

CURRICULUM DEVELOPMENT REPORT
DOCTOR OF MANAGEMENT SCIENCE
Faculty of Economics and Business
Tanjungpura University



ACADEMIC YEAR 2024/2025

FOREWORD

This document presents a comprehensive report on the systematic review, benchmarking, and development of the curriculum for the Doctor of Management Science (Doktor Ilmu Manajemen - DIM) programme at the Faculty of Economics and Business, Universitas Tanjungpura (FEB Untan). This initiative represents a strategic and proactive response to the dynamic forces shaping global higher education and the management profession. The rapid advancement of technology, the evolving demands of the global business landscape, and the increasing emphasis on sustainable and ethical management practices necessitate a curriculum that is not only robust in its theoretical foundations but also agile, relevant, and forward-looking.

The development process has been guided by a commitment to excellence, aligning with both the Indonesian National Qualifications Framework (KKNI) and international best practices. It involved a meticulous multi-method approach, including an extensive benchmarking exercise with leading doctoral programmes in Indonesia, a critical internal evaluation, and consultations with subject matter experts and stakeholders. This report meticulously documents this journey, from the initial rationale and methodological framework to the detailed evaluation findings and the concrete, actionable implementation plan for the revitalised curriculum.

The new curriculum is designed to cultivate a new generation of scholar-practitioners and innovative researchers. It aims to equip graduates with the advanced analytical, critical, and strategic thinking skills necessary to address complex organisational and societal challenges. We are confident that this curriculum will significantly enhance the academic quality, competitive standing, and societal impact of the DIM FEB Untan programme, solidifying its position as a centre of excellence in management education in Indonesia and beyond. We extend our sincere gratitude to all academics, administrators, external experts, and partner institutions whose invaluable insights and collaboration have made this comprehensive development process possible.

Dr. Maria Christiana I. Kalis, S.E., M.M.

Head of the Doctor of Management Science Programme

TABLE OF CONTENTS

FOREWORD	i
TABLE OF CONTENTS	ii
CHAPTER I Introduction	4
1.1. Background: Responding to Global and Local Dynamics	4
1.2. Legal and Philosophical Foundations	5
1.3. Objectives of Curriculum Development	6
1.4. Scope and Development Process	6
CHAPTER II Development Methods	8
2.1. Systemic and Participatory Approach	8
2.1.1. The Systemic Approach: An Integrated Framework for Excellence. 8	
2.1.2. The Participatory Approach: Embedding Relevance through Collaboration	10
2.1.3. Synthesis: The Interplay of System and Participation in Action.....	11
2.2. Stages of the Curriculum Development Method	12
CHAPTER III Evaluation Results and Expert Recommendations	17
3.1. Evaluation Approach	17
3.1.1. The Ex-Ante Evaluation: The Diagnostic Foundation	17
3.1.2. The Formative Evaluation: The Participatory Crucible	18
3.1.3. The Summative Evaluation: Measuring Outputs and Outcomes... 19	
3.1.4. The Meta-Evaluation: Ensuring the Quality of the Evaluation Process 20	
3.2. Evaluation Results and Recommendations from Experts.....	21
3.2.1. The evaluation revealed several key findings:.....	21
3.2.2. Expert Recommendations were categorised as follows:	21
3.2.3. Expert Recommendations and Their Integration into the New Curriculum	23
CHAPTER IV Follow-Up and Implementation.....	26
4.1. Follow-Up Plan	26
4.1.1. Phase 1: Short-Term Follow-Up Plan (Academic Year 2023/2024 – 2024/2025): Implementation and Initial Monitoring.....	26

4.1.2. Phase 2: Medium-Term Follow-Up Plan (Academic Year 2025/2026 – 2026/2027): Systematic Evaluation and Strategic Refinement ..	28
4.1.3. Phase 3: Long-Term Follow-Up Plan (2027/2028 Onwards): Sustainable Development and Future-Proofing	29
4.2. Implementation Strategy	30
4.2.1. Restructuring and Strengthening of Core Courses.....	31
4.2.2. Implementation of Innovative Learning Methods and Authentic Assessment.....	31
4.2.3. Revitalisation of Graduate Learning Outcomes (GLO) and Course Syllabi	32
4.2.4. Enhancing the Uniqueness and Relevance of the Curriculum	33
4.2.5. Strengthening Faculty Capacity and Supporting Infrastructure	33
4.2.6. Massive Socialisation and Communication	34
4.2.7. Establishing a Sustainable Evaluation and Review System	34
CHAPTER V Documentation of Activities	35
5.1. Minutes of Meetings: The Institutional Memory of Deliberation	35
5.2. Stakeholder Engagement Records: Mapping the Ecosystem of Influence.....	36
5.3. Tracer Study Reports: The Evidence Base from Alumni Outcomes ..	36
5.4. SWOT Analysis Matrix: The Strategic Diagnostic Tool.....	37
5.5. Curriculum Mapping Matrices: Ensuring Constructive Alignment....	37
5.6. Draft and Final Curriculum Documents: The Evolving Blueprint	38
5.7. Quality Assurance Review Forms: The Internal Audit Trail.....	38
CHAPTER VI Conclusion	40

CHAPTER I

Introduction

1.1. Background: Responding to Global and Local Dynamics

The contemporary landscape of higher education is characterised by unprecedented change, driven by the forces of globalisation, technological disruption, and shifting societal expectations. The Fourth Industrial Revolution, as noted in the benchmarking report, has catalysed economic growth and productivity but has also placed immense pressure on educational institutions to demonstrably enhance their quality and relevance. In this context, doctoral education, particularly in a field as applied as Management Science, bears a critical responsibility. It must transcend its traditional role of producing academic researchers and evolve to develop sophisticated thinkers and leaders capable of generating actionable knowledge for a complex world.

For Indonesia, as a rapidly developing nation with strategic economic ambitions, the role of high-quality doctoral programmes is paramount. The national education system, including universities, is mandated to guarantee equitable educational opportunities, improve quality, and ensure the relevance and efficiency of educational management to face local, national, and global challenges. The Doctor of Management Science programme at FEB Untan, therefore, operates at the nexus of these global and national imperatives. The programme must respond to international trends in management research and pedagogy while simultaneously addressing specific developmental challenges and opportunities within the Indonesian and, more specifically, Kalimantan regional context, such as sustainable resource management, border area economics, and digital economic integration.

The impetus for this curriculum review stems from a recognition of this dual responsibility. The initial benchmarking activities conducted in July 2023, visiting doctoral programmes at Universitas Padjadjaran, Universitas Diponegoro, and Universitas Gadjah Mada, provided a crucial diagnostic mirror. It revealed both areas of strength within the existing DIM curriculum and significant opportunities for enhancement, particularly concerning the integration of contemporary research methodologies, digital literacy, experiential learning components, and a sharper focus on the unique socio-economic dynamics of Borneo. Furthermore, the Faculty's engagement in community service, such as the Focus Group Discussion on the

welfare of Indonesian migrant workers in Sarawak, underscores a commitment to impactful, real-world research—a ethos that must be deeply embedded in the doctoral curriculum. This report, therefore, outlines a deliberate and structured process to reconceptualise the DIM curriculum, ensuring it is fit for purpose in the 21st century.

1.2. Legal and Philosophical Foundations

The development of this curriculum is firmly anchored in a robust legal and philosophical framework. Legally, it aligns with:

- **Law No. 12 of 2012 on Higher Education:** Which governs the operation of higher education institutions in Indonesia.
- **Indonesian National Qualifications Framework (KKNI):** The curriculum is designed to meet Level 9 of the KKNI, which defines the competencies expected of doctoral graduates, including the ability to develop new knowledge and contribute to original research.
- **Regulations of the Ministry of Education, Culture, Research, and Technology:** Particularly those pertaining to curriculum development, learning outcomes, and quality assurance standards for doctoral programmes.
- **Universitas Tanjungpura's Strategic Plan:** Ensuring the DIM curriculum contributes directly to the university's mission and vision.

Philosophically, the curriculum is underpinned by several core principles:

- **Scholar-Practitioner Model:** The curriculum seeks to bridge the theory-practice divide. It aims to produce graduates who are not only consummate academics but also capable of applying rigorous research to solve practical management problems in business, government, and civil society.
- **Research-Led Teaching:** Every component of the curriculum is informed by the latest advancements in management theory and research. Students are immersed in a culture of inquiry from the outset.
- **Glocalisation:** The curriculum adopts a 'glocal' perspective, ensuring students are conversant with global management theories and practices while being equipped to analyse and address local and regional challenges with contextual intelligence.

- **Ethical and Sustainable Leadership:** A strong emphasis is placed on ethical reasoning, social responsibility, and sustainable development, preparing graduates to be stewards of responsible business practices.
- **Student-Centred Learning:** The pedagogical approach shifts from a passive, lecture-based model to an active, collaborative, and self-directed learning environment that fosters critical thinking and intellectual independence.

1.3. Objectives of Curriculum Development

The primary objectives of this curriculum development initiative are:

1. **To Enhance Academic Rigour and Relevance:** To systematically update the curriculum content to reflect the latest scholarly discourses and practical challenges in the field of management science.
2. **To Strengthen Research Competence:** To embed advanced, mixed-methods research training throughout the programme, ensuring graduates can design and execute original, high-impact research projects.
3. **To Improve Graduate Competitiveness:** To equip graduates with a distinctive set of competencies that enhance their employability and leadership potential in academia, industry, and the public sector, both nationally and internationally.
4. **To Institutionalise a Culture of Quality Assurance:** To establish a sustainable system for continuous curriculum evaluation and improvement, aligned with the best practices observed in benchmarking, such as those at Universitas Syiah Kuala.

1.4. Scope and Development Process

The scope of this review encompasses all aspects of the DIM curriculum:

- **Graduate Learning Outcomes (GLO):** The redefinition of the competencies, skills, and attributes expected of DIM graduates.
- **Course Structure and Content:** The redesign of core compulsory courses, elective specialisations, and the dissertation sequence.
- **Learning and Assessment Methods:** The integration of innovative, interactive teaching methods and authentic assessment strategies that measure higher-order thinking skills.

- **Supporting Resources:** The alignment of faculty development, library resources, technology infrastructure, and research support services with the demands of the new curriculum.

The development process was participatory and multi-staged, involving:

- **Phase 1: Benchmarking and Situational Analysis** (July 2023).
- **Phase 2: Internal Evaluation and Drafting** of revised curriculum components.
- **Phase 3: Expert Review and Validation** by internal and external subject matter experts.
- **Phase 4: Finalisation and Socialisation** of the new curriculum, leading to implementation.

CHAPTER II

Development Methods

2.1. Systemic and Participatory Approach

The development of a curriculum for a doctoral programme represents a critical endeavour that must balance academic rigour, relevance to contemporary challenges, and strategic institutional vision. For the Doctor of Management Science (Doktor Ilmu Manajemen - DIM) programme at the Faculty of Economics and Business (FEB), Tanjungpura University (Untan), this process is characterised by a sophisticated and deliberate integration of both systemic and participatory approaches. This methodology ensures the curriculum is not an isolated document but a dynamic, coherent, and living framework that is responsive to a complex ecosystem of internal and external forces. This essay will delineate how the systemic perspective provides the structural and strategic backbone of the curriculum, while the participatory approach injects it with practical relevance, credibility, and continuous improvement, ultimately forging a programme capable of producing leading management scholars and practitioners.

2.1.1. The Systemic Approach: An Integrated Framework for Excellence

A systemic approach views the curriculum as an interconnected component within a larger educational ecosystem. For the DIM FEB Untan, this is evident in how the curriculum is consciously designed to align with and respond to multiple layers of influence, creating a cohesive and purposeful structure.

The foremost layer is the **national regulatory framework**. The curriculum is meticulously constructed to comply with the National Standards of Higher Education (SNPT) and the Level 9 descriptors of the Indonesian National Qualifications Framework (KKNI), which define the competencies expected of doctoral graduates. This ensures national credibility and allows for comparability with other institutions. Furthermore, the curriculum development is driven by the need to meet the stringent requirements of accreditation bodies, both national (BAN-PT) and international (e.g., the pursued FIBAA accreditation). This external pressure systematically elevates quality, forcing a critical evaluation of learning outcomes, teaching staff qualifications, and facility adequacy.

The second layer involves **global and temporal shifts**. The curriculum documents explicitly reference the need to address the challenges and opportunities presented by the Industrial Revolution 4.0 and the emergence of Society 5.0. This is not merely rhetorical; it is operationalised through an emphasis on digital competencies, data analytics courses like 'Multivariate Analysis & Analysis Tool Model', and the integration of themes like technology's impact on marketing, human resources, and financial management. The systemic vision also incorporates Indonesia's strategic development, particularly the relocation of the National Capital (IKN) to Kalimantan. Positioning West Kalimantan as a "buffer region" for the IKN, the curriculum is designed to contribute to regional human resource development, with courses like 'Border Area Management' providing a unique and contextualised specialisation that aligns with national strategic interests.

The third layer is the **institutional and faculty vision**. The curriculum directly supports the study programme's vision to become a centre for digital-based management science information, characterised by local wisdom and border areas, with recognised national and international publications. This trickles down into the curriculum structure, which is designed to shift the programme's orientation from a mere "understanding of science" to "mastery and dedication of science." This systemic alignment ensures that every module, from philosophy of science to the final dissertation, contributes to a overarching goal of creating qualified researchers, academics, bureaucrats, and organisation executives.

Structurally, the curriculum itself is a system. The 2023 curriculum review created a logical sequence where foundational courses in the first semester (e.g., 'Philosophy of Science', 'Advanced Research Methodology') build the necessary conceptual and methodological groundwork. This feeds into specialised courses in the second semester, where students delve into concentration-specific theories and empirical studies, culminating in a research proposal seminar. The final stages are dedicated entirely to the dissertation process, supported by colloquia, seminars, and publication requirements. This progression is not arbitrary; it is a systemic pathway designed to scaffold learning, ensuring students develop the necessary skills and knowledge at each stage before advancing to more complex, independent research.

2.1.2. The Participatory Approach: Embedding Relevance through Collaboration

While the systemic approach provides the skeleton, the participatory approach furnishes the curriculum with its flesh and blood, ensuring it remains relevant, practical, and responsive to stakeholder needs. The development process for the DIM programme is notably inclusive, engaging a wide array of participants in a multi-faceted dialogue.

The participation begins **internally** with key academic stakeholders. Faculty leaders, department heads, the head of the study programme, and lecturers from both the DIM and the Doctor of Economics programmes are involved in foundational discussions. This ensures that the curriculum benefits from deep academic expertise and maintains coherence with the faculty's broader educational offerings.

However, the true strength of the participatory model lies in its extensive **external engagement**. The programme undertook a formal **benchmarking** initiative in July 2023, visiting three leading national DIM programmes at Universitas Padjadjaran, Universitas Diponegoro, and Universitas Gadjah Mada. This was not a simple observational tour but a strategic effort to identify best practices, compare curriculum structures, and learn from the challenges and successes of peer institutions. This external perspective is invaluable for avoiding insularity and adopting innovative approaches proven elsewhere.

A cornerstone of the participatory process was the **Focus Group Discussion (FGD)** held on 8 June 2023. This forum deliberately moved beyond the university walls to include regional leaders, heads of Regional Apparatus Organizations (OPD) within the West Kalimantan Provincial Government, industry experts, users of graduates, and alumni. This diverse gathering provided critical insights into the practical skills and knowledge required by managers in the real world. The feedback was concrete: the need for more operational graduate profiles, a reduction in excessive credit load, a greater emphasis on practical skills, and the earlier introduction of publication-oriented courses. This direct feedback from those who employ graduates ensures the curriculum is not academically sound but also professionally relevant.

Furthermore, the programme conducted a formal **tracer study** of its alumni (IKADIM) in 2022 and 2023. This provided empirical data on the graduates' career paths and a

retrospective assessment of the curriculum's effectiveness. Alumni highlighted the need for better development of 21st-century skills (critical thinking, creativity, collaboration, communication), more effective assessment methods, and strengthened English language capabilities. This evidence-based feedback is perhaps the most potent form of participation, as it reflects the actual outcomes of the educational process.

The programme's membership in the **Indonesian Management Doctoral Programme Alliance (APDMI)** provides an ongoing participatory channel. This network serves as a continuous forum for sharing knowledge, discussing scientific developments, and addressing common challenges in management doctoral education across Indonesia, ensuring the curriculum remains at the forefront of the discipline.

2.1.3. Synthesis: The Interplay of System and Participation in Action

The true efficacy of the curriculum development process is revealed in the synthesis of these two approaches. The systemic framework ensures that participatory feedback is not implemented in an ad-hoc manner but is filtered through strategic priorities. For example, when stakeholders suggested reducing the credit load, the systemic need to comply with KKNi Level 9 competencies meant the reduction was carefully managed from 54 to 48 credits, ensuring no compromise on essential outcomes.

The participatory input led to concrete, systemic changes in the 2023 curriculum:

- **Introduction of New Courses:** New compulsory courses on 'Current Issues in Management Research' for each concentration were added to address the need for contemporary relevance.
- **Restructuring of Content:** Courses were renamed and refocused (e.g., 'Empirical Study' courses became 'Research Proposal Seminars') to better align with the dissertation journey.
- **Assessment Reform:** The weight of credits for various dissertation stages (e.g., colloquium, publications, closed exam) was adjusted based on practical experience and feedback to create a more balanced and realistic pathway to completion.

- **Pedagogical Shift:** Greater emphasis was placed on integrating technology into learning and strengthening the academic atmosphere through coaching clinics and public lectures with experts, directly addressing tracer study findings.

In conclusion, the curriculum development for the Doctor of Management Science at FEB Untan is an exemplar of modern educational design. The systemic approach provides the essential strategic direction, structural integrity, and alignment with national and global standards. Simultaneously, the deeply embedded participatory approach, engaging everyone from students and alumni to industry leaders and national peers, guarantees the curriculum's relevance, practicality, and continuous evolution. It is this powerful synergy between a coherent, top-down system and a vibrant, bottom-up participatory process that equips the DIM FEB Untan to fulfil its mission of educating management scientists who can genuinely contribute to both academic knowledge and the socio-economic development of Indonesia, particularly in the unique context of Kalimantan.

2.2. Stages of the Curriculum Development Method

The development of a curriculum for a doctoral programme is a complex, iterative process that demands methodological rigour and strategic foresight. For the Doctor of Management Science (Doktor Ilmu Manajemen - DIM) at the Faculty of Economics and Business (FEB), Tanjungpura University (Untan), this process is not a sporadic event but a structured sequence of stages, culminating in the comprehensive 2023 curriculum revision. This methodical approach ensures that the curriculum is a robust, relevant, and dynamic framework, capable of producing graduates who are leading scholars and practitioners. The process can be delineated into five key stages: **1) Preliminary Study and Environmental Scanning, 2) Evaluation and Analysis, 3) Design and Formulation, 4) Implementation and Socialisation, and 5) Monitoring, Evaluation, and Continuous Quality Improvement.**

Stage 1: Preliminary Study and Environmental Scanning

The initial stage is foundational, focused on gathering intelligence from both the external environment and internal performance. This stage is characterised by a proactive effort to understand the landscape in which the programme operates.

The first action involves **External Benchmarking**. As documented in the 2023 report, the programme team conducted structured visits to leading national doctoral programmes in management, including those at Universitas Padjadjaran, Universitas Diponegoro, and Universitas Gadjah Mada. The objective was not mere observation but a critical analysis of best practices in curriculum structure, course content, research support, and dissertation supervision models. This provided a comparative benchmark, allowing the Untan team to identify gaps in their own curriculum and adopt innovative elements proven elsewhere.

Concurrently, a **Macro-Environmental Scan** was conducted. This involved analysing major trends that impact management education, such as the demands of the Industrial Revolution 4.0 and Society 5.0, the increasing importance of digital literacy and data analytics, and the strategic national context of the new capital city (IKN) in Kalimantan. Furthermore, the pursuit of international accreditation from FIBAA necessitated an alignment with global standards and competencies. This scan ensured the new curriculum would be forward-looking and responsive to broader economic, technological, and political shifts.

Internally, this stage also involved a **Regulatory and Standards Review**. The team meticulously studied the latest national policies, including the Indonesian National Qualifications Framework (KKNI) at Level 9 and the National Standards of Higher Education (SNPT), to ensure any new design would comply with mandatory national requirements from the outset.

Stage 2: Evaluation and Analysis

Building on the intelligence gathered, the second stage is diagnostic, focusing on a critical appraisal of the existing curriculum and the needs of key stakeholders. This stage transforms data into actionable insights.

The core of this phase was a comprehensive **Curriculum Evaluation** of the previous 2014-2020 and 2020-2022 curricula. This was achieved through a multi-method approach. A **Focus Group Discussion (FGD)** was held on 8 June 2023, assembling a diverse group of stakeholders. This included internal actors (faculty leaders, lecturers) and, crucially, external partners such as regional government officials (OPD), industry leaders, graduate users, and alumni. The FGD served as a platform to critique the old curriculum, identifying strengths and weaknesses from multiple

perspectives. Feedback highlighted issues such as an overly theoretical focus, an excessive credit load (54 credits), and a need for better integration between coursework and dissertation research.

This qualitative feedback was supplemented with quantitative data from a **Tracer Study** conducted among programme alumni (IKADIM). The study provided empirical evidence on graduate outcomes, revealing a need for enhanced development of 21st-century skills (critical thinking, creativity), more effective assessment methods, and stronger English language proficiency. The analysis of this data allowed the curriculum committee to move from anecdotal concerns to evidence-based problem identification.

Finally, a **Gap Analysis** was performed by comparing the findings from the internal evaluation with the best practices observed during benchmarking and the requirements identified in the environmental scan. This analysis clearly outlined the discrepancies between the current state of the curriculum and the desired future state, defining the precise objectives for the redesign effort.

Stage 3: Design and Formulation

The third stage is the creative and technical phase where the new curriculum is constructed based on the analysis from the previous stages. This involves making concrete decisions about structure, content, and outcomes.

The first task was to **Revise the Graduate Profile and Learning Outcomes (CPL)**. The language was made more operational and specific, clearly defining the competencies expected of graduates as academics, researchers, bureaucrats, or organisation executives. These CPLs were then meticulously broken down into a **Curriculum Structure** that logically scaffolds learning. The 48-credit structure was designed as a coherent journey: foundational courses in Semester 1 (e.g., 'Philosophy of Science', 'Advanced Research Methodology'), specialised and methodological courses in Semester 2 (e.g., 'Multivariate Analysis', 'Research Proposal Seminar'), followed by dedicated dissertation stages (Proposal, Seminar, Closed Exam, Publication, Open Examination).

A key design decision was the **Integration of Feedback**. Specific stakeholder inputs were directly addressed. For instance:

- To reduce the credit load, the weight of certain courses was adjusted (e.g., 'Philosophy of Science' reduced from 3 to 2 credits).

- To enhance research relevance, new courses on 'Current Issues in Management Research' were introduced for each concentration.
- To support publication goals, a dedicated 'Scientific Research and Publication' course was added earlier in the programme.

The team also created a detailed **Transition Scheme** to manage the change for existing students, specifying how courses from the old curriculum would be mapped and recognised in the new one. This included rules for courses with changed codes, credits, names, or semesters, ensuring fairness and administrative clarity.

Stage 4: Implementation and Socialisation

A well-designed curriculum is ineffective without proper execution. This stage focuses on rolling out the new curriculum and ensuring all stakeholders understand and are prepared for the change.

The implementation began with the **Formal Ratification** of the curriculum through the appropriate university channels, giving it official status. This was followed by a comprehensive **Socialisation Plan** aimed at different audiences. Internal socialisation targeted faculty lecturers and administrative staff to ensure they understood the new structure, learning outcomes, and their roles in delivery. Crucially, **Student Socialisation** sessions were held for both incoming and continuing students. These sessions explained the rationale behind the changes, the new course roadmap, and the transition rules, minimising confusion and building buy-in.

Academic administrators were trained on the new systems required to manage the revised curriculum, particularly the complex transition rules for existing students. Additionally, the new curriculum was disseminated through official channels such as the programme website and student handbooks, making it the central reference point for all academic activities.

Stage 5: Monitoring, Evaluation, and Continuous Quality Improvement

The final stage recognises that curriculum development is a cycle, not a linear project. This ongoing phase ensures the curriculum remains effective and relevant through systematic review.

Monitoring is conducted regularly throughout the academic year. The study programme holds meetings at the start of each semester with students from all cohorts

to gather initial feedback on course delivery. The university's online system (SIKAD), with its electronic evaluation module (EDOM), provides a structured mechanism for students to evaluate each course and lecturer at the end of the semester, generating valuable data for immediate tweaks and adjustments.

A more formal **Evaluation** is planned for a four-year cycle, as part of the university's Internal Quality Audit (AMI). This will involve a comprehensive review of the curriculum's performance against its stated objectives, using data from EDOM, pass rates, publication outputs, time-to-graduation, and another tracer study. The programme's ongoing participation in the Indonesian Management Doctoral Programme Alliance (APDMI) provides a continuous external reference point for this evaluation.

The insights from this monitoring and evaluation feed directly back into the first stage, initiating a new cycle of **Continuous Quality Improvement**. Identified issues become the basis for future preliminary studies, ensuring the curriculum is a living document that evolves in response to new challenges, feedback, and opportunities, thereby maintaining its excellence and relevance in the long term. This closed-loop process exemplifies a mature and sustainable approach to curriculum management in higher education.

CHAPTER III

Evaluation Results and Expert Recommendations

3.1. Evaluation Approach

The development of a robust curriculum is an iterative process, the success of which hinges not merely on its initial design but on a rigorous and multi-faceted evaluation strategy. For the Doctor of Management Science (Doktor Ilmu Manajemen - DIM) programme at the Faculty of Economics and Business (FEB), Tanjungpura University (Untan), the evaluation approach is a sophisticated, continuous cycle embedded within the curriculum management system. It transcends a simple final audit, functioning instead as a formative and summative mechanism that informs decision-making at every stage. This comprehensive evaluation strategy can be understood through its four key dimensions: 1) The Ex-Ante Evaluation: The Diagnostic Foundation, 2) The Formative Evaluation: The Participatory Crucible, 3) The Summative Evaluation: Measuring Outputs and Outcomes, and 4) The Meta-Evaluation: Ensuring the Quality of the Evaluation Process Itself.

3.1.1. The Ex-Ante Evaluation: The Diagnostic Foundation

Before a single change is made to the curriculum, a thorough ex-ante (pre-implementation) evaluation is conducted to establish a clear baseline and diagnose the need for change. This proactive stage is critical for ensuring that the curriculum development is driven by evidence rather than assumption.

The primary tool in this phase is the **Systematic Curriculum Benchmarking**. As documented in the 2023 report, the programme team undertook a formal study visit to three peer institutions with established reputations in management doctoral education: Universitas Padjadjaran, Universitas Diponegoro, and Universitas Gadjah Mada. This was not an informal exchange but a structured evaluation against external benchmarks. The team assessed comparative curriculum structures, credit weightings, sequencing of dissertation stages, research support mechanisms, and publication requirements. This external evaluation provided an objective standard against which the DIM Untan curriculum could be measured, highlighting areas of competitive disadvantage and opportunities for adoption of best practices. The

findings from this benchmarking served as a powerful, evidence-based justification for the subsequent comprehensive revision.

Simultaneously, a **Stakeholder Needs Analysis** was conducted. This involved a diagnostic evaluation of the expectations and requirements of key stakeholders. Through preliminary consultations and a review of broader trends, the programme identified critical external pressures: the skills demanded by Industry 4.0 and Society 5.0, the strategic importance of the new national capital (IKN) in Kalimantan, and the standards required for international accreditation (FIBAA). This analysis ensured that the curriculum redesign would be forward-looking and aligned with regional, national, and global needs from its inception. The ex-ante evaluation, therefore, combined internal reflection with external scanning to build a compelling and well-substantiated case for change.

3.1.2. The Formative Evaluation: The Participatory Crucible

Formative evaluation occurs during the development process, providing feedback that directly shapes the evolving curriculum design. For the DIM programme, this stage is characterised by deep and wide-ranging stakeholder participation, transforming the curriculum draft into a collaboratively refined product.

The centrepiece of this approach was the **Focus Group Discussion (FGD)** held on 8 June 2023. This event was explicitly designed as an evaluative forum. It brought together a diverse cohort of evaluators, including internal faculty members and, crucially, external experts such as regional government officials (OPD), industry leaders, and—most importantly—alumni of the programme. This composition was intentional, ensuring that the curriculum was evaluated not only for its academic rigour but also for its practical relevance in the world of policy and business. The discussions provided qualitative, real-time feedback on the proposed graduate profile, learning outcomes, and course structure. Criticisms regarding the operability of learning outcomes and the excessive credit load of the old curriculum were directly incorporated into the new design, demonstrating a responsive and agile development process.

A second, critical formative input was the **Tracer Study of Alumni (IKADIM)**. While often used summatively, the data from the 2022/2023 tracer study was utilised formatively in this context. The feedback from graduates on their preparedness for

professional challenges—such as the need for stronger analytical skills, better technology integration, and improved English proficiency—provided an empirical basis for evaluating the proposed new courses and learning methods. This evidence-based feedback ensured that the curriculum changes were directly targeted at addressing identified weaknesses in graduate competency, making the evaluation process deeply grounded in actual outcomes rather than perceived needs.

3.1.3. The Summative Evaluation: Measuring Outputs and Outcomes

Summative evaluation assesses the effectiveness of the curriculum after it has been implemented. For the DIM programme, this is not a single event but an ongoing process that measures both immediate outputs and long-term outcomes, ensuring the curriculum delivers on its promises.

The first layer of summative evaluation is conducted at the **Micro-Level of Individual Courses**. At the end of each semester, the university's online system (SIKAD) facilitates an Electronic Evaluation of Teaching (evaluasi dosen secara online - EDOM). Students evaluate each course and lecturer based on criteria aligned with the curriculum's learning outcomes. This generates quantitative and qualitative data on the effectiveness of course content, teaching methods, and assessment strategies. This continuous feedback loop allows for annual tweaks and improvements to specific course units, ensuring the day-to-day delivery of the curriculum remains effective.

The second layer focuses on the **Macro-Level of Programme Outcomes**. This is the ultimate test of the curriculum's success. Key Performance Indicators (KPIs) are rigorously monitored, including:

- **Publication Output:** The number and quality of student publications in nationally accredited and internationally indexed journals.
- **Time-to-Graduation:** The average duration students take to complete the programme, which reflects the efficiency of the curriculum structure and supervision model.
- **Graduation Rate:** The proportion of entering students who successfully earn their doctorate.
- **Dissertation Quality:** As assessed by the examination committee during closed and open sessions.

The most significant long-term summative evaluation is the periodic **Tracer Study**. Conducted every few years, it assesses the long-term impact of the curriculum by tracking alumni career progression, their contributions to knowledge and society, and their retrospective satisfaction with their education. This data provides incontrovertible evidence of the curriculum's real-world value and is instrumental in planning future major revisions.

3.1.4. The Meta-Evaluation: Ensuring the Quality of the Evaluation Process

A sophisticated curriculum evaluation system includes a meta-evaluation—an evaluation of the evaluation process itself. This ensures the methods used are valid, reliable, and effective in providing actionable insights.

For the DIM programme, meta-evaluation is embedded in the university's quality assurance cycle, particularly the **Internal Quality Audit (AMI)**. During the AMI, the processes of curriculum evaluation—from the methodology of the FGD and the design of the tracer study questionnaires to the analysis of EDOM data—are themselves reviewed. Auditors assess whether the feedback mechanisms are fit for purpose, whether stakeholder groups are adequately represented, and whether the collected data is effectively translated into actionable improvements. Furthermore, the programme's active participation in the **Indonesian Management Doctoral Programme Alliance (APDMI)** provides an external meta-evaluation. By comparing their evaluation practices and outcomes with those of peer institutions, the DIM programme can benchmark and refine its own evaluation methodologies, ensuring they remain at the forefront of academic quality assurance.

In conclusion, the evaluation approach for the DIM FEB Untan curriculum is a comprehensive, integrated system. It begins with a diagnostic ex-ante evaluation, is shaped by a participatory formative evaluation, is validated by a rigorous summative evaluation of outputs and outcomes, and is ultimately refined through a meta-evaluation of its own processes. This cyclical and multi-layered strategy ensures that the curriculum is not a static document but a dynamic, evidence-informed entity, perpetually evolving to maintain its excellence, relevance, and capacity to produce the highest calibre of management scholars and leaders.

3.2. Evaluation Results and Recommendations from Experts

3.2.1. The evaluation revealed several key findings:

- **Strengths:** The programme possesses a solid foundational structure in core management theories and has a dedicated faculty. The existing network with regional industries and government is a significant asset.
- **Weaknesses:** A significant gap was identified in the area of advanced quantitative and qualitative research methods. The curriculum was found to be somewhat static, with limited elective options. Assessment methods were predominantly traditional (exams, essays), with less emphasis on authentic, performance-based assessment. The integration of digital tools and data analytics was minimal.
- **Opportunities:** The unique geographical position of Untan presents an opportunity to specialise in research areas like borderland economics, sustainable resource management, and ASEAN business integration. The growing emphasis on MBKM (Merdeka Belajar Kampus Merdeka) allows for innovative learning pathways.
- **Threats:** The rapid pace of change in management practice poses a threat of curriculum obsolescence. Increased competition from other doctoral programmes nationally requires continuous improvement to maintain a competitive edge.

3.2.2. Expert Recommendations were categorised as follows:

The comprehensive evaluation process for the Doctor of Management Science (DIM) curriculum at Tanjungpura University's Faculty of Economics and Business yielded substantial feedback from both internal and external experts. This collaborative assessment, conducted through formal benchmarking, Focus Group Discussions (FGDs), and tracer studies, provided a critical foundation for the 2023 curriculum revision. The evaluation results highlighted significant strengths while pinpointing precise areas for enhancement, leading to a set of actionable recommendations that have been systematically integrated into the new curriculum framework. This essay details the key findings from the evaluation and the corresponding expert recommendations that have shaped the programme's strategic direction.

Evaluation Results: A Multi-Dimensional Assessment

The evaluation process revealed insights across several critical dimensions of the curriculum, providing a holistic picture of its performance and potential.

1. Curriculum Structure and Credit Load:

A primary finding from the FGD and internal review was that the previous curriculum's structure was overly burdensome. The total credit load of 54 credits was deemed excessive compared to national benchmarks and potentially impeded students' focus on high-quality research. Experts noted that the high credit requirement could prolong time-to-graduation without necessarily enhancing the depth of learning. The sequencing of courses, particularly the late introduction of publication-focused activities, was also identified as a structural weakness. This delayed the integration of research and writing skills crucial for doctoral success, creating a disconnect between coursework and the dissertation process.

2. Relevance and Contemporary Alignment:

The external benchmarking exercise revealed a gap between the curriculum's content and the evolving demands of the global academic and business landscapes. While the curriculum covered traditional management theories effectively, it required stronger integration of contemporary issues. Experts highlighted the need to address challenges posed by the Industrial Revolution 4.0, digital transformation, sustainability, and the unique socio-economic context of Kalimantan as a border region and buffer zone for the new national capital (IKN). The curriculum was assessed as not fully leveraging the university's strategic position to develop a distinctive niche in border area management and digital-based business practices.

3. Graduate Competencies and Learning Outcomes:

The tracer study of alumni (IKADIM) provided crucial data on the effectiveness of the curriculum in developing essential competencies. While graduates demonstrated solid theoretical knowledge, there was a perceived need for enhancement in several applied skill areas. These included advanced analytical capabilities, proficiency in sophisticated qualitative and mixed-methods research, academic writing for international publications, and the practical application of management theories to complex, real-world problems. The evaluation also suggested that the programme could better cultivate transferable skills such as critical thinking, creativity, and

collaborative problem-solving, which are increasingly demanded in academic, government, and industry roles.

4. Pedagogical Approaches and Assessment Methods:

Feedback from stakeholders indicated that the learning and assessment methods could be modernised. The reliance on traditional lecture-based instruction and conventional examinations was seen as less conducive to developing the independent, critical inquiry expected at the doctoral level. Experts recommended a shift towards more interactive, seminar-style teaching, case-based learning, and formative assessments that provide ongoing feedback throughout the research journey. There was a consensus that assessment should place greater emphasis on the process of knowledge creation—such as research proposal development, literature review critiques, and peer feedback—rather than solely on final examination scores.

5. Support Systems and Academic Atmosphere:

The evaluation identified opportunities to strengthen the academic ecosystem supporting the curriculum. This included enhancing the supervisory system to provide more structured and timely guidance, creating robust support mechanisms for international publication, and fostering a more vibrant research culture through regular research colloquia, workshops, and guest lectures. The need for improved access to digital libraries, specialised databases, and research software was also emphasised to ensure students have the necessary tools to conduct cutting-edge research.

3.2.3. Expert Recommendations and Their Integration into the New Curriculum

The evaluation findings translated into a coherent set of recommendations, which have been strategically incorporated into the revised 2023 curriculum.

1. Recommendation: Optimise Credit Load and Streamline the Learning Pathway.

- **Action Taken:** The total credit requirement was rationally reduced from 54 to 48 credits. This reduction was carefully calibrated to eliminate redundancy and focus on essential learning outcomes without compromising the programme's rigour. The credit weight of specific courses was adjusted; for example, the 'Philosophy of Science' course was reduced from 3 to 2 credits, while more

weight was given to advanced methodological training ('Multivariate Analysis' increased to 4 credits). This streamlining allows students to dedicate more time and intellectual energy to their core research and dissertation development.

2. Recommendation: Enhance Contemporary Relevance and Strategic Positioning.

- **Action Taken:** The new curriculum introduces specialised courses titled **'Current Issues in Management Research'** for each concentration (Marketing, Human Resources, and Finance). These courses are designed to explore cutting-edge topics, including digitalisation, sustainable business practices, and global supply chain challenges. Furthermore, the course **'Border Area Management'** has been retained and strengthened as a compulsory course, explicitly anchoring the programme's unique identity and aligning it with regional development priorities. This directly addresses the expert advice to create a distinctive competitive advantage for the programme.

3. Recommendation: Strengthen Research and Publication Competencies.

- **Action Taken:** To bridge the gap between coursework and research, the curriculum now front-loads research support. A new compulsory course, **'Scientific Research and Publication' (EKM 8203)**, is introduced in the second semester. This ensures students develop essential writing and publication skills early in their doctoral journey. The 'Empirical Study' courses have been transformed into **'Research Proposal Seminars' (EKM 8205, 8206, 8207)**, making the development of a rigorous research proposal a formalised and assessed component of the curriculum. This change directly fosters the competency to "construct, execute, and manage a critical, creative, and original research plan," as outlined in the new graduate learning outcomes.

4. Recommendation: Adopt a More Student-Centred and Research-Intensive Pedagogy.

- **Action Taken:** The curriculum now explicitly promotes interactive and collaborative learning methods. The increased emphasis on seminars, colloquia, and proposal defences shifts the role of the student from a passive recipient to an active contributor to scholarly discourse. The assessment strategy has been revised to value the research process, with significant credit

allocated to milestones such as the dissertation proposal (3 credits), dissertation result seminar (3 credits), and publications (5 credits). This aligns assessment with the ultimate goal of producing original and significant research.

5. Recommendation: Fortify the Academic Support Ecosystem.

- **Action Taken:** While the formal curriculum is a blueprint, its success depends on the supporting environment. The programme has institutionalised **regular colloquia** (EKM 8301) across semesters 3 to 6, providing a structured platform for students to present their work-in-progress and receive feedback from peers and faculty. The mandate for **national/international seminar participation** (EKM 8302) is formalised within the curriculum, encouraging professional networking and dissemination of research findings. Furthermore, the curriculum document itself now emphasises the use of the university's online learning management system and digital resources to support a flexible and resource-rich learning experience.

The evaluation of the DIM curriculum was a critical and transformative exercise. The results provided an unvarnished assessment of the programme's strengths and weaknesses, while the recommendations from a diverse body of experts offered a clear roadmap for improvement. The resulting 2023 curriculum is a testament to a responsive and evidence-based approach to curriculum development. By systematically addressing feedback on structure, relevance, competencies, pedagogy, and support systems, the Doctor of Management Science programme at FEB Untan has positioned itself as a more efficient, contemporary, and rigorous pathway for developing the next generation of management scholars and leaders, fully equipped to contribute to knowledge and practice in an increasingly complex world. The ongoing challenge will be the effective implementation of this redesigned curriculum and the establishment of a continuous feedback loop to ensure its enduring relevance and quality.

CHAPTER IV

Follow-Up and Implementation

4.1. Follow-Up Plan

The successful development and implementation of the 2023 curriculum for the Doctor of Management Science (DIM) programme at Tanjungpura University's Faculty of Economics and Business (FEB Untan) represents a significant milestone. However, curriculum development is not a finite project but a continuous cycle of improvement. A robust follow-up plan is essential to ensure that the newly designed curriculum is effectively implemented, its impact is systematically monitored, and it remains dynamic and responsive to future changes in the academic and professional landscape. This comprehensive follow-up plan outlines a structured approach for the **operationalisation, monitoring, evaluation, and future enhancement** of the curriculum over the short, medium, and long term. It is designed to translate the curriculum document from a static blueprint into a living, evolving framework that consistently achieves its mission of producing exemplary management scholars and practitioners.

4.1.1. Phase 1: Short-Term Follow-Up Plan (Academic Year 2023/2024 – 2024/2025): Implementation and Initial Monitoring

The immediate focus following the curriculum's formal ratification is on seamless implementation and establishing baseline monitoring mechanisms. This phase is critical for building momentum and ensuring all stakeholders are aligned.

1. Comprehensive Socialisation and Capacity Building:

The first step is a detailed socialisation campaign that extends beyond initial announcements.

- **For Faculty and Staff:** A series of internal workshops will be conducted for lecturers and administrative staff. These sessions will not merely present the new curriculum but will delve into the pedagogical shifts required, particularly the move towards more interactive, student-centred learning and the integration of the new 'Current Issues' courses. Training will be provided on the updated course outlines (RPS), new assessment rubrics, and the specific requirements of the revamped research proposal seminars.

- **For Students:** Detailed guidance sessions will be held for both incoming cohorts and continuing students affected by the transition rules. These sessions will clearly explain the new structure, the rationale behind the changes, the roadmap to graduation, and the support available. A dedicated section on the programme website and a revised student handbook will serve as permanent references.

2. Operationalisation of Support Structures:

The curriculum's success hinges on the effectiveness of its supporting ecosystems.

- **Supervisor Development:** A formal workshop for academic supervisors (promoters and co-promoters) will be initiated. This will focus on standardising supervision practices, managing the new milestones (e.g., the formalised colloquia), and developing strategies to support students in achieving the mandatory publication outputs.
- **Resource Audit and Enhancement:** An immediate audit of library and digital resources will be conducted to ensure they align with the new curriculum's demands, particularly for the advanced methodological and contemporary issues courses. Gaps in access to key databases (e.g., Scopus, Web of Science) or specialised software will be identified and addressed as a priority.

3. Establishment of a Continuous Feedback Loop:

A system for gathering immediate feedback on the new curriculum's implementation will be established.

- **Enhanced EDOM System:** The existing electronic course evaluation system (EDOM) will be refined to include specific questions related to the new courses and learning outcomes. This feedback will be reviewed by the Study Programme leadership at the end of each semester to make rapid, tactical adjustments to course delivery.
- **Mid-Semester Student Forums:** Informal forums with student cohort representatives will be held midway through each semester to identify and address any implementation challenges in real-time, rather than waiting for end-of-semester evaluations.

4.1.2. Phase 2: Medium-Term Follow-Up Plan (Academic Year 2025/2026 – 2026/2027): Systematic Evaluation and Strategic Refinement

After the initial implementation phase, the focus shifts to a more formal evaluation of the curriculum's effectiveness against its stated objectives, leading to strategic refinements.

1. Conducting a Formative Programme Evaluation:

In 2026, a comprehensive internal review will be conducted. This evaluation will leverage data from multiple sources:

- **Analysis of Key Performance Indicators (KPIs):** Data on student progression, time-to-graduation, publication rates (number and quality of journal articles), and pass rates for each milestone (proposal seminar, closed exam) will be systematically analysed to identify bottlenecks or areas of success.
- **Second Tracer Study:** A follow-up tracer study of graduates from the new curriculum (the 2023 intake and beyond) will be conducted. This will assess the perceived relevance of their education to their careers, providing crucial data on the curriculum's impact on graduate competencies.
- **Stakeholder Follow-Up Forum:** A smaller, focused FGD will be reconvened with industry partners and academic experts to review the initial outcomes of the new curriculum and provide feedback for refinement.

2. Curriculum Refinement and Resource Alignment:

Based on the formative evaluation, a process of strategic refinement will be undertaken.

- **Course Content Updates:** Specific courses may be adjusted based on feedback. For example, the syllabus for 'Border Area Management' might be updated to reflect new developments linked to the IKN, or the 'Scientific Research and Publication' course might incorporate new tools for research impact measurement.
- **Faculty Development:** Identify specific training needs for lecturers—such as advanced training in new qualitative research methods or big data analytics—

and organise targeted workshops to build these capacities, ensuring teaching staff remain at the forefront of the discipline.

4.1.3. Phase 3: Long-Term Follow-Up Plan (2027/2028 Onwards): Sustainable Development and Future-Proofing

The long-term plan ensures the curriculum remains a dynamic and leading programme through strategic foresight and embedding a culture of continuous quality improvement.

1. Preparing for Major Cyclical Review and External Accreditation:

The curriculum is designed to undergo a major formal review every five years, coinciding with the national reaccreditation cycle.

- **Comprehensive Curriculum Review (2027/2028):** This review will be as thorough as the 2023 process, incorporating fresh benchmarking, environmental scanning, and widespread stakeholder consultation. It will assess the curriculum's alignment with the university's next strategic plan and evolving global standards.
- **Pursuit of International Accreditation:** The medium-term successes will be leveraged to prepare a full application for international accreditation, such as from FIBAA or AACSB. This process will serve as a rigorous external audit, driving the programme towards global best practices and enhancing its international reputation and mobility.

2. Future-Proofing the Curriculum:

A proactive approach will be taken to anticipate future trends.

- **Establishing a Curriculum Foresight Committee:** This committee, comprising faculty, industry experts, and futurists, will be tasked with scanning the horizon for emerging trends in management science, technology, and higher education. Their reports will inform the long-term strategic direction of the programme.
- **Developing Flexible Pathways:** The curriculum will be evaluated for its capacity to incorporate micro-credentials or specialised elective modules in emerging areas (e.g., AI in Management, Sustainable Finance), allowing for

greater student customisation and responsiveness to market demands without a full-scale curriculum overhaul.

3. Institutionalising a Culture of Quality:

The ultimate goal is to embed the follow-up processes into the very fabric of the programme's administration.

- **Formalising the QA Cycle:** The processes of data collection, analysis, and curriculum adjustment will be formally documented in the programme's quality assurance manual, ensuring sustainability regardless of changes in leadership.
- **Knowledge Management:** Create a central repository for all curriculum-related documents, evaluation reports, and action plans. This institutional memory will be invaluable for future curriculum committees, ensuring that the lessons learned from each cycle are preserved and built upon.

This follow-up plan provides a clear, phased roadmap for the DIM programme at FEB Untan. It moves beyond the initial launch of the 2023 curriculum to establish a sustainable system for its continual enhancement. By diligently executing this plan—focusing on effective implementation, evidence-based evaluation, and strategic future-proofing—the Doctor of Management Science programme will not only maintain its relevance and quality but will also solidify its position as a leading centre for management education and research in Indonesia and the wider region. The commitment to this ongoing process is the true hallmark of a world-class academic programme.

4.2. Implementation Strategy

The comprehensive revision of the Doctor of Management Science (DIM) curriculum marks a pivotal transformation for the programme at Tanjungpura University's Faculty of Economics and Business. However, the success of this ambitious redesign hinges entirely on a meticulously planned and executed implementation strategy. This document outlines a multi-faceted implementation framework designed to translate the new curriculum from concept into practice, ensuring it achieves its objectives of producing world-class management scholars and practitioners. The strategy is organised around seven core components: 1) Restructuring and Strengthening of Core Courses, 2) Implementation of Innovative Learning Methods and Authentic Assessment, 3) Revitalisation of Graduate Learning Outcomes (GLO) and Course

Syllabi, 4) Enhancing the Uniqueness and Relevance of the Curriculum, 5) Strengthening Faculty Capacity and Supporting Infrastructure, 6) Massive Socialisation and Communication, and 7) Establishing a Sustainable Evaluation and Review System.

4.2.1. Restructuring and Strengthening of Core Courses

The rationalisation of the credit load from 54 to 48 credits necessitates a strategic restructuring of the course sequence and a deepening of core content. The implementation will focus on creating a more logical and supportive pathway for doctoral research.

The first year will be strategically designed to build a robust foundation. Semester 1 will consolidate philosophical and methodological fundamentals with courses like 'Philosophy of Science' (now 2 credits, focusing on core epistemological debates) and 'Advanced Research Methodology' (3 credits), which will be intensified to cover both traditional and emerging research paradigms. The new 'Current Issues in Management Research' courses (2 credits each per concentration) will be introduced not as survey courses, but as deep-dive seminars that critically examine the state-of-the-art in each field, directly helping students identify their research gap. In Semester 2, the focus shifts to advanced application. The 'Multivariate Analysis & Analysis Tool Model' course will be strengthened to 4 credits, incorporating hands-on workshops with statistical software. The pivotal change is the transformation of empirical study courses into 'Research Proposal Seminars'. These 3-credit courses will be the capstone of the first year, where students are expected to develop and defend a full research proposal, making the transition from coursework to dissertation research explicit and structured. This restructuring ensures that every credit is purposefully aligned with the ultimate goal of producing a high-quality dissertation.

4.2.2. Implementation of Innovative Learning Methods and Authentic Assessment

A shift in content must be accompanied by a paradigm shift in pedagogy and assessment. The implementation will move the programme away from passive knowledge transmission towards active knowledge creation.

Learning methods will be overhauled to foster critical engagement. The primary mode of delivery will become seminar-style discussions, where students deconstruct

seminal and contemporary research papers. Case studies based on real-world business challenges in the Kalimantan and ASEAN context will be developed and used extensively. ‘Flipped classroom’ approaches will be encouraged, where students review lecture materials independently, and class time is dedicated to discussion, problem-solving, and collaborative work. The coaching clinic model will be institutionalised, providing regular, small-group sessions where students present their research progress and receive formative feedback from peers and faculty.

Assessment will be made authentic, directly mirroring the skills of a professional researcher. The heavy weighting of final exams will be reduced in favour of progressive, formative assessments. These will include literature review critiques, research protocol development, presentations at internal colloquia, peer reviews of journal articles, and the drafting of manuscript sections for publication. The assessment of the ‘Publication’ course (5 credits) will be directly tied to the submission of a manuscript to a reputable national or international journal. This approach ensures that assessment is not a separate hurdle but an integral part of the research learning process.

4.2.3. Revitalisation of Graduate Learning Outcomes (GLO) and Course Syllabi

The revised GLOs must be effectively operationalised into every aspect of teaching and learning. This requires a meticulous revitalisation of all course syllabi.

A university-wide template for Course Syllabi (Rencana Pembelajaran Semester - RPS) that explicitly links course-level outcomes to programme-level GLOs will be mandated for every course in the DIM curriculum. A dedicated workshop will be held for all teaching staff to map their course content, learning activities, and assessment methods directly onto the specific GLOs. For example, the GLO “Ability to communicate research results effectively... through internationally accredited publications” will be reflected in the syllabus for the ‘Scientific Research and Publication’ course through learning activities focused on academic writing, journal selection, and responding to reviewer comments. This process ensures alignment and clarity, so both lecturers and students understand how each course contributes to the final graduate profile. The syllabi will be living documents, stored on a centralised digital platform and subject to annual review based on student feedback and learning analytics.

4.2.4. Enhancing the Uniqueness and Relevance of the Curriculum

The curriculum's distinctiveness, particularly its focus on border areas and digital transformation, must be actively enhanced, not just stated.

The 'Border Area Management' course will be developed into a flagship module. This will involve creating case studies in partnership with local governments and businesses in West Kalimantan and Sarawak, Malaysia. Field visits to border economic zones and guest lectures from policymakers and practitioners will be integral components. Furthermore, the digital theme will be woven across concentrations, not confined to a single course. Marketing courses will incorporate digital marketing analytics, HR courses will address the management of remote and digital workforces, and Finance courses will delve into fintech and blockchain. The programme will actively seek research projects and dissertations that address these niche areas, building a reputation for expertise in these fields and increasing its relevance to the regional and national agenda, especially in the context of IKN development.

4.2.5. Strengthening Faculty Capacity and Supporting Infrastructure

The demands of the new curriculum require a parallel investment in the faculty who deliver it and the infrastructure that supports it.

A sustained **Faculty Development Programme** is crucial. This includes:

- **Pedagogical Training:** Workshops on facilitating seminars, providing effective feedback, and supervising doctoral research.
- **Research Mentorship:** Pairing junior faculty with senior professors to enhance their own research and publication records, thereby improving their ability to guide students.
- **Industry Immersion:** Short secondments for faculty in relevant industries to keep their knowledge practically grounded.

Simultaneously, infrastructure must be upgraded. Priority actions include ensuring robust, permanent access to key academic databases (Scopus, Web of Science), providing licenses for qualitative and quantitative data analysis software (e.g., NVivo, STATA), and creating a dedicated, well-equipped doctoral research room to foster a collaborative academic community.

4.2.6. Massive Socialisation and Communication

Successful implementation depends on universal understanding and buy-in from all stakeholders.

A massive, targeted communication campaign will be launched. Internally, this involves detailed workshops for faculty and staff, and comprehensive orientation sessions for new and continuing students, explaining the new roadmap and transition rules. Externally, the revised curriculum will be promoted through the university website, professional social media (LinkedIn), and presentations to key stakeholders like the Regional Development Planning Agency (BAPPEDA) and industry associations, positioning the DIM programme as the premier choice for management doctoral studies in Kalimantan.

4.2.7. Establishing a Sustainable Evaluation and Review System

Finally, a system for ongoing evaluation is essential to ensure the curriculum remains dynamic.

An **Annual Programme Review** will be institutionalised. This will analyse data from course evaluations (EDOM), KPIs (time-to-graduation, publication rates), and feedback from annual student forums. A larger, formal review will be scheduled every three years, incorporating feedback from alumni and industry partners. This cyclical process of data collection, analysis, and minor adjustments will create a culture of continuous improvement, ensuring the DIM curriculum does not become stagnant but evolves in response to new challenges and opportunities. This sustainable system is the ultimate guarantee of the programme's long-term quality and relevance.

In conclusion, this seven-pillared implementation strategy provides a comprehensive and actionable roadmap. It details not just *what* needs to be done, but *how*, ensuring that the vision of a modern, rigorous, and distinctive Doctor of Management Science programme is successfully realised, thereby securing its position as a leading centre for management research and education in Indonesia.

CHAPTER V

Documentation of Activities

The comprehensive development of the 2023 curriculum for the Doctor of Management Science (DIM) programme was a rigorous, multi-stage process, underpinned by a systematic and transparent documentation strategy. This meticulous documentation serves not only as an administrative record but as a vital knowledge management tool, providing an auditable trail of decision-making, capturing stakeholder insights, and forming the foundation for future reviews and accreditation processes. The documented activities, which collectively illustrate a model of evidence-based and participatory curriculum development, can be categorised into seven key types: 1) Minutes of Meetings, 2) Stakeholder Engagement Records, 3) Tracer Study Reports, 4) SWOT Analysis Matrix, 5) Curriculum Mapping Matrices, 6) Draft and Final Curriculum Documents, and 7) Quality Assurance Review Forms.

5.1. Minutes of Meetings: The Institutional Memory of Deliberation

The curriculum revision process was steered by a series of formal meetings, the minutes of which constitute a critical chronological record. These documents capture the evolution of ideas, the debates surrounding key decisions, and the formal mandates for action.

The most significant set of minutes originates from the **Curriculum Development Steering Committee** meetings, held bi-monthly throughout the process. These minutes detail discussions on benchmarking findings, analyses of stakeholder feedback, and deliberations on the structural overhaul of the curriculum, such as the pivotal decision to reduce the credit load from 54 to 48 credits. They record the rationale behind introducing new courses like 'Current Issues in Management Research' and the transformation of 'Empirical Study' courses into 'Research Proposal Seminars'. Furthermore, the minutes from the **Focus Group Discussion (FGD) on 8 June 2023** are a cornerstone document. They verbatim, or in summarised form, capture the critiques, suggestions, and endorsements from external stakeholders—including industry leaders, government officials (OPD), and alumni. This provides irrefutable evidence that the curriculum was shaped by a wide range of expert perspectives, moving beyond an internal academic exercise to a collaboratively designed framework. These minutes are not merely administrative formalities; they are

the institutional memory that justifies every major change in the final curriculum document, ensuring that decisions are traceable and defensible during quality audits.

5.2. Stakeholder Engagement Records: Mapping the Ecosystem of Influence

Beyond the FGD minutes, a broader portfolio of stakeholder engagement records was maintained to map the entire ecosystem of influence on the curriculum. This documentation demonstrates the programme's commitment to transparency and responsiveness.

This portfolio includes **formal letters of invitation** sent to benchmark universities (Universitas Padjadjaran, Universitas Gadjah Mada, Universitas Diponegoro), outlining the objectives of the study visit. It also contains the **benchmarking reports** themselves, which are structured analyses comparing course structures, credit systems, research support mechanisms, and graduation requirements. These reports are rich with data tables and qualitative observations that directly informed the restructuring of the DIM programme. Additionally, records of **consultations with the Indonesian Management Doctoral Programme Alliance (APDMI)** are included, showcasing engagement with a national professional body to align with broader disciplinary standards. This comprehensive suite of engagement records paints a complete picture of a programme actively seeking and integrating external validation and best practices, a key requirement for both national and international accreditation.

5.3. Tracer Study Reports: The Evidence Base from Alumni Outcomes

The Tracer Study reports from 2022 and 2023 provide the quantitative and qualitative evidence base that grounded the curriculum review in actual graduate outcomes. These documents move the process from perception to data-driven analysis.

The reports typically include several sections: a methodology section detailing the survey instrument and respondent demographics; a section presenting quantitative data on alumni employment status, job roles, and income brackets; and a critical analysis section on perceived competency gaps. The findings—such as the identified need for stronger analytical skills, better proficiency in English for academic publication, and more practical application of theory—are directly cited in the rationale for curriculum changes. For instance, the emphasis on strengthening the ‘Multivariate Analysis’ course and introducing an earlier ‘Scientific Research and Publication’ module can be directly traced back to recommendations within these tracer study

reports. These documents are therefore not retrospective looks at graduate success but proactive tools for curriculum enhancement, ensuring that the education provided is directly relevant to the career trajectories of its graduates.

5.4. SWOT Analysis Matrix: The Strategic Diagnostic Tool

A pivotal document in the early stages was the SWOT Analysis Matrix. This structured summary provided a clear-eyed, strategic diagnosis of the programme's position prior to the redesign.

The matrix systematically catalogued:

- **Strengths (S):** Existing expertise in border area studies, a growing applicant pool, and a strong regional network.
- **Weaknesses (W):** Limited number of professors, inadequate digital research infrastructure, an overly theoretical and burdensome credit load in the old curriculum.
- **Opportunities (O):** The national IKN development project, the growing demand for doctoral education in Kalimantan, and the push for international publication.
- **Threats (T):** Competition from established programmes in Java, the influx of foreign graduates, and rapidly changing technological demands.

This matrix was a living document, referenced throughout the development process to ensure that the new curriculum was designed to leverage strengths, mitigate weaknesses, capitalise on opportunities, and defend against threats. It is a concise summary of the strategic thinking that guided the entire endeavour.

5.5. Curriculum Mapping Matrices: Ensuring Constructive Alignment

A series of detailed curriculum mapping matrices were developed to ensure constructive alignment—the coherent connection between Graduate Learning Outcomes (GLO), course content, learning activities, and assessment methods.

The primary matrix is a large-scale document that maps every programme-level GLO against the specific courses that address it. This shows how, for example, the GLO related to “conducting independent and original research” is supported sequentially by courses from ‘Research Methodology’ to the ‘Dissertation Proposal’ and final ‘Publication’. A second layer of matrices exists at the course level, within each Course

Syllabus (RPS). These matrices detail for each course unit which specific GLO is being targeted, what teaching method is used, and how it will be assessed. This meticulous documentation is crucial for demonstrating to accrediting bodies that the curriculum is a logically integrated system rather than a mere collection of courses, and it provides lecturers with a clear blueprint for delivery.

5.6. Draft and Final Curriculum Documents: The Evolving Blueprint

The complete archive of draft curriculum documents chronicles the iterative nature of the development process. Version-controlled drafts show the evolution of the curriculum, with tracked changes highlighting debates over credit distribution, course sequencing, and learning outcome formulations.

The **Final Curriculum Document** is the culmination of this process. It is a comprehensive publication that includes the programme's vision and mission, the graduate profile, detailed course descriptions with learning outcomes, credit values, and a recommended study plan. It also formally outlines the transition rules for existing students. This document serves as the official contract between the university and its students and the primary reference for all academic planning.

5.7. Quality Assurance Review Forms: The Internal Audit Trail

Finally, the process was documented through the university's formal Quality Assurance (QA) mechanisms. This includes **Internal Quality Audit (AMI) forms** and **review checklists** used by the Faculty and University-level QA teams.

These forms assess the development process against predefined criteria, such as the adequacy of stakeholder consultation, the evidence base for changes, and the completeness of alignment matrices. The completed forms, along with the auditor's comments and the programme's response actions, create a closed-loop QA trail. This demonstrates that the curriculum was not only developed rigorously but was also subjected to independent internal verification, ensuring its readiness for external accreditation review.

In conclusion, this comprehensive documentation portfolio is far more than a collection of paperwork. It is the tangible output of a transparent, participatory, and evidence-based curriculum development methodology. It provides a robust justification for the new DIM curriculum, ensures institutional knowledge is retained, and establishes a

solid foundation for the continuous quality improvement cycle that is essential for a modern, world-class doctoral programme.

CHAPTER VI

Conclusion

The comprehensive curriculum development process for the Doctor of Management Science (DMS) programme at the Faculty of Economics and Business, Tanjungpura University, represents a significant and strategic enhancement aimed at aligning the programme with contemporary academic, professional, and regional demands. This revision is the result of a rigorous, multi-faceted approach that integrates systemic alignment with national and international standards alongside extensive stakeholder engagement.

Key achievements of this initiative include:

- A rationalised and streamlined curriculum structure, reducing the credit load from 54 to 48 credits to enhance focus on high-quality research without compromising rigour.
- The introduction of forward-looking courses such as *Current Issues in Management Research* and the strengthening of methodological training, ensuring the curriculum remains responsive to global trends like digital transformation and sustainability.
- A strengthened emphasis on research output and publication readiness, with early incorporation of research proposal seminars and dedicated support for scholarly writing and dissemination.
- A deliberate focus on the programme's unique positioning, particularly through courses like *Border Area Management*, which capitalises on the university's strategic location and regional developmental priorities, such as the new national capital (IKN).
- A shift towards interactive, student-centred pedagogical approaches and authentic assessment methods that reflect real-world research and professional practice.

The development process was characterised by robust stakeholder involvement—including benchmarking visits to leading Indonesian universities, focus group discussions with industry and government representatives, and tracer studies of alumni—ensuring the curriculum is both academically sound and practically relevant.

Looking ahead, the successful implementation of the new curriculum will depend on sustained commitment to capacity building, resource enhancement, and continuous quality assurance. With a clear follow-up plan and a structured evaluation framework in place, the DMS programme is well-positioned to cultivate a new generation of scholar-practitioners capable of contributing meaningfully to management science both within Indonesia and internationally.

This curriculum revision not only elevates the academic standing of the programme but also reinforces its role as a key contributor to regional and national development, embodying a forward-thinking and responsive approach to doctoral education in management.

PHOTO OF DOCUMENTATION



Documentary Photos Of Benchmarking Activities At The Doctor Of Economics Programme, Gadjah Mada University



Focus Group Discussion with the Indonesian Consulate General in Kuching, Sarawak, Malaysia



Focus Group Discussion with the Indonesian Consulate General in Kuching, Sarawak, Malaysia



Focus Group Discussion with the Indonesian Consulate General in Kuching, Sarawak, Malaysia