



Indonesia's National Qualifications Framework System in Higher Education: What is the Reality of Implementation?

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Abstract

The Indonesian National Qualifications Framework, abbreviated as KKNi in Presidential Decree 8 of 2012 is a competency qualification ranking framework that juxtaposes, balances and integrates the fields of education and vocational training as well as practical experience to provide recognition of work competencies according to the job structure in each sector. This type of research uses qualitative research methods and the approach used is a case study. This is done to explore how it is applied to the research object in depth, so that the data obtained is more meaningful from informants in the field. The conclusion of this article is that the students' perceptions of the PAI FITK UIN SU Medan study program regarding the implementation of the KKNi-based curriculum in the PAI FITK UIN SU Medan study program are different, namely the perception of saying it is good, saying it is good as a change of system, good but burdensome, burdensome and burdensome, the task is the same. like high school. Problems with KKNi-Based Curriculum lecture assignments for PAI FITK UIN SU Study Program students are classified into 4 aspects, namely in terms of time, process aspects (intention to work, lazy groups, reference sources, difficulty of assignments, systematic format of assignments, mastery of technology), in terms of campus infrastructure and personal ownership, namely laptops and cellphones, and economic or funding aspects related to collecting assignments *print*.

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INTRODUCTION

Higher education as a unit of higher education outside of secondary school, is a forum for producing academic graduates who are knowledgeable about something and competent in a field. Higher education is closely related to a curriculum-based learning system. The curriculum is an educational program plan that functions as a path or foundation for the learning process. The KKNI curriculum is currently used in tertiary institutions (Indonesian National Qualifications Framework) (Choli, 2020; Dasopang et al., 2022; Yudha et al., 2023).

Facts in the field for FITK PAI Study Program UIN North Sumatra students in the seventh semester reveal that the task of completing the KKNI is complicated and takes a long time. The solution is to get value. This is especially true for idea engineering assignments and projects, which are never asked about and leave students with no idea how to complete them because they are not explained and they are not asked to be completed. This was also confirmed by a fourth semester PAI student who revealed that the lecturer explained the 6 KKNI tasks, but not in too much detail so they did not understand the idea engineering tasks and detailed project tasks. Likewise with 6th semester PAI students, on the other hand, PAI students complained about their media problems in doing assignments, namely laptops that did not have time to rest because there were so many KKNI assignments for each different subject that had to be done in one semester.

Based on the facts above, this reality is very interesting to study further. Apart from the facts that have been revealed, researchers feel the need to explore in more detail the problems experienced by PAI UIN North Sumatra students in facing and completing KKNI-based lecture assignments given by each lecturer (Talal, 2013; Anggraini, 2017).

The Indonesian National Qualifications Framework, abbreviated as KKNI in Presidential Decree 8 of 2012 is a competency qualification ranking framework that juxtaposes, balances and integrates the fields of education and vocational training as well as practical experience to provide recognition of work competencies according to the job structure in each sector. It is hoped that the Indonesian National Qualifications Framework (KKNI) can change the way other people view abilities that were previously only recognized through diplomas and are now recognized nationally through qualifications held as a basis for widespread recognition through formal or non-professional means. Individual educational outcomes, whether obtained through formal or non-formal education, are transparent and accountable (Syafi'i et al., 2022).

The emergence of the KKNI-based curriculum in Islamic universities has actually given rise to several problems which have not yet been resolved. Since the introduction of the KKNI through Presidential Regulation Number 8 of the Republic of Indonesia concerning the Indonesian National Qualifications Framework in 2012, several problems have emerged, including the qualification marks in the Standards (Darmawan et al., 2018).

Responding to the phenomenon of curriculum development and renewal that has been taking place lately, especially at the higher education level, where there is a statement which states that every study program at tertiary institutions in Indonesia is required to prepare a curriculum, implement and evaluate the implementation of the curriculum by referring to the KKNI (Quality Framework). Indonesian National/Indonesia Qualificatin Framework) in the field of higher education. This national instruction is contained in the Minister of Education and Culture Regulation

(Permendikbud) Number 73 of 2013 concerning the implementation of the KKNI in the field of higher education. This regulation is a derivative of the Presidential Regulation of the Republic of Indonesia Number 8 of 2012 which explains that the KKNI (Indonesian National Qualifications Framework) is a framework for grading competency qualifications that can compare, equalize and integrate the fields of education and the fields of work training and work experience in order to provide recognition of work competencies. according to the job structure in various sectors (Wiratno, 2012; Damanhuri et al., 2013).

Facts in the field for FITK PAI Study Program UIN North Sumatra students in the seventh semester reveal that the task of completing the KKNI is complicated and takes a long time. The solution is to get value. This is especially true for idea engineering assignments and projects, which are never asked about and leave students with no idea how to complete them because they are not explained and they are not asked to be completed. This was also confirmed by a fourth semester PAI student who revealed that the lecturer explained the 6 KKNI tasks, but not in too much detail so they did not understand the idea engineering tasks and detailed project tasks. Likewise with 6th semester PAI students, on the other hand, PAI students complained about their media problems in doing assignments, namely laptops that did not have time to rest because there were so many KKNI assignments for each different subject that had to be done in one semester (Nata et al., 2017; Lubis, 2019).

Based on the facts above, this reality is very interesting to study further. Apart from the facts that have been revealed, researchers feel the need to explore in more detail the problems experienced by PAI UIN North Sumatra students in facing and completing KKNI-based lecture assignments given by each lecturer.

The eight stages of implementing the KKNI are determining the graduation profile, formulating learning outcomes, formulating study material competencies, mapping study material LOs, packaging courses, developing a curriculum framework, and preparing lecture plans. The process of implementing learning in lectures is also inseparable from assignments. Talking about assignments, there are 6 KKNI (Indonesian National Qualifications Framework) based curriculum lecture assignments, namely routine assignments, CBR (critical book report), CJR (critical journal review), mini research, idea engineering and projects (Panjaitan et al., 2016; Nurdin, 2018).

Routine assignments are usually given in the form of a resume of each title given by the lecturer or the results of understanding from reviews of paper presentations that have been delivered by presenters both individually and in groups on the same day as the duration of time given by the lecturer for us to copy in notebooks. CBR is comparing two books by reviewing the contents, advantages and disadvantages of the books and providing recommendations to the author. CJR understands the entire contents of the journal regarding the research conducted by the author and then explains it again in our language based on the results of our understanding.

Mini research assignments with research to schools and the community regarding educational administration, the learning process (use of media, methods and strategies used by educators), school conditions, jurisprudence law, and other things that are needed as well as assignments given according to the relevant course which is accountable by collecting and presenting reports in front of the class. Idea engineering by giving several titles by the

lecturer and students are instructed to choose one title, seek expert opinions regarding that title and come up with an idea or explanation of the meaning of the title that has been chosen, in another form the lecturer gives a theme and students are instructed to express related ideas. that theme. Project tasks, in the form of making media, making RPP (Learning Implementation Plan) (Amin & Panahatan, 2019; Pujiarti et al., 2023).

The process of implementing KKNi tasks in PAI study programs is not given by lecturers in their entirety. There are only 3 assignments given to students, namely routine assignments, CBR and CJR. However, there are also several PAI lecturers who give a total of 6 assignments as in the KKNi-based curriculum.

The process of giving assignments begins to be introduced to students before starting lectures. At the first meeting, the lecturer first explains the syllabus and assignments, including the 6 assignments in the KKNi-based curriculum. However, after completing the explanation, the students will be instructed to complete only 3 assignments and other assignments are sometimes given at the end of the lecture meeting suddenly and collected during the UAS (Final Semester Examination). In the end, students do not really understand the KKNi's duties as a whole and carry out their assignments only as a formality to get grades without being able to understand what they have done to become their scientific insight and competence as stated in the KKNi as a qualification for their educational results. A student should find out about the entire duties of the KKNi through other references (Safitri, 2019; Rahman et al., 2023; Adawiyah, 2023).

However, there are few references regarding the KKNi, students' lack of understanding regarding the explanation of the KKNi assignments explained by the lecturer, lecturers' explanations that are not detailed regarding the KKNi assignments, students' ignorance about the format for completing and preparing assignments or the systematics of completion, as well as differences in the systematic format for completing assignments from each lecturer makes understanding students about 6 KKNi assignments are not good. Facts in the field of PAI students 1st semester V T.A. 2020-2021 said that completing KKNi tasks was complicated and took a long time. Then the solution is just to get value. Moreover, for idea engineering and project assignments, assignments that are never asked for and make students do not understand how to complete them because they are not explained and they are not instructed to complete them. PAI student 1st semester V T.A. 2020 also confirmed this, he said that the lecturer explained the 6 KKNi tasks but not in detail and he did not understand the idea engineering tasks and project tasks. Likewise, PAI 1st semester V student T.A. 2020 said that he didn't understand project assignments because he didn't know how to do them and his problem was doing KKNi assignments on his laptop and felt he didn't have time to rest because there were so many assignments in each course that required him to do 6 assignments (Sewang & Halik, 2018; Hamda, 2019; Siboro, 2021).

Based on the facts above, this research is very interesting to research. What will later be discussed is how the KKNi is implemented in the PAI FITK UINSU study program and what problems PAI students feel regarding KKNi-based curriculum lecture assignments. Through this research, it will increase insight into KKNi lecture assignments and provide knowledge about what problems students experience when completing KKNi-based curriculum lecture assignments and all those related to PAI study programs can find

solutions to the problems that will be reviewed in this research. Seeing this, the researchers were interested in carrying out research entitled: Problems with KKNi-Based Curriculum Lecture Assignments for Students of the PAI FITK UIN SU Medan Study Program.

METHODS

This type of research uses qualitative research methods and the approach used is a case study (Nur'aini, 2020; Hudamahya et al., 2022; Assyakurrohim et al., 2023). This is done to explore how it is applied to the research object in depth, so that the data obtained is more meaningful from informants in the field. This research was carried out at the PAI Study Program, Faculty of Tarbiyah and Teacher Training, North Sumatra State Islamic University, Medan on Jln. William Iskandar Pasar V Medan Estate 20371 with a time span of 5 months starting from September 2022 to January 2023. The data source for this research comes from informants, namely students and lecturers.

Researchers collected data using observation, interviews and documentation techniques (Maulida, 2020; Rahmad et al., 2021; Thalib, 2022). Observations were carried out to directly and in-depth observe students' obstacles in implementing KKNi-based learning in the PAI UIN North Sumatra Medan study program. Interviews were conducted to dig up deeper information related to the observations that had been made. And documentation was carried out to analyze all documents related to student obstacles in implementing KKNi-based learning in the PAI UIN North Sumatra Medan study program. Data analysis uses the Miles Huberman technique which consists of data reduction, data presentation, and drawing conclusions. From the analysis of these data, they are related to each other, the validity of the data is carried out using the triad of data accumulation

RESULT AND DISCUSSION

According to the results of our research, the KKNi task is actually something that should be done by students as an attitude that creates a sense of criticism and responsibility for myself that is not burdensome at all. Among the burdensome tasks that must be completed now are mini-research or observation assignments at schools or other institutions. Why is that because in my own experience I once came to school to observe the learning process in the classroom carried out by the teacher, so it seemed to us that the observation was like monitoring, which resulted in something unpleasant, but at that time we immediately clarified it and only used the data or information that we Thank you for your college assignments, there's no need for anything else.

The lightest task is the critical book review or critical journal review task, so it is very easy to do and not very burdensome because the work is fast and the journal and book are easy to access via online media. The KKNi task is very influential on the lecture process because it supports and supports student creativity in thinking and acting. All aspects are included in the KKNi task, although each has its own advantages and disadvantages, it is something unique and becomes learning for the students themselves. And students are required to have skills in thinking and writing.

With KKNi-based assignments, students can understand the material very well. Apart from that, students can also think critically in determining comparisons between books and journals, conduct research in the field, and

create products in accordance with the learning objectives in each course. The KKNI tasks are very important to apply to students. The KKNI tasks are the critical attitude and literacy skills of students, then the student's analysis of something will be tested to a competent level, that is why the importance or urgency of the KKNI tasks are in the world of lectures carried out by students.

In terms of time, the problem is because there are many assignments that must be completed, not to mention the busy activities outside the campus that students have.

First, groups that do not work together enough. Papers and other assignments that are assigned to groups sometimes have problems for their members. Many people are lazy, which can slow down the completion of the task.

Second, the difficulty of the task. Students have difficulty completing assignments, such as mini research, idea engineering, and projects because they lack understanding of the assignment

Third, the systematic format of the assignment. Many lecturers give KKNI assignments, but do not provide a systematic format for the work, so students have difficulty completing these assignments.

To obtain a positive correlation from all elements in higher education, adjusting learning outcomes and equalizing the quality of Indonesian higher education graduates, to become the main guideline and mutual understanding between higher education and graduate users to increase the competitiveness of the Indonesian nation, provide motivation and inspiration to develop learning programs throughout life.

The curriculum that is suitable for KKNI at UINSU is the 2013 Curriculum. A good KKNI task starts from a thorough planning stage, which can be done with KKNI socialization activities for lecturers at the beginning of the semester meeting for permanent and non-permanent lecturers. Lecturers are again reminded to carry out KKNI in lectures, making the same RPS for lecturers in the same class as making RPS which looks at learning outcomes and according to the format that was obtained during socialization. Socialization is also provided to students by the study program during the PBAK orientation period for new students and course lecturers who also explain the 6 KKNI tasks when agreeing on study contracts and assignments. Effective if implemented optimally.

Implementation of the KKNI-Based Curriculum in the PAI FITK UIN SU Medan Study Program

The curriculum implementation stage can be seen from the planning, implementation and evaluation processes. The implementation stages of KKNI in Indonesian higher education study programs have been stipulated in Minister of Education and Culture Regulation No. 73 of 2013 Article 10 paragraph 4 which requires every study program in higher education to prepare a curriculum, implement and evaluate with reference to the KKNI, as explained in theory: "The eight stages of implementing the KKNI are to determine the graduation profile, formulate learning outcomes, formulate competency in study materials, LO mapping of study materials, packaging courses, compiling a curriculum framework, and preparing lecture plans. According to Presidential Regulation Number 8 of 2012 and Higher Education Law Number 12 of 2012, what is meant by KKNI (Indonesian National Qualifications Framework) or in English is called the Indonesian Qualifications Framework (IQF) is a competency qualification grading framework that can compare, equalize and integrating the field of education

and the field of job training as well as work experience in providing recognition of work competency in accordance with the job structure in various sectors. "According to Minister of Education and Culture Regulation Number 73 of 2013, what is meant by the KKNI in the field of Higher Education is equalizing and integrating learning outcomes from non-formal education, informal education and work experience into types and levels of higher education."

Meanwhile, while the researcher was conducting observations and interviews, the researcher found that the implementation of the KKNI-based curriculum in the PAI FITK UIN SU Medan study program had been implemented. The planning stage began with KKNI socialization activities carried out by the university by inviting the head of the study program and then further KKNI socialization carried out by the faculty. At the direction of the dean, meetings with lecturers were held twice, namely for lecturers and non-permanent lecturers, then the study program reminded lecturers to implement KKNI in class through lecturer groups, then a culture and curriculum workshop was held to group allied lecturers to create the same RPS. Making RPS for lecturers is adjusted to the learning achievements of the study program which also looks at the learning achievements of the faculty. KKNI learning outcomes include four things, namely attitude, work ability, knowledge and responsibility. As explained in the theory: Learning outcomes are abilities obtained through the internalization of knowledge, attitudes, skills, competencies and accumulated work experience which become indicators (measuring tools) of what a person gets in completing the learning process, whether structured or not. The four elements of learning outcomes are attitudes and values, work ability, mastery of knowledge, and authority and responsibility.

Implementation and evaluation have also been carried out by lecturers when teaching courses, which can be seen from the agreement on lecture contracts and agreements on assignments that must be completed by students during one semester, giving a systematic format for assignments by lecturers and instructors also provides freedom regarding formats, directions and rules in carrying out and completing KKNI assignments, as well as lecturers' assessments of KKNI assignments that have been agreed to be completed have different percentage weightings.

The evaluation stage is carried out by the study program by collecting lecturer RPS which is assisted by study program staff to create a list of lecturers who have submitted the RPS, the study program is assisted by the quality control group to evaluate whether the RPS is in accordance with the KKNI or not, then the study program carries out learning monitoring, there are no lecturer secrets given to kosma-kosma PAI study program, distribution of questionnaires filled out online by students, namely lecturer satisfaction questionnaires when teaching in classes which have not run smoothly due to students' laziness in filling them out.

Perceptions of PAI Study Program Students Regarding the Implementation of the KKNI-Based Curriculum in the PAI FITK UIN SU Medan Study Program

Perception is a direct response to something, a person's process of knowing various things through the five senses. Robbins states, perception is an impression obtained by an individual through the five senses then analyzing it (structured), interpreting it and then evaluating it, so that the individual obtains meaning. According to Slameto, perception is a process

that involves entering messages or information into the human brain, through perception humans continuously communicate with their environment.

The findings that the researchers obtained regarding student perceptions based on interviews with students from the first semester to the final semester, the researchers classified them into five parts of perception, namely: Perception stated it was good, stated it was good as a change of system, stated it was good but burdensome, burdensome and burdensome, and the same as assignments. in senior high school.

The perceptions they express based on the impressions they get become their experiences. This is in accordance with the theory that I have put forward.

Problems with KKNi-Based Curriculum Lecture Assignments for Students of PAI FITK UINSU Medan Study Program

Problematics Etymologically, problematic comes from English, namely *problem* means trouble. A problem, something that needs to be solved. Problem, something that is a problem, something that is at issue, a problem. Taking issue, making something a problem, making something a problem. Problems are defined as gaps between desires and what actually happens, between theory and practice, between rules and implementation, between plans and implementation. Stonner (1982) suggests that problems can be identified or sought if there are deviations between experience and reality, between what is planned and reality, there are complaints and competition.

KKNi lecture assignments consist of routine assignments (TR), CBR, CJR, MR, RI and Projects (PR). These six KKNi assignments are completed by PAI study program students during one semester with rules and agreements between lecturers and students. The process of working on and completing this assignment cannot be separated from the problems they feel, based on interviews conducted with PAI FITK UINSU Medan students, the researcher obtained and classified the problem into four things, namely Time Aspect, the problem was because there were many tasks that had to be completed, the tasks ranged from three to six assignments for one course and they take 10-12 courses in one semester, making time a problem when completing assignments and the off-campus activities carried out by V-IX semester students who are already teaching.

In terms of process, which includes several things, First, the intention to do it, students sometimes have the intention to do it but don't understand it, then there is no intention to do it, so the task is finally completed on collection day.

Second, the group is lazy, routine tasks, namely papers and other assignments, are the group's assignment. Groups that are lazy become obstacles for students in doing assignments because materials have not been collected, it is difficult to invite friends to do assignments, and other things that make completing assignments difficult. Third, reference sources, the rules for collecting assignments that have been agreed upon require students to look for books for reference sources, but the library rules that can only borrow 2 books are not sufficient for references, then there are also not enough references for several new courses in the campus library, which is an obstacle in completion. task. Finally, students look for regional libraries, city libraries, other campus libraries. They stated that this was also an obstacle because there was not only one course assignment that had to be done.

Fourth, task difficulty, students have difficulty completing assignments for mini-research assignments in terms of permits, idea engineering

assignments and projects because they do not understand the assignments. Fifth, systematic format, this problem was felt by students in the first semester whose lecturers did not provide an assignment format, which was also expressed by other students who did not understand what to include in the discussion of a paper that only received the title from the lecturer. Sixth, mastery of technology, this problem is felt by first semester students who are overseas. He knows the material for the assignment to be completed but because he doesn't master Microsoft, this becomes an obstacle for him when completing assignments, when searching for online journals, and other things related to e-mail and the internet.

Infrastructural facilities, the obstacles felt by students in this case include an internet network that is difficult to obtain on campus, campus WiFi which is also not smooth enough to use, as well as personal ownership facilities such as laptops that students do not yet own and cellphones whose cameras are not good enough for taking photos of the books they use. will be used as a reference for completing assignments. From an economic/funding perspective, the obstacle for students in completing KKNi assignments is in terms of submission which requires students to print out assignments, but for this semester many lecturers are collecting assignments online via WhatsApp and e-mail for assignment revision.

CONCLUSION

The implementation of the KKNi-based curriculum in the PAI FITK UIN SU Medan Study Program has been carried out well starting from the planning stage with KKNi socialization activities for lecturers at the beginning of the semester meeting for permanent and non-permanent lecturers. Lecturers are again reminded to carry out KKNi in lectures, create the same RPS for lecturers in all subjects, create RPS that looks at PAI learning achievements and matches the format that was obtained during socialization. Socialization is also provided to students by the study program during the PBAK orientation period for new students and course lecturers who also explain the 6 KKNi tasks when agreeing on study contracts and assignments. The implementation stage can be seen through the lecture contract, agreed assignments, learning process, and agreed assignment rules. The evaluation stage can be seen from the lecturer's assessment of student assignments and the study program that carries them out *monitoring*, lecturer absences given to boarding houses, and questionnaires *online* which is filled in by students at the end of the semester. This questionnaire has not gone well because students are lazy to fill it out even though the study program has repeatedly reminded students to fill it out for improvement in the next semester. Students' perceptions of the PAI FITK UIN SU Medan Study Program regarding the implementation of the KKNi-based curriculum in the PAI FITK UIN SU Medan Study Program are different, namely the perception that it is good, that it is good as a change of system, that it is good but burdensome, that it is burdensome and onerous, the task is the same as high school. Problems with KKNi-Based Curriculum lecture assignments for PAI FITK UIN SU Study Program students are classified into 4 aspects, namely in terms of time, process aspects (intention to work, lazy groups, reference sources, difficulty of assignments, systematic format of assignments, mastery of technology), in terms of campus infrastructure and personal ownership, namely laptops and cellphones, and economic or funding aspects related to collecting assignment *sprint*.

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