



THE IMPLEMENTATION OF CURRICULUM BASED INDONESIAN NATIONAL QUALIFICATION FRAMEWORK (KKNI) IN ISLAMIC EDUCATION STUDY PROGRAM AT THE ISLAMIC HIGHER EDUCATION IN MEDAN

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Abstract. *This study aims to describe the Implementation of Curriculum Based on the IQF on PAI study program of FAI UMSU, PAI Study Program of FAI UISU and PAI study program of FITK UIN SU which includes three research focuses: Mechanism of curriculum change, curriculum development and compilation models, and KKNI based curriculum. This type of research is qualitative with a phenomenological approach. The instruments used in the study were observation, interviews, documentation studies and Focus Group Discussion (FGD). Analysis of the data used includes three steps: data reduction, data presentation and conclusion drawing. The results of this study indicate that: The KKNI-based lecture process carried out on the three study programs studied showed varied results. For PAI study programs of FAI UISU, lecture activities have not fully implemented the KKNI curriculum due to the absence of effective coordination between faculty leaders, study program leaders and lecturers to conduct lectures with the KKNI. Only a small proportion of PAI study program lecturers apply the KKNI. Furthermore, in the PAI study program of FAI UMSU, all lecturers have implemented the KKNI with the firmness of the leaders of higher education institutions, faculties and study programs as well as the supervision of the MONEV team (Monitoring and Evaluation) formed by the faculties and study programs. Besides that, the availability of adequate facilities that support lectures with the KKNI curriculum is also available. Meanwhile, in the PAI study program of FITK UIN SU, not all lecturers applies the KKNI curricula in their lectures. This is due to the lack of firmness and necessity of the study program to implement the KKNI, so that some lecturers do not apply it. Besides that, the lack of facilities and services that support lectures with the KKNI curriculum.*

Keywords: Curriculum, KKNI, Islamic Education Study Program(PAI)

INTRODUCTION

The Indonesian National Qualifications Framework (KKNI) becomes a program to evaluate the curriculum in Higher Education in Indonesia. Curriculum evaluation is defined as a systematic process for gathering, analyzing, and determining information about aspects of the curriculum to determine weaknesses and improve the curriculum. Evaluation can be done on a small or large scale, starting from the contents of the curriculum, teaching materials, classroom learning, and textbooks. The emphasis of curriculum evaluation is on the formulation of learning objectives, competencies, competency standards and the design of learning devices that refer to the curriculum

KKNI which consists of nine levels has an implication for the higher education curriculum. Every higher education must reach a certain level from the KKNI. D-3 level study program graduates must reach level 5 KKNI, level 6 for undergraduate, level 7 for professional program; level of master program must in level 8, and level of Doctoral program must in level 9. For this reason, every study program in Higher Education, especially Islamic Higher Education in Medan City must improve its curriculum according to the KKNI.

This manuscript is an attempt to seek information as deeply as possible about the implementation of the KKNI-oriented curriculum in PAI study programs at the Islamic Higher Education in Medan City. The article aims to describe the implementation of the Indonesian Nasional Qualification Framework (KKNI) curriculum in PAI study programs at the Islamic University of Medan, with three research sub-focuses, namely: First, the mechanism of curriculum change oriented to the Indonesian National Qualification Framework at PAI Study Program Islamic City of Medan. Second, the model for the preparation and development of curriculum in PAI study programs based on the KKNI in the Islamic University of Medan. Third, the lecture process in PAI study programs using a curriculum that is oriented towards the KKNI in the Islamic University of Medan.

LITERATURE REVIEW

The Definition of Curriculum

There are differences of opinion among scientists in interpreting the curriculum. Each scientist views the curriculum according to his views according to their scientific background. Even so, from some of these opinions can be drawn a red thread, that on

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the one hand there are those who emphasize the contents of the lesson or course, and on the other hand more emphasis on the process or learning experience.

The old understanding of the curriculum emphasizes the contents of the lesson or courses in the school or college that must be taken to achieve a diploma or level, as well as the overall lessons presented by an educational institution¹. Furthermore, understanding the curriculum in the subject matter and the skills contained in an education program².

Based on several curriculum definitions as stated above, it can be concluded that the curriculum boils down to a series of learning materials that must be included in the unit of teaching circles where the teacher and students are involved, so the coverage is very broad. Now it depends on how the management is carried out so that it is as expected. So that there can be different orientations in one educational institution with other educational institutions. More broadly, the curriculum is not limited to subjects taught at school only, but broader than that, it is also dynamic and open to accepting changes in the context of renewing curriculum development³.

Indonesian National Qualifications Framework (KKNI)

The Indonesian National Qualifications Framework (KKNI) is a milestone for the world of higher education in Indonesia in order to produce quality human resources and compete at the global level. The President of the Republic of Indonesia Number 8 of 2012 in Article 1 states that :

The Indonesian National Qualification Framework, hereinafter abbreviated as KKNI, is a competency qualification framework that can juxtapose, equalize and integrate between the fields of education and the field of job training and work experience in order to provide recognition of work competencies in accordance with the work structure in various sectors. ⁴

The Indonesian National Qualifications Framework (KKNI) is a framework for the qualification of Indonesian human resources that juxtaposes, equalizes and

¹ Muhaimin, *Pengembangan Kurikulum Pendidikan Agama Islam di Sekolah, Madrasah, dan Perguruan Tinggi*, Jakarta, Raja Grafindo Persada, 2005, pp. 76

² Ibid. pp. 96

³ Haidar Putra Daulay, *Pendidikan Islam : Dalam Sistem Pendidikan Nasional* ,Jakarta, Kencana Prenada Media Group, 2007, pp. 56

⁴ (<http://kopertis12.or.id>), diakses 15 September 2017)

integrates the education sector with the training and work experience sector in a scheme that recognizes work capabilities adapted to structures in various sectors of employment. KKNi is the embodiment of the quality and identity of the Indonesian nation in relation to the national education system, the national job training system and the national learning outcomes assessment system that Indonesia has to produce human resources from the achievement of quality and productive learning.

The KKNi states nine levels of qualification for productive Indonesian human resources. The description of qualifications at every level of the IQF comprehensively considers a complete learning achievement, which can be produced by an educational process both formal, non-formal, informal, and independent experience to be able to do quality work. Descriptions of each level of qualification are also adjusted to the development of science, technology, or art, as well as developments in the supporting sectors of the economy and the welfare of society, such as industry, agriculture, health, law, and other related aspects. Learning achievements also include aspects of building national identity reflected in Pancasila, the 1945 Constitution, and Unity in Diversity, namely upholding the five principles of Pancasila and law enforcement, and having a commitment to respect the diversity of religions, ethnicities, cultures, languages and art that grows and develops on Indonesian soil.

METHODOLOGY

This study uses a type of qualitative research, with a phenomenological approach. The scope of the study examines in accordance with the title of the study includes: First, the mechanism of curriculum change oriented to the KKNi, Second, the model of curriculum development and compilation of PAI study programs based on KKNi, and Third, the lecture process in PAI study programs using KKNi-based curriculum .

This research is conducted at Islamic Universities in Medan City. The research locations is PAI Study Program of FAI UMSU, PAI study program of FAI UISU, and PAI Study Program of FITK UIN SU. The respondents of this study are all the leaders of the PAI Study Program, lecturers, and Students. While the informants of this study were all leaders of Islamic higher education in the city of Medan, which is a university designated as the location of the study. Furthermore, the selection technique of respondents and

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research informants was taken through purposive sampling and snowball sampling techniques.

The procedure for collecting data uses observation techniques, Focused Group Discussions (FGD), Interviews, and documentation studies. The analysis of the findings of this study will be conducted according to the type of data collected. Qualitative data obtained from observations, interviews, FGDs and documentation will be analyzed qualitatively. This data analysis process includes three stages of data reduction, data display and conclusion drawing. The guarantee of the validity of data commonly found in qualitative research is credibility and transferability (credibility and transferability).

FINDINGS AND DISCUSSION

The Implementation of Curriculum Based on KKNi in PAI Program Study of Islamic Religion Faculty, UISU

The findings of the research data in accordance with the focus and the three sub-focus of the research can be described as follows:

First, the mechanism of curriculum change that applies to PAI study programs of FAI UISU. The findings of the research data show that curriculum changes at UISU have occurred since 2015 and 2016 in the form of curriculum review activities, which plan changes in the content-based curriculum to achievement-based KKNi. In the review pay attention to input from lecturers, alumni, and graduate users. A review of the curriculum, beginning with an internal meeting between the review team and the study program leadership was continued with the collection of primary data and secondary data. Primary data was obtained through focus group discussions with graduate users and experts in the field of Islamic education, distributing questionnaires to alumni and users, and telephone interviews. Secondary data was collected from internal sources, especially academic data and results of previous year's tracer study.

In addition, a macro analysis was also conducted which involved the tendency of the development of the science of Islamic education. By paying attention to a number of things, the review of PAI Study Program of FAI-UISU curriculum is formulated based on future predictions by taking into account the profile of graduates for the next 5 years. SWT and international level to produce graduates who are professional in their fields.

Second, Development Model and Curriculum Preparation Based on KKNi on PAI study programs of FAI UISU. The stages of compiling the PAI study program of FAI UISU curriculum are based on the Guide to the Preparation of Higher Education Curriculum by the Ministry of Research, Technology and Higher Education. (Kemenristekdikti, Handbook for Higher Education Curriculum Preparation, Directorate General of Learning and Student Affairs of the Directorate of Learning: 2016), includes two stages, namely:

- 1) Formulation of learning outcomes
- 2) Formation of courses
- 3) Preparation of courses.

Third, the lecture process oriented to the Indonesian National Qualifications Framework (KKNi) curriculum conducted at the PAI study program of FAI UISU based on the findings of the research data, has not been carried out optimally. This is because there are insufficient facilities and pre-facilities to implement the curriculum and the lecturers' ability to implement the KKNi curriculum is not maximized. In addition, there is also a lack of coordination between faculty leaders and PAI study program leaders and with lecturers at the PAI study program.

The results of interviews regarding the opinions of lecturers about the implementation of the KKNi-based curriculum on PAI study programs of FAI UISU, researchers can conclude that there are two findings regarding the implementation of the KKNi based curriculum in the lecture process: First, Perceptions of lecturers who positively view the KKNi-based curriculum as a good curriculum if accompanied by the fulfillment of facilities and pre-facilities and the ability of lecturers to implement the KKNi-based curriculum. Second, the perceptions of lecturers who pessimistically view the implementation of the KKNi on PAI study programs of FAI UISU on the grounds that lecturers who teach students in the first and third semesters of the academic year 2017-2018 years ago have not fully implemented the KKNi due to lack of direction and serious explanation and really about how to implement the KKNi-based curriculum in the lecture process. Besides that, another reason is that there are concerns from some lecturers if the KKNi-based curriculum applied in the lecture process, especially in assigning assignments to students, will cause students to feel shocked and the possibility that students will leave PAI FAI UISU.

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In addition to the lecturers' perceptions of the KKNi curriculum in the lecture process at the PAI study program of FAI UISU, researchers also found the research data based on the results of the interviews regarding matters relating to the implementation of the KKNi-based curriculum carried out by lecturers in the lecture process. The findings of the research data show that not all lecturers have implemented the KKNi-based curriculum in the lecture process. This is because the implementation of the KKNi curriculum has just been implemented in the 2017-2018 school year for first and third semester students and for the 2018-2019 school year which implements the KKNi-based curriculum are lecturers who teach in semesters one, three and five.

The perceptions of students in the lecture process using the KKNi-based curriculum show that students do not understand the KKNi-based curriculum. This is because lecturers do not provide information to students about the KKNi-based curriculum in lectures. In extracting research data, researchers got something unique about the implementation of the KKNi-based curriculum in the lecture process, even though students had not been informed about the KKNi-based curriculum by their lecturers, but they had been given assignments included in the KKNi-based curriculum assignment criteria. Before giving assignments to students, lecturers first explain the tools behind the assignment so students feel more understanding about the assignments given by the lecturer to them.

The Implementation of the KKNi-Based Curriculum at PAI Study Program of FAI UMSU

The findings of the research data are in accordance with the focus and the three sub-focus of the research can be described as follows:

First, the mechanism of curriculum change that applies to PAI FAI UMSU study programs. Curriculum changes from the KBK to the KKNi-based curriculum in the PAI FAI UMSU study program are a must when the government issues a regulation through the Republic of Indonesia Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualification Framework (KKNi), which is a framework for competing competency qualifications. Equalizing, and integrating between the fields of education and the field of job training and work experience in order to provide

recognition of work competencies in accordance with the structure of work in various sectors.

Second, the Model for developing and compiling the IQF-based curriculum in the PAI FAI UMSU Study Program has a framework in the form of general provisions and special provisions, namely: First, general provisions include: (1) curriculum changes carried out according to UMSU regulations, not later 4 years, (2) involving stakeholders and Alumni, (3) carried out by the Curriculum Development Team which consists of: Study Program leaders, Senior lecturers in the Study Program, Caregivers of Study Program Courses, and Curriculum Development Team based on the Decree of the Dean. Second, special provisions which include: (1) Study program with curriculum development team discusses and formulates the vision, mission and objectives of the study program. The vision, mission, and objectives of the study program are a reduction of the vision, mission and objectives of the university and faculty, (2) Based on the ideas contained in the vision, mission and objectives of the study program, the team formulates the profile of PAI UMSU graduates and describes them. Then set Learning Outcomes (LO) Graduates; both attitudes, general skills, special skills, and knowledge, (3) Identifying appropriate study materials and teaching materials to be included in study program curricula that support the achievement of graduate profiles including; attitudes, general skills, special skills, and knowledge, (4) form a course and work on the existing course further, describing the subject as explicitly as possible so that outsiders (such as prospective students and other interested people) find it easy to understand, and the contents of the course and learning activities clearly visible, and real, (5) forming the structure and distribution of subjects.

Third, the lecture process using the KKNI-based curriculum on PAI study programs of FAI UMSU. There are various perceptions and experiences of lecturers in applying the KKNI in the lecturing process. This is due to differences in perceptions about the KKNI and also differences in the ability to implement the KKNI as well as differences in experience based on the length of work period, especially experience in dealing with the ability of students in the lecture process.

The lecturing process carried out by lecturers at the PAI study program of FAI UMSU has implemented a KKNI-based curriculum. However, when implementing it there are lecturers who do not apply it in accordance with the lesson plan they are making. Regarding the assessment format it has led to the KKNI-based curriculum

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where in the assessment there is also an attitude assessment, not just an assessment of attendance, assignments, midterm and final semester. Lecturers at the PAI study program of FAI UMSU have also implemented all tasks that are in accordance with the KKNI-based curriculum, namely: Routine Tasks (TR), Critical Book Review (CBR), Critical Journal Review (CJR), Engineering Ideas (RI), Projects and Mini Research. Completion of assignments given by lecturers to students sometimes has the same time between one lecturer and another lecturer, so students feel overwhelmed and this becomes an obstacle for students in completing the task. Not all students feel comfortable with the six tasks suggested by the IQF-based curriculum. Therefore, there are several lecturers asking for student bills in accordance with the agreement agreed at the beginning of the lecture each semester.

The impact of the existence of MONEV on PAI study programs of FAI UMSU, then there is compensation given to lecturers in carrying out their duties. The compensation is in the form of a reward or award given by UMSU to good lecturers in applying their lectures in accordance with the KKNI-based curriculum. The reward is in the form of incentives, so that all lecturers try to really improve the quality of their lecture assignments. However, there are also penalties or sanctions given by PAI study programs to lecturers who are late in submitting grades, so PAI study programs will generalize grades to students with a "B" score. This makes students not feel comfortable and the lecturer will reduce the hours of teaching.

In addition, the application of the KKNI-based curriculum, especially among students, made students feel that lecture time must be completely filled with all quality activities, especially in carrying out assignments. Because of this, the number of students who visit the library on a daily basis shows an increasing number and student activities in working on their assignments strongly indicate the improvement in quality and quantity, both on campus and off campus UMSU.

Implementation of Curriculum Based on KKNI at PAI Study Program of FITK UIN SU

The findings of the research data are in accordance with the focus and the three sub-focus of the research can be described as follows:

First, the mechanism of curriculum change that applies to the PAI study program of FITK UIN SU. Because the PAI study program is a part of FITK and FITK is a part of UIN SU Medan, the curriculum change leads to KKNI refers to the policy set by the UIN SU Chancellor as the highest leader in UIN SU. Therefore, the Chancellor of UIN SU has established a policy to make curriculum development/development by referring to the KKNI and the disciplinary approach. The preparation/development of the curriculum in question is conducting a review of the suitability of competencies previously formulated with the needs of national and international labor markets.

The Trans disciplinary approach is the hallmark of UIN North Sumatra which uses an integrated curriculum that transcends the boundaries of scientific disciplines and the academic world through participant integration from academic and non-academic disciplines, where the formulation of shared goals is aimed at developing integrated knowledge and theory between science and society. The curriculum development that refers to the KKNI and the Trans disciplinary approach is carried out thoroughly in all educational qualifications in UIN SU.

Second, Development Model and Curriculum Preparation Based on KKNI on PAI FITK UIN SU. Curriculum development in SU UIN refers to the Technical Guidelines for Development of Competency-Based Curriculum by referring to the KKNI published by the Ministry of Religion in 2013 combined with the 2015 Higher Education Curriculum Book carried out in seven steps, namely:

Stage 1: Establish graduates 'profiles and Graduates' Competency Standards

Stage 2: Formulate learning outcomes

Stage 3: Selection of study material

Stage 4: Making a matrix and forming a course

Stage 5: Determination of courses and the amount of credits

Stage 6: Preparation of Study Program Curriculum Structure

Stage 7: Arrange RPS (Semester Learning Plan)

To determine the profile of graduates, PAI study programs of FITK UIN SU held a study tracer. Graduates' performance evaluations are carried out by conducting Alumni Tracer studies. This Alumni Tracking Study aims to dig up information through filling out questionnaires arranged in such a way as to improve curriculum and education processes in PAI Study Programs. The policy of UIN SU Medan regarding Graduate Tracking studies in the Rector's Regulation Number: 18 of 2016 dated

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December 5, 2016 is a reference for the UIN Sumatera Utara PAI FITK Study Program in conducting periodic and continuous tracer studies every year. Conducted by sending questionnaires to institutions that use PAI study program alumni both government institutions; such as public schools, religious ministries and the Ministry of Research and Higher Education, and non-government institutions such as private schools, social-religious institutions.

Third, the lecturing process at the PAI study program using the KKNI-oriented curriculum in the PAI study program of FITK UIN SU that almost all lecturers of PAI study program of FITK at UIN SU have implemented KKNI-based lectures. This can be seen from the implementation of the lecture which was accompanied by the assignment of tasks which were the demands of the KKNI with six tasks. It's just that, in giving the task has not been fully implemented properly. There are several lecturers who only give a few tasks, for example three tasks such as routine assignments in the form of discussion of papers every week, book critics and journal criticism. This is because not all tasks are able to be done by students, for example Engineering Ideas that really require very much reference so that rarely do the lecturers give the assignment, but there are also some lecturers giving it.

There are different teaching styles among lecturers in giving assignments to students, there are things that must be done by students and reported in the form of handwriting directly without typing, there are also things that must be typed and printed in hard copy and even some that must be collected in soft copy through e-lecturer lecturer email. However, there is a clear similarity between PAI lecturers, namely when the beginning of the lecture, all the assignments that will be given to the student are agreed upon in advance with the students in the lecture contract so that students feel comfortable and know the ins and outs of the tasks to be carried out.

The benefits felt by lecturers with the KKNI-based lecture are the many activities of students in lectures so that students no longer have the opportunity to do things that are not good because of the time that is not available for activities that do not support lectures such as demos. Due to the large number of tasks, the library becomes full every day with the presence of students to find references to books related to the assignments they will look for reading resources. In addition, students become independent, creative, and innovative based on their experience in carrying out the KKNI assignments.

The constraints encountered by lecturers in carrying out lectures based on KKNI are the lack of classroom learning facilities such as in focus so that the display of tasks to be presented is not optimal because it is not shown in class. Another obstacle is that the assessment format that has not yet led to KKNI is still a formal one, so that the lecturers find it difficult to write down the overall value of the work done by students, finally the lecturer enters the format in various ways that are important and can be included in the value format provided by the PAI study program of FITK UIN SU.

The experiences and perceptions given by the students regarding the findings of research data on lectures based on the KKNI on PAI study program of FITK UIN SU is that students feel happy with the KKNI applied in lectures because of the many knowledge and experiences they get both in class and outside the classroom. For example, with this assignment they feel brave in reporting assignments in the form of discussions and seminars in class, besides that when their mini research assignments have experience interacting with teachers and principals practically in the formal education field, namely schools in collecting observation and interview data . However, the obstacle they encountered was that not all of the assignments were presented in class and corrected by the lecturers so that they felt that the lack of lecturers respected the assignment and they did not know whether the assignment was in accordance with what the lecturers wanted or not so there was a feeling of dissatisfaction with it. In addition to the positive impact that has been taken in the implementation of the KKNI in the lecture process, there are also negative impacts, in fact there are also students who plagiarize in carrying out their duties and this is not monitor able enough by the lecturers so that the students actually do it.

CONCLUSION

The implementation of lectures with the KKNI-based curriculum at the three tertiary institutions studied show that there are various different perceptions about the IQF, as well as teaching experience that was different from the KKNI. Because this is related to differences in the knowledge and abilities of lecturers in implementing lectures based on KKNI. In addition, there are also different regulations imposed on each university about the KKNI. From the data, there is only one university that has not implemented fully since the enactment of the KKNI, namely the PAI study program of FAI UISU. This is due to the uneven distribution of information given to all study

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program dossiers so that each lecturer does not understand the application of the KKNi in lectures. Furthermore, in carrying out the assignments given by lecturers to students based on the findings of the data from the three tertiary institutions studied, the three higher education institutions did not fully carry out the tasks one hundred percent or all students in accordance with the six KKNi tasks. This is because the six tasks are not entirely in accordance with the ability of students to implement them and the lack of lecture facilities in supporting the implementation of the KKNi's duties.

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