

Innovation of the Indonesian National Qualifications Framework Curriculum at the State Islamic University in Aceh

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ABSTRACT

This research aims to describe the Indonesian National Qualifications Framework (KKNI) curriculum innovation at the state Islamic University in Aceh. This research uses a qualitative approach. Data collection techniques included in-depth interviews, observation, and documentation with 5 groups of respondents, namely: the dean, deputy dean for academic affairs, head of the study program, and senior lecturers from the 3 state Islamic universities used as research locations. Data were analyzed using descriptive analysis consisting of data reduction, data presentation, and drawing conclusions. The research results show that the KKNI curriculum innovation at state Islamic universities is grouped into two parts, namely: adapting courses and optimizing the learning process. Course innovation is carried out in the form of adapting courses to the learning outcomes of graduates in each study program. This course adjustment includes adjusting and developing teaching materials that are relevant to the objectives to be achieved in each course. Innovation in the learning implementation process is carried out through the preparation of semester learning plans carried out by lecturers in accordance with the courses they teach, guided by the learning outcomes of study program graduates. Method innovation through the use of active, creative and innovative methods.

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1. INTRODUCTION

Various problems occur in Islamic universities in Indonesia currently, including the mismatch between graduate competencies and the world of work. This problem results in unemployment not only because of the unavailability of jobs but also because there is a mismatch between the type of work and

the competency of graduates who meet the required qualifications, so that there are a number of jobs that cannot be filled by workers. college graduates (Maksum, 2015; Ikhwan, 2016). The curriculum problem in Islamic universities that has emerged recently is the inability to implement the KKNI curriculum comprehensively. This occurs due to several obstacles such as a lack of human resource competence, the absence of an adequate KKNI curriculum development system, the absence of thorough preparation in its implementation starting from planning, implementation and evaluation, KKNI curriculum planning that does not yet refer to demands and needs as well as adjustments. curriculum materials. with stakeholder needs (Aflaah, 2019).

Likewise, the emergence of the KKNI curriculum in Islamic universities has become a problem that has not yet been resolved. Since the KKNI was rolled out through Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework, several problems have emerged, including indications of discrepancies between the qualifications in the Graduate Competency Standards and the facts and realities that occur. in the field (Teresa, et al., 2023). The implementation of KKNI is required to adapt lecture material to stakeholders and needs to adapt to the school or work environment. You need to do an internship at that place. To determine the achievement of an internship, it needs to be evaluated using an instrument prepared by the lecturer. The instrument is used to measure student competency. The standard internship competency assessment instrument is in accordance with the competency formulation for the course (Sitompul, et al., 2020). Likewise, the implementation of KKNI is developed by preparing learning tools in the form of a syllabus, semester lecture plans, and an evaluation system that is in accordance with community needs by the lecturers in charge of each course (Setiawan, 2017)

The problems above are mutual demands to be resolved so that they do not become prolonged problems. Therefore, it is time for Islamic universities to act as agents of change in facing educational challenges and always succeed in turning them into opportunities (Ekawati, 2018; Sewang & Halik, 2019). Islamic higher education is a forum for planning graduates as human beings who have *uswatun hasanah* characteristics who can be role models for society (Saufi & Hambali, 2019).

The problems above need to be addressed seriously so that they do not become long-term problems. For this reason, Islamic universities must carry out their role as agents of change in facing educational challenges and making them opportunities to develop graduate competencies in accordance with job market needs (Sewang & Halik, 2019), and also produce products. Graduates become human beings who have *uswatun hasanah* characteristics. and be a role model for society (Saufi & Hambali, 2019).

One of the efforts of Islamic universities to overcome the above problems is to innovate the KKNI curriculum (Jono, 2016). KKNI curriculum innovation is a process carried out by Islamic universities in providing education as a solution to improving the quality of graduates so that they have competencies that can be recognized and provide satisfactory services for their users (Kalimantara, 2016; Cui et al., 2018). The importance of KKNI curriculum innovation in Islamic universities as a cooperative, comprehensive, systemic and systematic curriculum management system in order to realize the achievement of curriculum objectives in order to provide recognition of work competencies in accordance with work structures in various sectors (Rusman, 2009). This is done to improve the quality and quality of Islamic higher education so that it is able to compete with developed countries. KKNI curriculum innovation needs to be made a priority which can be done by planning, developing, implementing and evaluating the curriculum in order to equalize learning outcomes and graduate qualifications (Lazwardi, 2017; Anih, 2015; Fathoni, 2015).

Seeing the importance of KKNI curriculum innovation in Islamic universities, many researchers have conducted research on university curricula, for example (Hidayati, 2017; Rahayu, 2020) who stated the importance of the KKNI curriculum for universities. Kisbiyanto's (2016) research concluded that curriculum innovation in higher education can guarantee assessment systems and quality control systems. Badrudin & Nurdin (2019) also explained that curriculum innovation has an impact on the higher education management system. From the results of previous research searches, no research has been found specifically related to KKNI curriculum innovation at Islamic universities in Aceh.

Furthermore, the KKNI Curriculum was developed through planning, implementation and assessment activities (Presidential Decree 08/2012 & Permenristekdikti 44/2015), but these activities have

not been implemented well at Islamic universities in Aceh (observation results, 2022). This will be discussed in this article with the aim of analyzing and explaining the forms and ways of innovating the elements of the KKNi curriculum at these universities. This curriculum innovation is based on lecturers' creations in preparing lecture plans, implementation and assessment of each course in accordance with the objectives achieved.

2. METHODS

This research was conducted by three State Islamic universities in Aceh, namely: Faculty of Tarbiyah and Teacher Training (FTK) State Islamic University (UIN) Ar-Raniry Banda Aceh, Faculty of Tarbiyah and Teacher Training (FTIK) State Islamic Institute (IAIN) Lhokseumawe, and FTIK IAIN Langsa. The research approach uses a qualitative case study method to describe in detail the aspects that have important values related to the IQF curriculum innovation carried out by Islamic university lecturers. The data collected generally takes the form of experiences, attitudes, views, words, actions and writing. The main informants in this research were five respondents from the dean, deputy dean, head of the study program and lecturers from each of the three state Islamic universities in Aceh. Data is all known information about everything related to research objectives, which is used as material for consideration in solving research problems. The research approach used is descriptive qualitative. This research model approach examines phenomena that occur in the field. Data collection was obtained through observation, interviews and documentation (Waruwu, 2023). The data obtained was analyzed using triangulation techniques, including data reduction, data display, and drawing conclusions (Fadli, 2021) to actualize an event in great detail, depth, and comprehensiveness.

3. FINDINGS AND DISCUSSION

Course innovation can be carried out through analysis of course adjustments from the previous curriculum to the new curriculum in the last five years, namely the 2017 curriculum and the 2021 curriculum. Course adjustments are carried out to provide knowledge to students in accordance with the needs of society and the development of science and technology in the context of achieving national education goals.

At the Faculty of Tarbiyah and Teacher Training (FTK) UIN Ar-Raniry, changes were made to several courses in the old curriculum in 2017 and the new curriculum in 2021 in several study programs at UIN Ar-Raniry in accordance with interview data that researchers obtained from sources who explained as follows:

"In the Islamic Education Management (MPI) study program, several courses have been changed, namely Organizational Behavior and Culture from 2 credits to 3 credits, Ulumul Qur'an and Ulumul Hadith (3 credits) to Ulumul Quran (2 credits) and Ulumul Hadith (2 credits), and Office Management and Archives from 3 credits changed to Practical Office Management and Archives (2 credits) (interview data with the head of the MPI SF study program)".

Another study program that has made course changes is the Madrasah Ibtidaiyah Teacher Education (PGMI) study program according to the results of the following interview:

"In the PGMI UIN Ar-Raniry study program, the MI I Indonesian Language Learning course (2 credits) in the 2017 curriculum has been changed to the MI II Indonesian Language Learning course (3 credits) in the 2021 curriculum (Results of interviews with the head of the PGMI MW study program)".

From the data above, it shows that one of the curriculum innovations carried out at UIN Ar-Raniry through changes to this course was carried out to adapt the course content to the competency achievements of graduates (Fathoni, 2015). Changes to this course at FTK UIN Ar-Raniry only occurred in the MPI and PGMI study programs, while other study programs did not experience changes to courses in the 2017 curriculum and 2021 curriculum. Likewise, at the Faculty of Islamic Education and Tarbiyah (FTIK) State Islamic Institute (IAIN) Lhokseumawe, there has been a change in the 2017

Curriculum courses to the 2021 Curriculum according to an interview with the Dean of FTIK as follows:

“Changes to courses in the 2017 curriculum and 2021 curriculum at FTIK IAIN Lhokseumawe only occurred in three study programs, namely Islamic Religious Education (PAI), Mathematics Education (PMA) and English Language Education (PBI). In the PAI study program there was a change in the Al-Quran Science course (2 credits) to become Al-Qur’an and Tafsir Science (2 credits), in the PMA study program there was a change in the Research Methodology course (3 credits) to the Mathematics Education Research Methodology course (6 credits), and in the TBI study program there was also a change in Speaking (2 credits) to Speaking in Professional Context (2 credits), Listening (2 credits) to Listening in Professional Context (2 credits), and Linguistics (2 credits). became Introduction to Linguistics (4 credits). Changes to this course were made to adapt the material contained in the course to the students’ scientific fields in accordance with employment opportunities and community needs”.

From the data above, it is known that one form of curriculum innovation carried out is FTIK IAIN Lhokseumawe through changing courses to achieve graduate learning outcomes for each study program and adapting student competencies to job availability (Ekawati; et al.; 2018, Faisal; et al.; 2019). Furthermore, there were changes to courses in the 2017 curriculum and 2021 curriculum at FTIK IAIN Langsa according to an interview with the Dean of FTIK IAIN Langsa as follows:

“Changes in courses in several study programs within FTIK IAIN Langsa. Pend courses. Al-Qur’an Hadith- I (2 credits) becomes Advanced Al-Quran Hadith Education (3 credits) in the PAI study program, the Kitabah course (2 credits) changes to the Kitabah Wal Imla’ course (4 credits) in the study program Arabic Language Education (PBA), and Geometry courses (3 credits) become Plane Geometry (2 credits), Kalam Science/Tawheed (2 credits) become Tauhid and Adab (2 credits) and Calculus - II (3 credits) becomes Integral Calculus (3 credits) in the Mathematics Education (PMA) study program”.

The learning process is carried out in accordance with the curriculum applied at Islamic universities, namely KKNi. Learning activities are carried out by preparing a plan first. The planning is prepared in the form of a Semester Learning Plan (RPS). In this case, there are several innovations carried out at FTK UIN Ar-Raniry, which in the 2017 curriculum uses Learning Event Units (SAP) and in the 2020 curriculum it uses RPS which is integrated into the university's Siakad (observation results, June 13 2023). The RPS components consist of: a) Subject name, subject name and abbreviation, semester, credits, instructor's name. b) Alumni learning achievements are credited for the course. c) Final skills are planned at each learning stage to achieve graduate learning outcomes. d) learning materials related to the skills to be acquired; e) learning methods f) time available to achieve skills at each learning stage; g) Students' learning experiences are manifested in descriptions of assignments completed by students during one semester. h) criteria, indicators and evaluation weights i) list of references used (Badrudin, B., 2019). This is in accordance with the opinion of information and technology experts who say:

The integration of RFS in Siakad is a good innovation in order to maximize learning and strengthen collaboration between fellow lecturers and assistants. This activity has been implemented by all study programs within the FTK UIN Ar-Raniry with the initials FA (results of an interview with the head of the PAI MK study program, 13/ 6/23).

For this reason, RPS is part of the curriculum that needs continuous innovation to improve the quality and quality of learning (Supriani et al., 2022). Likewise, the results of the researcher's interview with the deputy dean 1 of FITK IAIN Lhokseumawe who said:

FTIK IAIN Lhokseumawe has innovated learning planning in all study programs by preparing RPS in accordance with the KKNi curriculum. This RPS is prepared by the lecturer according to the courses taught at the beginning of the semester which is used as a reference for implementing learning for one semester. All lecturers are required to prepare RPS at the beginning of the semester which is used as a reference in learning by lecturers and students (Results of researcher 2020). Interviews with the deputy dean for academic affairs at FITK IAIN Lhokseumawe NH, 20/6/23).

This RPS needs to be formulated clearly and used as a guideline in implementing learning (Lubis, 2020). Likewise, FITK IAIN Langsa has also innovated learning planning by compiling RPS according to the curriculum developed, namely KKNI, as per the results of the researcher's interview with the resource person who said:

All lecturers have prepared RPS for all the courses they teach. "This RPS has included learning activities that can activate students to carry out various activities that give birth to new knowledge that is useful in people's lives" (Results of an interview with the deputy dean for academic affairs at FITK IAIN Langsa, ZN, 23/6/23).

This RPS is prepared in accordance with the learning process plan carried out in the lecture room and also in accordance with the curriculum used by an educational institution (Arduini, 2020). Furthermore, the learning process at the Islamic University in Aceh is carried out using various challenging strategies and techniques, encouraging students to think critically, explore, be creative and experiment by utilizing various learning resources. This is in accordance with the results of the researcher's interview with the source who said:

"In the learning process, the Semester Credit System (SKS) is used, which is an education delivery system that uses SKS to express students' study load, learning experience load, lecturer workload, and program implementation load" (Results of interviews with the deputy dean of FTU UIN Ar-Raniry HR, 8/6/23).

The Semester Credit System is intended to accommodate differences in interests, talents and abilities between one student and another, so that the method and time for completing the study load and the composition of study activities to fulfill the required study load do not have to be the same for each student, although they sit at the same level (Kapile & Nuraedah, 2022).

In principle, the definition of credits must be understood as the time required by students to achieve certain competencies, through certain forms of learning and study materials. Meanwhile, the meaning of credits has been formulated in Minister of Education and Culture Regulation No. 44 of 2015 article 17 paragraph 1, which states that one credit of learning, responses and tutorials in class consists of: 50 minutes of face-to-face learning in class, 60 minutes, and 60 minutes of independent activities per week per semester. The learning process mechanism at the Islamic University in Aceh is in accordance with the results of the researcher's interviews with the following sources:

Learning activities can be through theoretical and practical learning; The language of instruction used in language courses is Arabic, while in general courses it is Indonesian; Theoretical learning is learning that examines the theories, concepts and principles of a field of science; Practical/practicum learning is a learning activity that applies theory in the field/laboratory; and each theory learning consists of face-to-face activities, structured activities, or independent activities (Results of interview with deputy dean of FTIK IAIN Lhokseumawe SF, 20/6/23).

This activity is a learning process in accordance with plans that have been previously designed using the necessary models, methods and media (Prabawati et al., 2023). Lecture activities are carried out in the form of structured activities and independent activities, as per the results of the researcher's interviews with sources who stated that:

Face-to-face activities are scheduled learning activities where lecturers and students can communicate directly, for example in the form of activities: lectures, discussions, questions and answers, seminars or other academic activities; Structured activities are learning activities outside scheduled hours, where students carry out assignments from and under the guidance of lecturers. This activity is carried out by lecturers guided by the syllabus. On this basis, each lecturer must prepare a Semester Learning Plan (RPS), as a lecture program for each semester; Independent activities are learning activities organized by students themselves to enrich their knowledge in order to support structured activities in the form of studying in the library, interviews with resource persons, and other similar activities (Results of the researcher's interview with the dean of FTIK IAIN Langsa, ZF, 23/6/23).

The data above shows that innovation in learning implementation is carried out in learning planning in the form of RPS, carrying out learning in a structured and independent manner. The Semester Learning Plan (RPS) is determined by the lecturer or lecturer team. (RPS) is an activity or action to coordinate learning components so that learning objectives, learning materials, implementation methods are systematic (Assegaf et al., 2022). Furthermore, learning is developed in an interactive, scientific, holistic, integrative, academic, contextual, thematic, effective, collaborative and learner-centered manner. This is in accordance with the results of the researcher's interview with the source who said:

The learning process is carried out interactively, where graduates' learning outcomes are achieved by prioritizing a two-way interaction process between students and lecturers. Integrative is the learning outcomes of graduates achieved through an integrated learning process to fulfill the overall learning outcomes of graduates in one unified program through an interdisciplinary and multidisciplinary approach. Scientific learning is carried out in order to achieve graduates through a learning process that prioritizes a scientific approach so as to create an academic environment that is based on a system of values, norms and rules of science and upholds religious and national values (Results of interviews with UIN senior lecturer Ar-Raniry MA, 6/9/23).

From the description above, it can be seen that learning process innovations are developed through interactive processes between students and lecturers that prioritize scientific processes through interdisciplinary and multidisciplinary approaches (Anih, E. 2015, Law, 2022). The learning process also uses several approaches so that graduates' competency achievements are achieved through a learning process that is tailored to the demands of their ability to solve problems according to their expertise. In this case, the results of interviews with sources said:

There are several approaches used in the learning process, namely the contextual approach and the thematic approach to produce achievements achieved through a learning process that is adapted to scientific characteristics linked to real problems through a transdisciplinary approach. Graduates' achievements are achieved through a learning process that prioritizes developing creativity, capacity, personality and needs of students, as well as developing independence in seeking and discovering knowledge. And also the application of Information and Communication Technology (ICT) in learning in the form of hybrid learning which combines conventional learning models with mastery of ICT. (Results of the researcher's interview with the deputy dean of FTK UIN Ar-Raniry HB, 8/6/23).

Graduates' competency achievements are achieved through effective learning by prioritizing the internalization of material properly and correctly. within the optimum time period. Likewise, learning is carried out collaboratively in the achievements of graduates through a joint learning process that involves interaction between individuals. (Cooper, T. (2017, Ariyanti et al., 2020; Rijal et al., 2022). Furthermore, learning carried out is centered on students as the main principle, while other learning principles will complement it. This is in accordance with the results of the researcher's interviews with the following sources:

The implementation of learning is carried out centered on students. Learning is designed and implemented by providing opportunities for students to achieve learning outcomes in accordance with the expected CPL. In this case the lecturer becomes a learning facilitator. The characteristic of the SCL learning method is that the lecturer plays a role not only as a resource person but also as a facilitator and motivator; students must demonstrate creative performance that integrates cognitive, psychomotor and affective abilities as a whole; the interaction process focuses on the method of inquiry and discovery; the learning resources are multi-dimensional, meaning they can be obtained from anywhere; and the learning environment must be designed and contextual (Results of researcher interview with the dean of IAIN Lhokseumawe, SF, 20/6/23).

This data explains that the learning process is adapted to students in discussing, giving opinions, looking for sources of knowledge by using methods that are appropriate to the material, characteristics

and abilities of students. This method also needs to be innovated so that it is relevant to the development and characteristics of students (Umam, 2021, Assegaf et al., 2022; Devi Syukri Azhari, 2023). Thus, it is known that the innovation of the KKNI-based learning process is carried out through the preparation of RPS, the use of educational methods and facilities that support the implementation of effective, collaborative, scientific learning that is student-centered.

4. CONCLUSION

KKNI curriculum innovation at state Islamic universities uses elements of enriching courses and improving the implementation of learning processes in the classroom. Course innovation is carried out in the form of course adjustments according to the Graduate Learning Outcomes (CPL) in each study program. This course adjustment includes adjusting and developing teaching materials that are relevant to the objectives to be achieved in each course. Innovation in the learning implementation process is carried out through the preparation of Semester Learning Plans (RPS) carried out by lecturers in accordance with the courses they teach, guided by the study program CPL. Method innovation through the use of active, creative and innovative methods. Thus, it can be said that curriculum innovation at state Islamic universities is carried out in a bottom-up form through the creations of lecturers or based on lecturers' experiences. Then, this research still has limitations for researchers in presenting and analyzing data, therefore the researcher hopes that readers can develop this research further so that it can complement the shortcomings contained in this research.

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