

UNDERSTANDING OF CURRICULUM DEVELOPMENT AND STUDENT JOB READNESS

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Abstract

The current workforce is dominated by Generation Z and Alpha who live in a digital era that is full of various facilities provided by technology. The impact of this is independence in preparing for the future, one of which is work readiness. With this background, this study aims to analyze the relationship between understanding curriculum development and work readiness of education and teaching science students. This study was conducted using a quantitative approach, with a correlational research design on FKI and FKIP UNUGHA Cilacap students using the questionnaire method. Data was analyzed using Pearson correlation analysis. The results of the study showed that understanding curriculum development has a positive relationship with work readiness of education students. Thus, universities in the field of education and teaching are expected to continue to improve the quality of the curriculum and ensure that students understand the development process so that they are better prepared to face challenges in the world of work.

Keywords: *curriculum development, work readiness*

A. Introduction

Several studies show that college graduates can automatically work well; even worse, some become unemployed. The number of unemployed graduates in Indonesia in 2019 according to BPS 2019 data and research by Astriani et al. shows that college graduates contribute to high unemployment rates, such as diploma graduates ranked second in the open unemployment rate with a percentage of 7.92 and in general university graduates who are included in the open unemployment rate in the last three years are even worth higher than graduates of elementary schools (Astriani & Nooraeni, 2020). This situation certainly cannot be allowed. College graduates who should have high abilities to work but many are not working, so further research is needed as to why this can happen.

One of the tasks of Education is to prepare students to live in the future. While the future has different situations, challenges and opportunities from the present where students are being educated. Likewise, students who are currently being educated, prepared to enter the future, must also be ready to live in the future, ready to work with various kinds of work challenges now and in the future.

One of the groups of students currently challenged to be ready for work is education and teaching students who are known as workers who must be ready to accept work challenges in general and specifically in the field of Education, more specifically in the context of the digital era. Some of the challenges that prospective students who graduate from education and teaching study programs should pay attention to are the need for high digital skills, digital security (Astriani & Nooraeni, 2020)), the digital divide (OECD., 2019), and overload of digital media-based information (Singh et al., 2016).

Seeing the many work challenges, graduates of the Education and Teaching study program are also required to be ready to work according to their field and the challenges of their time. The work readiness referred to here is a person's ability to enter and succeed in the world of work. The work readiness of students, especially in the fields of education and teaching, is closely related to their understanding of the curriculum material that has been studied, as well as their ability to apply theory to practice, be knowledgeable and understand the work prerequisites (Muspawi & Lestari, 2020).

In relation to work readiness in the curriculum aspect, work readiness is influenced by students' understanding not only of the curriculum but also the processes that teachers must go through to develop the curriculum (Ayudia et al., 2023), (Mesra & Salem, 2023). The results of other studies state that work readiness is influenced by work interests and work experience (Gohae, 2020). Therefore, this study measures work readiness more from the understanding or knowledge of students in their field of work even though they do not have work experience. In other words, this study was conducted to explore how far the work readiness of Education students is to enter the world of Education and how it relates to the understanding of Education students about curriculum development, which is one of the core types of knowledge of Education students.

B. Literature Review and Hypothesis Development

Curriculum Development

The curriculum in the world of education is something that is necessary. Likewise, it is necessary for people who work in the world of education to understand the curriculum, including understanding the process of curriculum development. Curriculum development in education is a mandatory process that cannot be avoided.

The curriculum development process is a stage in developing a new curriculum that starts from designing, implementing, evaluating and re-developing (Hamalik, 2017), (Ornstein C., Allan & Hunkins P., 2018). As a circular and continuous process, curriculum development emphasizes the importance of analyzing the needs of curriculum development itself by viewing it from the perspective of student needs, community needs, the development of science and technology and social development of the community. In carrying out this curriculum development, a model is needed that will be used as a guide in implementing the curriculum development itself (Safarudin & Rusman, 2022).

Student Work Readiness

Student work readiness is defined as a person's ability to enter and succeed in the workforce. Based on research conducted by Yorke and Knight (Yorke & Knight, 2006) (work readiness involves various skills, such as critical thinking skills, communication skills, and time management skills. Student work readiness. In the field of education and teaching is closely related to their understanding of the curriculum material that has been studied, as well as their ability to apply theory to practice in their duties as educators.

In Indonesia, the education system is expected to be able to equip students with skills that are relevant to the needs of the world of work. According to Law Number 20 of 2003 concerning the National Education System, education in Indonesia must prepare students to have skills according to the needs of the industrial world and the world of work. This shows the importance of the role of universities in producing graduates who are not only competent in academics, but also have skills that are relevant to the needs of the world of work.

In the context of the world of education, the indicators of work readiness for prospective graduates of education and teaching students are professional knowledge, pedagogical skills (Lee, 1987), (Darling-Hammond, 2006), mental readiness and motivation, adaptability and problem solving to classroom management (Tollefson, 2000), (Brookfield, 2019).

Relationship between Understanding Curriculum Development and Work Readiness

One of the professional aspects that must be possessed by Education and teaching students is about the curriculum. The higher their understanding of the curriculum and the ins and outs of

the curriculum related to the development process, the higher the level of student work readiness to enter the world of Education, even with the different challenges of technology, science and society.

Research by Saripah and Sari (Saripah & Sari, 2023) shows that students who understand curriculum development (Independent Curriculum) have a higher level of work readiness compared to those who do not understand it. This is because understanding the curriculum allows students to develop relevant skills and think creatively in facing work challenges.

According to Ornstein and Hunkins (Ornstein & Hunkins, 2017), good curriculum development should prepare students not only for success in academic environments, but also to meet their professional needs. In the context of education and teaching, a good understanding of the curriculum will also equip students with the ability to adapt to changes in educational policies and the dynamic needs of students. Likewise, Handler's research, which states the importance of understanding and involvement of teachers, including education students, in curriculum development (Handler, 2010), because teachers play a very important role in the curriculum development process (Carl, 2009).

Hypothesis

H0: There is not a positive relationship between understanding curriculum development and work readiness of UNUGHA Cilacap education students in 2024

Ha: There is a positive relationship between understanding curriculum development and work readiness of UNUGHA Cilacap education students in 2024

C. Research Method

This research was conducted on students of Education and Teacher Training at the Faculty of Islamic Religion and the Faculty of Education and Teacher Training UNUGHA Cilacap, using a quantitative approach, with the type of research being correlation. Data were collected using the questionnaire method (Cresswel, 2014) and the results were analyzed using SPSS 16 (Field, 2013), (Bryman & Cramer, 2009).

D. Discussion

To find out whether there is a positive relationship between Understanding Curriculum Development and Student Work Readiness, this can be seen from the results of statistical data processing using the following SPSS.

Table.1. Correlations

			Understanding Curriculum Development	Work Readiness
Understanding Curriculum Development	Pearson Correlation	1		.177
	Sig. (2-tailed)			.418
	Sum of Squares and Cross-products	7798.95	5	1032.43
	Covariance	354.498		46.929
	N	23		23
Work Readiness	Pearson Correlation	.177		1
	Sig. (2-tailed)	.418		
	Sum of Squares and Cross-products	1032.43	2	4341.65
	Covariance	46.929		197.348
	N	23		23

From the table, the correlation value of 0.177 means that there is a positive relationship, but the relationship is weak. In other words, the closeness of the relationship between the variables of Understanding Curriculum Development and the Work Readiness of education students is weak. This is also reinforced by looking at the significance of value. The sig. (2-tailed) value is 0.418, so $0.418 > 0.05$ means that there is no significant relationship between Understanding Curriculum Development and Work Readiness (the relationship is weak, so it is called insignificant).

Based on the results of the analysis above, Ha, which states that there is a positive relationship between Understanding Curriculum Development and the Work Readiness of Education Students is accepted, although the relationship is weak. This means that student Work Readiness only has a weak relationship with Understanding Curriculum Development. This is in accordance with research conducted by (Handler, 2010), (Lestari et al., 2023) that work readiness is influenced by the state of mind, thought processes and ownership of information relevant to their field of work. Likewise with the results of research by Anneke et al; career guidance, work motivation, soft skills influence work readiness (Anneke Dwie Prasasti, Corry Yohana, 2023).

Students' understanding of curriculum development is very important and closely related to students' readiness to enter their world of work, this is reinforced by Fatmawati's research that after students enter the world of work (the world of education) they will play a role in the curriculum development process, namely implementers, adapters, developers and researchers (Fatmawati, 2021). So, the more prospective students understand the ins and outs of curriculum development, the better their work readiness will be and in the end, they will be able to play the role of the 4 roles.

E. Conclusion

Based on the results of the analysis, the conclusion of this study shows that the Understanding of Curriculum Development of Education Students has a positive correlation with the Readiness of Students' Work in the world of education in the digital era. The challenges of the times have an influence on a person's career in the future, but knowledge and in-depth understanding of the main concepts of their field of work remain the main thing in carrying out their work tasks in the future.

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