

SDG Accord Reporting 2021 CASE STUDY



IPB University
— Bogor Indonesia —

The SDG Accord

The University and College Sector's Collective Response to the Global Goals

Integration of SDGs in

- Institutional governance/strategic level
- SDGs in research
- SDGs in campus operations
- SDGs in curriculum development**
- SDGs in student engagement activities
- SDGs into community activities
- SDGs at a whole-institution level

Focus on

- Goal 1 - No poverty
- Goal 2 - Zero hunger
- Goal 3 - Good health and wellbeing
- Goal 4 - Quality education**
- Goal 5 - Gender equality
- Goal 6 - Clean water and sanitation
- Goal 7 - Affordable and clean energy
- Goal 8 - Decent work and economic growth
- Goal 9 - Industry, innovation and infrastructure
- Goal 10 - Reduced inequalities
- Goal 11 - Sustainable cities and communities
- Goal 12 - Responsible consumption and production
- Goal 13 - Climate action
- Goal 14 - Life below water
- Goal 15 - Life on land
- Goal 16 - Peace, justice and strong institutions
- Goal 17 - Partnerships for the goals

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Theme: The 2020 IPB Curriculum

IPB continues to innovate the education & curriculum by developing the K-2020 IPB Curriculum to reorient learning process by integrating hard skills and soft skills for tomorrow. Seven essential elements in K-2020 are: (i) Learning personalization; (ii) Flexibility learning; (iii) 21st Century skill sets; (iv) College and career readiness; (v) Digital citizenship, (vi) Technology skills (remote working, remote learning); and (vii) Anywhere, anytime learning. In general, the goal of K-2020 is to produce a powerful, agile learner. K-2020 is an effort of IPB's commitment to providing quality education for all people by developing a curriculum according to the industrial era 4.0 and supporting Sustainable Development Goals number 4. K-2020 provides space for learners to explore, analyse and engage with their environment and the world around them and, in the process, strengthen the knowledge and skills that will enable them to understand and deal with complex issues that affect the environment and society now and in the future.

K-2020 has been regulated by IPB which covered five main strategies: (i) Curriculum reorientation by integrating soft skills and hard skills, (ii) Changing and harmonizing the learning process, such as the blended learning system, MOOCs (Massive open online course), and ODL (Online distance learning), (iii) Updating the proficiency and skills of lecturers, such as preparing virtual teaching materials or e-learning, developing heutagogy, and developing learning outcomes, (iv) Developing science and professions, such as Agrolistics, data science, cyberpsychology, cyber sociology, and sustainability, and (v) Restructuring the curriculum for the Vocational School of IPB 4.0.

“In K-2020, a thesis may be done by a group of students, where they practice collaboration skills and transdisciplinary approach. For example, to develop innovative farming, it may need collaboration between students from agronomy and computer science” said Arif Satria, IPB University’s Rector.

BENEFITS

The implementation of K-2020 IPB has made many significant changes in IPB University. It has promoted a digital transformation in the learning system by implementing virtual learning method, online attendance, and online learning materials, which was paperless and accessible directly via an internet browser. It also supports digital academic services, including graduation ceremony and student recruitment. During the pandemic, the field work program named Kuliah Kerja Nyata, which is part of the curriculum, has been implemented on a domicile basis and Thematic Packages to replace in person practicum. The new curriculum also encourage IPB to conduct competency tests and talent mapping for the student, in order to develop students’ competence and selfdevelopment which will support their future career.

Reorientation of K-2020 Curriculum, also called as IPB 4.0 Curriculum, has directed at five things, namely: (i) The dimensions of learning, namely time and place, are no limits, (ii) The professional extent, namely preparing a new profession to replace the old job which is no longer relevant, (iii) New literacy dimensions, in the form of data literacy and ICT (Information and Communication Technology), technology literacy, and human and cultural literacy, (iv) Skills dimensions, namely the development of soft skills for millennial leadership and entrepreneurship, and. (v) Character dimensions, namely integrity development, nationalism, and social awareness.

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BARRIERS

Covid-19 pandemic on one hand has accelerated the implementation of the curriculum transformation, but on the other hand also create barriers because the digital learning infrastructure has been being developed and requires quick familiarization by lectures, students and administrative staffs. Inadequate infrastructure and various ability to adapt to the new condition still create barriers in better implementing K-2020 and to achieve the expected performance targets and curriculum targets. Indeed, IPB seeks to overcome this problem by consistently improving facilities and providing education and training on learning technology for lecturers and academic staff.



Description: Synchronous Lecture Application:

- Providing devices that enable interactive lecture video
- Establishing 50 units of mini studio
- Enhancing internet connection capacity in many spots within the campus

Source: IPB University' document (<https://ipb.ac.id/news/index/2020/02/rekt-or-ipb-university-kurikulum-ipb-k2020skripsi-bisa-dikerjakan-dengan-kelompok/01a87cd20f9fece8b5f7feb8dd716f1b>)

Description: Concepts and activities in enhancing lecturer capacities:

- Transformation of learning method from pedagogy to heutagogy
- Training on heutagogic learning and blended learning under the frame of IPB 4.0 Curriculum
- Training on virtual learning.

Source: IPB University' documents (https://drive.google.com/file/d/15HE90KZt6RUA_Lmx_wOmiGXqR5MqmqK22/view?usp=sharing)

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CONCLUSIONS

IPB has developed the K-2020, which adapted to the era of disruption and industrial revolution 4.0. In K-2020, IPB integrates future competencies into attributes arranged in the curriculum structure. Some of the future skills referred to include: (1) Ability to perform complex problems in future unknown contexts of action, (2) Competent to approach difficult challenges, and (3) Confident to come and adapt to changing environments.

The goal of K-2020 IPB is to produce a powerful, agile learner, and the outcome is tandem development, a combination of the future-ready mindset and 21st-century skill set. It is meant to solve everyday problems and complex challenges, and to adapt to changing environments. The 2020 IPB curriculum seeks to develop a creative mindset and not focus on knowledge acquiring. IPB aims to create a high-level mindset (HOTs), not a low mindset (LOTs), to build a growth mindset.