CURRICULUM REFERS TO KKNI AT THE PGMI STUDY PROGRAM AT UIN RADEN FATAH PALEMBANG

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Article Info	ABSTRACT
	In accordance with PP No. 8 of 2012 and the Minister of Education and Culture of the Republic of Indonesia No. 73 of 2013 requires universities to implement a curriculum that refers to the IQF. In the PGMI study program, UIN Raden Fatah Palembang has implemented a curriculum system that refers to the KKNI. This study aims to determine the application of the curriculum referring to the KKNI in the PGMI study program of UIN Raden Fatah Palembang. The research method used in this study is a descriptive qualitative approach. Where in this study, researchers look for sources of descriptive data in the form of words or opinions from research subjects. Data collection was carried out by interview and observation methods. The analysis technique of data collection, presentation and conclusion. Data analysis was carried out on data collection and after all were collected. The results show that in general the KKNI curriculum has been implemented in the PGMI UIN Raden Fatah Palembang study program which is decent and good.

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1. PRELIMINARY

At this time learning in the university environment has made many changes that are already good, which refers to the Republic of Indonesia Law no. 12 of 2012 concerning Higher Education. But previously, the government has implemented Law No. RI. 20 of 2003 concerning the National Education System and the Republic of Indonesia Law no. 14 of 2005 concerning Teachers and Lecturers. Legislation that discusses higher education is a challenge in itself to develop more optimal goals for universities. Then seen from Permendikbud No. 73 of 2013 was initiated by the government for a legal basis which requires the application of the IQF in the curriculum of higher education institutions in Indonesia. For universities as producers of educated human resources, it is necessary to measure their graduation to match the learning outcomes that have been formulated in the IQF qualification level and the competency standards set. [1]. Learning Education is a form of human awareness to explore and develop potential and skills from elementary school to university [2].

Education is trying to create a conscious and planned learning atmosphere and learning process, so that students can actively develop their potential, have religious spiritual strength, self-control, individuality, self. society, and the state, as well as the wisdom, noble character, and skills needed by the state [3]. The curriculum is essentially a program that is planned and implemented to achieve certain educational goals. The curriculum is developed by covering curriculum components that make up the curriculum system itself, namely components: objectives, materials, methods, students, educators, media, environment, learning resources, and others. The components of the curriculum must be developed so that educational goals can be achieved properly [4]. In the development of the IQF curriculum, it is placed to equalize learning achievements obtained from informal, formal, or non-formal education with work competencies achieved through training outside the realm of the ministry of national education, this can be obtained through formal education, professional fields, increasing individual experience [5].

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Curriculum implementation KKNI system actually clarifythe results of the profile of graduates in each program of study and the achievements of her, then what is obtained when after a college student so that in preparing curricula capable based on the needs and competencies are initiated by Prodi [6]. How important it is in implementing the IQF system curriculum, seen from the competency standards of students and study programs.From this statement, in making a curriculum for universities,they will feel the possibility of differences in the results obtained because there are already national learning achievement regulations . So that students from the PGMI study program graduates at UIN Raden Fatah Palembang with students from other PGMI study programs, there is no significant difference in the quality produced.[7] The college curriculum has several important components, namely, first, what learning outcomes are understood by students. Second, what plans are used so that students can achieve competence. Third, how to deliver to students in order to achieve learning. Fourth, how to know whether the achievement competence has been understood by students or not.[8]

The curriculum of the IQF system in question is able to narrow the gap between the competencies of the world of work and the quality of graduates from educational institutions . The effect of curriculum implementation referring to the KKNI is that people in Indonesia are required to have Indonesian attitudes and values , skills, knowledge and can be responsible for the learning achievements carried out according to the level in the KKNI.[9] Viewed from the institutional point of view, Muhammad Zein is of the opinion that the curriculum referring to the KKNI is useful in strengthening and improving the abilities of students and lecturers as well as raising the level of higher education in all aspects and the environment, which means that the curriculum based on the KKNI has high urgency in its application to all study programs in the university environment. As stated by Juhji It is stated in the KKNI curriculum document at the PGMI UIN Sultan Maulana Hasanuddin Banten study program about the 4th learning achievement that is able to build science, technology and basic fields through innovative and tested research.[7]

The Madrasah Ibtidaiyah Teacher Education Learning Program (PGMI) is one of the Madrasah Ibtidaiyah learning programs to develop its curriculum. The vision, mission, and objectives of the Madrasah Ibtidaiyah Teacher Education Research Program (PGMI) are in line with the vision, mission, and goals of the institution. PGMI's vision is to achieve excellence in the field of madrasah Ibtidaiyah teacher education from a transformative Islamic perspective. Its mission is to organize education and learning in order to train educators in the field of classroom teachers and researchers in the field of professional basic education at Madrasah Ibtidaiyah, as well as conducting research and research for scientific development of basic education at Madrasah Ibtidaiyah. Carry out community service in the field of basic education in madrasas and establish cooperation with all parties and develop basic education for madrasah ibtidaiyah. [10]

Teaching does not provide a learning experience for every student, because teaching conditions passive students (5 D namely come, sit, be quiet, listen and make money) while active lecturers (teacher center), teaching tends to be verbal, teaching only produces theoretical knowledge, lecturers have stage fright, the lecturers are tired themselves, the lecturers are smart themselves, the involvement of students mentally and physically is very minimal, not making students learn but praying/drowsy, teaching is boring or not fun, sometimes notes the book to the end (CBSA), reads silently, teaching is very quiet, lecturers photocopy etc.[11]

In its implementation, not all universities are able to apply this curriculum easily without any obstacles, many are caused by several factors, namely the unpreparedness of human resources and unsupported facilities. The curriculum that refers to the KKNI really requires quite a lot of time in its preparation, both from compiling and even in its implementation. Casmini argues that there are difficulties in compiling a curriculum for the BKI department based on the KKNI and the community's need to use BKI, therefore evaluation and review are needed.[12] To find out how the implementation of the curriculum that refers to the KKNI in the PGMI UIN Raden Fatah Palembang study program, in obtaining significance in order to find informants regarding appropriate research in implementing the curriculum.

This can be seen from PP 19 of 2005 concerning National Education Standards, which states that there are requirements for MI teachers to have a D4 or S1 certificate, the PGMI Study Program at Raden Fatah Palembang State University is here to answer the needs of future MI teacher candidates to have pedagogical, professional, and personal competencies. and social. Not only this, the results of graduates from the PGMI UIN Raden Fatah Palembang study program have high competitiveness which is an indicator of increasing human resources. For this reason, the PGMI Study Program of UIN Raden Fatah Palembang has now prepared the implementation of an KKNI-based curriculum.

The State Islamic Higher Education has one study program, namely Madrasah Ibtidaiyah Teacher Education which has developed a curriculum in accordance with the KKNI reference. In addition to referring to the KKNI, it also refers to the National Higher Education Standards. The auspices of PGMI in Tarbiyah Science which has educational staff education institutions, which have the criteria for educating students to become undergraduates means that they are prospective teachers.

From the explanation above, it is very interesting to examine more deeply about how the implementation of the curriculum that refers to the KKNI in the PGMI study program of UIN Raden Fatah Palembang. In this study, there

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is a cycle of implementing the college curriculum as a theoretical framework in order to solve the problems in this research. Then how the analysis of the implementation of the curriculum that refers to the KKNI in the PGMI study program at UIN Raden Fatah Palembang needs to be carried out. This is because there are recommendations based on research in the application of the KKNI curriculum for the PGMI study program that can improve learning. So that the red thread can be drawn, the researcher will discuss the Implementation of the Curriculum Referring to the KKNI at the PGMI Study Program at UIN Raden Fatah Palembang.

2.   RESEARCH METHODS

The research method used in this study is a descriptive qualitative approach. The research is intended to understand the phenomenon of what is experienced by the research subject holistically by means of descriptions of word forms and language. So qualitative descriptive research is a research method used to describe in full and in detail about the object and the current situation. Interviews used telephone calls and the researcher wrote up from the subject.

3.   ANALYSIS AND RESULT

Indonesian National Qualifications Framework (KKNI)

Curriculum comes from Latin and was originally defined as the distance used in horse racing to reach a destination (destination) related to a certain time [13] . In Permendikbud No. 73 of 2013 that the Indonesian national qualification framework in the field of higher education is a qualification level framework that can equalize and integrate learning achievements from informal, non-formal education and even work experience. The main support in the IQF is the problem of quality alignment of the results of higher education graduates according to the expected character of the workforce. The gap that occurs between his abilities and the number of graduates needed in the world of work [14]. In the IQF framework, it is deemed necessary to implement it as an effort to anticipate complex problems from the education sector and from the workforce.

The Indonesian National Qualifications Framework is a manifestation of the superiority of the Indonesian nation regarding the function of national education, the function of national job training performance and national equality assessments, almost entirely owned by Indonesia in providing human resources results in learning achievement, which will be possessed by every Indonesian worker so as to create the results of a works in contributing very high quality in their respective fields [15]. The basic commitment that can be developed at KKNI is by assessing a person's performance in the aspect of expertise, knowledge and skills that are appropriate in achieving learning obtained in the field of the training process, education and experience that has been passed equivalent to qualification descriptors at a certain level. then in the educational process learning achievement is the end result of the process of increasing one's expertise, knowledge and skills that he gets through formal, informal or non-formal education [16].

KKNI is made according to the needs and deep goals for Indonesia in order to harmonize the world of education with the career system in the world of work later. The IQF is formed on a par with other state systems. The KKNI consists of nine qualification levels. The following is a description of the grading at the IQF level made from Dikti as follows:[17]
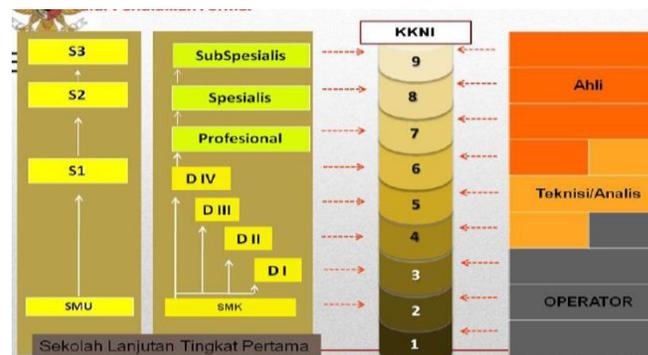

Figure 1. Group Study Level Qualification KKN

In the IQF qualification level group, there are four parameters as follows: First, there are work skills. Second, there is the scope of knowledge. Third, the method and level of ability in applying knowledge. Fourth, have managerial skills. Internalization and accumulation in the four qualifications must be achieved through a sequential educational

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process or called *learning outcomes* or learning achievement [18]. Of the four qualifications at the KKNI level, it can be described as follows:

Figure 2 KKNI Qualification Parameters

In developing the IQF it is based on three main reasons. First, KKNI has a strategy of equal qualification of a person from informal, formal and non-formal education. Second, KKNI states that qualifications that have a diploma will later work or continue their education, exchange between domestic and foreign students and those who have a diploma from abroad can work in Indonesia. Third, KKNI states that the qualifications for learning achievement in the field of science are equivalent at the level of higher education, whether from professional, academic, vocational education and through developing careers in the workplace and professional associations [14]. Since then, the use of technology and innovative production has grown very rapidly, creating a gap between the world of education and the world of work and the demands of society for human resources. The challenge of education in the 21st century is its role and strategy in bridging the gap between the higher education process and the world of work, as well as the need for innovation. One of the methods used to adapt to future 21st century education is Outcome-Based Education (OBE). However, for now, the focus is on courses that involve the IQF [19]

KKNI- Based Curriculum Implementation

The implementation of the Indonesian National Qualifications Framework curriculum has three stages that need to be considered in the implementation of the IQF, namely the planning, implementation and evaluation stages [20]. The presence of the KKNI is actually a general reference for how a person's qualifications are recognized in the world of work. Indonesia's need to immediately have an IQF is very urgent considering the challenges and global competition in the national and international labor markets are increasingly open [20]. Implementation is the implementation of an application of a desired method or goal [21]. In Sulistyastuti's opinion, implementation is essentially a policy activity *to deliver policy output* carried out by the mentor on the target as a form of effort in making policy [22]. The main opinion on implementation is to implement a product with a framework that achieves the desired goal.

At the time of analysis of the application of Charles O. Jones argues that implementation is an activity whose purpose is to operate a program [23]. The three shapes in question operate programan namely:
a. Organizing is reshaping unit resources and methods for implementing programs.
b. Interpretation is an activity that interprets the program to be a plan or correct direction so that it can be carried out.
c. The application is the part that connects the equipment to the service or according to the purpose of the program.

The operational of the KKNI curriculum at the PGMI study program ofUIN Raden Fatah Palembang was then examined with three implementation pillars . Organizing the source of power in implementing the curriculum and interpretation of the curriculum KKNI, and applies a weighted role on the part of the faculty and students with a range of application of curriculum KKNI. From the opinion of Loucks and Lieberan, in implementing the higher education curriculum, one must feel a new practice and it will appear that it is correct if it is used in higher education programs. Then a change will lead to improvement on target. In implementing this curriculum as a program forum, students are expected to bring *out* quality results [24]. The experience of every adult has a different experience as a result of the background of his youth life. The longer he lives, the more experiences he has and the more different his experiences with other people are [25].

3.1. Curriculum Implementation Refers to KKNI PGMI Study Program UIN Raden Fatah Palembang

In the analysis of implementation problems, according to Charles O. James, the application of an activity means to operate a program [23]. The KKNI curriculum at the PGMI study program at UIN Raden Fatah Palembang has im-

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plemented the following: first, organizing the KKNI curriculum in the pgmi study program has implemented and involved the university team, namely making curriculum workshops, which for the faculty have facilitated curriculum development with study programs. others by creating a curriculum development team whose duties are as curriculum compilers and socialization to lecturers. There are still many stages of organizing that have not been carried out properly, but the implementation of this curriculum is in accordance with the agreed plan. Cahyadireja's thesis states that prior to implementation, the IQF reference planning must be carried out in 4 stages, namely: first, formulating learning outcomes (CP), second, developing learning materials. third, curriculum framework, and fourth, preparation of course documents In terms of the process of planning the implementation of KKNI-based courses involved in participating in the PGMI research plan. [26]

Second, interpretation at this stage there are many obstacles faced, namely there is still confusion so that the consortium of lecturers in socializing the IQF curriculum has not been as desired. The implication is that the lecturer's understanding of the KKNI curriculum is not perfectly evenly distributed across all PGMI lecturers. However, at the level of lecturers' understanding of the implementation of the KKNI curriculum, they were able to respond well.

Third, application. At the application stage, those who have not been able to show their application to the curriculum refer to the KKNI according to the purpose of the application. This is because the implementation of the KKNI curriculum for the PGMI study program is still in the pilot stage. Charles O. Jones, in his opinion on this application problem, can be observed according to the procedural and managerial approach which was mentioned by Solichin Abdul Wahab that the implementation stage includes sequentially, namely:

1. Designing programs and their details as well as formulating goals, determining benchmarks for work performance and other costs.
2. Carry out the program according to the personnel structure, source of funds, and use the correct method according to the procedure.
3. Make a monitoring schedule by monitoring the right means to ensure the correct action [27].

In the structure of the stages above, basically the implementation of policies includes planning, scheduling and supervising. By applying the KKNI curriculum for the PGMI study program when observed at the three stages of implementation, it can be explained as follows: First. Planning, in which at this stage the implementation of the KKNI in PGMI has been carried out according to the stages such as compiling the curriculum, socializing and implementing this curriculum. In this plan adjust the strategy of the university and faculty. Second. Scheduling, can contain a specific target on each planned. However, no documentation has been found on the schedule. From the interview results, the KKNI curriculum document was completed in July 2019 (Interview from Ms. Mardiah). Third. Supervision, at this stage the implementation of the KKNI has not gone well due to the absence of accompanying government parties, be it from the university team or the ministry.

Then the learning activities by lecturers and students are applications that directly relate to the curriculum which was described in the previous stage. This learning activity has been implemented in the KKNI curriculum in the PGMI study program. With this, the interpreter in a learning activity is the lecturer. In this case, the lecturer has carried out learning according to the achievements that must be met by students through their courses. Lecturers have the task of implementing the IQF curriculum, namely making class schedules, implementation and evaluation and planning according to the semester learning made. The evaluation is always related to the assessment at the stage of the student learning process.

From the results of the data collected, the following is a description of the curriculum implementation data referring to the KKNI at the PGMI UIN Raden Fatah Palembang study program. In this study, the plan that will be analyzed by the researcher is the course plan for the lecturer who teaches, while the field of expertise in Islamic Education is taught by Drs. Aquami., M.Pd.I, Methodology of Islamic Education under the guidance of Dr. Nurlaeli., M.Pd.I, Islamic Religious Education was supervised by Faisal., M.Pd.I, Islamic Education Thought was tutored by Maryamah., S.Ag., M.Pd.I, Islamic Religious Education was led by Dr. Mardiah Astuti., M.Pd.I. As for what is meant by planning, it is a unit of lecture events. It can be seen from the unit of the lecture program that there is still no uniform planning in achieving the KKNI learning. Because the structure of the KKNI curriculum document is not yet structured, the lecturers still use planning as usual. Then from these documents, they are still not interrelated in the KKNI curriculum learning in the lesson plans that are made.

Furthermore, the implementation of the KKNI curriculum learning is that learning will be centered on students or *student center learning* . In *student center learning,* the main purpose of learning is to observe that science is still incomplete, to understand learning as a structure to be understood and the process not only as teaching carried out classically [9]. In its application, *SCL* can be seen by means of the *PBL* method *, discovery learning* by lecturers. This method is able to develop by the lecturers themselves in accordance with *SCL.*

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From the results of observations and interviews on June 23, 2021 to the lecturers here, the methods often used in learning are class discussions and presentations, there are also methods of *focus group discussion, small group discussion* and *student center learning*. Among the several methods that are often used, most of the presentations and class discussions are in almost all the subjects taught, especially during the observation of learning the condition of the class is considered quite good and enthusiastic in learning. Judging from the interview with Mardiah who was taught the Islamic Religious Education course, all students were expected to participate so that they were more active during learning. On the other hand, from the results of the *focus group discussion, there* are more enthusiasts and more creative in learning. It can be seen from the data above that the course has implemented the method in accordance with the KKNI curriculum learning but in this planning it is still not fully in accordance with what will be achieved in learning in the curriculum. The KKNI-based curriculum is prepared by synchronizing the various existing rules. Therefore, it is necessary to understand all the rules that can be applied in principle in the preparation of the curriculum [28].

Then from the results of participant observation in using the presentation method and class discussion. During the observation, the students began to present the results of group papers, then continued with questions and answers and discussions plus material input from the lecturer. Then the results of interviews with the lecturers showed that learning was more focused on students to be active according to the method used. (Observation and Interview with Aquami on June 24, 2021). Furthermore, the results of student participant observations, in using the *small group discussion* method, look very effective than class discussions, because it can be seen from the reactions of students and their activeness during learning.

From the data above, it can be seen that the implementation of learning has referred to the implementation of the KKNI but is still not in accordance with the learning achievement. After being analyzed on the learning method, then seen the application of learning from the perspective of lecturers and students. In the application of the *student center learning* method, the lecturer *acts* as a facilitator and simply examines the learning achievement, then makes a learning environment strategy, organizes and accesses in solving problems and assessing achievement [29].

Based on the results of research data in the application of learning, the following analysis is obtained: First, lecturers are still not able to create a learning atmosphere to motivate student learning more. Second, lecturers are still not able to assess learning achievement in accordance with the IQF curriculum. Third, lecturers are able to become facilitators in the implementation of learning. Fourth, students are still not completely in finding and reading course references but prefer learning that is relaxed and humorous. The implementation of learning that refers to the KKNI curriculum for the PGMI study program has not been seen completely, because the lecturers have not understood the curriculum documents regarding the KKNI curriculum.

The assessment can be seen from the Minister of Education and Culture Regulation No. 49 of 2014 which means that there are minimal criteria for assessing the process with learning outcomes in order to achieve graduates. This assessment covers techniques, instruments and principles, as well as assessment procedures and student assessment reports. In *student center learning* , *learning is* carried out during the process to observe the development of the results of the stages. The model used is a work *assessment* or *authentic assessment* . The performance appraisal has basic activities, namely the lecturer gives assignments, and students show their work and are assessed according to indicators [9]. At the time of the assessment of students according to the demands of the learning indicators, the lecturers have implemented the KKNI curriculum learning.

When applying the learning assessment of the PGMI study program, it can be analyzed using the triangulation technique, the result is that the lecturer only gives assignments and students show the results, while the activities of certain indicators and instruments are not maximally implemented. It can be seen that there is no assessment instrument from the lecturer. The lecturer's assessment depends on observations on student presentations, UTS and UAS scores, but no basic evidence regarding the assessment instrument has been found.

Based on this data, it is clear that the implementation of the curriculum refers to the KKNI for the PGMI study program from the aspect of assessment which has not been going well in the aspect of implementation. As stated by Masnun et al. [30] the KKNI-based curriculum for the PGMI department has emphasized the mastery of the KKNI level for strara 1 (bachelor), namely the level of analysis, synthesis and create. This can be seen from the *learning outcomes* contained in the KKNI -based curriculum of the PGMI Department. In general, the existing learning outcomes have led students to be able to identify problems, analyze problems, and solve problems.

3.2. Impact of Curriculum Implementation Referring to KKNIPGMI Study Program UIN Raden Fatah Palembang

The impact of the implementation of the KKNI curriculum on the PGMI study program can be seen from the formation of courses in the PGMI study program, from previously there were courses in the curriculum that did not provide a correlation, namely the skills possessed by students on the achievement of the graduate profile. At the time of packaging the structure of the PGMI curriculum referring to the KKNI in its courses, it was made significantly according to the applicable rules. Then the impact of the implementation of the KKNI curriculum on the PGMI study program on students can be seen even though it is still not optimal due to the ongoing process of this curriculum.

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4. CONCLUSION

Implementation of the Curriculum Referring to the KKNI in the PGMI study program, UIN Raden Fatah Palembang has implemented the following: first, organizing the KKNI curriculum at this stage of the pgmi study program has implemented and involved the university team, namely making curriculum workshops, which for the faculty have facilitated curriculum development. with other study programs by creating a curriculum development team whose duties are as curriculum compilers and socialization to lecturers. There are still many stages of organizing that have not been carried out properly, but the implementation of this curriculum is in accordance with the agreed plan.

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