



# **CURRICULUM BY DESIGN**

**INTERNATIONAL CLASS GRADUATE PROGRAM OF  
APPLIED NURSING AND NURSE PROFESSION EDUCATION  
HEALTH POLYTECHNIC OF MINISTRY OF HEALTH OF THE  
REPUBLIC OF INDONESIA  
YEAR 2023**



**CURRICULUM BY DESIGN INTERNATIONAL CLASS GRADUATE PROGRAM OF  
APPLIED NURSING AND NURSE PROFESSION EDUCATION OF  
THE MINISTRY OF HEALTH POLYTECHNIC**

**YEAR 2023**

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Published by: Directorate General of Health Personnel of the RI Ministry of Health

## PREFACE

The challenges of globalization in the health sector need to be addressed by preparing health human resources that are globally competitive. The Directorate General of Health Personnel of the Ministry of Health of the Republic of Indonesia has the duty of carrying out the formulation and implementation of policies in the health personnel sector, Currently the Directorate General of Health Personnel is given the responsibility to carry out the transformation of the health polytechnic as part of the health transformation.

The International Class Program will later become a momentum to encourage the education of Health Personnel to become one of the educational goals for prospective students from within the country and overseas. Transformation of the Health Polytechnic under the Ministry of Health, includes governance and institutional, improving the quality of education and Health Polytechnic graduates. All health polytechnics shall have excellent study programs, improve the quality standardization of educators, and conduct research and community service in accordance with the health transformation agenda.

The Health Polytechnic performance will be monitored directly by the Minister of Health. One indicator of the Health Polytechnic performance which is considered good is if the Health Polytechnic is able to increase the uptake of students overseas and open international classes, certainly this is not an easy matter but it is not impossible to achieve if it is carried out seriously.

In order to support this Health transformation, an International Class Curriculum by Design was developed for the Bachelor Program of Applied Nursing Education and Nurse Profession Education 2023. This curriculum was developed based on (1) Curriculum for Bachelor Applied Nursing Education - Indonesian Nurses Year 2022; (2) Indonesian Nursing Education Curriculum 2021; and (3) Guidelines for Developing a Higher Education Curriculum in the Industrial Age 4.0 to Support Independent Learning-Independent Campus 4<sup>th</sup> Edition.

We expect input from all parties to improve the quality of Indonesian Nurse Profession graduates who are ready and able to go-international.

Jakarta, June 2023

Author

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**PART I**  
**STUDY PROGRAM IDENTITY**

- A. Name of Higher Education : Health Polytechnic of the Ministry of Health
- B. Study Program : Bachelor of Applied Nursing and Nurse Profession Education
- C. Accreditation : --
- D. Level of Education : Bachelor of Applied Nursing
- E. Graduate Degree : Nurse, S.Tr.Kep.
- F. Vision and Mission : Vision:  
Bachelor of Applied Nursing and Nurse Profession Study Program, Ministry of Health Polytechnic  
Mission:  
Bachelor of Applied Nursing Study Program and Nurse Profession Education, Ministry of Health Polytechnic

## **PART II**

### **CURRICULUM EVALUATION AND TRACER STUDY**

#### **A. Evaluation of the conducted curriculum implementation and is currently in progress**

Evaluation of the Curriculum for Bachelor Applied Nursing and Nurse Profession Education International Class at the Health Polytechnic of the Ministry of Health will be carried out by considering several matters, including scientific developments, government policies, the needs of graduate users, and outcomes of the ongoing curriculum evaluation. Evaluation of the curriculum can use several models, such as Formative-Summative Evaluation Model; 2) Provus Discrepancy Evaluation Model; 3) Daniel Stufflebeam's CIPP Evaluation Model (Context, Input, Process, Product); 4) Donald L. Kirkpatrick's Four Level Evaluation Model; etc. each model has advantages and disadvantages. Curriculum evaluation will be carried out 4-5 years after the implementation of the curriculum.

#### **B. Curriculum evaluation mechanism**

The curriculum evaluation mechanism for Bachelor of Applied Nursing and Nurse Profession Education International Class at the Ministry of Health Polytechnic is carried out by conducting a survey of internal and external stakeholders either domestically or overseas using specified valid instruments. Evaluation outcomes are further followed up by the designated team to be used in making strategic decisions to improve the area quality and its suitability for future graduate users.

#### **C. Stakeholder needs analysis from the tracer study outcomes**

Tracer studies are conducted on graduates of the Nursing Profession one year after graduation, in particular the achievement of the graduate profile specified in the curriculum is evaluated in the third year after graduates work. Tracer studies are designed in accordance with the curriculum and internal quality standards as well as accreditation criteria for Higher Education in Nursing.

Tracer study outcomes of international class graduates will be used as one of the bases in updating the curriculum for the Bachelor of Applied Nursing and Nurse Profession Education International Class at the Ministry of Health Polytechnic.

## PART III BASIS OF CURRICULUM DESIGN AND DEVELOPMENT

### A. Philosophical Basis

#### 1. Nursing Philosophy

The philosophy of nursing is the values, beliefs and perspectives of nurses towards phenomena which are the main focus of study. Referring to this philosophy, Nursing believes that humans and humanity are the central point of every development effort by upholding human values in accordance with Pancasila and the Constitution of 1945 (Amendment to Tap. MPR Number 4 of 2003). Starting from this view, a nursing paradigm is developed which consists of four basic concepts, namely humans, environment, health and nursing as described below:

##### a. Humans

Humans are creatures created by God Almighty and are a unified whole and unique as a reflection of the three components of body, mind and spirit that influence each other. In order to survive, human needs shall be met in a balanced manner that includes bio-psycho-socio-cultural-spiritual. In life, humans have basic needs that shall be met, including the need for recognition of dignity in order to achieve a balance according to the growth and development phase. Humans have a life cycle that includes: growth and development and giving offspring, the ability to cope with changes in the world by using various mechanisms that are innate or acquired which are basically biological, psychological, social, spiritual and cultural, the capacity to think, learn, reason, communicate, develop values and culture.

Indonesian people are people who have faith and are devoted to God Almighty based on Pancasila and the Constitution of 1945 (Amendment to Tap. MPR Number 4 of 2003), are development resources who have the right to live and the right to defend their life and existence. In addition, Indonesian people have the right to develop themselves by fulfilling their basic needs, are entitled to education, and benefit from science and technology, art and culture, in order to improve their quality of life and for the welfare of mankind.

Humans are time oriented, able to strive to achieve goals and have the desire to realize themselves, always trying to maintain balance through interaction with their environment and responding positively to environmental changes through adaptation and increasing the potential to increase their capacity.

Humans always try to maintain their needs through a series of events, including learning, exploring and using the necessary resources according to their potential and limitations, to be actively involved in fulfilling their basic needs. Thus humans in nursing are the target of nursing services called clients including individuals, families, groups and communities that can always change to achieve a balance to the surrounding environment through a process of adaptation.

## b. Environment

The environment in nursing is a factor that can affect human health which includes the internal and external environment. The internal environment is the environment that comes from within the human itself including genetic factors, biological maturation, gender, emotions, and predisposition to disease, as well as behavioral factors. Meant by the external environment is the environment surrounding humans including the physical, biological, social, cultural, and spiritual environment. The internal and external environment will influence human attitudes and behavior including perceptions on being healthy and sick, ways to sustain and maintain health and overcome diseases.

Humans as social beings always interact with the environment dynamically and have the ability to respond to the environment which will affect their health status. Therefore, it is necessary to have the ability to respond adaptively to environmental influences in order to maintain the degree of health. The inability of humans to respond to internal and external environmental influences will result in health problems or shifts in health status within the healthy-ill range.

## c. Healthy

Health is a condition in the healthy-illness range which can be interpreted as a state of physical, mental, social well-being and not only free from disease or infirmity. Health is a healthy state, either physically, mentally, spiritually or socially that enables everyone to live a socially and economically productive life in accordance with Law No. 36 of 2009 regarding Health.

Health is a condition of dynamic bio-psycho-socio-spiritual balance that allows individuals to adjust themselves so that they can function optimally to meet basic needs through daily life activities according to their level of growth and development. Health is an individual responsibility that shall be realized in accordance with the ideals of the Indonesian nation as intended in the preamble of the Constitution of 1945. Therefore it shall be maintained and enhanced through promotive, preventive, curative and rehabilitative efforts.

Health is determined by the ability of individuals, families, groups or communities to make realistic goals and the ability to mobilize the energy and available resources to achieve such goals effectively and efficiently. Health is observed from various levels, such as the individual, family, community and societal levels.

## d. Nursing

Based on Nursing Law no. 38 of 2014, Nursing is the activity of providing care to individuals, families, groups or communities, either in sickness or in health. Nursing is a form of professional service that is an integral part of health services, based on nursing knowledge and tips, in the form of comprehensive bio-psycho-socio-spiritual services, aimed at individuals, families, groups and communities, either healthy or sick, covering the entire process of human life from fertilization to passing away.

Based on Nursing Law no. 38 of 2014, Nursing Services is a form of professional service which is an integral part of health services based on Nursing knowledge and tips aimed at individuals, families, groups or communities, either healthy or sick. Nursing services in the form of assistance are provided because of physical and mental weaknesses, limited knowledge, and lack of will to be able to carry out activities of daily living independently. Nursing assistance is provided so that individuals, families, groups

and communities can be independent in maintaining their health and thus they can function optimally. Nursing services can be dependent, independent and interdependent and carried out with an orientation towards the objective needs of the patient.

Further explained in the Nursing Act no. 38 of 2014 is that nursing practice is a service provided by nurses in the form of nursing care, namely a series of interactions between nurses and clients and their environment to achieve the goal of fulfilling the needs and independence of clients in caring for themselves. Nursing care is carried out using the nursing methodology for problem solving, namely through the nursing process approach. Nursing care is carried out based on nursing standards, based on nursing ethics and principles within the scope of authority and responsibility that focuses on promoting the quality of life for clients, families and communities for the implementation of lifelong caring.

The scope of nursing includes health promotion, preventing illness, providing care for the sick and disabled and accompanying clients when they are passing away with dignity. The nurse's other key roles are advocating for clients, providing a safe environment, enhancing professional skills through research and using research outcomes, participating in the management policy of health and education service systems.

## B. Sociological basis

The availability of nurses in Indonesia is sufficient to meet the needs of the population with a ratio above the national target of 2.46 per 1,000 population. The number of registered nurses who have STRs by the end of 2020 is 985,889, of which 592,342 STRs are active. A total of 384,464 nurses are reported to be working in hospitals, health centers and other health facilities throughout Indonesia.

The dynamics of nurses in the domestic job market. The nurse job market is a dynamic and complex system to assess the availability and needs of nurses at the national level along with other contextual factors. The largest challenge is sectoral data on the absorption of nursing staff in the field as well as tracking nursing graduates in the job market and the number of unemployed in the nursing sector. The availability of nursing vacancies either domestically and overseas is carried out either by the government or the private sector. Based on the projected target demand for nurses, it is estimated that in 2021 Indonesia will experience a surplus of 176,470 nurses and it is likely that the number will continue to increase to 695,217 nurses in 2025.

Migration of Indonesian Nurses Overseas during the 2015-2020 period, a total of 6,393 nurses were placed overseas either occupying positions as a nurse or as a nursing assistant or care worker in elderly care institutions. Several issues that frequently arise in the assessment of foreign cooperation are the language, recognition, competency and certification. Another issue that later emerged was related to work contracts that included rights and obligations, protection for Indonesian Migrant Nurses (PMI). The placement and protection of Indonesian nurses overseas is carried out by the Indonesian Migrant Worker Protection Agency (BP2MI). A policy is available that regulates the placement of foreign personnel through various mechanisms, either government or private.

Utilization of Post-Migration Nurses. In addition to expanding job opportunities, the Ministry of Health encourages the utilization of overseas nurses to transfer knowledge and technology through optimizing the brain circulation strategy. This is achieved by seeking to reuse health personnel who have finished working overseas, referred to as returnees. To optimize brain circulation, the Ministry of Health is working on a solution to

overcome deskilling and formulating a reintegration policy to encourage reuse to strengthen health services.

The characteristics and working conditions in the nursing sector vary depending on the ownership status of the health facility (government/ private or non-profit health organizations). The distribution of the nursing workforce according to hours of work and labor market characteristics is critical to understanding labor dynamics, and as a basis for maintaining the work-life balance. In Indonesia, there are already rules governing standard working hours, contract labor, minimum wage regulations and social protection for nurses (Kurniati et al, 2020).

### C. Psychological Basis

Communities in several regions of Europe, the Middle East and Japan need health services in line with the increasing number of elderly people in their population pyramid. This phenomenon can create job opportunities for Indonesian nurses. Fenomena ini dapat menciptakan peluang kerja bagi perawat Indonesia. However, nurses who are interested in working in the region need to increase the nurse capacity standard. Apart from opening up internship opportunities for nursing graduates, preparing formal education according to the labor market needs is the most strategic step. It is hoped that this increase in the capacity of nurses will increase the competitiveness of Indonesian health personnel to support health transformation.

Support from educational institutions for health personnel is highly expected to create an environment that encourages nurses to have an international mindset. The educational curriculum can create an international education atmosphere including the insertion of the language and culture of the destination country. The ultimate goal of the international class is that nurses who have worked overseas are expected to be able to apply the experiences and abilities they have gained while overseas and be able to strengthen the Indonesian health system.

### D. Juridical Basis

1. The legal basis and laws and regulations that underlie the preparation of the Bachelor of Applied Nursing Education curriculum of Indonesia are:
2. The Constitution of 1945 (amendment).
3. Law of the Republic of Indonesia Number 12 of 2012 regarding Higher Education.
4. Law of the Republic of Indonesia Number 36 of 2009 regarding Health.
5. Law of the Republic of Indonesia Number 36 of 2014 regarding Health Personnel.
6. Law of the Republic of Indonesia Number 38 of 2014 regarding Nursing.
7. Law of the Republic of Indonesia Number 14 of 2005 regarding Teachers and Lecturers.
8. Law of the Republic of Indonesia Number 20 of 2003 regarding the Indonesian National Education System.
9. Government Regulation no. 4 of 2014 regarding the Implementation of Higher Education and Management of Higher Education (State Gazette of the Republic of Indonesia of 2014 no.16, additional State Gazette of the Republic of Indonesia number 5500).
10. Presidential Regulation Number 8 of 2012 regarding the Indonesian National Qualifications Framework.
11. Regulation of the President of the Republic of Indonesia Number 68 of 2022 regarding Revitalization of Vocational Education and Vocational Training.

12. Regulation of the Minister of Education and Culture Number 73 of 2013 regarding Guidelines for the Indonesian National Qualifications Framework.
13. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 regarding National Higher Education Standards.
14. Regulation of the Minister of Research and Higher Education of the Republic of Indonesia Number 62 of 2016 regarding the Higher Education Quality Assurance System.
15. Regulation of the Minister of Health No. 26 of 2019, regarding Regulations for Implementing Law Number 38 regarding Nursing.
16. Decree of the Minister of Health of the Republic of Indonesia Number HK.01.07/MENKES/425/2020 regarding Nurse Profession Standards.
17. Decree of the Director General of Higher Education of the Republic of Indonesia Number 43/Dikti/Kep/2006 regarding Signs for Implementing Personality Development Course Groups in Higher Education.
18. Regulation of the Minister of Education and Culture Number 5 of 2020 regarding Accreditation of Study Programs and Higher Education.
19. Regulation of the Minister of Education and Culture Number 7 of 2020 regarding the Establishment, Change, Dissolution of State Universities and the Establishment, Change, Permit Revocation of Private Higher Education.
20. Guidelines for Developing a Higher Education Curriculum in the Industrial Age 4.0 to Support Independent Learning-Independent Campus, Directorate General of Belmawa, Higher Education - Ministry of Education and Culture, 2020.
21. Guidebook for Independent Learning - Independent Campus, Directorate General of Belmawa, Higher Education - Ministry of Education and Culture, 2020.

**PART IV**  
**FORMULATION OF THE VISION, MISSION, OBJECTIVES AND TARGETS**

1. Vision of the Ministry of Health Polytechnic International Class

To become a center of excellence for higher vocational education and the Health profession that produces graduates of international quality and are globally competitive in 2030.

2. Mission of the Ministry of Health Polytechnic International Class

- a. Organizing higher education in nursing and other health matters with international standards based on internal and external quality assurance systems to be able to compete globally.
- b. Develop nursing and health sciences through research specifically to address health priority issues in Indonesia and at the global level.
- c. Organizing community service based on research outcomes in playing an active role in improving the quality of global public health.
- d. Develop a network of cooperation and partnerships with national and international institutions and organizations, to improve the quality of education, develop knowledge in the Health sector, and empower graduates.

3. Objectives of the Ministry of Health Polytechnic International Class

- a. Realization of the Ministry of Health Polytechnic governance as a good university (good governance) and meet international standards.
- b. Produce international quality graduates who can meet the needs of health personnel domestically and overseas.
- c. Produce research outputs and community services that are internationally recognized or implemented by the community.
- d. Improving the quality of organizing the tri dharma of higher education and the absorption of graduates domestically and overseas
- e. Realizing the International Class of the Ministry of Health Polytechnic to become a World Class University. Preparing Nursing Education Institutions that have resources and learning processes.

**PART V**  
**FORMULATION OF GRADUATE COMPETENCY STANDARDS (SKL)**  
**STATED IN GRADUATE LEARNING ACHIEVEMENTS (CPL)**

Graduate profiles are characteristics or roles that graduates can perform in a particular sector of expertise or work after completing their studies. Profiles of graduates of Bachelor of Applied Nursing and Nurse Profession Education, Department of Nursing of the Ministry of Health Polytechnic are prepared referring to the vision and mission of the study program and the values of the Ministry of Health Polytechnic, descriptors of the Indonesian National Qualifications Framework (KKNI) level 7, National Higher Education Standards No. 3 of 2020, and the ability of graduates in the industrial era 4.0, as well as based on the agreement of institutions implementing similar study programs and evaluation outcomes from other internal and external stakeholders. In addition, the profile has also been adjusted to the Indonesian Nurse Competency Standards based on the Decree of the Minister of Health of the Republic of Indonesia Number HK.01.07/MENKES/425/2020 that has been harmonized with ASEAN nurse competency standards (5 Domains - Core Competency of ASEAN nurses).

Complete elaboration of the Curriculum for the Bachelor of Applied Nursing and Nurse Profession Education is described in graduate profiles, graduate competencies and learning achievements: study materials as standard content of learning; courses; learning process; and learning assessment.

The profile of graduates of the Bachelor of Applied Nursing is an overview of the output of graduates from the nursing education who have completed the entire learning process in accordance with the KKNI level.

The profile of graduates of the Bachelor of Applied Nursing and Nurse Profession Education in Indonesia is: "As a professional nurse who has the ability to be a nursing care provider, communicator, community leader, educator, manager and leader in nursing services, and researchers". A description of the graduates profile of the Indonesian Bachelor of Applied Nursing is presented in Table 1.

Table 1. Profile Description of Graduates of the Indonesian Bachelor of Applied Nursing and Nurse Profession Education

| No | Profile  | Description   |
|----|--|---|
| 1  | Care Provider  | As a nurse who is able to provide nursing care to individuals, families, and communities in clinical and community settings to meet basic human needs which include bio, psycho, socio, cultural, and spiritual aspects in healthy, sick and emergency conditions based on nursing science and technology by adhering to the nurse's code of ethics and applicable laws |
| 2  | Communicator<br>(Interactions and transactions with clients, families and the health team) | Nurses as health care providers are able to display the ability to interact and communicate effectively, therapeutically towards clients (individuals, families and communities) as well as the ability to build communication with colleagues and other health teams.  |
| 3  | Community leader   | As a nurse who is able to empower the community in achieving a healthy life through promotive, preventive, curative and rehabilitative efforts.   |
| 4  | Client educator  | As a nurse who is able to provide health education to clients either individuals, families and communities in clinical and community settings through effective interaction and communication.  |

| No | Profile                                | Description   |
|----|--|---|
| 5  | Manager and leader of nursing services | As a nurse who is part of the health care system who is able to manage and lead the implementation of nursing services and care through interactions, transactions, and collaboration within teams in the health care setting within the scope of their responsibilities. |
| 6  | Researcher                             | As a nurse who are able to carry out research for the development of applied nursing knowledge and practice standards in health care settings.  |

The Profile of Bachelor of Applied Nursing Graduates are formulated based on the Indonesian National Qualifications Framework (KKNl) with the aim of producing professional nurses whose achievements are in 2 phases, namely achievement of level 6 (Bachelor of Applied Nursing) and continued with level 7 (Profession Phase) is one unit.

Based on Presidential Regulation no. 8 of 2012 regarding KKNl it is explained that the description of the level 6 and 7 KKNl qualification levels is as follows:

### 1. KKNl Level 6 (Applied Bachelor Phase)

- a. Able to apply their field of expertise and utilize science, technology, and/or art in their sectors in solving problems and are able to adapt to the situation at hand.
- b. Master the theoretical concepts of a particular field of knowledge in general and the theoretical concepts of specific sections in such field of knowledge indepth, and are able to formulate procedural problem solving.
- c. Able to make the right decisions based on information and data analysis, and able to provide guidance in choosing various alternative solutions independently and in groups.
- d. Responsible for own work and can be given responsibility for the achievement of organizational work results.

### 2. KKNl Level 7 (Profession Phase)

- a. Able to plan and manage resources under their responsibility, and comprehensively evaluate their work by utilizing science, technology, and/or art to produce organizational strategic development steps.
- b. Able to solve problems in science, technology, and/or art in their scientific field through a mono-disciplinary approach.
- c. Able to conduct research and make strategic decisions with accountability and full responsibility for all aspects that are under the responsibility of their area of expertise.

### Graduate Learning Outcomes (CPL):

1. Able to show faithfulness to God Almighty and proud as an Indonesian nation that upholds human, ethical, legal, moral and cultural values in providing nursing care **(CPL.01)**.
2. Able to apply nursing science and technology in providing professional nursing care on a global scale) **(CPL.02)**.
3. Demonstrate therapeutic communication skills, take responsibility and play an active role in interprofessional collaboration with health teams, clients, families and communities **(CPL.03)**.
4. Able to carry out health education and counseling in nursing care by developing communication skills and utilizing scientific information **(CPL .04)**.

5. Able to carry out professional duties and responsibilities by observing the principles of patient safety, service quality, development of nursing science and technology, and caring in accordance with the profession code of ethics **(CPL.05)**.
6. Able to manage quality nursing services using the management principles of health service settings **(CPL.06)**.
7. Able to carry out research in the field of science and applied nursing technology based on ethics and scientific evidence that can be used to solve health problems and improve the quality of nursing services **(CPL.07)**.
8. Able to produce and communicate research, apply innovative works of nursing science and technology to the community **(CPL.08)**.
9. Able to develop expertise in the field of nursing through lifelong learning **(CPL.9)**.

Table 2. Mapping (Gayut Matrix) Graduate Profiles Based on the Indonesian Nurse Profession Standards and Graduate Learning Outcomes

| No | Graduate Profile  | CPL 01 | CPL 02 | CPL 03 | CPL 04 | CPL 05 | CPL 06 | CPL 07 | CPL 08 | CPL 09 |
|----|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1  | Nursing Care Provider   | √      | √      | √      |        | √      |        |        | √      | √      |
| 2  | Communicator (Interaction and transaction with clients, families, and health teams) | √      |        | √      |        |        |        |        |        | √      |
| 3  | Community leader  | √      |        |        |        | √      |        |        |        | √      |
| 4  | Client educator   | √      |        |        | √      |        |        |        | √      | √      |
| 5  | Manager and leader of nursing services  | √      | √      | √      |        |        | √      |        | √      | √      |
| 6  | Researcher  | √      |        |        |        |        |        | √      | √      | √      |

Table 3. CPL Mapping Based on Graduate Competency Standards - Nurses

| No CPL | Graduate Learning Outcomes  | Competency Domain |           |                |                |
|--------|---|-------------------|-----------|----------------|----------------|
|        |   | Attitude          | Knowledge | General Skills | Special Skills |
| 01     | Able to show faithfulness to God Almighty and proud as an Indonesian nation that upholds human, ethical, legal, moral and cultural values in providing nursing care <b>(CPL.01)</b>   | √                 |           |                |                |
| 02     | Able to apply nursing science and technology in providing professional nursing care on a global scale) <b>(CPL.02)</b>  |                   | √         |                |                |
| 03     | Demonstrate therapeutic communication skills, take responsibility and play an active role in interprofessional collaboration with health teams, clients, families and communities <b>(CPL.03)</b>   |                   |           |                | √              |
| 04     | Able to carry out health education and counseling in nursing care by developing communication skills and utilizing scientific information <b>(CPL.04)</b>   |                   |           |                | √              |
| 05     | Able to carry out professional duties and responsibilities by observing the principles of patient safety, service quality, development of nursing science and technology, and caring in accordance with the professional code of ethics <b>(CPL.05)</b> |                   |           |                | √              |
| 06     | Able to manage quality nursing services using management principles in the health care setting <b>(CPL.06)</b>  |                   |           |                | √              |
| 07     | Able to carry out research in applied nursing science and technology based on ethics and scientific evidence that can be used to solve health problems and improve the quality of nursing services <b>(CPL.07)</b>                                      |                   |           | √              |                |
| 08     | Able to produce and communicate research, implement innovative work science and technology of nursing to the community <b>(CPL.08)</b>  |                   |           | √              |                |

| No<br>CPL | Graduate Learning Outcomes   | Competency Domain |           |                   |                   |
|-----------|--|-------------------|-----------|-------------------|-------------------|
|           |  | Attitud<br>e      | Knowledge | General<br>Skills | Special<br>Skills |
|           |  |                   |           |                   |                   |
| 09        | Able to develop expertise in the field of nursing through lifelong learning <b>(CPL.9)</b> | √                 |           |                   |                   |

**PART VI**  
**DETERMINATION OF COURSE GROUP TYPES, COURSE NAMES**  
**AND SKS WEIGHTS**

Determination of course type groups, course names and SKS weights is based on the Bachelor Applied Nursing and Nurse Profession Education Curriculum issued by the Indonesian Association of Vocational Nursing Education Institutions (AIPVIKI) in 2022. Consisting of mandatory courses, humanities, basic biomedical sciences, basic nursing, clinical nursing, community nursing, and final assignments, hereinafter described as follows:

A. Bachelor of Applied Nursing

Table 2. CPL, Type of Course, Name of Course and SKS Weight

| No | CPL          | Type of Course                         | Course   | SKS |
|----|--------------|--|--|-----|
| 1  | 01           | Mandatory Courses                      | Religion   | 2   |
| 2  | 01           |  | Pancasila  | 2   |
| 3  | 01           |  | Citizenship  | 2   |
| 4  | 01; 07       |  | Indonesian Language                                      | 2   |
| 5  | 01; 09       |  | Entrepreneurship   | 2   |
| 6  | 01           |  | Education on Anti-Corruption Culture                     | 2   |
| 7  | 03; 04; 09   |  | Health Policy  | 2   |
| 8  | 03; 07       |  | English Language I                                       | 2   |
| 9  | 03; 07       |  | English Language II                                      | 2   |
| 10 | 01;03        | <b>Humanities Course</b>               | Psychology   | 2   |
| 11 | 01; 05       |  | Anthropology   | 2   |
| 12 | 03; 04; 05   |  | Health Promotion   | 2   |
| 13 | 01; 02       |  | Characteristics 4 (Transcultural)                        | 2   |
| 14 | 02           |  | Language and culture according to country of destination | 6   |
| 15 | 04           | <b>Basic Biomedical Science Course</b> | Basic Biomedical Science                                 | 4   |
| 16 | 02; 05       |  | Pathophysiology  | 2   |
| 17 | 02           |  | Pharmacology   | 3   |
| 18 | 02           |  | Nutrition and Diet                                       | 2   |
| 19 | 03; 04; 05   | <b>Basic Nursing Course</b>            | Communication  | 2   |
| 20 | 01; 05       |  | Ethics of Nursing and Health Law                         | 2   |
| 21 | 02 ; 05      |  | Basic Concepts of Nursing                                | 3   |
| 22 | 02 ; 05      |  | Philosophy and Theory of Nursing                         | 3   |
| 23 | 02 ; 05      |  | Nursing Methodology                                      | 3   |
| 24 | 02 ; 03; 05  |  | Nursing Documentation                                    | 2   |
| 25 | 03; 06 ; 09  |  | Nursing Leadership and Management                        | 3   |
| 26 | 02 ; 05      |  | Patient Safety Management                                | 2   |
| 27 | 08 ; 09      |  | Evidence Based Nursing                                   | 2   |
| 28 | 07; 08       |  | Research Methodology                                     | 2   |
| 29 | 07 ; 08      |  | Biostatistics  | 2   |
| 30 | 02 ; 05 ; 09 |  | Health Information Systems                               | 2   |
| 31 | 02 ; 03; 05  | <b>Clinical Nursing</b>                | Basic Nursing  | 5   |

| No | CPL                            | Type of Course                   | Course   | SKS |
|----|--------------------------------|----------------------------------|--|-----|
|    |                                | <b>Course</b>                    |  |     |
| 32 | 01; 02 ; 03;<br>04; 05; 06; 09 |                                  | Basic Nursing Clinical Practice                  | 3   |
| 33 | 02 ; 03; 05                    |                                  | Medical Surgical Nursing I                       | 4   |
| 34 | 02 ; 03; 05                    |                                  | Medical Surgical Nursing II                      | 4   |
| 35 | 01; 02 ; 03;<br>04; 05; 06; 09 |                                  | Medical Surgical Nursing Practice                | 4   |
| 36 | 02 ; 03; 04; 05                |                                  | Maternity Nursing                                | 4   |
| 37 | 01; 02 ; 03;<br>04; 05; 06; 09 |                                  | Maternity Nursing Clinical Practice              | 2   |
| 38 | 02 ; 03; 04; 05                |                                  | Child Nursing                                    | 4   |
| 39 | 01; 02 ; 03;<br>04; 05; 06; 09 |                                  | Child Nursing Clinical Practice                  | 2   |
| 40 | 02 ; 03; 04; 05                |                                  | Mental Nursing                                   | 4   |
| 41 | 01; 02 ; 03;<br>04; 05; 06; 09 |                                  | Mental Nursing Clinical Practice                 | 2   |
| 42 | 02 ; 03; 04; 05                |                                  | Emergency Nursing                                | 2   |
| 43 | 02 ; 03; 04; 05                |                                  | Disaster Management                              | 2   |
| 44 | 02 ; 03; 04; 05                |                                  | Critical Nursing                                 | 2   |
| 45 | 01; 02 ; 03;<br>04; 05; 06; 09 |                                  | Emergency and Critical Nursing Clinical Practice | 2   |
| 46 | 01; 02 ; 03;<br>04; 05         |                                  | Palliative Nursing                               | 3   |
| 47 |                                |                                  | Characteristics 1                                | 3   |
| 48 |                                |                                  | Characteristics 2                                | 2   |
| 49 | 02 ; 05                        | <b>Community Nursing Courses</b> | Family Nursing                                   | 2   |
| 50 | 02 ; 05                        |                                  | Gerontic Nursing                                 | 2   |
| 51 | 02 ; 05                        |                                  | Community Nursing                                | 4   |
| 52 | 01; 02 ; 05                    |                                  | Family, Gerontic and Community Nursing Practice  | 4   |
| 53 |                                |                                  | Characeristics 3 (PKN-IPC)                       | 3   |
| 54 | 01; 03; 07; 08;<br>09          | Final Assignment                 | Thesis   | 4   |

## B. Nurse Profession Education

Table 3. CPL, Type of Course, Name of Course and SKS Weight

| No | CPL                     | Type of Course      | Course   | SKS |
|----|-------------------------|---------------------|--|-----|
| 1  | 01,02,03,04,05, 09      | Profession Practice | Basic Nursing Profession Practice (PPKD)             | 2   |
|    | 01,02,03,04,05,06,08,09 |                     | Medical Surgical Nursing Profession Practice (PPKMB) | 5   |
|    | 01,02,03,04,05,06,08,09 |                     | Child Nursing Profession Practice (PPKA)             | 3   |
|    | 01,02,03,04,05,06,08,09 |                     | Maternity Nursing Profession Practice (PPKM)         | 3   |
|    | 01,02,03,04,05,06,08,09 |                     | Mental Nursing Profession Practice                   | 3   |

| No | CPL                     | Type of Course      | Course  | SKS |
|----|-------------------------|---------------------|---|-----|
|    |                         |                     | (PPKJ)  |     |
| 2  | 01,02,03,04,05,06,08,09 | Profession Practice | Nursing Management Profession Practice ( PPMK)                | 2   |
|    | 01,02,03,04,05,06,08,09 |                     | <i>Gadar</i> and Critical Nursing Profession Practice (PPKGK) | 3   |
|    | 01,02,03,04,05,06,08,09 |                     | Gerontic Nursing Profession Practice (PPKG)                   | 2   |
|    | 01,02,03,04,05,06,08,09 |                     | Family and Community Nursing Profession Practice (PPKKK)      | 4   |
|    | 08                      |                     | Final Scientific Work of Nurses (KIAN)                        | 2   |

**PART VII**  
**MATRIX AND CURRICULUM MAP**

Annual competency analysis describes the process of achieving graduate competencies through mastery of basic concepts, nursing basic science, basic nursing science, clinical nursing, and community nursing. Competency Analysis of the Indonesian Bachelor of Applied Nursing Program of 2022 can be observed in Table 4.

Table 4. Competency Analysis of Bachelor Programs of Applied Nursing and Nurse Profession Education Ministry of Health Polytechnic

| Semester / sks / MK |           |          | CPL1  | CPL2 | CPL3 | CPL4 | CPL5 | CPL6 | CPL7 | CPL8              | CPL9           | Competency Level Category   |
|---------------------|-----------|----------|---|------|------|------|------|------|------|-------------------|----------------|---|
| Smtr                | Total sks | Total MK | Course Group of Bachelor of Applied Nursing Study Program |      |      |      |      |      |      | Selected KPT & MK |                |   |
|                     |           |          | Mandatory Course (MKW)                                    |      |      |      |      |      |      |                   |                |   |
| X                   | 18-20     | 6-7      | MKW   | MKW  | MKW  | MKW  | MKW  | MKW  | MKW  | Selected KPT/MK   |                | Profession Education  |
| IX                  | 18-20     | 6-7      | MKW   | MKW  | MKW  | MKW  | MKW  | MKW  | MKW  | Selected KPT/MK   |                | Profession Education  |
| VIII                | 0 - 10    | 1 -2     | MKPI  | MKPI | MKPI | MKPI | MKPI | MKPI | MKPI | Selected KPT/ MK  |                | Apprenticeship + Culture and language according to country of destination/ Final Assignment |
| VII                 | 12-18     | 5-6      | MKW   | MKW  | MKW  | MKW  | MKW  | MKW  | MKW  | Selected KPT/MK   | Kwn            | Final Assignment and/or Language according to country of destination                        |
| VI                  | 17-22     | 6-8      | MKW   | MKW  | MKW  | MKW  | MKW  | MKW  | MKW  | Selected KPT/MK   |                | Community MK + Institutional characteristics 1 MK   |
| V                   | 20-21     | 10-11    | MKW   | MKW  | MKW  | MKW  | MKW  | MKW  | MKW  | Selected KPT/MK   |                | Clinical MK   |
| IV                  | 20-22     | 5-6      | MKW   | MKW  | MKW  | MKW  | MKW  | MKW  | MKW  | Selected KPT/MK   |                | Clinical MK + Institutional characteristics 3 MK  |
| III                 | 20-22     | 8-9      | MKW   | MKW  | MKW  | MKW  | MKW  | MKW  | MKW  | Selected KPT/MK   |                | Basic Expertise MK/ CLINICAL MK+ Characteristic/ local MK                                   |
| II                  | 20        | 7        | MKW   | MKW  | MKW  | MKW  | MKW  | MKW  | MKW  | Selected KPT/MK   |                | Basic Expertise MK  |
| I                   | 19-20     | 8        | MKW   | MKW  | MKW  | MKW  | MKW  | MKW  | MKW  | Selected KPT/MK   | Religion BI PS | Basic MK  |
| Jmlh                | 128-144   |          |   |      |      |      |      |      |      |                   |                |   |

Organization/distribution of courses are arranged in a series of semesters during the study period which is a curriculum map. The mapping is carried out carefully and systematically to make certain that the phases of student learning are appropriate and ensuring that learning is carried out efficiently and effectively to complete the learning outcomes of graduates from the study program as stated in:

Matters that need to be considered in preparing the curriculum structure in the form of a matrix organization of courses per semester are as follows:

1. The courses learning phases are planned to meet the learning outcomes of graduates.
2. Accuracy of the courses location that are adjusted to the sequence of ability levels and integration between vertically and horizontally courses.
3. Student study load is normally between 8-10 hours per day per week which is equivalent to a load of 17-21 sks per semester.
4. The drafting process involves all study program lecturers and is further determined by the study program.

| No       | Courses  | CPL 1 | CPL 2 | CPL 3 | CPL 4 | CPL 5 | CPL 6 | CPL 7 | CPL 8 | CPL 9 |
|----------|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| <b>A</b> | <b>General Mandatory Courses</b>                               |       |       |       |       |       |       |       |       |       |
| 1        | Religion   | √     |       |       |       |       |       |       |       |       |
| 2        | Pancasila  | √     |       |       |       |       |       |       |       |       |
| 3        | Citizenship  | √     |       |       |       |       |       |       |       |       |
| 4        | Indonesian Language  | √     |       |       |       |       |       | √     |       |       |
| 5        | Entrepreneurship   | √     |       |       |       |       |       |       |       | √     |
| 6        | English Language I   |       |       | √     |       |       |       | √     |       |       |
| 7        | English Language II  |       |       | √     |       |       |       | √     |       |       |
| 8        | Anti-Corruption Cultural Education                             | √     |       |       |       |       |       |       |       |       |
| 9        | Health Policy  |       |       | √     | √     |       |       |       |       | √     |
| <b>B</b> | <b>Courses on Humanity</b>                                     |       |       |       |       |       |       |       |       |       |
| 1        | Psychology   | √     |       | √     |       |       |       |       |       |       |
| 2        | Health Anthropology  | √     |       |       |       | √     |       |       |       |       |
| 3        | Health Promotion   |       |       | √     | √     | √     |       |       |       |       |
| <b>C</b> | <b>Courses on Basic Natural Sciences and Basic Biomedicine</b> |       |       |       |       |       |       |       |       |       |
| 1        | Basic Biomedical Sciences                                      |       | √     |       |       | √     |       |       |       |       |
| 2        | Pathophysiology  |       | √     |       |       | √     |       |       |       |       |
| 3        | Pharmacology   |       | √     |       |       | √     |       |       |       |       |
| 4        | Nutrition and Diet   |       | √     |       |       | √     |       |       |       |       |
| <b>D</b> | <b>Courses on Basic Nursing</b>                                |       |       |       |       |       |       |       |       |       |
| 1        | Communication  |       |       | √     | √     | √     |       |       |       |       |
| 2        | Nursing Ethics and Health Law                                  | √     |       |       |       | √     |       |       |       |       |
| 3        | Patient Safety Management                                      |       | √     |       |       | √     |       |       |       |       |
| 4        | Nursing Basic Concepts   |       | √     |       |       | √     |       |       |       |       |
| 5        | Nursing Methodology  |       | √     |       |       | √     |       |       |       |       |
| 6        | Nursing Documentation  |       | √     | √     |       | √     |       |       |       |       |
| 7        | Nursing Leadership and Management                              |       |       | √     |       |       | √     |       |       | √     |
| 8        | Research Methodology   |       |       |       |       |       |       | √     | √     |       |

| No       | Courses                                       | CPL 1 | CPL 2 | CPL 3 | CPL 4 | CPL 5 | CPL 6 | CPL 7 | CPL 8 | CPL 9 |
|----------|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 9        | Biostatistics                                 |       |       |       |       |       |       | √     | √     |       |
| 10       | Health Information System                     |       | √     |       |       | √     |       |       |       | √     |
| 11       | Evidence Based Nursing                        |       | √     | √     | √     | √     | √     | √     | √     | √     |
| <b>E</b> | <b>Courses on Clinical Nursing</b>            |       |       |       |       |       |       |       |       |       |
| 1        | Basic Nursing                                 |       | √     | √     | √     | √     |       |       |       |       |
| 2        | Basic Nursing Clinical Practice               | √     | √     | √     | √     | √     | √     |       |       | √     |
| 3        | Medical Surgical Nursing I                    |       | √     | √     | √     | √     |       |       |       |       |
| 4        | Medical Surgical Nursing II                   |       | √     | √     | √     | √     |       |       |       |       |
| 5        | Medical Surgical Nursing Practice II          | √     | √     | √     | √     | √     | √     |       |       | √     |
| 6        | Maternity Nursing                             |       | √     | √     | √     | √     |       |       |       |       |
| 7        | Maternity Nursing Clinical Practice           | √     | √     | √     | √     | √     | √     |       |       | √     |
| 8        | Pediatric Nursing                             |       | √     | √     | √     | √     |       |       |       |       |
| 9        | Pediatric Nursing Clinical Practice           | √     | √     | √     | √     | √     | √     |       |       | √     |
| 10       | Psychiatric Nursing                           |       | √     | √     | √     | √     |       |       |       |       |
| 11       | Psychiatric Nursing Clinical Practice         | √     | √     | √     | √     | √     | √     |       |       | √     |
| 12       | Emergency Nursing                             |       | √     | √     | √     | √     |       |       |       |       |
| 13       | Disaster Management                           |       | √     | √     | √     | √     |       |       |       |       |
| <b>F</b> | <b>Courses on Community Nursing</b>           |       |       |       |       |       |       |       |       |       |
| 1        | Family Nursing                                |       | √     | √     | √     | √     |       |       |       |       |
| 2        | Gerontic Nursing                              |       | √     | √     | √     | √     |       |       |       |       |
| 3        | Field Practice of Family and Gerontic Nursing | √     | √     | √     | √     | √     | √     |       |       | √     |
| <b>G</b> | <b>Final Assignment</b>                       |       |       |       |       |       |       |       |       |       |
| 1        | Final Paper                                   | √     |       | √     |       |       |       | √     | √     | √     |

Curriculum mapping of the Indonesian Bachelor of Applied Nursing Program in 2022 can be observed in Table 5.

Table 5. Curriculum Map of the Indonesian Bachelor of Applied Nursing Program

| Year | Semester | Courses              | SKS Weight | T   | P   | K/L |
|------|----------|----------------------|------------|-----|-----|-----|
| 4    | VIII     | Language V           | 5          | 5   | -   | -   |
|      |          | Total credits        | 5          | 5   | -   | -   |
|      | VII      | Citizenship*         | 2          | 2   | -   | -   |
|      |          | Entrepreneurship*    | 2          | 2   | -   | -   |
|      |          | English Language II  | 2          | 1   | 1   | -   |
|      |          | Disaster Management* | 2          | 1   | 1   | -   |
|      |          | Thesis               | 4          | -   | -   | 4   |
|      |          | Language             | 6          | 3   | 3   |     |
|      |          | Total credit         | 12+6       | 6+3 | 2+3 | 4   |

| Year | Semester | Courses  | SKS Weight | T    | P | K/L |
|------|----------|--|------------|------|---|-----|
| 3    | VI       | English Language I                                   | 2          | 1    | 1 | -   |
|      |          | Evidence Based Nursing                               | 2          | 1    | 1 | -   |
|      |          | Community Nursing                                    | 4          | 2    | 2 | -   |
|      |          | Palliative Nursing                                   | 3          | 1    | 1 | 1   |
|      |          | Clinical Practice on Critical and Emergency Nursing  | 2          | -    | - | 2   |
|      |          | Institution Characteristics/ Study Program 1         | 3          | 2    |   | 1   |
|      |          | Institution Characteristics/ Study Program 2         | 2          | 2    |   |     |
|      |          | Nursing Practice on Family, Gerontic, and Community* | 4          | -    | - | 4   |
|      |          | Total credits  | 17+4       | 5+2  | 5 | 7+2 |
| 3    | V        | Health Policy  | 2          | 2    | - | -   |
|      | (20 sks) | Research Methodology*                                | 2          | 1    | 1 | -   |
|      |          | Biostatistical*                                      | 2          | 1    | 1 | -   |
|      |          | Emergency Nursing                                    | 2          | 1    | 1 |     |
|      |          | Critical Nursing                                     | 2          | 1    | 1 |     |
|      |          | Family Nursing                                       | 2          | 1    | 1 | -   |
|      |          | Gerontic Nursing                                     | 2          | 1    | 1 | -   |
|      |          | Maternity Nursing Clinical Practice                  | 2          | -    | - | 2   |
|      |          | Pediatrics Clinical Practice                         | 2          | -    | - | 2   |
|      |          | Mental Nursing Clinical Practice                     | 2          | -    | - | 2   |
|      |          | Total credits  | 20         | 8    | 6 | 6   |
| 2    | IV       | Medical Surgery Nursing II                           | 4          | 2    | 2 | -   |
|      | (20 sks) | Maternity Nursing                                    | 4          | 2    | 2 | -   |
|      |          | Child Nursing  | 4          | 2    | 2 | -   |
|      |          | Mental Nursing                                       | 4          | 2    | 2 | -   |
|      |          | Medical Surgical Nursing Clinical Practice           | 4          | -    | - | 4   |
|      |          | Institution Characteristics/ Study Program 2         | 3          | 2    |   | 1   |
|      |          | Total credits  | 20+3       | 8+2  | 8 | 4+1 |
| 2    | III      | Basic Nursing Clinical Practice                      | 3          | -    | - | 3   |
|      | (20 sks) | Anti-Corruption Cultural Education*                  | 2          | 1    | 1 | -   |
|      |          | Health Anthropology*                                 | 2          | 2    | - | -   |
|      |          | Health Promotion*                                    | 2          | 1    | 1 | -   |
|      |          | Nursing Documentation                                | 2          | 1    | 1 | -   |
|      |          | Leadership and Management Nursing                    | 3          | 2    | 1 | -   |
|      |          | Health Information System*                           | 2          | 1    | 1 | -   |
|      |          | Medical Surgical Nursing I                           | 4          | 2    | 2 | -   |
|      |          | Institution Characteristics/ Study Program 3         | 2          | 2    |   |     |
|      |          | Total credits  | 20+2       | 10+2 | 7 | 3   |
| 1    | II       | Pathophysiology                                      | 2          | 2    | - | -   |
|      | (20 sks) | Pharmacology   | 3          | 2    | 1 | -   |
|      |          | Nutrition and Diet                                   | 2          | 2    | - | -   |
|      |          | Philosophy and Theory of Nursing                     | 3          | 3    | - | -   |
|      |          | Nursing Methodology                                  | 3          | 2    | 1 | -   |
|      |          | Patient Safety Management                            | 2          | 1    | 1 | -   |
|      |          | Basic Nursing  | 5          | 3    | 2 | -   |
|      |          | Total credits  | 20         | 15   | 5 | -   |

| Year | Semester | Courses                       | SKS Weight | T  | P | K/L |
|------|----------|-------------------------------|------------|----|---|-----|
| 1    | I        | Religion*                     | 2          | 2  | - | -   |
|      | (19 sks) | Pancasila*                    | 2          | 2  | - | -   |
|      |          | Indonesian Language*          | 2          | 1  | 1 | -   |
|      |          | Psychology*                   | 2          | 2  | - | -   |
|      |          | Basic Biomedical Science      | 4          | 3  | 1 | -   |
|      |          | Communication                 | 2          | 2  | - | -   |
|      |          | Nursing Ethics and Health Law | 2          | 2  | - | -   |
|      |          | Nursing Basic Concept         | 3          | 3  | - | -   |
|      |          | Total credits                 | 19         | 17 | 2 | -   |

Table 6. Curriculum Map of the Indonesian Nurse Profession Education

| Year | Semester | Courses  | SKS Weight | T | P | K/L |
|------|----------|--|------------|---|---|-----|
| 1    | II       | Basic Nurse Profession Practice (PPKD)                   | 2          | - | - | 2   |
|      | (20 sks) | Medical Surgical Nursing Profession Practice (PPKMB)     | 5          | - | - | 5   |
|      |          | Child Nursing Profession Practice (PPKA)                 | 3          | - | - | 3   |
|      |          | Maternity Nursing Profession Practice (PPKM)             | 3          | - | - | 3   |
|      |          | Mental Nursing Profession Practice (PPKJ)                | 3          | - | - | 3   |
|      |          | Total credits  |            |   |   |     |
| 1    | I        | Nursing Management Profession Practice (PPMK)            | 2          | - | - | 2   |
|      | (19 sks) | Gadar and Critical Nursing Profession Practice (PPKGK)   | 3          | - | - | 3   |
|      |          | Gerontic Nursing Profession Practice (PPKG)              | 2          | - | - | 2   |
|      |          | Family and Community Nursing Profession Practice (PPKKK) | 4          | - | - | 4   |
|      |          | Nurses Final Scientific Work (KIAN)                      | 2          | - | - | 2   |
|      |          | Total credits  |            |   |   |     |

## **PART VIII SEMESTER LEARNING PLAN (RPS)**

The RPS is derived from the CPL and formulated in full for all courses of the Bachelor of Applied Nursing Study Program and Nurse Profession Education. RPS or other terms according to SN-Dikti Article 12, contain at least:

1. name of study program, name and course code, semester, sks,
2. name of supporting lecturer;
3. graduate learning achievements that are assigned to courses;
4. final capabilities planned at each learning phase to meet graduate learning achievements;
5. study materials related to the capabilities to be achieved;
6. learning methods;
7. time provided to achieve abilities at each learning phase;
8. student learning experience which is manifested in the assignment description that shall be done by students during one semester;
9. criteria, indicators, and assessment weights; and a list of references used. RPS is accompanied by learning tools, including: assessment plans, assessment instruments in the form of rubrics and/or portfolios and teaching materials. The RPS template is attached.

**PART IX**  
**IMPLEMENTATION PLAN FOR THE MAXIMUM 3 SEMESTER RIGHTS TO STUDY**  
**OUTSIDE THE STUDY PROGRAM**

In accordance with the Guidebook for Independent Learning - the Independent Campus of the Directorate General of Higher Education, Ministry of Education and Culture 2020, the Independent Campus is a manifestation of student-centered learning. Learning in an independent campus provides challenges and opportunities for developing innovation, creativity, capacity, personality and student needs as well as developing independence in seeking and generating knowledge through field realities and dynamics such as ability requirements, real requirements, social interaction, collaboration, self-management, performance demands, targets and its achievements.

Implementation of MBKM at the Ministry of Health Polytechnic is implemented by placing students to carry out practices in practice vehicles (DUDI/hospitals, health centers, workshops, communities, etc.) that are in accordance with graduate learning achievements with a minimum amount of 20 SKS or achieving a minimum performance at the national level. In general, the MBKM scheme at the Ministry of Health Polytechnic is in the form of student exchanges, internships (clinical/field practice) and research. All provisions will be predetermined technical guidelines according to the study program and level of education taken.

The General Requirements are:

1. Independent Campus Independent Learning Activities (MBKM) at the Ministry of Health Polytechnic focussing on four schemes, namely:
  - a. student exchange
  - b. apprenticeship and/or practice at the clinic (field)
  - c. independent project/study
  - d. research
2. To ensure the fulfillment of Graduate Learning Achievements (CPL), when taking the MBKM scheme students shall obtain approval from the DPA and study program.
3. Students are only allowed to take 1 type of the MBKM scheme in one semester.

## PART X MANAGEMENT AND CURRICULUM IMPLEMENTATION MECHANISM

Curriculum implementation plans and tools for the Internal Quality Assurance System (SPMI) in each higher education related to curriculum implementation. Curriculum quality assurance for Bachelor of Applied Nursing and Nurse Professional Education International Class is carried out by professional nurse organizations (PPNI), Indonesian Association for Nursing Education (AIPViKI – AIPNI), Internal Quality Assurance of the Ministry of Health Polytechnic.

The international class curriculum quality assurance system follows the PPEPP cycle, namely: Curriculum Determination (P), Curriculum Implementation (P), Curriculum Evaluation (E), Curriculum Control (P), and Curriculum Improvement (P). The explanation of PPEPP is as follows:

1. **Determination** of the curriculum is carried out at least once every 4 – 5 years by the director of the Ministry of Health Polytechnic, by determining the Qualification Profile/Educational objectives of PS, CPL, courses and the weights, and an integrated curriculum structure.
2. **Implementation** of the curriculum is carried out through a learning process, by observing the standards set for quality assurance, achievement of CPL, either for graduates (CPL), CP at MK level (CPMK) or CP at each learning phase in lectures (Sub-CPMK). Implementation of the curriculum refers to the RPS prepared by the lecturer or team of lecturers, by observing the achievement of CPL at the MK level. Sub-CPMK and CPMK at the course level shall support the CPL achievement that is assigned to each course.
3. **Evaluation** of the curriculum aims to improve sustainability (continuous improvement) in the implementation of the curriculum. Evaluation is carried out through two phases, namely the formative phase and the summative phase. Formative evaluation by observing the CPL achievement. The CPL achievement is carried out through the achievement of CPMK and Sub-CPMK, which are determined at the start of the semester by the lecturer/team of lecturers and the Study Program. Evaluation is also carried out on learning forms, learning methods, assessment methods, RPS and supporting learning tools. Summative evaluation is carried out periodically every 4-5 years, involving internal and external stakeholders, and is reviewed by experts of the study program, industry (Health services), associations, and according to developments in science and technology and user needs.
4. **Control** of the curriculum implementation is carried out every semester with indicators of measuring outcomes of CPL achievements. Curriculum control is carried out by Study Programs and monitored and assisted by the Center/unit/sub-unit/quality assurance institution of the Ministry of Health Polytechnic.
5. **Improvement** of the Curriculum is based on the curriculum evaluation outcomes, either formative or summative. The complete cycle of curriculum quality improvement can refer to the cycle according to Table 6.

**Table 6. Curriculum Quality Improvement Cycle**

| PHASE - I<br>ANALYSIS   | PHASE - II<br>DESIGN                                | PHASE - III<br>DEVELOPMENT  | PHASE - IV<br>IMPLEMENTATION  | PHASE - V<br>EVALUATION   |
|---|---|---|---|---|
| 1. Establish Vision, Mission, Curriculum Foundation (philosophical) | 1. Selecting and organizing curriculum components : | 1. Describing CPL-PRODI at the Course level (MK) into CPMK, Sub-CPMK, and | 1. Possible problems that may obstruct curriculum implementation;<br>2. Carry out | 1. Implementing the curriculum, and monitoring<br>2. Conducting |

| PHASE - I<br>ANALYSIS  | PHASE - II<br>DESIGN   | PHASE - III<br>DEVELOPME<br>N T  | PHASE - IV<br>IMPLEMENTATIO<br>N   | PHASE - V<br>EVALUATION                                    |
|--|--|--|--|--|
| <p>1, sociological, juridical) &amp; Educational Objectives;</p> <p>2. Needs analysis: social, professional, industry, standard and scientific vision needs;</p> <p>3. Determination of graduate profiles;</p> | <p>2. Learning achievements of PRODI (CPL PRODI) Graduates;</p> <p>3. Study material (subject matter) based on scientific disciplines or body of knowledge;</p> <p>4. Learning experience - learning methods;</p> <p>5. Assessment ;</p> | <p>more specific learning phases, can be measured and observed;</p> <p>2. Establishing the MK, and determining SKS weight, and developing a curriculum matrix;</p> <p>3. Designing Learnings and Developing RPS;</p> <p>4. Preparing assessment &amp; evaluation instruments (formative &amp; summative);</p> <p>5. Developing teaching materials and other learning tools</p> | <p>socialization, workshops and technical guidance to students, lecturers, leaders and staff;</p> <p>3. Implementing the curriculum, and monitoring.</p> | <p>a summative evaluation of curriculum implementation</p> |

## **PART XI CLOSING**

The Curriculum as an educational tool is dynamic so it shall be sensitive to respond to various changes. Curriculum development is a process that never ends, including planning, implementation and evaluation. Evaluation itself is an absolute integrated part because it is directly related to every component in the instructional system throughout the design phases, so it has significant value for improving the quality of learning. The Curriculum for Bachelor Applied Nursing and Nurse Profession Education in Indonesia is a follow-up to the evaluation of the implementation of the Bachelor of Applied Nursing Education curriculum 2020 developed by AIPViKI. Curriculum development was carried out due to changes in several related laws and regulations and harmonization of ASEAN nurse competencies through ASEAN Joint Coordinating Committee on Nursing (AJCCN) activities, The Decree of the Minister of Health regarding the Indonesian Nurse Profession Standards which includes competency standards that shall be synergized with the curriculum so that graduates can be conform the needs and standards of the profession. Changes that are very meaningful for institutions providing the Bachelor of Applied Nursing education are encountering considerable challenges in implementing the curriculum, because it will change the "mindset" of educators in carrying out the learning process, particularly in using the "student center learning" approach. The important matter that has become a fundamental change is the implementation of Independent Learning and Independent Campus (MBKM).

Various references to the rules that apply in the implementation of education in Indonesia, demonstrate that curriculum development and its implementation are part of the responsibility of educational institutions. Accordingly, it shall continue to be reviewed and adapted to the demands of the development of existing health science and technology as well as changes in various policies in the implementation of education, so that education can run well conform the right corridor.

With the presence of the Curriculum Document of Bachelor of Applied Nursing and Nurse Profession Education, it is hoped that it can guide every educational institution to be able to carry out good and correct learning in order to achieve optimal learning goals, and that it will be able to contribute to efforts for improving the quality of nursing services in the community through efforts to increase quality nursing resources.

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2. Anna Kurniati, Lita Dwi Astari, Ferry Efendi, Joni Haryanto, Retno Indarwati, Eka Mishbahatul Mar'ah Has, Elida Ulfiana, las Tarina Puspitasari, Made Muryani, Heni Dianawatisari, Ifrani Yuan Khaulaha Rani, Lilis Dwi Kristyaningrum. 2020. Policy Analysis on the Fulfillment of the Health Labor Market at the Global Level. Jakarta: BPPSDMK RI Ministry of Health.
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4. Yupi Supartini et al. 2022. Curriculum for Bachelor Applied Nursing Education Indonesia of 2022. Jakarta: Association of Indonesian Nursing Vocational Education Institutions.

|  |   |                              |
|--|---|------------------------------|
|  <p>KEMENTERIAN<br/>KESEHATAN<br/>REPUBLIK<br/>INDONESIA</p> | <p><b>MINISTRY OF HEALTH POLYTECHNIC.....<br/>DEPARTMENT OF NURSING<br/>BACHELOR OF APPLIED NURSING STUDY<br/>PROGRAM</b></p> | <p><b>Poltekkes Logo</b></p> |
|--|---|------------------------------|

**SEMESTER LEARNING PLAN (RPS)  
BACHELOR OF APPLIED NURSING SEMESTER II  
TA. 202.../202...**

| NAME OF COURSE | CODE                   | MK GROUP       | WEIGHT (SKS)              | SEM | Compilation Date |
|----------------|------------------------|----------------|---------------------------|-----|------------------|
|                |                        |                |                           |     |                  |
| AUTHORIZATI    | RPS Developer Lecturer | MK Coordinator | PRODI Head of Nursing STR |     |                  |

|  |   |               |               |               |               |            |            |
|--|---|---------------|---------------|---------------|---------------|------------|------------|
|  |   |               |               |               |               |            |            |
| <b>CPL-Prodi assigned to MK</b>                    |   |               |               |               |               |            |            |
| <b>Graduates Learning Achievements</b>             |   |               |               |               |               |            |            |
| CPL.....   |   |               |               |               |               |            |            |
| CPL.....   |   |               |               |               |               |            |            |
| <b>Course Learning Achievements (CPMK)</b>         |   |               |               |               |               |            |            |
| <b>Sub Course Learning Achievements (Sub-CPMK)</b> |   |               |               |               |               |            |            |
| Sub CPMK 1   | .....   |               |               |               |               |            |            |
| Etc.   | .....   |               |               |               |               |            |            |
| Mapping CPL with CPMK                              |   | <b>CPMK 1</b> | <b>CPMK 2</b> | <b>CPMK 3</b> | <b>CPMK 4</b> | <b>dst</b> | <b>dst</b> |
|  | <b>CPL...</b>   |               |               |               |               |            |            |
|  | <b>CPL...</b>   |               |               |               |               |            |            |
|  | <b>CPL...</b>   |               |               |               |               |            |            |
| Brief Description of Course                        |   |               |               |               |               |            |            |
| Study Materials: Learning Materials                |   |               |               |               |               |            |            |
| Forms and Methods of Learning                      | A. Forms of Learning:<br>1. Tutorial<br>2. etc.   |               |               |               |               |            |            |
|  | B. Methods of Learning:<br>1. Simulation/<br>2. Small Group Discussion<br>3. etc.   |               |               |               |               |            |            |
| Assessment Techniques and Instruments              | 1. Criteria:<br>2. Assessment Techniques:<br>3. Forms of Assessment:<br>- Knowledge:<br>- Attitude:<br>- Skills:<br>4. Assessment instrument: rubric for each assignment. |               |               |               |               |            |            |

| Student learning experiences in the form of assignments. | Assignments to be completed by students:<br>1. Compile .....<br>2.   |                      |                  |                     |                     |              |              |              |              |              |              |              |              |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|----------------------|------------------|---------------------|---------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Final assessment of assessment weight                    | <b>Criteria and assessment weight:</b><br><table border="1" data-bbox="400 450 1409 622"> <thead> <tr> <th rowspan="2">Assessment Component</th> <th colspan="2">%</th> <th rowspan="2">Sub CP MK 01</th> <th rowspan="2">Sub CP MK 02</th> <th rowspan="2">Sub CP MK 03</th> <th rowspan="2">Sub CP MK 04</th> <th rowspan="2">Sub CP MK 05</th> <th rowspan="2">Sub CP MK 06</th> </tr> <tr> <th>T</th> <th>P</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><b>Final Score:</b></p> | Assessment Component | %                |                     | Sub CP MK 01        | Sub CP MK 02 | Sub CP MK 03 | Sub CP MK 04 | Sub CP MK 05 | Sub CP MK 06 | T            | P            |              |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Assessment Component                                     | %  |                      | Sub CP MK 01     | Sub CP MK 02        |                     |              |              |              |              |              | Sub CP MK 03 | Sub CP MK 04 | Sub CP MK 05 | Sub CP MK 06 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | T  | P                    |                  |                     |                     |              |              |              |              |              |              |              |              |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |                      |                  |                     |                     |              |              |              |              |              |              |              |              |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |                      |                  |                     |                     |              |              |              |              |              |              |              |              |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reference  | Primary:<br>1. ....<br>Supporters:<br>1.....   |                      |                  |                     |                     |              |              |              |              |              |              |              |              |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Learning Media</b>                                    | <table border="1" data-bbox="400 875 1511 994"> <thead> <tr> <th data-bbox="400 875 1222 904"><b>Software:</b></th> <th data-bbox="1222 875 1511 904"><b>Hardware:</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="400 904 1222 994">1. E-Learning .....</td> <td data-bbox="1222 904 1511 994">- Laptop<br/>- .....</td> </tr> </tbody> </table>  | <b>Software:</b>     | <b>Hardware:</b> | 1. E-Learning ..... | - Laptop<br>- ..... |              |              |              |              |              |              |              |              |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Software:</b>   | <b>Hardware:</b>   |                      |                  |                     |                     |              |              |              |              |              |              |              |              |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. E-Learning .....                                      | - Laptop<br>- .....  |                      |                  |                     |                     |              |              |              |              |              |              |              |              |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Team</b>  | <b>Supporting Lecturer:</b>  |                      |                  |                     |                     |              |              |              |              |              |              |              |              |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Prerequisite courses                                     |  |                      |                  |                     |                     |              |              |              |              |              |              |              |              |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Description of Learning Schedule**

| No                                | Meeting ..<br>(date) | Final ability of<br>each learning<br>phase<br>(Sub-CP-MK) | Learning<br>Material | (1) Learning Form (BP); (2)<br>Learning Method (MP);<br>(3) Student Assignment<br>(PM) |         | Time<br>allocation<br>(minutes) | Assessment |                 |                   | Student<br>Learning<br>Experience | Lecturer | Referen<br>ce |
|-----------------------------------|----------------------|---|----------------------|--|---------|---------------------------------|------------|-----------------|-------------------|-----------------------------------|----------|---------------|
|                                   |                      |   |                      | Online   | Offline |                                 | Indicator  | Criteria & Form | Wei<br>ght<br>(%) |                                   |          |               |
|                                   |                      |   |                      | 5  | 6       |                                 |            |                 |                   |                                   |          |               |
| 1                                 | 10<br>Jan<br>2022    |   |                      |  |         |                                 |            |                 |                   |                                   |          |               |
| <b>MIDDLE SEMESTER EVALUATION</b> |                      |   |                      |  |         |                                 |            |                 |                   |                                   |          |               |
| <b>FINAL SEMESTER EVALUATION</b>  |                      |   |                      |  |         |                                 |            |                 |                   |                                   |          |               |

Approve  
Head of Nursing Department

Known by:  
Head of Bachelor of Applied Nursing Study  
Program

Yogyakarta, December 2022

Lecturer Team:

1. ....
- 2.

ASSESSMENT AND EVALUATION DESIGN

| Meeting   | CPL   | CPMK   | SUB CPMK   | INDICAT<br>OR                                      | PROBLEM / WEIGHT                      | WEIGHT       | STUDENT<br>SCORE | SCORE X WEIGHT | CPL ACHIEVEMENT AT MK |  |
|---|-------|--------|------------|--|---------------------------------------|--------------|------------------|----------------|-----------------------|--|
| 1-2   | CPL 2 | CPMK 2 | Sub CPMK 1 | 1.1.1<br>1.1.2<br>1.1.3                            | Assignment 1<br>Assignment 2 Essay    | 10           |                  |                |                       |  |
| 3-4   | CPL 3 | CPMK 3 | Sub CPMK 2 | 1.2.1<br>1.2.2<br>1.2.3                            | Assignment 3<br>Assignment 4 Essay    | 15           |                  |                |                       |  |
| 5-6   | CPL 5 | CPMK 5 | Sub CPMK 3 | 1.3.1<br>1.3.2                                     | Assignment 5<br>Assignment 6          | 10           |                  |                |                       |  |
| 7   | CPL 2 | CPMK 2 | Sub CPMK 4 | 1.4.1<br>1.4.2                                     | Assignment 7<br>Assignment 8<br>Essay | 15           |                  |                |                       |  |
| MIDDLE SEMESTER EVALUATION                              |       |        |            |  |                                       |              |                  |                |                       |  |
| 9 – 10  | CPL 5 | CPMK 5 | Sub CPMK 5 | 1.5.1  | Observation<br>Essay Observation      | 20 %         |                  |                |                       |  |
| 11- 12  |       |        |            | 1.5.2  |                                       |              |                  |                |                       |  |
| 13 – 14   |       |        |            | 1.5.3  |                                       |              |                  |                |                       |  |
| 15 – 16   |       |        |            |  |                                       |              |                  |                |                       |  |
| 17  | CPL 3 | CPMK 3 | Sub CPMK 6 | 1.6.1<br>1.6.2<br>1.6.3<br>1.6.4<br>1.6.5<br>1.6.6 | Assignment<br>9ABCDE<br><br>Essay     | 30 %         |                  |                |                       |  |
| FINAL SEMESTER EVALUATION                               |       |        |            |  |                                       |              |                  |                |                       |  |
|   |       |        |            |  |                                       | Total Weight | 100 %            |                |                       |  |
| Student Final Score $\sum$ (Student Score x (Weight %)) |       |        |            |  |                                       |              |                  |                |                       |  |

