

# Curriculum Implementation Of The Indonesian National Qualification Framework (Kkni) In Increasing The Quality Of Graduates Of Private Islamic Religious Education (Ptkis)

## Case Study at IAIS Ummul Quro and IAIS Sahid Bogor

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### Abstract

This study discusses the implementation of the IQF curriculum in improving the quality of PTKIS graduates, the research background is the missing link between graduates of Islamic tertiary institutions and the world of work. There is a discrepancy between the types of work and graduates who meet the required qualifications as well as curriculum problems where there is an inability of PTKIS to implement and apply the IQF curriculum. The purpose of this study was to obtain an overview and analyze the implementation of the IQF curriculum in improving the quality of PTKIS graduates as well as to obtain an overview, explore, study and analyze the planning, implementation, evaluation, control, development, problems, solutions and impacts of implementing the IQF curriculum in improving the quality of PTKIS graduates. . The theological basis is that the realization of knowledge requires faith, charity, ihsan, ikhlas to stand side by side so that it can lead to truth and meaningfulness, the philosophical basis is that learning is a process of constructing behavior including the cognitive, affective, psychomotor domains through interaction in the curriculum program. The theoretical basis of curriculum implementation as a implementing the curriculum in a cooperative, comprehensive, systemic and systematic manner to realize the achievement of curriculum objectives. The approach used was a qualitative study with a descriptive analysis method with direct data collection techniques from informants in the field data sources interviews, documentation studies, observations. Based on the results of the research that the implementation of the IQF curriculum is not optimal and the quality of graduates is not in accordance with the demands of society and the industrial world. The findings show that there are problems in human

resources, facilities and infrastructure and funds in carrying out program implementation, implications for planning, implementing, evaluating, controlling, developing in implementation has an impact on the development of the vision, mission, goals of the institution so that it has an effect on improving the quality of graduates, recommendations for Kopertais to increase their role and function in monitoring and evaluating PTKIS, lecturers improve qualification competencies in quantity and quality, students must be competent, qualified and have high competitiveness, Conclusion The implementation of the KKNI in improving the quality of PTKIS graduates has been carried out , but it has not been maximized and not optimal and has not met the expectations in society and the industrial world , because PTKIS has not confirmed the profile of its graduates, graduates do not yet have the minimum ability.

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### Keywords

implementation, IQF curriculum, graduate quality

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Based on empirical data that occurs in the field that there are "Various problems at Islamic tertiary institutions in Indonesia today (Juanda, 2014)". These problems can be seen from the existence of *a missing link* between college graduates and the world of work. The problem of unemployment is not only due to the lack of jobs, but also a mismatch between the types of jobs and graduates who meet the required qualifications. This means, "there are a number of jobs that college graduates cannot fill" (Maksum, 2015; Ikhwan, 2016). The problem with the curriculum in Islamic tertiary institutions that has emerged recently is the inability to apply a curriculum based on the Indonesian National Qualifications Framework (KKNI) smoothly. The obstacle is the factor of unpreparedness of human resources and an inadequate system.

Islamic tertiary institutions as a forum for planning graduates as human beings who have *uswatun hasanah* characteristics that can be role models for society (Saufi & Hambali, 2019). One of the efforts of Islamic tertiary institutions in solving the above problems is to develop an IQF-based curriculum (Jono, 2016). The IQF-based curriculum is a process carried out by Islamic tertiary institutions in providing education as a solution in improving the quality of graduates so that they have recognized competencies and provide

satisfaction services for their users (Kalimantara, 2016; Cuietal, 2018).

Weak role of PTKIS leaders, in implementing the Indonesian National Qualifications Framework (KKNI) curriculum policy, Not optimal implementation of the Indonesian National Qualifications Framework (KKNI) curriculum at PTKIS, including the original curriculum, quality is just a slogan, Many other factors such as limited funds and infrastructure, affecting the implementation of the IQF. Few individuals involved in the implementation of the IQF, Weak quality and performance of PTKIS in implementing the IQF, Weak performance of lecturers and student participation, The preparation of the IQF cannot be accounted for, Student GPA is still low.

### Theoretical Review

Graduate quality is a quality standard or level owned by graduates or graduates of an educational institution consisting of student character, competency and stakeholder satisfaction Graduate quality is the estuary of the education delivery process

The foundation of the six value systems according to Prof. Ahmad Sanusi in his book entitled *Value System* (2015:35) states that in the context of values and beliefs, the first thing to do is to know. By learning we come to know and after knowing we can feel and create the will

to do something. In his book Prof. Ahmad Sanusi believes there is one thing that needs to be added besides the cognitive, affective and psychomotor domains, namely believing *skills*. According to him, *believing skills* have their own variations or levels. Through this field, he believes that students can develop their abilities to become human beings who believe or believe in Allah SWT so that they are able to carry out all of Allah's commands and stay away from all of His prohibitions. Thus, even though the knowledge he knows is true knowledge, if the truth is not believed then that knowledge will not be the basis for his actions. As for Prof Ahmad Sanusi's 6 value systems: Theological values, Ethical values, Aesthetic, logical, physical, physiological and teleological.

### Research Procedure

In this study, researchers used a qualitative descriptive analysis study approach

This study aims to obtain an in-depth description of the Implementation of the Indonesian National Qualifications Framework Curriculum in order to improve the quality of PTKIS graduates in Bogor Regency. which includes planning, implementing, evaluating, controlling and developing (PPEPP).

### Results And Discussion

#### Implementation

Implementation is a form of implementation of the KKNi curriculum implementation plan which is arranged in such a way by PTKIS as a curriculum system. The IQF states that "in the implementation of the curriculum, one must pay attention to the basic principles of the objectives set in the PTKIS targets which describe the potential direction of students to be achieved by learning outcomes for graduates, this is in line with the implementation of curriculum

implementation in improving the quality of graduates so that it is seen in the findings in the field that according to the KKNi and the PPEPP concept the implementation has been carried out in accordance with the existing mechanism in PTKIS, in the implementation of the implementation if it is associated with the logical values that are embodied in the implementation according to the logic and the match between the needs that occur in the community can be right on target in the implementation, appropriate, clear, real, has an identity or characteristic as well as the implementation process and in the implementation of the curriculum, of which the simplest consists of three stages that interact with each other, can be briefly explained as follows:

a. Outcome Based Curriculum (OBC), implementation of curriculum development based on profiles and Graduate Learning Outcomes (CPL). Based on this CPL, study material (body of knowledge) is then derived, the formation of courses and their credit weights, curriculum maps, designing lessons expressed in the form of Semester Learning Plans (RPS), developing teaching materials, and developing assessment and evaluation instruments with OBC, the implementation of the curriculum is developed in harmony based on Learning Outcomes (CPL)

b. Outcome Based Learning and Teaching (OBLT), the implementation of learning activities which are defined as interactions in learning activities between lecturers, students, and learning resources. One of the important principles of OBLT is the accuracy of the selection of forms and learning methods that will be carried out by students must refer to and be in accordance with CPL. Forms of learning include forms of learning outside the study program or campus in the study program

c. Outcome Based Assessment and Evaluation (OBAE), an assessment and evaluation approach carried out on achieving CPL in order to improve the quality of sustainable learning. Assessment is carried out on the learning process and on the results of achieving CPL. Likewise, curriculum evaluation is carried out on the achievement of the CPL of the Study Program and the result .

### **Evaluation**

Monitoring and Evaluation must be scheduled, frequency, using good monitoring and evaluation tools, within the scope of the university, study program, and lecturers. The model used for monitoring and evaluation principles, core competencies, vision, and areas of learning) , as well as students' views on the extent of changes required or offered in the new curriculum. The curriculum is designed with an emphasis on the uniqueness of tertiary institutions, namely establishing principles and values that must be reflected in teaching and learning programs. The evaluation tool asks practitioners to report not only how much, and what they apply in relation to these aspects, but also examines the understanding of the curriculum on which the report is based. What is interesting is the extent to which these understandings align with curriculum intentions as expressed by experts who have been closely involved in designing the curriculum.

### **Control**

Control in theory is a process for measuring performance and ensuring that the actions taken succeed in achieving the stated goals. Control as a control and monitoring tool that contains procedures, monitoring and communication should be able to provide direction for change and improvement to produce and improve the quality of good graduates, this is in line with existing theory and if it is linked to a value system the control is in accordance with the existing system.

exists in an aesthetic value system where control is manifested in an aesthetically good, and attractive way so that from controlling harmony and balance will be realized

### **Development**

Continuous development in achieving all good curriculum implementation results (PEO, PLO and CLO) must be measured and used as a measure of their effectiveness. Measurement methods vary from student self-surveys , external surveys and formal assessments. After the checking stage, the results are analyzed. Any deficiencies at the level of achievement of results can be addressed and further improvements can be made at the 'Replanning' stage. The PDCA (Plan-Do-Check-Act) cycle then continues until a sufficient level of achievement is met for all outcomes. Overall PDCA activities can be summarized in the context of CLO and PLO achievements,

The OBE approach as the basis for CQI (Continuous Quality Improvement) for the program. Analyze learning outcomes to analyze student performance based on syllabus, lesson plan, teaching-learning methodology, and type of assessment. Academics and program coordinators are required to submit initiatives that can improve overall student performance and student learning experience in the coming semester

### **Problem**

The problems encountered in implementing the curriculum include a number of problems that have been resolved and solutions sought, this is also in line with the physiological value system that embodies elements, functions, sizes, strengths, changes and maximizes existing functions in curriculum implementation.

The problem of lecturer challenges in implementing the OBE curriculum in the IQF has the main challenge, namely the excessive

workload of lecturers and demands the performance of lecturers as facilitators and mentors for students to work more focused and synergized, poor curriculum delivery is also a triggering factor in implementing the curriculum , An unstable curriculum implementation system worsens the curriculum implementation process and becomes a problem that greatly impacts curriculum implementation. Lack of and weak support from administrators is one of the main causes in the implementation of results-based educational curricula and the low understanding of lecturers in designing OBE results-based learning , and lecturers do not understand the stages in its preparation.

#### 7. Solution

The solution to curriculum implementation is appropriate and in line with theory because implementation is a way that can solve problems in improving the quality of graduates. This is in line with the logical value system in the field because rationally the solution embodies a logical solution, compatible with facts and conclusions. appropriate according to the clear process and can be used as a problem solver in the KKN I curriculum implementation program in improving the quality of graduates.

#### Impact

In the implementation of the IQF curriculum in improving the quality of graduates, this is also in accordance with the physiological value system that manifests in elements, functions, sizes, strengths of change, locations where the implementation of the IQF curriculum in improving the quality of graduates has a positive impact on climate change. PTKIS must adapt to the needs of the community.

#### Recommendation

For Coordinators of Private Islamic Religious

Higher Education (PTKIS) Implementation, supervision, regulation, coaching and monitoring and evaluation activities should be carried out continuously, programmed and comprehensively and be able to carry out their roles and functions as administration, coordination, selection, recommendations, sanctions and innovation so that there are improvements and changes.

### Conclusions And Research Products

#### Conclusion

##### 1. General Conclusion

The implementation of the Indonesian National Qualifications Framework (KKNI) curriculum in improving the quality of graduates of Private Islamic Religious Universities (PTKIS) has been implemented, the curriculum system in PTKIS in general it has begun to change along with the development of the globalization era, but it is not maximal and not optimal and is not in accordance with the expectations that exist in society and the industrial world , because PTKIS has not emphasized the profile of its graduates, graduates do not yet have the minimum skills that must be mastered by students after pass, both aspects of attitude, work ability, managerial and responsibility, PTKIS has not fully implemented alumni search. But efforts to confront technological developments , organizationally and academically have been carried out because PTKIS as agents of change must produce graduates who can be absorbed by the industrial world. Although PTKIS in its educational concept has been results-based for address these needs. However, the most serious educational challenge today is internal roles and strategies bridging the gap between the educational process at Private Islamic Religious Higher Education and the world of

work and innovation needs. One approach that has been used to facilitate education at PTKIS is *Outcome-Based Education (OBE)*. *OBE* is an approach that emphasizes sustainability of the learning process in an innovative, interactive, and effective way. *OBE* effect on the entire educational process from curriculum design, formulation of goals and achievements learning, educational strategies, design of learning methods, assessment procedures, and educational environment/ecosystem has been empowered. Although PTKIS has focused on *Outcome-based education (OBE)*, it has produced transparent expectations for maximum results. Students can understand what they expect, and lecturers can understand what they need to show during learning process, lecturers provide quality teaching to students this is very important and has been implemented in all level of learning achievement, so that students can demonstrate all abilities needed to achieve results. At PTKIS OBE it does not specify a particular instructional methodology, lecturers are free to choose learning methodology according to the diversity among students by applying various teaching and assessment techniques because OBE is a centered learning model to students. Lecturers will facilitate students to understand concepts in any way (study guides, group work, collaborations, seminars, etc.) according to plan organized learning. Student participation in an institution is also an important component of OBE. Students

### **Models Visualization.**

measure precisely, students must try to learn on their own. Student engagement in the learning process will enhance the learning experience to get a variety outputs such as responsibility, independence, positive thinking, creative, innovative, and cooperation. Based on the results of field research related to the Indonesian national framework curriculum in improving the quality of PTKIS graduates, it can be generally concluded

not yet optimal and the quality of graduates has not been able to answer the challenges needed by the community, this is in accordance with the facts in the field that the quality of graduates of study programs is practically not absorbed in the industrial world, because not all graduates of study programs work according to their fields. The readiness of PTKIS in implementing the IQF curriculum is still relatively low and has not met expectations because since the IQF was rolled out there has not been any significant change. The impact of implementing the IQF curriculum in improving the quality of PTKIS graduates has an impact on improving lecturer performance, facilities and infrastructure, and development costs which in the end are able to improve the quality of graduates to become superior, competitive and acceptable in the world of work according to their areas of expertise. How can the impact of implementing the KKNi curriculum be positive for graduates and users of graduates so that the presence of PTKIS graduates can be directly felt by the world of work today

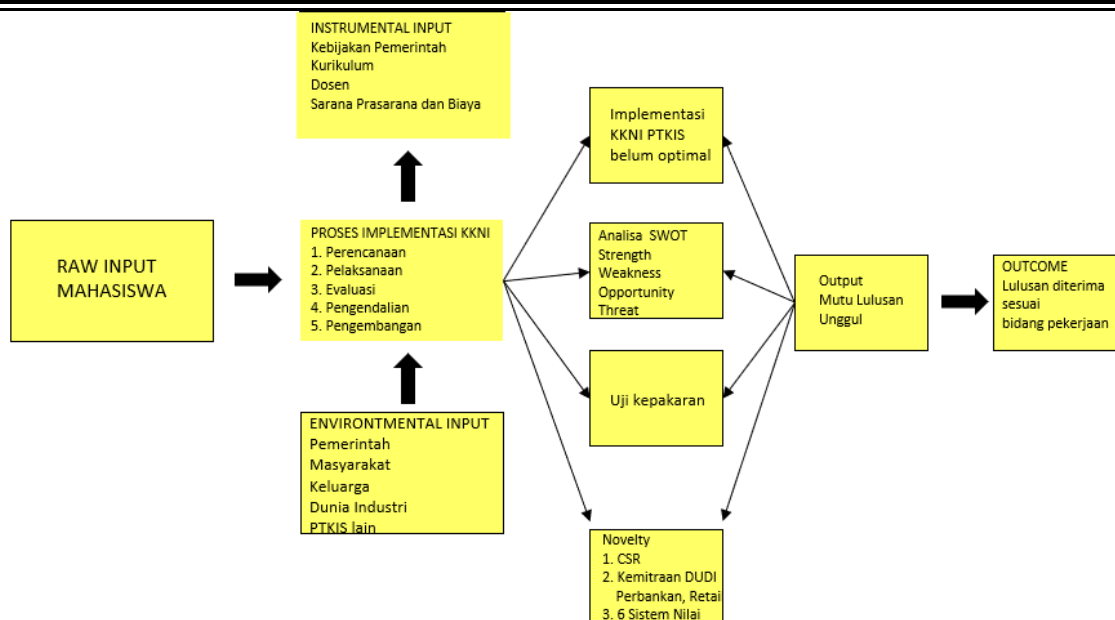


Figure 5.1 Development of a Hypothetical Model for the Implementation of the KKNI Curriculum in Improving the Quality of PTKIS Graduates

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