

**ACTIVITY REPORT  
CURRICULUM REDESIGN WORKSHOP  
STUDY PROGRAM, FACULTY OF NURSING, UNIVERSITAS AIRLANGGA**

**Campus C, Mulyorejo, Surabaya**



**Submitted by:**

Person in Charge : Vice Dean I

Chairperson: Dr. Mira Triharini, S.Kp., M.Kep.

**FACULTY OF NURSING  
UNIVERSITAS AIRLANGGA  
2024**

## FLASH SUMMARY

<b>Activity Name</b>	<b>CURRICULUM REDESIGN WORKSHOP STUDY PROGRAM, FACULTY OF NURSING, UNIVERSITAS AIRLANGGA</b>
<b>Date</b>	<b>January 31 – February 1–2, 2023</b>
<b>Venue</b>	<b>Florence Room, Faculty of Nursing, Universitas Airlangga</b>
<b>Type of Activity</b>	<b>Workshop</b>
<b>Participants/Target Audience</b>	<b>1. Study Program Management 2. Faculty Members of the Faculty of Nursing 3. Administrative Staff of the Faculty of Nursing</b>
<b>Budget</b>	<b>Total activity budget: IDR 53,850,000</b>

**ACTIVITY REPORT**  
**CURRICULUM REDESIGN WORKSHOP**  
**STUDY PROGRAM, FACULTY OF NURSING, UNIVERSITAS AIRLANGGA**

**1. Background**

Universitas Airlangga has established five main pillars of its policy for the 2020–2025 period within the SMART University framework, which include Smart Education for Millennial People, Meaningful Research and Community Service, Accelerating Innovation and Enterprising, Responsive and Lean Management, and Topping Up Resources Utilization. The Faculty of Nursing, as one of the faculties within Universitas Airlangga, must actively and participatively take part in supporting the strategic plan of Universitas Airlangga.

Nursing education in higher education institutions holds a highly strategic role in producing competent human resources who are ready to compete in the ever-developing nursing profession. The dynamic changes in the healthcare system, medical technology, and public demand for quality healthcare services require continuous adaptation of the nursing program curriculum at every level of education. The rapid transformation in the global health paradigm, along with the enactment of Regulation of the Minister of Education and Culture (Permendikbud) Number 53 of 2023 concerning quality assurance, necessitates curriculum renewal.

Quality assurance is closely related to the graduate competency standards, which require study programs to formulate attitudes, knowledge, and skills in an integrated manner. Permendikbud Number 53 of 2023 regulates the quality of higher education, emphasizing synchronization and quality assurance mechanisms at both the study program and faculty levels. The implementation of an outcome-based curriculum is essential and must be aligned with the Profile–Learning Outcomes (CPL)–Learning Content framework. The regulation also stipulates that students must be able to master both general and specific theoretical concepts within their respective fields of knowledge and skills.

**2. Rationale**

The development of the study program curriculum at the Faculty of Nursing, Universitas Airlangga, in reference to Regulation of the Minister of Education and Culture (Permendikbud) Number 53 of 2023, requires coordination among all divisions within the faculty. The entire academic community must synergize and work together to provide the highest quality of education so that the Faculty of Nursing, as part of Universitas Airlangga, can remain competitive not only at the national level but also internationally. To prepare for these changes, it is necessary to hold a workshop aimed at designing a new curriculum in accordance with Permendikbud Number 53 of 2023, involving stakeholders such as clinical and educational institutions, alumni, and active students. This involvement ensures that the curriculum changes will provide optimal benefits for all parties. In addition, the Faculty of Nursing, Universitas Airlangga, needs to develop an educational framework that meets global health needs. Therefore, it is essential to plan curriculum development that supports the establishment of new areas of interest within the Master of Nursing Program and the Nursing Specialist Program in Medical-Surgical Nursing (KMB).

**3. Objectives**

- 1) Analysis of Graduate Learning Outcomes (CPL) and Curriculum Structure of the Bachelor of Nursing Program
- 2) Analysis of Graduate Learning Outcomes (CPL) and Curriculum Structure of

- the Professional Nurse Program
- 3) Analysis of Graduate Learning Outcomes (CPL) and Curriculum Development for the Pediatric Nursing Concentration in the Master of Nursing Program
  - 4) Analysis of Graduate Learning Outcomes (CPL) and Curriculum Development for the Cardiac and Urological Nursing Concentration in the Nursing Specialist Program in Medical-Surgical Nursing (KMB)
  - 5) Analysis of Graduate Learning Outcomes (CPL) and Curriculum Structure of the Doctoral Program in Nursing

#### 4. Mechanism and Design

The program study management team conducts a review of the analysis of Graduate Learning Outcomes (CPL) and the curriculum structure based on input from resource persons as well as suggestions from both external and internal stakeholders. Each program study will carry out a review of the CPL and curriculum structure in accordance with Ministry of Education Regulation (Permendikbud) No. 53 of 2023 and the policy of Universitas Airlangga. In the Master of Nursing Program and the Nursing Specialist Program in Medical-Surgical Nursing (KMB), curriculum development will also be undertaken as part of the plan to develop new concentrations within the study programs.

**Mention the partners (if any)** and describe their roles in the proposed activities, for example as resource persons, practitioner lecturers, or contributors in other forms.

No.	Partner	Role
1.	Directorate of Innovation, Development, and Publication (DIPP), Universitas Airlangga	Speaker
2.	Indonesian Nursing Education Institution Association (AIPNI) Regional 9	Speaker
3.	Indonesian Nursing Collegium	Speaker
4.	Premier Hospital Surabaya	Discussion Contributor
5.	Hang Tuah Health Science Institute (STIKES Hang Tuah) Surabaya	Discussion Contributor
6.	Universitas Airlangga Hospital	Discussion Contributor
7.	Dr. Soetomo General Hospital Surabaya	Discussion Contributor

#### 5. Required Resources

Explain the resources required for the implementation of the proposed activity.

No	Activity	Unit Cost (Rp)	Volume	Unit	Total Cost (Rp)	Remarks
1	Honorarium for Panel	200,000	61 persons × 3 days	Person/Day	36,600,000	

2	Honorarium for Speaker (Unair)	900,000	1 person × 2 hours	Person/Hour	900,000	
	Honorarium for Speaker (Outside Unair)	1,500,000	2 persons × 1 hour	Person/Hour	3,000,000	
	Transportation Allowance for Stakeholders & Alumni	150,000	7 persons × 1 day	Person/Day	1,050,000	
3	Lunch Consumption	30,000	80 persons × 3 days	Person/Day	7,200,000	
4	Morning Snack	15,000	80 persons × 3 days	Person/Day	3,600,000	
5	Backdrop	1,000,000	1 item	Item	1,000,000	
6	Flower Decoration	Ad Cost	1 item	Item	Ad Cost	
7	Duplication / Printing	500,000	1 package	package	500,000	
Total					53.850.000	

### Performance Indicators

The Main Performance Indicators (IKU) and Universitas Airlangga Performance Indicators to be achieved through the proposed activity are as follows:

No	Performance Indicators	Target 2023	Achievement 2023	Realization	IKU
	Sustainable Education For All (s)		Implementation of the 2024 curriculum redesign process	The redesign process of the 2024 curriculum has been carried out	-
	Flexibility	v			
	Globalization	v			
	Sustainability	v			

Proses Redesain Dokumen kurikulum 2024 terlaksana Penerapan dokumen kurikulum 2024 untuk maba TA 2024-2025 Clobalisasi

SDGs	Global Goals	CENTANG (V)
SDGs 1	No Poverty	
SDGs 2	Zero Hunger	
SDGs 3	Good Health and Well-Being	
SDGs 4	Quality Education	V
SDGs 5	Gender Equality	
SDGs 6	Clean Water and Sanitation	
SDGs 7	Affordable and Clean Energy	
SDGs 8	Decent Work and Economic Growth	
SDGs 9	Industry, Innovation, and Infrastructure	
SDGs 10	Reduces Inequality	
SDGs 11	Sustainable Cities and Communities	
SDGs 12	Responsible Consumption and Production	
SDGs 13	Climate Action	
SDGs 14	Life Below Water	
SDGs 15	Life on Land	
SDGs 16	Peace and Justice Strong Institution	
SDGs 17	Partnership for The Goals	

## 6. Activity Schedule

**Wednesday, January 31, 2024**

**Thursday, February 1, 2024**

Time	Activity	Person in Charge / Notes
11:00 – 11:05	Opening	MC: Ms. Nur Arifah
11:05 – 12:00	Group Discussion per Study Program	Scientific Division
12:00 – 13:00	Lunch & Prayer Break	Consumption Division
13:00 – 16:30	Bachelor's Program (S1) Analysis of Learning Outcomes (CPL) and Curriculum Structure	Program Coordinator (KPS S1)
	Professional Nursing Program (Ners) Analysis of CPL and Curriculum Structure	Program Coordinator (KPS Ners)
	Master's Program (S2) Analysis of CPL and Development of Nursing Interests: Pediatric Analysis of CPL and Development	Program Coordinator (KPS S2) Coordinator of Pediatric Nursing Coordinator of Nursing Specialties: Medical-Surgical,

	of Nursing Interests Management, Mental Health, Community	Management, Mental Health, Community
	Coffee Break	Consumption Division
	Specialist Program (Sp) Analysis of CPL and Development of Nursing Interests: Cardiology and Urology	Program Coordinator (KPS Sp KMB)
16:30 – 17:00	Continuation of Discussion	Person in Charge: Vice Dean I
17:00	Closing of Day 2	MC: Ms.Nur Arifah

**Friday, February 2, 2024**

<b>Time</b>	<b>Activity</b>	<b>Person in Charge / Notes</b>
11:00 – 11:05	Opening	MC: Dr. Abu Bakar
11:05 – 11:15	Guidance from Vice Dean I for Day 3 Workshop Activities	Vice Dean I
11:15 – 12:15	Presentation Session – 1. Bachelor’s Program (S1)	Moderator: Ms. Aria Minutes: Ms. Nur Arifah
12:15 – 13:15	Lunch & Prayer Break	Consumption Division
13:15 – 16:30	2. Professional Nursing Program (Ners) 3. Master’s Program (S2) Coffee Break 4. Specialist Nursing Program (KMB) 5. Doctoral Nursing Program (S3)	Moderator: Ms. Aria Minutes: Ms. Nur Arifah
16:30 – 17:00	Conclusion and Presentation of Follow-up Plans	Person in Charge: Vice Dean I
17:00	Closing of Workshop	MC: Dr. Abu Bakar

## 7. Organizing Committee

Advisor	:	Dean of the Faculty of Nursing, Universitas Airlangga Prof. Dr. Ah Yusuf, S.Kp., M.Kes
Speaker	:	Vice Dean II Dr. Joni Haryanto, S.Kp., M.Si Vice Dean III Dr. Esti Yunitasari, S.Kp., M.Kes
Person in Charge	:	Vice Dean I Dr. Ika Yuni W., S.Kep., M.Kep., Ns., Sp.KMB
Chairperson	:	Dr. Mira Triharini, S.Kp.,M.Kep
Secretary	:	Iqlima Dwi Kurnia S.Kep.Ns., M.Kep Arina Qona'ah S.Kep.Ns., M.Kep
Treasurer	:	Praba Diyan, S.Kep,Ns, M.Kep Muhammad Nurul Fatah, SE
Scientific Committee	:	Dr. Yulis Setiya Dewi, S.Kep.Ns.,M.Ng Dr. Rizki Fitryasari P.K, S.Kep., Ns.,M.Kep Dr. Yuni Sufyanti Arief, S.Kp., M.Kes Harmayetty, S.Kp., M.Kes Dr. Retno Indarwati, S.Kep,Ns,M.Kep Dr. Sriyono, S.Kep., Ns., M.Kep., Sp.Kep.MB Prof. Dr. Nursalam, M.Nurs (Hons) Prof. Dr. Tintin Sukartini, S.Kp., M.Kes. Nuzul Qur'aniati.,S.Kep.,Ns.,M.Ng., Ph.D.
Event Committee	:	Dianis Wulansari, S.Kep., Ns., MHS., PhD. Dr. Ninuk Dian Kurniawati, S.Kep,Ns, MANP Aria Aulia Nastiti, S.Kep., Ns., M.Kep Dr. Abu Bakar, S.Kep., Ns., M.Kep., Sp.Kep.MB Dr. Ilya Krisnana, S.Kep,Ns., M.Kep Nur Arifah Astni, S.Kep.. Ns., M,Kep Sri Suwandayani, SE.,MM
Food & Beverage Committee	:	Lailatun Ni'mah. S.Kep.Ns., M.Kep Wahyuni Tri Lestari, S.Kep., Ns., M.Kep Nauvila Fitrotul 'Aini, S.Kep., Ns., M.Kep Sujati, SE
Equipment &	:	Siti Malikah

**Documentation  
Committee**

: Dr. Andri Setiya Wahyudi, S.Kep.,Ns.,M.Kep  
Hardiyansyah

## 8. Output

Outputs of the Activity.

No	Activity	Output			Outcome	notes
		IKU	SDGS	WC U		
1	2	3	4	5	6	7
1	Curriculum Redesign Workshop Nursing Study Programs, Faculty of Nursing	7	4		Successful implementation of the curriculum redesign workshop for the Faculty of Nursing study programs.	<ol style="list-style-type: none"><li>1. Study programs have updated curriculum documents</li><li>2. The activity is published on the Ners web news.</li><li>3. Inputs and suggestions are received from graduates, alumni, and active students regarding the curriculum redesign.</li></ol>

## 9. Program Sustainability

Briefly explain the strategies that will be implemented to ensure that this activity continues after the project is completed.

No	Activity	Target	Strategy	Time	Place	Reason
1	2	3	4	5	6	7
1.	Implementation of the New Curriculum Document for the Academic Year 2024/2025	Lecturers and Educational Staff	<ol style="list-style-type: none"> <li>1. Coordination meeting of the curriculum development team</li> <li>2. Submission for approval to the Faculty Academic Committee (BPF)</li> <li>3. Submission for curriculum document review to the Directorate of Academic Innovation and Education Development (DIPP) Universitas Airlangga</li> <li>4. Issuance process or decree (SK) of the Curriculum Document</li> </ol>	January 2024	Faculty of Nursing	To maintain the quality of learning across all study programs within the Faculty of Nursing

## 10. Activity Implementation

The Curriculum Redesign Workshop for the Undergraduate, Professional, Master's, Specialist, and Doctoral Nursing Programs was successfully conducted over three days, from January 31 to February 2, 2024.

The first day began with participant registration and was officially opened by the Dean of the Faculty of Nursing, Prof. Dr. Ah. Yusuf, S.Kp., M.Kes. The first session featured a presentation titled "Implementation of Minister of Education Regulation (Permendikbud) No. 53 of 2023 in Nursing Higher Education Curriculum" delivered by Prof. Dr. Noorma Rosita, Apt., M.Si, Head Coordinator of the Educational Development Division, DIPP Universitas Airlangga. The presentation was followed by a discussion session.

The second speaker, Prof. Dr. Nursalam, M.Nurs (Hons), Chair of the Indonesian Nursing Collegium, presented a session on "Curriculum Development for Specialist and Doctoral Nursing Programs According to the National Standard of Indonesian Nursing Higher Education". The session was moderated by Dr. Ninuk with Ms. Aria Aulia as the note-taker. The presentation concluded with a Q&A session that lasted until 12:15 p.m., followed by a lunch and prayer break (Ishoma) until 1:00 p.m.

At 1:00 p.m., the third presentation began, delivered by Dr. M. Hasinuddin, S.Kep., Ns., M.Kep, Secretary of AIPNI Regional 9, on “Policies and Curriculum Development in Nursing Education (Undergraduate and Professional Levels) in Indonesia.” At 2:00 p.m., a stakeholder discussion session followed, featuring inputs from: Clinical Representative: Jany Prihastuty, S.Kep., Ns., MARS, FISQua (Director of Nursing, Premier Hospital Surabaya). Education Representative: Dr. A. V. Sri Suhardiningsih, S.Kp., M.Kes, FISQua (Head of STIKES Hang Tuah Surabaya). Clinical Representative: Junait, S.Kep., Ns., M.Kep (Nursing Service Manager, Dr. Kariadi General Hospital). The session continued with feedback from alumni representatives of each program: Zainal Abidin, S.Kep., Ns., M.Kep (Alumni Chair Representative). Sartika Wulandari, S.Kep., Ns., M.Kep (Master’s Program Alumni). Dr. Khamida, S.Kep., Ns., M.Kep (Doctoral Program Alumni). Adi Sukrisno, S.Kep., Ns., Sp.KMB (Specialist Program Alumni). Emha Rafi Pratama, S.Kep., Ns. (Undergraduate Nursing Alumni). It concluded with input from student representatives: BEM Chairperson: Aryan Firmansyah. Undergraduate Nursing Student: Aryan Firmansyah. Professional Nursing Student: Ela Shinta Dewi. Master’s Nursing Student: Citra Indra Custian, S.Kep., Ns. Specialist Nursing Student: Ns. Alfi Syahri, S.Kep., M.K.M. Doctoral Nursing Student: Ns. Pipit Feriani, S.Kep., MARS.

The second day of the workshop focused on group discussions within each program, followed by analysis of Graduate Learning Outcomes (CPL) and curriculum structure for the Undergraduate and Professional programs. For the Master’s program, discussions centered on CPL analysis and curriculum development for the Child Nursing concentration as well as CPL analysis for Critical Care, Management, Mental Health, and Community Nursing concentrations. The Specialist program held discussions on CPL analysis and curriculum development for Cardiac and Urology Nursing concentrations.

The third day featured presentations by coordinators of each study program — Undergraduate, Professional, Master’s, Specialist, and Doctoral — presenting the results of their group discussions on CPL analysis and curriculum structure. The workshop concluded with a plenary discussion, followed by the presentation of the Workshop Follow-Up Plan delivered by Vice Dean I, Dr. Ika Yuni Widayawati, S.Kep., Ns., M.Kep., Sp.KMB.

## MINUTES OF THE STAKEHOLDER, ALUMNI, AND STUDENT FEEDBACK SESSION CURRICULUM REDESIGN WORKSHOP 2024

### Stakeholder Feedback

**Institution:** Hang Tuah (Mrs. Ave)

1. The graduates are already well-prepared; particularly in the Doctoral Program, there is potential to further enhance publication and innovation achievements within the institution.
2. There should be publication mentoring for Doctoral (S3) students to help them publish in Scopus Q1–Q2 journals, enabling them to fulfill graduation requirements without difficulty.
3. Additional materials on leadership and professionalism are needed, as aspects of leadership and the implementation of specialized knowledge are still lacking.
4. There is a need to strengthen moral and ethical behavior so that graduates can apply their knowledge to the community, reflecting the character of true scholars, not merely degree holders.
5. Commitment to scientific integrity still needs improvement, particularly in attitudes and ethical conduct. Once attaining a doctoral degree, there is a greater responsibility to uphold scholarly values.
6. When collaborating with other professions, students must develop interprofessional collaboration skills, avoiding the tendency to view nursing as the most superior profession.
7. The educational instinct to mentor others should be strengthened — graduates are expected to share knowledge with colleagues and juniors in hospitals, helping to equalize competencies between academic and clinical settings.
8. In the era of digitalization, there is a need to enhance digital health competencies in nursing education, such as the use of electronic medical records (E-MR) and SatuSehat systems, which are now being implemented in hospitals.
9. Additional suggestion: consider reducing the frequency of examinations in the Doctoral Program (S3).

### Premier (Mr. Adi)

10. Graduates demonstrate good knowledge and positive attitudes.
11. However, practical skills and job readiness still need to be further improved.
12. Many alumni tend to change jobs frequently before advancing in their career paths typically within one year, often moving to pursue civil servant (PNS) positions.
13. The hospital recruitment process includes several stages such as written tests, psychological assessments, skill stations, general orientation, and preceptorship. However, many graduates still view the hospital as a stepping stone, leading to a high resignation rate.
14. The hospital has already implemented electronic medical records (e-MR); therefore, students need to be equipped with these digital documentation skills through laboratories or practical sessions.
15. It is suggested that to ensure graduates are work-ready, a three-month internship program at hospitals should be integrated into the academic process. Outstanding interns could then be directly recruited.
16. As healthcare enters the digital era, it is essential to strengthen students'

information technology (IT) fundamentals.

17. For Nursing Specialist (Ners Spesialis) graduates it is recommended to hold workshops or follow-up programs to help determine placement and reintegration into their respective institutions after graduation.

### **Kariadi Hospital (Mr. Junait)**

18. Staff members who continue their studies often feel burdened because they must leave their duties, resulting in reduced income due to the absence of performance-based incentives. The Specialist Nursing Program (Sp) without the S2 (Master's degree) requirement is considered beneficial, as it shortens the study duration.
19. Alumni at Kariadi Hospital have been assigned to positions that align with their field of expertise.
20. There is no significant difference yet observed between nurses before and after completing the Specialist Program. The graduates of the program are planned to advance to sub-specialty clinical practice (PK4), though alignment with Ministry of Health (MoH) regulations on career levels needs to be reviewed.
21. A workshop has been conducted to discuss the status of graduates. In other countries, there is a system like CCM (Clinical Case Management), while in the hospital there is MPP (Manager of Patient Care). It is necessary to determine what form of productivity or competency outcomes should be demonstrated after graduation. Currently, Specialist Program alumni hold positions as Primary Nursing Care Managers (PPJA).
22. In the future, it is expected that alumni can collaborate more effectively with other Health Care Professionals (PPA).

### **Leadership Response**

#### **Vice Dean II: Dr. Joni**

He conveyed that it is possible to develop a collaborative scheme where the hospital selects prospective employees while they are still students, allowing the placement of selected students for clinical practice in that same hospital. This arrangement could be beneficial as it would eliminate additional internship costs after graduation.

#### **Bu Ika**

1. The Doctoral Program has one of its profiles as a researcher, which aligns with its research-based curriculum.
2. From LIPJPHKI, there is a free mentoring program available for students — starting from the manuscript preparation process up to publication.
3. There are approximately 10–11 examination stages, including qualification exams, proposal defense, feasibility test, closed and open defenses, while the rest are in the form of seminars. The open defense is not required if the student has already achieved three publication targets, since the program is research-based.
4. As part of accreditation requirements, the presence of a Nurse Specialist Program

(Ners Spesialis) is also needed.

### **Alumni Feedback**

#### **Representative of Alumni Association (Public Relations / Mr. Zaenal)**

1. There is a lack of etiquette and politeness, which can affect work performance; therefore, communication training related to service manners (e.g., how to communicate with patients) is needed.
2. Soft skill enhancement needs to be strengthened.
3. Commitment to the workplace needs to be improved.
4. Legal knowledge (such as related to SIP, STR, or SIPP) is still lacking, resulting in low motivation to manage the necessary licensing documents.

#### **Doctoral Alumni / Mrs. Khamida**

5. Alumni demonstrate excellence in publication.
6. Compared to other doctoral programs by research, the Faculty of Nursing's research program is already well-structured.
7. Students need more guidance from supervisors and co-supervisors, as there are concerns about delays in completing non-credit examination stages (such as seminars).
8. More support in publication mentoring is required.
9. There should be more frequent progress report meetings related to coursework. The number of examination stages (10–11 times) in the doctoral program should be reviewed.
10. There is a need for offline discussions or classes related to dissertation work.

#### **Master's Alumni / Ms. Sartika**

11. The human resource management competencies acquired are relevant and applicable to current work positions.
12. What hospitals need is research downstreaming — internship innovations should have direct patient application, not only focus on digital or system-based outputs.
13. Graduates need stronger communication skills to engage with policy makers, especially when facing patient-related issues in practice.
14. Alumni are expected to become drivers of effective service delivery with minimal cost.
15. Considering hospitals that serve BPJS (national health insurance) patients, graduates should be trained in cost-effective yet caring services, as this is a challenge for master's-level nurses to become effective decision-makers.

#### **Specialist Alumni / Mr. Adi Sukrisno**

16. The academic workload during the program is perceived as too heavy.
17. Many students already have high clinical competency from the beginning, so they don't feel much improvement after graduation. Thus, the curriculum should be made more complex to match the variety of clinical cases.
18. Students should be trained to build resilience in facing work pressures or salary challenges, and to practice their profession better at their workplace — not just being money-oriented.
19. Competitiveness and perseverance still need to be enhanced and trained early during

the study period.

### **Ners Alumni / Rafi Pratama**

21. Gained valuable experience in patient safety through the Professional Nurse Program (PBP) and clinical practice at Dr. Soetomo Hospital.
22. Active participation in organizations has helped improve communication skills and self-confidence.
23. As part of Generation Z, it is important to instill the value of morality and excellence with integrity.

### **Leadership Response**

Regarding the feedback on the need to add materials relevant to field requirements, it will be further discussed within the curriculum development team to determine additional study content, as well as to evaluate the depth and breadth of the material for defining the appropriate credit load (SKS).

### **Feedback from Active Students**

#### **Master of Nursing Specialist in Medical-Surgical Nursing (Sp. KMB) Students**

1. Need for collaborative projects with students from other programs.
2. Suggestion to include disaster preparedness practice sessions.
3. The clinical cases encountered during education are not sufficiently complex.

#### **Professional Nurse (Ners) Students**

4. There are differences in the number of practice days between the two hospitals.
5. Lack of guidance from clinical nurses during professional practice.
6. Delay in the assignment of academic supervisors for maternal and child health (KIA) rotations.

#### **Undergraduate (S1) Students**

7. The Project-Based Learning (PjBL) method could be better integrated across courses to avoid overlap.
8. Thesis supervisor assignment should be conducted earlier.
9. The case-based learning method can be confusing, as each class handles different cases. Students hope lecturers will still provide PowerPoint materials aligned with discussion topics.
10. The extended practice schedule often overlaps with final exams, affecting learning outcomes; students suggest better scheduling coordination.
11. For the conversion (Nursing Conversion Program) program, since students come from diverse professional backgrounds (hospitals and primary health centers), it is suggested to add management materials related to Puskesmas, in addition to hospital management.

#### **Master's (S2) Students**

12. Courses on communication and ethics need to be deepened.

13. Suggestion to hold a student exhibition to showcase innovations from the “Innovation in Caring” course.
14. The rules and schedules are perceived as too strict, especially since most S2 students also work full-time.
15. Suggestion to include a Nurse Entrepreneurship (Nerspreneurship) course.
16. Thesis supervisor assignments should be given at the beginning of the semester.

### **Doctoral (S3) Students**

17. Need for a special statistics course covering statistical tests used in dissertations, such as PLS (Partial Least Squares).
18. Matriculation courses in the first semester should be officially recognized and credited.
19. The Innovation in Caring course is listed as 1 credit (SKS) but extends over multiple semesters; suggestion to revise the credit load.
20. The dissertation examination sequence should be reorganized, particularly regarding the placement of the “Sumber” (seminar) stage after the proposal defense.
21. In the academic transcript (KHS), students who have not yet completed the Sumber 3 stage receive an “Incomplete (BT)” status, yet KHS submission to the institution remains mandatory this should be reconsidered.

### **Leaders’ Responses – Dr. Ika Yuni Widawati**

1. The Doctoral Program is research-based, and the series of seminar examinations are conducted only three times.
2. Matriculation courses cannot be recognized academically since they are not registered through the KRS (Course Registration System).
3. The assignment of thesis supervisors has been carried out early, specifically during the Proposal Course, to facilitate students in initiating their research process promptly.
4. Regarding the credit load (SKS) for the Innovation in Caring course, the depth and breadth of the subject matter will be reviewed to determine the appropriate number of credits.
5. Although learning is conducted using a Case-Based Method (CBM), lecturers are still required to prepare and provide learning materials for students.
6. Concerning grades shown as “BT” in the Cyber Campus system, this indicates that the student has not yet completed the related course, and therefore, the score cannot be finalized.

### **Bachelor of Nursing Program**

There are 9 Graduate Learning Outcomes (CPL), each of which fulfills the five components: Attitude and Values (IP), General Skills (KU), Specific Skills (KK), Knowledge (S), and Independent Competence (KI).

1. CPL 1 Devout to God Almighty, demonstrating a professional attitude, ethical principles, and legal, moral, and cultural perspectives in nursing.  
(IP7, KU3, KU10, KK7, KK9, S3, S8, KI8)
2. Able to perform professional duties based on logical, critical, systematic, creative, and innovative thinking; able to collaborate, show social sensitivity, and take scientific responsibility toward the professional community and clients.  
(IP1, KU1, KU2, KK1, KK6, KI2, S5, KK12, KI3)
3. Able to apply nursing science and technology by considering humanistic values based on scientific principles, procedures, and ethics in providing nursing care.  
(IP2, IP5, IP6, KU5, KU10, KU13, KK5, S1, S8, KI7, KI8)
4. Able to evaluate nursing care as an effort to improve the quality of nursing care in clinical and community settings.  
(IP4, KU4, KU12, KK4, KK8, KK15, S2, S6, KI1, KI5)
5. Able to carry out education with communication skills in nursing care and scientific information.  
(IP5, KU3, KU6, KK2, S7, S8, KI6)
6. Able to analyze the organization of nursing care and coordinate with the health team by showing leadership attitudes to achieve client care goals.  
(IP1, IP4, KU2, KU7, KU8, KU9, KK7, KK13, S3, S9, KI4)
7. Able to conduct scientific research in the field of nursing science and technology to solve health problems.  
(IP4, KU6, KU7, KK10, KK14, S2, S8, KI1, KI2, KI4)
8. Able to produce, communicate, and innovate in the field of nursing science and technology.  
(IP7, KU4, KU1, KK10, KK13, KK14, S3, S8, KI1, KI3, KI4, KI8)
9. Able to develop professional expertise through lifelong learning, especially in disaster and emergency nursing.  
(IP1, IP3, IP6, KU11, KU8, KK3, KK11, S3, S4, S9, KI6, KI2, KI5)

The total credits remain 147 credits (SKS), with the undergraduate program designed to be completed in 8 semesters. However, if there are students who are capable of completing the program within 7 semesters, an open semester option will be provided.

In semesters I and II, since there is a maximum limit of 20 credits, there will be no changes to the semester II courses. The Pharmacology practice will be combined with IBM, and for Therapeutic Communication, the practice may possibly be integrated with Health Promotion. In semester III, the Basic Nursing Skills practice is planned to be merged with the KD Practice. In semester IV, the Nursing practice will cover Respiratory, Endocrine, and Immunologic systems. In semester V, the Psychiatric Nursing and Community Nursing practices, as well as KKN BBM (Community Service Program), will be placed in semester V. In semester VI, the Thesis Proposal will remain, with the expectation that students can complete it early and graduate in semester VII, provided they have a GPA above 3.5. Previously, Critical Nursing was in semester VII and Emergency Nursing in semester VI. It is planned that the Emergency and Critical Nursing practices will be combined into a 3-credit course in semester VI, along with the Gerontological and Family Nursing practice.

In semester VII, there will be 13 credits. If students are able to accelerate their studies, the 8 credits originally placed in semester VIII may be taken in semester VII.

**Ms. Ika**

1. Each graduate profile must clearly indicate which Intended Learning Outcomes (ILOs) it reflects (for example, the “Provider” profile should specify the corresponding ILO numbers).
2. A minimum of one ILO must be mapped to each graduate profile.
3. In the curriculum structure, practical sessions may be conducted in the following semester after students have obtained the theoretical concepts — this arrangement is permissible.
4. For courses where the duration of theory and practical components is equivalent, a block system will be applied, where theoretical sessions are completed first, followed by practical sessions.
5. The practical components of Research Methodology, Biostatistics, and Health Information Systems will be integrated into a single course.
6. The theoretical component of Health Information Systems will remain in Semester 4.
7. The Community Service Program (KKN BBM) requires students to have completed at least 80 credits before participation.
8. Only practical activities conducted in designated clinical or community practice areas will be formally recognized.
9. The evaluation system for practical courses will utilize the Objective Structured Clinical Examination (OSCE) method.

#### **Master of Nursing Program (Prodi S2)**

1. The curriculum structure has been expanded from 43 to 60 credits (SKS).
2. General specialization courses are offered in Semester 1, consisting of 7 courses totaling 14 credits.
3. Of the 60 credits, 20 credits are allocated to the thesis component, which will be further broken down according to the stages of completion.
4. A new course on Scientific Publication will be added, aligning with similar courses at Universitas Indonesia (UI) and Universitas Ciputra (UC).
5. A 2-credit course titled Advanced Nursing Information Systems will be included as a general course.
6. The Pediatric Nursing Specialization consists of 10 credits.
7. The curriculum includes 5 specialization courses and 5 general courses.

#### **Ms. Ika**

For the Master’s Program, there are four areas of specialization. While the general competencies across these specializations remain similar, the specific competencies are expected to differ. However, at present, they still align with the Indonesian National Qualifications Framework (KKNI) Level 8, which defines four specific competencies. Currently, specific competencies for each specialization have not been distinctly outlined, and thus still refer to the KKNI framework. One of the specific competencies suggested by alumni is related to entrepreneurship; however, its placement within the existing learning outcomes (CPL) is still being reviewed. Meanwhile, aspects related to non-communicable diseases have been integrated into CPL No. 2.

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#### **Specialist Nursing Program**

There are four graduate profiles for the Specialist Program: Advanced Clinician, Clinical Educator, Case Manager, and Clinical Researcher. Each profile can be achieved through a maximum of two corresponding Learning Outcomes (CPL).

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#### **Further Remarks from Ms. Ika**

- A new 2-credit course on Evidence-Based Practice and another 2-credit course on Scientific Writing will be introduced.
  - The Scientific Publication course will be implemented in a block system. Publication outputs are scheduled for Semester 1, allowing students to complete other block courses first, followed by publication after the mid-semester period.
  - Any new or revised courses should be highlighted in a different color within the curriculum matrix as a visual reminder, including justification for the increase to a total of 60 credits.
  - The increase in total credits primarily reflects an expansion in the Thesis/Final Project component.
  - Regarding the Urology Specialization, there are concerns about faculty readiness. Initially, when the program was established under the DIPP framework, mapping of faculty expertise was conducted, but coverage in urology remains limited. Collaboration with hospital partners will be essential if this specialization is to be opened.
- 

#### **Professional Nursing Program**

1. The Memorandum of Understanding (MoU) with Soewandi Hospital was completed in December 2023.

#### **Ms. Ika**

- The scope and depth of learning materials need to be reviewed, particularly concerning the credit weight of core courses, which may be divided into two separate courses.
- Further discussion is required on whether to reinstate senior clinical practice during the professional stage, especially for the Maternal and Child Health (MCH) specialization.
- The Learning Outcomes (CPL) must be restructured to reduce redundancy and ensure proper integration of the five components: Attitude (IP), General Skills (KU), Special Skills (KK), Knowledge (S), and Managerial Competence (KI).
- In addition to Ministerial Regulation No. 53 (Permendikbud No. 53), the program should also refer to relevant professional association standards.
- Thesis and final project components must include a clear calculation of student workload hours.

#### **Ms. Ninuk**

Each program profile should be clearly differentiated to specify the respective competencies and authority between Master's and Specialist graduates.

#### **Ms. Yuni**

For the Ners (Professional Nurse) program, the term Case Manager is not applicable. Instead, the appropriate profiles are Manager and Leader. The Ners program currently defines five graduate profiles.

**Ms. Tiyas**

The form of learning related to Maternal and Child Health (MCH), as stipulated in Ministerial Regulation No. 53, is the inclusion of a Final Project at all levels of education.

**Follow-up Plan (RTL)**

1. All study programs are required to immediately prepare their curriculum documents, following the draft format provided by the Vice Dean for Academic Affairs (Division I).
2. By March 2024, all draft curriculum documents must be submitted to the Faculty Education Quality Board (BPF).
3. By the end of March 2024, the documents will be forwarded to the Department of Academic and Curriculum Development (DIPP) for further review.
4. During the preparation of curriculum documents, necessary adjustments will be made regarding learning materials, credit allocations (SKS), and course descriptions. To facilitate this process, regular meetings will be held every Thursday and Friday at 13.00 throughout February 2024, involving the academic team and faculty members from each study program.
5. Each study program is expected to prepare and present its curriculum structure as reference material for the upcoming meetings scheduled for Thursday and Friday of the following week.
6. By the end of February 2024, all finalized curriculum documents must be submitted to the Vice Dean I for consolidation and review.

**11. Person in Charge**  
**Vice Dean I, Faculty of Nursing**

Surabaya, February 13, 2024  
Dean,

Prof. Dr. AH. YUSUF [S.Kp.](#), M.Kes.  
NIP. 196701012000031002

Appendix  
List of Workshop Participants

No	Nama	Jabatan
	Prof. Dr. Ah. Yusuf S., S.Kp., M.Kes.	Dean
	Dr. Joni Haryanto, S.Kp., M.Si	Vice Dean I
	Dr. Esti Yunitasari, S.Kp., M.Kes	Vice Dean II
	Dr. Ika Yuni Widyawati, S.Kep., Ns., M.Kep.	Vice Dean III
	Dr. Rizki Fitryasari Patra Koesoemo, S.Kep., Ns., M.Kep.	<b>Head of Department of Basic Nursing</b>
	Dr. Yulis Setiya Dewi, S.Kep., Ns., M.Ng.	<b>Head of Advanced Nursing Department</b>
	Dr. Ninuk Dian Kumiawati, S.Kp., Ns., MANP.	<b>Department of Basic Nursing Secretary</b>
	Dr. Mira Triharini, S.Kp., M.Kep	<b>Advanced Nursing Department Secretary</b>
	Dr. Yuni Sufyanti Arief S.Kp., M.Kes.	Coordinator of Bachelor's Program (S1)
	Harmayetty S.Kp., M.Kes.	Coordinator of Professional Nursing Program
	Dr. Retno tndarwali, S.Kep., Ns., M.Kep	Coordinator of Master's Program (S2)
	Dr. Sriyono, S.Kep, Ners., M.Kep., Sp.Kep.MB.	Coordinator of Program in Medical-Surgical Nursing (Sp.Kep.MB)

Prof- Dr. Nursalam, M.Nurs (Hons)	Coordinator of Doctoral Program (S3)
Iqlima Dwi Kurnia S.Kep., Ns., M.Kep.	Secretary of Bachelor's Program (S1)
Lailatun Ni'mah, S.Kep., Ns., M.Kep.	Secretary of Professional Nursing Program
Arina Qona'ah, M.Kep.	Secretary of Master's Program (S2)
Dr. Abu Bakar, S.Kep., Ns., M.Kep	Secretary of Program in Medical-Surgical Nursing (Sp.Kep.MB)
Dr. Ilya Krisnana" S.Kep., Ns., M.Kep.	Secretary of Doctoral Program (S3)
Prof. Dr. Tintin Sukartini, S.Kp., M.Kes.	Lecture
Purwaningsih, S.Kp., M.Kes.	Lecture
Ferry Efendi, S.Kep., Ns., M.Sc., Ph.D	Lecture
Ni Ketut Alit Armini, S.Kp., M.Kes.	Lecture
Elida Ulfiana, S.Kep., Ns., M.Kep.	Lecture
Ema Dwi Wahyuni, S.Kep., Ners., M.Kep.	Lecture
Dr. Eka Mishbahatul Mar'ah Has, S.Kep., Ns., M.Kep.	Lecture
Retnayu Pradanie, S.Kep., Ns., M.Kep.	Lecture
Praba Diyan Rachmawati, S.Kep., Ns., M.Kep.	Lecture
Rr. Dian Tristiana S.Kep., Ns., M.Kep.	Lecture
Dr. Andri Setiya Wahyudi, S.Kep., Ns., M.Kep.	Lecture
Ika Nur Pratiwi, S.Kep., .Ns., M.Kep.	Lecture
Dr. Hanik Endang N, S.Kep., Ns., M.Kep.	Lecture
Dr. Makifudli, S.Kep., Ns., M.Ked.Trop.	Lecture
Aria Aulia Nastiti, S.Kep., Ns., M.Kep.	Lecture

	Sylvia Dwi Wahyuni, S.Kep., Ns., M.Kep.	Lecture
	Laily Hidayari, S.Kep., Ners., M.Kep.	Lecture
	Tiyas Kusumaningrum, S.Kep., Ners., M.Kep.	Lecture
	Rista Fauziningtyas, S.Kep., Ns., M.Kep., Ph.D	Lecture
	Dr. Kristiawati, S.Kp., Ns., M.Kep.	Lecture
	Ira Suarilah.. S.Kp.. M.Sc.. Ph. D	Lecture
	Nuzul Qur'aniati.,S.Kep.,Ns.,M.Ng., Ph.D.	Lecture
	Candra Panji Asmoro, S.Kep., Ns., M.Kep.	Lecture
	Herdina Mariyanti, S.Kep., Ns., M.Kep, Ph.D.	Lecture
	Dianis Wulan Sari, S.Kep., Ns., M.HS., Ph.D.	Lecture
	Lingga Curnia Dewi, S.Kep., Ns., M.Kep.	Lecture
	Wahyuni Tri Lestari, S.Kep., Ns., M.Kep.	Lecture
	Hakim Zulkamain, S.Kep-, Ns., MSN.	Lecture
	Rlfty Octavia Prdipt4 S.Kep., Ns., M.Kep.	Lecture
	Aziz Nashiruddin Habibie, S.Kep., Ns., M.Kep.	Lecture
	Nauvila Fitrotul 'Aini, S.Kep., Ns., M.Kep.	Lecture
	Nur Arifah Astni, S.Kep.. Ns., M,Kep.	Lecture
	Neisya Pratiwindya Sudarsiwi, S.Kcp., Ns., M.Kep.	Lecture
	Sri Suwandayani, SE., MM	Head of Administration Division
	Muhammad Nurul Fatah, S.E.	Head of Finance and Human
	Zuhri, S.E	Head of Academic Subdivision
	Sigit Sumartono, S.H	Head of Student Affairs

		Subdivision
	<b>Siti Malikhah</b>	Head of Facilities and Infrastructure Subdivision
	<b>Fachrudin</b>	Academic and Student Affairs Staff (PAA) for Bachelor's Program (S1)
	<b>Hardiansyah</b>	Academic and Student Affairs Staff (PAA) for Professional Nursing Program
	<b>Lutfi Rahman</b>	Academic and Student Affairs Staff (PAA) for Specialist Program in Medical-Surgical Nursing (KMB)
	<b>Fathikul Arifin, S.Kep</b>	Academic and Student Affairs Staff (PAA) for Master's Program (S2)
	<b>Suyatik</b>	Academic and Student Affairs Staff (PAA) for Doctoral Program (S3)

**DOCUMENTATION**  
**CURRICULUM REDESIGN WORKSHOP STUDY PROGRAM**  
**FACULTY OF NURSING UNIVERSITAS AIRLANGGA**

Wednesday, January 31, 2024



Curriculum Redesign Workshop of the Study Program Faculty of Nursing, Universitas Airlangga



Session I: Implementation of Ministry of Education Regulation (Permendikbud) No. 53 of 2023 in Higher Education Nursing Curriculum by Prof. Dr. I Made Narsa, S.E., M.Si., Ak., CA. (Directorate of Academic Innovation and Quality Assurance – Universitas Airlangga)



Session II: Policy and Curriculum Development of Nursing Education in Indonesia (Bachelor's and Master's Programs in Nursing) by Dr. M. Hasinuddin, S.Kep., Ns., M.Kep. – Head of Curriculum Division, AIPNI Regional 9



Session III: Curriculum Development for Nursing Specialist and Doctoral Programs in Accordance with the Indonesian National Standards for Higher Nursing Education by Prof. Dr. Nursalam, M.Nurs. (Hons) – Chairperson of the Indonesian Nursing Collegium



Curriculum Input for Study Programs in the Faculty of Nursing by Stakeholders



Curriculum Input for Study Programs in the Faculty of Nursing by Alumni



Curriculum Input for Study Programs in the Faculty of Nursing by Students

Thursday, February 1, 2024

Discussion on Learning Outcomes (CPL) and Curriculum Structure for Each Study Program









Friday, February 2, 2024



Presentation of Curriculum Discussion Results – Bachelor's Program (S1)



Presentation of Curriculum Discussion Results – Professional Nursing Program (Ners)



Presentation of Curriculum Discussion Results – Master's Program (S2)



Presentation of Curriculum Discussion Results – Specialist Program

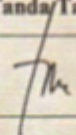
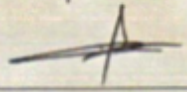
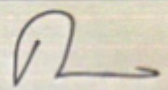


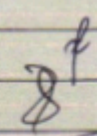
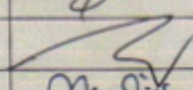
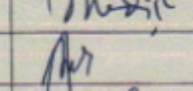
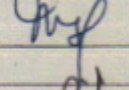
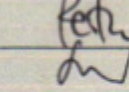
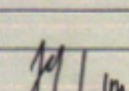


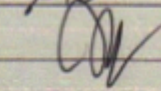
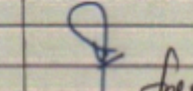
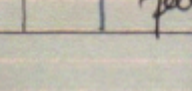
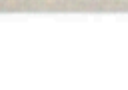





## ATTENDANCE LIST OF SPEAKERS

### Attendance List of Speakers for the Curriculum Redesign Workshop Study Program – Faculty of Nursing, Universitas Airlangga

Date: [Insert Date]

No	Nama	Jabatan	Tanda/Tangan
1.	Prof. Dr. Noorma Rosita, Apt., M.Si	Korbid bidang pengembangan pendidik DIPP	
2.	Prof. Dr. H. Nursalam, M.Nurs (Hons)	Ketua Kolegium Keperawatan Indonesia	
3.	Dr. M. Hasinuddin, S.Kep. Ns. M.Kep	Sekretaris AIPNI Regional 9	

N0	NAMA	Jabatan	Tanda Tangan
1.	Prof. Dr. Ah. Yusuf S., S.Kp., M.Kes.	Dekan	
2.	Dr. Joni Haryanto, S.Kp., M.Si.	Wakil Dekan 1	
3.	Dr. Esti Yunitasari, S.Kp., M.Kes	Wakil Dekan 2	
4.	Dr. Ika Yuni Widyawati, S.Kep., Ns., M.Kep.	Wakil Dekan 3	
5.	Dr. Rizki Fitriyasaki Patra Koesoemo, S.Kep., Ns., M.Kep.	Ketua Departemen Keperawatan Dasar	
6.	Dr. Yulis Setiya Dewi, S.Kep., Ns., M.Ng.	Ketua Departemen Keperawatan Lanjut	
7.	Dr. Ninuk Dian Kurniawati, S.Kp., Ns., MANP.	Sekdep Keperawatan Dasar	
8.	Dr. Mira Triharini, S.Kp., M.Kep.	Sekdep Keperawatan Lanjut	
9.	Dr. Yuni Sufyanti Arief, S.Kp., M.Kes.	KPS S1	
10.	Harmayetty, S.Kp., M.Kes.	KPS Profesi Ners	
11.	Dr. Retno Indarwati, S.Kep., Ns., M.Kep	KPS S2	
12.	Dr. Sriyono, S.Kep, Ners., M.Kep., Sp.Kep.MB.	KPS Sp KMB	
13.	Prof. Dr. Nursalam, M.Nurs (Hons)	KPS S3	
14.	Iqlima Dwi Kurnia, S.Kep., Ns., M.Kep.	Sekprodi S1	
15.	Lailatun Ni'mah, S.Kep., Ns., M.Kep.	Sekprodi Ners	
16.	Arina Qona'ah, M.Kep.	Sekprodi S2	
17.	Dr. Abu Bakar, S.Kep., Ns., M.Kep	Sekprodi Sp KMB	
18.	Dr. Ilya Krisnana, S.Kep., Ns., M.Kep.	Sekprodi S3	
19.	Prof. Dr. Tintin Sukartini, S.Kp., M.Kes.	Dosen	
20.	Purwaningsih, S.Kp., M.Kes.	Dosen	
21.	Ferry Efendi, S.Kep., Ns., M.Sc., Ph.D	Dosen	

22.	Ni Ketut Alit Armini, S.Kp., M.Kes.	Dosen	
23.	Ehida Ulfiana, S.Kep., Ns., M.Kep.	Dosen	
24.	Erna Dwi Wahyuni, S.Kep., Ners., M.Kep.	Dosen	
25.	Dr. Eka Mishbahatul Mar'ah Has, S.Kep., Ns., M.Kep.	Dosen	
26.	Retnayu Pradanie, S.Kep., Ns., M.Kep.	Dosen	
27.	Praba Diyan Rachmawati, S.Kep., Ns., M.Kep.	Dosen	
28.	Rr. Dian Tristiana, S.Kep., Ns., M.Kep.	Dosen	
29.	Dr. Andri Setiya Wahyudi, S.Kep., Ns., M.Kep.	Dosen	
30.	Ika Nur Pratiwi, S.Kep., Ns., M.Kep.	Dosen	
31.	Dr. Hanik Endang N, S.Kep., Ns., M.Kep.	Dosen	
32.	Dr. Makhfudli, S.Kep., Ns., M.Ked.Trop.	Dosen	
33.	Aria Aulia Nastiti, S.Kep., Ns., M.Kep.	Dosen	
34.	Sylvia Dwi Wahyuni, S.Kep., Ns., M.Kep.	Dosen	
35.	Laily Hidayati, S.Kep., Ners., M.Kep.	Dosen	
36.	Tiyas Kusumaningrum, S.Kep., Ners., M.Kep.	Dosen	
37.	Rista Fauziningtyas, S.Kep., Ns., M.Kep., Ph.D	Dosen	
38.	Dr. Kristiawati, S.Kp., Ns., M.Kep.	Dosen	
39.	Ira Suarilah., S.Kp., M.Sc., Ph. D	Dosen	
40.	Nuzul Qur'aniati.,S.Kep.,Ns.,M.Ng., Ph.D.	Dosen	
41.	Candra Panji Asmoro, S.Kep., Ns., M.Kep.	Dosen	
42.	Herdina Mariyanti, S.Kep., Ns., M.Kep, Ph.D.	Dosen	
43.	Dianis Wulan Sari, S.Kep., Ns., M.HS., Ph.D.	Dosen	
44.	Lingga Curnia Dewi, S.Kep., Ns., M.Kep.	Dosen	
45.	Wahyuni Tri Lestari, S.Kep., Ns., M.Kep.	Dosen	
46.	Hakim Zulkarnain, S.Kep., Ns., MSN.	Dosen	



UNIVERSITAS AIRLANGGA  
FAKULTAS KEPERAWATAN



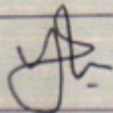

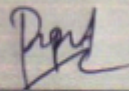
Kampus C Jl. Mulyorejo, Surabaya 60115 Telp. (031) 5913756 Fax (031) 5913752  
Laman : <https://ners.unair.ac.id>, e-mail : [humas@fkip.unair.ac.id](mailto:humas@fkip.unair.ac.id)

47.	Rifky Octavia Pradipta, S.Kep., Ns., M.Kep.	Dosen	
48.	Aziz Nashiruddin Habibie, S.Kep., Ns., M.Kep.	Dosen	
49.	Nauvila Fitrotul 'Aini, S.Kep., Ns., M.Kep.	Dosen	
50.	Nur Arifah Astni, S.Kep., Ns., M.Kep.	Dosen	
51.	Neisya Pratiwindya Sudarsiwi, S.Kep., Ns., M.Kep.	Dosen	
52.	Sri Suwandayani, SE., MM	Kabag Tata Usaha	
53.	Muhammad Nurul Fatah, SE	Kasubag Keuangan dan Kepegawaian	
54.	Zuhri, SE	Kasubag Akademik	
55.	Sigit Sumartono, SH	Kasubag kemahasiswaan	
56.	Siti Malikhah	Kasubag Sarana & Prasarana	
57.	Fachrudin	PAA Prodi S1	
58.	Hardiansyah	PAA Prodi Ners	
59.	Lutfi Rahman	PAA Prodi Spesialis KMB	
60.	Fathikul Arifin, S.Kep	PAA Prodi S2	
61.	Suyatik	PAA Prodi S3	

# STUDENT ATTENDANCE LIST

DAFTAR HADIR MAHASISWA  
KEGIATAN LOKAKARYA REDESAIN KURIKULUM PROGRAM STUDI  
FAKULTAS KEPERAWATAN UNIVERSITAS AIRLANGGA

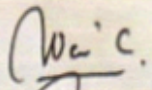
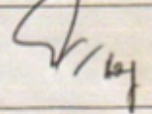
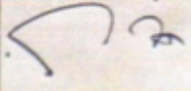
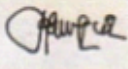
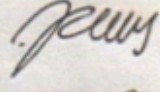
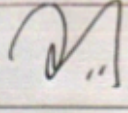

Tanggal:.....

No	Nama	Jenjang/Prodi	Tanda Tangan
1	Ela Shinta Dewi	Profesi Ners	
2	Aryan Firmansyah	S1	
3.	Putra Jordon Gustian	S2	
4.	Alfi Syahr i	Spesialis KMB	
5.	Pipit	S3	

# ATTENDANCE LIST OF STUDENTS AND ALUMNI

## Curriculum Redesign Workshop Study Program – Faculty of Nursing, Universitas Airlangga

Date: [Insert date]

No	Nama	Institusi	Tanda Tangan
1	Dr. A.V. Fai, S.S.Kp.Mk	Kel. STIKES Hary Tondy 88y	
2.	Adi Cahyo F, S.Kep.,Ns	Nursing Central asistant Manager RS Premier	
3.	Adi Sukrisno, Ns., Sp.KMB	RSUD Dr Soetomo.	
4.	Dr. Khamida	UNUSA Surabaya	
5.	Ember Peppi, P. Ns.	RS. Cakra	
6	Zaeal Abdi	RS Cakra/ KA FUP	
7	Saptha Wulandari	RS. Cakra/ MS	
8.	Junait, S.Kep.,Ns, M. Kep	RS. Kariyahi Semarang.	

### KEBUJAKAN DAN PENGEMBANGAN KURIKULUM PENDIDIKAN KEPERAWATAN DI INDONESIA

10. Menilai hasil pembelajaran keparawatan di Indonesia pada saat ini berdasarkan indikator keparawatan di Indonesia.

11. Menilai hasil pembelajaran keparawatan di Indonesia pada saat ini berdasarkan indikator keparawatan di Indonesia.

- 10. **Penilaian Bahan Kajian** - Berdasarkan CPL dan atau menggunakan **Body of Knowledge** suatu Program Studi yang kemudian digunakan untuk penentuan mata kuliah baru, dan evaluasi serta monev/evaluasi terhadap mata kuliah yang sudah existing berjalan.
- 11. **Pembelajaran Mata Kuliah (MK)** dan **Penerapan Substansi Keperawatan** - Berdasarkan perkembangan mata kuliah berdasarkan CPL, beserta korelasinya di level SKI dan bahan ajar serta penyesuaian mata kuliah.

REVISI DAN PENGEMBANGAN KURIKULUM KEPERAWATAN DI INDONESIA

REVISI DAN PENGEMBANGAN KURIKULUM KEPERAWATAN DI INDONESIA

### Kompetensi utama lulusan program studi

1. Mengetahui konsep keparawatan di Indonesia

2. Mengetahui konsep keparawatan di Indonesia

3. Mengetahui konsep keparawatan di Indonesia

- 10. **Menilai dan Peta Kurikulum** - Mengembangkan kurikulum mata kuliah atau peta kurikulum dalam studi yang baik dan efektif secara dengan **Capaian Pembelajaran Lulusan Program Studi**. Dengan cara lebih akurat dalam mengatur keparawatan antara mata kuliah Program Studi.
- 11. **Revisi Keperawatan Berbasis SKI** - SKI adalah alat yang digunakan untuk mengidentifikasi kebutuhan untuk mata kuliah pada tingkat studi. Alasannya adalah untuk memastikan bahwa kurikulum yang ada memenuhi kebutuhan dalam bentuk rekrut dan atau perbaikan, serta SKI dan SKI.
- 12. **Revisi Implementasi dan Belajar Keperawatan** - Berbasis di **Level Profesi** - SKI di program keparawatan di Indonesia. Berbasis di **Level Profesi** yang sama. SKI di **Level Profesi** yang sama di **Level Profesi** yang sama.
- 13. **Keperawatan dan Keperawatan Keperawatan Kurikulum** - Berbasis pada perkembangan dan pengalihan **Keperawatan Keperawatan** - Berbasis di **Level Profesi** yang sama.

REVISI DAN PENGEMBANGAN KURIKULUM KEPERAWATAN DI INDONESIA

REVISI DAN PENGEMBANGAN KURIKULUM KEPERAWATAN DI INDONESIA

### Dokumen kurikulum

1. **Identifikasi Program Studi** - Identifikasi Identitas Program Studi (nama, lokasi, tahun, jenis, dan bentuk pendidikan, termasuk studi lanjut).

2. **Identifikasi Kurikulum dan Bahan Kajian** - Menentukan hasil belajar keparawatan keparawatan yang baik dan efektif secara dengan **Capaian Pembelajaran Lulusan Program Studi**.

### Kesejarasan yang Konstruktif

10. **Menilai dan Peta Kurikulum** - Mengembangkan kurikulum mata kuliah atau peta kurikulum dalam studi yang baik dan efektif secara dengan **Capaian Pembelajaran Lulusan Program Studi**.

11. **Revisi Keperawatan Berbasis SKI** - SKI adalah alat yang digunakan untuk mengidentifikasi kebutuhan untuk mata kuliah pada tingkat studi.

### PROFIL LULUSAN NERS

1. Care Provider
2. Communicator
3. Health educator and promoter
4. Manager and leader
5. Researcher

### Capaian Pembelajaran Lulusan

1. Mengetahui konsep keparawatan di Indonesia
2. Mengetahui konsep keparawatan di Indonesia
3. Mengetahui konsep keparawatan di Indonesia

### Matriks Kegiatan CPL dan Mata kuliah

	SKS 1	SKS 2	SKS 3	SKS 4	SKS 5	SKS 6	SKS 7	SKS 8	SKS 9	SKS 10
1. Care Provider	1	1	1	1	1	1	1	1	1	1
2. Communicator	1	1	1	1	1	1	1	1	1	1
3. Health educator and promoter	1	1	1	1	1	1	1	1	1	1
4. Manager and leader	1	1	1	1	1	1	1	1	1	1
5. Researcher	1	1	1	1	1	1	1	1	1	1

### Deskripsi Profil

1. Care Provider

2. Communicator

3. Health educator and promoter

4. Manager and leader

5. Researcher

### Profil Lulusan dan CPL

	SKS 1	SKS 2	SKS 3	SKS 4	SKS 5	SKS 6	SKS 7	SKS 8	SKS 9	SKS 10
1. Care Provider	1	1	1	1	1	1	1	1	1	1
2. Communicator	1	1	1	1	1	1	1	1	1	1
3. Health educator and promoter	1	1	1	1	1	1	1	1	1	1
4. Manager and leader	1	1	1	1	1	1	1	1	1	1
5. Researcher	1	1	1	1	1	1	1	1	1	1

### Besaran SKS matakuliah berdasar kedalaman dan keluasan bahan kajian

	SKS 1	SKS 2	SKS 3	SKS 4	SKS 5	SKS 6	SKS 7	SKS 8	SKS 9	SKS 10
1. Care Provider	1	1	1	1	1	1	1	1	1	1
2. Communicator	1	1	1	1	1	1	1	1	1	1
3. Health educator and promoter	1	1	1	1	1	1	1	1	1	1
4. Manager and leader	1	1	1	1	1	1	1	1	1	1
5. Researcher	1	1	1	1	1	1	1	1	1	1

### Capaian Pembelajaran Lulusan...

1. Mengetahui konsep keparawatan di Indonesia
2. Mengetahui konsep keparawatan di Indonesia
3. Mengetahui konsep keparawatan di Indonesia

### Bahan kajian / materi yang dipelajari dan mata kuliah

1. Care Provider

2. Communicator

3. Health educator and promoter

4. Manager and leader

5. Researcher

### Analisis kompetensi per tahun

1. Care Provider

2. Communicator

3. Health educator and promoter

4. Manager and leader

5. Researcher



**Definisi**

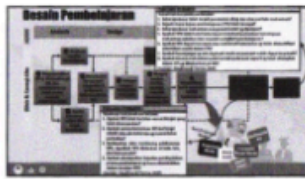
1. **Definisi** adalah definisi yang menjelaskan tentang suatu konsep atau istilah yang digunakan dalam suatu penelitian. Definisi yang baik adalah definisi yang jelas, singkat, dan padat.

2. **Definisi** dapat berupa definisi yang menjelaskan tentang suatu konsep atau istilah yang digunakan dalam suatu penelitian. Definisi yang baik adalah definisi yang jelas, singkat, dan padat.

3. **Definisi** dapat berupa definisi yang menjelaskan tentang suatu konsep atau istilah yang digunakan dalam suatu penelitian. Definisi yang baik adalah definisi yang jelas, singkat, dan padat.

4. **Definisi** dapat berupa definisi yang menjelaskan tentang suatu konsep atau istilah yang digunakan dalam suatu penelitian. Definisi yang baik adalah definisi yang jelas, singkat, dan padat.

5. **Definisi** dapat berupa definisi yang menjelaskan tentang suatu konsep atau istilah yang digunakan dalam suatu penelitian. Definisi yang baik adalah definisi yang jelas, singkat, dan padat.



# S2 KEPERAWATAN

**Definisi**

1. **Definisi** adalah definisi yang menjelaskan tentang suatu konsep atau istilah yang digunakan dalam suatu penelitian. Definisi yang baik adalah definisi yang jelas, singkat, dan padat.

2. **Definisi** dapat berupa definisi yang menjelaskan tentang suatu konsep atau istilah yang digunakan dalam suatu penelitian. Definisi yang baik adalah definisi yang jelas, singkat, dan padat.

3. **Definisi** dapat berupa definisi yang menjelaskan tentang suatu konsep atau istilah yang digunakan dalam suatu penelitian. Definisi yang baik adalah definisi yang jelas, singkat, dan padat.

4. **Definisi** dapat berupa definisi yang menjelaskan tentang suatu konsep atau istilah yang digunakan dalam suatu penelitian. Definisi yang baik adalah definisi yang jelas, singkat, dan padat.

5. **Definisi** dapat berupa definisi yang menjelaskan tentang suatu konsep atau istilah yang digunakan dalam suatu penelitian. Definisi yang baik adalah definisi yang jelas, singkat, dan padat.

**Metode Asesmen**

Direct Method asesmen yang dilakukan dengan wawancara secara langsung untuk kerja mahasiswa

- Ujian Tulis/Oral
- Tugas diskusi, makalah, dll
- Proyek kelas
- Partisipasi mahasiswa (diskusi, dll)
- Observasi mahasiswa pada saat praktik atau simulasi
- Tugas Akhir
- dll

**PERMENDIKBUDISTEK NOMOR 53 TAHUN 2023**

Pasal 19

(1) Pada program magister/keperawatan, beban belajar minimal pada tingkat S2 (dua puluh empat) satuan kredit semester (SKS) dengan beban belajar minimal 120 SKS (dua puluh empat) semester dengan beban belajar minimal 120 SKS (dua puluh empat) semester.

(2) Sedangkan pada program magister/keperawatan night diberikan tugas akhir dalam bentuk tesis, proposal, praktik, atau bentuk tugas akhir lainnya yang setara.

**Definisi**

1. **Definisi** adalah definisi yang menjelaskan tentang suatu konsep atau istilah yang digunakan dalam suatu penelitian. Definisi yang baik adalah definisi yang jelas, singkat, dan padat.

2. **Definisi** dapat berupa definisi yang menjelaskan tentang suatu konsep atau istilah yang digunakan dalam suatu penelitian. Definisi yang baik adalah definisi yang jelas, singkat, dan padat.

3. **Definisi** dapat berupa definisi yang menjelaskan tentang suatu konsep atau istilah yang digunakan dalam suatu penelitian. Definisi yang baik adalah definisi yang jelas, singkat, dan padat.

4. **Definisi** dapat berupa definisi yang menjelaskan tentang suatu konsep atau istilah yang digunakan dalam suatu penelitian. Definisi yang baik adalah definisi yang jelas, singkat, dan padat.

5. **Definisi** dapat berupa definisi yang menjelaskan tentang suatu konsep atau istilah yang digunakan dalam suatu penelitian. Definisi yang baik adalah definisi yang jelas, singkat, dan padat.

**Metode Asesmen**

Indirect Method asesmen dilakukan dengan wawancara kepada mahasiswa di luar kelas

- Survey pengumpul lulusan
- Survei alumni
- Exit survey
- Focus Group Discussion (FGD)
- dll

**Profil Lulusan Program Studi Magister Keperawatan berdasarkan AIPNI :**

1. Peneliti / Researcher
2. Pengembang Keilmuan / Scientist
3. Pendidik / educator
4. Manager / Decision maker

**1. Peneliti / Researcher**

Lulusan program magister keperawatan mampu mengembangkan penelitian dalam lingkup keperawatan/kesehatan guna menghasilkan produk penelitian inovatif dan teruji sebagai basis untuk penyelesaian masalah, pengembangan keilmuan dan teknologi keperawatan / kesehatan dan penerapan kebijakan.

**4. Manager/decision maker**

Lulusan magister keperawatan mampu mengembangkan tata kelola pelayanan keperawatan diberbagai tutuan layanan kesehatan dengan pendekatan proses manajemen melalui pertimbangan aspek legal etis serta kebijakan baik tingkat lokal maupun nasional

**Ketercapaian Capaian Pembelajaran Terkecil (CPT) Jaring KKN**

Indikator Capaian Pembelajaran KKN	CP (%)
Capaian mengembangkan pengetahuan, Minat, dan kemampuan di bidang pelayanan kesehatan dan pemberdayaan masyarakat serta mampu mengorganisir tenaga kesehatan	95
Capaian meningkatkan pengetahuan, Minat, dan kemampuan di bidang pelayanan kesehatan dan pemberdayaan masyarakat serta mampu mengorganisir tenaga kesehatan	95, 93, 92, 91
Capaian meningkatkan pengetahuan, Minat, dan kemampuan di bidang pelayanan kesehatan dan pemberdayaan masyarakat serta mampu mengorganisir tenaga kesehatan	95, 93, 92, 91
Capaian meningkatkan pengetahuan, Minat, dan kemampuan di bidang pelayanan kesehatan dan pemberdayaan masyarakat serta mampu mengorganisir tenaga kesehatan	95, 93, 92, 91
Capaian meningkatkan pengetahuan, Minat, dan kemampuan di bidang pelayanan kesehatan dan pemberdayaan masyarakat serta mampu mengorganisir tenaga kesehatan	95, 93, 92, 91

**2. Pengembang keilmuan/scientist**

Lulusan magister keperawatan mampu berperan aktif dalam pengembangan ilmu, pengembangan keperawatan/kesehatan dan pengembangan profil keperawatan, melalui demonstrasi/komunikasi hasil penelitian, dan argumen saintifik, hasil kajian dan hasil penelitian melalui media masa, jurnal ilmiah kepada masyarakat akademik dan atau masyarakat luas.

**Capaian Pembelajaran Lulusan (CPL)**

1. Sikap
2. Pengetahuan
3. Keterampilan Umum
4. Keterampilan Khusus

**Penetapan Bahan Kajian**

No	Bahan Kajian	Bobot
1	Keperawatan	30
2	Keperawatan	30
3	Keperawatan	30
4	Keperawatan	30
5	Keperawatan	30
6	Keperawatan	30
7	Keperawatan	30
8	Keperawatan	30
9	Keperawatan	30
10	Keperawatan	30

**3. Pendidik/educator**

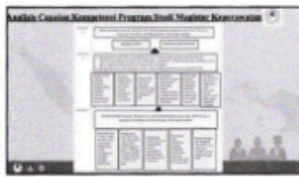
Lulusan magister keperawatan mampu mengembangkan program edukasi/pembelajaran klinis dan komunitas yang kreatif dan inovatif serta berbasis bukti terkini, melalui pendidikan pembelajaran orang dewasa untuk pengembangan kinerja profesional, peningkatan pelayanan keperawatan/kesehatan pada masyarakat.

**Mapping Capaian Pembelajaran Lulusan (CPL)**

No	CPL	CP
1	Keperawatan	30
2	Keperawatan	30
3	Keperawatan	30
4	Keperawatan	30
5	Keperawatan	30
6	Keperawatan	30
7	Keperawatan	30
8	Keperawatan	30
9	Keperawatan	30
10	Keperawatan	30

**Revisi Profil Lulusan dengan Capaian Pembelajaran Lulusan**

No	CP	CP (%)
1	Keperawatan	95
2	Keperawatan	95, 93, 92, 91
3	Keperawatan	95, 93, 92, 91
4	Keperawatan	95, 93, 92, 91
5	Keperawatan	95, 93, 92, 91
6	Keperawatan	95, 93, 92, 91
7	Keperawatan	95, 93, 92, 91
8	Keperawatan	95, 93, 92, 91
9	Keperawatan	95, 93, 92, 91
10	Keperawatan	95, 93, 92, 91



- ### ASESSMENT PEMBELAJARAN
1. Ujian tulis
  2. Pemberian penugasan
  3. Soft skill
  4. Presentasi ilmiah
  5. Ujian Tesis

- ### Metode Pembelajaran yang digunakan di Program Studi Magister Administrasi secara garis besar terdiri atas beberapa:
1. Diskusi interaktif
  2. Metode e-learning
  3. Diskusi Kelompok
  4. Case study
  5. Project based learning


### Ujian Tulis

UKS dan UTS dapat berbentuk penugasan masalah (take home exam), analisis terhadap kasus semestri yang diberikan untuk mengembangkan ide sendiri, menangkan gagasan ilmiah inovatif

- ### Media Pembelajaran
1. LCD, white board, video dan multimedia
  2. Internet
  3. Rumah Sakit
  4. Puskesmas
  5. Buku referensi
  6. Jurnal

Terima Kasih

  
**Implementasi Permendikbud no. 53/2023 dalam Kurikulum Pendidikan Tinggi Keperawatan**  
 Prof. Dr. Noema Rosita, MEd., Apt.  
 Direktorat Inovasi dan Pengembangan Pendidikan  
 Universitas Antarga  
 01 Januari 2023



- Koordinasi antar fungsi dan unit
- Kurangnya pemahaman & kesadaran
- Kurangnya sumber daya
- Kurangnya panduan
- Perubahan budaya dan mindset


**Standar Nasional Pendidikan Tinggi**

Standar Kualifikasi	Standar Pendidikan	Standar Angkutan
1. Standar Kualifikasi Akademik dan Profesi 2. Standar Kompetensi dan Kualifikasi Kerja 3. Standar Kompetensi dan Kualifikasi Kerja 4. Standar Kompetensi dan Kualifikasi Kerja	1. Standar Isi 2. Standar Proses 3. Standar Penilaian 4. Standar Kompetensi dan Kualifikasi Kerja	1. Standar Kompetensi dan Kualifikasi Kerja 2. Standar Kompetensi dan Kualifikasi Kerja 3. Standar Kompetensi dan Kualifikasi Kerja 4. Standar Kompetensi dan Kualifikasi Kerja

**Materi**

1. Permendikbudristek No. 53 Tahun 2023 (Bagian yang relevan)
2. Kurikulum Outcome-Based Education
3. Profil-CPL-Bahan Kajian (dalam hal ini langsung ke MK)

**Permendikbud 53 Tahun 2023**



Permendikbud 52/2016 (SN-DBA) / SN-DBK  
 Permendikbud 54/2019 (SN-DBK) / SN-DBK  
 Permendikbud 53/2023


**Poin mendasar dalam Permendikbud 53/2023**

**Revisi** Pendidikan untuk memberi ruang yang luas bagi Perguruan Tinggi untuk berinovasi dan berprestasi.

Bahwa PT (P) diberi kewenangan untuk menentukan Kualitas dan Kompetensi Lulusan.

**Panel 2.02:**  
 2. Standar pendidikan tinggi sebagaimana dimaksud pada ayat (1) terdiri atas:  
 a. SN DBA; dan  
 b. Standar pendidikan tinggi yang ditetapkan oleh perguruan tinggi.

**Permasalahan Umum dalam implementasi OBE & MBKM**




1. Distribusi sis dalam struktur Kurikulum berjalan
2. Jumlah jam belajar dalam satuan sis, untuk Akreditasi Internasional seringkali dinilai beban belajar mahasiswa (khususnya S2) terlalu rendah
3. Penilaian: Konversi, Rekognisi, dan Ekuivalensi
4. Berbagai kebijakan yang tidak harmonis dan tidak sinkron

**STRUKTUR PERMENDIKBUD 53/2023**

Standar Pendidikan No. 53/2023	Paragraf
Bab 1. Ketentuan Umum	1, 2
Bab 2. Standar Pendidikan Tinggi	3, 4
Bab 3. Standar Pendidikan Tinggi yang Ditetapkan PT	64
Bab 4. Sistem Pengukuran Mutu Pendidikan Tinggi	45-58
Bab 5. Pangkutan Data Pendidikan Tinggi	59-100
Bab 6. Ketentuan Penilaian	101-102
Bab 7. Ketentuan Penyalahgunaan	103-107

**STANDAR PENDIDIKAN**



**STANDAR PENDIDIKAN**  
 1. Standar Isi  
 2. Standar Proses  
 3. Standar Penilaian  
 4. Standar Kompetensi dan Kualifikasi Kerja

**STANDAR KUALIFIKASI**  
 1. Standar Kompetensi dan Kualifikasi Kerja  
 2. Standar Kompetensi dan Kualifikasi Kerja  
 3. Standar Kompetensi dan Kualifikasi Kerja

**STANDAR ANGKUTAN**  
 1. Standar Kompetensi dan Kualifikasi Kerja  
 2. Standar Kompetensi dan Kualifikasi Kerja  
 3. Standar Kompetensi dan Kualifikasi Kerja

**DIPP** (Dokumentasi, Informasi, dan Publikasi) | **DIRPEN** (Pengembangan dan Inovasi) | **SIPM** (Sistem Informasi dan Manajemen)



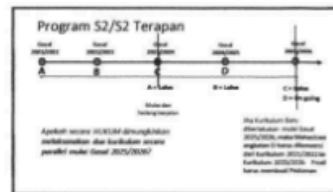
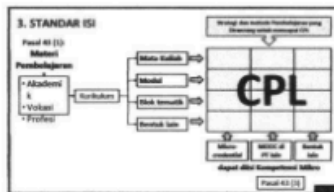
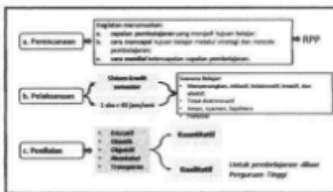
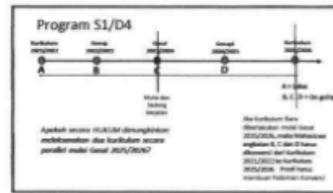
**2. STANDAR PROSES PEMBELAJARAN**  
**Permenn No 55 th 2025 (Pasal 11 (2))**

**Standar Proses Pembelajaran:**

- perencanaan proses pembelajaran;
- pelaksanaan proses pembelajaran; dan
- penilaian proses pembelajaran.

**Masa Tempuh Kurikulum dan Beban Belajar Prodi**

Level	Program Studi	Waktu Pelaksanaan	Waktu Pelaksanaan	Waktu Pelaksanaan	Waktu Pelaksanaan
1	1.1	1.1.1	1.1.2	1.1.3	1.1.4



**Masa Tempuh Kurikulum dan Beban Belajar Prodi**

Level	Program Studi	Waktu Pelaksanaan	Waktu Pelaksanaan	Waktu Pelaksanaan	Waktu Pelaksanaan
1	1.1	1.1.1	1.1.2	1.1.3	1.1.4

**Analisis Keadaan dan Rencana Aksi**

- Menurut ketentuan, pemberlakuan Permendikbud 53/2023 ini paling lambat Semester Ganjil 2025/2026
- Mahasiswa yang belum lulus pada Semester tersebut, wajib mengikuti ketentuan Baru

**Skenario:**

- Menyusun Rencana Konversi Kurikulum terdahulu ke Kurikulum 2025/2026
- Melakukan Evaluasi dan Revisi Kurikulum pemenuhan ke Permendikbud 53/2023

**Profesi Doktor Spesialis Subspesialis**

**Keleif tidak adalah masalah dalam hal konversi kurikulum, tetapi tetap harus mematu CPL dan Kurikulum disesuaikan dengan Permendikbud 53/2023**





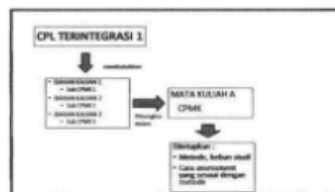
Aspek	Capaian Pembelajaran Lulusan (CPL) terintegrasi	SARAF KULIAH
Keahlian	1. Keahlian Umum	Keberagaman, Kerja
	2. Keahlian Khusus	Keberagaman, Kerja
	3. Keahlian Sosial	Keberagaman, Kerja
	4. Keahlian Profesional	Keberagaman, Kerja
Sikap	1. Sikap Umum	Keberagaman, Kerja
	2. Sikap Khusus	Keberagaman, Kerja
	3. Sikap Sosial	Keberagaman, Kerja
	4. Sikap Profesional	Keberagaman, Kerja
Pengetahuan	1. Pengetahuan Umum	Keberagaman, Kerja
	2. Pengetahuan Khusus	Keberagaman, Kerja
	3. Pengetahuan Sosial	Keberagaman, Kerja
	4. Pengetahuan Profesional	Keberagaman, Kerja

Matrik Mata Kuliah dan CPL		1	2	3	4	5	6	7	8	9	10		
Keahlian	1. Keahlian Umum	1	1	1	1	1	1	1	1	1	1		
	2. Keahlian Khusus	1	1	1	1	1	1	1	1	1	1		
	3. Keahlian Sosial	1	1	1	1	1	1	1	1	1	1		
	4. Keahlian Profesional	1	1	1	1	1	1	1	1	1	1		
	Sikap	1. Sikap Umum	1	1	1	1	1	1	1	1	1	1	
		2. Sikap Khusus	1	1	1	1	1	1	1	1	1	1	
		3. Sikap Sosial	1	1	1	1	1	1	1	1	1	1	
		4. Sikap Profesional	1	1	1	1	1	1	1	1	1	1	
		Pengetahuan	1. Pengetahuan Umum	1	1	1	1	1	1	1	1	1	1
			2. Pengetahuan Khusus	1	1	1	1	1	1	1	1	1	1
3. Pengetahuan Sosial			1	1	1	1	1	1	1	1	1	1	
4. Pengetahuan Profesional			1	1	1	1	1	1	1	1	1	1	

**TERIMA KASIH**

Dasar hukum: Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 44 Tahun 2016 tentang Standar Nasional Pendidikan Tinggi

Aspek	Capaian Pembelajaran Lulusan (CPL) terintegrasi	SARAF KULIAH
Keahlian	1. Keahlian Umum	Keberagaman, Kerja
	2. Keahlian Khusus	Keberagaman, Kerja
	3. Keahlian Sosial	Keberagaman, Kerja
	4. Keahlian Profesional	Keberagaman, Kerja
Sikap	1. Sikap Umum	Keberagaman, Kerja
	2. Sikap Khusus	Keberagaman, Kerja
	3. Sikap Sosial	Keberagaman, Kerja
	4. Sikap Profesional	Keberagaman, Kerja
Pengetahuan	1. Pengetahuan Umum	Keberagaman, Kerja
	2. Pengetahuan Khusus	Keberagaman, Kerja
	3. Pengetahuan Sosial	Keberagaman, Kerja
	4. Pengetahuan Profesional	Keberagaman, Kerja



Matrik Mata Kuliah dan CPL		1	2	3	4	5	6	7	8	9	10		
Keahlian	1. Keahlian Umum	1	1	1	1	1	1	1	1	1	1		
	2. Keahlian Khusus	1	1	1	1	1	1	1	1	1	1		
	3. Keahlian Sosial	1	1	1	1	1	1	1	1	1	1		
	4. Keahlian Profesional	1	1	1	1	1	1	1	1	1	1		
	Sikap	1. Sikap Umum	1	1	1	1	1	1	1	1	1	1	
		2. Sikap Khusus	1	1	1	1	1	1	1	1	1	1	
		3. Sikap Sosial	1	1	1	1	1	1	1	1	1	1	
		4. Sikap Profesional	1	1	1	1	1	1	1	1	1	1	
		Pengetahuan	1. Pengetahuan Umum	1	1	1	1	1	1	1	1	1	1
			2. Pengetahuan Khusus	1	1	1	1	1	1	1	1	1	1
3. Pengetahuan Sosial			1	1	1	1	1	1	1	1	1	1	
4. Pengetahuan Profesional			1	1	1	1	1	1	1	1	1	1	



## UJI KOMPETENSI

JU No. 38 Tahun 2014 tentang Keperawatan

Pasal 16

Ayat (2) Uji Kompetensi sebagaimana dimaksud pada ayat (1) diselenggarakan oleh lembaga yang memiliki akreditasi yang diakui oleh Badan Nasional Sertifikasi Profesi (BNSP) atau lembaga sertifikasi profesi yang terakreditasi.

Kesehatan Omnibuslaw

1213(2); 220(3) ..... Ini sama bunyinya

(2) Uji kompetensi sebagaimana dimaksud pada ayat (1) diselenggarakan oleh perguruan tinggi yang memiliki akreditasi yang diakui oleh Badan Nasional Sertifikasi Profesi (BNSP) atau lembaga sertifikasi profesi yang terakreditasi.

1220

Uji kompetensi sebagaimana dimaksud pada ayat (4) diterbitkan oleh Kolegium

# KOLEGIUM

## KOLEGIUM Bag 8; Ps. 272.

Untuk mengembangkan cabang disiplin ilmu dan standar Pnaga medis dan nakes, setiap kelompok ahli tiap disiplin ilmu dapat membentuk kolegium

Kolegium sbgmana dimaksud..... alat kelengkapan konsil

Kolegium memiliki peran

Menyusun standar kompetensi.....

Menyusun standar kurikulum pelatihan.....

Keanggotaan kolegium berasal dari para guru besar dan dang ilmu kes

Ketentuan lanjut..... diatur dgn peraturan pemerintah

