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THE INTEGRATION OF KKNI, SNPT, AND THE INTEGRATION-INTERCONNECTION PARADIGM IN CURRICULUM DEVELOPMENT AT PTKI

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Abstract

This study aimed to explain the development of the Islamic Religious Education (PAI) curriculum in Islamic religious higher education which refers to the Indonesian National Qualifications Framework (KKNI), the National Higher Education Standards (SNPT), and the Science Integration-Interconnection Paradigm as an orientation for scientific development at UIN Sunan Kalijaga. This research used qualitative methods with a naturalistic qualitative approach. The research took place at the Faculty of Tarbiyah and Education (FITK), UIN Sunan Kalijaga Yogyakarta with a focus on the study program of PAI. The subjects of this study consisted of the Dean, Deputy Dean, and Chair of the Study Program, lecturers, and students of PAI. The research procedure was taken in four steps: observation, in-depth interviews, and documentation. Meanwhile, the data were analyzed by using the inductive model. The findings of the study indicated as follows; first, curriculum development emphasizes the clarity of the graduate profile, learning outcomes, the PAI field of study as the scope of development, the weight of the semester credit units. Second, curriculum development accommodates professional teacher competencies with four competencies; pedagogic, personality, social and professional. Third, curriculum development in the PAI Study Program emphasizes aspects of Islamic Education with its main sources, namely the Al-Qur'an and Al-Hadith.

Keywords: *Integration; KKNI; Curriculum; Higher Education; PTKI.*

A. Introduction

Starting in 2020, the biggest challenge for the Indonesian in the field of education is the World Trade Organization (WTO). The consequence of the existence of a single world market in the field of education is that graduates of higher education institutions can compete in the international world. The implication is that universities are important and urgent to prepare their graduates to have independence and can compete with graduates from abroad. Preparation for graduates with competitiveness can only be encouraged by educational institutions that can integrate educational institution resources to achieve the expected graduate profile and is written in the Higher Education curriculum. The profile of graduates is an attraction and cohesiveness of the acceptance of graduates in the world of work (Tim, 2016: 13).

Education as an agent of change must be able to improve the character of a nation. Therefore, education needs to be reformed to produce graduates who are skillful and ready to tackle problems and challenges in the real world and can later produce graduates with noble character. In other words, education must be able to carry out character-building tasks so that students and graduates can participate in the development cycle in the future without sacrificing noble values and morals (Tabrani ZA, & Masbur, 2016).

At a more global level, quality parameters must be set out to make sure that the quality standard for graduates in different parts of the World can be assessed. For that purpose, various agreements and understandings between countries in ASEAN have been established. The roadmap to ensure free mobility to professionals from different countries in ASEAN has been laid out. The development of the roadmap initially began in 2008 marked by the harmonization of various regulations and systems to strengthen institutional human resource development. This was then followed by the ratification of members to Mutual Recognition Agreement (MRA) for various occupations and professions (Mahbubani, 2013).

In the context of education development in Indonesia, some principles were developed and were adopted as the pillars of Indonesian education, namely: learning to know, learning to do, learning to be,

learning to live together, and learning for life (Sukmadinata, 1997; Saylor, et.al., 1981; Idris, 2017).

On the other hand, the commitment of the Indonesian to achieve the Golden Generation of Indonesia (GEI) in 2045 needs to be prepared from an early age, so that later, students can win the Nobel Prize in various fields of life such as the Nobel Prize in Physics, Biology, Health, Literature to the Nobel Prize for Peace. To be able to compete at the world level and win the Nobel Prize, many educational institutions build networks. Networking can be achieved because there is trust. Stakeholders' trust grows when it is based on a norm orientation on which to base, thus creating a reciprocal relationship (Abtahi & Battell, 2017). The curriculum as the heart of education is prepared to achieve the outlook on life, life attitudes, and life skills of students (Sukiman, 2013; Tabrani ZA, 2015; Obasa & Adebule, 2017).

In addition, the educational development in Indonesia in general and the development of higher education curricula also lead to the development of the Indonesian National Qualification Framework (KKNI). In Regulation of the President RI No. 08, 2012 and Regulation of the Minister of National Education No. 232/U/2000), explained that KKNI is the embodiment of Indonesian qualities and identity as a nation in the national education system and together they enhance the country's overall education quality. KKNI is also equipped with procedures that can facilitate the management and alignment of the nation's education outcomes (DIKTI, 2013). KKNI can function across different fields and sectors along the higher education continuum as an alternative or supplementary for higher education curriculum (Apple, 2004; Dikti, 2013; Ikhwan, 2016).

Higher education is enforced with endeavors to prepare the quality of human resources. To be able to intervene in real social problems, universities as higher education providers should be more sensitive to any changes occurring in society (Tabrani. ZA, 2015; Habiburrahim, 2017; Killen, 2000; Tampubolon, 2001). Such changes or problems could relate directly to the jobs or professions that will be sought by the graduates of such universities.

However, on the plain of phenomena, universities have difficulty in mapping profiles and fields of study. This difficulty is indicated by the number of discussions about the curriculum, especially at the Islamic Religious Higher Education (PTKI), which have not yet been established sufficiently (Furchan et.al, 2005). As a result, many study programs are studying and conducting academic *ijtihad* on their own. Therefore this research was conducted as a form of case experience in compiling a curriculum that refers to the KKNI, the National Higher Education Standards (SNPT), and the scientific paradigm adhered to by Sunan Kalijaga State Islamic University, namely the integration-interconnection of science.

The problem of the unclear concept of curriculum in tertiary institutions which refers to KKNI, SNPT in PTKI needs to be resolved by providing an understanding as well as academic *ijtihad* in preparing higher education curricula, especially in the Islamic Religious Education study program (Suwadi, 2016; Idris, 2015 & 2017). This is important because there are many questions from various groups about the example or model of the curriculum in PTKI. First, the curriculum at PTKI based on KKNI and SNPT is still rare and is looking for practices. Second, curriculum development needs to refer to the regulations and core values of local universities. Third, the profile of graduates is influenced by clarity in preparing learning outcomes (Killen, 2000; Craft & Bland 2004; Aktan, 2015).

In addition, concerning curriculum development, there is a problem, namely the problem of unclear profiles of graduates with the world of work needed by the community. This has an impact on the formulation of less specific learning outcomes. These issues are of course important and urgent to be resolved in various ways. Avoiding college graduates who cannot be absorbed by the world of work and are less needed by the community. Therefore, there needs to be a curriculum development solution that refers to the rules or regulations, such as KKNI and SNPT.

According to the Directorate General of Higher Education (2003), universities in Indonesia have different roles to play, first as a developer and user of knowledge, and second, as the producer of graduates. Thus, to

keep universities relevant to those roles, an update to their curriculum is needed (Patimah & Tabrani ZA., 2018).

Based on these considerations, universities must develop a curriculum that supports the acquisition of integrated abilities in the cognitive, psychomotor, and affective dimensions, not just knowledge acquisition (Aktan, 2015; Craft & Bland 2004), likewise with Islamic Universities in Indonesia (PTKI). PTKI must be able to carry out internal and external reforms. Internal aspects include institutional reform, structuring the direction and objectives, and structuring the program itself. At the external level, PTKI must be able to face global competition, adapt to changing needs and job requirements as well as changes in the orientation of higher education management. According to UNESCO, four pillars of learning must be adhered to: (1) learning to know; (2) learn to do; (3) learn to be, and (4) learn to live together (Oliva, 1992; Apple, 2004; Taba, 1962).

B. Method

This study used qualitative methods to determine the real conditions for implementing the KKNI curriculum. The focuses of this research are: assessment aspects, assessment system, assessment instruments, portfolio assessment concept, report card format, score list format, competency achievement indicators, graduate competency standards, assessment standards, ranking structure, variety, and value. This qualitative study focuses in-depth and holistically on fieldwork.

This research is located at the Faculty of Tarbiyah and Education Sciences (FITK), Sunan Kalijaga State Islamic University (UIN) Yogyakarta with a focus on the study program of Islamic Religious Education (PAI). The selection is based on the fact that this is the first university in Indonesia to implement the KKNI. This study tries to see the real situation during the implementation of the KKNI and collects information through observation, in-depth interviews, informal interviews, and focus group discussions.

This study aims to reveal important facts, circumstances, phenomena, and variables about these objects by using a phenomenological, social, and humanistic approach. The subjects of this study consisted of key informants

who were the Dean, Deputy Dean for Academic Affairs, and the head of the PAI study program, while the informants of this study were Lecturers and PAI students. Determination of the research subject was done by purposive and snowball sample. This means that the number of informants continues to increase until the information obtained is satisfactory or can no longer be added or redundancy. The object of this research is curriculum development referring to KKNI, SNPT, and integration interconnections paradigm. The findings are presented in the form of lengthy descriptions describing the written and spoken words obtained from various sources of information.

This study targets two types of data: primary data and secondary data. Primary data is data that researchers collect directly from respondents or informants during observations and interviews. Through this instrument, researchers can collect information about respondents' opinions, attitudes, choices, and perceptions about the integration of the KKNI-based curriculum into the FITK Workbook of UIN Sunan Kalijaga Yogyakarta (Morley, 2003, Walidin, et.al., 2015; Patimah & Tabrani, ZA., 2018). Secondary data is data obtained indirectly in the form of printed and electronic documents which can provide information about the effectiveness of the integration of the KKNI-based curriculum on the teaching materials of FITK UIN Sunan Kalijaga Yogyakarta. Data analysis in this study was carried out repeatedly (cyclically) to answer the questions that had been formulated.

The data collection tool or research instrument is the researcher himself (human instrument). Researchers go into the field themselves and actively make direct observations and in-depth interviews about curriculum development, starting with the formulation of graduate profiles, compiling learning outcomes, fields of study, and curriculum structure. The data were obtained through participatory observation, the researcher made systematic observations and notes on the symptoms studied, and the interviews were conducted independently of a controlled manner. Documents related to this research are in the form of artifact documentation, manuscripts related to curriculum development in the PAI Study Program, FITK UIN Sunan Kalijaga.

The research procedure was carried out with four steps 1) data collection, 2) data reduction through data collection, data coding, and data reflection, 3) data display, and 4) drawing conclusions/verification (Miles & Huberman, 2002; Tabrani ZA, 2014).

Inductive models are used in data analysis. The data that has been collected is then analyzed by using four interactive analysis components, namely data collection, data reduction, data display, and conclusion/ verification. Each component interacts and forms a cycle (Miles & Huberman, 2002; Muhajir, 2007; Tabrani ZA, 2014).

The analysis process starts from data recapitulation; Data reduction is carried out including simplifying the data by sorting out the required data. The reduction result data is classified according to the analytical design that has been designed which is then displayed (Miles & Huberman, 2002; Walidin, et.al., 2015). Each data reduction that has been classified is proven by various facts in the field, including the results of validation and student achievement test results. After the display data has been verified, conclusions are drawn.

C. Result and Discussion

Based on the data obtained through a methodological design that has been determined through certain stages, the focus of the study has been defined in the problems formatted according to the research variables, the findings can be presented as follows:

1. Curriculum Implementation System

Based on the data collected during observations, interviews, and document checking at FITK UIN Sunan Kalijaga Yogyakarta, it is known that the faculty has worked well in terms of ensuring the availability of a dynamic and active education system to manage well various educational programs there. FITK UIN Sunan Kalijaga has a characteristic that shows diversity in its management patterns. On the one hand, it must adhere to the Institutional Statute outlined by the Ministry of Religion. On the other hand, it must strictly follow the policies issued by the Ministry.

Deputy Dean for Academic and Institutional Affairs FITK UIN Sunan Kalijaga Yogyakarta explained that universities including UIN Sunan Kalijaga have three functions or roles. This includes the development of human resources, knowledge, and technology, and change in society (agents of change). The three functions of higher education must be fully understood by both the management and academics of a university. These roles are known as Tridharma (three services) of higher education which are all interrelated. Tridharma includes education and teaching (teaching and learning), research, and community service. (Interview/4/2019-PAI-FITK).

He further stated that Tridharma's first role for higher education is education and teaching. This function should be the basis for the implementation of higher education simply because it leads to the development of human resources. One indicator that can explain the quality of education and teaching is its relationship with semester credit units (SKS). The SKS system is a system that distributes the weight of a course objectively such as the number of meetings that have been held, the number of assignments that have to be done by students and lecturers, and how much effort has been made by students and lecturers to improve themselves through face-to-face activities, independent study, and classwork.

Curriculum changes do not only occur at the policy and document level but must be followed by changes in the implementation. One of the main principles that have changed in the competency-based learning process in higher education is that the achievement of learning outcomes is no longer based on mastery of material and mastery of science, but must be adjusted to how the knowledge is applied and developed. role of graduate students after they leave college. The higher education curriculum, especially the FITK UIN Sunan Kalijaga, as expressed by the Dean of FITK UIN Sunan Kalijaga, in addition to aiming at developing science, also has the principle of developing Islamic social life, which means that the challenge demanded by the community is community service both in social and religious terms. (Interview/4/2019-FITK).

In the content-based curriculum, courses at LPTK UIN Sunan Kalijaga aim to achieve mastery of science, meaning that the goal someone wants to achieve is science. Students at the end of the course are asked to demonstrate mastery of certain concepts. Therefore, the learning design is compiled and arranged according to the order of scientific logic. Therefore, lecturers in absolute competency-based learning must be implemented with the Student-Centered Learning (SCL) paradigm. Each education unit has a system to produce quality graduates with different standards, but even though it is different, each has the same goal, namely the success of graduates and is easily absorbed by the world of work. All higher education systems in Indonesia have the same four main stages, namely Input, Process, Output, and Outcome. (Interview/4/2019-FITK).

FITK UIN Sunan Kalijaga Yogyakarta made changes, not only at the practical level in the field but also at the paradigm level. The paradigm shift in FITK UIN Sunan Kalijaga Yogyakarta means a fundamental change that includes the conceptual foundation and educational philosophy. Education is more focused on results-based, not just output-based. More education on Output-Based Education is also characterized by Results-Based Education so that learning achievement is not only in the cognitive aspects but also in the affective and psychomotor aspects of students. Thus, FITK UIN Sunan Kalijaga Yogyakarta will produce graduates who are attractive, ethical, modest, honest, smart, quality, caring, and tough.

2. Readiness for Implementation of KKNI-Based Curriculum

Based on the descriptions of theoretical concepts and curriculum paradigms, the existence of the curriculum in teaching and learning programs in an educational institution plays a very significant role. It also has a big contribution so that it cannot be separated from the academic system which is used as the basis for achieving expected learning outcomes. To support the implementation of the curriculum in an educational institution, facilities, and infrastructure, as well as reliable and efficient human resources, are needed to achieve the expected quality results or competencies in the field with high selling value.

Efforts to improve the curriculum are a routine task of every educational institution including FITK UIN Sunan Kalijaga as a higher education institution under the auspices of the Ministry of Religion. The Dean of FITK UIN Sunan Kalijaga emphasized that this process was carried out regularly, periodically, and consistently. For this reason, FITK UIN Sunan Kalijaga has established a team that will be responsible for curriculum development by still referring to the core curriculum that has been formulated by the university and managed by LPM UIN Sunan Kalijaga. (Interview/4/2019-FITK).

The dean's statement is in line with the view of the Minister of Education and Culture of the Republic of Indonesia who said that basically, the curriculum is a learning plan designed based on the objectives set out in the vision and mission of educational institutions. The design process begins with the determination of graduate competence (graduate competency standards), the result is a curriculum at the educational unit level. In management theory, as a good learning planning system, the curriculum must include four things. First, the result of education must be achieved by students (output) and formulated as graduate competencies. Second, the material content must be taught and studied by students (input / standard content), to form the desired graduate competencies. Third, the implementation of learning (the process includes the learning methodology as part of the standard process), so that the three desired competencies are formed in the students themselves. Fourth, the assessment of the suitability of the process and the achievement of learning objectives is implemented as early as possible to ensure that the input, process, and output are under the plan. (Interview/4/2019-FITK).

FITK UIN Sunan Kalijaga took the initiative to make major changes in the education system through the implementation of a new curriculum that refers to the KKNI (Indonesian National Framework Curriculum). This was explained by the Deputy Dean for Academic and Institutional Affairs FITK UIN Sunan Kalijaga that these changes were needed to change the phenomenon of producing passive students into active and creative students in the classroom. The KKNI shifts the focus

from input and process to focus on Program Educational Goals (PEO) and Program Learning Outcomes (PLO). PEO is a statement that states the achievements that the institution is aiming for by graduates to achieve. In addition, PEO must also be linked to the vision and mission of the university. (Interview/4/2019-FITK).

a. Curriculum Development stages

The preparation of a Learning Outcome (LO) is a systematic effort to update the curriculum implemented in the PAI Study Program. The preparation of the LO is focused on the need for efforts to meet the profile of graduates, the needs of society to get graduates who are superior, competent, and competitive. In addition, the formulation of learning outcomes includes four professional teacher competencies (pedagogical, social, personal, and professional competencies) and professional teacher competencies in the ministry of religion, namely leadership competencies. The formulation of learning outcomes has also met the competency indicators of teachers in Islamic Education subjects. Thus the formulation of LO is important and becomes the heart of the study program. The LO is then used as a reference for preparing curriculum revisions.

Based on an interview with the Deputy Dean for Academic and Institutional Affairs and the Chairperson of the PAI Study Program, it was explained that in 2013 the KKNI-based curriculum was implemented, but it has not fully followed the applicable regulations. The 2013 PAI Study Program curriculum refers to the Competency-Based Curriculum (KBK) which refers to the Indonesian National Qualifications Framework (KKNI). (Interview/4/2019-PAI-FITK).

A curriculum review can be done every year, however, the evaluation can be done every 4 (four) years. This four-year agenda is a tradition of updating the curriculum under internal and external developments. Curriculum evaluation activities have been designed since 2010, by presenting education experts and education practitioners to discuss seminars on teaching schools. The results of the idea to build teaching schools became a reference for conducting curriculum workshops

simultaneously on curriculum redesign at the FITK. DIKTI and resource persons from UGM and UNY, followed by a Focus Group Discussion by PAI teachers, graduates, students, and principals of Schools/ Madrasahs. Apart from that, internal expert reviews were also conducted internally, namely PAI Study Program lecturers. The year 2013 is discussed in the faculty senate and university senate. After the revisions were made, finally in 2013, 2013/2014 Academic Year Launching was carried out. In that series, it is gradually reduced (breakdown) in the preparation of syllabus, lecture program units, or semester class activity program plans. These activities cannot run and control their academics if course descriptions are not prepared. (Interview/4/2019-PAI-FITK).

In 2015/2016, a review was carried out by following the demands of both internal and external developments, the role of scientific disciplines, the dynamics of educational objectives, materials, methods, and educational evaluation. Thus, in the 2016/2017 academic year, the curriculum that applies KKNI and SN-PT with an integration-interconnection approach as in the vision of UIN Sunan Kalijaga should be fully implemented and enforced (Interview/4/2019-PAI-FITK).

b. The Curriculum in the PAI Study Program

The current curriculum applied by the PAI Study Program is a college curriculum that refers to the National Qualifications Framework (KKNI) and has a scientific integration-interconnection approach. In this curriculum, study program courses are prepared based on the Expected Learning Outcome (ELO) which is in line with the profile of the graduates set out in the Learning Outcome Program (PLO) and described in the Course Learning Outcome (CLO) and Lesson Learning Outcome (LLO). Compilation of a list of courses under the ELO is carried out by following the guidelines for curriculum preparation based on the IQF. ELO is arranged in a matrix so that the courses are arranged according to the predetermined ELO.

To ensure that the curriculum structure is under the ELO, PAI Study Program reviews the curriculum structure involving lecturers, stakeholders, students, and alumni. The draft is then reviewed at the

faculty level and the Quality Assurance Agency (LPM) to ensure that the course content and study materials are following the ELO. Curriculum review is carried out through the following stages, namely a limited review (involving Islamic Education lecturers), a broad review (involving stakeholders and education experts), and an in-depth review (involving the faculty senate and LPM). This curriculum development is carried out systematically and planned.

Furthermore, the learning is carried out by referring to the scientific philosophy developed at UIN Sunan Kalijaga, namely with three *hadarah* namely *hadarah an-nash*, *hadharah* knowledge, and *hadharah* philosophy. The implementation of learning is carried out based on the "integration-interconnection" paradigm which is the core values of UIN Sunan Kalijaga, namely by integrating Islamic sciences with science and technology with the philosophical foundation of Islamic education. To implement the curriculum, the learning model is designed to allow students to become agents of change and problem solvers through education. Among the learning models applied in learning are Contextual Teaching and Learning (CTL), Problem Based Learning (PBL), Project-Based Learning (PBL), Inquiry Learning (IL), and Discovery Learning (DL). The five learning models are applied in learning with different emphases depending on the characteristics of the course and are framed by these three *hadharahs*.

The assessment system (student assessment) carried out by the PAI Study Program is directed to see the achievement of the LO and also as feedback for the study program and lecturers. The assessment system implemented includes an assessment during the selection of new students, an assessment during the lecture period, and also an assessment in determining graduation. Every assessment carried out always takes into account the validity, reliability, and objectivity of the assessment. The type of assessment conducted is not only done by lecturers to students, but also by students' assessments of lecturers, among students, and self-assessments. Students can communicate about their score acquisition to

the Study Program, including accommodating student appeals for the scores they get. In addition to the learning model and assessment system, the implementation of lectures in the PAI Study Program is also supported by the availability of human resources, both academic staff (lecturers) and supporting staff (administration, librarian, laboratory assistant, IT staff). Fulfilling these human resource needs is met through a recruitment system by taking into account the academic qualifications and skills/competencies that are appropriate/required.

3. Integration of KKNI and SNPT in the Curriculum with the Integration-Interconnection Approach

The essence of the transformation of UIN Sunan Kalijaga is not merely a name change but is expected to develop into a better and more ideal condition. UIN Sunan Kalijaga has the opportunity to carry out its mission in developing interdisciplinary and multidisciplinary studies with an integrative and interconnected approach to break the dichotomy between science and religion, religious knowledge, and general, sacred, and profane sciences.

In formulating a curriculum that integrates and interconnects Islamic and general sciences, the study program uses the concept of integration-interconnection. Integration and interconnection can arise from the formulation of learning outcomes to learning methods. To examine the concept of science integration-interconnection developed by UIN Sunan Kalijaga, further details regarding the integration of scientific interconnection developed at UIN Sunan Kalijaga can be traced from the official documents of UIN Sunan Kalijaga, for example, based on science integration-interconnection, Realm of Integration-Interconnection, Science Integration-Interconnection Study model.

During an interview with the Vice Dean of the Academic and Institutional Faculty of Tarbiyah and Teacher Training of UIN Sunan Kalijaga Yogyakarta, he explained that FITK UIN Sunan Kalijaga in its curriculum development refers to KKNI and SNPT to prepare graduates who meet the

national standard equipped with the characteristics of higher education as set out in the Tridharma of Higher Education which include education, research, and community service. The realization of the KKNI and SNPT curriculum requires that FITK possess a sound concept or criteria for its graduates in line with the goals and objectives of the institution before delving into curriculum development. This concept will then be transformed into a graduation profile. The graduation profile will be assessed against the quality criteria of graduates and their relevance. All of these will be achieved through a series of quality educational processes, both for academic and professional education. (Interview/4/2019-PAI-FITK).

From several interviews with the prominent figures of UIN Sunan Kalijaga, it can be concluded that two keywords link the FITK curriculum of UIN Sunan Kalijaga with the Indonesian National Qualifications Framework (KKNI): learning outcomes and qualifications. The integration of learning goals into the qualification levels of KKNI is very important for comparison, meeting the qualification standard, and providing recognition to a certain level of education and or profession. In addition, the integration of learning goals into KKNI is also expected for harmonization and mutual recognition of qualifications by different countries, both bilaterally and multilaterally. The type of curriculum development which is based on skill stages requires also the type of learning goals that are spread across different stages at the university level study, the program level, and the course learning level. There are all paired with the skill/qualification levels. (Interview/4/2019-PAI-FITK-L).

In addition, the nurturing of expertise and attitudes for prospective teacher students at the FITK UIN Sunan Kalijaga as explained by the Dean FITK of UIN Sunan Kalijaga is accommodated in the curriculum by considering the unique characteristics of the teaching profession that a student is: (1) a human; (2) an individual who is unique and who will continue to develop; (3) in essence not different from educators; (4) possess various potentials; (5) makes professional decisions in dynamic transactional situations. Therefore, academic and professional programs are responsible for educational development as much as others.

Because of the unique nature of the teaching profession, prospective graduates must be equipped with theory and practice, as well as a sound ability to do research. (Interview/4/2019-FITK).

The curriculum development accommodates professional teacher competencies with four competencies; pedagogic, personality, social and professional, plus one competency, namely leadership. More specifically, it is stated in the PAI study program document for each competency that is the minimum target of a PAI Study Program graduate.

First, Personal Competence. Personal competencies are competencies related to attitudes and personality that must be possessed by a teacher/ prospective teacher. *The second,* social competence. Social competence is competency related to how students as prospective teachers place themselves in their environment and how to build relationships with other people. *Third,* Professional Competence. Professional competence is the ability to master science or a field of study and a critical study step in deepening the content of the field of study. *Fourth,* Pedagogic Competence. Pedagogic competencies are skills that reflect knowledge and attitudes that are reflected in the understanding of the potential of students, planning, implementing, and evaluating learning.

By lowering the field of study adopted by UIN Sunan Kalijaga, the Islamic Religious Education study program has lowered the field of PAI scientific studies with the main sources of science being Al-Quran and Al-Hadith. Al-Qur'an and Al-Hadith are the sources of aspects of Islamic Education in Schools/ Madrasahs, namely Al-Qur'an Hadith, Aqidah-Akhlak, Fiqh, Islamic Cultural History. In achieving the Learning Outcome, a field of study is needed which is divided into three elements, namely pure scientific aspects as a perspective of supporting PAI studies, education science as the main field of study of PAI, scientific tools as other fields of study of PAI. Pure scientific aspects consist of the fields of philosophy, psychology, sociology, anthropology. (Doc/4/2019-PAI-FITK).

The scientific aspects of education consist of the field of educational science, essential elements of education, educational administration,

educational leadership, actual issues, and entrepreneurship. Meanwhile, other scientific aspects consist of the fields of research studies, communication science, language, citizenship. Under the field of scientific development in the PAI department, the aspects of Islamic Education that are developed consist of AlQuran Hadith, Aqidah Akhlak, Fiqh, Islamic Cultural History so that it can improve the professional competence of prospective teachers. (DOC/4/2019-PAI-FITK).

D. Conclusion

The Indonesian National Qualification Framework (KKNI) is a framework for assessing the qualifications and competencies of Indonesian workers who juxtapose, equalize, and integrate the education sector with the training sector and work experience in a workability recognition scheme that is tailored to the structure in various occupational sectors. The conditions and systems of education at FITK UIN Sunan Kalijaga run well, are dynamic and active, and have their characteristics that show the diversity of their management mechanisms because they are based on the position of the institution from the legal umbrella or the Statute of Higher Education which is different from other universities. With the conditions and preparations made, it shows that FITK UIN Sunan Kalijaga is ready to organize education with the application of the KKNI-based curriculum.

Whereas in curriculum development at FITK UIN Sunan Kalijaga, first, curriculum development emphasizes (a) clarity of graduate profiles with operational descriptions, (b) learning outcomes as indicators of achievement of graduate profiles that refer to KKNI and SNPT, (c) PAI field of study as the scope of developing course names combined with learning outcomes, (d) the semester credit unit weight is obtained from the multiplication of the depth and breadth of the study material; Second, curriculum development accommodates professional teacher competencies with four competencies; pedagogic, personality, social and professional. Third, curriculum development in the PAI Study Program emphasizes the aspects of Islamic Education with its main sources, namely the Al-Qur`an and Al-Hadith.

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