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LIFE-BASED GLOBAL CURRICULUM MODEL FOR LEARNING IN HIGHER EDUCATION

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Abstract: The curriculum is planning in learning as a guideline that is applied and implemented within a certain period following government policies and the progress of the times, so it needs to be updated following developments in science, technology, and developments in society which are changing rapidly. Global learning is a critical response carried out by institutions in higher education towards advances in information and technology in the era of globalization, which requires students to develop their potential through knowledge, skills, and attitudes related to life in the local and global environment. This global curriculum model is global learning where students face various kinds of globalization in their daily lives in the campus environment or local community developed by students from across disciplines for the needs of a global society. This research aims to obtain further information regarding the life-based global curriculum model applied to learning in higher education through a systematic literature review by applying the PRISMA 2020 criteria with bibliometric analysis with the help of the VOS-viewer application. The results of the research show that it is possible to carry out further research related to innovation on related topics, considering that local and global needs are increasingly needed from time to time so an appropriate global curriculum model is needed as a guide for planning and learning carried out by lecturers for students with cross-disciplinary expertise at University.

Keywords; life-base global, curriculum model, learning, higher education

Introduction

The curriculum is a set of plans that include objectives, content, learning materials, and methods used as guidelines for implementing learning activities to achieve educational goals. A curriculum is a design comprising four elements: study materials, the learning process, assessment, and learning outcomes (Mulyadi et al., 2021). Teachers design the curriculum by determining learning objectives, making assessments aligned with those learning objectives, and then designing the content taught so that students are successful in the assessment or the outcome of a lesson (Gallagher et al., 2022).

The curriculum at higher education is used to prepare graduates of the institution of higher education to welcome the 21st century and gain opportunities and experience in facing the demands of globalization (Liao et al., 2019). Globalization is a term that indicates openness toward trade, ideas, investment, society, and culture that transcend borders, characterized by advances in technology, transportation, and communication (Giuliani, 2020). This experience provides insight into how we can achieve an international experience for all students, regardless of whether they are abroad or remain at home (Falkenberg & Joyce, 2023). Dealing with teaching in higher education, many institutions want to support teaching based on the students' way of learning and reduce the prevalence of transmission methods in teaching (Agarwal, 2023).

The global curriculum is an international curriculum with educational objectives that reflect different ideological, political, and cultural perspectives between local and global life environments in the preparation of curriculum creation (Munna, 2020). This curriculum incorporates international, intercultural, and global dimensions into the curriculum, including consideration of content, teaching methods, and learning outcomes supported at the institutional program level (Falkenberg and Joyce, 2023). The intercultural dimension is learning by enriching cultural knowledge structures with the spirit of rich knowledge, superior writing skills, practical writing, and philosophical education (Du, 2023). The Global Curriculum Model (GCM) is a strategic approach to education that encourages cross-cultural collaboration and skills development through virtual platforms such as the Global Classroom that emphasizes project-based learning, international partnerships, cultural understanding and human values and the use of digital tools to address real-world challenges (Membrillo et el., 2023). This curriculum model is global learning with students faced with various kinds of globalization in their daily lives in the campus environment or local community developed by students from across disciplines for the needs of global society (Falkenberg & Joyce, 2023).

Global learning is a critical response carried out by institutions in higher education towards advances in information and technology in the era of globalization, which requires students to develop their potential through knowledge, skills, and attitudes related to life in the local and global environment (Zhou, 2022). The goal of global learning is to foster global learning outcomes and improve students' knowledge, skills, and attitudes toward global issues and diverse communities by incorporating international, intercultural, and global dimensions into educational programs to prepare students for cross-cultural interactions and working in a diverse environment with diverse approaches and challenges (Zhou, 2022).

Education has an important role in educating the nation's life and forming noble morals. One of the government's efforts to make policy is through 'freedom to learn and the independent campus'. Implementing government policies in line with the information and technology advances, teachers can encounter some challenges. One of the efforts that teachers can make is to prepare, plan, and implement a curriculum that is appropriate to the life-based context and has a vital role as a true curriculum creator (Suyato, 2023).

A life-based curriculum is the learning developed to accommodate students' knowledge and skills by maximizing the role of family and community and utilizing the surrounding environment. The design of this model is adapted to the global era when lectures can develop content knowledge and content pedagogy according to the life-based philosophy that is characteristic of curriculum model design in higher education (Kuswandi et al., 2020).

Life-based learning is learning that shapes students' character with life skills that are productive, active, creative, and innovative so that they are ready and responsive in facing life's problems. Individual skills in the life-based curriculum in the learning process of students are encouraged to be able to create sustainable new ideas, be able to balance knowledge, work, and study, be able to conduct research, have productive and creative life skills, collaborate or cooperate well, utilize life skills to solve various life problems (Kuswandi et al., 2020).

Content knowledge is learning material designed according to the curriculum before learning begins, consisting of methods, theories, ideas, concepts and frameworks (Kuswandi, et al., 2020; Csikos et al., 2020; NInd, 2020; Charalambous et al., 2019). The learning material presented in this curriculum model is content knowledge that contains global learning material for students in higher education.

Content pedagogy is knowledge built involving cognitive, affective, and social aspects and in-depth development theory which is balanced with practice as training according to the approach obtained (Kuswandi, et al., 2020; Gordani et al, 2020; Livy et al., 2019). Through this content pedagogy, students can understand their abilities so that they can learn well and realize the purpose of the learning experience they obtain (Torbeyns et al., 2020). The teacher's focus on content pedagogy is how to use learning methods or strategies and practices (Khoza, 2019).

Based on the description above, the life-based curriculum model is global learning designed to consist of content knowledge and content pedagogy, forming students' character with life skills that are productive, active, creative, and innovative so that they are ready and responsive in facing life's problems. In this curriculum, students are encouraged to be able to create sustainable

new ideas, balance knowledge between work and study, conduct research, have productive and creative life skills, collaborate or cooperate well, and utilize life skills to solve various life problems.

Method

A systematic literature review was carried out as the method to obtain information related to the life-based global curriculum in higher education. This method aims to summarize the literature investigating learning in higher education. The steps taken in this literature review were searching, filtering, selecting, and extracting data based on PRISMA criteria (Page et al., 2021). The systematic literature review was expanded using bibliometric analysis and evaluation with the help of VOS-viewer software (Hendratmoko et al., 2024).

Result and Discussion

To obtain information related to problem-based global curriculum, the curriculum in higher education, and global learning; a search was carried out through the selection of data reference from reputable Scopus-indexed journals. The search was carried out by entering the Scopus journal page through a search using the keywords curriculum and global learning. The data was taken from the last five years, namely from 2019 to 2024, by analyzing the latest data which can be used in innovative development of the State of the Art in further research. Various applications are used to help search for information data, network and select data to be used, including the Typeset oi application, Publish or Perish, Mendeley, and Google Scholar.

Result

As a result of searching, filtering, selecting and extracting information about the life-based curriculum model from Scopus journals, 20 journal articles were obtained for curriculum keywords, and 10 articles were obtained for global curriculum development keywords. However, 1 article was obtained from Scopus journal articles with the same research, which is the development of a life-based curriculum model design in the global era, a research conducted by Kuswandi et.el, (2020), through his research, this curriculum model design was developed as a guide for managing study programs: Doctoral Educational Technology (TEP) so that during lectures, the development of content knowledge and content pedagogy can be developed according to life in following the life-based learning philosophy that characterizes the design of the curriculum model.

The article search results from the Typeset oi application are 56 articles and Publish or Perish is 80 articles. The PRISMA diagram of the literature system is as follows:

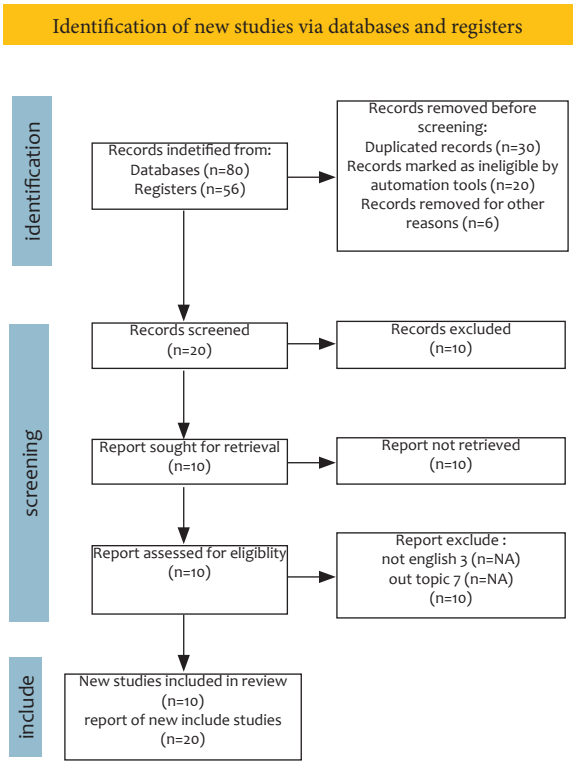

Figure 1: PRISMA System Literature Diagram for Global Curriculum Development

The results of the review of the literature system from the Typeset OI application with the help of Mendeley, the relationship between curriculum and global curriculum development from several Scopus journal articles, a total of 56 articles were obtained, and a bibliometric analysis was carried out with the help of VOS-viewer software, then the journals that were captured or used as a literature review were evaluated, namely 28 articles, obtained articles that were interconnected between one article and another, obtained 8 articles with the number of clusters being 1 article, as follows.

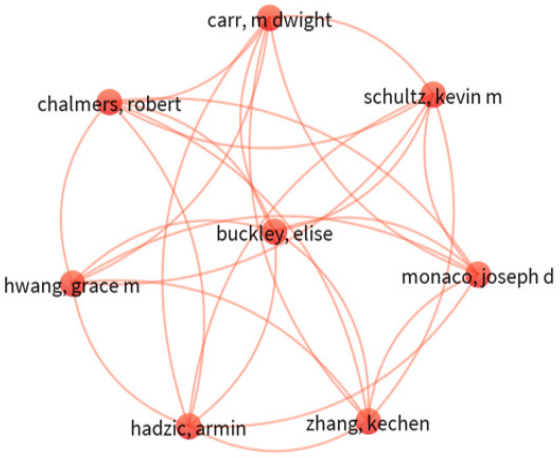

Figure 2. Global Curriculum Literature System Typeset Application Assisted Article Search oi.

The results of the review of the literature system from the Publish or Perish application obtained 80 articles, with the evaluation results obtained 20 articles that could be used as a literature review, but 10 articles were selected and those that had a connection between one article and another were 5 articles as seen in the following picture. :

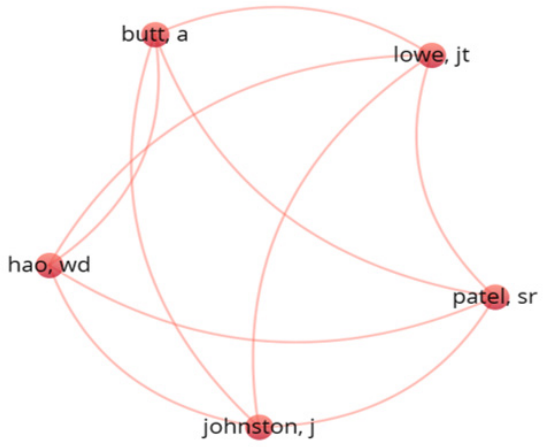

Figure 2. Global Curriculum Literature System Article Search Assisted by the Publish or Perish Application

Discussion

The results of searching, filtering, selecting and extracting information about the life-based curriculum model from Scopus journals obtained 80 from the help of the Publish Or Perish application and 56 articles from the help of the Typeset oi application. However, after filtering duplicate data and not according to the topic, the journals used as literature were 20 articles. From researching the article data, the life-based global curriculum model needs to be further researched on innovations in higher education teaching, of course, with various learning strategies that are appropriate to the courses being taught and cross-disciplinary study programs.

Conclusion

The results of searching, filtering, selecting and extracting information about life-based curriculum models from Scopus journals, and carrying out a systematic review based on PRISMA criteria and expanded using bibliometric analysis and evaluation with the help of VOSviewer software, the research results show that it is possible to carry out further research related to innovation on related topics, considering that local and global needs are increasingly needed from time to time, so an appropriate global curriculum model is needed as a guide for planning and learning carried out by lecturers for students with cross-disciplinary expertise in higher education.

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