

Private university policy in formulating the KKNi for islamic religious education

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ABSTRACT

The purpose of this study is to see how the policy of private universities in formulating KKNi, the basic theory related to KKNi explains the statement of the quality of Indonesian Human Resources (HR) whose qualification levels are based on the level of ability stated in the formulation of learning outcomes. Universities as producers of educated HR need to measure their graduates, whether the graduates produced have 'abilities' that are equivalent to the 'abilities' (learning outcomes) that have been formulated in the KKNi qualification levels. This study uses a Qualitative research method. The data sources used in this study are primary data and secondary data, in the primary data there is an interview with the secretary of LPM STIT Makrifatul Ilmi Bengkulu Selatan, in the secondary data there is KKNi data that has been recorded. This study uses data collection techniques, namely interviews, documentation and observation with data analysis techniques, namely Data Reduction, Data Display/data presentation and drawing conclusions from the results of the study in this interview, there were three people, namely the Chairperson, secretary and quality group of LPM STIT Makrifatul Ilmi Bengkulu Selatan. The LPM work management is structured, LPM and Quality Group design the mapping of courses, learning outcomes, course achievements and study program achievements as well as mapping of course studies. However, in the concept of campus management which requires every decision-making to be coordinated with the Makrifatul Ilmi foundation institution, this is what makes the fiqh material courses and fiqh learning in madrasahs not revised properly because the foundation institution does not give permission to revise the KKNi as a conclusion in this study explains the formulation of the KKNi at the Makrifatul Ilmi Bengkulu Selatan Tarbiyah College of Science in the conclusion of this study found in the interview data of the LPM secretary STIT Makrifatul Ilmi Bengkulu Selatan, that the LPM work management is structured, LPM and Quality Group design the mapping of courses, learning outcomes, course achievements and study program achievements as well as mapping of studies.

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Introduction

The Indonesian National Qualification Framework is a competency qualification grading framework that can match, equalize and integrate between the fields of education and work

training and work experience in order to provide work competency knowledge in accordance with the job structure in various work sectors. (Anwar, 2019) This is a manifestation of the quality and identity of the Indonesian nation related to the national education system, the national work training system and the national learning achievement equivalency assessment system owned by Indonesia to produce quality and productive national human resources. (Suradi & Amaliyah, 2020) Therefore, the purpose of the KKNi in higher education is to align and improve the quality of higher education in Indonesia. KKNi provides guidelines for developing study programs, curricula and graduate competency standards that are relevant to the needs of society and the job market. (Putri & Putri, 2020) Thus, KKNi aims to ensure qualifications that are recognized nationally and internationally.

However, the KKNi curriculum in private Islamic universities has become a problem that has not been resolved until now. Since the KKNi was rolled out through Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualification Framework, several problems have emerged, (Tanjung, 2020) including indications of inconsistencies in qualifications in the Graduate Competency Standards with the facts and realities that occur in the field. The above problems are a shared demand to be resolved so that they do not become a prolonged problem. (Jono, 2020) Departing from several problems in this study, the researcher focused on the learning process section. Which point provides guidance on learning including learning approaches, evaluation methods and pedagogy that are in accordance with the achievement of competency standards. (Junaidi, 2020)

Departing from the description above, there is a case in a private university in South Bengkulu, namely the Makrifatul Ilmi Tarbiyah College of Science. In this university there are courses on learning fiqh material in madrasahs in semester III and courses on fiqh material in semester IV. In this case, the learning outcomes are the same between these two courses, because both discuss fiqh material. In fact, the fiqh learning course in the madrasah should cover how to teach fiqh material in class and the fiqh course explains everything related to fiqh theories. Because of the overlap between these courses, students cannot understand and practice how to teach fiqh in class. Therefore, as a researcher, I intend to examine the policies of private universities in formulating KKNi. And in this case, the researcher will focus on the formulation of KKNi at the Bengkulu Selatan makrifatul ilmi tarbiyah college.

In research A Nur Ahid (2021) The results shown that the implementation of KKNi based curriculum in postgraduate at PTKIN institutions in East Java took place from 2016 to 2020. The implementation began with socialization in the form of curriculum workshops. In those workshops, a curriculum draft and guidelines for its implementation were prepared. However, there were some in the implementation. One of them is that most of the lecturers did not understand the basic concepts of curriculum. To overcome this, intensive workshops were held to prepare syllabus, semester program plans and courses for each semester (Ahid & Chamid, 2021).

Meanwhile, in Hidayat's research (2021) This study found that private Islamic religious universities have shown certain responses to the development of the era of disruption in the form of completely new academic policies from previous policies, which is very visible as a response to the demands of the digital era and the industrial era 4.0. The responses include academic policies in the fields of education, research, and community service, which can be seen in detail in the review of this research report (Hidayat et al., 2021).

The issuance of Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualification Framework (KKNi), and Law Number 12 of 2012 concerning Higher Education, encourages all universities to adjust to these provisions. KKNi is a statement of the quality of Indonesian Human Resources (HR) whose qualification levels are based on the level of ability stated in the formulation of learning outcomes (Komarudin et al., 2021). Universities as producers of educated HR need to measure their graduates, whether the graduates produced have 'abilities' equivalent to the 'abilities' (learning outcomes) that have been formulated in the KKNi qualification levels. As a national agreement, it is stipulated that graduates of the Bachelor/Applied Bachelor Program, for example, must have at least "abilities" equivalent to the "learning outcomes"

formulated at level 6 of the KKNi, Masters/Applied Masters equivalent to level 8, and Doctors/Applied Doctors equivalent to level 9 (Junaidi, 2020).

The higher education curriculum is a program to produce graduates, so the program should ensure that its graduates have qualifications equivalent to the qualifications agreed upon in the KKNi. The concept developed by the Directorate General of Learning and Student Affairs so far, in compiling the curriculum, begins by determining the graduate profile which is described in the formulation of Graduate Learning Outcomes (CPL) (Darkam, 2020). The formulation of abilities in the KKNi descriptor is stated in the term learning outcomes (translation of learning outcomes), where competencies are included in it or are part of the learning outcomes (CP). The use of the term competency used in higher education (DIKTI) is found in Permendikbud No. 3 of 2020 concerning SN-DIKTI article 5, paragraph (1), which states that Graduate Competency Standards (SKL) are the minimum criteria for graduate ability qualifications which include attitudes, knowledge, and skills stated in the formulation of Graduate Learning Outcomes (CPL) (Ernawati et al., 2023).

The description of learning outcomes in the KKNi contains four elements, namely elements of attitude and values, elements of work ability, elements of mastery of knowledge, and elements of authority and responsibility. Meanwhile, in SN-Dikti, the formulation of CPL is included in one of the standards, namely the Graduate Competency Standards (SKL). In SN-Dikti, CPL consists of elements of attitude, general skills, special skills, and knowledge (Adisel et al., 2022). The elements of attitude and general skills have been formulated in detail and are listed in the SN-Dikti appendix, while the elements of special skills and knowledge must be formulated by a forum of similar study programs which are characteristics of graduates of the study program (Komala et al., 2023). Based on the CPL, the preparation of the curriculum of a study program can be developed. Based on Law Number 12 of 2012 concerning Higher Education, it is stated that the preparation of the curriculum is the right of higher education institutions, but it is further stated that it must refer to national standards (Article 35 paragraph (1)).

In general, the curriculum, as a design, consists of four elements, namely learning outcomes, study materials, learning processes to achieve, and assessment. The formulation of CPL refers to the KKNi descriptor, especially in the Knowledge and Specific Skills section, while the Attitude and General Skills section can be adopted from SN-Dikti. Meanwhile, the complete curriculum is based on the eight (8) National Education Standards, plus 8 National Community Service Standards. In general, the KKNi is expected to produce a system of equalizing labor qualifications in Indonesia and has the following roles: The KKNi must be able to comprehensively and fairly accommodate the needs of all parties related to labor and gain the trust of the wider community, the KKNi is expected to have a number of levels and descriptions of qualifications that are clear and measurable and can be transparently understood by parties producing and using labor at the national, regional and international levels.

The KKNi that will be developed must be flexible so that it can anticipate the development of science and technology, the need for knowledge, expertise and skills in the workplace and can always be updated continuously. The flexible nature of the KKNi must also be able to provide the widest possible opportunities for someone to achieve the appropriate qualification level through various educational pathways, training or work experience including moving from one pathway to another qualification pathway. The KKNi should be one of the drivers of quality improvement programs from both the producer and user of labor so that awareness of improving the quality of human resources can be realized nationally. The KKNi must include the development of a quality assurance system that has a monitoring function.

Method

The type that will be used in this study is a qualitative method that is directly related to the collection and assessment of data in the research report. (Murdiyanto, 2020) The use of this method aims to explain systematically, factually, accurately through observations that are realized

through words or sentences, not with statistical data. All will be presented as they are according to the reality and observations found in the study. (Rahman, 2021) This descriptive qualitative approach is used because it is for research related to the analysis of theoretical data in the form of sentences and words, not numerical data (Fadli, 2021), in addition, this study focuses on research on Private Higher Education Policy in Formulating KKNi at STIT Makrifatul Ilmi Bengkulu Selatan, which is systematic and structured based on a framework of thinking that is based on a theoretical basis that strengthens the variables sought in this journal. The data sources used in this study are primary data and secondary data, in the primary data there is an interview with the secretary of LPM Makrifatul Ilmi Bengkulu Selatan, in the secondary data there is KKNi data that has been recorded (Nurjanah, 2021). And this study uses data collection techniques, namely interviews, documentation and observation with data analysis techniques, namely Data Reduction, Data display/data presentation and drawing conclusions. (Suryana, 2022)

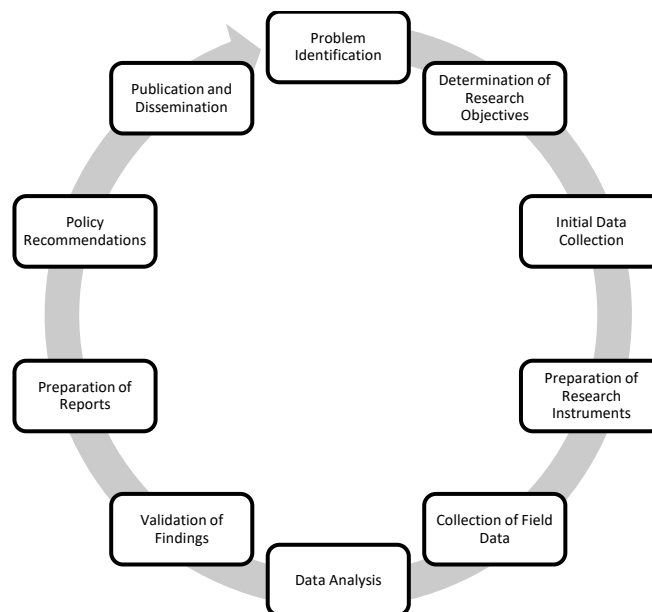


Figure 1. Diagram related to research flow

Result

In the results of the interview conducted by the Quality Assurance Institute (LPM) team of STIT Makrifatul Ilmi Bengkulu Selatan, where Yeni Wulandari, M.Pd related to the formulation of KKNi carried out by the campus, she explained that structurally the formulation of KKNi runs on its concept, LPM will formulate the entire KKNi starting from learning achievements, course achievements and study program achievements, this LPM coordinates with the quality group in each study program that exists, after a consensus is reached, the quality group will provide notification regarding the agreed KKNi to all lecturers in the study program structure. In the work systematics of LPM STIT Makrifatul Ilmi Bengkulu Selatan, the KKNi systematics have been implemented according to procedures, in addition, the quality group in the study program is also running well, only related to courses, Yeni Wulandari, M.Pd as Secretary of LPM said there were several obstacles and differences in KKNi in state universities and private universities in a foundation institution.

He said that the LPM in state universities operates without external intervention, so every policy issued can be easily accepted without experiencing problems, unlike private universities under foundations. Where LPM STIT Makrifatul Ilmi Bengkulu Selatan also received intervention

from the Makrifatul Ilmi foundation institution, this is what makes LPM not free to make policies. In the results of the interview, the secretary of LPM STIT Makrifatul Ilmi Bengkulu Selatan said that the LPM team had conveyed the Fiqh course which in terms of discussion had to be changed and revised so that no course material was considered to be repeated in a different semester, only from the foundation institution that was authorized to assess the course, it was not considered to repeat the material.

In fact, it was clear at the meeting held by LPM and Gugus Mutu at that time that we assessed that the Fiqh learning course in madrasah and Fiqh Material had different materials, at that time we had made a decision and made Learning Achievements, Course Achievements and several revisions to be submitted to the foundation institution, but at that time what LPM attempted was not approved by the foundation institution, therefore the KKNi policy could not be changed. The LPM Secretary said that this was an obstacle in the formulation of the KKNi at STIT Makrifatul Ilmi Bengkulu Selatan, but this year we plan to modify the existing Learning Achievements, especially in the Fiqh Learning course in madrasah and Fiqh Material, hopefully there will be a way out to revise the course which in general is no longer feasible because the material sector does not follow the development of the times.

In addition, based on the documentation results obtained, STIT Makrifatul Ilmi has formulated the KKNi into a book that has been printed according to each study program with a decree in 2022, in which there are several components, namely, the Curriculum structure which contains a mapping of study materials, packaging of courses, SKS weights, and learning achievements, graduate learning achievements, course achievements with level 6 for S1 in the KKNi. In terms of documents, LPM STIT Makrifatul Ilmi Bengkulu Selatan has a KKNi formulation document with a structure, and in the institution it also has structured work management. Starting from the LPM team and the Quality Group who coordinate well with each other in it, it can be said that in the work management of LPM STIT Makrifatul Ilmi, the concept that should be implemented.

In other words, through interviews and documentation it was found that the components in the KKNi that should be, as a whole, exist and are planned in the KKNi STIT Makrifatul Ilmi Bengkulu Selatan, the concept and work management are appropriate, only there are obstacles encountered due to the authority of the foundation institution, so that problems in the subject of fiqh material and learning of fiqh material in madrasah occur in the KKNi STIT Makrifatul Ilmi Bengkulu Selatan.

Discussion

Law Number 12 of 2012 Article 35 paragraph 2 mandates that the higher education curriculum is developed by each university for each study program that includes the development of intellectual intelligence, noble morals and skills. (Maslahah, 2018) The national standard of higher education (SN-Dikti) as regulated in the Minister of Education and Culture Regulation Number 3 of 2020 Article 1, states that the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials and methods used as guidelines for organizing learning activities to achieve higher education goals. (Susilawati., 2022)

The higher education curriculum is an institutional mandate that must be continuously updated according to the development of science and technology needs as outlined in learning outcomes (Murwaningsih, 2018). Higher education institutions as producers of educated human resources need to measure their graduates, whether the graduates produced have abilities equivalent to the abilities (learning achievements) that have been formulated in the KKNi qualification level. (Roulinna, 2020)

Higher education institutions in compiling or developing the curriculum must refer to the KKNi and the National Higher Education Standards (Maslahah, 2018). The challenge faced by higher education institutions in developing the curriculum in the Industry 4.0 era is to produce graduates who have new literacy skills including data literacy, technology literacy, and human literacy with

noble morals based on an understanding of religious beliefs. Universities need to reorient curriculum development that is able to answer these challenges. (Ansori et al., 2022)

In this case, KKNi is an important part of the LPM's duties, namely the Quality Assurance Institute, where the task of this LPM is to coordinate the implementation of monitoring of academic and non-academic quality assurance systems, implementation of audits and evaluations and implementation of academic and non-academic quality assurance systems, and most importantly LPM also has the task of developing and implementing an academic quality assurance system in accordance with the socio-cultural conditions of the campus. (Abid Muhtarom, 2023) As well as what aspects are designed and coordinated by LPM, namely regarding mapping of courses, learning outcomes, course outcomes and study program achievements and study mapping. This substance is what LPM develops in KKNi together with the quality groups in each department or study program on campus. (Syahroni & Firmadani, 2023)

In this case, in theory, it has similarities to the facts in the field at STIT Makrifatul Ilmi Bengkulu Selatan, where based on interview data with the secretary of LPM Yeni Wulandari, M.Pd said that LPM has coordinated and formulated several things that need to be evaluated together with the quality group in each study program. This can also be seen from the formulation of KKNi in the form of a book with a decree in which there is a mapping of courses, learning achievements, course achievements and study program achievements and study mapping. However, in its implementation, LPM STIT Makrifatul Ilmi Bengkulu Selatan received intervention from the foundation institution, this made several policies and coordination from KKNi not run properly, several decisions were also not accepted such as examples related to fiqh material and learning of fiqh material in madrasas, where LPM formulated several changes in several materials and also in learning achievements and course achievements.

In this case, the research that is also related to the KKNi which is in a private higher education foundation institution Muhammadiyah Bengkulu (Dharmakusuma, 2017) in the results of his research also found the same procedure of intervention from the foundation institution, but the problems of Muhammadiyah Bengkulu are different from STIT Makrifatul Ilmi Bengkulu Selatan.

Overall, the theory and also some of the data obtained, KKNi Indonesian National Qualification Framework which contains several components such as learning achievements, graduate learning achievements, course achievements and overall STIT Makrifatul Ilmi Bengkulu Selatan applies all components in the systematic work management procedures, and LPM together with the quality group evaluates KKNi.

It's just that in its implementation, STIT Makrifatul Ilmi Bengkulu Selatan experienced several obstacles, where there was intervention from the foundation institution that regulated every decision including KKNi, this is what became an obstacle in the formulation of KKNi at STIT Makrifatul Ilmi Bengkulu Selatan.

Conclusion

The formulation of the KKNi at the Makrifatul Ilmi Bengkulu Selatan Islamic College of Tarbiyah, based on the conclusion of this study, was found in the interview data of the secretary of the LPM STIT Makrifatul Ilmi Bengkulu Selatan, that the LPM work management is structured, LPM and the Quality Group design a mapping of courses, learning outcomes, course achievements and study program achievements and study mapping.

But in the concept of campus management, which requires every decision to coordinate with the Makrifatul Ilmi foundation institution, this is what makes the fiqh material course and fiqh learning in madrasahs. Not revised as needed because the foundation institution does not give permission to revise the KKNi.

This is the problem at STIT Makrifatul Ilmi, but in the interview results, LPM Makrifatul Ilmi will make modifications to several substances but will not change the KKNi as a whole, in this case the researcher suggests that LPM must be able to provide policies without intervention, if indeed the habituation is very difficult, then the most appropriate solution is to make modifications as soon

as possible to aspects that need to be changed, such as the field of clusters in fiqh learning which should be able to be changed in its learning outcomes.

The limitations of this study include several important aspects. First, this study was conducted at a specific private university, so the results may not fully represent policies at other private universities. Second, data availability is a challenge, as some policy documents are confidential or poorly documented. Third, potential bias from informants may affect the validity of the data, given that interviews rely on the personal perspectives of policy makers. In addition, the limited research time limits a deeper exploration of the implementation of the KKNi in Islamic religious education. Finally, the complexity of this topic, involving institutional policies, the KKNi framework, and the context of Islamic religious education, requires in-depth and interdisciplinary analysis, which may not have been fully accommodated in this study.

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