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The Implementation of Indonesian Qualification Framework (IQF) on College Curriculum

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Abstract: Indonesian Qualification Framework (IQF) is curriculum applied in all colleges in Indonesia nowadays. This article aims to describe how to arrange IQF, the implementation and the learning strategy used to apply the IQF in STAIN Kudus. This is descriptive qualitative research with case study research design. The first result shows that the ways to arrange the IQF are by determining the scholars profiles and learning outcomes, choosing and arranging the materials, arranging the subjects and curriculum structure, and arranging the lesson plan. The second result shows that the implementation of IQF includes some steps: planning the curriculum, planning the learning process and evaluating the learning program. And the last result shows that the learning strategy used to apply the IQF is students-centered learning.

Keywords: *Iqf/kkni, stain kudus, arrangement, implementation, learning strategy*

A. Introduction

Nowadays, Indonesia really has entered the global age which is called by the name of globalization era. It is an era where Indonesia should be a part and a historical necessity as part of the dynamics of human civilization. The problem of the quality of human resources becomes truly realized by all parties as a very important need and necessity because the human resources needed in this era must be able to compete in the global market.

According to Jono (2016: 57), curriculum development is a main necessity in the pay and sustain rate the development of the academic world, especially the high management through the ability of higher educational institutions which are able to adapt with the demands of the employment needs as due to the development of the times and technology. Some of the indications are the emergence of civilization in the Global Market (Afta) arena and ASEAN economic society (MEA). And, Sutrisno and Suyadi (2016:4-5) state that colleges or universities in Indonesia is faced with two very difficult issues: following the logic of globalization with risk that they must be able to compete with other universities in developed and big countries or surrender and let colleges or universities in Indonesia crushedby the globalization.

Implementation of the Indonesian National Qualification Framework (KKNI) in universities will strengthen the accountability of the implementation of education while ensuring the quality of graduates (Ristekdikti, 2016). Therefore, colleges or universities in Indonesia must prepare their graduates with quality and international standard so that they are ready to face the globalization era competition, by making standardized curriculum first, and since 2012 Indonesia has done standardization with the release of *Kerangka Kurikulum Nasional Indonesia* (KKNI) or Indonesian Qualification Framework (IQF). Using that curriculum, it is expected to anticipate the needs of its graduates with jobs that are waiting in sight. A referral curriculum corresponding to the job market must be applied in student learning in each university. By realizing the KKNI-based curriculum, it means that universities have stepped up and real efforts to anticipate the needs of graduates who are ready to face the competition at the ASEAN and global level.

KKNI is a reference frame that is used as a measure in the recognition of education gap. KKNI is also referred to as a competency qualification skill framework that can match, integrate and integrate between the field of education and job training and work experience in the framework of providing job competence recognition in accordance with the structure of work in various sectors. According to Presidential Regulation No. 08 of 2012, KKNI is a manifestation of the quality and identity of the Indonesian Nation related to the national education and training system owned by Indonesia. Thus, it can be concluded that KKNI requires the education system in universities or colleges to clarify the profile of its graduates so that it can be adjusted with the feasibility in the perspective of community needs analysis (Derajat, 2017)

Based on the background above, the writer understands that the implementation of KKNI is so important for the development of campus in this country. And, this time, *Sekolah Tinggi Agama Islam Negeri (STAIN) Kudus* or Kudus State College on Islamic Studies struggles to implement KKNI. For that reason, the writer conducted the research entitled "The Implementation of Indonesian Qualification Framework (IQF) on College Curriculum (Case Study of IQF Curriculum Design and Development in STAIN Kudus)".

In this research context, the writer analysed the implementation of Indonesian Qualification Framework (IQF) on STAIN Kudus Curriculum. The purposes of this research are to know how STAIN Kudus arrange Indonesian Qualification Framework (IQF) or KKNI, to analyse the implementation of Indonesian Qualification Framework (IQF) or KKNI in STAIN Kudus, and to analyse the learning strategy used to apply the Indonesian Qualification Framework (IQF) or KKNI in STAIN Kudus.

In this research, the writer used case study research design. According to Yin (2014: 219), case study research has a functional and legitimate role in doing evaluations. It means that, in evaluation, the writer can use case studies to capture the complexity of a case, including temporal changes, as well as explore the contextual conditions of a case. They are about the arrangement Indonesian

Qualification Framework (IQF) or KKNI in STAIN Kudus, the implementation of Indonesian Qualification Framework (IQF) or KKNI in STAIN Kudus, and the learning strategy used to apply the Indonesian Qualification Framework (IQF) or KKNI in STAIN Kudus.

The data collection method used in this study refers to two types of data, namely primary data and secondary data. Primary data, where the data are researchers collect directly from respondents or informants through the observations and interviews. Through this method, the writer can get information about opinions, attitudes, choices, and respondents' perceptions of curriculum implementation based on KKNI in STAIN Kudus. While the secondary data is the data which are not directly access by the researchers but through analysis and adoption of printed documents or electronics that provide information about the implementation of KKNI or IQF in universities or colleges.

B. Discussion

The development of KKNI is a long journey that starts from the effort of developing the quality of human resources in Indonesia, especially in the field of education and training. Milestone of KKNI development was started with the enactment of Law Number 13 of 2003 on Manpower and Government Regulation Number 31 of 2006 on National Work Training System as a basis for the great work of KKNI development in the following years, and in 2012 with the issuance of Presidential Regulation No. 8/2012 on the Indonesian National Qualification Framework.

KKNI Kemenristek Dikti also explains that KKNI development program in 2015 is a continuation of the same programs in the previous year or new program. The program in the previous year prioritized to draft the concept and also realized to be an operational framework and has been reinforced by Presidential Regulation No. 8 of 2012 on KKNI. With the Presidential Regulation, KKNI has become a reference in equalizing the learning achievement of various sectors in Indonesia. Meanwhile, to strengthen the legal basis for the implementation of KKNI in universities, the Ministry of Education and Culture has issued

the Regulation of the Minister of Education and Culture No. 73 of 2013 which regulates the application of KKNI in universities in particular and higher education in Indonesia as a whole. The application of KKNI in universities further resulted in programs that increasingly empowered KKNI.

The implementation of KKNI is not limited to universities, but also to other institutions such as:
1. SMK or Vocational High School
2. Course and Training Institute
3. College of Sciences
4. Konsil Kedokteran Indonesia
5. Forum of Study Program
6. BNSP, LSP
7. Professional Association
8. Chamber of Commerce, Industry Association
9. BAN-PT
10. BSNP

As a manifestation of the quality and identity of the Indonesian nation in the system of education, training, and system of recognition of national work competence, the KKNI has some objectives. According to KKNI Kemenristek Dikti, it is intended to be a guide for:
1. Establishing the qualifications of learning achievements gained through formal, non-formal, informal, or work- experience education;
2. Establishing a recognition scheme for learning achievement qualifications gained through formal, non-formal, informal, or work- experience education;
3. Equalizing the qualifications among the learning achievements gained through formal, non-formal, informal, or work-experience education;
4. Developing methods and systems for the recognition of labor qualifications from other countries that will work in Indonesia.

If KKNI is run for a long time, the implementation of KKNI will have some impacts or benefits. According to KKNI Kemenristek Dikti, those benefits are:
1. Increasing the quantity of Indonesia's quality human resources and international competitiveness in order to ensure the increased accessibility of Indonesian human resources to the national and international labor markets;
2. The increased contribution of learning achievements gained through formal, non-formal, informal, or work experience in national economic growth;
3. Increased academic mobility to promote mutual understanding, solidarity, and inter-state higher education cooperation in the world;
4. The increasing recognition of other countries, whether it is bilaterally, regionally and internationally to Indonesia without leaving the character and personality of the Indonesian nation.

KKNI states nine levels of qualified Indonesian human resources. Qualification descriptions at each level of KKNI comprehensively consider a full learning achievement, which can be generated by an educational process, formal, non-formal, informal, and self-employed in order to perform quality work. The description of each level of qualification is also adapted to the development of science, technology or art, as well as the development of sectors supporting the economy and people's welfare, such as industry, agriculture, health, law and other related aspects. The achievement of learning also includes aspects of the nation's identity building reflected in Pancasila, the 1945 Constitution and Bhinneka Tunggal Ika, which upholds the five principles of Pancasila and law enforcement, and is committed to respecting the diversity of religions, tribes, cultures, languages and art that grow and develop in Indonesia earth.

The classification of 9 levels of KKNI qualification consists of:
1. Levels 1-3 are grouped into operator positions;
2. Levels 4-6 are grouped in technician or analyst positions;
3. Levels 7-9 are grouped into expert positions.

The general descriptions about KKNI are: believe in God Almighty; have good morals, ethics and personality in completing the task; serve as a proud citizen and love the motherland and support world peace; able to work together and have high social sensitivity

and concern for the society and the environment; respect for cultural diversity, views, beliefs, and religions as well as the original opinions/findings of others; uphold the law enforcement and have a passion to put the interests of the nation and the wider community.

Moreover, the description of each level of KKNI as described below.

Level 1	Able to carry out simple, limited, routine tasks, using predefined tools, rules and processes, and under the guidance, supervision, and responsibilities of their superiors; Have factual knowledge; Responsible for his own work and not responsible for the work of others.
Level 2	Able to carry out a specific task, using commonly used tools, and information, and work procedures, and demonstrate performance with measurable quality, under the direct supervision of their superiors; Have basic operational knowledge and factual knowledge of specific work areas, so they are able to choose available solutions to common problems; Responsible for the work itself and can be given the responsibility of guiding others.
Level 3	Able to carry out a specific set of tasks, translating information and using tools, based on a number of work procedures, and being able to demonstrate performance with measurable quality and quantity, partly the result of self-employment with indirect supervision; Has a complete operational knowledge, general principles and concepts related to the specific field of expertise, so they are used to solve common problems with appropriate methods; Able to work together and communicate within the scope of work;

Responsible for the work itself and can be given responsibility for the quantity and quality of the work of others.

Level 4	Able to complete wide-ranging tasks and specific cases by analyzing information in a limited way, selecting appropriate methods from several standard options, and being able to demonstrate performance with measurable quality and quantity; Mastering some basic principles of a particular area of expertise and being able to align with the factual issues in the field of work; Able to work together and communicate to prepare written reports within a limited scope, and to have initiative; Responsible for the work itself and can be given responsibility for the work of others.
Level 5	Able to complete wide-ranging work, choose appropriate methods from various options that have been or have not been standardized by analyzing the data, and able to demonstrate performance with quality and quantity measured; Master the theoretical concepts of a particular field of knowledge in general, and capable of formulating problem-solving procedural issues; Able to manage working groups and prepare comprehensive written reports; Responsible for the work itself and can be given responsibility for the achievement of group work.
Level 6	Able to apply the field of expertise and utilize science, technology, and/or art in the field in problem solving and able to adapt to the situation; Master the theoretical concepts of a particular field of knowledge in general and the theoretical concepts of a special section in the field of knowledge in depth, and capable of formulating problem-solving procedures;

Able to make informed decisions based on information and data analysis, and be able to provide guidance on choosing various alternative solutions independently and in groups;

Responsible for the work itself and can be given responsibility for the achievement of the work of the organization.

Level 7	Able to plan and manage resources under its responsibility, and evaluate comprehensively its work by utilizing science, technology, and/or art to produce organizational strategic development steps; Able to solve the problems of science, technology, and/or art in the field of science through a monodisciplinary approach; Able to research and make strategic decisions with full accountability and responsibility for all aspects that are under the responsibility of his area of expertise.
Level 8	Able to develop knowledge, technology and/or art in the field of his or her scientific or professional practice through research, to produce innovative and tested work; Able to solve problems of science, technology, and/or art in the field of science through inter or multidisciplinary approach; Able to manage research and development that have benefit for the society and science, and able to get acknowledgement.

Each level of qualification in KKNI has equality with the achievements of learning generated through education, job training or work experience. Equalization of learning achievement that resulted from education with level of qualification at KKNI consist of:

1. Basic education graduates (SMP) is equivalent to level 1;
2. High school graduates (SMA) is minimally equivalent to level 2;
3. Graduate of Diploma 1 is minimally equivalent to level 3;
4. Graduate Diploma 2 is minimally equivalent to level 4;
5. Graduate Diploma 3 is minimally equivalent to level 5;
6. Graduate Diploma 4 or Bachelor of Applied and Bachelor degree is minimally equivalent to level 6;
7. The graduates of the Applied Masters and the Masters are minimally equivalent to level 8;
8. Applied Doctorate graduate and Doctorate is equivalent to level 9;
9. Graduates of professional education are equivalent to level 7 or 8;
10. Specialist of education graduate is equivalent to level 8 or 9;

With the existence of KKNI, recognition of qualifications does not refer to education alone, but also training and work experience. It requires competence certification. At the higher education level now still need adjustment with KKNI. For teachers, for example, it will be at level 7, that is S1 and teacher profession education, and teachers are required to conduct research, such as classroom action research in accordance with criteria at level 7. Secretary of the Higher Education Council, Nizam said, the achievement of the level of KKNI can be through various channels. This KKNI is a blend of formal education, professionalism, work experience, and career. (Napitupulu, 2013).

Based on the level of KKNI or IQF mentioned above, the 8th and 9th levels of IQF are equivalent to the competence of Master and Doctoral degree. Lapau (2016: 19) mentioned that their competences are 1) to develop scientific knowledge producing innovative work for Master degree, and original or creative work for Doctoral degree; and 2) to solve the problem of science through inter or multi discipline for Master degree, and inter, multi and trans discipline for Doctoral degree.` It means that the lecturer must be at least Master degree and always increases their ability and produces innovative work.

Based on the observation and analysis, the results show that the ways of STAIN Kudus in arranging the IQF or KKNI are by determining the scholars profiles and learning

outcomes, choosing and arranging the materials, arranging the subjects and curriculum structure, and arranging the lesson plan. For detail information, it will be explained below.

In STAIN Kudus, there are four departments for graduate program which consist of 26 study programs. They are *Tarbiyah, Syariah dan Ekonomi Islam, Dakwah dan Komunikasi, and Ushuluddin.* In Tarbiyah, there are ten study programs. They are *Pendidikan Agama Islam (PAI); Pendidikan Bahasa Arab (PBA); Tadris Bahasa Inggris, Tadris IPS, Tadris IPA, Tadris Biologi, Tadris Matematika, Pendidikan Guru MI (PGMI), Pendidikan Islam Anak Usia Dini (PIAUD) and Bimbingan Konseling Islam (BKI).* In *Syariah dan Ekonomi Islam,* there are seven study programs. They are *Hukum Ekonomi Syariah (ES), Ekonomi Syariah (ES), Manajemen Bisnis Syariah (MBS), Akhwal al-Syakhsiyyah (AS), Perbankan Syariah (PS), Akuntansi Syariah (AkSya) and Manajamen Zakat dan Wakaf (MZW).* In Dakwah dan Komunikasi, there are *Bimbingan dan penyuluhan Islam (BPI), Komunikasi dan Penyiaran Islam (KPI), Pengembangan Masyarakat Islam (PMI), Manajemen Dakwah (MD) and Pemikiran Politik Islam (PPI).* And in Ushuluddin, there are *Ilmu Quran Tafsir (IQT), Akidah dan Filsafat Islam (AFI), Akhlak dan Tasawuf (AT), and Ilmu Hadits (IH).* And for S2 level, there are three study programs. They are *Manajemen Pendidikan Islam (MPI) Ekonomi Syariah (ES)* and *Ilmu Syariah (IS).*

In arranging KKNI, the first way done by all study programs in STAIN Kudus was determining the graduates profiles. It was done based on SWOT analysis. It is Strength, Weakness, Opportunity and Threat. Moreover, the determination of graduates profiles is based on need analysis (need assessment market signal). In determining KKNI level, graduates of S1 in KKNI level is level 6, and S-2 is level 8. In STAIN Kudus, there are just S1 and S2 level. In determining the profile of graduates. Some study programs conducted an alumni tracking study, for example *Pendidikan Agama Islam (PAI), Pendidikan Bahasa Arab (PBA).* The result is obtained by graduates of study programs working in any field. But some study programs do not do that

yet because they are categorized as new study programs. In Tarbiyah, Tadris Bahasa Inggris, Tadris Matematika, Tadris Biologi, Tadris IPA, Tadris BKI, and Tadris IPS are new study programs. Currently in Indonesia there are many associations that lead to the study program so this association usually has done research related description of graduates in accordance with the level of education. Meanwhile, the lecturers are Master and Doctorate degree.

Market needs analysys is related to the graduates generated and they also conducted questionnaires to to get the profile that the community really needs. In describing the profile of graduates both pay attention to the vision and mission of the campus. The vision of STAIN Kudus is Providing Solutions through Applied Islamic Scholars. Then, all study programs determine the profile of graduates by some ways. For example, by asking the association, stakeholders and KKNI Universities.

Graduates' profiles are the roles and functions that graduates can take after entering the work area and/or community. This profile can be viewed as target educational outcomes. Or in other words, the Graduate Program Profile is a posture that is expected at the time the learners graduated or complete the entire learning process in a course with the suitability level KKNI. This graduate profile determination begins by answering the question: "What will be the students after graduating this lecture? What graduates will the lecture produce? What role can a graduate take in a new graduate community?" For example, the graduates profiles of tadris Bahasa Inggris are as teacher/educator, translator and organizer of English course.

Learning Outcomes according to KKNI is the internalization and accumulation of science, skills, affections and competencies achieved through a structured education process and encompasses a particular field of knowledge/expertise or through work experience. Achievement of learning is a measuring tool of what obtained someone who completed a learning process both structured and unstructured. Achievement of learning can be viewed as a result of the overall learning process that has been taken by a student

during his studies in one particular program of study (PKPEL UNPAM, 2017). To determine the competence of graduates in the learning outcome, it is done by answering the question "in order for the graduates to be in accordance with the predefined graduate profile, should graduates be able to do anything?". For learning outcomes, all study programs in STAIN Kudus covers four points. They are attitude and values, ability, knowledge and responsibility or right.

In STAIN Kudus, subject alignment with learning achievement in general aims is to find the answer to the question "to be able to master all the elements in the learning achievement, what study materials need to be studied and how the level of mastery? Then, related to the design of the course, it is a curriculum structure of a study program. The design of the course is the pattern and the composition of the course that must be pursued by the learners in the learning activities into the curriculum content of each course in each semester set out in the Student Study Plan Card (KRS) in accordance with the learning subjects listed in the structure of the curriculum. Next, course composition is the arrangement that concerns balance, unity, rhythm, and alignment in a curriculum of study program every semester. A good semester composition must produce balanced, united, rhythmic, and harmonious lectures. And, all study programs in STAIN Kudus have tried to arrange the ideal composition. They are national, institutional, Jurusan or department and Study Program subjects.

The second result shows that the implementation of IQF includes some steps: planning the curriculum, planning the learning process and evaluating the learning program. Course description is a clear and precise description of each course in order to be understood by the reader. Course description contains at least about study program, course name, course code, SKS, lecturer of course lecturer, short description of course and reference used. *Rencana Pembelajaran Semester* (RPS) or Semester learning plan is the preparation of learning implementation plan for each learning content. The planning includes planning the learning process. RPS is established and developed by

lecturers independently or together in a group of expertise in a field of science and/or technology in the course of study. For RPS, all study programs in STAIN are in the process to arrange it.

And the last result shows that the learning strategy used in STAIN Kudus to apply the IQF is students-centered learning. SCL method has a diversity of learning models that require the active participation of students. These methods are: (a). Information Sharing: brainstorming, cooperative, collaborative, group discussion, and seminars; (b). Learning from experience (experience based) by simulation, role playing, game and group meeting; (c). Problem Solving Based Learning by: case studies and tutorials. STAIN Kudus believes that the SCL method is now considered to be more in line with today's external conditions which is a challenge for students to be able to make effective decisions about the problems they face.

Students-Centered Learning needs theoretic reference so the learning achievement will not be overlapped. The SCL learning taxonomy is related to the preparation of learning achievement or CP. there are three taxonomies that can be used as a reference in implementing the learning of SCL and the preparation of CP in the curriculum. According to Bloom's taxonomy, there are several levels, namely 'remember, understand, apply, analyze, evaluate and create'. According to Anderson Taxonomy, these levels are 'remember, understand, apply, analyze, evaluate, and create'. Meanwhile, according to Marzano taxonomy, these levels are 'retrieval, comprehension, analysis, knowledge utilization, metacognitive system and self-esteem'. (Sutrisno and Suyadi, 2016: 122-131)

Through the application of SCL, students must participate actively, always challenged to have the critical power, able to analyze and solve their own problems. The challenge for lecturers is as a companion of student learning, to be able to apply student-centered learning needs to understand about the concept, mindset, philosophy, method commitment, and learning strategy. To support the competence of lecturers in the learning process centered on the students, it is necessary to improve the knowledge,

understanding, skills, and skills of lecturers as the facilitator in student-centered learning. The role of lecturers in the learner-centered students shifted from being a teacher to a facilitator. The facilitator is the person who provides the facilitation. In this case is to facilitate the process of student learning. Lecturers become partners of learning that serves as a guide for students.

C. Conclusion

Based on the discussion above, it can be concluded that there are three results. The first result shows that the ways of study programs in STAIN Kudus in arranging the IQF are by determining the scholar's profiles and learning outcomes, choosing and arranging the materials, arranging the subjects and curriculum structure, and arranging the lesson plan. Then, the implementation of IQF in STAIN Kudus includes some steps: planning the curriculum, planning the learning process and evaluating the learning program. And the third or the last result shows that the learning strategy used to apply the IQF in STAIN Kudus is Students-Centered Learning (SCL). There are some models of SCL, like information sharing, learning from experinces and problem solving-based learning.

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