



The Evaluation of National Qualification Framework Curriculum (KKNI) at UIN Raden Fatah Palembang

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Fitri Oviyanti

Islamic State University of Raden Fatah Palembang

fitrioviyanti_uin@radenfatah.ac.id

Indrawati

Islamic State University of Raden Fatah Palembang

indrawati_selayar@radenfatah.ac.id

Siti Rochmiatun

Islamic State University of Raden Fatah Palembang

sitirochmiyatun_uin@radenfatah.ac.id

Arne Huzaimah

Islamic State University of Raden Fatah Palembang

arnehuzaimah_uin@radenfatah.ac.id

Zuhdiyah

Islamic State University of Raden Fatah Palembang

Zuhdiyah_uin@radenfatah.ac.id

Alfurqan*)

Padang State University
alfurqan@fis.unp.ac.id

*) Corresponding Author

Abstract: The purpose of the research was to evaluate the implementation of KKNI based curriculum. This study was a case study within qualitative approach. The data collection techniques were interviews, observation, and documentation. The data were analysed by using Miles and Huberman techniques. From the result of data analysis it was found that 1). in the aspect of the context variable, the perception of lecturers and students about curriculum implementation based on KKNI was already good, but the perceptions of the educational staffs were not good, 2). in terms of the input variable, it was seen from three points; the vision and mission, KKNI socialization, and learning management. Vision and Mission of UIN supports KKNI, socialization of KKNI is very intense at UIN Raden Fatah, good management supports the socialization of KKNI 3). from the aspect of the process variable, in the learning process, the lecturers of Faculty of Tarbiyah and Teacher Training (FITK) tended to have implemented student-centered learning. Meanwhile the lecturers of Faculty of Sharia and Law (FSH) still tended to implement teacher-centered learning processes, and 4). in terms of product variable, the students' achievement was very good.

Abstrak: Tujuan penelitian ini adalah untuk mengevaluasi pelaksanaan kurikulum berbasis KKNI. Penelitian ini merupakan studi kasus dengan pendekatan kualitatif. Teknik pengumpulan data adalah wawancara, observasi, dan dokumentasi. Analisis data menggunakan teknik Miles dan Huberman. Dari hasil analisis data ditemukan bahwa 1). Pada aspek variabel konteks, persepsi dosen dan mahasiswa tentang penerapan kurikulum berbasis KKNI sudah baik, namun tenaga kependidikan kurang baik, 2). dari segi variabel masukan dilihat dari tiga hal yaitu; visi dan misi, sosialisasi KKNI, dan manajemen pembelajaran. Visi dan Misi UIN mendukung KKNI, sosialisasi KKNI sangat intens di UIN Raden Fatah, manajemen yang baik mendukung sosialisasi KKNI 3). Dari aspek variabel proses, dalam proses pembelajaran dosen Fakultas Tarbiyah dan Keguruan (FITK) cenderung menerapkan pembelajaran yang berpusat pada siswa. Sedangkan dosen Fakultas Syariah dan Hukum (FSH) masih cenderung menerapkan proses pembelajaran yang berpusat pada guru, dan 4). Dilihat dari variabel produk, prestasi belajar siswa sangat baik.

Keywords: Evaluation, the national qualification framework curriculum (KKNI)

INTRODUCTION

According to the higher education law no. 12 year 2012, the curriculum for tertiary level of education is a set of plans and arrangements on graduate learning outcomes, study materials, processes, and assessments which are used as guidelines for the implementation of study programs. The higher education curriculum article 35 paragraph (1) is developed by each higher institution with reference to the national higher education standards for each study program that includes the development of intellectual intelligence, honourable morals, and skills. The higher institutions as producers of educated human resources need to measure their graduates, whether the graduates produced have the equivalent ability to the learning achievements that have been formulated in the qualifications of the Indonesian National Qualification Framework (KKNI). Every higher institution is obliged to adjust to these provisions. This is intended so that they can produce graduates who are ready to face challenges and opportunities in life which are increasingly complex and ready to compete in the global era. The importance of this task is illustrated by Suellen Say (2017) that curriculum reform as the solution to demand for graduates who can “solve societies” big problems.

The efforts of universities to adjust to the provisions in KKNI require them to make curriculum changes. Curriculum changes are a set of activities that must be carried out in response to the development of science and technology, the needs of the community, as well as the needs of graduates. Along with this the government has established regulations regarding the preparation of the curriculum in presidential regulation of the Republic of Indonesia Number 8 year 2012 concerning the Indonesian National Qualification Framework, the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning the arrangement of KKNI in Higher Education field, and in accordance with the regulations of the Minister of Research, Technology and Higher Education of the Republic of

Indonesia Number 44 year 2015 concerning the national standards for higher education.

The KKNI is a statement of the quality of Indonesian human resources whose qualifications are based on the level of ability stated in the formulation of learning outcomes. The Indonesian National Qualification Framework seeks to bring education closer to work training and work experience. Therefore, the aim of the presidential regulation is to pair up, equalize and integrate education and work training as well as work experience in the context of recognizing work competencies in accordance with the work structure in various sectors.

The KKNI is useful for assessing the equality of learning outcomes as well as the qualifications of workers who will study or work in Indonesia or abroad. The position of KKNI becomes important along with technological developments and human movements. Free market agreements in the Southeast Asian region have made it possible to move workers across countries. Therefore, equalizing the achievement of learning among ASEAN member countries becomes very important. In addition, the 4.0 industrial revolution is a challenge for higher institutions.

The higher education curriculum is a program for producing graduates so the program should ensure that graduates have qualifications that are equivalent to the qualifications agreed upon in the KKNI. As a program, the curriculum outline includes four elements, namely learning outcomes, study material that must be mastered, learning strategies to achieve learning outcomes, and achievement assessment systems.

These elements, should be implemented in the management of education system in higher education. Meanwhile, operationally, a program can be seen in terms of four variables; context, input, process and product implementation. In the context aspect, the curriculum is evaluated based on personal perceptions. In this case, the perceptions were assessed based on the perceptions of the lecturers and the students of UIN Raden Fatah

Palembang. In the input aspect, it was discussed on the appropriateness of the vision and mission goals and strategies of UIN Raden Fatah with curriculum in reference to KKNI, and learning management. In the aspect of the process discussed about the learning process and assessment. While the product aspect discussed about student learning outcomes.

Curriculum in reference to KKNI has been implemented at UIN Raden Fatah since 2017, based on the Rector's Decree of UIN Raden Fatah Palembang Number 589 year 2016. However, based on the observations of researchers, until now there are only two faculties at UIN Raden Fatah environment which have intensely socialized KKNI in their environment. The two faculties are the Faculty of Sharia and Law (FSH) and the Faculty of Tarbiyah and Teacher Training (FITK). In addition, based on the results of monitoring and evaluation (monev) of learning conducted by the Quality Assurance Institute (LPM) UIN Raden Fatah showed that the FSH and FITK have revoked the curriculum in reference to KKNI and continued with the socialization of each study program to their lecturers. The program was then continued with activities to compile KKNI documents, such as determining graduates' profiles, formulating learning outcomes, determining competencies, packaging courses, and preparing RPS. Based on this, this study would like to examine more deeply about the implementation of the curriculum in reference to KKNI at UIN Raden Fatah Palembang, especially at FSH and FITK.

METHOD

Research design

The approach used was qualitative method. The aim was to analyze the curriculum implementation in reference to KKNI using the CIPP (Context, Input, Process and Product) model. This evaluation model was adapted from (Sudibyo, 2013)

Research site and participants

This research was conducted at UIN Raden Fatah, an Islamic university in South

Sumatera, Indonesia. The main research participants in this study were the lecturers and the students, the head of study programs, and the educational staffs of UIN Raden Fatah.

Data collection and analysis

The data collection techniques were interviews, observation, and documentation. The data analysis technique used was Miles and Huberman's qualitative data analysis which consists of three stages, namely data reduction, data display, and conclusion/verification. The evaluation model used was the CIPP model which examines four components, namely Context, Input, Process and Product. CIPP model is implemented to foster an organization development and to help the leader and staffs of that organization to gain input and use that input so that they could be better able to meet important needs, or at least work as much as possible with the available resources. The first stage, context analysis was done by analyzing the support (perception) of lecturers and students towards curriculum implementation based on KKNI. Second, the input analysis was carried out by analyzing the vision, mission, objectives and strategies of UIN, analysis of the KKNI socialization and learning management. The third stage, process analysis, was done by analyzing the learning process that occurs in the classroom, and the assessment process. While the fourth stage was product analysis carried out by analyzing student learning outcomes.

Establishment of trustworthiness

The validity of the data in this study was carried out through triangulation techniques, both sources and techniques.

RESULTS AND DISCUSSION

Results

Context Analysis

Context is an assessment relating to efforts to find needs with various problems that are comparative descriptive. Context evaluation determines needs, problems, assets, and opportunities to help decision makers set goals and priorities and helps the wider group in making goals, priorities, and

outcomes (Siagian & Siregar, 2018) In this case, government expectations, support (perception) of the academic community towards the KKNi, and government policies in implementing the KKNi in higher education, are some important points contained in the context aspect.

First, the hope of the government through KKNi is to accommodate the needs of the state in developing the potential and human resources that exist in society (Tim Ristekdikti, 2019). KKNi from level 1-9 becomes a reference for the development of human resources and Indonesian workers. According to Napitupulu the recognition of qualifications does not only refer to formal education, but also training obtained outside formal education, independent learning and work experience. (Ester Lince Napitupulu, 2013) Thus, through the application of the KKNi in higher education institutions, the impact we will have is an increase in the quantity of quality and internationally competitive human resources.

In addition to being arranged based on the needs and specific objectives for the Indonesian people to harmonize the education and training system with the career system in the world of work, the KKNi is also designed to be in accordance with and equivalent to systems developed by other countries. In its development, KKNi also refers and considers the qualification system of other countries, such as Europe, Australia, England, Scotland, Hong Kong, and New Zealand (LP3M-UB, 2011) The European Qualification Framework (EQF) is divided into eight levels of qualification gaps. Starting from basic knowledge skills to the highest ability such as doctoral graduates. EQF adheres to the concept of lifelong learning.

In contrast, the Australian Qualification Framework (AQF) refers to a qualification system that sorts out the education and training sector in three parts, namely secondary school, vocational training and education, and higher education. However, the AQF qualification system is considered too detailed, so it has not been appropriate used in Indonesia. That is why, EQF is

considered to be the most appropriate, so EQF has a strong influence in the development and preparation of the KKNi (Siagian & Siregar, 2018). Meanwhile, the use of the qualification system by the government is intended so that KKNi graduates can be accepted by other countries (internationally competitive), so that the Indonesian workforce is absorbed quickly and with quality.

Second, the supports or perceptions of lecturers and students of FSH and FITK. The lecturers' perceptions at FITK regarding the curriculum implementation in reference to KKNi were already good (positive). This can be seen from the lecturers' answers stated that 1. KKNi focuses on graduate competencies (learning outcomes); 2. KKNi integrates knowledge, work skills, attitude, managerial and responsibility; 3. KKNi implements student-centered learning (SCL = Student-Centered Learning).

The good (positive) perceptions of FITK UIN Raden Fatah Palembang lecturers are supported by the socialization of the curriculum in reference to KKNi which is quite intense, both in the faculties and their respective study programs. From the results of an interview with one of the head study programs in the FITK environment, MH explained *although in the early days of socialization only involved the heads of study programs and secretariat, but for the subsequent socialization the lecturers were involved gradually.* (Lecturers of FITK UIN Raden Fatah Palembang, 2019)

Meanwhile, the FSH lecturer informant who was successfully interviewed stated that: 1) *KKNi is an innovation from the previous KBK that accommodates national courses;* 2) *KKNi based on study program competence;* and 3) *KKNi refers to stakeholder needs* (Lecturers of FSH UIN Raden Fatah Palembang, 2019)

Based on the result of this interview, it can be concluded that the perceptions of FSH and FITK UIN Raden Fatah lecturers about the curriculum in reference to KKNi has also been good. Meanwhile, from the aspect of students, based on the results of interviews, their perceptions about the curriculum in

reference to KJNI that were successfully recorded were:

One of the students named AL mentioned that *In my opinion KJNI is a competency based curriculum* (AL, 2019). Besides another student named FR said *what I know is that KJNI is a national-based curriculum* (FR, personal communication, 2019). Then, one student named AS clarified *KJNI equates education to work training* (AS, 2019).

Based on the interview with student informants above, it showed that students already have good perceptions of the curriculum in reference to KJNI. These were also supported by the results of interviews with several lecturers and study programs which stated that students were given information about KJNI during the process of Introducing Campus Academic Culture (PBAK), both in their faculties and study programs. Thus, in terms of lecturers and students, the perceptions are in accordance with the expectations of the government who want a curriculum in educational institutions no longer oriented on diplomas, but oriented to the competence and learning outcomes of graduates.

Meanwhile, some educational staffs who were successfully interviewed answered that they did not know about KJNI. They claimed to have been involved as a committee in KJNI socialization activities, but they did not know about the curriculum in reference to KJNI. For example one staff named MDK said *I don't understand at all about KJNI, I just do my job as administration staff* (MDK, 2019). Although there was one educational staff who when interviewed stated that KJNI aims to see the competencies of students, not only to get a diploma. However, in general from these data it can be stated that the tendency perception in FSH and FITK UIN Raden Fatah Palembang towards KJNI tends to be dissatisfactory.

Input Analysis

Input analysis includes analysis of the vision, mission, and objectives of UIN Raden Fatah Palembang, training (socialization), and learning management. The following is an explanation of these aspects.

1. Vision, mission, and objectives of UIN Raden Fatah Palembang

The vision of UIN Raden Fatah Palembang is "To be an international standard university, with a national perspective and Islamic character". The mission of UIN Raden Fatah Palembang is: 1). Bring out scholars and academic communities who are committed to quality, generosity and intellectualism; 2). Develop *tridharma* activities that are in line with the development of science and technology, relevant to the needs of the nation, and based on integralistic Islamic scientific traditions; and 3). Develop an academic tradition that is universal, honest, objective, and responsible. The purpose of Raden Fatah Islamic State University Palembang are: 1). Give greater access to the community, in order to increase the higher education participation rate; 2). Producing human resources that are competitive, professional, skilled, moral and integrity; and 3). Producing academic works that are beneficial for improving the quality of life of the community.

An international standard university intended in this vision is a university which academic and institutional arrangements fulfill the indicators, namely: a. The existence of international institutional capacity (international institutional capacity), so as to facilitate, serve, and fulfill the needs of international-scale academic activities. The development of international outlook, so that members of the academic community are able to organize and develop various academic policies and activities that are in line with international academic values and standards. The development of international-oriented activities (international reach) that makes members of the academic community able to synergize, coordinate, communicate, and cooperate with international institutions; b. The existence of international involvement, that members of the academic community are able to participate and collaborate in various academic events at international level; and c. The existence of international standard (international achievement) by the members of the academic community in the form of

academic works that received recognition and appreciation from the international world.

Raden Fatah Islamic State University needs to consider and respond to various global challenges and continue to develop its capabilities in line with the changing demands of society and the development of science and technology. The higher education should always try to make continuous improvements along with the complexity of the environmental changes they face. In such conditions, with a very rapid rate of change the choice of strategies and policies are not enough just to be precise and wise but the speed in making choices will have a major impact on the development of higher institutions. UIN Raden Fatah will at least face a variety of challenges such as: increasingly high levels of competition, both between universities within the country and abroad; the rapid and varied escalation of the development of communication and information and communication technology and science, increasing demands for quality educational outcomes; increasing demands for competencies and pace of relevant higher education graduates; increasing demands for the process of organizing high quality higher education with certain standards.

There are some challenges faced by higher challenges. First, how to create full excellence society and secondly, how to create knowledgeable and skilful human resources. It is impossible that the challenges of these higher institutions will only be addressed with old mind-set. Along with this, the government issued a curriculum policy through presidential regulation No. 8 year 2012 concerning KKNI, which is a statement of quality in which the selection is based on the competencies that are expressed in the learning formulation. KKNI is a new milestone for the world of higher education in Indonesia to produce quality human resources and global competitiveness. The higher institution as producer of educated human resources needs to measure its' graduates, whether the graduates produced have abilities equivalent to those that have been formulated in the qualification levels of the KKNI.

Every higher institution must adjust to these provisions with the hope that graduates produced by the higher institutions will be ready to face and have the opportunity to win the challenges of complex life in the 21st century, especially competition in the era of the ASEAN Economic Community (MEA). As a national agreement, it is determined that undergraduate graduates, for example, must have the lowest ability equivalent to the learning outcomes formulated at the 6th level of the KKNI.

Higher institutions must refer to KKNI and national standards of higher education in composing and developing the curriculum. The challenges faced by higher institutions in developing the curriculum in the era of the Industrial Revolution 4.0 are to produce graduates who have new literacy abilities including data literacy, technology literacy, and noble human literacy based on understanding religious beliefs. The higher institution must reorient the curriculum development that is able to answer these challenges.

On the basis of the equality principle as well as an understanding of qualifications from various occupational fields and professions in the global era, an international qualification parameter and higher institution graduates in Indonesia are needed. The encouragement of global development that is currently demanded for recognition of learning achievements that have been internationally equalized and the development of the KKNI therefore, the curriculum since 2012 has experienced a slight shift by providing a measure of equalization of learning achievement. Through KKNI, other countries can use it as a guide for assessing the equality of learning outcomes and qualifications of workers who will study or work in Indonesia and vice versa if they will accept students or workers from Indonesia. Thus this is in line with the vision of UIN Raden Fatah who wants to become an international standard university.

In addition to international standards, UIN Raden Fatah also wants all academics to be aware of national insights. This is also in line

with the KKNi stated in the general description, which is in accordance with the state ideology and culture of Indonesian. In another part of the vision of UIN Raden Fatah is Islamic character. This is also in line with the application of the KKNi curriculum in higher institutions. In preparing the KKNi curriculum, the government gives freedom to higher institutions to compile a curriculum in reference to KKNi and SN DIKTI. This gives a direction that PTKI can develop the curriculum by paying attention to the core values which are the scientific paradigm of PTKI illustrated in the graduate profile descriptions. The profile of graduates become the differentiator of a study program with other study programs. Thus, the implementation of the KKNi policy in higher institution also encourages the achievement of the vision and mission of UIN Raden Fatah.

1. Training (Socialization)

Training (socialization) related to curriculum in reference to KKNi in FSH and FITK UIN Raden Fatah Palembang has been carried out quite intensely. This can be analyzed from the results of interviews with several research informants. This socialization was not only carried out by the faculties attended by the study programs, but as a follow-up of the KKNi socialization activities through the training was also carried out by study programs which directly involved the study program lecturers. This is similarly at the university level also. The curriculum socialization in reference to KKNi at UIN Raden Fatah conducted by the Quality Assurance Institute (LPM), in 2017. LPM gathers all the head study programs from all faculties at UIN Raden Fatah and they are participated in the technical guidance (*Bimtek*) curriculum activities in reference to KKNi. The product of this activity is the curriculum revision of each study program. The interview also revealed that the lecturers had regularly updated the RPS that they used in accordance with the development of science. This is relevant to the mandate of the Ministry of Research, Technology and Higher Education Regulations (*Permenristek Dikti*) Number 44 year 2015, article 12, paragraph 4.

It is just lecturers tend to submit the RPS at the end of the class year.

The management of RPS collection by lecturers at FSH UIN Raden Fatah to academic study programs or faculties was also not in an orderly way. This was revealed from the results of interviews with several FSH and FITK lecturers who stated that they tend to collect the RPS at the end of the class, along with the Lecturer Performance Expense Report (BKD).

In addition, in reference to KKNi, therefore the assignment of tasks from lecturers to students should include six forms, namely routine tasks, critical book reports, critical review journals, mini research, projects, and idea engineering. The results of interviews with several informants obtained data that lecturers at FSH and FITK UIN Raden Fatah have not provided variations of assignments to students, only limited to routine tasks, such as papers and resumes. Student informants who were successfully interviewed also admitted that their lecturers usually only gave routine tasks, such as making resumes and papers.

Process Analysis

1. Learning Process

According to the mandate of KKNi, thus the learning process must change from the Teacher Centered Learning (TCL) paradigm to Student-Centered Learning (SCL). In the TCL paradigm, lecturers become the central role in achievement and become the only source of information in studies. While at SCL, it will have an impact on students gaining the opportunity and facilities to be able to build their own knowledge, so that they will gain in-depth knowledge which can ultimately improve the quality of students (Ardian & Munadi, 2016)

The followings are the transition from the TCL paradigm to SCL (Siagian& Siregar):

No.	TCL Paradigm	SCL Paradigm
1.	Knowledge is transferred from lecturer to student	Students actively develop the knowledge and skills they learnt

2.	Students passively accept knowledge	Students are actively involved in managing knowledge
3.	More emphasizes on mastery of the material	Not only emphasizes mastery of the material, but also develops the character of students
4.	The function of the lecturer or instructor as the main information giver or evaluator	The function of the lecturer as a facilitator and evaluation is done together with the students
5.	The learning process and assessment are done separately	The learning and assessment process is carried out in a continuous and integrated way
6.	Emphasizes only the correct answers	Mistakes can be assessed as one source of learning
7.	Suitable for developing knowledge in only one discipline	Appropriate for the development of science by means of an interdisciplinary approach
8.	The learning climate is more individualistic and competitive	The developed climate is more collaborative, supportive, and collaborative
9.	Only students are considered to be doing the learning process	Students and lecturers learn together in developing knowledge, attitudes, and skills
10.	Lectures are the biggest part in the learning process.	Students can learn not only from lectures, but can use various methods and activities
11.	Emphasizes on subject matter completion	Emphasizes is placed on achieving student competency and not the completion of the material
12.	Emphasizes on how lecturers conduct learning process	Emphasizes on how students can learn by using various learning materials, interdisciplinary methods, emphasis on problem based learning and skill competency

The curriculum in reference to KKNI is emphasizing more on SCL, so that students and lecturers are more creative in the learning process, so as to create a collaborative, supportive, and cooperative learning condition. Based on the results of interviews with several informants from FITK UIN Raden Fatah Palembang lecturers, the following data were obtained:

1. FITK lecturers use learning methods such as lectures, discussions, questions and answers, seminars, practices, problem-based learning, exercises.
2. For lecturers, the variation of learning methods is very important, because the characteristics of students are not the same, and the characteristics of the material are also different. In order not to saturate, it needs a variation of the method.
3. Young lecturers (junior) use blended learning, namely face to face and online (online) lectures, while senior lecturers prefer face to face in lectures.

Based on the data above, it can be concluded that the learning process at FITK UIN Raden Fatah has intended to apply the SCL learning approach. The views of FITK lecturers are very much in accordance with the new paradigm which considers teaching as a process of managing the environment in the hope that students (students) learn. In this concept, what is important is the learning of students, so that it has an impact on changes in the behavior and abilities of students (Sanjaya, 2017) The data were also supported by the results of interviews with FITK student informants who stated that their lecturers taught with varied learning methods and used the SCL approach. Likewise with the results of observations of learning activities at FITK showed that the lecturers at FITK have implemented SCL methods of learning.

Some FSH student informants explained that their lecturers at FSH usually use the lecturing and discussion method (group discussion) in learning. The lecturers also have not implemented e-learning. The researchers also observed several lecture activities that took place at FSH during September 2019, and it appears that the

learning methods that are often used by lecturers are lectures and discussions.

Based on the above explanation, the learning process at FSH UIN Raden Fatah tends to use a direct learning strategy with the dominance of the lecture method. Even if there is already learning that uses a student-centered learning approach (Student Centered Learning/ SCL), the form is not yet varied, there are still limited methods of discussion and practice/ demonstration.

2. The Assessment Process

According to Ministry of Research, Technology and Higher Education Regulations (*Permenristek DIKTI*) No. 44 year 2015, the learning assessment process has principles, namely transparent, objective, accountable, and authentic. Transparent, which is accessible to all stakeholders. Objective, that the assessment is based on agreed standards between lecturers and students and is free from the influence of the subjectivity and the assessed assessors. Accountable, which is in accordance with clear procedures and criteria, agreed at the beginning of the lecture, and understood by students. Authentic is an assessment oriented towards a continuous learning process and learning outcomes that reflect the ability of students during the learning process takes place. Kunandar added that authentic assessment is the activity of evaluating students who emphasizes what should be assessed, both process and outcome (Kunandar, 2013)

Based on the assessment principles above, the researchers interviewed several lecturer informants. The results can be described as follows:

- a. The lecturer wrote the method of assessment in the RPS that was distributed to students at the beginning of the lectures, both print out and share through Whatsapp or e-learning.
- b. Routine assignments for students were distributed at the beginning of lectures, while additional assignments were given every week according to the material.
- c. The lecturers followed the assessment criteria in the online SIMAK of Raden

Fatah Islamic State University Palembang which included assessing aspects of attendance, activity, assignments, midterm and final exam. The weight of each aspect are agreed with the students.

- d. Lecturers did not have clear instruments to assess the attitudes and skills of students.

Based on the data, it can be stated that the principles of assessment that are well implemented among FSH lecturers and FITK UIN Raden Fatah are transparency and objective principles. While the principle of accountable and authentic have not been implemented well. Lecturers tend to only assess student learning outcomes, not assess the learning process and not comprehensive covering cognitive, affective, and psychomotor. In fact, KKNi mandates a comprehensive assessment of students, so that qualified Indonesian human resources are formed, able to compete on the international scene, and have a strong character as an Indonesian citizen

Product Analysis

Basically, curriculum products in reference to KKNi are graduates who are ready to become workers and are able to compete with foreign workers. However, UIN Raden Fatah Palembang only implemented curriculum in reference to KKNi in 2017 based on the Rector's Decree of UIN Raden Fatah Palembang Number 589/2016 issued in November, so that there were no graduates or products from the curriculum in references to KKNi at UIN Raden Fatah Palembang. Therefore, product analysis in this study was only carried out on student learning outcomes in the study program.

There are several courses that can be used as references for evaluating the implementation of the curriculum in reference to KKNi at UIN Raden Fatah, especially at FITK and FSH. In this case, for FITK UIN Raden Fatah, researchers took the example of two courses, namely Internship 2 and Internship 3. These courses are chain and conditional course.

Among the important competencies that must be possessed by students to pass the 2nd internship course is being able to analyze and

be skilled at developing learning tools. As for internship 3, the competency that must be possessed by FITK students is to be able to teach in class. The results of the analysis of several documents on internship 2 and 3 scores, it showed that student learning outcomes were classified as very good (average A). The internship scores were obtained from several assessment components that were filled in by tutors and principals as well as students where students conducted internships. The assessment component includes cognitive aspects, such as student insights about learning, attitude aspects, such as activity, discipline, responsibility and cooperation during internships, and skills aspects, such as teaching skills.

Meanwhile, in the Faculty of Sharia and Law of UIN Raden Fatah, researchers took an example of the value of learning outcomes in Social Worship Practice courses. The reason, this course is a subject that supports the main profile of graduates of the Faculty of Sharia and Law. This course is also a subject that is arranged based on curriculum that refers to KKNI. If you observe the students' grade document in this course, the results are categorized as very good (average A).

Therefore, from the product variable, the curriculum implementation in reference to KKNI in FSH and FITK UIN Raden Fatah was very good. However, when viewed from the process variable, curriculum implementation in reference to KKNI at FSH and FITK UIN Raden Fatah has not been going well or has not fully in reference to KKNI, both in the learning and assessment process. Based on these findings, in this study the researchers analyzed that a good product (good) is not necessarily produced from a good process, and vice versa, because the implementation of the curriculum is influenced by many factors, both internal and external.

Discussion

Based on data analysis using the CIPP model, the researchers found that curriculum implementation in reference to KKNI can be seen from the context, input, process and

product aspects. From the context aspect, there must be compatibility between government expectations with support from the academic community (lecturers, educational staff, and students). One form of support from the campus academic community is a good perception or belief about the curriculum in reference to KKNI. This is in line with Suharyat who found that behavior is not only influenced by attitude, but also by subjective norms, namely our beliefs about what others want us to do (Suharyat, 2009). With a good perception from the academic community about the curriculum in reference to KKNI, the government hopes through KKNI can also be implemented well.

From the input aspect, vision alignment, mission of educational institutions with KKNI, intensive socialization and good learning management also play important role in curriculum implementation. This is in line with Siagian research findings that these three aspects do play important roles in curriculum implementation in reference to KKNI (Siagian & Siregar, 2018). From the process aspect, curriculum implementation in reference to KKNI can be seen through the learning and the assessment processes carried out in an educational institution. The learning process in the curriculum in reference to KKNI must apply the Student-Centered Learning (SCL) approach. This is important to do, because as stated by Salay that SCL is a learning process that prioritizes the development of creativity, capacity, personality and needs of students, as well as developing independence in seeking and finding knowledge, so that the focus is on the expected learning outcomes of graduates (Salay, 2019). In addition, one of the principles of assessment that is often ignored in implementing curriculum based on KKNI is authenticity. In fact, as revealed by Yunus Abidin that authentic assessment provides a real picture of the ability of students (Abidin, 2012)

Therefore, curriculum implementation in reference to KKNI can also be seen from the product aspect, namely student learning

outcomes. And according to Yani Riyani, good learning outcomes describe a process that has been going well too (Riyani, 2015) Intensive and comprehensive learning outcomes can be one important foundation in the development of the future KKNI.

CONCLUSION

The implementation of the curriculum in reference to KKNI in FSH and FITK UIN Raden Fatah in terms of the context variable was good, when viewed in terms of the perception of lecturers and students about KKNI, but perspective of educational staff was still dissatisfactory. In terms of input variables, there were three points of concern. First, from the vision, mission, goals and strategies of UIN Raden Fatah was in accordance with the KKNI policy mandated by the Indonesian government. Secondly, curriculum socialization in reference to KKNI among lecturers and students are already quite intense and good, but for educational staff it was still lacking. Third, the management of learning that took place at UIN Raden Fatah, especially at FSH and FITK, has not been carried out appropriately. In terms of process variables, not in accordance with KKNI demands. For example, in the learning process, only FITK lecturers seemed to have applied the Student- Centered Learning (SCL) approach. While the FSH lecturers still mostly used the Teacher- Centered Learning (TCL) approach. Likewise with the learning assessment process. Of the four assessment principles, only transparent and objective principles have been implemented, while the principles of accountability and authenticity have not yet been fulfilled. Lecturers at FSH and FITK UIN Raden Fatah still tend to do assessments on cognitive aspects only. In terms of product variables, the average value of the learning outcomes of courses at FITK and FSH which supported students to have competencies that support the profile of graduates was very good.

Based on the above research conclusions, it is recommended:

1. Socialization of curriculum refers to KKNI to students and students are encouraged.
2. The quality of learning management is further improved, so that lecturers are more disciplined in the administration of collecting RPS to the academic department, both in study programs and faculty.
3. Lecturers are required to use the Student Centered Learning (SCL) approach in accordance with the KKNI demands.
4. Needs socialization and training or may be technical guidance for lecturers in conducting assessment with authentic principles.
5. Researches can then examine the impact of perceptions about the curriculum referring to KKNI on the implementation of the curriculum referring to KKNI.

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