

**IMPLEMENTATION OF CURRICULUM BASED ON  
INDONESIAN NATIONAL QUALIFICATION  
FRAMEWORK IN ISLAMIC RELIGIOUS COLLEGE**

**(Case Study Problems and Challenges Implementation of  
Curriculum Based on the Indonesian National Qualifications  
Framework at the State Islamic University of Sunan Gunung  
Djati Bandung)**

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**Abstract**

Higher Education in Indonesia starts a new chapter with various changes and innovations in an effort to face challenges and global competition. Birth of Law No. 12 of 2012 concerning higher education in addition to the affirmation that higher education must be based on the principles of Tridharma including education, research, and community service also requires that higher education be able to increase competitiveness to face globalization in all fields.

Along with affirming the Tridharma of higher education and increasing competitiveness, the challenge for higher education is the achievement of the Indonesian National Qualification Framework (KKNI) which is charged to the curriculum of higher education Level 3 for Diploma arrive level 9 for the Doctoral according to the Republic of Indonesia Presidential Regulation Number 8 of 2012.

In reality, the implementation of a curriculum that illustrates the concept of tridharma of higher education, competitiveness, and KKNI-based is apparently not easy. There are many difficulties and challenges faced by universities in their implementation, especially for Islamic Religious Colleges (PTKIN). There are many problems faced by PTKIN, but as part of the PTKIN national education system must be able to answer the challenges of change and innovation that occur.

**Keywords:** Curriculum Based on Indonesian National Qualification Framework; Islamic Religious College

## INTRODUCTION

The Indonesian National Qualifications Framework (KKNI) is the realization of the Indonesian Nation's identity and the quality of national education to produce quality and productive national human resources. KKNI is needed to face the challenges and global competition of national and international labor markets that are increasingly open.

The main purpose of the KKNI-based curriculum is to equalize the human resources in Indonesia with those in other parts of the world, in terms of education and job training in various sectors. That is why, applying the KKNI-based curriculum through Presidential Regulation No. 8 of 2012 needs to form learning outcomes, namely to describe clearly and specifically the graduate posture / figure that will be produced. (Nurdin, 2018). Accordingly, the expected future competencies are: 1) communication skills, 2) clear and critical thinking, 3) considering the moral aspects of a problem, 4) being responsible citizens, trying to understand and be tolerant of different views, 6 ) live in a globalized society, 7) have a broad interest in life, 8) are ready to work, 9) have intelligence according to their talents / interests, and 10) have a sense of responsibility towards the environment (Siagian, 2018).

In addition, it is necessary to renew the higher education policy system because of the quality of higher education graduates who have not been able to answer global needs and competitiveness. There is an imbalance between the profile of higher education graduates with the qualifications of labor standards required by the labor market, the demand for curriculum changes with the Indonesian National Qualifications Framework (KKNI) and the National Standards for Higher Education (SNPT) that have global competitiveness (Indiantoro, 2017).

The application of the KKNI-based curriculum to educational institutions is intended as a guideline for: (a) establish qualifications for learning outcomes obtained through formal, non-formal, informal or work experience education; (b) establish schemes for recognizing the qualifications of learning outcomes obtained through formal, non-formal, informal or work experience; (c) equalizing qualifications between learning outcomes obtained through formal, non-formal, informal or work experience education; (d) develop methods and systems for recognizing the qualifications of human resources from other countries that will work in Indonesia. (Guidelines for Preparation of Learning Outcomes for Study Program Graduates. 2014. Ministry of Education and Culture, Directorate of Learning and Student Affairs, Directorate General of Higher Education)

The implementation of the KKNI in the Islamic Religious College (PTKIN) curriculum became a necessity in order to catch up with the

challenges faced. By making the KKNi a reference in curriculum development, PTKIN graduates are expected to be able to meet the demands of the labor market and the needs of other stakeholders and be able to take part in social and social life. In addition, by making the KKNi a reference in curriculum development, PTKIN graduates obtain equal rights and recognition, especially in relation to further studies in various countries where the country has the same qualifications as the qualifications set.

### **IMPLEMENTATION OF CURRICULUM BASED ON KKNi IN UIN SUNAN GUNUNG DJATI BANDUNG**

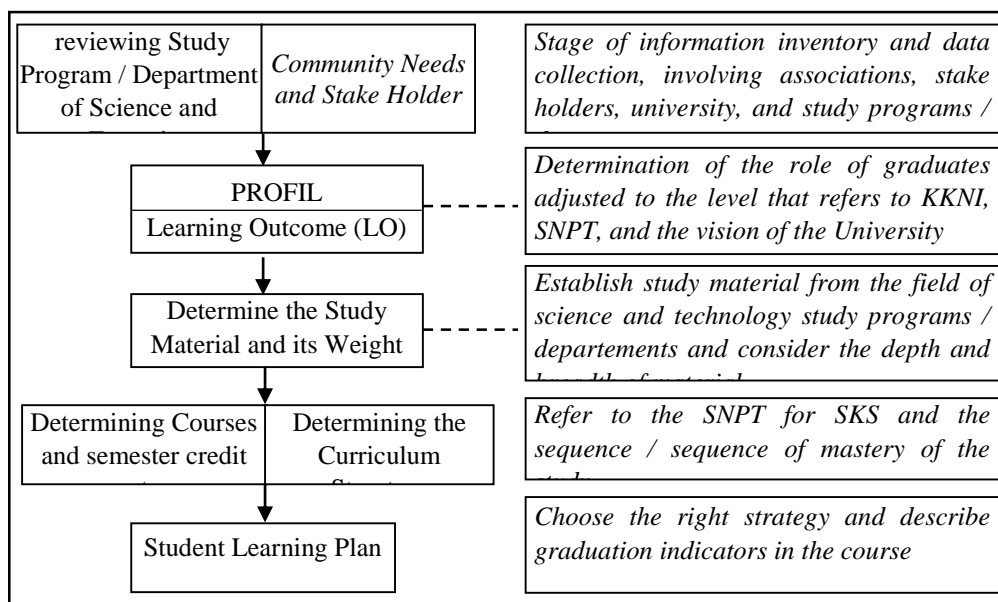
In the framework of implementing the KKNi-based curriculum at UIN Sunan Gunung Djati Bandung, guidelines for drafting the curriculum were drawn up referring to the Indonesian National Qualifications Framework and the National Standards of Higher Education within the framework of revelations guiding science. In addition to KKNi based, the National Standards for Higher Education based on Minister of Research, Technology and Higher Education Regulation Number 44 of 2015 as well as the development of the revelation scientific paradigm guides science as a reference for the preparation of the curriculum in UIN Sunan Gunung Djati because the guidelines are expected to create similar patterns and steps study program curriculum or department in each faculty within the UIN Sunan Gunung Djati Bandung.

The objectives of implementing the curriculum based on KKNi at Sunan Gunung Djati Bandung State Islamic University are: (1) Encouraging the operationalization of the vision, mission and objectives of UIN Sunan Gunung Djati Bandung in the content and structure of the curriculum and learning experience for students to achieve improved quality and accessibility of graduates UIN Sunan Gunung Djati Bandung to national and international labor markets; (2) Building an accountable and transparent process of recognition of learning outcomes recognized by the workforce nationally and internationally; (3) Establish the qualifications of learning outcomes obtained through education; (4) establish a scheme for recognizing the qualifications of learning outcomes; (5) Develop methods and systems for recognizing the qualifications of human resources from other countries that will work in Indonesia in the field of Islamic science; (6) Obtaining a positive correlation between output quality, learning outcomes and educational processes; (7) Become a bridge of mutual understanding between tertiary institutions and graduate users so as to sustainably build capacity and improve national competitiveness, especially in the human resource sector (Guidelines for Curriculum Preparation of UIN Sunan Gunung Djati Bandung, 2016).

While the steps taken by the study program /department in compiling the KKNi-based curriculum are as follows:

1. Determine the profile of graduates and Achievement of Learning (CP).
2. Establish Study Materials and Weight.
3. Determine courses, curriculum structure, and credit.
4. Compile the Learning Plan.

Each stage in these steps is related to each other, as illustrated in the following chart:



The curriculum structure stipulated in the Curriculum Guide of UIN Sunan Gunung Djati Bandung refers to Kepmendiknas No. 045/2002 and PMA 353/2004, namely: main competencies, supporters and others. Therefore, grouping subjects can be grouped into main competency courses, supporting competency courses, and other competency courses.

While the description of Learning Outcomes on the aspects of general attitudes and skills based on the Republic of Indonesia Minister of Research, Technology and Higher Education Regulation Number 44 of 2015 concerning SNPT with the added excellence of UIN Sunan Gunung Djati Bandung based on the vision of Wahyu Guiding Science Framed in Karimah Morals. The Description of Learning Outcomes in the aspects of Special Skills and Knowledge is based on Presidential Regulation Number 8 of 2012 concerning the KKNI with the advantages of UIN Sunan Gunung Djati Bandung based on the vision of Revelation Guiding Science Framed in *akhlak Karimah*.

However, since the KKNI-Based Curriculum Guidelines within Sunan Gunung Djati UIN Bandung were rolled out and socialized in 2016, there were several problems that emerged, including: (1) the existence of qualification

mismatches in Graduates' Competency Standards with facts and reality that occurred in the field; (2) the difficulty of the department / study program establishes Learning Outcomes, especially those related to the scientific paradigm of revelation, guiding science as a signatory to the curriculum of UIN Sunan Gunung Djati Bandung; (3) Study Programs/departements have not consistently followed the steps in preparing curriculum according to applicable guidelines; (4) there are still many academics who do not understand the KKNI-based curriculum; (5) there is still a lack of involvement of associations or associations of study program expertise in curriculum development.

## **RESULT AND DISCUSSION**

The KKNI-based curriculum is relatively new, therefore in its application in higher education including the UIN Sunan Gunung Djati Bandung faces various obstacles resulting in planning, implementation, and evaluation of learning outcomes that students should have become less than optimal.

In the implementation of the KKNI-based curriculum in UIN Sunan Gunung Djati Bandung experienced various problems including: (1) Planning carried out by lecturers has not fully referred to the KKNI-based curriculum; (2) the implementation of learning has not been effective according to the principles of learning in the KKNI-based curriculum; (3) Learning assessment has fulfilled three basic assessment activities, namely giving assignments, student performance, assessment based on criteria and instruments that have been determined, although because of the diverse understanding of the lecturer, it is possible to differentiate the results of the assessment.

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