

KKNI Curriculum Management at Islamic Education Management Study Program UIN Raden Fatah Palembang

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Abstrak

Penelitian ini bertujuan untuk mengetahui manajemen Kurikulum KKNI di Prodi Manajemen Pendidikan Islam UIN Raden Fatah Palembang. Jenis penelitian yang digunakan adalah penelitian kualitatif, dengan pendekatan deskriptif. Data dikumpulkan melalui teknik observasi dan wawancara. Penelitian ini menunjukkan bahwa manajemen kurikulum KKNI di Prodi Manajemen Pendidikan Islam UIN Raden Fatah Palembang sudah berjalan dengan baik. Hal itu dipengaruhi oleh sumber daya manusia, dukungan pimpinan (Dekan sampai Rektor), dan prodi MPI UIN Raden Fatah Palembang yang mendapatkan akreditasi A. Selain itu juga, semua dosen dan mahasiswa memberikan respon yang baik terhadap implementasi KKNI di prodi MPI UIN Raden Fatah Palembang untuk meningkatkan kualitas mahasiswa.

Kata Kunci: *Manajemen, Kurikulum KKNI, Prodi Manajemen Pendidikan Islam*

Abstract

This study aims to determine the management of the KKNI Curriculum at the Islamic Education Management Study Program at UIN Raden Fatah Palembang. The type of research used is qualitative research, with a descriptive approach. Data were collected through observation and interview techniques. This study shows that the KKNI curriculum management at the Islamic Education Management Study Program at UIN Raden Fatah Palembang has been running well. This is influenced by human resources, leadership support (Deans to Chancellors), and the MPI UIN Raden Fatah Palembang study program which received A accreditation. In addition, all lecturers and students gave an excellent response to the implementation of the KKNI in the MPI UIN Raden Fatah Palembang study program to improve the quality of students.

Keywords: *Management, KKNI Curriculum, Islamic Education Management Study Program*

INTRODUCTION

Education is one of the events to improve the quality of the nation's children. So education becomes a place of investment for human resources in the long term to maintain the sustainability of human civilization in the world (Yuliasari, 2017). Therefore, education is a priority in Indonesia with the support of funding, policies, infrastructure, and others (Irianto, 2017; Sirait, 2017). Since Indonesia's independence, education has always been a concern to this day. One of the ways to do this is to adjust the curriculum at the primary and secondary levels as well as in higher education.

Curriculum changes are part of an effort to build and advance the nation and state. In addition, improving the quality of education is a demand in interacting with the global world (Kaimuddin, 2015; Nasution, 2003). From time to time, the higher education curriculum has changed several times, namely the Content-Based Curriculum (CBC) in 1994, which prioritized the achievement of mastery of science and technology, and the Competency-Based Curriculum (CBC) in 2000, which prioritized the achievement of competencies, and the Indonesian National Qualifications Framework Curriculum (KKNI).) in 2012 by providing a measure of equality with learning outcomes (K-DIKTI, 2014).

The journey of the higher education curriculum that has undergone adjustments shows that there is serious attention and focus on maximum efforts to realize quality higher education, namely graduates have competitive competencies in the global world, the knowledge achieved is not like an 'ivory tower' but becomes a 'water tower'. ' . His knowledge is relevant and helpful in advancing the community's social life (Kaimuddin, 2015). KKNi (Indonesian National Qualifications Framework) is a competency qualification framework that can juxtapose, equalize, and integrate the fields of education and a lot of job training and work experience to provide recognition of work competencies by the work structure in various sectors (Indonesia, 2012).

The presence of the KKNi is a general indicator of how a person's qualifications are perceived in the world of work. Given the challenges in the domestic and international labor markets and global competition, Indonesia's urgent need to obtain an KKNi is urgent. Protective regulations can no longer dam workers' movement to and from Indonesia. For Indonesia to exist in the short and long term and develop further in the world economy, reciprocal and equal recognition with foreign countries is essential in developing a national qualification framework for workers (Masykur et al., 2018; Solikhah, 2015).

There are three KKNi development strategies. First, KKNi adheres to a system of equal qualification of one's qualifications obtained from formal, non-formal, informal education, and work experience. Second, the KKNi recognizes the capabilities 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, the KKNi recognizes the equality of qualifications for learning achievements in various scientific fields at the level of higher education, both in the academic, vocational, and professional education pathways, as well as through career development that occurs in work strata, industry, or professional associations (Murtafiah & Suprpto, 2017).

UIN Raden Fatah Palembang, especially the Faculty of Tarbiyah and Teacher Training, must adjust to the development of an increasingly advanced and competitive era by implementing the KKNi Curriculum in each study program, Islamic Education Management Study Program. On this basis, it is necessary to research how the KKNi curriculum implementation is seen from the understanding and responses of lecturers and students. Islamic Education Management Study Program. Data collection techniques used in this study were observation and interviews. Data analysis was carried out through three activities: data reduction, data display, and drawing conclusions.

METHOD

The research method used is qualitative research with a descriptive approach. This research is expected to describe the situation or object in a detailed, complete, and systematic. The primary informants in this study were lecturers and students in the Islamic Education Management Study Program. Data collection techniques used in this study were observation and interviews. Data analysis was carried out through three activities: data reduction, data display and concluding.

RESULTS AND DISCUSSION

Based on the results of research conducted on lecturers and students in the Islamic Education Management study program through interviews, it is formulated as follows:

In the first question related to the understanding of the KKNi, respondents said that the KKNi is a curriculum that focuses on equalizing and integrating education (theory), job training, and work experience to obtain recognition of work competencies by the job structure. For example, graduates from the Islamic Education Management study program are accepted into the office and can do office work as they have learned in lectures.

In the second question related to the suitability of the KKNi to be implemented in universities, respondents said that the KKNi curriculum was suitable to be applied in universities because this curriculum aims to build qualified human resources through the world of work obtained in formal education, non-formal education, independent learning, and work experience.

The third question is related to the suitability of the KKNi to the needs of graduate users. Respondents said that the KKNi curriculum is very by the needs of graduate users, namely the community, industry, and employment. The purpose of implementing the KKNi Curriculum is to form graduates who are mentally strong, reliable, and ready to work in the world of work and are willing to be placed anywhere, including in remote areas. Many competencies are expected from KKNi, including technical ability, managerial ability, mastery of theory, skill, hard work, discipline, and others.

The fourth question is about the implementation of the KKNi in the study program. Respondents answered that the Islamic Education Management Study Program (MPI) had implemented the KKNi curriculum. Based on the

leadership's direction, since Presidential Decree No. 8 of 2012 concerning KKNi, the administration urges to make various preparations, including the structure of the curriculum and Semester Learning Plans (RPS). The practice is to ask lecturers and staff to understand the KKNi Curriculum and what needs to be prepared. Thanks to the support from lecturers and leaders, the MPI study program received an A (excellent) accreditation.

The fifth question is about the support of leaders and lecturers regarding implementing the KKNi Curriculum. Respondents said that since the Presidential Decree was issued, the leadership has always provided support, including holding seminars and training by inviting resource persons whose campuses had already implemented the KKNi curriculum and sending lecturers to study at other universities. Besides that, the lecturers always provide support, especially regarding adjusting the RPS.

Operationally, through the implementation of the KKNi-based curriculum in the process of academic activities in the MPI study program, it is hoped that the targets will be realized as expected. The presence of the KKNi is a general reference for how a person's qualifications are recognized in the world of work. So that in the short and long term, Indonesia can survive and move forward in the global economic area, reciprocal and equal recognition with foreign countries is critical in developing a national workforce qualification framework.

Furthermore, conceptually, each qualification level in the KKNi is composed of four parameters: work skills, scientific scope, and managerial abilities. Internalization and accumulation of the four parameters, namely competence (K), knowledge (P), ability to apply knowledge (A), and managerial ability (M), which must be achieved through a structured educational process or work experience is called learning outcomes. Graduates of the Islamic Education Management Study Program who have just graduated are required to master and understand the basic scope of Islamic Education Management, be able to understand the relationship between Islamic Education Management concepts in schools and offices, be able to understand the implications of Islamic Education Management theories in schools and offices, can apply ideas in the management of Islamic education in schools and offices.

Meanwhile, the obstacle in implementing the KKNi-based curriculum for the Islamic Education Management Study Program is operationally the lecturers of courses who teach from other study programs, so there is a lack of priority for intensive learning. In addition, technical constraints are the availability of infrastructure, human resources, and media/learning resources that are still inadequate.

Thus, the implementation of the KKNi Curriculum in the Islamic Education Management Study Program is running well to date. For the performance of this curriculum to be well maintained and in the context of continuous quality improvement, it is necessary to have more support for infrastructure and commitment to the academic community. This is important so that the quality of learning and students will increase, and there will be no doubt from the world of work for graduates from MPI.

Presidential Regulation Number 08 of 2012 was born regarding the Indonesian National Qualifications Framework (KKNi) with the primary objective of bringing, integrating, and equalizing the world of education with training and work experience. Although government policies regarding the implementation of the KKNi in higher education do not directly impact changes in curriculum patterns in each study program, adjustments to learning materials (contents) have begun to be taught to students (Fauzan & Latip, 2015). These adjustments were made to accommodate the times and the increasingly selective and competitive working world in accepting workers.

The implementation of the curriculum that refers to the KKNi clarifies what the profile of graduates from each Study Program looks like and what learning outcomes are obtained by students after attending lectures so that the preparation of the curriculum is based on the needs and competencies desired by each Study Program (Hasanah, 2014; Waseso & Hidayat, 2017). Thus, the graduates will have abilities equivalent to the commands (learning outcomes) systematically formulated by the KKNi in each of these study programs (Direja, 2017). Graduates from study programs must be able to meet the demands of the world of work to be accepted because what is contained in the graduate's profile is the assessment to be carried out or not.

The KKNi-based curriculum is also intended to reduce the gap between the competencies needed for the world of work and the quality of graduates of an educational institution. This synchronization impacts the absorption of labor effectively, their respective fields, and having the expected competencies. The impact of the KKNi-based curriculum is that the Indonesian people must have Indonesian attitudes and values, abilities, and knowledge, as well as take responsibility and rights for the learning outcomes they do at the level in the KKNi (Aflahah, 2019; Belmawa-Dikti, 2014). In addition, the existence of the KKNi Curriculum will strengthen the quality of institutions, lecturers, and students.

KKNI aims to direct further the goals of education, namely to produce graduates with qualified abilities to face the world of work. KKNI is a general reference for how a person's qualifications get recognition in work (Solikhah, 2015). The KKNI curriculum emphasizes learning outcomes that differ from the previous curriculum, highlighting aspects of achieving competency standards.

There are three strategies adopted in the KKNI development process. First is the strategy of equality of qualifications of a person obtained from formal, informal, non-formal education, and work experience. Second, the KKNI also recognizes the capabilities of diploma holders who will work or continue their education abroad, exchange students and cross-border workers, or workers in Indonesia who have diplomas from abroad. And thirdly, KKNI also recognizes the equality of qualifications for learning outcomes in various fields of science at the level of higher education, either through academic, vocational, or professional pathways, as well as through career development that occurs in work strata, industry, and professional associations (Depdiknas, 2010).

KKNI provides nine levels of qualification, starting from level 1 qualification as the lowest qualification and level 9 qualification as the highest qualification. The determination of levels 1 to 9 is carried out through a comprehensive mapping of labor conditions in Indonesia in terms of producers (supply push) and users (demand pull) of labor. The following is a picture of the relationship between qualifications for formal education levels 1-9 KKNI and the job market as a user (Demand Pull) (Aflahah, 2019).

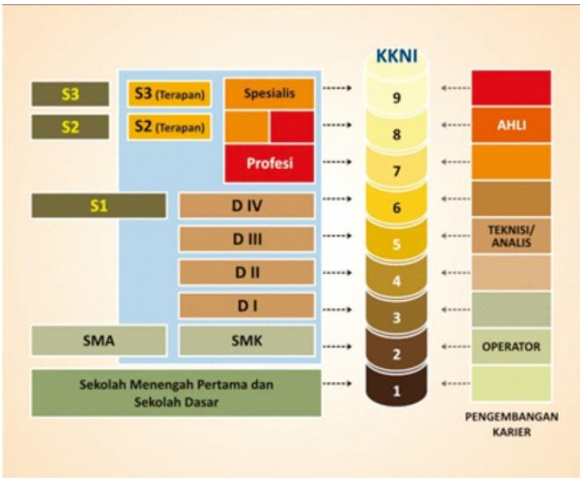


Figure 1. KKNI Qualification Level

Figure 1 above clearly illustrates the equality between formal education qualifications and the level of expertise in their field of work. The descriptions of the nine classes are as follows: 10 Elementary school graduates equivalent to level 1; Minimum secondary education graduates equal to level 2; Minimum Diploma 1 graduate equivalent to level 3; Minimum Diploma 2 graduates equivalent to level 4; Minimum Diploma 3 graduates equivalent to level 5; Graduates of Diploma 4 or Applied Bachelor and Bachelor degree at least equal to level 6; Applied Masters and Masters graduates are at least equivalent to level 8; Applied Doctoral and Doctoral graduates equivalent to level 9; Professional education graduates equal to level 7 or 8; and Graduates of specialist education equivalent to level 8 or 9 (Aflahah, 2019).

CONCLUSION

This study concludes that at the implementation stage of the KKNI in the Islamic Education Management study program, it has been running well, supported by human resources, facilities, and leadership support, as well as obtaining A accreditation. In addition, several lecturers and students responded well to implementing the KKNI to improve the quality of students.

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