

**DEVELOPMENT MODEL CURRICULUM PRODI PGMI  
INTEGRATED ( S-1, PROFESSIONAL, S-2, S3 )  
KKNI MEASURING INHARMONIOUS**

Mohamad Agung Rokhimawan

NIP. 19781113 200912 1003

---

**ABSTRAC**

The development of ipteks and typewriter must be accompanied by changes SDM in various fields of science including education. Of higher education should be a forerunner of the changes by educate life of the people and fill in the blanks or need SDM in global markets work at the moment and the 21st century 2010. Development model a curriculum in desire by the market employment is a model of a curriculum integrated and inharmonious measuring instrument KKNI. The principle of the development of the curriculum include: (a) the principle of development and pembudayaan a nation; (b) the principle of empowerment and pemandirian participants didik; (c) the principle of the development of science, technology and art; (d) the principle of diverse, comprehensive and integrated; (e) the principle of relevant, dynamic and unmeasured. Model of a curriculum offered is integrated between competence, magicians, research and professional with inharmonious measuring instrument kkni. Of model of development curriculum pgmi integrated labeled KBRP ( kompetensi, beilmu, research, professional ) four elements.

**Key Words:** *Development, Curriculum, Integrated, KKNI*

**A. Background**

Development ipteks and information technology and communication such rapid cause the change of various needs of human resources in various fields scholarship. When a course of study develop the purpose of learning that is the final process, based on fill, and prodi would easily left behind by

market work. It is because this role of human resources in a job is change, technology and means the project undergo a change that drastically. These matters extend the gap between provider human resources with market verb that requires of human resources. Until 1999, change science and technology not sedahsyat occurred after 2000. Because the process of change is such a fast, then education institutions, especially a college need to develop curriculum more resistant, worthy of and more versatile the changing.<sup>1</sup>

To be more convenient for about change toward the curriculum inharmonious measuring competence of the curriculum inharmonious measuring contents can be later reflected illustration here. When a course in 2008 is developing kurikulumnya, prodi would do an analysis SWOT and labour market signals will be brought where lulusannya later. When prodi performs analyses inharmonious measuring the contents of ( content knowledge ) to be taught, then ditetapkanlah content or the lore as the purpose of learning to be overrun by lulusannya. Or in SK Mendikbud no. 56 / u / 1994 called based on purpose to master the contents science and its application ( content based ). In a situation like this time, global where the acceleration of the change occurred in all sectors, it will be difficult for people to hold the development of science, technology and the arts. In the days before 1999 ( pre-millennium era ) of changes that occurred in ipteks may not sedahsyat after the millennium. When prodi develop the purpose of learning as a final point in a process which is based on the contents, it ' s hardly aëriform prodi is to be so easily left behind by the market work. These matters are getting stretch and extend the distance between the provider of the human resources with market verb that requires a source of human resources.<sup>2</sup>

The birth of Prodi PGMI S-1 over cooperation with UNY Graduate FITK UIN Sunan Kalijaga Yogyakarta. Because at that time in april 2006 D2-PGMI is not recognized by the Director-General Mr. Pendis Nur Sham at that time, and it's not accept new students again in July 2006 and there has been no way out. Jogja menginisias first to open S-1 PGMI then suggested by the Director-General requested the Rector makes Pendis MOU with UNY graduate and also a MOU with Dean of the Faculty of science of Tarbiyah And teacher training.<sup>3</sup>

When a working visit from university M-Guil canada to UIN sunan kalijaga jogjakarta on the faculty terbiyah and keguruan see discordance when invited roving to MAN, MTSN and MI. And they asked "who prepare teacherat the basic level, ?" the evolutionary terbiyah the faculty and keguruan UIN fond of asking a proposal to kemenag to open prodi pgmi and that time in welcome either by kemenag. Administration while walking lecturers prepared with program shot costæ to university M-Guil canada for three months and deserve certificate to teaching staff base and recognized by kemdikbud. Of program kemenag given permission only three uin namely UIN sunan kalijaga jogjakarta, UIN syarifhidayatullah jakarta, and UIN banda aceh. With in berikannya permission by

---

<sup>1</sup> Sylvi Dewajani, *Konsep Pengembangan Kurikulum Berbasis Kompetensi Di Pendidikan Tinggi* (Yogyakarta, 2012)hlm. 1

<sup>2</sup> TIM. Dikti, *Buku KBK DITJEN DIKTI* (Jakarta, 2009) hlm. 6

<sup>3</sup> Wawancara dengan Prof. Sutrisno, M.Ag Selaku dekan FITK tahun 2010. Tanggal 3 Januari 2014.

dikti, then drove rises SK establishment PGMI of kemenag directly without process a long struggle.<sup>4</sup> Of 3 uin to be 30 prodi pgmi se indonesia then rise to 60 prodi pgmi se indonesia today are far more than 100 prodi pgmi in indonesia good public and private universities.

According to Abdul Rozak, course of study PGMI though his birth is top down and impressed not ready in the early intended to prepare class teacher professional to lulusannya able to adjust the role and re-functioned as class teacher plus in line with changes community life, but still the anglo-saxons and principle profesionalismenya, so they can play role in conformity with expectation school or madrasah and community. Nevertheless course of study PGMI in the early seen from structure curriculum still not ready to line the class teacher plus are class teacher who kompetensinya beyond competence standard graduates PGSD.<sup>5</sup>

It is a change of paradigm change in the mindset or mind set occurring quite a long time in time 25 years or a decade or we call out a single force so in the change of paradigme need consistency and policies that supports the upper the changes will be might be in one generation will produce generation who is qualified and high quality.

Prodi PGMI throughout Indonesia is still searching for his true identity, since it still includes the new prodi but very in idolakan by the community it is today. But on the way management has an awful lot of issues which are very pressing matters related to the PGMI 's, among others:

1. institutional quality standards are still low which is marked by the results of accreditation BAN PT most grades C.
2. Linieritas qualifications and academic lecturer.
3. lack of infrastructure and associated support resources such as laboratories etc.
4. the structure of the curriculum not focused and floating (curriculum Prodi PGMI laden with cargo of PAI.
5. institutional education providers Association (Prodi PGMI) not terkonsolidasikan properly.
6. Still the perception among policy holders in dikotomik see the position and status of the PGMI Courses as LPTK provider master class.<sup>6</sup>
7. Prodi has not had the nomenklatur PGMI in Menpan (not yet registered)
8. The PGMI Prodi curriculum now applies is the flavor of the pie.
9. Graduates of the PGMI not accepted kemendiknas surroundings.
10. Kemenag RI Policy yet rests Prodi PGMI.
11. Teachers who teach at MI 75% comes from PAI Majors and 25% from a variety of majors and all there including PGMI.

<sup>4</sup> Wawancara dengan Drs. Sedyo Santosa, SS. M.Pd Selaku Sekretaris Jurusan Tadris tahun 2006. Tanggal: 20 Nop 2013.

<sup>5</sup> Abdul Rozak, *Standarisasi Mutu Kelembagaan Program Studi PGMI: Upaya Mengejar Kesetaraan*, Hand Out Seminar Nasional "Penguatan dan Kesejajaran Pendidikan Guru MI (PGMI) dengan Pendidikan Guru SD (PGSD)". Salatiga, 30 Nop - 2 Desember 2013. Hlm 22.

<sup>6</sup> Abdul Rozak, *Standarisasi Mutu ....*, Hlm 29.



12. If we look at the kesuaian of ijasah teachers who teach at MIN/MIS mis met 98% is not in accordance with their fields to ahliyanya.
13. There has not been that prepare educators for S-2 PGMI because there has been no S-3 Basic Islamic Education (PGMI) so it is very urgent and are concerned with the above issues.

The curriculum that we use top down this is demands from the government administrative and demands. Policy curriculum same with the policy of project diproyekkan, even national examination only even now books just to the curriculum 2013 rightnow diproyekkan in the last 20 days how the quality of books and the quality of akdemiknya questionable.

This reason, that should be developed to do a curricula changed universities in indonesia generally and in particular in prodi PGMI the faculty of tarbiyah and keguruan UIN sunan kalijaga jogjakarta. For comparing curriculum LPTK to respond to the main issues top. Then construction curriculum to focus and clear the identity of himself as a supplier of class teacher who plus compared with PGSD.

They would be in the background matter that has been described above then some of the problems can be formulated as follows: ( 1 ) why need to develop curriculum inharmonious measuring instrument KKNI in prodi PGMI to ( s-1, professional, scholarship for s-2 degree, s-3 ) at the faculty of tarbiyah and keguruan UIN sunan kalijaga jogjakarta. ( 2 ) or how can the principle of the development of the curriculum inharmonious measuring instrument KKNI in prodi PGMI the faculty of tarbiyah and keguruan UIN sunan kalijaga jogjakarta ( 3 ) how their model development of prodi's curriculum PGMI being inharmonious measuring instrument in KKNI?

## B. Discussion

### The definition of a curriculum

Education curriculum islam as espoused by omar mohammad al-thoumy al-syaibany, the curriculum used said "manhaj dirasi" are defined as a bright traversed by education or teacher training with those who were educated or dilatihnya to develop the knowledge skill and their attitude.<sup>7</sup>

According to johnson, 1074 on the team. Dikti said curriculum having a meaning of diverse good between countries and between institution implementer education. It is caused by the presence of a distinctive interpretation against curriculum, namely can be viewed as a plan ( plan ) made by someone or as of an occurrence or the influence of actual of a chain of events.<sup>8</sup>

Meanwhile according to SK Mendiknas No. 232/U/2000 that:

"Curriculum higher education is a set of plans and arrangement about the content and materials studies and lesson and means establishing and judgment use to guide the event of teaching and learning college"

As expressed by Romine (1954). This view can be classified as the new (modern), which is formulated as follows:

<sup>7</sup> Omar Mohammad Al-Thoumy Al-syaibany, *Falsafah Pendidikan Islam*, (Jakarta: Bulan bintang, 1979) hal. 478

<sup>8</sup> TIM. Dikti, *Buku KBK DITJEN DIKTI* (Jakarta, 2009) hal.2-3

“Curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under direction of the school, whether in the classroom or not”.

The implications of the above formulation is as follows: 1. the interpretation of the curriculum is broad, because the curriculum is not just made up of subjects (courses), but includes all activities and experiences that are the responsibility of the school. 2. in accordance with this view, the range of activities outside the classroom (known for its extracurricular activities) are included in the curriculum. Therefore, there is no separation between intra and ekstrakurikulum. So is the case with college preparatory curriculum, curriculum, vocational and general curriculum, all of which are included in the understanding of the curriculum as stated above. 3. the implementation of the curriculum not only confined to the four walls of a classroom course, but held both inside and outside the classroom, in accordance with the objective to achieve. 4. A system of delivery of which is used by teachers adapted to activity or experience to be told. Hence, the teacher must hold various activities belajar-mengajar that which varies, according to the condition of the students. 5. The purpose of education is not to convey subjects ( courses ) or a field of knowledge that which is constituted subject ), but the formation of personal children and learn how to live in the society.<sup>9</sup>

If it is associated with a higher education system that has been terjabarkan above, the curriculum can be: (1) policy on the management of higher education to determine the direction of his education; (2) the philosophy that will color the formation of community and academic climate; (3) Pattern or Patron of learning, because according to SK Mendiknas 232/U/2000 curriculum is also a quiz, the way of delivery and assessment of learning; (4) the atmosphere or climate that formed from the interaction of managerial higher education results in achieving the goals of the lesson; (5) the reference to the quality of the process quality assurance; and (6) Measure the success of higher education in producing graduates that are beneficial to the community. From this description, it appears that the curriculum is not only meant as a document, but it is a series of processes that are very crucial in education.

### **1) The importance of measuring contrast KKNi develop the curriculum in primary for Prodi (S-1, Professional, S-2, S-3) at UIN Sunan Kalidjaga FITK Yogyakarta.**

The reason the importance of developing a measure of contrast in primary kurikulum KKNi because there are some new rules in 2012 at the ministry of education and culture specific to the college is Peraturan Presiden No.8/2012 : KKNi and Law. 12/2012 : the Higher Education Act as well as the globalization of competition , Indonesia’s ratification of various conventions , the quality gap ( S - 1 graduate outcomes in Indonesia , although the results are not the same both in primary , in a college with other colleges are mixed ) , number and capability , producing graduates with the relevance of the user so there is no unemployment in each lulusanya , diverse qualification rules , diverse education .

---

<sup>9</sup> Oemar Hamalik, *Dasar-Dasar....*, hal. 4-6

How higher education quality objectives fore what we have to be prepared to achieve equality of quality . Structuring the hierarchy based on the quality of higher education graduate qualification , adjustment of learning outcomes (learning outcomes ) for a similar study program , with a hierarchy of learning outcomes Equalization qualified workforce.

Kkni offer and promising body-bagged fore quality qualified and unmeasured. The impact of the implementation of kkni if in kind of apply to higher education is as follows: first type and education, the arrangement of strata both penyetaraan the quality of graduates, third system development, guarantee of the quality of fourth, the development of a curriculum fourth facilitate education along hayat.

## **2) the principles of the development of the curriculum inharmonious measuring instrument kkni.**

### **The principle of the development of the curriculum**

Curriculum higher education developed with regard to the principles of the following :<sup>10</sup>

#### **a. the principle of the development and kebudayaan nation**

Curriculum dikembangkan oriented nationality insight to strengthen the identity of the unitary state of the republic of indonesia and with a culture and competitiveness high which is balanced in the development of the potential and the condition of national and regional and global development.

#### **b. the principle of empowerment and pemandirian participants didik**

Curriculum developed oriented to empowerment and pemandirian students berkembang along hayat, spiritual and physical health in accordance with the values of religion, the value and cultural norm, law and scientific in our personal lives. Social, socially, muslims, as well as global scale.

#### **c. The principle of the development of science, technology and the art of**

The curriculum developed oriented to the development of science, technology and the arts for the life of believers and guard against evil of almighty god, to the lord smart, cultured, active, creative, and productive through educational activities research, and devotion to the public.

#### **d. The principle of diverse, comprehensive and integrated**

Curriculum developed oriented in the field of science, diversity technology and art, areas of skills, and fields of expertise the profession of a comprehensive and integrated form personal intact participants didik. The curriculum charge tuition obligatory, covering of the eye field of study, a charge of and the charge of local as well as a charge of self-improvement that which is constituted a comprehensive and integrated in the curriculum course of study.

#### **e. The principle of relevant, dynamic and unmeasured**

Curriculum developed oriented to the needs of life participants didik and society in general, and demands that is spatially strategic including inside the development of the ability to work participants didik and the world of work as well as national development. The curriculum was compiled and developed in dynamic and unmeasured according to norms judgment and control / insurance certificate.

---

<sup>10</sup> TIM. BSNP, *Standar Isi Pendidikan Tinggi*. Jakarta, 2009 hal. 09



### **Framework Development Qualification National Indonesia (KKNI) (Perpres 8 / 2012 ) As A Measure The Quality Of Graduates College**

The quality of graduates college according to act no.20 / 2003, guaranteed by:

- (1) central guarantee of quality internal ( PT own );
- (2) badan accreditation national ( external ) with reference to those standards compiled by standardization board national education BSNP );
- (3) Stakeholders (stakeholders) represented one of them by national board certification profession (BNSP) (part of certification institution national). A standard national education (BSNP) in setting standards national education the guarantee of quality internal by institution implementer education, and guarantee of quality external which currently done by tire still oriented standards and guarantee of the quality of the input and process. In the future, national standard education and guarantee of quality should be more is oriented to guarantee of quality outcomes from the process of education. Thus, the demand the presence of skeletons qualification national the indonesian real.

In the international community, promiscuity indonesia had ratified various convention which are deemed necessary to cultivate recognition equality among nations in various sectors such as trade, economy, the environment and education. Some international convention has been ratified by indonesia as gats ( general agreement on trade in services - 5 april 1994 ), wto ( the world trade organization - 1 january 1995 ), afta ( asean free trade area — 1992 ), regional convention, and the recognition of studies, in higher education diplomas and degrees in asia and the pacific ( 16 december 1983 which are then renewed september 30 january 2008 ) Have the clear about the need for international labor kesepemahaman about sector related directly with sector of the economy and commerce and education as producing sector labor certifiable ' s international. On the basis of the principle of equivalence quality and understanding concerning the qualification for various a kind of field works and development kkni be a need that cannot be prevented and very urgent to be embodied immediately. Encouragement and support to indonesia to immediately develop kkni is also coming from various countries. In this case by the presence of kkni and other countries can use it as a guide for conduct appraisal equality the achievement of learning and qualifications labor either going to learn or working in indonesia and vice versa when will receive pelajar or labor of indonesia.

Inisiatif of the directorate general of higher education, through an activity that was developed in the environment by the directorate of academic, considered extremely precise and gayut with this notion of the directorate of instructor kepelatihan development and energy ministry of manpower and transmigrasi. The initiative producing such a frame of qualifications that is spatially comprehensive because it can anticipate the development of science, technology and the arts as aspects that cannot be separated from the development of higher education in indonesia. The comprehensive kkni can be manifested by involving all kinds of higher education institutions, the craft guilds which have a direct link with higher education, and other bodies closely associated with an educational system and employment in indonesia.

Therefore, on the stairs 17 january ditetapkanlah peraturan presiden no. 8 2012 pertaining to the skeleton qualification national indonesia. Kkni arranged based on needs and special purpose, peculiar to indonesia to harmonize system of education and training with the system career in the work. Kkni

also designed to fit and equivalent to a developed system other countries. In developing this kkni also quotes and consider system qualification countries such as europe, australia, england, scotland, hongkong and new zealand. It makes qualification that is covered in kkni can easily disetarakan and accepted by other countries so exchange students and labor among countries by doing exactly.

In a conceptual manner, every level qualifications in kkni composed by four main parameters namely ( a ) job skills, ( b ) scope of science or knowledge, ( c ) this method and rate ability in apply of science or knowledge the location and ( d ) ability managerial. Its fourth parameters contained in each level arranged in the form description called deskriptor kkni. Thus 9th level kkni is deskriptor who explains rights, obligation and ability someone in carrying out an occupation or apply science and skills. The description of parameters shaper of any deskriptor kkni is as follows:

1. Job skills or competence is capability in the domain of cognitive, the domain of psychomotor, and the domain of affective that which is reflected in one piece in behavior or in discharge of an activity, so that in setting the level of competence a person can ditilik passing elements in the domain of the third of ability.
2. The scope of the scientific / knowledge is synthesis level sweep, the depth of; and the complexity of / sophistication certain knowledge that should be owned, so that the more qualification of a person in kkni is formulated with the more zealously, far deeper, and the more subtle knowledge / scientific file.
3. This method and rate of ability is capability in using science, expertise, and method of that must be controlled in performing a duty or a particular occupation, including in is the capacity to think ( intellectual skills ).
4. Of managerial capabilities formulated of managerial capabilities someone and attitudes that required in performing a duty or work, and the level of responsibility in the field of such work.
5. The internalization of the and accumulation of to four in parameter that is achieved through educational process structured or work called the achievement of learning through experience.<sup>11</sup>

### **3) Model of development of prodi's curriculum pgmi being inharmonious measuring instrument in kkni.**

In a developing country like indonesia there are many institutions of higher education mendukungan and desirous of designing and develop curriculum dna-based competence in an interdisciplinary, including in prodi pgmi uin sunan kalijaga jogjakarta.

According to kouwenhoven presents some a definition that comprehensive about competence following it :<sup>12</sup>

Competence is the ability to choose and use ( in effect ) a combination of knowledge, integrated skill and attitude with a view to create a duty in a given context, while characteristic of personal as motivation, confident, and volition is part of that context.

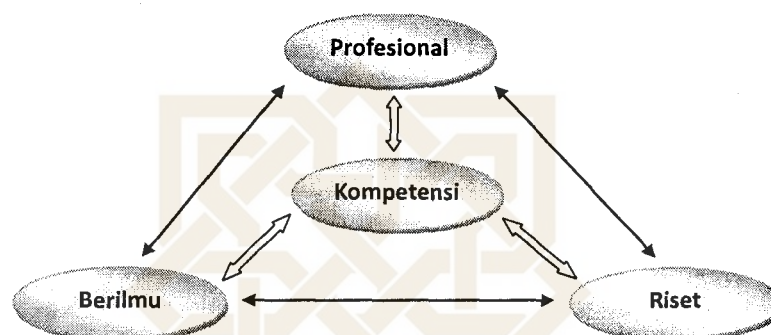
---

<sup>11</sup> TIM. Dikti, *Buku KBK...*, hal. 6-19



Competence is the ability to achieve “ above standard “ the duties of the principal work of defining feature of a profession. A professional who is competent show the performance of being satisfactorily ( superior ). The key task employment is a duty that is a distinctive feature to a profession. A profession can be explained by 20 - 30 working on a lock ( hager & gonczi, ampères. 1996 ).

A model for the development of the curriculum pgmi integrated ( s-1, profesinal, scholarship for s-2 degree, & ampères. ; s-3 ) dna-based competence given from figure 1:



Gambar. 1

#### Model Pengembangan Kurikulum PGMI Terintegrasi

Of model of development curriculum pgmi integrated labeled kbrp ( kompentansi, beilmu, research, professional ) four this element terinterasi menajidi one. If we look at the centre is being competence and in developing kurikulum should know onefrom the science of what that is used and data should also be based on research and will affect professional against the service for people academic. By looking at keterhubungkaitan of four elements above has met the concept of the development and the principles of the curriculum. Kbrp model is being developed keep based on riset-riset in uin sunan kalijaga jogjakarta.

### C. Closing

#### Conclusions

1. The importance of developing the curriculum Integrated starting from PGMI prodi (S-1, S-2, S-3).
2. Having 5 the principle of the development of the curriculum prodi pgmi integrated ( s-1, ranging from professional, scholarship for s-2 degree, s-3).
3. Use the model of the development of the curriculum pgmi integrated labeled kbrp ( kompentansi, beilmu, research, professional ) four elements was integrated into one.

<sup>12</sup> Wim Kouwenhoven, *Competence-based curriculum development in higher education: some African experiences*. 2003. Jurnal.

## DAFTAR PUSTAKA

- Anik Ghufron, *Pengembangan Kurikulum Teaching School Bertolak ukur Profesi*, Makalah Seminar dan Loka Karya Fakultas Tarbiyan dan Keguruan UIN Sunan Kalijaga Yogyakarta, pada tanggal 29 November 2010.
- Bachtiar S. Bachri, yang berjudul "*Implementasi Pengembangan Content Curriculum Dalam Proses Perencanaan Pembelajaran*" Jurnal Teknologi Pendidikan, Vol.10 No.2, Oktober 2010 (1-11)
- Keputusan Direktur Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional Republik Indonesia Nomor : 108/Dikti/Kep/2001 Tentang Pedoman Pembukaan Program Studi Dan / Atau Jurusan Berdasarkan Keputusan Menteri Pendidikan Nasional Nomor 234/U/2000 Tentang Pendirian Perguruan Tinggi
- Oemar Hamalik, *Dasar-Dasar Pengemabangan Kurikulum* (Bandung: PT. Rosda, 2011).
- \_\_\_\_\_, *Manajemen Pengemabangan Kurikulum* (Bandung: PT. Rosda, 2007).
- Peraturan Presiden Republik Indonesia Nomor 8 Tahun 2012 Tentang Kerangka Kualifikasi Nasional Indonesia.
- Peraturan Pemerintah Republik Indonesia Nomor 66 Tahun 2010 Tentang Perubahan Atas Peraturan Pemerintah Nomor 17 Tahun 2010 Tentang Pengelolaan Dan Penyelenggaraan Pendidikan
- Ra'uf. *Kurikulum 2004 sekolah menengah pertama*. (Jakarta: Dharma Bhakti. 2005).
- Sylvi Dewajani, *Konsep Pengembangan Kurikulum Bertolak ukur Kompetensi Di Pendidikan Tinggi* (Yogyakarta, 2012) Makalah.
- Sukardjo. *Evaluasi Pembelajaran Sains* (Yogyakarta: UNY. 2010).
- Sudjana. *Metode Statistika* (Bandung : PT. Tarsito Bandung, 2007)
- Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung : PT. Alfabeta. 2007)
- TIM. Dikti, *Buku KBK DITJEN DIKTI* (Jakarta, 2009).
- TIM. BSNP, *Standar Isi Pendidikan Tinggi*. Jakarta, 2009
- Michael J. Keppell, *Instructional Design: Case Studies in Communities of Practice* (Hong Kong Institute of Educat on, Hong Kong, 2007)
- Geri McArdle, *Instructional design for action learning* (Printed in the United States of America, New York , 2010)
- Paul Darbyshire, *Instructional technologies : cognitive aspects of online programs* (IRM Press, United States of America, 2005)
- Laurence Peters, *Global education : using technology to bring the world to your students* (Printed in the United States of America, Washington, DC, 2009)(Footnotes)