

## **Validator's View in the Implementation of Curriculum Oriented on the Indonesia National Qualification Framework (KKNI) Social Science Faculty, State University of Medan (Unimed), Medan, Indonesia**

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**Abstract:** This development research aims to develop the KKNI-oriented curriculum in FIS UNIMED. The subjects of this study are: 5 expert validators consisting of the experts of: (1) curriculum design; (2) IPS; (3) Geography; (4) Civics; and (5) Anthropology. The research Method in this research uses Research and Development (R & D) method. The development procedure that was to produce KKNI-oriented curriculum model product in FIS UNIMED is divided into four stages: (1) preliminary analysis, (2) product development, (3) product validation, and (4) product feasibility test. The data were collected through expert validation questionnaires. The expert validation results show that the developed KKNI-oriented curriculum in this research is very feasible to be applied in the Social Sciences Faculty of Medan State University. The results of this study are also expected to be used as guidance from making of learning tools (syllabus and semester lecture plan) that will be developed in the second year.

**Keywords:** curriculum, KKNI; civics education; qualification

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### **I. INTRODUCTION**

Curriculum is an essential program that is planned and implemented to achieve certain educational goals. Curriculum is developed by covering the curriculum components that make up the curriculum system itself that is the components of objectives, materials, methods, learners, educators, media, environment, learning resources, and so on. The components of the curriculum should be developed so that the educational objectives can be achieved properly (Idi, 2014: 14). Schubert (1986) explains that curriculum development is very important, because it will greatly determine the type and quality of knowledge and the experience that enable a person to achieve a good life and livelihood. This is in line with Bobbit's opinion (1918), that the curriculum should be developed and adapted to the skills to be achieved.

The mandate of Law Number 12 Year 2012 on Higher Education, in Article 35 paragraph 2 states that the Higher Education Curriculum is developed by each University by referring to the National Standards of Higher Education for each Study Program which includes the development of intellectual intelligence, noble character and skills. The National Qualification Framework of Indonesia (KKNI) as stipulated in Presidential Regulation No. 8 of 2012 which is a statement of the quality of Indonesian human resources whose quality calibration is based on the level of capability expressed in the learning outcomes formulation.

The higher education as a producer of educated human resources needs to measure its graduates, whether the graduates produced have 'capability' equivalent to 'ability' (learning achievement) that has been formulated in the level of qualification of KKNI and the determined teacher competency standard. In addition, the conceptual and empirical require a policy level adjustment that will be used as a reference in preparing the various programs, including teacher education. The study of laws and regulations which are related to the teachers results in various formulas that essentially indicate the urgency and the need for breakthroughs to translate the provisions wisely into the policies and programs of the revitalization of Education and Educational Institutions (LPTK), to promote the achievement of the Indonesian educational vision in 2025. To realize the profiles of professional teacher graduates need to a design of a curriculum that guarantees the achievement of the graduates' competence according to SN Dikti. The LPTK makes plans and arrangements regarding learning achievements, study materials, processes and assessments used as guidelines for the education implementation and must adapt to the provisions. The implementation of the KKNI-oriented Curriculum that was conducted is continuously enhanced through revisions to Book I, Book II, Book III, Book IV, and Book V. In addition, the

academic script of the KKNi oriented curriculum is also complemented by the types of guides as POBs that can be made as a guide in implementing the KKNi oriented curriculum in FIS UNIMED.

Because some type of curriculum is necessary to provide instruction to students, a high-quality curriculum offers a limited-cost proposition for schools. As highlighted by Whitehurst (2009):

*Curriculum effects are large compared to most popular policy levers. Further, in many cases they are a free good. That is, there are minimal differences between the costs of purchase and implementation of more vs. less effective curricula. In contrast, the other policy levers reviewed here range from very to extremely expensive and often carry with them significant political challenges, e.g., union opposition to merit pay for teachers. This is not to say that curriculum reforms should be pursued instead of efforts to create more choice and competition through charters, or to reconstitute the teacher workforce towards higher levels of effectiveness, or to establish high quality, intensive, and targeted preschool programs, all of which have evidence of effectiveness. It is to say that leaving curriculum reform off the table or giving it a very small place makes no sense (Whitehurst, 2009).*

Based on the above explanation, in the context of this research, the development of KKNi-oriented curriculum model will be tested at the faculty level at the Social Science Faculty of UNIMED. The KKNi-oriented curriculum model as a product of this research will also be equipped with learning tools such as: core competence and basic competence, syllabus and semester learning plan (RPS). The curriculum is a set of plans and arrangements on graduate learning achievements, study materials, processes, and assessments used as guidelines for the implementation of study programs. In Permenristekdikti 44/2015, the key phrase used is the achievement of graduate learning. This phrase is very specific and refers to the key phrase of KKNi. Consequently, all higher education providers should immediately switch to KKNi.

The Permenristekdikti 44/2015 integrates KKNi into it and gives the details. It is therefore imperative for universities and programs to change the curriculum in accordance with the provisions of this new regulation. The integration of KKNi in Permenristekdikti 44/2015 seems to bring a fundamental change to the college curriculum. This is seen in the change in the understanding of curriculum In Law Number 12 Year 2012 on Higher Education the definition of curricula which is listed in Article 35. Based on the above background, the problems in this study are as follows: (1) The incomplete model of KKNi-oriented curriculum which has not been implemented developed at faculty level in FIS UNIMED; and (2) the KKNi oriented curriculum learning tool in the form of syllabus and lesson plan semester (RPS) in FIS UNIMED has not developed.

## **II. RESEARCH METHODS**

This research was conducted at the Social Sciences Faculty (FIS) of State University of Medan which is located at Jalan Williem Iskandar. The study was conducted from May 2017 until December 2017. The subjects of the study were five expert validators consisting of the experts of: (1) curriculum design; (2) IPS; (3) Geography; (4) Civics; and (5) Anthropology. The research Method in this research uses Research and Development (R & D) method. The research Method in this research uses Research and Development (R & D) method. Goll, Gall & Borg (2003) stated that R & D in education is a model of development where research findings are used to design new products and procedures. The development procedure that was to produce KKNi-oriented curriculum model product in FIS UNIMED is divided into four stages: (1) preliminary analysis, (2) product development, (3) product validation, and (4) product feasibility test.

The instrument used in this study is an expert validation questionnaire. The expert validation questionnaire instrument uses a Likert scale modified by the researcher to 4 scales. The assessment criteria are classified on four levels with the following ratings: (1) Not good, (2) Good enough, (3) Good, (4) Very good, Sudjana (2007: 106).

The analysis of the assessment results provided by the expert on the quality and feasibility of the product uses descriptive analysis with the formula Average Percentage of Score (PRS) proposed by Sudjana (2007).

## **III RESULT AND DISCUSSION**

### **3.1 Initial Analysis**

Since 2012, the President has set Description of Level KKNi Qualification as stipulated in the Presidential Regulation No. 18 of 2012 about KKNi. Following the regulation, Kemenristekdikti of 2015 has determined the National Standards of Higher Education as stipulated in the attachment Permenristekdikti Number 44 Year 2015 About SNPT and has been incentive to enforce the regulation to apply all universities in Indonesia is the application of KKNi oriented curriculum. However, in North Sumatra, especially at the Social Sciences Faculty (FIS), Medan State University has not implemented KKNi oriented curriculum. Thus, in this study developed a curriculum oriented KKNi in FIS Medan State University.

The characteristics of KKNi-oriented curriculum include the achievements of study program, learning, fit between expected capability, learning experience and assessment criteria contained in the activity display.

The determination of the study program achievement is based on the attainment of attitude (S), the general ability achievement (KU), the knowledge achievement (P) and the specific skill achievement (KK) which has been set in the attachment of Perpres Number 8 About KKNI and attachment Permenristekdikti Number 44 Year 2015 About SNPT. The determination of learning achievement is by adjusting the Material (M) in each subject with the achievement of the study program. The expected final capability adjustment, learning experience and assessment criteria are made in as much detail as possible by applying a substantial approach between the material and the assessment methodology.

We have known for some time that fidelity of implementation is vital to realizing the potential of curricular impact. As one research team concluded, "The existing research has concluded that level of implementation is a significant predictor of student achievement gain" (Stringfield et al., 2000).

Based on the above description, it is concluded that the product developed in this research is KKNI-oriented curriculum at the Social Sciences Faculty, Medan State University. The KKNI-oriented content curriculum is expected to be applicable to all study programs at the Social Sciences Faculty at Medan State University.

### 3.2 Product Development

The development of KKNI oriented curriculum is conducted by setting study program achievement under the auspices of the Social Sciences Faculty of (FIS) Medan State University, namely *Prodi* (Program Study). The summary of learning achievements for all the studies developed in the KKNI oriented curriculum is presented in Table 1, Table 2 and Table 3.

**Table 1 : Achievement of Study Program Learning in the Domain of Attitude and General Ability**

Domain	Achievement of Study Program Learning
Attitude (S)	S1. Be loyal to God the Almighty and able to show a religious attitude S2. Upholding the value of humanity in carrying out duties based on religion, morals and ethics S3. Contributing to improve the quality of society life, nation, state, and progress of civilization based on Pancasila S4. Serving as a proud citizen and love the country, has nationalism and a sense of responsibility to the country and nation S5. Respecting the diversity of cultures, views, religions, and beliefs, as well as the original opinions or findings of others S6. Cooperating and having social sensitivity and concern for society and environment S7. Obeying the law and being discipline in social life and state S8. Internalizing academic values, norms, and ethics S9. Showing a responsible attitude towards the work in the field of expertise independently S10. Internalizing the spirit of independence, struggle, and entrepreneurship
General Skill (KU)	KU1. Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology which concerns and implements the value of humanities appropriate to their skill KU2. Being able to show independent, quality, and measurable performance; KU3. Being able to examine the implications of the development or implementation of the science of technology which concerns and implements the value of humanities in accordance with their skills based on rules, procedures and scientific ethics in order to produce solutions, ideas, designs or art criticism, compile scientific descriptions of the results of the study in the form of thesis or final project report, and upload them in the college page; KU4. Developing a scientific results description of the above study in the form of a thesis or final project report, and uploading it on the higher education page KU5. Being able to make decisions appropriately in the context of problem solving in the skill domain, based on the results of information and data analysis KU6. Being able to maintain and developing a network with mentors, colleagues, colleagues both inside and outside the institution KU7. Being able to conduct a self-evaluation process against workgroups that are under their responsibility, and able to manage learning independently KU8. Being able to store, secure, and rediscover documents to ensure validity and prevent plagiarism

**Table.2: The Study Program Achievements in Knowledge Domain**

Category	Verb Keywords
Knowledge	defines, lists, names, states, identifies, knows, mentions, frames, underlines, describes, matches, selects.
Understanding	explain, explain, describe, differentiate, interpret, formulate, estimate, forecast, generalize, translate, change, model, extend, reiterate, return, analogy, summarize.
Implementing	implement, modify, calculate, complete, find. prove, use, demonstrate, manipulate, modify, adjust, demonstrate, operate, prepare provide, produce.
Analyzing	analyze, discriminate, make schema / diagram, differentiate, compare, contrast, separate, divide, connect, show relationships between variables, choose, split into pieces, set aside, contrast.
synthesizing	categorizing combines, manages, modifies, designs, integrates, organizes, creates, compiles, composes, creates, rearranges, rewrites, designs, composes, revises, links, reconstructs, concludes, rejects.
Evaluating	evaluation review, compare, summarize, criticize, contrast, challenge to justify, defend, evaluate, prove, calculate, produce, adjust, correct, complete, find.

**Table.3 : Study Program Achievements in Special Skill Domain**

Category	Verb Keywords
Perception	detects, prepares, selects, connects, describes, identifies, isolates, differentiates, selects.
Readiness	getting started, initiating, initiating, helping, showing preparation, showing, demonstrating.
Directed Reactions	imitate, follow, try, practice, do, create, show, install, react, respond.
Natural reactions (mechanisms)	operate, build, install, disassemble, repair, perform accordingly, work, use, assemble, control, accelerate, smoothen, sharpen, handle.
Complex reaction	operate, build, install, disassemble, repair, perform according to standard, work, use, assemble, control, accelerate, smoothen, mix, sharpen, handle, organize, draft/sketch, measure.
Adaptation	Change, adapt, vary, revise, rearrange, redesign, modify.
Creativity	Design, build, create, design, initiate, combine, create, become pioneer

### 3.3 Expert Validation

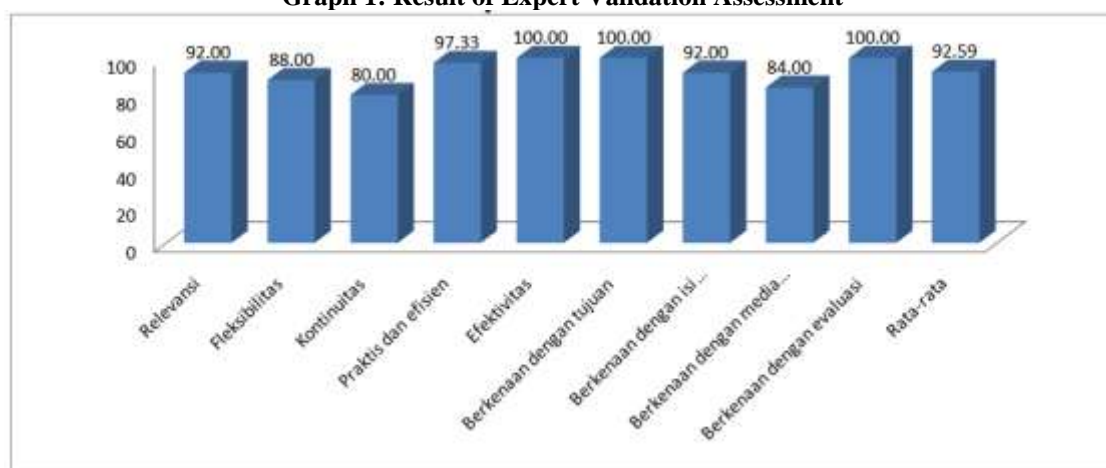
Based on the scores of expert validation scores are presented in Table 4 and Graph 1:

**Table. 4: Expert Validation Results**

Aspect	Component	Sub-component	%	Criteria
General	1. Relevance	The compatibility of the curriculum to the needs of present and future society	92	SB
		Compatibility between curriculum components with KKNi characteristics	92	SB
		Average	92	SB
	2. Flexibility	Curriculum has a system that can provide an alternative in achieving its objectives.	88	B
			Average	88
	3. Continuity	Curriculum is developed continuously between levels.	80	B
	Average		80	B
	4. Practical and efficient	Curriculum should be easy to apply in educational practice.	100	SB
		Curriculum should be applicable, according to certain circumstances.	96	SB
		Curriculum is developed efficiently, not	96	SB

		wasteful and according to the level of ability possessed		
	Average		97,33	SB
	5. The effectiveness	Curriculum is always oriented towards a particular goal to be achieved.	100	SB
	Average			
Specific	1. Related to the objectives	Curriculum puts the learning achievement of the study program is presented	100	SB
		Curriculum puts the learning activities.	100	SB
	Average			
	2. Related to Education Content	Curriculum includes systematic learning materials	92	SB
	Average		92	
	3. Related to Learning Media	Curriculum includes the types of teaching media or alternatives that are easy to obtain	84	B
	Average		84	B
	4. Related to Evaluation	Curriculum includes appropriate evaluation techniques to measure the success of the objectives.	100	SB
	Average		100	SB
	<b>Total Average</b>		<b>92,59</b>	<b>SB</b>

Graph 1: Result of Expert Validation Assessment



Based on Table 4 and Graph 1, it was found that the overall component of the validated curriculum design obtained an average score of 92.59% with *very good* category. Thus, it can be concluded that every aspect of the developed curriculum design in this study has a *very good* category and *good* category, with the average overall aspects of curriculum design obtained *very good* category. Thus it can be concluded that the KKNI-oriented curriculum developed in this study stated *very valid* and *very feasible* to be applied in the Social Sciences Faculty of Unimed.

From the research result, it is found that the product of KKNI oriented curriculum at the Faculty of Social Sciences of Medan State University. The KKNI-oriented curriculum developed is very feasible for use in the Faculty of Social Sciences Unimed. It is based on the average percentage of the overall component of the curriculum design provided by the expert validator of 92.59% with a very valid product category.

The largest percentage score is 100% which was obtained in three curriculum design components, namely: (1) the effectiveness component on the sub-component of curriculum which is always oriented towards a particular purpose; (2) components with objectives; and (3) components related to evaluation. This is because KKNI already has a special national standard or learning objectives based on educational level set out in the attachment of Presidential Regulation Number 8 on KKNI and attachment of Permenristekdikti Number 44 Year 2015 about SNPT so that the objectives and evaluation system used to achieve the objectives in the KKNI

oriented curriculum developed in this research is more directed. Both attitudes have been set out in the domains of Attitudes (S), General Skills (KU), Knowledge (P), and Special Skills (KK) which are presented in Table 4.1, Table 4.2, and Table 4.3 so that each study program is to adjust the four aspects of learning achievement with the characteristics and scope of each study program, and each subject contained in each study program is assigned to add a specific material learning achievement (M) for the course that it receives. Thus, the assessment provided by the expert validator is in accordance with the facts and the actual theory that it is natural that the curriculum design component obtains the highest score that is related to the objectives and evaluation system.

From the assessment of expert validator on KKNi-oriented curriculum design at Social Sciences Faculty of Unimed, it is found that the curriculum design that got the lowest score is continuity component (curriculum developed continuously) by 80% and the component with the learning media is 84%. But both components are still categorized valid and feasible so there was no special revision is required. This is because the developed KKNi-oriented curriculum in this study is especially for the level of Strata 1 so that the material and learning achievement developed only focus on the material for the level of education strata 1 or in the annex Perpres Number 8 About KKNi and the attachment of Permenristekdikti Number 44 Year 2015 About SNPT categorized as the 6th level. Therefore, it is only natural that the continuity component obtains the lowest score in this study.

The curriculum component related to learning media obtained the lowest score from the bottom because almost all curriculum only provide one learning media that is suitable with the learning materials and activities, including in this research. The KKNi oriented curriculum developed in this study only provides one type of media that is considered to support the achievement of learning objectives, without the presence of alternative media. Therefore, the curriculum oriented KKNi teachers are expected to be more creative in using alternative media that is easier to obtain and more suitable with the characteristics of the students and the environment where they live. In the development of KKNi oriented curriculum whose purpose can be used not only in the Social Science Faculty of Unimed can still be used for the Faculty and even other universities so that the media provided is only the general media related to the material learned and each teacher is more creative in using alternative media that is easy to obtain.

To date, research on the curriculum effect has told us little about what makes a particular curriculum or genre of curriculum especially effective or not. We encounter only occasional, anecdotal observations on this in the research. For example, in one study on an algebra curriculum (Swafford and Kepner, 1980) the reader is told that "the data suggest that the development of algebra out of real-world problems, rather than the application of algebra to real-world problems, makes working these problems more enjoyable."

The results of this study are supported by previous research results that are relevant and have been published, including: Otaia (2014: 38) who concluded that the implementation of KKNi through 8 stages that is through the determination of the graduation profile, formulating the learning outcomes, formulating the competence of study materials, subjects, curriculum framework preparation, lecture plan preparation. In response, the Islamic education management study program in strengthening and developing a competency-based curriculum that should be based on KKNi (Indonesian National Qualification Framework).

Arifin and Rahmawati (2015: 218) concluded that developing lesson plans (RPS and RPM), the stages of curriculum preparation should be considered so that the study program is able to produce 1) the accountable curriculum referring to KKNi and SNPT, 2) the graduates who have qualification of KKNi level and teacher competency standard set, and 3) to provide graduates of study program having the mastering competence in the field of study, the scientific foundation of educational activities, and strategies to apply it professionally in the field. Similarly, the curriculum preparation activities of the study program can help the Education and Education Institution (LPTK) encourage the achievement of the vision of Indonesian education in 2025.

Mas'ud (2014: 8) concludes that: 1) KKNi based KBK which is general biology learning apparatus product has been tested in class IA of 2013 and validated with sufficient category to be used as a learning tool of Bilingual class of PGMIPABI/PGMIPAU program; 2) developed the learning device product still needs to be improved/revised to refine the results. Casmini (2014: 143) The curriculum development of BKI is an essential activity for curriculum empowerment effort as an instrument for achieving graduate competency in study program or department of BKI. The fundamental thing to do is to receive views and suggestions from various parties for the perfection of the curriculum to be enforced. Therefore, in accordance with the characteristics of the curriculum as contained in the formulation of graduate profile, competence, subject matter and curriculum structure, curriculum structure and curriculum implementation, curriculum evaluation and review is necessary to refer to the demands and needs of BKI users and stakeholders.

Solikhah (2016: 20) proves that matching terminology in KBK and KKNi which is required for the curriculum framework, learning outcomes institutions and learning outcomes of courses must first be formulated prior to the preparation of the list of courses and their distribution. Furthermore, the total credit amount of the program and credit per semester is determined. This development curriculum has considered quality assurance and can be adopted for the usefulness of study program.

From some descriptions of previous research results, it was obtained that curriculum is a very important learning guide. Therefore the curriculum should always be developed and adapted to the learning objectives or lectures and regulations that apply. In Indonesia the KKNI-oriented curriculum applies to the college environment. Therefore, it is necessary to develop curriculum in higher education or universities, especially in this research which is conducted of developed KKNI oriented curriculum in the Faculty of Social Sciences, State University of Medan.

Based on the above description, it can be concluded that the developed KKNI-oriented curriculum in this study is very feasible to be used in learning at the Faculty of Social Sciences, Medan State University.

#### IV. CONCLUSION

Based on the research results and discussion, then it was obtained the conclusion that the developed product in this research is the development of KKNI oriented curriculum in the Social Sciences Faculty of Medan State University. The developed product is tested to the expert validation to determine the feasibility of the product. From the average assessment of the expert validators, it was obtained the percentage of 92.59% with the product category is *very valid* and *very feasible*. So the developed KKNI-oriented curriculum in this study is very feasible applied in the Social Sciences Faculty of Medan State University. This is because the developed KKNI-oriented curriculum meets the national standards and learning objectives. Thus, the results of this study can be used as a guide in making of lecturing instrument in the form of Semester Lecture Plan.

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