

IMPLEMENTATION OF INDONESIAN NATIONAL QUALIFICATION FRAMEWORK BASED CURRICULUM IN HIGHER ISLAMIC EDUCATION

Nur Ahid

IAIN Kediri

Jl. Sunan Ampel No.7 Ngronggo, Kediri Jawa Timur, Indonesia

Email: nurahid@iainkediri.ac.id

Nur Chamid

IAIN Kediri

Jl. Sunan Ampel No.7 Ngronggo, Kediri, Jawa Timur, Indonesia

Email: nurchamid_stain@yahoo.co.id

Received: 04, 2020. Accepted: 06, 2021. Published: 06, 2021

ABSTRACT

The era of globalization requires various sectors to make changes, including in the world of education. In higher education, the curriculum should be designed to comply with the Indonesian National Qualifications Framework (KKNI) to respond these changes. The curriculum is based on the framework of qualification levels which equalize, juxtapose, and unify learning outcomes with work experience into the types, forms and levels of higher education. This study aims to describe the implementation KKNI based curriculum for postgraduate program at the State Islamic Religious Institutions (PTKIN) in East Java. It applied descriptive-qualitative. The data were collected using observation, interview, and documentation techniques. The data were analysed using descriptive-qualitative analysis. The results shown that the implementation of KKNI based curriculum in postgraduate at PTKIN institutions in East Java took place from 2016 to 2020. The implementation began with socialization in the form of curriculum workshops. In those workshops, a curriculum draft and guidelines for its implementation were prepared. However, there were some in the implementation. One of them is that most of the lecturers did not understand the basic concepts of curriculum. To overcome this, intensive workshops were held to prepare syllabus, semester program plans and courses for each semester.

Keywords: Curriculum, Indonesian National Qualification Framework, Islamic Higher Education, Postgraduate Program, Quality Assurance

ABSTRAK

Era globalisasi menuntut berbagai sektor melakukan perubahan, termasuk Pendidikan, sehingga kurikulum di perguruan tinggi perlu dirancang sesuai dengan KKNI. Kurikulum yang didasarkan pada kerangka jenjang kualifikasi menyetarakan, menyandingkan, dan menyatukan hasil belajar dengan pengalaman kerja ke dalam jenis, bentuk, dan jenjang pendidikan tinggi. Penelitian ini bertujuan mendeskripsikan implementasi kurikulum berorientasi KKNI untuk program pascasarjana di PTKIN. Penelitian ini menggunakan pendekatan kualitatif. Pengumpulan data dilakukan dengan teknik observasi, wawancara, dan dokumentasi. Sementara itu, analisis data menggunakan analisis deskriptif. Hasil penelitian ini menunjukkan, implementasi kurikulum berorientasi KKNI di program pascasarjana PTKIN Jawa Timur dilaksanakan dari tahun 2016 hingga tahun 2020. Pelaksanaan kurikulum tersebut diawali dengan sosialisasi dalam bentuk workshop kurikulum. Kegiatan lokakarya menyusun rancangan kurikulum dan pedoman pelaksanaannya. Ada sejumlah masalah yang dihadapi diantaranya sebagian dosen belum memahami konsep dasar kurikulum berorientasi KKNI, sehingga dilaksanakan lokakarya pendampingan secara intensif sebagai solusinya.

Kata kunci: Kerangka Kualifikasi Nasional Indonesia, Kurikulum, Penjaminan Mutu, Perguruan Tinggi Islam, Program Pascasarjana

INTRODUCTION

The era of globalization has an impact on changes in all dimensions of social life, including education. Education is required to respond to and anticipate the development of labor market liberalization and the development of a science-based society (Kranthi, 2017). It is also required to be developed in line with the mobility of students and workers between countries. This kind of mobility poses a challenge for the education world to make quality comparisons between countries (Akpınar et al., 2017). It requires serious and continuous efforts from all countries to achieve this millennium development goals.

In the mid-1990s, job classification was developed to create a balance between demand and supply of a competent workforce. A number of countries have developed a system of skill and competency descriptors, such as in Austria a system called "AMS Qualifikation-klassifikation" was built, in Germany it is known as the "Kompetenzkatalog" system, in France it is known as the "ROME" system, in America it is known as the "O*NET" system." in Sweden it is known as Taxonomy-DB, and in Europe it is called "Job Mobility Portal". The entire system applied in many countries worldwide have one thing in common that is to obtain a standard competency profile descriptor in the form of employment or job opportunities. They have shared one thing in common that is to uphold and nurture the competency of future workers in the global context.

Indonesia has ratified various international conventions in various sectors, including education. The conventions include the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific. The scope of the international convention shows the demand for understanding of the international community in terms of employment qualifications. Each country participating in the convention requires a mutually understandable system of employment qualifications, called a qualifications framework. The qualification framework is an instrument that classifies a person's qualifications based on a set of criteria associated with the learning outcomes he has obtained. Society has been measuring the quality of education from the level of absorption in the world of work (Mashlahah, 2018). To date, there is no comprehensive measurement of quality that serves as a barometer for measuring graduates of religious sciences in PTKIN (Perguruan Tinggi Keagamaan Islam Negeri/State Islamic Higher Education) institutions.

When it comes to educational measurement, the measurement sometimes does not match with educational institutions with study programs that are not directly related to industrial world of employment. Unlike study programs with the aims to fulfill industrial world, social and religious studies study programs, as stated by Syam (2014) and Palestina, Pangan & Ancho (2020), cannot be measured for their quality based on the absorption of graduates in the world of work. They to some extent require slightly different measurement.

Educational measurement should go hand in hand with other stakeholders like industrial world. In Indonesia, the existence of a KKNI (Kerangka Kualifikasi Nasional Indonesia/ Indonesian national qualification framework) is expected to encourage the development of workers' skills, to facilitate the mobility of students and the workforce, and to increase a person's access to higher education and training levels throughout his life. The equivalence of the qualification system between countries participating in the convention can provide wider mobility, create international equivalence recognition of diplomas or certificates of competence produced by educational and training institutions, and will facilitate the exchange of students or experts. KKNI has been designed by the government in this context the Directorate General of Higher Education of the Ministry of Education and Culture. It took the initiative to develop KKNI which are comparable with other countries like in the Philippines is called the 2012 curriculum (K-12) (Abulencia, 2015; Roxanne & Adonis, 2020).

KKNI is the embodiment of the quality and identity of the Indonesian nation in relation to several systems including national education, national job training and the national equality assessment system. The qualification framework aims to produce human resources based on their learning outcomes. Those learning outcomes should showcase the profile of future worker in creating quality works and contributions in their field of work. PTKIN, including postgraduates' level, adapts the curriculum based on the regulations of the Government of the Republic of Indonesia through Presidential Regulation of the Republic of Indonesia No. 8 of 2012 and Law no. 12 of 2012 concerning Higher Education, and Government Regulation of the Republic of Indonesia Number 46 of 2019 concerning Higher Education (Jono, 2016).

PTKIN as a higher education institution is required to be able to measure its graduates so that the graduates have standardized learning achievement skills and they are able to meet the needs of the world of work and the needs of the community. KKNI has set the guidelines for graduates of higher education institutions where the graduates must be equivalent and relevant for the world of work (Khairiah, 2015; Anih, 2015). The graduate should possess standard of ability that is in accordance with their respective levels. For example, undergraduate student must be able to achieve abilities at the 6th level, masters student achieve the 8th level, and doctorate student achieves the 9th level (Sutrisno, 2016; Wahyuni et al., 2021). These levels of educational attainment require universities to translate and describe them in real terms, especially in the learning process and learning outcomes to achieve.

The law on higher education regulates that the curriculum belongs to university autonomy in its development. The curriculum serves as standard that PTKIN must refer to national standards that have been set as a benchmark for graduate outcomes (Mohanasundaram, 2018). PTKIN is expected to develop the curriculum which is in line with the KKNI for graduate and postgraduate degrees. However, many postgraduates affiliated to PTKIN institutions open new study programs. They do not demonstrate clearly what sorts of competencies that their graduates must achieve according to their respective levels. For example, master's degree graduates (level 8) have interdisciplinary and multidisciplinary abilities, doctoral graduates (level 9) have interdisciplinary, multidisciplinary and transdisciplinary abilities.

The issue of KKNI and curriculum development in Indonesian higher education system have been discussed by scholars. A number of researchers reported their studies on students' standard achievement in higher education. Siagian & Siregar (2018) conducted the study at the State University of Medan, Suradi & Amaliyah (2019) studied the issue at private universities in Bengkulu and Nurhadi, & Setiyawan (2017) examined students' competence in the Arabic language field. Nurjannah (2017) explored the issue at UIN Sunan Kalijaga Yogyakarta. The findings showed many difficulties to achieve standards in every level of education. These difficulties, among others, are the unpreparedness of educational institutions in facing the growing demands of the world of work. When applying KKNI, the KKNI-oriented curriculum development has shifted from competency achievement to learning outcomes achievement (Solikhah, 2015; Nugrahadi, Maipita, Ane, & Putra 2018; Maba, 2016; Muhammad & Ariani, 2020).

PTKIN institutions in East Java since 2012 have managed their Postgraduates programs to develop KKNI-oriented curriculum development. They have been given the mandate to implement the KKNI-oriented curriculum, although in reality, each postgraduate has different implementations. Some postgraduates started implementing the curriculum in 2016 and some applied it in 2018. They varied in terms of its implementation because they experience obstacles and problems that are typical to their institution. To date, there is a little research investigating the implementation of the KKNI-oriented curriculum in postgraduates, including at PTKIN East Java. This study aims to fill the gap by investigating the

implementation of the KKNI-oriented curriculum at PTKIN Postgraduate in East Java. In addition, it tries to explore the problems faced by the institutions and the solutions they offer to deal with the problems of the curriculum implementation.

METHOD

This study applied qualitative research which is theoretically influenced by the naturalistic-interpretive Weberian paradigm, the post-positivistic perspective of the critical theory group and post-modernism. This qualitative research sought to construct reality and understand its meaning, so that it paid attention to processes, events and authenticity. The presence of the researcher's value in qualitative research is explicit in limited situations, involving relatively few subjects.

The study deployed descriptive methods for data analysis. The research locations were purposively selected at PTKIN postgraduate studies in East Java, including: UIN (Universitas Islam Negeri/Islamic State Higher Education) Maulana Malik Ibrahim, Malang, UIN Sunan Ampel Surabaya, IAIN (Institut Agama Islam Negeri/Islamic State Higher Education) Tulungagung, IAIN Kediri, IAIN Madura, IAIN Jember, and IAIN Ponorogo. The data were collected through observation, interviews, and documentation. Observations were carried out by direct observation to postgraduate programs affiliated with UIN and IAIN institutions in East Java. In-depth interviews were conducted with the postgraduate director, deputy director, vice chancellor, and head of the quality assurance agency as internal stakeholders for the postgraduate program. Meanwhile, the documentation technique was related to the study of important documents related to the postgraduate KKNI-oriented curriculum at PTKIN institutions in East Java.

RESULTS AND DISCUSSION

This study has several findings to describe with respect to the implementation of KKNI-based curriculum implementation of postgraduate in PTKIN institutions in East Java. This study is going to describe the data collected concerning: the reference of the KKNI-oriented curriculum implementation, the implementation, and the problems and solutions offered to deal with the problems of the curriculum implementation of postgraduates at PTKIN institutions in East Java.

The Reference for KKNI-oriented Curriculum Development

The government of Indonesia has designed the policy of KKNI as a reference for competency qualification levels that graduate gain for their job recognition in the world of work. KKNI was formulated by the Minister of Education and Culture of the Republic of Indonesia in 2010 as a reference for curriculum development. Next, it was promulgated through Presidential Regulation No. 8 of 2012 concerning the Indonesian national qualification framework. Its presence serves as a general reference for how a graduate qualification is recognized in the world of work. This is based on Indonesia's need to immediately have a recognized qualification framework which is very urgent because the challenges and global competition in the national and international labor markets are increasingly challenging.

The industrial world continues to grow and the movement of workers to and from Indonesia is inevitable. It is for sure difficult to be regulated by protective rules or regulations. In this context, Indonesia needs to survive in the short and long term and should strive to move forward in the global economic arena. To achieve this, the country requires mutual and equal recognition in international arena. The international recognition on Indonesian human resources is critical points in the development of a national workforce qualification framework (Solikhah, 2015). KKNI, as stated in Presidential Decree No. 8 of 2012 Article 1 Paragraph (1)

is an effort to achieve equal competency qualifications that can pair, equalize, and integrate the education and job training fields in accordance with the work structure in various sectors.

There are three strategies to develop KKNI. First, KKNI adheres to a strategy of equal qualification of one's qualifications obtained from the world of formal, non-formal, informal education and work experience. Second, KKNI recognizes the qualifications of diploma holders who will work or continue their education abroad, exchange experts and cross-border students or diploma holders from abroad who work in Indonesia. Third, KKNI recognizes the equality of qualifications for learning achievements in various scientific fields at the level of higher education, both in the academic, vocational, professional education pathways, as well as through career development that occurs in work strata, industry or professional associations (Solikhah, 2015).

KKNI consists of nine qualification levels which their description levels are elaborated in accordance with the Presidential Decree No. 8 of 2012. They are described in Figure 1.

1. From levels one to three. They are grouped into operator positions which are occupied by elementary, middle, and high school graduates.
2. From levels four to six. They are grouped into technician or analyst positions which are occupied by graduates of D1, D2, D3, D4, and Bachelor's degrees.
3. Level seven is grouped into expert positions which are occupied by graduates of professional education.
4. Level eight is grouped into expert positions occupied by master or specialist level one graduates.
5. Level nine is grouped into expert positions which are occupied by doctoral graduates or specialists' level two.

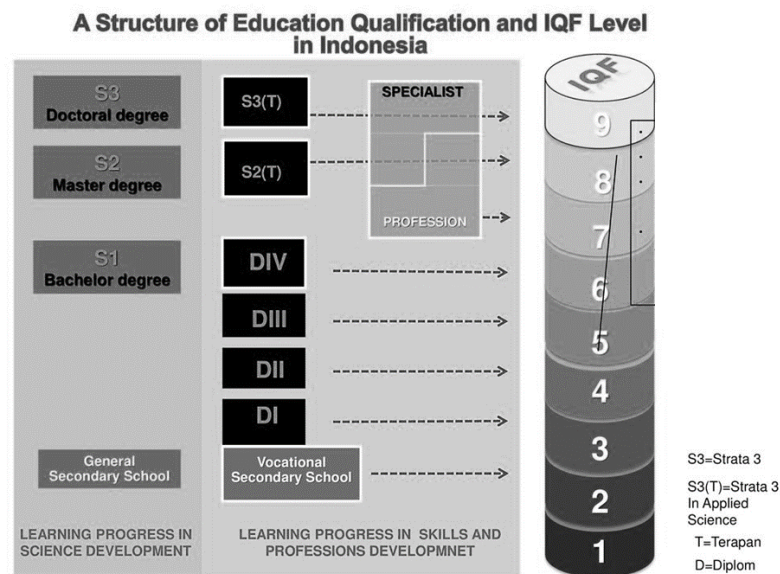


Figure 1. Description of KKNI According to Presidential Regulation No. 8 Year 2012 (Rifandi, 2017)

Based on the results of observations and documentation studies, the KKNI-oriented curriculum held by PTKIN postgraduates in East Java referred to the description of Presidential Regulation no. 8 of 2012, especially for career development at level 8 and level 9. This was explained by the Postgraduate Director of IAIN Madura, that the implementation of the KKNI-oriented curriculum in all PTKIN, including at IAIN Madura referred to Presidential Regulation No. 8 of 2012. In Postgraduate program, curriculum achievement is at level 8 (specialist 1) and level 9 (specialist 2). Based on the KKNI-oriented curriculum, the

PTKIN postgraduate program in East Java produces master's and doctoral graduates who can compete widely according to the expertise of the graduates (Akhyak, personal communication, 23-25 July 2020).

The Implementation of KJNI-oriented Curriculum Development

KJNI-oriented curriculum is implemented through eight stages. Based on the results of observations and documentation studies, the eight stages include: determining the profile of graduates, formulating learning outcomes, formulating competency of study materials, designing the courses, preparing curriculum frameworks, and preparing lecture plans. Based on the the interview, the Postgraduate Director of the UIN Sunan Ampel emphasized that the entire implementation of the KJNI-oriented curriculum refers to the regulations of the Ministry of Education and Culture adopted by the Ministry of Religion. The eight steps for implementing KJNI-oriented curriculum include: determining graduate profiles, formulating learning outcomes, formulating competency of study materials, designing courses, preparing curriculum frameworks, and preparing lecture plans (Asroah, personal communication, 13 July 2020).

In addition, there are a number of requirements that need to be met at every level (high school to university) so that they can distinguished in terms of their learning outcomes and achievement. Things to consider including learning outcomes, number of credits, minimum study time, compulsory subjects to achieve learning outcomes with general competencies, process student-oriented learning, assessment accountability, and there needs to be a diploma supplement; certificate of supplementary diploma and transcript. Based on the interview, the Postgraduate Director of IAIN Ponorogo emphasized that each level of education has different levels. It is necessary to distinguish aspects related to learning outcomes, number of credits, minimum study time, compulsory subjects to achieve learning outcomes with general competencies, learning processes that are student-oriented, assessment accountability, and there needs to be a diploma supplement; certificate complementary diploma and transcript (Wijaya, personal communication, 28 July 2020).

The PTKIN postgraduate study in East Java in terms of learning achievement refers to the National Higher Education Standard Number 44 of 2015. The learning achievement can be realized in the eight stages of the KJNI-oriented curriculum which have been described. The eight stages are designed to ensure that learning achievement can be guaranteed. Students should have mastery and competencies as stated and demonstrated in their learning achievement.

The KJNI-oriented curriculum has actually been signed by the President of the Republic of Indonesia Number 8 of 2012. The nine-year period of determining the KJNI-oriented curriculum confirms the ability of PTKIN postgraduates in East Java to carry out the presidential mandate in various ways. For example, the Postgraduate of UIN Maulana Malik Ibrahim Malang began implementing KJNI-oriented curriculum in 2019 by conducting a review of the postgraduate curriculum. Then in the same year, the institution has compiled a curriculum guide book oriented to the KJNI as a guide for lecturers in making semester program plans. This guidebook is expected to meet the need of both the students and the lecturers when it comes to semester learning process.

The guidebook for the preparation of the KJNI curriculum is considered imperfect. It was designed to secure the implementation of the KJNI curriculum to be delivered to the lecturers. All postgraduate lecturers at UIN Maulana Malik Ibrahim Malang have made Learning Plan for the semester according to KJNI. There were some lecturers who did not make it for reasons that are too complicated, administrative in nature, and others. Each student received a learning plan from the lecturer for each subject received at the beginning of

the course. It helps students to know in advance how the course look like and what it takes for students to accomplish the learning process in the semester.

At IAIN Tulungagung, the postgraduate program has implemented KKNI-oriented curriculum since 2018. It began with organizing a KKNI-oriented curriculum workshop by bringing in expert resource persons. Then the campus compiled a KKNI-oriented curriculum guidebook. Based on the manual, all Postgraduate lecturer are required to make learning which refer to KKNI. Every lecturer is obliged to submit the syllabus and learning plan to the department. All students had their learning plan as a reference for lectures to delivered the material at the beginning of the lecture. This process helps students to have a confidents steps in learning in the semester.

At IAIN Kediri, the postgraduate program had implemented KKNI-oriented curriculum since 2020. It started with the organization of a KKNI-oriented curriculum workshop in 2018 by bringing in expert resource persons. The implementation of the KKNI-oriented curriculum has not yet referred to a special guidebook, except for outline signs and examples in making lesson plan. All lecturers were required to prepare semester learning plan based on these requirements. Each student had received syllabus that had been prepared by the lecturer of each course at the beginning of the lecture. (Ahid, personal communication, 1-2 July 2020).

At IAIN Madura, the KKNI-oriented curriculum has been implemented at the Postgraduate since 2020. The implementation of the KKNI-oriented curriculum began by achieving equal perceptions through joint workshop activities for both undergraduate and graduate within IAIN Madura. The implementation of the curriculum referred to the guidebook for the preparation of the KKNI-oriented curriculum semester learning plan in a simple way. All lecturers were required to make semester learning plan which refers to the KKNI-oriented curriculum which is used as a reference for students. Each student received the document compiled by the lecturer and accepted at the beginning of the lecture.

At UIN Sunan Ampel Surabaya, the KKNI-oriented curriculum has been implemented since 2020. The implementation of the KKNI-oriented curriculum began by achieving equal perceptions through joint workshop activities for both undergraduate and graduate within IAIN Madura. The implementation did not refer to the guidebook for the preparation of the KKNI-oriented curriculum because there was no guidance book available. All lecturers were required to make semester learning plan document referring to the KKNI-oriented curriculum. Each student received the document compiled by the lecturer and accepted at the beginning of the lecture.

At IAIN Jember, the KKNI-oriented curriculum has been implemented since 2019. Before it was implemented, a KKNI-oriented curriculum workshop was held by bringing in expert resource persons. The implementation of the KKNI-oriented curriculum referred to the guideline Preparation of the KKNI-oriented curriculum for semester learning plan. All lecturers were required to make the document by referring to the KKNI-oriented curriculum and report it to the postgraduate office. This step was taken to ensure that the learning process will run smoothly and serve students' need.

At IAIN Ponorogo, the KKNI-oriented curriculum has been implemented since 2016. It began with the organization of a KKNI-oriented curriculum workshop. The implementation of these curricula refered to the Guideline for the Preparation of the KKNI-oriented curriculum for semester learning plan document. All postgraduate lecturers at IAIN Ponorogo were required to implement a KKNI-oriented curriculum and prepare the document according to the KKNI-oriented curriculum. Each student received the document for each course that has been prepared by the course lecturer.

Problems and Solutions for KKNI-Oriented Curriculum Implementation

Every time the government issues a policy; it always provides accompanying steps and regulation. They have been designed to ensure that the policy can be accepted and be implemented in an effective manner. The KKNI-oriented curriculum guidebook within the Ministry of Religion of the Republic of Indonesia was published in 2018. However, the Presidential Regulation of the Republic of Indonesia regarding KKNI-oriented curriculum was issued in 2012. There were six-year period before the implementation which brought the effect for the PTKIN institutions to implement the curriculum.

The present study found several problems that PTKIN postgraduates in East Java experienced. The problem related to the curriculum implementation guidelines in each postgraduate institution. The guidelines serve as a derivative from the document compiled by the Directorate General of Islamic Higher Education as well as the readiness and commitment of lecturers as lecturers at PTKIN.

At the Postgraduate Program UIN Maulana Malik Ibrahim Malang, this study found that there were problems related to the implementation of KKNI- oriented curriculum development. One of them has something to do with the readiness of the lecturers to teach courses, especially among senior lecturers. Based on the interview, the Postgraduate Director indicated that the Postgraduate faced a number of problems in the implementation of the KKNI-oriented curriculum development. There were lecturers who did not have the literacy related to KKNI-oriented curriculum. Most of them did not use the KKNI-oriented curriculum semester learning program. This problem should be tackled by the institution to ensure that the curriculum implementation achieve what it is supposed to achieve.

Based on the interview, this study found that there were most senior lecturers who did not use the KKNI-oriented curriculum because they faced burden with administrative requirements. They did not want to focus more on administrative matters because they thought that the essence of lecture is to convey content and readiness to provide lecture material. This problem shows that there were a small number of lecturers who were mentally and academically less adaptive in adjusting the new rules as the demands of the new curriculum (Sumbulah, personal communication, July 20-21, 2020).

At Postgraduate IAIN Tulungagung, this study found several problems. Based on the observation, this study found that the problems related to the planned semester program that the lectures did not meet in terms of the target. This can be seen from the results of interview with the Postgraduate Director of IAIN Tulungagung. He emphasized that the achievement of the KKNI-oriented curriculum is not easy, especially the final achievement of the lectures as mandated by the KKNI-oriented curriculum. A number of problems occur among others, the final target of lecture papers that can be published in national and international journals. The publication was not achieved according to the target (Akhyak, personal communication, 23-25 July 2020). Postgraduates have expectations that students, apart from writing mini-research, also publishing articles in journals, both nationally and internationally.

At IAIN Kediri this study also found several problems. The results of observations show that the problem of implementation KKNI-oriented curriculum related to the curriculum guidebook issued by the Directorate General of Islamic Religious Education and Ministry of Religion of the Republic of Indonesia. Each educational institution must prepare a derivative guideline to implement KKNI-oriented curriculum according to the specifics of the institution. Another problem relates to the integrity and literacy of lecturers towards the implementation of the KKNI-oriented curriculum within the Ministry of Religion of the Republic of Indonesia.

The data related to the problems of implementation is in accordance with the results of an interview with the Postgraduate Director of IAIN Kediri. He emphasized that a number of

problems related to the implementation of the development of the KKNI-oriented curriculum at the Postgraduate of IAIN Kediri, among others: the KKNI-oriented curriculum guidebook has not been published by the IAIN Kediri postgraduate as a derivative of the guidebook that was designed by the Director General Islamic Higher Education in 2018. In addition, most lecturers have not prepared a semester learning plan that refers to the KKNI-oriented curriculum (Ahid, personal communication, 9-10 July 2020).

At IAIN Madura the present study found several problems when it comes to the implementation of KKNI-oriented curriculum development. The main problem related to the literacy of the lecturers who did not understand the KKNI-oriented curriculum. The lack of literacy of the lecturers towards the KKNI-oriented curriculum has a broad impact on curriculum development, material development, and the development of semester program plans. This caused a shock therapy for some lecturers when they were asked for a course development program according to the demands of the KKNI-oriented curriculum.

The data related to the problems of the implementation is in accordance with the results of an interview with the Postgraduate Director of IAIN Madura. He showed that the implementation of the KKNI-oriented curriculum in their campus encountered a number of problems, including some senior lecturers who did not understand the KKNI-oriented curriculum well. So that lecture activities did not refer to the syllabus applicable in the curriculum. In addition, most of the lecturers, as a result of a lack of understanding of the KKNI-oriented curriculum, did not compile and submit a syllabus or semester learning plan to the postgraduate administration, so they were categorized as lecturers with no administrative discipline (Syarif, personal communication, 7 August 2020).

At UIN Sunan Ampel Surabaya, this study found several problems in the implementation of KKNI-oriented curriculum development. Based on the results of observations and document studies, there were no guidelines to implement KKNI-oriented curriculum. This caused the implementation of KKNI-oriented curriculum was not optimal. In addition, the literacy of lecturers concerning KKNI-oriented curriculum was very low so that learning activities still referred to the old or previous syllabus. Their improper knowledge concerning the curriculum might be burden for the institution to implement the curriculum.

Data from the observation was supported by the data from the interview with the Head of the Postgraduate Study Program. The head confirmed that the problems related to the development of KKNI-oriented curriculum were, among others, there was no KKNI-oriented curriculum guide book as a reference published by the institution. Another problem is that there were some lecturers who did not understand the KKNI-oriented curriculum, so the semester learning plan they used was based on their creativity (*ijtihad*) of the respective lecturers (Asroah, personal communication, 13 July 2020).

At IAIN Jember, this study found several problems to implement the KKNI-oriented curriculum. The problem was slightly different from other postgraduates at PTIKIN institutions in Ministry of Religion in East Java. The first problem related to a small number of lecturers who did not understand the essence and nature of the KKNI-oriented curriculum so that learning activities did not refer to the syllabus or semester learning plan in accordance with the KKNI-oriented curriculum. Another problem relates to a small number of lecturers who were concerned that the courses they taught are missing or the number of their credits would be reduced.

The data from observation is corroborated by the data from interviews with the Postgraduate Director of IAIN Jember. The director mentioned that the problem of KKNI-oriented curriculum development had something to do with a small number of lecturers who did not understand the curriculum. Consequently, the lecturers carried out activities referring to the previous/old syllabus or semester learning plan. Another problem is that there were a

small number of lecturers fighting over the courses they usually teach. This problem would not occur if the course lecturer understood KKNI-oriented curriculum correctly (Soebahar, personal communication, August 5, 2020).

At IAIN Ponorogo, this study found several problems concerning the implementation of KKNI-oriented curriculum development. The problems related to the lecturers who did not understand the essential and crucial concepts of the KKNI-oriented curriculum. The results of these observations are relevant with the results of the interview with the Postgraduate Director. The director emphasized that the problem of developing an KKNI-oriented curriculum was closely related to the lecturers. There were a small number of lecturers who did not understand the curriculum. Given this situation, the learning activities were not in accordance with the demands of the KKNI-oriented curriculum syllabus or semester learning plan (Wijaya, personal communication, 28 July 2020). A similar opinion was expressed by the Vice Chancellor for Academic Affairs. He stated that one of the problems aspects of the lecturers who had not yet formed their understanding on the new curriculum (Basuki, personal communication, 28 July 2020) (Basuki).

The present study has described the problems related to the implementation of KKNI-oriented curriculum development at postgraduate program in PTKIN institutions in East Java. It also found several solutions that the institutions deployed to cope with the problems. In general, this study found that the problems were solved by various academic activities in PTKIN institutions. First, organizing KKNI-oriented curriculum workshops. The workshop activity began with the socialization of the new curriculum with a change in mindset that needed to be implemented by the entire academic community. The workshop activity is a forum to achieve proper perceptions for all lecturers in achieving educational activities (learning) in higher education. The implementation of the KKNI-oriented curriculum as described in the workshop is a law mandate that must be implemented by all lecturers and students, so that the KKNI derivatives must be implemented by lecturers and students. Lecturers, for example, must arrange learning activities in accordance with the guidelines for the KKNI-oriented curriculum.

The data was supported by the explanation from the Postgraduate Director UIN Maulana Malik Ibrahim Malang. The workshop for KKNI-oriented curriculum is part of the follow-up to the socialization of the new curriculum before it was implemented in the PTKIN institutions in the Ministry of Religion of the Republic of Indonesia. The activity aimed to achieve proper perception of the academic community, starting from lecturers to students concerning the curriculum. A change in the curriculum paradigm requires a change in the mindset of lecturers and students in achieving educational goals at PTKIN. It also served as a place for mentoring lecturers as providers of education and learning for their students. This assistance is related to competency achievement, syllabus preparation, semester learning plan preparation, and so on that are in accordance with the paradigm and demands of the KKNI-oriented curriculum (Sumbulah, personal communication, 20-21 July, 2020).

Second, preparing KKNI-oriented curriculum guideline and its implementation in each postgraduate PTKIN. The implementation guidebook was designed to describe KKNI-Oriented Curriculum Implementation which is mandated by the law issued by the Directorate General of the Ministry of Religion of the Republic of Indonesia. The guidebook serves as a guide for curriculum implementation throughout PTKIN in Indonesia. These manuals can also be referred to as technical guidelines, so that educational activities throughout PTKIN, including postgraduates, refer to these guidelines.

The data is in accordance with the assertion from the Postgraduate Director of IAIN Jember. He mentioned that the implementation of educational activities, regardless of the type of institution, must be supported by clear guidelines. The KKNI-oriented curriculum

development also needs to be supported by the guidelines as a reference for organizing activities. At Postgraduate IAIN Jember, the KKNI-oriented curriculum was confirmed by a guidebook compiled by the academic team as a result of recommendations from workshops. The guidebook serves as guidance for the implementation of education at the institution until the preparation of the semester learning plan is explained in detail (Soebahar, personal communication, August 5, 2020).

Based on the findings of this study, it can be explained that the KKNI-oriented curriculum provides nine levels of qualifications, starting from level one qualification as the lowest qualification and level nine qualification as the highest qualification. The determination of level one to nine is carried out through a comprehensive mapping of labor conditions in Indonesia in terms of the needs of producers (supply) and users (demand) of labor. The descriptors of each qualification level are adjusted to take into account the overall condition of the country, including the development of science, technology and the arts, the development of sectors supporting the economy and the welfare of the people such as industry, agriculture, health, law, and others, as well as other aspects. The aspect of building national identity is reflected in *Bhineka Tunggal Ika* (philosophy of the state), a commitment to continue to recognize the diversity of religion, ethnicity, culture, language and art as the characteristics of the Indonesian nation.

The qualification level set in KKNI with level nine as the highest level does not indicate that the highest level of KKNI is higher than the qualification level set in other countries/region like Europe (8 levels) and Hong Kong (7 levels) or vice versa lower than the qualification level in New Zealand (10 levels). The grading shows that the qualifications in the KKNI-oriented curriculum are designed to enable each level of qualification to be in accordance with the shared needs between producers and users of higher education graduates, the current culture of education/training in Indonesia as well as graduate degrees of each higher education pathway applicable in Indonesia.

In its development, KKNI-oriented curriculum is positioned as a mean to achieve equality in terms of learning outcomes obtained through formal, informal, and non-formal education with work competencies achieved through training outside the realm of the ministry. This can be through formal education, professional development, career advancement in industry, the world of work or through the accumulation of individual experiences. The KKNI-oriented curriculum in this context can be used as a reference by stakeholders related to human resource development in their environment or by the wider community for individual career planning.

The formal education sector, for example, can use KKNI as a reference in planning the higher education system in Indonesia. This may help to position properly the graduates' abilities in one of the qualification levels set in KKNI and to estimate their equivalence with career paths in the world of work. This can be useful in planning the development of a more comprehensive relevance of higher education. KKNI can be used as a guide by professional associations to make adjustments and assessments of equality at the national level regarding the criteria for abilities that have been previously owned. Other sectors such as the business world, government bureaucracy, industry, and others also need the KKNI as a guide for planning more comprehensive human resource management, whether related to the career system, remuneration or new recruitment patterns.

In KKNI, each level of qualification is conceptually composed of four main parameters, namely work skills, scope of knowledge, methods, and level of ability in applying the knowledge as well as managerial abilities. The four parameters in each level are arranged in the form of a description called the KKNI descriptor. The nine levels of the KKNI are

descriptors that explain a person's rights, obligations and abilities in carrying out a job or applying their knowledge and expertise.

Within KKNi framework, work skills or competencies are defined as abilities in the cognitive, psychomotor, and affective domains that are fully reflected in behavior or in carrying out an activity. In determining a person's level of competence, the elements of abilities in the three domains should be taken into consideration. The scope of knowledge is a formulation of the level of breadth, depth, and complexity/sophistication of certain knowledge that must be possessed. The level a person's qualifications in the KKNi is formulated to indicate the wide, deep, and sophisticated the knowledge/scientific that someone has. Methods and level of ability indicate the ability to utilize knowledge, skills, and methods that must be mastered in carrying out a particular task or job, including intellectual skills.

CONCLUSION

Based on the findings of this study and analysis, it can be concluded that the KKNi-oriented curriculum at PTKIN Postgraduate in East Java was implemented at different times. In other words, there was no specific and similar schedule in terms of its implementation across the institutions. There are several steps of the curriculum implementation in the institutions. The implementation of the curriculum started from socialization to the campus academic community and organizing workshops on the preparation of the KKNi-oriented curriculum. The results of the workshop gave birth to a number of rules for lecturing activities as outlined in the KKNi-oriented curriculum implementation guidebook. The implementation of the KKNi-oriented curriculum at the practical level encountered a number of problems, among others, the guidebook for implementing the KKNi-oriented curriculum has not been fully implemented because there were postgraduates' institution that have not ratified the guidebook, and some have not been duplicated. In addition, some lecturers did not have a sense of task, so that the regulation of the KKNi-oriented curriculum was carried out on their own initiative. The institutions have made their attempts to tackle the problems. One of the breakthroughs among others, providing assistance and re-socialization in informal events for the lecturers in the institution to help them master the curriculum.

BIBLIOGRAPHY

- Abulencia, A. (2015). The Unraveling of K-12 Program as an Educational Reform in the Philippines. *South-East Asian Journal for Youth, Sports & Health Education*, 1(2). Retrieved on March, 25 from www.researchgate.net/publication/283084339.
- Akpınar, B., Batdı, V., Özeren, E., & Kirilmazkaya, G. (2017). The Meaning Crisis of Curriculum in Information Age. *International Journal of Information and Education Technology*, 7(9), 661–664. <https://doi.org/0.18178/ijiet.2017.7.9.949>
- Anggraini, H. G. (2014). Analisis Output dan Outcome Bidang Pendidikan. *Jurnal Pendidikan Ekonomi Dinamika Pendidikan*, IX(1), 70–82. <https://doi.org/10.15294/dp.v9i1.3357>
- Anih, E. (2015). Manajemen Implementasi Kebijakan Pengembangan Kurikulum di Perguruan Tinggi Berbasis Kompetensi. *JUDIKA: Jurnal Pendidikan Unsika*, 3(1), 1–21. Retrieved from <https://journal.unsika.ac.id/index.php/judika/article/view/196>
- Cruz, A. C. V., Madden, P. E. & Asante, C. K. (2018). Toward Cross-Cultural Curriculum Development: An Analysis of Science Education in the Philippines, Ghana, and the United State. *Intercultural Studies of Curriculum: Theory, Policy and Practice*, 37-57. https://doi.org/10.1007/978-3-319-60897-6_3
- Fatoni, A. (2015). Manajemen Pengembangan Kurikulum Berbasis KKNi. *Al-Idarah: Jurnal Kependidikan Islam*, 5(1), 76–91. <https://doi.org/10.24042/alidarrah.v5i1.755>

- Fitri, A. Z., Nafis, M., and Mujib. F. 2019. Integration of Walisongo's Da'wah Spirit with Science in Indonesian National Qualification Framework Based Curriculum. *El-Harakah: Jurnal Budaya Islam*, 21 (1), 57-68. <https://doi.org/10.18860/el.v21i1.5926>
- Galang, A. (2020). Philippine K To 12 Curriculum and Programme for International Student Assessment (PISA) 2018 Reading Literacy Parallelism and Teaching-Learning Experiences. *ETERNAL: English, Teaching, Learning and Research Journal*, 6 (02), 275-296. <https://doi.org/10.24252/Eternal.V62.2020.A7>
- Haris, A. (2019). Penerapan Kurikulum Berbasis KKNI pada Program Studi Pendidikan Agama Islam. *Al-Furqan: Jurnal Studi Pendidikan Islam*, 7(2), 63–81. Retrieved from <http://ejournal.kopertais4.or.id/sasambo/index.php/alfurqan/article/view/3440>
- Jaca, C. Ann. Et.al. (2018). Thematic Analysis of Selected Published Researches in Curriculum and Instruction. *International Journal of Education and Research*, 6 (10), 31-36. Retrieved from <https://www.ijern.com/October-2018.php>
- Jono, A. A. (2016). Studi Implementasi Kurikulum Berbasis KKNI pada Program Studi Pendidikan Bahasa Inggris di LPTK Se-Kota Bengkulu. *Jurnal Manbaj*, 4(1), 57–68. <https://doi.org/http://dx.doi.org/10.1161/mhj.v4i1.148.g136>
- Khairiah. (2015). Pengaruh Implementasi Kurikulum Berbasis KKNI terhadap Peningkatan Mutu Pendidikan PTAIN. *Jurnal Nuansa*, VIII (2), 171–184. <https://doi.org/10.29300/nuansa.v8i2.395>
- Kranthi, K. (2017). Curriculum Development. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 22(2), Ver. III, 01-05. <https://doi.org/10.9790/0837-2202030105>
- Lubis, A. F. 2020. Manajemen Kurikulum Berbasis Kerangka Kualifikasi Nasional Indonesia (KKNI) Di Perguruan Tinggi Islam, Al-Tanzim. *Jurnal Manajemen Pendidikan Islam*, 4 (2), 146-158. <https://doi.org/10.33650/al-tanzim.v4i2.1248>
- Maba, W. (2016). Kurikulum Sarjana Berbasis KKNI Mengubah Mindset Pengajaran Menjadi Pembelajaran. *Jurnal Bakti Saraswati*, 5(1), 85–87. Retrieved from <https://media.neliti.com/media/publications/75588-ID-kearifan-budaya-lokal-perekat-identitas.pdf>
- Mashlahah, A. U. (2018). Penerapan Kurikulum Mengacu Kkni dan Implikasinya terhadap Kualitas Pendidikan di PTKIN. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 13 (1), 227-248. <http://dx.doi.org/10.21043/edukasia.v13i1.5717>
- Mohanasundaram, K. (2018). Curriculum Design and Development. *Proceedings of the Conference on "Recent Trend of Teaching Methods in Education"*, 84-86. <https://doi.org/10.21839/jaar.2018.v3iS1.156>
- Muhammad, I. & Ariani S., (2020). The Development of KKNI-Based Curriculum at the Arabic Language Education Programs in Indonesian Higher Education. *Jurnal Ilmiah Peuradeun*, 8 (3), 451-474. <http://dx.doi.org/10.26811/peuradeun.v8i3.543>
- Nugrahadi, E. W., Maipita, I., Ane, L., & Putra, P. D. (2018). Analisis Implementasi Kurikulum Berbasis KKNI di Fakultas Ekonomi UNIMED. *Jurnal Niagawan*, 7(1), 8–13. <https://doi.org/10.24114/niaga.v7i1.9349>
- Nurdin, H. S. (2018). Pengembangan Kurikulum dan Rencana Pembelajaran Semester (RPS) Berbasis KKNI di Perguruan Tinggi. *Jurnal Al-Asblab*, 2(1), 21–30. <https://doi.org/10.31958/jaf.v5i1.813>
- Nurhadi, & Setiyawan, A. (2017). Model Penerapan Kerangka Kualifikasi Nasional Indonesia (KKNI) Sebagai Penguatan Mutu Program Studi Pendidikan Bahasa Arab. *Al Mahāra Jurnal Pendidikan Bahasa Arab*, 3(2), 219–238. <https://doi.org/10.14421/almahara.2017.032-02>

- Nurjannah, (2017). Pengembangan Kurikulum Berbasis Kerangka Kualifikasi Nasional Indonesia (KKNI) pada Fakultas Dakwah dan Komunikasi UIN Sunan Kalijaga Yogyakarta. *Hisbah: Jurnal Bimbingan Konseling dan Dakwah Islam* 14(1), <https://doi.org/10.14421/hisbah.2017.141-08>
- Palestina, R. L., Pangan, A. D. & Ancho, I. V. (2020). Curriculum Implementation Facilitating and Hindering Factors: The Philippines Context. *International Journal of Education*. 13 (2), 91-92. <https://doi.org/10.17509/ije.v13i2.25340>
- Rifandi, A. (2017). *Indonesian Qualification Frameworks & Graduate Competences of Diploma III Vocational Education of Polytechnic in Indonesia*. Dhaka: International Conference .
- Roxanne T. & Adonis P. D. (2020). Filipino Teachers' Experiences as Curriculum Policy Implementers in the Evolving K to 12 landscape. *Issues in Educational Research*, 30(1), 19-34. Retrieved from <https://eric.ed.gov/?id=EJ1243578>
- Siagian, B. A & Siregar, G. N. S. (2018). Analisis Penerapan Kurikulum Berbasis KKNI di Universitas Negeri Medan. *Pedagogia: Jurnal Ilmu Pendidikan*, 16(3), 327-342. <https://doi.org/10.17509/pgdia.v16i3.12378>
- Solikhah, I. (2015). KKNI dalam Kurikulum Berbasis Outcomes. *Lingua*, 12(1), 1-22. <https://doi.org/10.30957/lingua.v12i1.68>
- Suradi, A. & Amaliyah A. (2019). Aktualisasi Kurikulum Kerangka Kualifikasi Nasional Indonesia: Studi di Perguruan Tinggi Keagamaan Islam Swasta Bengkulu. *Nuansa: Jurnal Studi Islam dan Kemasyarakatan*, 12 (2), 232-244. <https://doi.org/10.29300/nuansa.v12i2.2761>
- Sutrisno, (2016). *Desain Kurikulum Perguruan Tinggi Mengacu Kerangka Kualifikasi Nasional Indonesi*. Bandung: Remaja Rosdakarya.
- Syam, N. (2014). *Dari Bilik Birokrasi: Esai Agama, Pendidikan, dan Birokrasi*. Bekasi: PT Senama Sejahtera Utama.
- Wahyuni, S., Khadijah., Budianti, Y., Maisarah. (2021). Pengembangan Kurikulum Merujuk KKNI pada Prodi PIAUD. *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini*, 4(1), 14-30. <https://doi.org/10.24042/ajipaud.v4i1.8334>