

**IMPLEMENTASI KURIKULUM
MATA KULIAH PENDIDIKAN KEWIRAUSAHAAN
DI PENDIDIKAN TINGGI PADA PROGRAM STUDI NON-BISNIS**

TESIS

Diajukan untuk Memenuhi Sebagian Syarat untuk
Memperoleh Gelar Magister Pendidikan pada
Program Studi Pengembangan Kurikulum



Oleh

**Srie Mulyati
NIM 1707802**

**PROGRAM STUDI PENGEMBANGAN KURIKULUM
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
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LEMBAR HAK CIPTA

IMPLEMENTASI KURIKULUM

MATA KULIAH PENDIDIKAN KEWIRAUSAHAAN

DI PENDIDIKAN TINGGI PADA PROGRAM STUDI NON-BISNIS

Oleh:

Srie Mulyati

S.Pd Universitas Pendidikan Indonesia, 2015

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan pada Program Studi Pengembangan Kurikulum

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SRIE MULYATI

NIM 1707802

**IMPLEMENTASI KURIKULUM
MATA KULIAH PENDIDIKAN KEWIRAUSAHAAN
DI PENDIDIKAN TINGGI PADA PROGRAM STUDI NON-BISNIS**


Disetujui dan disahkan oleh:

Pembimbing,



Prof. Dr. H. Dinn Wahyudin, M. A
NIP. 19540206 1978031 003

**Mengetahui,
Ketua Program Studi Pengembangan Kurikulum
Sekolah Pascasarjana Universitas Pendidikan Indonesia**



Dr. Rusman, M.Pd.
NIP. 19720505 199802 1 001

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa tesis dengan judul “**Implementasi Kurikulum Mata Kuliah Pendidikan Kewirausahaan di Pendidikan Tinggi pada Program Studi Non-Bisnis**” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku. Atas pernyataan ini, saya siap menanggung resiko/sanksi yang dijatuhkan kepada saya apabila di kemudian hari ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya saya ini, atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Juli 2019

Srie Mulyati

ABSTRAK

**Srie Mulyati
NIM 1707802**

Implementasi Kurikulum Mata Kuliah Pendidikan Kewirausahaan di Pendidikan Tinggi pada Program Studi Non-Bisnis

Penelitian ini bertujuan untuk menganalisis implementasi kurikulum Mata Kuliah Pendidikan Kewirausahaan di Pendidikan Tinggi pada program studi non-bisnis, yang mencakup aspek perencanaan, pelaksanaan, evaluasi kurikulum dan untuk mengetahui bagaimana persepsi Tim Pengembang Kurikulum (TPK), dosen pengajar dan ekspektasi mahasiswa yang telah mengontrak mata kuliah tersebut terhadap implementasi kurikulum dengan menggunakan analisis model SERVQUAL. Populasi penelitian adalah dua Program Studi non-bisnis di Universitas Pendidikan Indonesia (UPI) Bandung, yakni prodi Teknologi Pendidikan S1 dan prodi Psikologi S1. Sampel yang terlibat adalah Tim Pengembang Kurikulum (TPK) Pusat UPI, TPK di Program Studi, dosen pengajar, serta mahasiswa yang mengontrak mata kuliah. Penelitian ini menggunakan *mix methods* dengan pendekatan kualitatif dan kuantitatif. Instrumen penelitian yang digunakan adalah wawancara, studi dokumentasi, observasi, serta kuesioner model SERVQUAL. Data yang didapatkan menunjukkan perencanaan penyusunan kurikulum Mata Kuliah Pendidikan Kewirausahaan dilakukan di tingkat program studi yang disesuaikan dengan karakteristik program studi. Tahapan penyusunan kurikulum dibagi menjadi 3 tahap utama yaitu tahap perancangan kurikulum, pembelajaran, dan penilaian pembelajaran. Dokumen kurikulum yang dimiliki kedua prodi tidak lengkap, tidak ada dokumen RPS, dan belum pernah mengalami pemutakhiran semenjak dibuat. Di prodi Teknologi Pendidikan terdapat praktik wirausaha, sedangkan di prodi Psikologi tidak ada. Metode atau strategi pembelajaran yang dilakukan di kedua prodi menerapkan *Student Centered Learning* (SCL). Evaluasi pembelajaran terdiri dari penilaian aspek pengetahuan, kinerja, dan sikap. Sedangkan, evaluasi kurikulum terhadap Mata Kuliah Pendidikan Kewirausahaan dilakukan tidak terpisah dengan evaluasi kurikulum secara keseluruhan. Evaluasi kurikulum mencakup penilaian terhadap desain, pelaksanaan, dan hasil. Selain itu, hasil analisis persepsi pihak TPK, dosen pengajar, dan ekspektasi mahasiswa terhadap implementasi kurikulum Mata Kuliah Pendidikan Kewirausahaan di kedua prodi dengan model SERVQUAL didapatkan nilai negatif pada semua gap, nilai negatif menyatakan adanya kesenjangan antara jasa yang diterima dengan jasa yang diharapkan, sehingga dibutuhkan perbaikan pada aspek perencanaan, pelaksanaan, dan evaluasi kurikulum.

Kata Kunci: Implementasi Kurikulum, Pendidikan Kewirausahaan, Kurikulum Pendidikan Tinggi, Model SERVQUAL

ABSTRACT

Srie Mulyati
NIM 1707802

Curriculum Implementation of Entrepreneurship Education Course in Higher Education in the Non-Business Study Programs

This study aims to analyze the implementation of the Curriculum for Entrepreneurship Education Courses in Higher Education in non-business Study Programs, in the aspects of planning, implementation, curriculum evaluation and to find out how the Curriculum Development Team (TPK) and lecturers' perception also expectations from the students who have contracted the subject in terms of the curriculum implementation by using an analysis of the SERVQUAL model. The study population was two non-business study programs at the Indonesia University of Education (UPI) Bandung, namely Education Technology Study Program and Psychology Study Program. The sample involved was Curriculum Development Team (TPK) UPI, TPK in both Study Programs, lecturers, and students who have contracted courses. This study employed mix methods with qualitative and quantitative approaches. The research instruments used were interviews, documentation studies, observations, and SERVQUAL model questionnaires. The data obtained shows that the curriculum planning for Entrepreneurship Education Courses is conducted at the Study Program level which is adjusted to the characteristics of the study program. The stages of curriculum preparation are divided into three main stages, namely the curriculum design, learning, and learning assessment stages. The curriculum documents that are owned by the two study programs are incomplete, there are no RPS documents, and have never experienced an update since they were made. In the Education Technology Study Program there is entrepreneurial practices, while in Psychology Study Program there is none. Learning methods or strategies carried out in both Study Programs apply Student Centered Learning (SCL). Learning evaluation consists of an assessment of knowledge, performance, and attitude aspects. Meanwhile, curriculum evaluation in Entrepreneurship Education courses is carried out not separately from the overall curriculum evaluation. Curriculum evaluation includes an assessment of design, implementation, and results. In addition, the results of the analysis of perceptions of the Curriculum Development Team (TPK), lecturers, and student expectations of the implementation of the Entrepreneurship Education curriculum in both study programs with the SERVQUAL model obtained a negative mark in every gap, negative mark indicating a gap between perceived services and expected services, so that they need improvement in development, implementation, and evaluation aspects.

Keywords: Curriculum Implementation, Entrepreneurship Education, Higher Education Curriculum, SERVQUAL Model

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Penulisan tesis dengan judul di atas merupakan hasil penelitian yang dilakukan di salah satu institusi Pendidikan Tinggi yang ada di Indonesia dan terkait dengan implementasi kurikulum Mata Kuliah Pendidikan Kewirausahaan serta kualitas layanan jasa implementasi kurikulum dengan menggunakan model SERVQUAL. Tesis ini disusun sebagai salah satu syarat untuk memperoleh gelar Magister Pendidikan pada Program Studi Pengembangan Kurikulum, Sekolah Pascasarjana, Universitas Pendidikan Indonesia.

Tesis ini juga disusun dengan harapan dapat menambah pengetahuan mengenai implementasi kurikulum Mata Kuliah Pendidikan Kewirausahaan di Pendidikan Tinggi khususnya pada Program Studi non-bisnis dan memberikan usulan perbaikan dengan cara menganalisis kualitas layanan jasa dari implementasi kurikulum tersebut menggunakan analisis model SERVQUAL

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