

DENTAL EDUCATION PROGRAM CURRICULUM

OVERVIEW AND PROFILE OF GRADUATES

The target of PPDG UNEJ is to produce dentistry graduates who are humanist, have Pancasila morals, obey the 1945 Constitution, have attitudes, knowledge and skills that can meet the standards of labor market needs, community needs and scientific development. This is achieved through the implementation of outcome-based education (OBE). The Dentistry Education Program (PPDG) is a type of professional education directed at mastering and applying knowledge to the public in the field of dentistry. PPDG UNEJ consists of two levels of education which are a unified whole, namely, the stages of academic education (undergraduate level) and professional education, which can be completed within 5.5 – 6 years.

The profile of Indonesian dentist graduates has been determined by the Association of Indonesian Dentistry Faculties (Afdokgi), based on the World Health Organization (WHO) provision, namely five stars doctor. By adopting and modifying this, Afdokgi then determined seven profiles of Indonesian dentist graduates as, care provider, decision maker, communicator, community leader, manager, researcher/lecturer, creator and innovator.

CURRICULUM EVALUATION

Changes in the curriculum at PPDG UNEJ are based on several things, including changes in government policies, scientific developments, stakeholder needs, and ongoing curriculum evaluations. Evaluation is carried out continuously following changes and developments in these various matters. One of the foundations for the preparation/reconstruction of the curriculum is the result of the previous curriculum evaluation. The development of the curriculum for undergraduate and professional study programs at FKG-UNEJ in the last fifteen years

CURRICULUM DEVELOPMENT BASIS

OBE) and developing an Outcome Based Curriculum (OBC). In the industrial era 4.0, what can be ascertained that there will always be changes and changes, a flexible curriculum is needed that can adapt to these changes. The development into the OBE curriculum is expected to be able to answer the challenges of changing labor market needs, developments in science and technology and the era of disruption. Broadly speaking, the curriculum as a design consists of four elements, namely, learning outcomes, study materials, learning processes, and assessments. Curriculum preparation must be based on a strong foundation, both philosophically, sociologically, psychologically, historically and juridically. a flexible curriculum is needed that can adapt to these changes. The development into the OBE curriculum is expected to be able to answer the challenges of changing labor market needs, developments in science and technology and the era of disruption. Broadly speaking, the curriculum as a design consists of four elements, namely, learning outcomes, study materials, learning processes, and assessments. Curriculum preparation must be based on a strong foundation, both philosophically, sociologically, psychologically,

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STAGES OF CURRICULUM DEVELOPMENT

The design of the OBE curriculum begins with an analysis of market/society needs, stakeholder needs, scientific needs, taking into account the vision and mission of the institution, as well as various applicable principles. Based on this, a graduate profile formulation is produced. Based on the profile of graduates, the competencies/capabilities that must be possessed by graduates are determined which are formulated in the graduate learning outcomes (CPL). Based on the CPL, the study material is then determined. Furthermore, the formation of subjects and their credit weights, the preparation of the course organization in the form of a matrix, and the preparation of learning tools.

In summary, the stages of the curriculum consist of:

- 1) Determination of graduate profile (described in chapter 1)
- 2) Competency analysis (described in chapter 1)
- 3) Formulation of Graduate Learning Outcomes (CPL)
- 4) Determination of study materials
- 5) Formation of subjects;
- 6) Preparation of the matrix of the organization of subjects;
- 7) Preparation of learning tools.

DENTAL BACHELOR PROGRAM

The Undergraduate Study Program curriculum consists of 148 credits. Students can complete the undergraduate program in 7-8 semesters. First year students have a load of 20 credits, this study load is relatively lighter than second and third year students. In the fourth year the total credits are smaller, this is intended so that students can concentrate more on KKN activities, research, preparation of final assignments, and publication of articles.

The Student Center Learning (SCL) learning strategy has been implemented since 2008/2009 using a competency-based curriculum (KBK). The SCL learning methods implemented at PPDG UNEJ are, small group discussions, role play and simulation, case studies, problem based learning, discussions,

presentations, assignments, demonstrations, skill labs, scientific sessions (seminars), demonstrations, simulations, practicums, observations. , field practice, case presentations, in-depth lectures.

DENTAL PROFESSIONAL EDUCATION

The SCL learning strategy has been implemented since 2008/2009 using a competency-based curriculum (KBK). The SCL learning methods implemented at PPDG UNEJ are, small group discussions, role play and simulation, case studies, problem based learning, discussions, presentations, assignments, demonstrations, skill labs, scientific sessions (seminars), demonstrations, simulations, practicums, observations. , field practice, case presentations, in-depth lectures.

The implementation of learning in the professional program consists of 12 subjects (clinical matriculation, Oral Surgery, Periodontics, Prosthodontics, Orthodontics, Pedodontics, Dental Conservation, Oral Diseases, PKLPenkes, PKL IKGM, IKK, and Integrated Clinic). The evaluation of learning in each subject is determined according to the learning achievement. Several aspects of the assessment in professional program practicums include paying attention to soft skills (especially ethics, discipline/attendance), performance competence (hard skills), number and types of resolved cases (requirements). The assessment instrument used is a rubric. The details of the assessment for the professional program are described in the practicum contract document of each clerk

The final evaluation of professional learning is a national standard competency test, namely UKMP2DG (exit examination), which is carried out by the national committee. UKP2DG is held on a computer-based basis consisting of a theory test (CBT) and a practical test (OSCE). Students are declared to have passed the professional program after they have passed UKP2DG, both theoretical and practical tests