LIFE SKILLS CURRICULUM DEVELOPMENT AT UNIVERSITY

*Retno Indah Rahayu
Post Graduate Program, State University of Malang, Malang City, East Java, Indonesia

Mohammad Huda AY, A. Sonhadji KH and Sugeng Utaya
State University of Malang, Malang City, East Java, Indonesia

*Corresponding author

ABSTRACT
Curriculum is the heart of education that is considered important and should be considered by all parties related to education itself. Curriculum is flexible and must be developed to achieve the quality of graduates, let alone the quality of graduates in college. Higher education is seen as the highest institution and must print graduates as agents of change. Therefore, students must be equipped with life skills by integrating in learning activities so that it can be applied in the real world and everyday life. Although up to now all universities have developed curriculum with ideal, but in reality in the implementation level is not in accordance with what is written on the curriculum. This means there is a gap between idea and reality. Curriculum development should pay attention to various aspects of its development, such as its own curriculum, actors who play a role in curriculum development and the approach used for curriculum development. Thus, we must remain optimistic to innovate in developing the curriculum as a future curriculum in Higher Education.

Keywords: Development of Lifeskills Curriculum, Actors, Integrative Approach.

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1. INTRODUCTION
The public often says: "Change of leader alterative new curriculum". This is not true. Actually, the existing curriculum only changes and improvements so it is said to develop curriculum. The curriculum is one of the important tools in the education system, some even say the heart of institutions or educational institutions. Thus, the curriculum should be more concerned in planning, implementation, monitoring and evaluation. In fact many educational institutions are
trying to develop their curriculum with ideal, but there is still a gap between ideal curriculum
time in sketch on white paper with curriculum implementation in the learning process in the
classroom. As Mohammad Ayub Khan & Laurie Smith Law writes in the journal International
Education Studies:

Curriculum is critical in providing high quality educational programs and services;
however, there are gaps between how curriculum is developed and how curriculum is supposed
to be developed in theory. This dilemma is further complicated by the fact that there are huge
differences between the curriculum published by the educational institutions and the
curriculum actually taught by the teachers in their classrooms. Curriculum is considered as a
foundation stone for the “well-being and effectiveness of higher education” (Barnett & Coate,

Today it is in an era of globalization where there is no limitation between any citizens, so
competition between countries always happens. Therefore, nothing should be trapped only in
terms of the educational curriculum issue debate. But it should be done is to think about and
make an innovation of curriculum design education as enlightenment education in the future.
Especially in college level. Higher Education is an institution that has an important position,
because its existence shows one sign of civilization of a society. Civilized societies tend to
have institutions capable of exploring, developing, transferring, and applying the knowledge
necessary to advance the society (Sonhadji and Huda, 2014). Thus, students must be equipped
with life skills (lifeskills). Life skills can be taught in various disciplines that exist in the
curriculum which is commonly called the hidden curriculum.

2. METHOD
The researcher studied the development of life skill curriculum (lifeskills) in Perguruan Tingi
with qualitative approach and descriptive method (Moleong, 2012). Data collection conducted
by conducting field surveys and observations, interviews, and documentation at the Pondok
Pesantren-based Higher Education, the Islamic Institute of Abdullah Faqih (INKAFA).

Data analysis performed, namely data condensation, display data, and conclusion drawing
/ verification. The data analysis steps are described as follows:


Figure 1 Data Analysis Component: Interactive Model.
Checking the validity of data finding by triangulation, member checking, extension of observation time, increasing persistence, peer discussion, adequacy of reference material.

3. RESEARCH RESULT

The Islamic Institute of Abdullah Faqih (INKAFA) stands for the ideals of KH. Masbuhin Faqih, who saw the development of the era progressed and the phenomenon of alumni graduates continue their education to universities that are not based pesantren. This is very unfortunate and worrying by him, both from the continuation of the curriculum and the practices that are commonly done, as well as the personality of santri. Finally, for the support of his teachers, senior teachers who have long served in the hut, the college student guardians and the surrounding community so that in 2003 the Institut keIslaman Abdullah Faqih (INKAFA) was inaugurated and opened.

INKAFA has four faculties, namely: Tarbiyah faculty, faculty of Shari'ah, faculty of Ushuluddin, and faculty of Da'wah. Of the four faculties there are several majors. Faculty of tarbiyah there are two majors: 1. Department of Arabic Language Education. 2. Department of Islamic Religious Education. faculty of Shari'ah there are two majors also, namely: 1. Department ahwalul syahsiyah, and 2. Maju mu'amalah. Faculty of ushuluddin there is one department, namely the department of tafsir hadith. Likewise with the faculty of da'wah there is one department, namely the majors of Islamic communication. Each faculty has a study load of 156 semester credit systems (SKS).

The curriculum used in INKAFA is a national curriculum that complies with the National Standards of Higher Education and institutional (local) curriculum which is the curriculum of boarding school. The curriculum of daily activities in INKAFA refers to the vision of existing missions and oriented in three places: 1. The curriculum in the study of Arabic books is oriented to the boarding school of Langitan Widang Tuban, 2. Curriculum learning Arabic and English oriented on boarding school Gontor Tegalsari Ponorogo, and 3. Implementation workshop oriented at boarding school Roudlotul Mu'alimiin sawah pulo Surabaya. While the curriculum for S1 degree itself consists of a group of subjects, namely: personality development courses (MPK), subjects of science and skills (M KK), workmanship skills courses (MKB), subjects of work (MPB), lecture courses (MBB), alternative skills courses (MKKA). All courses are taught with the intent of the students have competencies that can solve their own problems and help solve the problems of others.

Learning at INKAFA refers to the existing vision, mission and curriculum. The students are equipped with knowledge of religion and general sciences. Learning at INKAFA is not only a theory, but also directly practiced in everyday life. For example: learning Arabic and English. The students are required to speak Arabic and English according to the scheduled, prayer pilgrims are also required for the students also followed by wirid-wirid after prayer. In addition they are equipped with other skills in the hope that after graduating from here the students are ready to serve the community and useful in the community. This shows that learning at INKAFA is very concerned with Intellectual Quetion (IQ) development, Emotional Quetion (EQ), and Spiritual Quetion (SQ).

INKAFA students must stay in boarding school unless their home is around the boarding school, then it is allowed not to stay in boarding school. This regulation was made to maintain student habits in following the activities held INKAFA and boarding school. That way the students will awake daily amaliyah and usually skilled independently. In this campus in addition to lecture activities there are also extracurricular activities and also taught other skills so that the students can be skilled and independent and berakhlakul karimah. INKAFA students are prepared to be human knowledgeable, charitable and moral.
Referring to the above discussion it is apparent that the INKAFA curriculum is designed to prepare students in the face of real life, this ability is called the human ability to address life or commonly known as life skills. There are fifteen types of life skills of human beings, namely: 1) skill as servant of God, 2) Self-Existence Skill, 3) Self-Potential Skill, 4) Exploring and Finding, 5) Information Processing Skill, 6) Decision-making, 7) Problem-solving skills, 8) Communication skills, 9) Cooperative skills, 10) Identifying skills variables, 11) Skills explaining relationships, 12) Skills of finding hypotheses, 13) Designing and experimenting skills 14) Basic vocational skills, and 15 ) Special vocational skills.

Curriculum development at INKAFA refers to the evaluation outcomes detailed earlier, monthly evaluations, daily maximizing control over the process of the program or evaluation at the end of the semester. As for the external evaluation of the study program that has been carried out is to give a sense of the use of graduates in this case formal educational institutions, the extent to which the shortcomings of program programs can be seen from the capabilities of graduates. In addition, the results of the evaluation are obtained from the audit activities conducted by INKAFA Internal Audit Agency (BAI) thoroughly against the existing study programs within the Institute.

Further quality management can be done by improving the curriculum used. This is because the curriculum is the "runway" or "vehicle" to achieve the educational objectives and competence of graduates of a study program. Curriculum Review Evaluation is conducted every 5 years, or after the impact of the implementation of the curriculum can be known, or if there is a change in the demands of stakeholders requires the faculty / department / study program to review its curriculum. In the evaluation of curriculum review, stakeholders need to be involved externally or internally. In the evaluation of curriculum review, input from advisory bodies, external examiners, user feedback, and / or student achievement results are required.

The above explanation can be classified as the following table:

| Elements of Life Skills Curriculum Development (Lifeskills) in Higher Education: |
|-----------------------------------------------|-------------------|---------------------|
| Development of Lifeskills Curriculum | Actors | An integrative approach |
| Skills as a servant of God | Kyai | The learning process developed Intellectual Quetion (IQ) |
| Self-existent skills | Head of Rectorate | The learning process develops Emotional Quotient (EQ) |
| Potential skills | Faculty | The learning process develops Spiritual Quetion (SQ) |
| The digging and finding skills | Study program | integrating between national curriculum and local curriculum |
| Information processing skills | Lecturer | Teaching and learning process using academic infrastructure Microteaching laboratory, Lab. Language and ICT Room, internet in computer lab and wifi |
| Decision-making skills | College student | Students are actively involved in lecturing activities |
Life Skills Curriculum Development at University

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leadership put forward the principle of deliberation (democracy) to stick to the rules and values that prevail in the Holy Sholihin Manyar Mamba’us Foundation Gresik as well as input from stakeholders

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<td>Identification of variables</td>
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<td>Skills explain the relationship</td>
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<td>Designing and experimenting skills</td>
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4. DISCUSSION

4.1. Development of Life Skills Curriculum (Lifeskill)

The basic structure of the curriculum is the teaching of knowledge in all levels and educational services in the form of guidance to students in personal and group. Guidance is comprehensive not only in the mastery of the subject matter, but rather concerning the formation of character, capacity building, giving opportunities, and responsibilities that are considered to be adequate for the birth of graduates who can develop themselves.

INKAFA is an institution that provides education and teaching kaffah in the sense INKAFA has provided the world of science and the hereafter which is expected both the science is useful and useful in the world and be provision in the hereafter. So the curriculum in INKAFA cannot be separated with the existence of life skills curriculum (lifeskills) either in written or implied. The types of Life Skills in detail are fifteen, among others: 1) the skill of the servant of God, 2) the skills of self-existence, 3) the potency of self, 4) the digging and finding skills, 5) the information processing skills, 6) decisions, 7) Problem solving skills, 8) Communication skills, 9) Cooperative skills, 10) Identifying skills variables, 11) Skills explaining relationships, 12) Skills of finding hypotheses, 13) Designing and experimenting skills 14) Basic vocational skills, and 15) Special vocational skills. From these fifteen skills are grouped into four groups, namely: 1) personal life skills, 2) social life skills, 3) life skills academic, 4) vocational life skills. Personal and social life skills are called generic life skills, while the skills of academic and vocational life skills are called specific life skills.

Curriculum development is embedded in power structures where cooperation, competition, special rules, norms and value systems play an important role. Curriculum development is a process that runs through various stages and is carried out after each period of time specified by the institution concerned. Although it may vary from one university to another, the curriculum generally lasts for five years of revision and update. This is not good, because the curriculum is like a living being that must constantly adjust to the condition of learners and the development of the era so it would be great if the curriculum is revised and updated every year. Developing a curriculum may take approximately 3 months depending on the size of the institution. Once the curriculum is developed, implemented and evaluated scattered within a
specified year. Therefore, an approach to developing the curriculum should include design, implementation and assessment. Ornstein and Hunkins (2009, p.15), states that "Curriculum development includes how the curriculum is planned, implemented and evaluated, and who is involved, the processes and procedures." Having a road map in the form of a curriculum model can help the curriculum development leaders systematically and comprehensively. This approach is a challenging and complex task (O’Neill, 2010).

The curriculum design is required: making learning non-educational, identifying the real needs of students and society and revising the curriculum to adapt to changing needs, linking college curriculums to previous levels, reducing centralization in curriculum planning, flexible curricula, lecturers and students participating in the curriculum planning process.

Curriculum if associated with the system of higher education, the curriculum can act as: 1. Sources of higher education management policy to determine the direction of implementation of education; 2. Philosophy that will color the formation of society and academic climate; 3. Patrons or learning patterns, which reflect the study materials, delivery methods and assessment of learning; 4. Atmosphere or climate formed from the results of high-level managerial interaction in achieving learning objectives; 5. Quality references from the quality assurance process; and 6. the measure of success of higher education in producing graduates that benefit the community. From this explanation, it appears that the curriculum does not only mean as a document, but is a series of very crucial processes in education.

The point is that curriculum development should build a balance between "professional framework and knowledge discipline" (Bowden and Marton, 1998, p 258).

Figure 3 below provides a comprehensive approach to curriculum development that involves co-curricular and core-curricular learning activities. Core curricular activities tend to focus on specific disciplines (Concepts, theories etc.) whereas co-curricular activities are assumed to include sports, music, dance, and cultural themes etc. An appropriate combination of two key elements of a quality education program and service is believed to help produce graduates with the balanced competence (hard skill and soft skills) of the desired professionals in the global market of the world.

Figure 3. Curriculum Dimension
The development of curriculum skills in INKAFA is integrated in the existing courses, so it should follow the following development steps: 1) identify life skills developed in real life as outlined in the form of learning activities, 2) identify knowledge, skills, attitudes, and values (3) classify material / material in the form of topics / themes of courses appropriate to life skills, 4) develop learning scenarios including approaches, strategies, and learning methods, and 5) design shapes and types assessment (Arifin: 2014).

4.2. Actors in Curriculum Development
There is general agreement in the literature that middle-academic managers are key players in higher education institutions in general and in curriculum development in particular, with high levels of responsibility stemming from their strategic position within the organizational structure that allows them to have knowledge of everyday activities and organizational strategy (Rouleau & Balogun, 2011). Such situations then make the middle-academic Manager an effective vertical mediator between top management and operational core and horizontal linkages that ensure the distribution of knowledge across organizations and departments (Costanzo & Tzoump, 2011; Del Favero, 2006a; Hyun, 2006; Huy, 2011). Therefore, middle-academic managers are essential for planning, implementing and managing curriculum change at higher education institutions (Floyd & Wooldridge, 2000; Floyd & Lane, 2000; Clegg, & McAuley, 2005; Kallenberg, 2007). They also contribute significantly to the overall success and growth of the organization through activities in departments or work units (Harvey & Newton, 2004; Del Favero, 2005; 2006b) by supporting their institutions and departments and by controlling the inflow of information within institutions, collect and allocate resources and by assessing the performance of faculty and staff (Wood, 2004; Huy, 2002). As part of their roles and responsibilities in curriculum change, middle-academic managers champion for innovative initiatives, facilitate adaptability to new behaviors, synthesize information inside and outside their departments and organizations, and implement and manage change (Floyd & Wooldridge, 2000, Floyd & lane, 2000, Kallenberg, 2007; meek, Goedegebuure, Santiago & T. Carvalho, 2010; Lavarda & Giner, 2009). Middle-academic management also operates on the interaction of social interaction within the organization, acting as a node in a communications network, connecting information flows from the top to the operating level and vice versa, and integrating these communications (Floyd & Wooldridge, 2000). Based on their strategic position, middle-academic management is in a unique position that allows them to know the availability and depth of capability within an organization and thus can help in synchronizing curriculum change plans with reality (Floyd & Wooldridge, 2000). The role of middle managers in INKAFA is done by each study program. Study programs that plan, implement and evaluate the development of life skills curricula (lifeskills) by communicating to faculty and lecturers, as well as students. From the curriculum development result the faculty communicates to the rectorate leader to ask for approval from Kyai.

By being the liaison between top management and core operations, middle managers are seen capable of acting to supply feedback for both top management and core operations to ensure effective adjustment of plans for effective implementation. According to Fenton-O’Creevy (2001) the role of middle-academic Management can therefore be incorporated into four broad categories such as developing strategic practices (developing curriculum implementation strategies), developing and sustaining learning and learning environments (the role of student services and services) leading and individuals (managing tasks, teams and individuals), and managing resources (staff and tangible assets). In order to successfully perform the above roles, middle academic management needs to engage in a series of activities occurring at institutional boundaries from the start, Middle-based academic management is strategically positioned to bridge the information, knowledge and objectives of various sections.
of institutional design (Busher & Harris 1999), and second they bridge external interests with their professional domain (Busher, 2005). Middle-academic management must carry out activities that include limits because they fall within the internal boundaries and sub-units of separate organizations (Pawlowski & Robey, 2004). These activities include scanning, mapping, and building images of the environment in which curriculum changes will take place as well as predicting future problem points or potential allies with constraints covering certain dimensions. Dimensions that include the boundaries of the middle managers' roles include the bridging dimensions, translate dimensions, connecting dimensions, facilitator dimensions and intermediate dimensions. At this stage of curriculum development, middle academic managers must involve all relevant parties such as lecturers, students, community, education council, administrators. As the head of the study program at INKAFA in the development of life skills curriculum (lifeskills) involves lecturers, students, alumni, stakeholders, experts, administrators and community, directly or indirectly.

Prior to the curriculum input session, the lecturers meet in session during team planning. Lecturers under the supervision of middle academic managers facilitate curriculum development. Lecturers arrive at the general scope, order, and standard alignment. Most importantly, authors of the same curriculum courses are able to work together to prevent gaps, vertical parties articulate the curriculum, and horizontal parties coordinate each grade level (Jacobs, 1997, 2004, 2005). Lecturers can communicate and need to reach the sequence while managing difficulties such as the limitations of the number of classroom sets at the classroom level. Also during the development component, the curriculum map created from the previous lesson plans to provide the basis for the alignment curriculum. Curriculum mapping involves constant alignment of the curriculum to eliminate curricular gaps (Jacobs, 1997, 2004, 2005). Standard alignment and curriculum ensure that what is taught in different classes is the same in a particular class. Not seen before, many loopholes are found in the curriculum and in some cases, lecturers do not teach general concepts at the classroom level. For example, skills in one class are different from the others. In this case the lecturer needs good direction and correct from middle academic manager. Besides the lecturers' direction also need support and most importantly get the trust from the middle academic manager?

Curriculum input sessions should exist, in which the lecturer has issued his thoughts and coordinates the curricular sphere, sorting, creating a usable document. Readiness rests on this component. Endless time in vain if the curriculum document is not read for input. During input sessions, lecturers must be prepared to map or write their curriculum to achieve philosophy, objectives and objectives. The curriculum is a plan to effectively teach what students need to learn?. During curricular sessions, middle academic managers should facilitate sessions so that lecturers are productive. Importantly, middle academic managers are focused on institutional values to achieve the vision. Creating a curriculum management system is a complex task that requires coordination and communication, and most importantly here is the lecturer because he is the spearhead of the implementation of the curriculum. The lecturers are democracies.

4.3. An Integrative Approach to Curriculum Development

Approaches to curriculum development at higher education institutions should be a major concern for all stakeholders, especially for educators, policymakers, governments, parents and the community at large (Alberta Education, 2012; De Coninck, 2008). Since both personally and nationally in developing a national and cultural curriculum are tied to the different policies of different countries, the programs and institutions involved in guiding and supervising the development of the curriculum. In the existing literature on curriculum development in countries such as Australia, the UK and the United States, the extent and type of government
attacks into the domains of higher education management varies from country to country. Regardless of the involvement of government institutions of higher education is expected to ensure that "The curriculum is clear on what to teach and what to learn at every stage of the school, based on reasonable expectations of time and resources, flexible and collaboratively developed with schools and jurisdictions (Australian Curriculum, Assessment and Reporting Authority, 2010a). "The curriculum is the foundation of the teaching-learning process. This involves a study development program (study plan), teaching strategies, resource allocation, specific lesson plans and student assessments, and faculty development (Alberta Education, 2012). Educational institutions and entrepreneurs alike have the view that education should help students acquire basic knowledge and skills (Bounds, 2009). Designing a suitable curriculum is essential to provide such knowledge and skills. In addition, there is a growing need for higher education institutions to respond to environmental change in a positive, student-centered way through a quality curriculum.

In order to understand and evaluate existing theories from curriculum development at higher education institutions with specific reference to the United States presented in Figure 4 as a conceptual framework of research. Figure 4, shows that developing a curriculum that is the main focus of this article, all higher education institutions regardless of their type, origin and size should consider: environmental variables around the institution; a pedagogical strategy that will be used to implement the learning and teaching activities described in the curriculum; the competence of graduates to be developed; and, the leadership of the educational institution required.

![Figure 4. An integrative approach to curriculum development.](image)

As for the explanation of figure 4 about the environment variable around the institution; a pedagogical strategy that will be used to implement the learning and teaching activities described in the curriculum; the competence of graduates to be developed; and, the leadership of the required educational institution, as follows:

The educational environment can be seen from two different perspectives: the internal environment and the external environment. The internal environment, also called institutional environment, reflects the culture, operations, people, strategies and institutional structures. History, customs and traditions, and work routines developed and maintained over a long
period of time also create an internal environment or organizational culture. How decisions are made and if employees (teachers and administrative staff) are involved in managerial and policy related decision making such as curriculum development part of the internal environment. On the other hand, the institutional external environment is classified into two: the education or industrial sector and the general or macro environment. At the educational or industrial level, the analysis includes: the number of existing institutions of higher learning functioning in this sector; the rate of entry of new educational institutions into the education sector; how often the new academic programs (both at the Student and graduate level) change and are offered; set new academic standards; and, introducing new education models (such as online and virtual education programs). At university or institutional level, the analysis includes: the degree of collaboration versus competition among the different faculties within the university; changes in structure and strategy, level of institutional support for innovation of new programs; the introduction of a new educational model; and also set new academic standards and so on.

The general or macro environment around educational institutions has seen drastic and new changes. Causes of this change include (Hallinger & Snidvongs, 2008): the emergence of more linked and integrated global markets; open and free economic system; investment in a friendly and democratic political system; and, revolutionary changes in the field of information and communication technology. Sibley (1998) identifies several emerging issues that coincide with the challenges facing higher education institutions today around the world: increased global competition; the labor knowledge period requires critical thinking skills, flexibility and cooperation; and lifelong learning and career training supporters. Developing students and graduates with diverse competencies such as critical thinking, coping, creativity, problem solving skills and normative / applied ethics are the responsibility of all education systems (Sibley, 1998). It is believed that educational institutions develop and transfer knowledge and prepare graduates for the real world (workplace). Thus, they influence successful industry-related work practices and public policy (Li, Wong, & Wang, 2005). In response, higher education institutions should adapt significantly to create curricula designed for learners today and in the future.

Pedagogy as a term is defined as a method of teaching, how to do something, especially in a systematic way, implying a regular logical arrangement or "function or work of teachers or teaching". It is also an art and science teaching (Webster College Dictionary, 2010). Cogill (2000) defines pedagogy as an activity in which both students and teachers actively participate. Thus, pedagogy also shows about the social interaction between teachers and students. Pedagogy encompasses both teaching and learning methods. In this article the pedagogical method is divided into two categories: Informal or less systematic method; and, formal or more systematic methods.

Teacher training and evaluation is the key to successfully adapting this method in the classroom. Support from pedagogical experts is needed in designing and training in each faculty. student orientation is also important in carrying out the method. teaching and learning of other mechanisms such as professional practice (internship-based enterprise) can also add value to students' knowledge and experience. complementary education programs including co-curricular activities (or transversal programs) such as sports, music and dance help students build abilities (communication, discipline, confidence) and social networks. Designing multidisciplinary (or under-age) concentrations and modalities that assist in enabling students to specialize in their areas of interest (ie, research, innovation, consulting, entrepreneurship, and social leadership development). Furthermore, pedagogy may also be supplemented by sending students abroad, for a period of one semester for a year or at least for the summer,
which enables them to learn from life and study internationally. International exposure allows students to learn about new cultures, meet people from different cultural backgrounds, network and develop a more insightful outlook. This is an important skill, university graduates are expected and must have it in order to function successfully that appears in the global marketplace-place of work.

Although there are ways of teaching available to educational institutions, the application or application of such methods depends on the educational approach to teaching: students are teacher-centered. Experts suggest teaching objectives, curriculum organizations, program structures and pedagogy should be student centered / student-centered (Huba & Freed, 2000). In short, pedagogy must be dynamic, diverse, challenging and interesting. It is also important for active student learning styles and teaching styles (teacher-centered students) brought into students to be central to educational policies and programs.

Competence refers to the knowledge, skills, or attitudes that enable a person to effectively perform the activities of a particular job or function for the standards expected in the work (International Council of Standards for Training and Performance Instruction, 2005). Competence is a combination of skills, abilities, and knowledge needed to perform a specific task (National Center for Education Statistics (NCES) from the US Department of Education, 2002). In business and professional life, competencies are used for employee selection, the basis for compensation, performance measurement, training needs assessment, results assessment training, and strategic planning. It is believed that having knowledge alone is not enough in today's society; students need to adapt to change and apply their knowledge to solve problems (Evers, Rush, & Berdrow, 1998). Four common competencies are found in the existing literature: self-management; communicate; managing people and tasks; and, managing innovation and change (Evers et al., 1998). Other competencies include: critical thinking, interpersonal skills and computer skills. Overall, the aim is to develop professional behavior in learners that may include time management skills, ethical decision making, participation in professional organizations, appropriate professional appearance, and appropriate meeting behavior (Hall, 2006). For example, essential technical skills required for jobs in business are: production and operations management, human resource management and strategic planning (Fr. David & Fo David, 2011.). Important generic competencies for business majors to have them after they graduate are: ethical considerations, language and communication skills, problem-solving skills, and preparation for lifelong learning (AACSB International, 2012). AACSB is the Association for Advance Collegiate School of Business. It is a US-based organization but has an international branch. It deals with accreditation and standards for business and accounting programs.

In conclusion, taking into account the continuing changes of social, cultural and organizational context, this new postmodern atmosphere requires professionals to develop lifelong learning competencies. Mastery of the academic profession requires students to acquire at least three important competencies regardless of specific discipline or field of study (Nygaard, Holt, & Hermansen, 2006): Ability to use models and theories (theoretical understanding); The use of competent research methods (analysis, arrangement ideas); and, competent analysis of empirical practice (application and practice).

A conducive, dynamic and supportive (supportive) leadership is essential in the curriculum development, implementation and evaluation process. The phrase 'lead, follow, or get out of the way' is meaningful in the management and long-term direction of these institutions. There is time to lead, time to follow and time to get out of the way (Sibley, 1998). At the school / college level, the dean, the chair of the association, the departmental chair, and the team captain are the leadership teams. team structure that is beneficial to educational
institutions and should be adopted for several reasons: (a) engaging individuals with multiple skills and synergistic functions that can perform large organizational tasks; (b) offer the ability to break barriers between departments, which may enable coordination necessary to obtain desired services; (c) provide access to resources such as information, equipment and equipment necessary to perform the assigned task; and, (d) empowering its members with decision-making authority. Faculty participation is important because the team itself, rather than the organizational leaders, is responsible for decision making, monitoring their own performance, working towards achieving goals, and adapting to environmental change (Wageman, 1997). The educational leader must: articulate his vision and create a structure for vision to the end, not only in words but also in action; become a symbol of the institutional values they lead and lead with moral courage with the goal of supporting all higher education institutions; become aware of the symbolic nature of their position when taking action; be role models for students, lecturers, and other academic institutions; teaching lessons with what they support and how they act; and be aware of the possible implications of their decisions and actions, because everyone is sure to watch—especially the students. The role of many educational leaders among them is to act as: Trainers, teachers, counselors, facilitators, directors, and sometimes parents (Pfeffer, 2009; Quick & Normore, 2004). As educational leaders, one must be willing to serve his subordinates on the vision and interests of the organization. The new view of leadership centers on organizational learning on visible and very important tasks. In a learning organization, the leader is a designer / designer, waiter, and teacher. They are responsible for building organizations where people continue to extend their ability to understand complexity, clarify vision, and enhance mental models together in order for them to be responsible for learning (Quick & Normore, 2004).

In conclusion, educational institutions, regardless of size (large or small), type (personal or general) and the nature of educational programs (business, medicine, engineering, social sciences etc.), require non-traditional and theoretical leadership, pragmatic, participatory, strategic, and most importantly future-oriented, inclusive social and maintaining high ethical standards.

Curriculum development is a process and a system as well as a science and art. A carefully crafted process and an efficient system involves all influential variables, this is the only option in an unpredictable and highly competitive world of contemporary education. Curriculum development should be the main focus of institutional strategic planning activities. Figure 5 shows that curriculum development requires a systematic approach and, therefore, should be approached gradually. In stage 1, both internal and external environments must be studied in order to have a comprehensive knowledge and understanding of what is going on in and around educational institutions. In stage 2, which is more closely related to knowledge based on stage 1, specific competencies to be developed in students are identified and analyzed. These competencies are then classified into personal, professional and institutional competencies. In stage 3, the actual curriculum is designed and developed keeping in mind the knowledge of the previous two stages. In stage 4, certain pedagogical strategies, most relevant and effective in conveying the intended knowledge in the curriculum are identified and proposed. In stage 5, it is important for educational institutions to build the necessary mechanisms for: follow-up of curriculum implementation as planned; carry out periodic evaluations of learning outcomes; and, provide the necessary and timely feedback to interested parties in education including policy makers, academic directors, parents, teachers and students of several names (to name a few). Figure 5 also shows that while developing curricula other factors such as society, industry, and the role of government must be fully taken into account. This requires dynamic, participatory and pro-active institutional leadership.
5. CONCLUSION

- Development of life skills curriculum should always be done at least once a year, because the curriculum is like a living creature that is always evolving in accordance with the needs and conditions of the era.

- The development of a Life Skills curriculum needs to be well managed by taking into account various aspects in a comprehensive way. Good aspects of curriculum materials, aspects of actors involved in curriculum development, and aspects of integrative approaches to curriculum development.

6. SUGGESTION

For leaders of institutions/institutions should pay attention to the development of the curriculum in each institution by innovating in accordance with the development of the era.
REFERENCE

[1] Daftar Rujukan


