

# Model Pengembangan Kurikulum KKNi Pada PTKIS Berbasis Pesantren

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**Abstract:** The development of higher education curricula in Indonesia faces challenges in adapting to globalization, technological advancements, and industrial demands while preserving local and religious values. This study analyzes the curriculum development model based on the Indonesian National Qualification Framework (KKNi) at Islamic higher education institutions with a pesantren-based approach, using STAI Al-Anwar Sarang Rembang as a case study. It identifies key issues such as limited human resources understanding KKNi concepts, insufficient expert guidance, and inadequate budgets and infrastructure as major obstacles to curriculum implementation. The research employed a qualitative approach with a case study design, involving in-depth interviews, participatory observations, and analysis of institutional documents. Data were analyzed through data reduction, presentation, and conclusion drawing. The findings reveal that integrating pesantren values with KKNi-based learning outcomes has been collaboratively designed, although implementation remains suboptimal. Major challenges include a lack of training for lecturers, limited information technology infrastructure, and unsystematic evaluations. However, the study also highlights significant potential for curriculum improvement through expert support, regular training, and enhanced infrastructure. This research provides significant implications for curriculum development in pesantren-based institutions by emphasizing the importance of a holistic approach that integrates traditional education with modern demands. In conclusion, despite numerous challenges, the KKNi-based pesantren curriculum holds great potential to produce graduates who are academically competent, professionally skilled, and deeply rooted in strong moral values.

**Keywords:** KKNi Curriculum, Pesantren, PTKIS, Curriculum Development, Curriculum Implementation

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## INTRODUCTION

Higher education plays a crucial role in preparing an educated generation capable of meeting the demands of the times and the workforce. The need for graduates with academic competence, job skills, and strong moral values is increasingly critical.<sup>1</sup> In this context, university curricula must be adaptive to the advancements in science and technology. In response, the government has established the Indonesian National Qualifications Framework (KKNI) as the leading guide for the development of higher education curricula in Indonesia.<sup>2</sup> The KKNI serves as a key framework for developing higher education curricula in Indonesia, aiming to produce graduates who are academically competent, skilled, and grounded in strong moral values. This is highly relevant in the face of rapid advances in science and technology and in preparing students to meet the demands of the modern workforce. The Merdeka Learning - Merdeka Campus (MBKM) program is one of the key initiatives designed to align student competencies with industry needs and technological progress.<sup>3</sup> This program fosters innovation in learning, encompassing attitudes, knowledge, and skills and provides opportunities for internships and soft skills training that enhance graduates' job readiness.<sup>4</sup>

In addition, the development of a curriculum that is relevant to industry needs is also a priority, with an emphasis on project-based learning and the development of real-world problem-solving skills, which are critical to improving the competitiveness of graduates.<sup>5</sup> In this regard, collaboration between educational institutions and industry is necessary for the curriculum to remain responsive to the changing needs of the job market.<sup>6</sup> Competency-based learning, which emphasizes the development of practical skills, is also considered an important approach in preparing a workforce that is ready to face global challenges.<sup>7</sup>

However, challenges remain, such as the gap between higher education and industry needs caused by the lack of collaboration and adequate infrastructure.<sup>8</sup> Therefore, it is recommended to strengthen partnerships between universities and companies and conduct

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<sup>1</sup> Pemerintah Indonesia, "Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi" (2012), <https://diktis.kemendiknas.go.id/prodi/dokumen/UU-Nomor-12-Tahun-2012-ttg-Pendidikan-Tinggi.pdf>.

<sup>2</sup> Pemerintah Indonesia, "Peraturan Presiden Nomor 8 Tahun 2012 Tentang Kerangka Kualifikasi Nasional Indonesia" (2012), <https://peraturan.bpk.go.id/Details/41251/perpres-no-8-tahun-2012>.

<sup>3</sup> Iwan Asmadi et al., "The Role of the Independent Campus Learning Program in Improving Quality of Higher Education Graduates," *INTERACTION: Jurnal Pendidikan Bahasa* 10, no. 2 (October 7, 2023): 837-46, <https://doi.org/10.36232/jurnalpendidikanbahasa.v10i2.4906>.

<sup>4</sup> Asmadi et al.

<sup>5</sup> Ardhana Januar Mahardhani et al., "A New Approach to Curriculum Development: The Relevance of the Higher Education Curriculum to Industry Needs," *International Journal of Educational Research Excellence (IJERE)* 2, no. 2 (November 18, 2023): 501-9, <https://doi.org/10.55299/ijere.v2i2.620>.

<sup>6</sup> Ardhana Januar Mahardhani et al.

<sup>7</sup> Wisudani Rahmanyang et al., "Shaping the Workforce of Tomorrow: A Comprehensive Review of Competence-Based Learning for Employability Enhancement," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 9, no. 3 (September 16, 2023): 870, <https://doi.org/10.33394/jk.v9i3.8696>.

<sup>8</sup> Joko Rianto et al., "The Relevance of the Higher Education Curriculum in the Development of the World of Work and the Industrial Sector: The Case of Universitas Islam Syekh-Yusuf," *Society* 10, no. 1 (June 30, 2022): 110-25, <https://doi.org/10.33019/society.v10i1.408>.

regular curriculum reforms to keep education relevant to the demands of the global market.<sup>9</sup> Although KKNI and MBKM have played an important role in aligning education with industry needs, challenges related to limited collaboration, inadequate infrastructure, and unsustainable curriculum evaluation remain a concern. Therefore, a holistic approach in curriculum development that includes not only job skills but also moral and ethical values is necessary to produce graduates who can contribute positively to society.<sup>10</sup>

Implementing the KKNI-based curriculum in higher education aims to harmonize academic education with the needs of the world of work. KKNI allows recognition of competencies obtained from formal education, job training, and professional experience.<sup>11</sup> This is KKNI's goal to create graduates who can compete globally while still integrating local values.<sup>12</sup> However, the application of KKNI-based curriculum has not run optimally in all higher education institutions, especially in pesantren-based universities. Based on preliminary research at STAI Al-Anwar Sarang Rembang, the KKNI curriculum still faces various obstacles, such as the lack of human resources who understand the KKNI concept and the lack of expert assistance in the preparation process. In addition, budget limitations and socialization of the KKNI concept are also significant obstacles to implementing the curriculum.

These conditions indicate a gap between the ideal concept of the KKNI curriculum and the practice of its implementation in the field. In this context, developing a pesantren-based curriculum model based on a framework is urgently needed. Integrating pesantren values in the KKNI curriculum is expected to answer the needs of local-based higher education with national standards. This study aims to analyze the pesantren-based KKNI curriculum development model implemented at STAI Al-Anwar Sarang Rembang. It will also evaluate the implementation of the curriculum to identify challenges and opportunities for improvement. Thus, the results of this study are expected to contribute to developing a relevant and competitive curriculum while creating graduates who have competencies according to the needs of the world of work.

## Research Method

This research uses a qualitative approach with a case study research type to analyze the development and implementation of the pesantren-based KKNI curriculum at STAI Al-Anwar Sarang Rembang. The research location was chosen purposively because STAI Al-Anwar has implemented the KKNI curriculum since the 2018/2019 Academic Year, and this institution has a pesantren-based speciality that integrates Islamic values in higher education. The research data consisted of primary and secondary data. Primary data was obtained through in-depth

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<sup>9</sup> Gabriel M. Koboli, Coletha C. Ngirwa, and Patrick Manyengo, "Managing Employability Challenges among Graduates: The Role of Curricula Reforms," *Asian Research Journal of Arts & Social Sciences* 22, no. 8 (August 7, 2024): 135–45, <https://doi.org/10.9734/arjass/2024/v22i8566>.

<sup>10</sup> Ashutosh Kumar Mishra and Mohd Bilal, "Ethics and Values Matter: The Role of Higher Education," *Journal of Social Science and Humanities* 6, no. 10 (October 29, 2024): 170–75, [https://doi.org/10.53469/jssh.2024.6\(10\).31](https://doi.org/10.53469/jssh.2024.6(10).31).

<sup>11</sup> Menteri Pendidikan dan Kebudayaan Republik Indonesia, "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 49 Tahun 2014 Tentang Standar Nasional Pendidikan Tinggi" (2014).

<sup>12</sup> Menteri Riset Teknologi dan Pendidikan Tinggi Republik Indonesia, "Peraturan Menteri Riset, Teknologi, Dan Pendidikan Tinggi Republik Indonesia Nomor 44 Tahun 2015 Tentang Standar Nasional Pendidikan Tinggi" (n.d.).

interviews with key informants, such as lecturers, institutional leaders, and students. Direct observation was also conducted to understand the implementation of the curriculum in the context of pesantren-based education. Secondary data were collected from institutional documents, such as the Semester Learning Plan (RPS), curriculum structure, and internal institutional evaluation reports.<sup>13</sup> Data collection techniques included semi-structured interviews, participatory observation, and documentation.<sup>14</sup> Data validity was tested using source, method, and time triangulation techniques to ensure the validity of the research results. Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing.<sup>15</sup>

## RESULT AND DISCUSSION

### Result

The results showed that developing the pesantren-based KKNi curriculum at STAI Al-Anwar Sarang Rembang was carried out by preparing a curriculum design involving needs analysis, discussions with stakeholders, and adjustments to KKNi standards.<sup>16</sup> This curriculum integrates pesantren values with competency-based learning outcomes, including attitudes, skills, and knowledge. This stage involves leaders, lecturers, and academic staff in the planning process.<sup>17</sup> The pesantren-based KKNi curriculum at STAI Al-Anwar faces several obstacles in its implementation. First, limited human resources (HR) in understanding KKNi concepts and applications are a significant obstacle.<sup>18</sup> Second, the lack of training and mentoring from KKNi experts reduces the effectiveness of curriculum implementation.<sup>19</sup> In addition, the limited budget affects the preparation and implementation of curriculum support programs.<sup>20</sup>

Observations made by researchers show that most courses have been adjusted to KKNi learning outcomes, but implementation at the classroom level has not been consistent. Students still face difficulties in integrating academic theory with pesantren-based practices. Documentation shows that quality improvement efforts are carried out through additional programs such as Arabic language training and Qur'an memorization activities to support the vision of a pesantren-based institution.<sup>21</sup> Improvement efforts are made through curriculum socialization to lecturers and students and supporting facilities, such as learning modules based on KKNi outcomes. However, successful implementation still requires continuous evaluation to ensure consistency between design and realization in the field.<sup>22</sup> This study shows that

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<sup>13</sup> Robert Bogdan and Sari Knopp Biklen, *Qualitative Research for Education*, vol. 368 (Boston: Allyn & Bacon, 1997); Sugiyono, *Metode Penelitian Kualitatif Dan R&D* (Bandung: Alfabeta, 2009).

<sup>14</sup> Lexy. J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2018).

<sup>15</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis*, 3rd ed. (Los Angeles: Sage Publication, 2019).

<sup>16</sup> Hasil wawancara dengan Narasumber Abdul Ghofur

<sup>17</sup> Dokumentasi STAI Al-Anwar Sarang

<sup>18</sup> Hasil wawancara dengan Narasumber Abdul Wadud Kasful Humam

<sup>19</sup> Hasil wawancara dengan Narasumber Herman Khunaivi

<sup>20</sup> Hasil wawancara dengan Narasumber Abdul Wadud Kasful Humam

<sup>21</sup> Hasil observasi oleh peneliti

<sup>22</sup> Hasil wawancara dengan Narasumber Herman Khunaivi

although the pesantren-based KKNi curriculum has been well designed, its implementation requires more attention to human resources, assistance, and infrastructure.

## Discussion

### Pesantren-Based KKNi Curriculum Development Model at STAI Al-Anwar Sarang Rembang

The Curriculum at STAI Al-Anwar Sarang is designed to integrate classical Islamic education with contemporary research, reflecting an approach responsive to educational developments. The principles of curriculum development include relevance, continuity, flexibility, and effectiveness, which ensure compatibility with educational objectives and community needs.<sup>23</sup> The curriculum based on KKNi and Pesantren aims to harmonize traditional educational values with modern academic culture.<sup>24</sup> The curriculum development models, such as the Tyler and Problem Solving Model, provide a framework for designing and implementing educational content.<sup>25</sup> However, the challenges faced include globalization, technological advancements, and new skill needs, which necessitate an adaptive and inclusive approach.<sup>26</sup> Nevertheless, there are opportunities to utilize technology to expand access to education and foster collaboration across borders.<sup>27</sup> With these challenges and opportunities in mind, STAI Al-Anwar seeks to create a curriculum that provides relevant skills and knowledge for students in an ever-evolving world.

Curriculum development is a dynamic process that involves systematic planning to improve learning and teaching experiences. An assessment of the existing curriculum drives the process. It involves the active participation of various stakeholders, such as educators, administrators, and policymakers, to ensure alignment between educational theory and practice.<sup>28</sup> Curricula are developed based on relevance, flexibility, effectiveness and efficiency, ensuring they remain goal-oriented and adaptable to changing educational needs. Various approaches, such as the Academic Subject Approach, Humanistic Approach, Technological Approach and Problem Reconstruction Approach, are used to achieve more holistic

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<sup>23</sup> Sabriadi HR, Nurul Wakia, and Muh Bachtiar Aziz, "Examining the Concept of Principles in Curriculum Development," *Didaktika: Jurnal Kependidikan* 18, no. 1 (June 30, 2024): 26-34, <https://doi.org/10.30863/didaktika.v18i1.6278>; Ahmad Rafi Uddin Haq and Tri Prasetya Utomo, "Prinsip Dan Pendekatan Pengembangan Kurikulum Pendidikan Dasar," *SIRAJUDDIN: Jurnal Penelitian Dan Kajian Pendidikan Islam* 3, no. 2 (June 24, 2024): 1-11, <https://doi.org/10.55120/sirajuddin.v3i2.1709>.

<sup>24</sup> Hoirotul Hasanah and Mustafiyanti Mustafiyanti, "Pengembangan Kurikulum Dalam Pembelajaran Pendidikan Islam Kelas III SD Islam Terpadu Ananda Prabumulih Tahun 2023/2024," *Jurnal Nakula: Pusat Ilmu Pendidikan, Bahasa Dan Ilmu Sosial* 2, no. 1 (December 14, 2023): 229-34, <https://doi.org/10.61132/nakula.v2i1.382>.

<sup>25</sup> Mahfud Heru Fatoni et al., "Models and Implementation of Curriculum Development in Schools," *International Journal of Educatio Elementaria and Psychologia* 1, no. 2 (June 30, 2024): 101-14, <https://doi.org/10.70177/ijeep.v1i2.924>.

<sup>26</sup> Suwarni Suwarni, "Curriculum Development Management: Challenges and Opportunities in the Era of Global Education," *Al-Fikrah: Jurnal Manajemen Pendidikan* 11, no. 2 (December 21, 2023): 297, <https://doi.org/10.31958/jaf.v11i2.11861>.

<sup>27</sup> Suwarni.

<sup>28</sup> Uddin Haq and Prasetya Utomo, "Prinsip Dan Pendekatan Pengembangan Kurikulum Pendidikan Dasar"; Badrul Munir Marzuqi and Nur Ahid, "Perkembangan Kurikulum Pendidikan Di Indonesia: Prinsip Dan Faktor Yang Mempengaruhi," *JoIEM (Journal of Islamic Education Management)* 4, no. 2 (October 31, 2023): 99-116, <https://doi.org/10.30762/joiem.v4i2.1284>.

educational goals.<sup>29</sup> Stakeholder involvement ensures the curriculum meets professional standards and community needs and prepares students for diverse career paths.<sup>30</sup> Challenges in curriculum development include globalization, technological advances and diverse student needs, which require adaptive and inclusive approaches. However, opportunities exist to leverage technology to increase access to global education and encourage collaboration across borders for curriculum development relevant to future skills needs.<sup>31</sup> Given the social, cultural, political and technological influences, continuous evaluation and adaptation are essential to ensure the relevance and quality of education.<sup>32</sup> Taking these challenges and opportunities to curriculum development, STAI Al-Anwar seeks to integrate classical Islamic education with modern research methodologies, creating a responsive and relevant curriculum in the face of an ever-changing world.

Curriculum development is a process that plans and produces a better tool based on the results of an assessment of the existing curriculum to provide good teaching and learning conditions. In other words, broad curriculum development is an activity that develops the curriculum through the steps of preparation based on the assessment results conducted during a specific period.<sup>33</sup> Curriculum development can be done by involving stakeholders in implementing the curriculum, including the curriculum design process, implementation, and evaluation. In particular, the study of the gaps between the curriculum in theory and practice will focus on the learning objectives and outcomes intended in the curriculum. In curriculum development, it also involves educational practitioners like professors, administrators, and policymakers.<sup>34</sup>

KKNI is the development of qualifications at all levels of education and the qualifications of Indonesian human resources, who are expected to have equal work experience and abilities in various job sectors. KKNI is also a realization of the nation's quality that is adjusted to the national education system, as well as quality Indonesian national job training and competitiveness with other countries' qualifications.<sup>35</sup> Based on the results of data searches conducted by researchers, the Curriculum at STAI Al-Anwar was developed through several stages by involving elements of lecturers and leaders so that everything goes with the goals to be achieved. According to Byrne, the involvement of lecturers and students in the decision-

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<sup>29</sup> Uddin Haq and Prasetya Utomo, "Prinsip Dan Pendekatan Pengembangan Kurikulum Pendidikan Dasar."

<sup>30</sup> Avninder Bhambra and Donna Johnson, "Curriculum Design," in *Pedagogies of Biomedical Science* (London: Routledge, 2024), 7–25, <https://doi.org/10.4324/9781003383994-3>; Suwarni, "Curriculum Development Management: Challenges and Opportunities in the Era of Global Education."

<sup>31</sup> Suwarni, "Curriculum Development Management: Challenges and Opportunities in the Era of Global Education."

<sup>32</sup> Marzuqi and Ahid, "Perkembangan Kurikulum Pendidikan Di Indonesia: Prinsip Dan Faktor Yang Mempengaruhi."

<sup>33</sup> Muchlas Samani and Hariyanto, *Konsep Dan Model Pendidikan Karakter*, 2nd ed. (Bandung: Remaja Rosdakarya, 2012).

<sup>34</sup> Mohammad Ayub Khan and Laurie Smith Law, "An Integrative Approach to Curriculum Development in Higher Education in the USA: A Theoretical Framework," *International Education Studies* 8, no. 3 (February 25, 2015), <https://doi.org/10.5539/ies.v8n3p66>.

<sup>35</sup> Rifky Serva Tuju et al., "Model Pengembangan Kurikulum KBK Dan KKNI Di Perguruan Tinggi," *Syntax Literate; Jurnal Ilmiah Indonesia* 7, no. 1 (January 11, 2022): 507, <https://doi.org/10.36418/syntax-literate.v7i1.5797>.

making and curriculum development process creates positive results and facilitates a better learning environment.<sup>36</sup> The curriculum development also has an orientation and pays attention to the needs and backgrounds of students.

In developing or making a curriculum, STAI Al-Anwar Sarang forms a small team coordinated by the Head of the Study Program to compile the curriculum. Furthermore, when the curriculum is complete, the small team will socialize with leaders and lecturers who teach courses to get input and improvements. As is known, The Demonstration Model. The curriculum development initiative in this model is in the hands of teachers as curriculum implementers in schools; this model is based on two main views: First, curriculum implementation will be more successful if the teaching staff as implementers have been directly involved in curriculum development from the beginning. Second, curriculum development involves professional personnel, students, parents and community members.<sup>37</sup>

The KKNi curriculum reference guides the drafting team. Still, it adheres to the Vision and Mission of STAI Al-Anwar Sarang in compiling the KKNi curriculum based on Islamic Boarding School, with two concentrations of goals to be achieved, namely: Organizing education based on classical Islamic science and responsive "and" Developing and contextualizing classical Islamic science in the tradition of research. Developing the KKNi Curriculum based on Islamic Boarding Schools involves a thorough process, considering students' needs and diverse backgrounds. The curriculum is designed to combine religious and general knowledge, reflecting the distinctive philosophy of pesantren education. This development process includes several important stages, namely planning, implementation, and evaluation, which aim to align the curriculum with the vision and mission of the pesantren. The final stage of this process is the translation of the curriculum into courses and RPS, which are then distributed to teachers to ensure that the curriculum can be implemented effectively in the context of pesantren education.<sup>38</sup>

In the planning stage, the curriculum is developed by matching the vision and mission of the pesantren and integrating knowledge, faith, and practice.<sup>39</sup> Implementation is done through structured orientation for teachers and classroom and extracurricular learning activities that reflect a holistic pesantren education system. Continuous evaluation is conducted to ensure the effectiveness and suitability of the curriculum with the educational objectives to be achieved.<sup>40</sup> The curriculum design also pays attention to inclusivity and diversity by accommodating various student backgrounds and learning styles to create equal

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<sup>36</sup> Jenny Byrne, Christopher Downey, and Ana Souza, "Planning a Competence-Based Curriculum: The Case of Four Secondary Schools in England," *The Curriculum Journal* 24, no. 3 (September 1, 2013): 335-50, <https://doi.org/10.1080/09585176.2012.731007>.

<sup>37</sup> Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum* (Bandung: Remaja Rosdakarya, 2017).

<sup>38</sup> Darmawan Daud, Muhammad Nasir, and Moh. Salehudin, "Manajemen Pengembangan Kurikulum Pesantren Mu'Adalah (Studi Kasus Pada Satuan Pendidikan Mu'allimin Pondok Pesantren Trubus Iman Tanah Grogot)," *Journal on Education* 6, no. 4 (June 14, 2024): 20732-47, <https://doi.org/10.31004/joe.v6i4.6187>.

<sup>39</sup> Daud, Nasir, and Salehudin.

<sup>40</sup> Daud, Nasir, and Salehudin.

educational opportunities. The Universal Design for Learning (UDL) approach is applied to provide flexible learning methods, allowing all students to learn according to their needs.<sup>41</sup>

In addition, the curriculum integrates Islamic scientific technology and local wisdom, ensuring its relevance and application in the context of pesantren education. This integrated curriculum model has been validated and proven effective, demonstrating its potential for broader application in education.<sup>42</sup> Although this curriculum is comprehensively designed, its development faces challenges, especially in balancing the demands of religious and general education. It must also adapt to the evolving educational landscape, maintaining its relevance and effectiveness in supporting student success and advancing social improvement.

The focus of the development of the KKNi Curriculum at STAI Al-Anwar Sarang is on the absorption of boarding school-based courses such as the practicum of reading the *Salaf Book*, *Tahfidz Qur'an* and *Tajweed Courses*, *Mashadir Tarbawi* for PGMI Study Program and *Ushul al-Tafsir wa Qawaiduhu*, *Al-Dakhil Fit Tafsir* for IQT Study Program. In addition, a typical pesantren learning method is also determined by reading books in band organ in several courses. In addition, the development of the pesantren-based campus curriculum also continues to pay attention to the need to be responsive to the times and contextualize classical scholarship in the research tradition. Contextualizing classical scholarship in the research tradition is realized by strengthening research competencies and enriching perspectives in research. However, developing the pesantren-based KKNi curriculum at STAI Al-Anwar Sarang cannot run perfectly. However, the institution strives to develop and evaluate each stage of the curriculum development process. This is due to the understanding of human resources in understanding the concept of the KKNi Curriculum, which is applied in the teaching and learning process.

In preparing the KKNi Curriculum, ideally, each study program should be involved in preparing, implementing, and evaluating each learning curriculum so that the curriculum is by the needs and quality.<sup>43</sup> Developing and implementing a curriculum based on the Indonesian National Qualifications Framework (KKNi) requires a comprehensive approach that aligns with the study program's vision, mission, and objectives, as well as university and national education. This key process in curriculum development includes a needs analysis to ensure the curriculum meets industry demands and educational standards and a feasibility study that assesses the institution's readiness to implement the KKNi, including factors such as resources and infrastructure.<sup>44</sup> Curriculum development under KKNi involves determining learning

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<sup>41</sup> Olateju Temitope Akintayo et al., "Inclusive Curriculum Design: Meeting the Diverse Needs of Students for Social Improvement," *International Journal of Applied Research in Social Sciences* 6, no. 5 (May 4, 2024): 770–84, <https://doi.org/10.51594/ijarss.v6i5.1100>.

<sup>42</sup> Edhy Rustan, Baderia Baderia, and Alauddin Alauddin, "Curriculum Development of Teacher Education Integrated With Islamic Scientific Technology and Local Wisdom," *Pedagogik Journal of Islamic Elementary School*, April 30, 2019, 113–30, <https://doi.org/10.24256/pijies.v2i1.4932>.

<sup>43</sup> S. Hamid Hasan, *Evaluasi Kurikulum* (Bandung: Remaja Rosdakarya, 2009).

<sup>44</sup> Ardi Cahya Direja, "Studi Implementasi Kurikulum Berbasis KKNi Pada Program Studi S1 Ilmu Komunikasi Universitas Informatika Dan Bisnis Indonesia," *EDUTECH* 16, no. 2 (October 10, 2017): 222, <https://doi.org/10.17509/e.v16i2.7756>; F Fauzan and Asep Ediana Latip, "Curriculum Readiness and Program Evaluation In Implementing Indonesian National Qualifications Framework Curriculum (KKNi)," *TARBIYA*:

outcomes, designing course structures, and creating syllabi that reflect the competencies needed at different qualification levels. In contrast, curriculum evaluation ensures that teaching methods and student learning outcomes align with KKNi standards.<sup>45</sup>

The involvement of stakeholders, such as the academic community, professionals, and alums, is crucial to aligning the curriculum with industry needs and educational objectives.<sup>46</sup> Although the implementation of the IQF-based curriculum shows positive potential, challenges remain, such as a lack of adherence to the IQF standards and differences in perception among faculty and staff, which may hinder its effectiveness.<sup>47</sup> Therefore, continuous evaluation and revision of the curriculum are needed to address these challenges and improve its quality, considering the variability of institutional readiness and resource availability.<sup>48</sup>

STAI Al-Anwar Sarang has not ideally implemented the KKNi curriculum development stages or processes. However, the research findings show that this institution strives to meet these standards despite facing various limitations to achieve the desired educational goals. The efforts made by STAI Al-Anwar emphasize that whatever learning model is applied, the most important thing is the achievement of educational goals. These goals include developing the potential of students to become good individuals, positive thinking, and noble behaviour, as well as forming students who have the character of Pancasila, religious, and responsible as the nation's next generation. In addition, another goal is to increase the ability of learners to become independent, creative, and have national insight, as well as create a safe, honest, creative and friendly school environment, which also fosters a high sense of nationality in learners.

### **Implementation of the pesantren-based KKNi curriculum at STAI Al-Anwar Sarang Rembang**

STAI Al-Anwar Sarang, in the implementation plan of the pesantren-based KKNi curriculum for its stages, cannot fully fulfil the procedures set by the Menristek Dikti. This is due to human resources not allowing the stages to be implemented properly. However, the substance of the curriculum formulation made by the basic framework refers entirely to the KKNi Curriculum by combining it with the classic pesantren education concept. Preparing the pesantren-based KKNi curriculum at STAI Al-Anwar Sarang involves a small team that the

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*Journal of Education in Muslim Society* 2, no. 2 (December 15, 2015): 191-203, <https://doi.org/10.15408/tjems.v2i2.3179>.

<sup>45</sup> Didi Sudrajat, "Kurikulum Pendidikan Bahasa Inggris Berbasis KKNi: Prosedur Pengembangan Dan Implementasinya," *Intelegensia : Jurnal Pendidikan Dan Pembelajaran* 3, no. 1 SE-Articles (September 30, 2021): 14-30, <https://intelegensia.web.id/index.php/intelegensia/article/view/56>; Fitri Oviyanti et al., "The Evaluation of National Qualification Framework Curriculum (KKNi) at UIN Raden Fatah Palembang," *Ta'dib* 23, no. 2 (December 28, 2020): 201, <https://doi.org/10.31958/jt.v23i2.2038>.

<sup>46</sup> Arwani Arwani, "Manajemen Kurikulum Dan Sistem Penilaian Kurikulum Berbasis KKNi," *Jurnal Pendidikan Educandum* 3, no. 1 (August 20, 2024): 14-24, <https://doi.org/10.55656/jpe.v3i1.58>; Direja, "Studi Implementasi Kurikulum Berbasis KKNi Pada Program Studi S1 Ilmu Komunikasi Universitas Informatika Dan Bisnis Indonesia."

<sup>47</sup> Arwani, "Manajemen Kurikulum Dan Sistem Penilaian Kurikulum Berbasis KKNi"; Oviyanti et al., "The Evaluation of National Qualification Framework Curriculum (KKNi) at UIN Raden Fatah Palembang."

<sup>48</sup> Fauzan and Latip, "Curriculum Readiness and Program Evaluation In Implementing Indonesian National Qualifications Framework Curriculum (KKNi)."

Head of Study Program coordinates. After the draft curriculum has been completed, it is socialized to leaders and lecturers to be evaluated and refined. Then, the lecturers make a RPS, in which the lecturers teaching the course have previously received a KKNi curriculum workshop.<sup>49</sup>

The most important thing in preparing the KKNi curriculum is the involvement of all parties. Therefore, "each study program must be involved in preparing, implementing, and evaluating each learning curriculum so that the curriculum is by the needs and quality."<sup>50</sup> The aspects of relevance that need to be considered are aspects of need, a deep understanding of the study program, and the feasibility of implementing KKNi.<sup>51</sup> The involvement of the parties, STAI Al-Anwar, has not been maximized because it does not involve holistic external parties as a whole.

The actual form of the preparation of the Pesantren-based KKNi curriculum at STAI Al-Anwar Sarang is the existence of courses and practicums that do reflect Pesantren education and, of course, also still refer to the existing standard college teaching and learning process.<sup>52</sup> The practicum and courses in question are the practicum of reading the Salaf Book, Tahfidz Qur'an and Tajweed courses, Mashadir Tarbawi for PGMI Study Program and Ushul al-Tafsir wa Qawaiduhu, Al-Dakhil Fit Tafsir for IQT Study Program. As for seeing the suitability between the Vision and Mission of STAI Al-Anwar, the Vision and Mission of the Study Program, and the learning process can be seen through the CPL of the study program, the course distribution map and the RPS document of the course, as mentioned earlier.

The level of success of implementing the pesantren-based KKNi curriculum at STAI Al-Anwar Sarang cannot be said to be perfect. The curriculum context here is then understood "as a learning and teaching only, which only focuses on adjusting courses with learning outcomes and not thoroughly on the curriculum tools as a whole". One of the causes of the non-implementation of the pesantren-based KKNi curriculum is the absorption of the KKNi curriculum is still relatively new to STAI Al-Anwar. Its development is still in its early stages, so it needs to be refined to the maximum extent by the desired institution, namely KKNi, based on pesantren. Another factor is the lack of readiness of lecturers to implement the KKNi curriculum due to the lack of socialization of the KKNi curriculum itself. Of course, to be more optimal in its application, socialization of the KKNi curriculum must be carried out regularly and continuously so that all teaching staff (lecturers) can understand and implement the KKNi curriculum properly.<sup>53</sup>

The implementation of the pesantren-based KKNi curriculum at STAI Al-Anwar Sarang has not gone completely well; the institution continues to evaluate the implementation of the curriculum. The evaluations carried out by the institution include the following. First, the course description is reviewed to be further adjusted and harmonized with the teaching

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<sup>49</sup> Hasil wawancara dengan Narasumber Abdul Wadud Kasful Humam

<sup>50</sup> Hasan, *Evaluasi Kurikulum*.

<sup>51</sup> Presiden RI, "Peraturan Presiden Nomor 8 Tahun 2012 Tentang Kerangka Kualifikasi Nasional Indonesia" (2012).

<sup>52</sup> Dokumentasi STAI Al-Anwar Sarang

<sup>53</sup> Hasil wawancara dengan Narasumber Herman Khunaivi

lecturers. Second, the content of the KKNi curriculum should be synchronized, especially regarding the vision, mission, goals, objectives, and targets to be achieved.

Evaluation is also carried out by examining the relationship between courses and learning outcomes. Courses that have no relationship with learning outcomes are deleted. Evaluating the KKNi-based curriculum based on pesantren at STAI Al-Anwar Sarang, evaluation activities have not been carried out thoroughly and systematically. However, steps towards it have been taken by holding annual evaluation meetings that bring together all leaders, staff and lecturers of STAI Al-Anwar Sarang. This indicates that there is still a lack of systematization of administrative management and organizing structures at STAI Al-Anwar Sarang.

Of course, this has not fulfilled the four things in curriculum evaluation: evaluation of curriculum implementation by teaching staff, evaluation of curriculum design, evaluation of student learning outcomes, and evaluation of the entire curriculum system. Of the four things of curriculum evaluation, three of them have been carried out with the existence of a lecture evaluation report per semester as well as a system for determining course RPS, which must be checked by the Head of the Study Program and signed by the Head of STAI Al-Anwar Sarang. The data obtained from the results of these evaluation activities are then used to improve the system and curriculum design and the principles of implementing it.<sup>54</sup>

Researchers found three supporting factors for implementing the pesantren-based KKNi curriculum at STAI Al-Anwar Sarang: First, good political will from the leadership. Second, competent lecturers and professional education personnel. Third, a conducive academic atmosphere through freedom of academic pulpit and research.<sup>55</sup>

Effective leadership ensures curriculum alignment with institutional goals and supports educational reform.<sup>56</sup> Leadership at STAI Al-Anwar Sarang is important in creating an environment conducive to curriculum implementation that aligns with practices in other educational institutions.<sup>57</sup> In addition, competent lecturers and professional teaching personnel are essential for transforming curriculum objectives into effective teaching strategies, improving the quality of education and student learning outcomes.<sup>58</sup> A supportive academic environment, with academic freedom and space for research, encourages innovation and critical thinking, which are essential for the success of the KKNi curriculum. Such an environment enables the integration of character education and vocational training and

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<sup>54</sup> Direja, "Studi Implementasi Kurikulum Berbasis KKNi Pada Program Studi S1 Ilmu Komunikasi Universitas Informatika Dan Bisnis Indonesia."

<sup>55</sup> Hasil wawancara dengan Narasumber Abdul Ghofur

<sup>56</sup> Khairiah Khairiah, "Pengaruh Implementasi Kurikulum Berbasis KKNi Terhadap Peningkatan Mutu Pendidikan PTAIN," *Nuansa: Jurnal Studi Islam Dan Kemasyarakatan* 8, no. 2 (December 14, 2015), <https://doi.org/10.29300/nuansa.v8i2.395>.

<sup>57</sup> Viedy Dimas Aditya, "Manajemen Dan Partisipasi Masyarakat Pada Pengelolaan Kurikulum Dalam Meningkatkan Mutu Pembelajaran," *Thawalib: Jurnal Kependidikan Islam* 5, no. 1 (April 5, 2024): 119–32, <https://doi.org/10.54150/thawalib.v5i1.296>.

<sup>58</sup> Khairiah, "Pengaruh Implementasi Kurikulum Berbasis KKNi Terhadap Peningkatan Mutu Pendidikan PTAIN"; M Arif Musthofa, Martinis Yamin, and Badarussyamsi Badarussyamsi, "Implementation of the Kullīyat Al-Mu'allimīn Al-Islāmīyah Curriculum in Improving the Quality of Graduates in Islamic Boarding School," *Journal of Educational Research* 2, no. 2 (May 12, 2024): 365–76, <https://doi.org/10.56436/jer.v2i2.280>.

supports holistic student development.<sup>59</sup> In addition, community involvement and continuous curriculum evaluation are also important factors in maintaining the relevance of the curriculum and remaining responsive to the needs of students and society.<sup>60</sup>

At least three significant factors hinder the implementation of the pesantren-based KKNi curriculum at STAI Al-Anwar: first, "the lack of KKNi expert assistance in the process of preparing the resulting curriculum documents to be perfect". Second, "the use of IT learning media on lecturers is still relatively weak, the lack of understanding of lecturers of KKNi content". These factors have implications for lecturers' uncertainty in implementing learning by the KKNi curriculum. Therefore, assistance and socialization are needed so lecturers are genuinely ready to implement the KKNi curriculum based on this Pesantren. Third, the next factor is a classic factor, namely the lack of budget.

The lack of expert assistance in curriculum preparation causes curriculum documents to be incomplete or imperfect, thus requiring expert guidance to ensure the curriculum meets educational standards and objectives.<sup>61</sup> Similar issues are also found in implementing the Arabic curriculum at Zainul Hasan Genggong, where the role of experts is crucial for effective curriculum management and implementation.<sup>62</sup> On the other hand, weak IT integration and lecturers' limited understanding of KKNi content lead to uncertainty and inconsistency in teaching, underscoring the need for more comprehensive training and socialization for lecturers.<sup>63</sup>

Budget limitations are a classic obstacle that hinders curriculum implementation, affecting resource availability and infrastructure development. This is also an issue at MTs Al-Hikmah, where limited funding prevents the procurement of adequate materials and resources.<sup>64</sup> In addition, the need for more significant funding is also evident in the recommendation to improve faraid education, which requires better resources and materials.<sup>65</sup> However, these challenges also present opportunities for improvement. Curriculum implementation can become more effective by involving experts, improving IT integration and

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<sup>59</sup> Ili Rohili et al., "Implementasi Pendidikan Karakter Berbasis Pesantren Pada Siswa-Siswi Program Keagamaan Di Madrasah Aliyah Sunan Pandanaran Sleman," *Bulletin of Educational Management and Innovation* 2, no. 1 (April 29, 2024): 20–33, <https://doi.org/10.56587/bemi.v2i1.95>; Asep Sumarna et al., "Vocational Boarding School Curriculum Policy," *EDUTECH: Journal of Education And Technology* 7, no. 4 (June 30, 2024), <https://doi.org/10.29062/edu.v7i4.819>.

<sup>60</sup> Sumarna et al., "Vocational Boarding School Curriculum Policy."

<sup>61</sup> Fahdulloh Kurniawan and Budi Haryanto, "Overcoming Learning Barriers in Faraid Education for Improved Student Outcomes," *Indonesian Journal of Islamic Studies* 12, no. 4 (October 1, 2024), <https://doi.org/10.21070/ijis.v12i4.1744>.

<sup>62</sup> Shobirin Shobirin, Munirul Abidin, and Syuhadak Syuhadak, "Idārah Tanfīdz Manhāj Ta'lim Al Lughah Al 'Arabiyyah Fi Al Madrasah Al 'Āliyah Al Namūdzajiyah Zainul Hasan Genggong Probolinggo," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 7, no. 2 (October 6, 2024): 914, <https://doi.org/10.35931/am.v7i2.3734>.

<sup>63</sup> Mamluatu Solihah et al., "Implementasi Kurikulum 2013 (K13) Bahasa Arab Di MTs Swasta Al-Hikmah Mogutat Kotamobagu," *FONDATIA* 8, no. 3 (September 1, 2024): 729–41, <https://doi.org/10.36088/fondatia.v8i3.5334>.

<sup>64</sup> Solihah et al.

<sup>65</sup> Kurniawan and Haryanto, "Overcoming Learning Barriers in Faraid Education for Improved Student Outcomes."

improving funding. Collaboration among educators and utilization of community resources can also mitigate some of these challenges.<sup>66</sup>

## CONCLUSION

Based on the research conducted, it was found that the development and implementation of the pesantren-based KKNi curriculum at STAI Al-Anwar Sarang experienced some significant challenges and opportunities. One of the main findings is that although the pesantren-based KKNi curriculum has been designed by involving lecturers, leaders, and development teams who understand the institution's vision and mission, the preparation and implementation process is still reasonably imperfect. The involvement of external parties in curriculum development has not been maximized, and there are obstacles in terms of expert assistance, lecturers' understanding of KKNi content, and the use of information technology (IT) that is not optimal. This contributes to uncertainty and inconsistency in applying the curriculum in the field. However, despite this, STAI Al-Anwar Sarang still tries to evaluate and improve the curriculum to suit the needs of the times and the desired quality of education.

The theoretical implications of this research highlight the importance of developing a KKNi-based curriculum that is responsive to local and global needs, as well as the relevance of integration between Islamic classical education and science and technology. This research shows that the pesantren-based higher education curriculum must balance the traditional principles of pesantren with the demands of the modern academic world. Therefore, a curriculum development model that combines flexible, collaborative, and adaptive approaches is needed to meet the challenges of globalization and technological development while maintaining the distinctive values of pesantren. On the other hand, this research also emphasizes the need to strengthen the role of lecturers and education personnel in understanding and implementing the KKNi curriculum more comprehensively through continuous mentoring and training.

However, this research also has limitations. One is the limited number of samples studied, including STAI Al-Anwar Sarang and several key informants. Hence, generalizing findings to other institutions implementing the pesantren-based KKNi curriculum still needs caution. In addition, this study focuses more on analyzing curriculum development and implementation without conducting an in-depth study of the long-term impact on the achievement of graduate competencies and their relevance to the world of work. Therefore, further research involving longitudinal analysis and comparative studies between other educational institutions that implement similar curricula is needed to provide a more comprehensive picture of the effectiveness of the pesantren-based KKNi curriculum.

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