for accreditation of higher education.

Curriculum Revitalization. Curriculum can be viewed as something that emerges and proceeds to prevail into certain term but then receives periodic revision in order to be relevant with the age. Curriculum can also be said as any realities encountered with students in the class. As a result, it must be impossible to obtain a single absolute curriculum, in any details whatsoever, because class interaction always contains unpredictable spontaneity and creativity. Teachers shall be given more chances to develop curriculum for their own class. Finally, curriculum shall be the product made by the educator to bring up their aspiration in planting magnificent values into the behavior of their educated participants. Therefore, such curriculum will always reflect teacher personality. Formal curriculum has a more limited coverage than real curriculum, and therefore, it must be changed.

Reksoatmodjo (2010;92) said that curriculum system is a system that makes decisions and actions to keep curriculum functional. Main functions of curriculum system: (a) developing the curriculum, (b) applying the curriculum, and (c) evaluating the effectiveness of curriculum. Therefore, curriculum revitalization is an activity that describes (a) dynamic process of curriculum system, (b) instructional system, and (c) evaluation system.

2. METHOD OF RESEARCH

If understood from the relationship of variables, research type is explanatory. Therefore, this research is aimed to explain the position of variables, either their relationship and the effect of one on another (Sugiyono, 2005).

Method of research is survey where the sample is taken from a population using questionnaire as the main data collection instrument. Questionnaire is a meaningful device to obtain information and facts, and also in exploring phenomena. In this research type, the analysis unit is usually individual (Singaribun & Efendy, Ed ; 1995).

This research uses quantitative approach. Research subject is Vocational High School (VHS) teachers who in their school are mentoring productive lesson related with fashion-making, and who in the other hand are also the alumni of S-1 Study Program of Fashion-Making Education, Unesa. The sample size is 30 teachers, and it is determined with proportional random sampling. The questionnaire is made based on Likert Scale Model with five answer alternatives. Documentation is also conducted to supplement the data. Data analysis technique involves t-test and *Explanatory Factor Analysis.* Instrument validity test uses Pearson Product Moment correlation coefficient, whereas instrument reliability test is utilizing Cronbach's Alpha.

3. RESULT AND DISCUSSION

a. Impression and Opinion of Alumni in S-1 Study Program of Fashion-Making Education about Workplace, Waiting Interval Before Getting a Job, Work Field, and First Salary

In general, alumni often look for job immidiately after yudisium. This position is supported by 32 alumni/respondents (80%) who admit that they start to get a job after yudisium. For information about job, they get it from friend, family and mass media. There are 20 alumni/respondents (50%) saying that they get job information from friend and family, while 16 alumni/respondents (40%) assert that they use mass media for job information. Waiting interval before they get a job is often after they apply for vacancy in six agencies/firms. After having job interview at more-less six agencies, they do not shift for other job because they have been satisfied with their position in civil-service. There are 24 alumni/respondents (60%) saying that they have monthly income around 3-5 millions rupiahs.

b. Suggestion from the Alumni for The Improvement of S-1 Study Program of Fashion-Making Education

Generally, the alumni suggest that subject-matter at the college must be adapted to the demand of industry, the development of science and technology, and the curriculum at vocational high schools (VHS). It is proved by the answer of 16 alumni/respondents (40%), which states that materials or subject-matters must be made up-to-date with the development of science and technology.

Moreover, there are 12 alumni/respondents (30)% suggesting for a training center to be built to deliver productive lecture that can be attended by alumni. There are 8 alumni/respondents (20%) suggesting for fashion-making contests to be organized at VHS.

c. Satisfaction of Alumni Employer

Result indicates that employer at workplace where alumni works has perceived that the alumni, in general, has good integrity at work. They have a competency at work related with fashion-making. English competency is adequate but still needs for improvement. The capability to utilize information technology has been adequate but improvement is still needed. Communication capability is also good already, but still needs for improvement. Team-work is very good, so is the initiative/willingness for self-development.

4. CONCLUSION

The author has collected data about curriculum revitalization in S-1 Study Program of Fashion-Making Education, Department of Home Welfare Education, Faculty of Engineering, Surabaya State University (Unesa). The data include:

a. Data about impression and opinion expressed by the alumni concerning workplace, waiting interval before they get a job, work field, and first salary they receive.

b. Data about the quality of graduate (resource) produced by S-1 Study Program of Fashion-Making Education.

c. Data about graduate competency as expected by work market, which then gives an output for S-1 Study Program of Fashion-Making Education to implement curriculum revitalization.

d. The draft of curriculum revitalization in S-1 Study Program of Fashion-Making Education, Department of Home Welfare Education, Faculty of Engineering, Surabaya State University (Unesa).

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