

IQF Based Curriculum in Islamic Universities In Indonesia

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ABSTRACT

This study aims to find out (1) how the islamic universities implement the IQF based curriculum; (2) What are the perceptions of lecturers and students towards the IQF-based curriculum; (3) What factors can hinder the implementation of the IQF-based curriculum. Data for this study were collected using interviews, observations, documents and Focus Group Discussions. The data were analyzed qualitatively by using descriptive and thematic analysis in which the process are in five steps; familiarization, codification, review themes, finalize themes and report writing. The study revealed that the universities did both macro and micro level preparation for implementing the IQF curriculum, while both students and lectures still indicated some limitation and informed some constraints in implementation.

Keywords: Curriculum, KKNI, IQF based Curriculum, Islamic Universities in Indonesia

1. INTRODUCTION

One of the important momentum on education in Indonesia was when Kerangka kualifikasi Nasional Indonesia (Read: KKNI) or in English it is termed as the Indonesian Qualification Framework (Red: IQF) began or was launched through an Indonesian Presidential Regulation in 2012. However, until 2021 its implementation has not been optimal, including in tertiary institutions of Islamic religion. The failure to achieve this expectation raises questions about the inhibiting factors and what should we do in the future (Ferawati et al., 2018; Mufrodi, 2012). This condition then expected the reserchers to find how IQF be implemented and evaluated since it was launced a decade ago.

This research certainly has also made a scientific contribution that can be used as a reference for improvement in the future. Broadly there are 3 main axes of research concerning the implementation of the IQF curriculum in tertiary institutions which also include Islamic religious tertiary institutions, as follows (1) the first axis is research that seeks to examine the obstacles to the implementation of the IQF (2) the second axis includes research that seeks to reveal the model of the implementation of the IQF-based curriculum, and the (3) study that examines how successful the implementation of the IQF is in tertiary institutions. Although the three research axes have differences, the core subject is how the IQF Curriculum is implemented.

Research conducted by Fathurrohman shows that the IQF-based Religious studies curriculum has barely changed the content of the 2002 curriculum. What has changed drastically is the learning strategy (Fathurrohman, 2013) Whereas Ferawati et. al. who conducted research at FEBI indicated that the IQF-based curriculum that was designed was very good and in accordance with the provisions of the law and the learning outcomes that were designed were in line with the vision and mission of UIN and FEBI. In its implementation, 88% of 110 respondents said that the IQF had been implemented well (Ferawati et al., 2018).

According to Nurdin (2018) IQF-Based Curriculum Development in Higher Education goes through two levels, namely macro and micro. At the macro level, the development follows the following stages: 1). Formulating graduate profiles, 2) Determining learning outcomes, 3) Selecting study materials, and 4). Determining Courses. While at the micro level (for implementation in class), the development is through a Semester Learning Plan (RPS) which contains several components, as follows: a). RPS identity, b). Learning Outcomes, c). Indicators, d). Learning Method, e). Time, f). Learning experience, g). Criteria and assessment weight, and h). Reference list (Nurdin, 2018). The implementation of the IQF-based tertiary curriculum policy shows a number of factors influencing the implementation of the IQF-based tertiary curriculum including lack of resources, time, campus ethos, knowledge support, interest and professional attitude (Rusdiana & Nasihudin, 2018)

Based on this study, it shows that research regarding the implementation of the IQF-based curriculum in PTKIN is still very limited, especially in terms of curriculum construction, development models and the perceptions of lecturers and students, at the same time not much research has examined how the curriculum contributes to improving input, process and output. College. Thus the research

proposed is considered very significant, especially in an effort to show the construction of the curriculum at PTKIN, its development model and the factors that become obstacles in the implementation of the IQF-based curriculum.

Based on the description above with various problem conditions which include curriculum construction at the state Islamic universities in South Sulawesi Province in Indonesia, the development model and the factors that hinder its implementation, this research answered several questions; (1) what did the universities do for implementing the IQF based curriculum; (2) What are the perceptions of lecturers and students towards the IQF-based curriculum; (3) What factors can hinder the implementation of the IQF-based curriculum.

2. LITERATURE REVIEW

In this section, an explanation will be presented about a number of studies that have been conducted previously concerning the implementation of the IQF-based curriculum in tertiary institutions. A number of studies that have been conducted regarding the implementation of the IQF-based curriculum in tertiary institutions in general, as well as in Islamic religious tertiary institutions specifically, including Mufrodi (2012), Faturrohman (2013), Ferawati (2018), Nurdin (2018) and Rusdiana (2018). Broadly speaking there are 3 main axes of research concerning the implementation of the IQF curriculum in tertiary institutions which also include Islamic religious tertiary institutions, as follows (1) the first axis is research that seeks to examine the obstacles to the implementation of the IQF (2) the second axis includes research that seeks to reveal the model the implementation of the IQF curriculum, and the (3) study that examines how successful the implementation of the IQF is in tertiary institutions.

Mufrodi in 2012 shows that the government's program through the Presidential Decree on IQF is expected to be able to improve university graduates who are ready to work, and can be accepted at home and abroad with a level of learning outcomes quality. He also emphasized the importance of Islamic Higher Education to compile a study program curriculum based on the IQF (Mufrodi, 2012). While research conducted by Ferawati in 2018 concluded that the IQF curriculum implemented was based on the findings of researchers, out of 110 respondents consisting of lecturers at UIN, both FEBI lecturers and lecturers from other faculties at UIN STS Jambi, 88 percent said that the IQF curriculum that had been implemented it was good, while the remaining 5 percent said it was not good, and the remaining 7 percent said they did not understand the IQF curriculum in the sense that they did not understand where it was different from the previous curriculum and even said they did not know about changes to the curriculum (Ferawati et al., 2018).

The research conducted by Nurdin revealed how to develop an IQF-based curriculum, which follows the following steps and processes; (1) formulate graduate profiles; (2) establish and determine learning outcomes; which contains four elements, namely: (a) attitudes and values, (b) work ability, (c) mastery of knowledge, (d) authority and responsibility; (3) selecting and determining study materials;

(4) determine the courses to be taught. On the other hand, a study conducted by Rohmad (2016) only highlighted the importance of evaluating the curriculum, especially in order to improve the quality of learning processes and outcomes in tertiary institutions (Nurdin, 2018). Research conducted by Fathurrohman shows that the IQF-based PAI curriculum has barely changed the contents of the 2002 curriculum. What has changed drastically is the learning strategy (Fathurrohman, 2013). Meanwhile, Ferawati et al who conducted research at FEBI indicated that the KKNi that was designed was very good and in accordance with the provisions of the law and the learning outcomes that were designed were in line with the vision and mission of UIN and FEBI. In its implementation, 88% of 110 respondents said that the IQF had been implemented well and well (Ferawati et al., 2018).

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Thus the research concerning the implementation of IQF at Perguruan Tinggi Keagamaan Islam (PTKIN) or State Islamic universities (SIU) has a very large distinction compared to previous research, because there is more research on the significance aspect of IQF (Mufrodi, 2012; Nurdin, 2018; Qomari, 2016). Other research is limited to one faculty (Ferawati, 2018) or only limited to perception studies as conducted by Rusdiana (2018). Research related to implementation should begin by demonstrating the perceptions of lecturers as the cornerstone of curriculum implementation, especially regarding their level of understanding of the IQF-based curriculum. Likewise, it is necessary to explain the understanding of policy makers such as the Dean, Deputy Dean for academics, study program heads and study program secretaries, which are not limited to one university spot, but at a number of State Islamic Religious Colleges, at least on the South Sulawesi province of Indonesia

This research also needs to describe the model of implementing the IQF-Based Curriculum, to show whether there are differences in curriculum implementation at various Islamic religious tertiary institutions in the South Sulawesi region. In addition, research is urgently needed which can explain the inhibiting factors for the implementation of the IQF-based curriculum, as well as how the implementation model should be carried out in the future.

The following, a number of theories regarding the curriculum and implementation of the IQF-based curriculum are presented.

2.1 Definition of Curriculum

The word curriculum stems from the Latin verb *currere*, which means *to run*. The Latin noun curriculum refers to both a 'course' and a 'vehicle'. In the context of education, the most obvious interpretation of the word is to view it as a course for 'learning'. The very short definition of curriculum as a '*plan for learning*' (Folmer, 2009) Curriculum is defined as the sum of all experiences, which are to be provided in an educational institution (Bharvad, 2010). the curriculum is a set of plans and arrangements regarding graduate learning outcomes, study materials, processes, and assessments that are used as guidelines for implementing study programs (Ristekdikti, 2015).

Referring to the basic concepts of the curriculum described above, curriculum is related to the process of administering school/university/institution/high school education, in the form of references, plans, norms that can be used as guidelines. Not much different from the definitions and concepts used at the elementary and secondary education levels, even at the tertiary education level, the curriculum is defined as "a set of plans and arrangements regarding the Learning Outcomes (CP) of graduates, study materials, processes, and assessments used as guidelines for implementing Study Program (Permenristekdikti Number 44 of 2015, concerning National Higher Education Standards). Substantially there is no difference between the meanings that apply in primary and secondary education and those in higher education. In primary and secondary education there are four main components of the curriculum, namely: objectives, content/materials, materials, methods, and evaluation. Meanwhile, in the higher education curriculum, there are also four main components of the curriculum, namely: (1). What Learning Outcomes/Competencies will students master? (2). What is planned to be conveyed to students so that they can achieve learning outcomes/competencies? (3). How to convey it to students, so that the learning outcomes that have been formulated can be well mastered? and (4). How to find out whether the learning outcomes/competencies have been mastered by students or not? The answers to the four questions mentioned above clearly illustrate that the main components of the curriculum consist of objectives (learning outcomes/competencies), content/learning materials (study materials), methods/methods (process), and assessment (evaluation).

Discussing about curriculum development and learning, it must start from the following four fundamental questions: (1). What educational purposes should the school seek to attain? (2) What educational experiences can be provided are likely to attain these purposes? (3). How can these educational experiences be effectively organized? (4). How can we determine whether these purposes are being attained? From the description above, it can be concluded that the meaning of the curriculum used in higher education is "a set of plans and arrangements regarding the Learning Outcomes (CP) of graduates, study materials, processes, and assessments used as guidelines for implementing Study Programs" (Permenristekdikti Number 44 of 2015, concerning National Higher Education Standards).

The response to the changes in the curriculum can be seen from the many regulations that cover the implementation of the new curriculum, for example the issuance of Law No. 14 of 2005 concerning Teachers and Lecturers, policies regarding the implementation of the 2013 curriculum, the issuance of Law no. 12 of 2012 concerning Higher Education, Presidential Regulation no. 8 of 2012 concerning the

Indonesian National Qualifications Framework (read: KKNI), Minister of Education and Culture Regulation No. 49 of 2014 concerning National Higher Education Standards (Fatoni, 2015).

In general, the curriculum is a picture of educational ideas expressed in practice. Curriculum is defined as all planned learning programs in educational institutions. The curriculum according to Saylor, Alexander, Lewis, Schiro and Robert Gagne as said by Ahmad et.al. is an activity presented on campus/school in the form of instruments, a series of learning material units that have been prepared, and a set of plans containing learning experiences in order to realize their talents and develop their standard of living. in society based on their previous abilities . The foundation of the curriculum includes the packaging of values and beliefs about what students must know and how students can acquire and or master knowledge. The curriculum must also be packaged in a form that is easily communicated to parties involved in educational institutions, must be open to criticism and must be easily transformed in practice.

The challenges of science and technology development continue to motivate changes and adjustments to the curriculum. Likewise, developments in the needs of the community and stakeholders also encourage curriculum development. This relates to the Republic of Indonesia Law on the National Education System, Number 20/2003 Chapter X, Article 38, paragraphs 3 & 4 which states that the higher education curriculum is concerned with reference to the National Education Standards for each study program. The basic framework and structure of the higher education curriculum are developed by the tertiary institution concerned with reference to the National Education Standards for each study program.

2.2 IQF based Curriculum

The Indonesian National Qualification Framework, hereinafter referred to as the KKNI or Indonesian Qualification Network (IQF), was prepared as a response to Indonesia's 2007 ratification of the UNESCO convention on the recognition of diploma and higher education education (the International Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific) which ratified on December 16, 1983 and renewed on January 30, 2008 (Ditjen Pendidikan Islam Kemenag RI, 2018; Panduan Penyusunan Kurikulum Pendidikan Vokasi, 2016)

Indonesia has recently developed the Indonesian Qualifications Framework (IQF). The IQF holds a legal endorsement in the form of Presidential Decree no. 8/2012. The process was started in 2009, beginning with doing comparative study and library research of NQFs from Germany, Australia, Singapore, Thailand, Malaysia, and other countries. In 2010, both the Ministry of National Education and the Ministry of Manpower and Transmigration developed the IQFs, and then in 2011 it were launched. Follow up step is the implementation, synchronization among sectors and recognition from other sectors in 2012. Within the 4 years process, in 2016, will be the time for the equation between graduate qualification and IQFs, open system education by accommodating multi entry and multi exit education. (Rohmah, 2014)

The IQF is useful for evaluating the equality of learning outcomes and the qualifications of workers who will study or work in Indonesia or abroad. In other words, the IQF is a reference for the quality of Indonesian education when compared to other nations' education. Indonesian higher education graduates can be aligned with graduates from overseas education through the IQF scheme. On the other hand, foreign graduates who will enter Indonesia can also have their learning outcomes aligned with Indonesia's IQF (Directorate General of Islamic Education, Ministry of Religion, Republic of Indonesia, 2018). With the IQF, the formulation of abilities is expressed in terms "learning outcomes" (learning outcomes). These capabilities are covered in in it or is part of the learning outcomes (CP), as illustrated in the following figure.

Learning outcomes of Indonesian Qualification Network (IQF) and National Standards of Higher Education (NSHE)

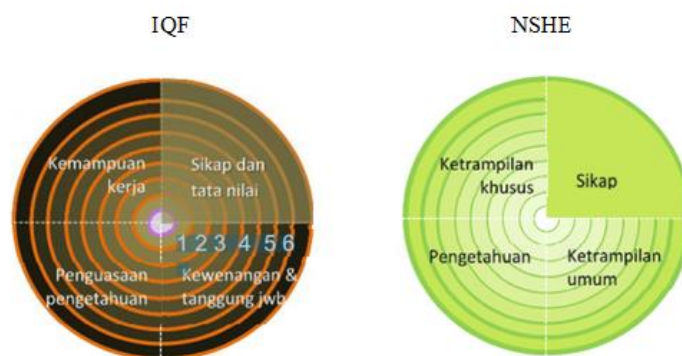


Figure 1. Aspects of learning outcomes in the IQF include attitudes and values, work ability, mastery of knowledge, authority and responsibility. The learning outcomes according to SNPT include attitudes, knowledge, general skills, and specific skills. (Ditjen Pendidikan Islam Kemenag RI, 2018)

3. METHOD

This is a case study research and the subjects lecturers and policy makers at the Faculty and Study Program levels, consisting of the Dean, deputy dean for academics, heads of study programs and study program secretaries at three State Islamic Religious Universities in South Sulawesi province

Data for this study were collected using interviews, observations, documents and Focus Group Discussions. And for data validity and reliability, researchers will use data triangulation. Data analysis in this study used a qualitative analysis approach with thematic analysis techniques or thematic analysis. According to Boyatzis, (1998) thematic analysis is "a method for identifying, analyzing and reporting patterns (themes) within data. And further than this, and interprets various aspects of the research topic" This statement means that thematic analysis is a method for identifying, analyzing and reporting patterns (themes) contained in the data, and can further interpret various aspects of research topics. Meanwhile, according to Daly, Kellehear and Gliksman, (Fereday & Cochane, 2006) thematic analysis is a search for themes that emerge and become important for a description of phenomena.

In this research, the researcher used a thematic approach to deductive/ theoretical analysis (Boyatzis, 1998; Hayes, 1997) or "top down" data, which means that before conducting research the researcher has already determined the theory or interest analysis in the field. The thematic format of this analysis is to provide a bit of an overview of the overall data and a more detailed analysis of the data. (Boyatzis, 1998) Researchers conducted deduction, induction and verification of qualitative data (Alwasilah, 2011). Researchers use the theories referred to previously as references to interpret qualitative data, in this case the researcher is thinking deductively. Conversely, when researchers categorize data, namely to find categories, researchers are thinking inductively. Inductive thinking and deductive thinking are continuously carried out alternately when conducting research.

4. RESULT AND DISCUSSION

The implementation of the IQF based Curriculum (KKNI) in three universities in south sulawesi Indonesia were begun by preparing some documents of the curriculum and did some workshops for socialization. In those three universities they invited some experts of IQF to train all the stakeholders in the campuses. The documents were both macro and micro levels.

4.1 Micro and macro level documents of the three universities

Previously explained that IQF-Based Curriculum development in Higher Education goes through two levels, namely macro and micro. At the macro level, the development follows the following stages: 1). Formulating graduate profiles, 2) Determining learning outcomes, 3) Selecting study materials, and 4). Determining Courses. While at the micro level (for implementation in class), the development is through a Semester Learning Plan (RPS) which contains several components, as follows: a). RPS identity, b). Learning Outcomes, c). Indicators, d). Learning Method, e). Time, f). Learning experience, g). Criteria and assessment weight and h) determine references. Based on existing documents from the three universities as the subject of research, the following are the macro data of the universities:

Tabel 4.1. Macro steps of Implementing IQF based curriculum in Three Islamic Universities of Indonesia

No	Steps	Documents availability			notes
		Univ A	Univ B	Univ C	
1	Formulating Graduate Profiles	√	√	√	Based on Universities documents
2	Determining Learning Outcomes	√	√	√	
3	Selecting Study Materials	√	√	√	
4	Determining Courses	√	√	√	

Note: √ = the document is available - = the document is unavailable

The next on the micro steps, the three study programs represented universities indicated as on the following tables:

Tabel 4.2. Macro steps of implementing IQF based curriculum in Islamic Universities of Indonesia

No	Tahapan	Documents availability			notes
		Univ A	Univ B	Univ C	
1	Determining RPS identities	√	√	√	

2	Determining Learning Outcomes	√	√	√	Based on Universities documents
3	Determining indicators	√	√	√	
4	Determining Learning method	√	√	√	
5	Determining time allocation	√	√	√	
6	Determining learning experiences	√	√	√	
7	Learning Criteria and scoring	√	√	√	
8	Determining sources or references	√	√	√	

Note: √ = the document is available - = the document is unavailable

Referring to the above tables (table 1. and 2), the three universities as the subject indicated the readiness of the three universities in preparing all documents both in micro and macro level. All the three universities have got some curriculum workshop for preparing the needed documents for implementing the IQF based curriculum.

4.2 Lectures' and students' perception towards the IQF based Curriculum

The following are the data of interviews showing lectures and students perception towards the IQF based Curriculum:

Tabel 3. Lectures' Interview result to IQ Based Curriculum

No	Perceptions	categories	Study programs		
			Univ A	Univ A	Univ A
1	Lectures understanding to IQF based Curriculum	Well understanding to IQF based Curriculum			
		Less understanding to IQF based Curriculum	√	√	√
		Not understanding to IQF based Curriculum			
2	Lectures support to IQF based Curriculum	The implementation of IQF based Curriculum gives better impact to teaching			
		The implementation of IQF based Curriculum gives somewhat good impact to teaching	√	√	
		The implementation of IQF based Curriculum does not give significant impact to teaching			√
3	The significance of IQF based curriculum traioning for lectures	Very important	√	√	√
		Somewhat important			
		Not important			

Table 3 indicated the three point lectures perception towards the implementation of curriculum. The lectures in all universities showed a less understanding of how to implementing IQF based curriculum and proposed the significance of more training of how to better implement the IQF based curriculum in their campuses.

Tabel 4. Students Perception to IQF Based Curriculum

No	Perception	Questionaires	universities		
			Univ A	Univ B	Univ C
1	Student understanding to IQF based Curriculum	Well understanding			
		Somewhat understanding	√	√	√
		Not understand			

2	Students support to IQF based Curriculum	The implementation of IQF based Curriculum gives better impact to teaching			
		The implementation of IQF based Curriculum gives somewhat good impact to teaching	√	√	√
		The implementation of IQF based Curriculum does not give significant impact to teaching			
3	The significance of IQF based curriculum training for lectures	Very important	√	√	
		Somewhat important			√
		Not important			

Table 4 described the students perception of the IQF Based Curriculum in the campuses. The students of the three universities were uniformly assured that the IQF was somewhat important to be implemented in their campuses and these implementation would give good impact to their learning.

4.3 Factors can hinder the implementation of the IQF-based curriculum

The IQF-based curriculum has implications for the planning, process and evaluation of learning in Islamic universities. (1) Referring to the existing data, researchers classify problems as inhibiting factors and obstacles in implementing the curriculum in to two; students and teachers' perspectives. The implementation, however, gave better improvement to teaching and learning process in the campuses.

4.3.1 Constraints to the implementation of the IQF based on the students' perspectives.

A number of obstacles when implementing the IQF curriculum are as follows:

a. Time Factor; One of the problems that becomes an obstacle in implementing the curriculum is the large number of assignments that must be completed which range from three to six assignments for one subject, so if in one semester there are 10 to 12 courses, students must complete between 36 and 72 tasks in one semester.

b. Process factors; In the learning process there are several obstacles encountered (1) Lack of student understanding of the assignments given; (2) The group assignments given are often a burden for diligent students, so that sometimes group assignments are only carried out by certain people; and (3) Limited reference or sources of lesson materials.

c. Facilities Factors; Another obstacle experienced by students when attending lectures is related to facilities and infrastructure, including; (1) Means to find reference sources are still very limited (2) The comfort of learning in class is often still very disturbing in the learning process, particularly the rooms equipped with air conditioners or fans (3) facilities for accessing resources on the internet are still limited by the low bandwidth of the internet making it slow in the access process and the unreadiness of laptop facilities for most students.

d. Economic / Financial Factors; Financially, students also experience very high constraints, especially because most of the students in the three PTs still have middle to lower economic backgrounds, so it is still very difficult to finance the educational facilities they need, such as ATK, internet access, even for

their consumption needs. This results in reducing students concentration in participating in learning both in class and independently outside the classroom.

4.3.2 Constraints on the implementation of the IQF by lecturers

A number of obstacles or obstacles when implementing the IQF curriculum are as follows:

- a. Too frequent Curriculum Changes; One of the complaints experienced by lecturers when implementing the IQF curriculum was that curriculum changes were often made so that it required adjustments and time to study the IQF based curriculum. Previously, the KBK curriculum was competency-based, so in changing the curriculum based on the qualifications framework, of course, lecturers have to study again and adjust to the terms used.
- b. Internet Facility Constraints; To maximize learning activities, lecturers usually use internet facilities, both for preparing teaching materials, developing insights and for preparing online learning or blended learning.
- c. Task constraints; Another obstacle that is also often faced by lecturers is the large number of additional tasks that must be carried out such as research, community service, being an academic advisors, testing comprehensive exams, testing thesis exams, taking administrative and structural position and others. Very busy schedules make lecturers have to divide the time they have for various important activities on campus. Allocating limited time for many activities makes lecturers often not optimal in teaching and implementing the IQF curriculum as expected
- d. Limited IQF based curriculum workshops; A number of workshops or socialization activities that have been carried out on campus are still lacking in all existing universities. The lack of workshops has resulted in a number of lecturers still having very little understanding regarding the philosophy and implementation of the IQF-based curriculum.

5. CONCLUSION AND RECOMENDATION

5.1 Conclusion

Based on the results of this research, a number of conclusions were found as follows:

1. At the macro level regarding the IQF based curriculum, the universities have done some points (1). Formulating graduate profiles, (2) Determining learning outcomes, (3) Selecting study materials, and (4). Determining Courses, from the three islamic universities being the subject of research shows that they have taken the preparatory steps and implemented them on their campuses. While at the micro level (for implementation in class), the development was through a Semester Learning Plan (RPS) which contained several components, as follows: a). RPS identity, b). Learning Outcomes, c). Indicators, d). Learning Method, e). Time, f). Learning experience, g). The criteria and weight of the assessment, universities have also carried out well.
2. In terms of lecturers' perceptions of the IQF, most of the three universities that are the subject of the research consider that there was still a need for maximum outreach about the IQF, and collaboration

between policy makers, lecturers and students were needed so that the implementation of the IQF could be maximized.

3. The constraints faced by students when implementing IQF based curriculum show that there were at least four main factors which are often obstacles which include (a) the time factor (b) the process factor (c) the facilities and infrastructure factor, and (d) the financial factor. Meanwhile, in terms of these factors, they include (a) curriculum changes that feel very fast, so it takes time and effort to adjust (b) internet facility constraints, (c) additional task constraints and (4) limited IQF curriculum workshops.

5.2 Recommendations

Based on the results of the study above, the authors provide the following suggestions:

1. It is necessary to maximize the IQF workshop among all lecturers, and ensure that all lecturers get an understanding of the IQF concept and how to implement it. IQF curriculum Workshops for the lectures are considered very significant since many lecturers have got limited knowledge and skills in thinking and preparing teaching based on the philosophy and technical of IQF curriculum.
2. The existence of an independent learning curriculum and an independent campus which has just been launched by the new minister of education certainly requires adjustments to the IQF, so further research is needed to examine how the implementation of the IQF together with the Independent Curriculum and independent campus perspectives.

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