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The Role of KKNI Curriculum in Supporting the Development of Education at the LPTK UIN Sunan Kalijaga Yogyakarta

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Abstract

The Indonesian National Qualification Framework (KKNI) is a national educational curriculum dedicated to improving the quality and the competitiveness of human resources in Indonesia through a good education system, a good national job training system, and the consistency of learning outcomes. The KKNI-based curriculum is a curriculum that is used to measure the effectiveness of a study program based on learning outcomes and to create qualified and certified graduates. This study aims to zoom in on the prospects and the readiness of the LPTK at State Islamic Universities (PTKIN) in Indonesia to implement the KKNI-based curriculum. This research is qualitative using social phenomenological and humanism approaches. The data collection technique used is triangulation. The data is analyzed using Miles and Huberman's techniques. The research took place at Sunan Kalijaga State Islamic University Yogyakarta. The results show that the educational system implemented at the LPTK of these PTKIN is working well, dynamic, and active. Each institution has its distinct characteristics which result in differing management patterns. It was also due to the difference in the institution's legal standings or in the kind of Higher Education Statutes adopted. Having analyzed it can be concluded that LPTK UIN Sunan Kalijaga is ready to integrate KKNI into their educational agenda.

Keywords: integration, curriculum of KKNI, education, PTKIN

1. Introduction

Education as a place for agents of change must be able to improve the character of a nation. Education, thus, needs to be reconstructed so as to produce graduates who are more skilled and ready to face problems and challenges in the real world and who can later produce graduates with noble characters. In other words, education must be able to carry out the task of character building so that students and their graduates can participate in the development cycle in the future without having to sacrifice noble values and characters (Tabrani & Masbur, 2016).

At a more global level, quality parameters must be set out to make sure that the quality standard for graduates in different parts of the Earth can be assessed. For that purpose, various agreements and understandings between countries in ASEAN have been established. The roadmap to ensure free mobility to professionals from different countries in ASEAN has been laid out. The development of the roadmap initially began in 2008 marked by the harmonization of various regulations and systems to strengthen institutional human resource development. This was then followed by the ratification of members to the Mutual Recognition Agreement (MRA) for various occupations and professions (Mahbubani, 2013).

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At a more global level, quality parameters must be set out to make sure that the quality standard for graduates in different parts of the Earth can be assessed. For that purpose, various agreements and understandings between countries in ASEAN have been established. The roadmap to ensure free mobility to professionals from different countries in ASEAN has been laid out. The development of the roadmap initially began in 2008 marked by the harmonization of various regulations and systems to strengthen institutional human resource development. This was then followed by the ratification of members to the Mutual Recognition Agreement (MRA) for various occupations and professions (Mahbubani, 2013).

In the context of education development in Indonesia, some principles were developed and were adopted as the pillars of Indonesian education: learning to know, learning to do, learning to be, learning to live together, and learning for life.

In addition, the educational development in Indonesia in general and the development of higher education curricula also resulted in the development of the Indonesian National Qualification Framework (KKNI). KKNI is the embodiment of Indonesian qualities and identity as a nation in the national education system and together they enhance the country's overall education quality. KKNI is also equipped with devices that can facilitate the management and alignment of the nation's education outcomes (DIKTI, 2014). KKNI can function across different fields and sectors along the higher education continuum as an alternative or add-on higher education curriculum.

Because higher education is tasked with efforts to prepare quality human resources. It becomes necessary then for universities to conduct research. Educational innovations are increasingly important especially in the face of current social situations that have often been described as a disrupted era, especially with the influence of the industrial revolution of 4.0. To be able to intervene in real social problems, universities as higher education providers should be more sensitive to any changes occurring in society. Such changes or problems could relate directly to the jobs or professions that will be sought by the graduates of such universities.

Furthermore, change in education orientation is a necessity because society is constantly changing. Such dynamic conditions must always be examined, monitored, and used as a reference in developing education in universities, especially in drafting learning strategies that are appropriate to certain workplaces. This could also be seen as an effort to maintain the sustainability of universities amid constant changes in the development of knowledge and technology that could directly impact the demands for knowledge and the graduates' attitudes, characters, and skills.

Universities cannot detach themselves from workforce development processes. The development of a marketable workforce must be at the heart of the universities' agenda and must be carried out by increasing graduates' competency based on market demands. In addition, universities are usually more up-to-date about the needs of the employment sector. They are also in the position to offer solutions to employment problems especially now that we are entering the free trade era which demands competitive ability at the national and international levels.

According to the Directorate General of Higher Education (2003), universities in Indonesia have different roles to play, first as a developer and user of knowledge, and second, as the producer of graduates. Thus, to keep universities relevant updates to their curriculum is needed (Patimah & Tabrani, 2018).

Based on these considerations, it is therefore necessary for universities to develop a curriculum that supports the acquisition of an integrated capability at the cognitive, psychomotor, and affective dimensions, not just the acquisition of knowledge (Aktan, 2015). The same applies to the Islamic universities in Indonesia (PTKI). PTKI must be able to reform internally and externally. Internal aspects include institutional reforms, the restructuring of directions and objectives, and the restructuring of the program itself. At the external level, PTKIs must be able to face global competition, adapt to the changes in work needs and requirements as well as the changes in the orientation of higher education management. According to UNESCO, there are four learning pillars that must be adhered to: (1) learning to know; (2) learning to do; (3) learning to be, and (4) learning to live together.

Efforts to improve the quality of higher education continue to be pursued by various parties. However, there are still some weaknesses which hinder the continuing

development of education, such as the low quality of graduates in terms of competence and character building, unequal distribution of educational opportunities, low institutional efficiency, ³⁸ and the inability of education providers to respond to the ever-changing challenges at the local ⁴¹ national and global levels. In this regard, the government is striving ¹⁴ to renew and improve the quality of education by imposing and encouraging the use of the Indonesian National Qualification Framework (KKNI)-based curriculum.

The development of this curriculum is intended to reduce the gap between the competency needs of a workplace and the educational quality that graduates possess. Such synchronization will surely have a positive impact on employment rates. Employees will work in their respective fields and have the expected competencies. From the point of view of human resources, the KKNI-based curriculum equips Indonesian graduates with distinct Indonesian attitudes, values, ability, knowledge, responsibility, and rewards for the learning that is facilitated by the KKNI. In terms of the institutional strengthening effort, the KKNI-based curriculum is quite useful to strengthen and improve the lecturer's and students' competence and to improve overall university performance.

³ The integration of KKNI in the LPTK curriculum is important to showcase the quality and identity of the LPTK in relation to the national education system and the various training programs it provides. With KKNI, the results of the LPTK education will be equipped with an assessment mechanism that will make it easy for educators to make comparisons and standardization processes and efforts to align with the education standard of other countries. In addition, the KKNI can also be used as a tool to screen only qualified LPTK graduates who will be able to work or acquire certain teaching professions.

Due to its urgency, the implementation of the KKNI-based curriculum at PTKIs must be further examined in a more scientific setting. This study presents insights into such implementation at some universities in the hope that by using such a framework solution to problems in education can be addressed. Therefore, analyses of the process of the integration of KKNI based curriculum at PTKI's are important. Research-based ⁸ commendations on the application of KKNI curriculum at PTKIs can absolutely improve the quality of learning and strengthen the performance of the institution at the same time.

2. Methodology

This qualitative study focuses deeply and holistically on fieldwork. The purpose is to uncover important facts, circumstances, phenomena, and variables about the objects in question using phenomenological, social, and humanistic approaches. The findings are presented in the form of a lengthy description detailing the written and oral words obtained from various sources of information. The study took place at the Educational Institute for Educators (LPTK) Sunan Kalijaga State Islamic University, Yogyakarta. The choice was based on the fact that it was the first university in Indonesia which implemented the KKNI.

This study to observe the real situation during the implementation of KKNI and gather information through observations, in-depth ⁹ interviews, informal interviews, and focus group discussions. The study targeted two types of data: primary and secondary data. Primary data is the data that the researchers collected directly from the respondents or informants during the observations and interviews ⁹ (Walidin, et al., 2015). Through these instruments, researchers were able to capture information about respondents' opinions, attitudes, choices, and perceptions about the integration of the KKNI-based curriculum into the LPTK UIN Sunan Kalijaga Yogyakarta workbook. Secondary data is the data that was obtained indirectly including printed or electronic documents that could provide information about the effectiveness of KKNI-based curriculum integration in LPTK UIN

Sunan Kalijaga Yogyakarta teaching materials. The data analysis in this research was carried out repeatedly (cyclical) to answer the questions that had been formulated. Data were analyzed using techniques proposed by Milles and Huberman.

3. Framework

a. The Curriculum in Higher Education Systems

State Islamic Higher education (PTKI) is expected to encourage the growth and development of religious values that can be obtained by realizing the three values of life that are interrelated with each other. Ikhwan (2016) explains that the three values of life that must be realized are:

- 1) Creative values, in this case doing good and doing things that are beneficial to the environment including efforts to realize creative values.
- 2) Experimental values (values of appreciation); believe and live the truth, virtue, beauty, faith and values that are considered valuable.
- 3) Attitudinal values; accept steadfastly and take the right attitude towards suffering that cannot be avoided again after making an optimal effort, but not succeeding in overcoming it.

The curriculum is a set of plans and arrangements regarding the purpose, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. Competency-based curriculum is a curriculum that is designed both in the form of documents, processes, and assessments based on the achievement of goals, content and learning materials as well as the implementation of learning based on the Graduates Competency Standards, namely attitude, skills and knowledge, competencies (Sukmadinata, 2000).

The curriculum has diverse meanings between countries and between education providers. This is due to the different interpretations of the curriculum, which can be seen as a plan (plan) made by a person or as an event or the actual influence of a series of events. Whereas according to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 49 of 2014 concerning National Standards of Higher Education stated that the curriculum is a set of plans and arrangements regarding the achievements of graduate learning, study materials, processes, and assessments used as guidelines for the implementation of study programs. If it is associated with the higher education system that has been described previously, then the curriculum as explained by Sukmadinata (2000) can act as (1) Source of higher education management policy to determine the direction of its education; (2) The philosophy that will color the formation of society and the academic climate; (3) Patron or learning pattern, which reflects study material, method of delivery and assessment of learning; (4) Atmosphere or climate that is formed from the results of the Higher education's managerial interaction in achieving its learning objectives; (5) Quality reference from the quality assurance process; and (6) a measure of the success of PT in producing graduates that are beneficial to society. From this explanation, it appears that the curriculum does not only mean as a document, but is a series of processes that are very crucial in education.

b. The Development of LPTK Curriculum and its Relations to KKN

Several factors affect curriculum change and development. First, the development of science and technology has led to the development of new tools. Schools therefore must respond to these new developments. Second, social change can also cause new phenomena to occur in society. Such changes demand that there is also a change in the

needs and orientation of that particular society. In turn, it creates a demand for curriculum change because a curriculum should always be dynamically oriented towards the needs of society and the progress of the time. Thus, curriculum change and development are not something that is taboo (Idris, 2015).

In developing higher education curricula, it should be taken into considerations that the Educational Workforce Education Institute (LPTK) can play a pivotal role as a teacher professional education (PPG) center in order to carry out the duty of giving birth to professional, qualified and competent teachers. In this context education, providers or program coordinators should define the mechanism of how to assess the quality of graduates to be in accordance with the goals and visions of the institution. Such goals should be the standard for the graduate profile.

In this context, there are two keywords that link the curriculum to the Indonesian National Qualification Framework (KKNI), learning outcomes, and qualifications (Dikti, 2013). This means that the integration of learning goals into the stages of KKNI is very important for qualification comparison and standardization or for recognition of educational or skill assessment levels. Therefore, in order to uncover phenomena that indicate significant relationships between the LPTK curriculum development and KKNI, specific guidelines regarding strategic and innovative steps that can readily be followed by LPTK administrators in making curriculum development policies are needed. With such guidelines, the administrators are able to formulate learning outcomes for specific levels of study. There are also called graduate competency standards and study levels. The purpose is to make sure that there is consistency in the efforts made by LPTK to achieve its education development goals and services (Habiburrahim, 2017).

What is relevant to KKNI in this context is that at each level it focuses on three types of achievements that are related to each other. First is cognitive and psychomotor skills, which are acquired by students after completing their program. Second is knowledge or content, which underlies the skills they have possessed in order to be able to adapt to any change in the future. The third is the managerial ability for the skills and knowledge that have mastered so that these aspects will continue to develop in accordance with professional demands.

c. Basic Concepts and Implementation of Character Values in Universities

Character education holds a significant role in building citizens' character in order that they become individuals with a conscience, competence, responsibility, and democratic attitude (Murdiona et al., 2017). In an effort to improve the suitability and quality of character education, the Ministry of National Education developed a grand design of character education for each path, level, and type of education unit. The grand design is a conceptual reference and operational development, implementation, and assessment on every path and level of education.

Based on the grand design developed by the Ministry of National Education (2010), psychologically and socio-cultural character formation within individuals is a function of all individual human potentials (cognitive, affective and psychomotor) in the context of social-cultural interactions (in families, schools, and communities) and lasts a lifetime. Character configuration in the context of the totality of psychological and socio-cultural processes can be grouped into liver and spiritual development, intellectual development, exercise and kinesthetic (physical and kinesthetic development), and taste and intention (affective and creativity development).

Character values applied in higher education only select core values that will be developed in the implementation of character education, especially in each department/study program. That is, the character of a student is determined by the temperament of the

brain (head, mind) and heart (heart). This does not mean the aspect of sports (kinesthetic), if taste and intention do not take part in determining, but both are determined by how the mind and heart process. Sense and intention clearly come from the process that takes place in the heart (heart). The emergence of motivation because the process is in the heart, while the body movement is determined by the results of the process in the brain. Such temperament is personal without having to be related and determined by how the communication affects other people, but there are also those that are formed as a result of communication with others so that they are social (Lewis & Ponzio, 2016).

The four core character values above are the basis for implementing character education in universities. The implementation of character education in universities is carried out in an integrated manner through three channels, namely: integrated into learning, management of departments and or study programs, as well as in student activities. Samani (2011) explains that the steps of character education include designing, implementing, evaluating, and following up. *First* designs. Some things that need to be done in the drafting stage include the following:

- 1) Identifying the types of activities on campus that can realize character education that needs to be mastered and students realize it in their daily lives. In this case, the student character education program is realized in three groups of activities, namely (1) integrated with learning in all subjects; (2) integrated with PT management; and (3) integrated through student activities.
- 2) Develop learning materials for each type of activity in the department / study program.
- 3) Develop the design of the implementation of each activity in the department/ study program (objectives, materials, facilities, schedule, instructor/ facilitator, approach to implementation, evaluation).
- 4) Prepare supporting facilities for the implementation of character building programs in universities.

The planning of character education program activities in higher education refers to the types of activities that at least contain elements: objectives, activity objectives, the substance of activities, implementers of activities and related parties, mechanism of implementation, organization, time, and place, and supporting facilities.

Secondly, implementation. The education of character in college as described by Samani (2011) is implemented in three activities groups, as follows:

- 1) Character formation that is integrated with learning in courses; various things related to the core character, namely: honest, intelligent, tough, and caring are designed and implemented in the learning of all courses. This begins with the introduction of cognitive values, affective appreciation of values, finally to the actual implementation of values by students in daily life.
- 2) Character formation is integrated with the management of universities (majors/ study programs). Various things related to the core character, namely: honest, intelligent, tough, and caring are designed and implemented in higher education management activities, such as academic services, academic regulations/ regulations, human resources, facilities and infrastructure, finance, library, learning, assessment, and information, and other management.
- 3) Character formation is integrated with student activities. Some student activities that contain the values of the core character, namely honest, intelligent, tough, and caring can be packaged in the form of activities, such as sports, religious activities (reciting

Al-Qura² studies of hadiths, worship, etc.), cultural arts (dancing, singing, painting, theater), scouting, basic leadership training, PMR, exhibitions, workshops, and others.

Third is monitoring and evaluation. Monitoring is a series of activities to monitor the process of implementing character education coaching programs. The focus of monitoring activities is the suitability of the process of implementing a character education program based on the stages or procedures that have been established. Evaluation tends to determine the extent to which the effectiveness of character education programs is based on the achievement of a predetermined goal. The monitoring results are used as feedback to improve the process of implementing the character education program. Monitoring and evaluation aim to develop and improve the quality of character education development programs in accordance with the plans that have been set (Lewis & Ponzio, 2016).

⁷ The *fourth* is the follow-up. The results of the monitoring and evaluation of the implementation of the character education coaching program are used as a reference for refining the program, including improving the design, implementation mechanism, facility support, human resources, and higher education management related to program implementation.

4. Results and Discussion

After careful analysis of the available data based on the data collection techniques used, the following results were obtained:

a. Conditions and Implementation System

Based on the data collected during the observations, interviews and document checks at the Faculty of Tarbiyah and Teacher Training at the Sunan Kalijaga State Islamic University in Yogyakarta, it was found that as an LPTK the faculty was doing a good job in terms of ensuring that a dynamic and active educational system was in place to properly regulate various educational programs there. The LPTK of UIN Sunan Kalijaga has distinct characteristics which indicate that there is a variety in its management ²⁵ terms. On the one hand, it must adhere to the Statute of the Institution as outlined by the ¹⁵ Minist³ of Religious Affairs. On the other hand, it should also strictly follow policies issued by the Ministry of Research, Technology, and Higher Education.

The Vice Dean for the Academic and Institutional Section at the Faculty of Tarbiyah and Teaching Training of UIN Sunan Kalijaga Yogyakarta explained that universities including UIN Sunan Kalijaga actually have three functions or roles. These include human resource development, knowledge and technology, and change in society (agent of change). These three functions of tertiary institutions must be understood fully by both administrators and academics of an institution. These roles are known as Tridharma (three services) of higher education which are all interrelated. Tridharma includes education and teaching (teaching and learning), research, and service.

He further stated that the first role of the Tridharma for higher education is education and teaching. This function should be the foundation of the implementation of tertiary education simply because it is more directed toward the development of human resources. One of the indicators that could tell us about the quality of education and teaching is its relatedness to the semester credit units (SKS). The SKS system is a system that distributes the weight of a course objectively such as the number of meetings that have been held, the number of tasks that must be done by students and lecturers, and how much effort has been made by students and lecturers to improve themselves through face-to-face activities, independent study, and class assignments.

b. Review of KKNI-Based Curriculum Implementation Readiness

Based on elaboration and description of the theoretical concepts and paradigms of the curriculum, the curriculum existence in the teaching and learning program which is in an educational institution plays a very significant role. It also has a major contribution so that it cannot be separated from the academic system that is used as the basis for achieving the expected learning outcomes. To support the implementation of the curriculum in an educational institution, infrastructure, and reliable and efficient human resources are needed in order to achieve the expected high-quality results or competences in their fields by having high sales value.

Efforts ¹⁵ update the curriculum are a routine task for every educational institution including the Faculty of Tarbiyah and Teacher Training of UIN Sunan Kalijaga as an LPTK under the Ministry of Religion. The Dean of FITK UIN Sunan Kalijaga maintained that this process was carried out regularly, periodically, and consistently. Therefore, LPTK UIN Sunan Kalijaga has assigned a team that will be responsible for curriculum development while still referring to the core curriculum that has been formulated by the university and managed by the LPM of UIN Sunan Kalijaga.

The dean's statement is in line with the view According to the view of the ¹⁸ Minister of education and culture of the Republic of Indonesia in one of the articles, basically, the curriculum is a learning plan that is designed based on the objectives set in the vision-mission of the educational institution. The design process begins with determining graduate competencies (graduate competency standards). The result is the curriculum at the education unit level. In management theory, as a good learning planning system, the curriculum must cover four things. First, the final results of education that must be achieved by students (output), and formulated as graduate competencies. Second, material content must be taught to, and learned by students (input/content standards), in an effort to shape the desired competence of graduates. Third, the implementation of learning (the process, including the learning methodology as part of the process standard), so that the three desired competencies are formed in the learners themselves. Fourth, the assessment of the suitability ³⁶ the process and achievement of the learning objectives applied as early as possible to ensure that the input, process, and output are in accordance with the plan.

LPTK UIN Sunan Kalijaga took the initiative to make major changes in the education system through the implementation of a new curriculum that refers to KKNI (Indonesian National Framework Curriculum). This is as explained by Istiningsih (Deputy Dean for Academic and Institutional FITK UIN Sunan Kalijaga) that these changes are necessary to change the phenomenon of producing passive learners to active and creative students in ³⁰ classroom. The KKNI is shifting the focus from inputs and processes to focus on the Program Educational Objectives (PEO) and Program Learning Outcomes (PLO). The PEO is a statement that states the achievements targeted by the institution to be achieved by graduates. In addition, the PEO must also be linked to the vision and mission of the college.

c. KKNI-Based Curriculum Implementation at PTKIN

Changes in curriculum do not only occur at the level of policies and documents but must be followed by changes in implementation. One main principle that ⁴⁰ changed in the process of competency-based learning in higher education is that the achievement of learning outcomes is no longer based on the mastery of study content and science, but must be up to how the science is applied and developed in the role of graduate students after they leave college. Higher education curriculum especially LPTK UIN Sunan Kalijaga, as revealed by the Dean of FITK UIN Sunan Kalijaga that besides aiming to develop science, it is also principled towards the development of Islamic social life

meaning that the challenge demanded by the community is community service both in terms of social and religious.

In the content-based curriculum, in courses at LPTK UIN Sunan Kalijaga aims to achieve a mastery of science, meaning that the target to be achieved by someone is science. Students at the end of the course are asked to demonstrate their mastery of a particular concept. Therefore, the learning design was arranged and arranged according to the sequence of scientific logic. Therefore, a lecturer in absolute competency-based teaching must be implemented with the paradigm of Student-Centered Learning (SCL). In fact, each education unit has a system to produce quality graduates with different standards but although different, each has the same target, namely the success of graduates and easily absorbed by the workforce. All higher education systems in Indonesia have the same four main stages, namely Input, Process, Output, and Outcome.

Higher Education Input (PT) is a graduate of a high school / MA and vocational high school who enrolls to participate in the learning process that has been offered. Good input has several indicators, not only good graduation values but more important is the presence of high learning attitudes and motivation. After registering and officially becoming a student, the next step is to go through the learning process. A good learning process has good elements in several things, namely: (1) a healthy PT organization; (2) transparent and accountable PT management; (3) Availability of PT Learning Design in the form of a clear curriculum document and according to the needs of the labor market; (4) The ability and skills of reliable and professional academic and non-academic human resources; (5) Availability of adequate facilities and learning facilities. By having these five elements of learning, PT will be able to develop a healthy academic climate and lead to the achievement of a professional academic community.

LPTK UIN Sunan Kalijaga Yogyakarta to make changes, not only practical level changes in the field but at the paradigm level. The paradigm shift at LPTK UIN Sunan Kalijaga Yogyakarta has the meaning of a fundamental change that includes the conceptual basis and philosophy of education. Education is more focused on outcome-based, not just output based. More education on Output-Based Education also colored by the Outcome Based Education so that the educational achievement is not only on the cognitive point but also on the affective and psychomotor of students. Thus, the LPTK UIN Sunan Kalijaga Yogyakarta will generate graduates who have interesting, ethical, modest, honest, intelligent, quality, caring, and tough personality.

d. Integration of KKNI and SNPT in the LPTK Curriculum

The implication of the issuance of the Republic of Indonesia's Presidential Regulation Number 8 of 2012, concerning the Indonesian National Qualification Framework (KKNI), which was then followed by the Republic of Indonesia's Minister of Education and Culture Regulation No. 73 of 2013, concerning the Application of the KKNI in Higher Education, and the Minister of Education and Culture's Regulation Number 49 of 2014, concerning the National Education Standards for Higher Education (SN-DIKTI), is that starting in 2012 curriculum development including the LPTK curriculum must be based on the scope of learning achievements shown by each graduate while also referring to the scope of general description and the description of qualifications levels 6 and 7. The Character and attitude building for prospective teacher students should refer to SN-DIKTI Number 49 of 2014.

During an interview, Istiningsih, Vice Dean of the Academic and Institutional Faculty of Tarbiyah and Teacher Training of UIN Sunan Kalijaga Yogyakarta, explained that LPTK UIN Sunan Kalijaga in its curriculum development refers to KKNI and SNPT in an effort to prepare graduates who meet the national standard equipped with the characteristics of higher education as set out in the Tridharma of Higher Education which

include education, research, and community service. The realization of the KKNI and SNPT curriculum requires that LPTK possess a sound concept or criteria for its graduates in line with the goals and objectives of the institution before delving into curriculum development. This concept will then be transformed into a graduation profile. The graduation profile will be assessed against the quality criteria of graduates and their relevance. All of these will be achieved through a series of quality educational processes, both for academic and professional education.

From several interviews with the prominent figures of UIN Sunan Kalijaga, it was concluded that there were two keywords that link the LPTK curriculum of UIN Sunan Kalijaga with the Indonesian National Qualifications Framework (KKNI): learning outcomes and qualifications. The integration of learning goals into the qualification levels of KKNI is very important for the purpose of comparison, meeting the qualification standard, and providing recognition to a certain level of education and or profession. In addition, the integration of learning goals into KKNI is also aimed at harmonization and mutual recognition of qualifications by different countries, both bilaterally and multilaterally. The type of curriculum development which is based on skill stages requires also the type of learning goals that are spread across different stages at the university level study, the program level, and the course learning level. There are all paired with the skill/qualification levels.

There is a difference in meaning between qualification and qualification stages. According to the Presidential Decree Number 8/2012, qualification means the mastery of learning outcomes as prescribed in KKNI whereas qualification stage refers to a set of learning stages that have been agreed upon nationally, which is organized based on the assessment of education or training outcomes obtained through formal, non-formal, and informal education or work experience. Qualification is a term that has become an international consensus that refers to the mastery of a body of knowledge at certain depth as explained previously.

In addition, the nurturing of expertise and attitudes for prospective teacher students at the LPTK UIN Sunan Kalijaga as explained by the Dean of FITK of UIN Sunan Kalijaga is accommodated in the curriculum by considering the unique characteristics of the teaching profession that a student is: (1) a human; (2) an individual who is unique and who will continue to develop; (3) in essence not different from educators; (4) possess various potentials; (5) makes professional decisions in dynamic transactional situations. Therefore, academic and professional programs are responsible for educational development as much as others. Because of the unique nature of the teaching profession, prospective graduates must be equipped with theory and practice, as well as a sound ability to do research.

In the Republic of Indonesia Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI), it is stated that, "The Indonesian National Qualification Framework, hereinafter abbreviated as KKNI, is a competency qualification framework that can pair, equalize and integrate between education and training fields work and work experience in the framework of providing recognition of work competencies in accordance with the structure of work various sectors. Then, the achievement of KKNI-based learning is the ability obtained through the internalization of knowledge, attitudes, skills, competencies, accumulated funds of work experience.

The qualification framework is an instrument for determining the qualification level based on a description Learning Outcomes (CP). The description is a tool to map one's skills and career, and develop an educational curriculum. CP is a statement about what is known, understood and can be done by someone after completing the learning process. The Indonesian National Qualification Framework is a competency qualification framework that can pair, equalize, and integrate between education and job training as

well as work experience¹⁰. The Formulation of Learning Outcomes (CP) in Islamic Religious Universities is organized into 4 elements, namely attitudes and values, work ability, mastery of knowledge, and authority and responsibility. The attitude and values that are meant here are behaviours and values that are the character or identity of the Indonesian nation and state based on Islamic values. These attitudes and values are internalized during the learning process, whether structured or not.

e. Learning Outcomes (KBO) Based Curriculum on PTKIN Based on KKNi

The presence of the KKNi is a general reference to how a person's qualifications get recognition in the world of work. The Minister of Education and Culture explained: Indonesia's need to immediately have KKNi was very urgent given the challenges and global competition in the national and international labor market. Labor movement from and to Indonesia can no longer be blocked by protective regulations or regulations.

So that in the short and long term Indonesia can survive but keep moving forward in the global economic arena, mutual reciprocity and equal recognition with foreign countries are critical points in the development of a national labor qualification framework. There are three strategies for developing KKNi at LPTK UIN Sunan Kalijaga Yogyakarta, namely:

9 First, adhere to a person's qualification equality strategy obtained from the world of formal, non-formal, informal education and work experience; Second, recognizes the qualifications of diploma holders who will work or continue their education abroad, exchange of experts and students across countries or foreign diploma holders working in Indonesia; Third, recognize³⁵ the equality of the qualifications of learning achievement in various scientific fields at the level of higher education, both in the path of academic education, vocational education, profession, and through career development that occurs in the work strata, industry or professional associations.

Meanwhile, the KKNi consists of 9 qualification levels. Description of KKNi qualification levels according to Government Regulation No. 8 of 2012 are as follows:

- 1) Levels 1 to 3 are grouped into positions of operators occupied by elementary, middle and high school graduates;
- 2) Levels 4 to 6 are grouped in the position of technicians or analysts, occupied by graduates of D1, D2, D3, D4 and Bachelor.
- 3) Level 7 is grouped in expert positions, occupied by graduates of professional education;
- 4) Level 8 is grouped in expert positions occupied by master or specialist graduates;
- 5) Level 9 grouped in expert positions occupied by doctoral or specialist graduates.

Furthermore, conceptually, each level of qualification in the KKNi is arranged by four parameters, namely: (1) work skills, (2) scientific scope⁸ (knowledge), (3) methods and ability to apply knowledge, and (4) managerial ability. Internalization and accumulation of all four parameters that must be achieved through a structured educational process or through work experience are called learning outcomes or learning outcomes.

Graduates of the Islamic Higher education, Bachelor level (S1), who has just graduated must master theory, concepts, and principles about the characteristics and development of students, as well as guidance and potential development of students; master the theory, and approach.

The concept and principles of developing learning programs, presentation/ delivery, management, and evaluation of learning programs that educate. Such as, in English

learning, students are expected to graduate from LPTK UIN Sunan Kalijaga to control various theories, concepts, and principles of language, literature/ literacy, and learn language³⁹ and apply them in learning English both for general and special purposes; master spoken and written English proficiency in a daily/ general, academic, and occupational context equivalent to pre-advanced level with abilities:

- 1) Solving learning and learning problems in a simple scope by applying theories, approaches, concepts, or principles related to design and learning models;
- 2) Generating conclusions about learning and learning problems correctly based on the results of identification and analysis;
- 3) Presenting several problem-solving options in the field of learning and learning based on simple identification and analysis;
- 4) Planning, implementing, managing, evaluating, and improving learning and learning both for general and specific purposes based on the identification and analysis of the characteristics and needs of students and stakeholders;
- 5) Disseminating the results of studies on learning and learning problems in the form of scientific reports or working papers; and
- 6) is responsible for the work as a young teacher independently and can be given responsibility for the achievement of the work of institutions/ institutions based on attitudes, behaviors colored by local wisdom values and noble morals and have the motivation to do for the benefit of students and the community in general;
- 7) There are 5 skills that must be met by a college graduate in order to compete, namely the ability to communicate verbally, collaborate, be professional in his field, be able to write well, and the ability to solve problems.
- 8) There are several things that are underlined about how learning models are³⁴ accordance with the characteristics of the 21st century, namely learning that is directed to encourage student¹⁶ to find out from various sources of observation, and not to be told, learning that is directed¹⁹ to be able to formulate problems, not just answering problems, learning that is directed to t¹⁹ analytical thinking and not mechanistic thinking, as well as learning that emphasizes the importance of collaboration and collaboration in solving problems.

f. Obstacles in the Implementation of KKNI-Based Curriculum

The curriculum is essentially a tool to achieve educational goals as assumed by Ibrahim in the editorial work of the MKDP Higher education of Indonesia Education Development Team, looking at the curriculum as part of the schooling system, education system, and even the community system. This means that a curriculum system includes the personnel structure and work procedures on how to develop the curriculum, implement, evaluate, and refine it. Thus, the expected results from a system of maturity in the application and achievement of optimal results are through curriculum maintenance to remain dynamic.

In a regulative way, the existence of the curriculum has a very strong legal umbrella for the process of education itself as stated⁶ in the explanation of Law No. 12 of 2012 concerning higher education, namely that higher education as part of the national education system has a strategic role in educating the life of the nation and advancing science and technology by paying attention to and applying the values of humanities and the sustainable cultivation and empowerment of the Indonesian people; then to improve the nation's competitiveness in the face of globalization in all fields, higher education is needed that is able to develop science and technology and produce intellectuals, scientists,

and/or professionals who are cultured and creative, tolerant, democratic, strong character, and brave to defend the truth for national interests.

Responding to this context, one important analysis to understand is the expression of Professor of the Faculty of Education, National Higher education of Yogyakarta that if the quality in higher education is to be improved then first it is addressed in its curriculum because the curriculum is a basic substance in the teaching and learning process.

It can explicitly be concluded that both PTKIN research subjects do not yet have self-written guidelines about mechanisms and procedures that contain the curriculum development policy. However, operation of the PTKIN only adopts the policy outlined by the system regulated in the Regulation of the Directorate General of Higher Education (DIKTI).

5. Conclusion

The Indonesian National Qualification Framework (KKNI) is a framework for assessing the qualifications and competencies of Indonesian workers who juxtapose, equalize, and integrate the education sector with the training sector and work experience in a workability recognition scheme that is tailored to the structure in various occupational sectors. The education process taking place at the LPTK UIN Sunan Kalijaga is sound, dynamic, and active. It has its own characteristics and shows that there is diversity in management patterns. This is due to the fact that this LPTK has a unique legal status as set out in the Statute of Higher Education which is different from other tertiary institutions. This healthy condition and other arrangements that have been in place indicate that the LPTK of UIN Sunan Kalijaga is fit to become a leader in implementing the KKNI curriculum.

However, there is still an obstacle in implementing the KKNI-based curriculum at LPTK UIN Sunan Kalijaga. For instance, the LPTK does not yet have its own written guide on the mechanisms and procedures that integrate curriculum development policies. Nevertheless, for practical reasons the LPTK of UIN Sunan Kalijaga has adopted policies and based its operations according to the regulations issued by the Directorate General of Higher Education (DIKTI) under the Ministry of Research, Technology and Higher Education. As for the technical implementation and synchronization, these policies must still be channeled through the Directorate General of Islamic Higher Education (DIKTIS) under the Ministry Religion of the Republic of Indonesia.

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