SUSTAINABLE EDUCATION AND THE ROLE OF MAHENDRADATTA UNIVERSITY

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ABSTRACT

Continuing education is a term that usually used to provide education for adult students, in upgrading their knowledge in a particular field of study and therefore it can be in the form of a certificate or degree programs. The certificate programs which is combined with a transfer credit system is becoming more relevance for adult students who work. After 59 years of participating in providing education for adult learner, Unmar has many experiences in providing programs through distance education mode, including the experience of the credit transfer system. Unmar has 4 faculties that provide programs in degree programs and therefore Unmar already developed printed course materials about 400 for a regular students. These printed course materials can be utilized by other programs that has about similar curriculum. Besides for utilizing the course materials the continuing program should be so designed that courses in this program can be transfer to a degree program. A certificate continuing education programs should be appropriate designed to meet not only the competency required for that program but also that the courses taken by students could be tranfers for a degree program. From the operational point of view of Unmar system the continuing education program could be attached in Unmar system without many difficulties as long as the courses of the program will be regarded as a different course although it uses the same course material.

Keywords: certificate programs, continuing education, course materials, credit transfer

1. INTRODUCTION

Continuing education or continuing education is a term intended for further education taken by adults. Usually this term is intended for students who wish to continue their education after graduating from the previous stage of education because of their own initiative, needs at their place of work or initiative from the institution. Therefore, continuing education can be in the form of certificate programs or degree programs and can be carried out face-to-face.

With regard to students pursuing continuing education in higher education, the term non-traditional or non-regular students is known, namely students who are not included in the category of students aged between 18-22 years who are studying full-time (Giancola et al., 2008)). Data shows that in the United States, the trend of the number of non-traditional students will continue to increase recently (Giancola et al., 2008).

The trend of increasing the number of students is very important for higher education institutions to know more about the various types of students in order to be able to attract, retain and educate these students. With the background of students being adults and the majority of students being working people, a flexible higher education institution is one of the best alternatives for these students. In fact, it has been suggested that one of the growth factors for flexible education is the need for working adults for part-time education (Daniels, 1996).

Mahendradatta University (Unmar) as a private higher education institution has provided flexible educational services for 59 years and has had various experiences in serving the needs of these non-traditional students. The need to increase knowledge and skills in society is a challenge for Unmar to utilize its administration system so that it can accommodate the stages in student achievement to achieve a certain degree.

So far, Unmar has had a credit transfer system or credit transfers from education that have been taken by previous students to the programs provided by Unmar. This credit transfer system allows students to divide the stages of education into several levels which of course must be adapted to the curriculum in certain educational programs. This article discusses the Unmar administration system which is linked to a certification program or continuing education which can be transferred into a program at the undergraduate level.

2. RESEARCH METHODOLOGY

According to Suyanto (2019) the phenomenological approach concentrates on personal experience including the part of individuals who share experiences with one another. Basically phenomenology is a tradition of study that is used to explore human experience.

Phenomenological qualitative approach is used in this study. There were 3 (three) participants, and the process of collecting data was through interviews, observation, and documentation.

3. LITERATURE REVIEW

The development of continuing education began with an approach taken by several universities in England in the 1870s, with the aim of expanding access to higher education and maintaining the relevance of the university in the context of social and political change (Mclean, 2007). The model of expanding access to education was later modified by universities in the United States in the 1900s by focusing on expanding education on providing a variety of educational and professional services to society and industry.

The educational model developed in the United States has influenced the development of extension programs in Canada. In the following decades every university in the provinces in Canada developed various educational programs intended for adults who did not have the opportunity to attend on-campus education. These educational programs can take the form of certificate programs, distance education, or degree programs offered off-campus.

With the history of the development of continuing education in both the UK and America, it can be seen that basically the development of educational programs being carried out is an attempt by these countries to increase access to higher education. The goal of increasing reach or increasing community access to tertiary institutions is also one of the goals of Unmar's establishment. In addition, the geographical location which is separated by the sea, the size of the area and the spread of the population are food for thought for the government that increasing access to these tertiary institutions must be carried out flexibly.

The various motivations behind the formation of the educational programs described above, show the university's direct contribution to increasing knowledge and skills in society. The target students for these programs are basically the same, namely adults aged over 22 years or over the age of an undergraduate program (undergrade) or generally aged over 25 years (Giancola et al. 2008). In addition to grouping based on age, students can also be grouped based on work status.

4. RESULTS AND DISCUSSION

1. Mahendradatta University (Unmar)

To increase the reach of tertiary institutions, the Unmar administration system is designed to be face-to-face flexible in general. The most obvious thing is the first registration system or initial registration, in which Unmar gives the opportunity to register for the first registration 2 times a year. This will affect the system of implementing exams and student graduation.

Through a flexible learning system organized by Unmar, most Unmar students fall into the category of non-regular students. This can be shown by paying attention to the data of new students who registered at Unmar in the last 6 semesters which are given in Table 1.

Table 1. Unmar Student Profile

Student	Total Student	Working	Not Working	Persentage Working	Married	Not Married	Persentage Married
2019_1	400	350	50	87.50	200	200	50.00
2019_2	400	350	50	87.50	200	200	50.00
2020_1	400	360	40	90.00	225	175	56.25
2020_2	400	360	40	90.00	225	175	56.25
2021_1	400	375	25	93.75	300	100	75.00
2021_2	400	375	25	93.75	300	100	75.00
Average				**90.42**			**60.42**

Source: Mahendradatta University, 2022

Table 1, in the first column shows that students who registered for the first time at UT in 6 semesters starting from the first semester of 2019 (2005_1) to the first semester of 2021 (2009_1). Table 1 shows that on average in 6 semesters students who register at Unmar are already working, which is around 90.42%. Judging from the status of these students, it can be concluded that most Unmar students are students who are not financially dependent on their parents.

Table 1 also gives an illustration that on average 60.42% more Unmar students have families. This condition provides that in general, Unmar students are mature in the sense that they can take a stand to determine the path they take. This maturity level is very important in the context of students in higher education institutions because independence is one of the conditions for success in the learning process.

2. Education Implementation System at Unmar

In general, the education delivery system at Unmar can be seen in the form of a flowchart in Figure 1. From Figure 1 it can be seen that a study program or educational program outlined in a particular curriculum will have various courses. Thus it can be said that the graduation of a student from a study program or educational program is determined by the graduation concerned from each subject contained in the curriculum of the study program or education program.
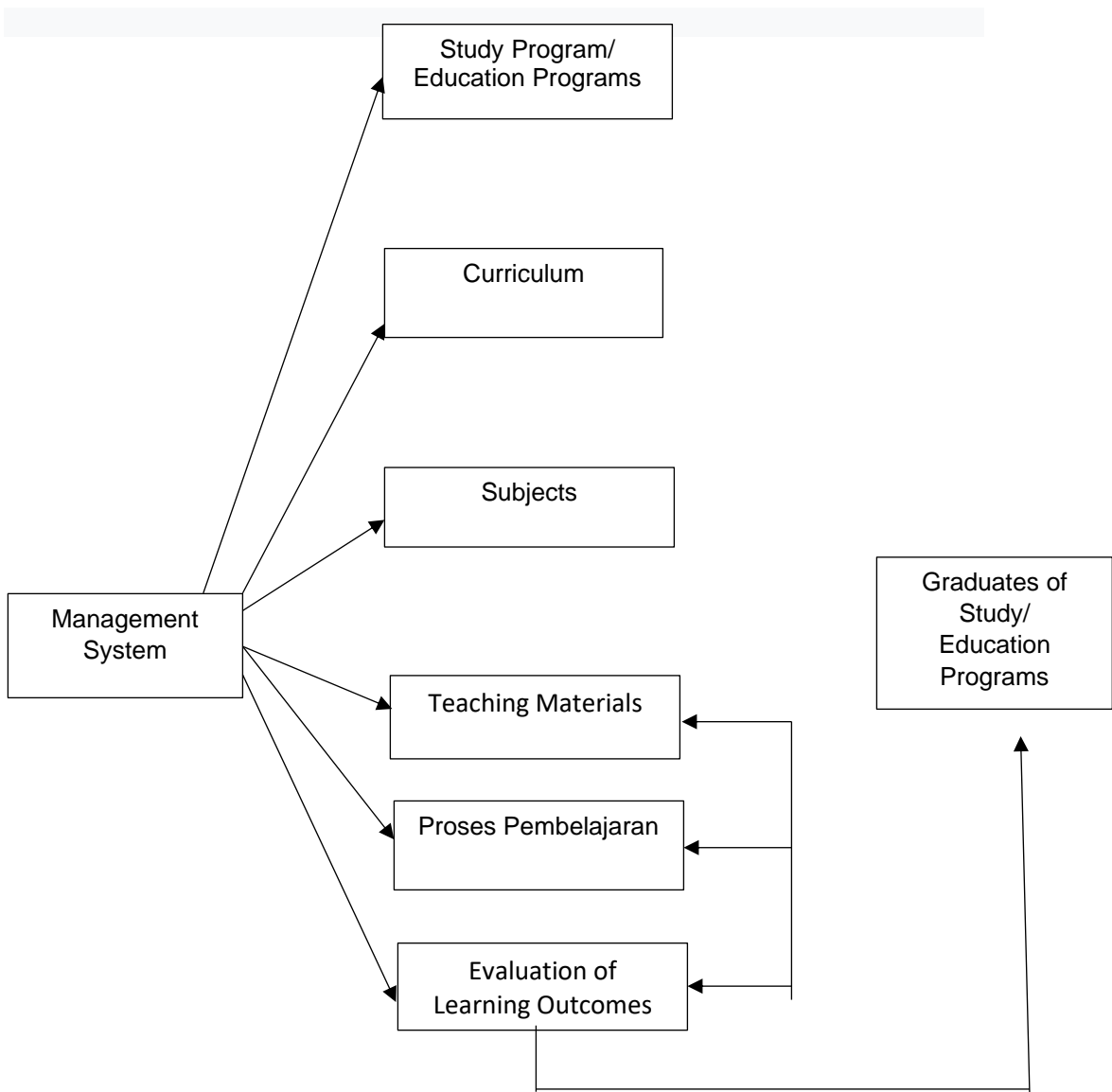
Figure 1. Unmar Education Implementation System Flowchart

In developing a new educational program, the first step that must be taken is to develop a curriculum that is translated into a set of courses, each of which supports the achievement of the competencies students are expected to have. Because each subject has specific competencies related to the objectives of the program, the teaching materials must adapt to existing competencies, so that the learning process carried out can achieve its goals.

In the system of providing education at Unmar, a course must be able to be contained in a teaching material. The main teaching materials used are printed teaching materials, which are enriched with various non-printed teaching materials. Teaching materials for higher education are essential, because teaching materials are learning media that are expected to complement the presence of teachers in the learning process of students. Thus, the competencies that are expected to be owned by a student in mastering a subject will be reflected in the related teaching materials.

Teaching materials are the main source of learning from the implementation of the learning process that will be given to students in a higher education institution. The learning process in tertiary institutions is defined as a process for developing students to master skills and methods, in which way they can scientifically study, select, and apply the information they have just obtained (Subagjo, 2002). In the learning process in Unmar, printed teaching materials can be enriched with various non-printed teaching materials. Both types of teaching materials are considered as teaching materials to support the success of students in achieving the competencies required by the course concerned.

Unmar teaching materials are teaching materials that are modular. One of the components that must be possessed in a teaching material with a modular system is the competency component that must be possessed by students or students after studying the module (Andriani, 2003). Thus the development of these teaching materials must be in accordance with the competencies of a subject from a particular educational program or educational program.

The main characteristic in the higher education system is the interaction between educators and students. Therefore, the teaching materials developed must be able to be studied by students independently. The training components and questions developed in teaching materials are part of the material that will be explained to students, so that the expected competencies can be achieved by students. Thus, teaching materials can be said to be supporting teachers or lecturers.

Observing that the characteristics of the education system at a tertiary institution are as described above, then reading or studying a teaching material is a learning process. Therefore, the learning process in tertiary institutions is in principle very dependent on the independence of students, because it is with students who are mostly adults, the nature of this independence has been formed. In the learning process, this independence is needed because students must read the teaching materials and make exercises or questions that have been developed in the teaching materials.

However, as an educational institution, Unmar has also prepared various types of learning assistance that students can take part in, whether done face-to-face or online. Basically, this study assistance (tutorial) is not mandatory for students to participate in, but for certain educational programs this study assistance is mandatory. For example in educational programs that require skills such as practice and practicum. In other words, for programs where skills are competencies that must be achieved by students, the participation of students in tutorials/practices/practicums is mandatory.

Based on the competencies in each module, items will be developed which are materials for evaluating student learning outcomes. Therefore, the relationship between the graduation of a student from a course is very closely related to the teaching materials provided.

With this modular system teaching materials it is possible to use shared teaching materials for several educational programs as long as the material needed is in accordance with the required competencies. If there are differences in the required competencies, the use of shared teaching materials can be enriched with additional supplementary materials which can be realized by establishing a new course or with a different course code.

Students who will take a certificate level will have different competencies from undergraduate students, so that not all components of a teaching material developed for the undergraduate program can be used by the certification program. The use of a teaching material for two different program levels must be differentiated in the provision of course codes.

This distinction in the course code is very important not only because it relates to the computer system developed at Unmar, but also concerns the differences in competencies that students must have. Competencies or special competencies that must be owned by a certificate program must be an integral part of the design of the certificate program. Thus, it is because of these special competencies that will be referred to in the development of items for evaluating learning outcomes.

3. Credit Transfer

Credit transfer or credit transfer is the recognition of credit points from one institution to another. In this case the receiving institution evaluates the academic transcript data of students or students at the previous institution. Based on the results of this evaluation and the quality of the previous institution as well as a comparison against suitable programs, the receiving institution makes a decision. So, the most important thing in this case is the existence of an individual recognition procedure (Dalichow, 1991). An important factor in the concept of credit transfer is the existence of 2 institutions and the recognition of the quality of the first institution by the receiving institution.

This concept was then further developed by implementing a credit transfer system between study programs or educational programs at Unmar. So, Unmar gives recognition to credit points for courses that are equivalent to courses in the curriculum of the new study program. In fact, Unmar also provides recognition of a certain number of credit points for work experience from a relevant profession (Soleiman, 2002). This can be exemplified by the collaboration between Unmar and several government agencies such as the Regional Government, Army, Navy and Police, the Central Statistics Agency (BPS) and others.

Thus, a certification program as a study program with a certain curriculum can become an educational stage of a degree program. In other words, the credit transfer system can be applied from the certification program to the degree level.

5. CONCLUSION

Opening a certification program as planned by Unmar, namely using existing teaching materials is not impossible. Because each module of a teaching material for a particular subject has a specific competency, the use of existing teaching materials for a certificate program needs to pay attention to these competencies and pay attention to the competencies that graduates of a certificate program must possess.

In terms of the delivery system, differences in the use of teaching materials or parts of teaching materials that have been previously developed for other educational programs, must be distinguished in the provision of course codes. With these different course codes, the development of questions for evaluating learning outcomes will also be different. The difference in the coding of these courses allows for the certificate program to be accommodated into the existing Unmar system.

The credit transfer system from a certificate program to a degree program requires further assessment, to see that the competencies required in the degree program have been fulfilled. In order for each of these courses to be transferred into degree education programs, for example, subject equivalence is a requirement that must be determined from the start, so that students can design the educational programs they will follow.

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