

## **Design KKNi Curriculum Development in the Study Program in Uin Su Medan**

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**Abstract:** In order to improve quality of human resources in one nation so that a national education system is held. The nation gives the widest opportunity to each citizen to get education and teaching. With that education and teaching is expected will get knowledge and basic ability as provisions to be good participate in people's lives, in the nation and the state. Indonesia adheres unified system or integrated system. The learning outcomes for academic education type, vocational and profession for the same or equivalent qualification levels, even can be equated with the result of nonformal or informal education, it has received attention of KKNi. Because of that, KKNi in Indonesi arranged as a unified qualification framework for all sectors of education, training and employment.

**Keywords:** Leaning Design, KKNi curriculum

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### **A. Background**

To realize the intended learning, in the law stated that 8 national education standars need to be arranged, one of them is the process standar. The question is : can the Indonesian think critically, creatively, innovatively, productively, solutively whilw the learning process go on is not accordance with what the goverment wants. The existence of higher education graduates with a low qualityof education like this certainly less to give contribute to fulfill need for dignified life at the local, national, regional and international levels eventhough this nation has abundant human resources.

While the requirements to carry out development to achieve the goals of Indonesia's independence, is needed effective and efficient education to produce graduates who have : ability to think (critically, creatively, innovatively, productively,solutively), have indonesian personality ( Pancasila is faithful and devoted to an almighty God, who is humane, has a high sense of nationally, democratic and fairy), upholds the nation's culture, has socio cultural abilities and the global awareness. The way to anticipate globalization, indonesia has ratified various international convension in many sectors such as trade, economy,environment and education.international conventions that have been ratified by Indonesi include GATS (general Agreement on trade in services-5 April 1994), WTO ( world Trade Organization-1 january 1995), Afta ( Asean free Trade Area-1992) regional convention, and the recognitin of studies, Diplomas and Degrees in Higher education in Asia and the pacific (16 Desember 1983 which was then updated on 30 january 2008). The scope of international convention clearly shows the need for understanding of international people in employments qualification. For that, each nation participating in the convention need an employment qualification that can be understood by all together, it is called qualification framework. Qualification framework is an instrument that classifies a person's qualification based on some of criterias related with the level of learning outcomes<sup>3</sup> (capaian pembelajaran) that have been got.

To respond various problems and challenges future that will be faced by indonesia in education and employment sectors so at the end of 2009 Directorate General of Higher education (Direktorat jenderal pendidikan Tinggi) KEMENDIKBUD, through activities developed within environment the directorate of learning dan student affairs (BELMAWA), taking initiatives that same with ideas of Directorate og instrutor development and training staff, KEMENNAKERTRANS to develop a qualificationS framework at the national level which is the named The Indonesian Nation Qualification framework or abbreviated as KKNi.during the period to develop the basic concepts of KKNi, parties within KEMENDIKBUD and KEMENNAKERTRANS and the others like industry associations, profession association, profession certification institution, middle and high level educational and training institutions, accreditation agency, has been intensively involved to ensure the creation of reliable and comprehensive of KKNi. KKNi is regulated in Republik of Indonesia Presidential regulation number 8 2012.

KKNi is an embodiment of the quality and identity of indonesian Associated, the national job training system and the national equality assesment system that Indonesia has to produce human resources from learning

outcomes, which is owned by every Indonesian worker to create masterpiece and the best contribution in their working fields.

The basic principle developed in KKNi assesses a person's performance in scientific aspects, expertise and skills gained through learning outcomes from the process of education, training or his past experiences which is equivalent to a qualification descriptor for one special level. Talk about educational process, learning outcomes is the final result or accumulation of certain scientific improvement processes, expertise and skills someone that get from formal, informal and nonformal education. In widely sense, learning outcomes are also interpreted as the end result of a process from improving one's competency or career someone during work. This basic principle according to approach taken by other countries to develop their qualification framework.

The existence of KKNi is expected to change the way of seeing one's competence, no longer merely a diploma but by looking at a qualification framework that is nationally agreed as a basic for recognition of one's educational outcomes broadly (formal, non formal or informal) accountable and transparent. KKNi implementation through 8 stages, those are by determination of graduation profiles, formulate learning outcomes, formulating competency of study materials, LO mapping of study materials, packaging of courses, compiling curriculum framework, preparation of lecture plans.

The history of curriculum development has gone through three phases since 1994 (national curriculum), 2000/2002 (Core and Institutional curriculum) and the end at 2012 (Higher Educational Curriculum). Of course, exiting change is a dynamic for a noble goal, that is preparing professional generations in their field and have global competitiveness.

As a policy that has broad implications in society, KKNi must be developed carefully, accompanied by clearly stages and encourage the participation of all interested parties to making decisions, so that the results achieved are mutual agreement. KKNi implementation is expected to: (a) Improve the quality of national education and training; (b) Increase recognition of the international community on result of education and national training; (c) Increase recognition of result non formal and informal education by formal education system; (d) Increase trust in stakeholders in the quality and relevance of the workforce generated by educational system and national training.

### **B. KKNi has Some Roles in the Education Levels**

In general, KKNi is expected to give an equalization system of labor qualifications in Indonesia and it has the roles like following:

1. KKNi must be able comprehensively and fairly to accommodate the needs of all parties related by employment and how to get the trust of wider community.
2. KKNi is expected to have number of levels and qualification description can be transparently understood by procedures and users of labor at the national, regional and international levels.
3. KKNi to be developed must be flexible, so that it can anticipate the development of science and technology, scientific needs, expertise and skills in the workplace and it always be renewed sustainably. The flexibility possessed by KKNi must also give as much as possible opportunities to someone to reach qualification level exactly by all various educational ways, training or work experience include transfer from one lane to another qualification lane.
4. KKNi should be one of the drivers of quality improvement programs both from the producers and users of labor so that awareness of improving the quality of human resources can be realized nationally.
5. KKNi must include the development of quality assurance system that it has monitoring function and assessment for agencies or institution related to the process of equalizing learning outcomes with appropriate qualification levels.
6. KKNi must accountably able to provide opportunities for the movement of workers from Indonesia to other countries or otherwise.
7. KKNi should be able to be a guide for new and old job seekers an effort to improve the standard of living or career in their respective workplaces.
8. KKNi is expected to strengthen the integration and coordination of existing agencies or guarantee institutions or quality board improvement, such as the national education standards (BSNP), national accreditation agency (BAN), national certification workers agency (BNSP), professional certification agency (LSP) and the others.
9. KKNi is expected include a system of prior learning recognition (RPL) so that it can guarantee the flexibility of career development or increasing qualification levels.

KKNi provides 9 qualification levels, starting from 1st qualification as the lowest qualification and 9th qualification as the highest qualification. Determination of levels one until nine is carried out through a comprehensive mapping of labor conditions in Indonesia in terms of producers (supply push) and users (demand

pull0 of labor. A description of each level of qualifications is also adjusted to take into account the overall condition of the country, including the development of knowledge, technology and arts. , the development of sectors supporting the economy and people's welfare like industry, agriculture, health, law and others, and aspects of identity development aspects reflected in BHINEKA TUNGGAL IKA, which is a commitment to continue recognizing the diversity of religions ethnicities, cultures, languages and arts as the hallmark of the Indonesian nation.



- Indonesian national qualification framework (Kerangka Kualifikasi nasional indonesia) and then abbreviated KKNi is a competency qualification classification framework which can pair up , equalize and integrate between the education and work training fields as well as work experience in the context of providing recognition of work competencies in accordance with the structure of work in various sectors.
- KKNi is an embodiment of the quality and identity of the Indonesian people related to the national education and training system owned by Indonesia.

Picture 1. Definition KKNi ( adaption of presentation of DIKTI about KKNi and curriculum 2012)

Qualification level of KKNi with nine level as the highest level does not mean that is higher than the qualification level prevailing in Europe (8 levels) and Hongkong (7 levels) or otherwise lower than the qualification level in New Zealand ( 10 levels). It is more appropriate to mean that the type of qualification in KKNi is designed to allow each level of qualification to suit the needs of the graduates and producers, the current culture of education/training/courses in indonesia and the degreeof graduates of each applicable education path in Indonesia.

In its development, the qualification level is a bridge to equalize learning outcomes obtained through formal, informal and non formal education with work competencies achieved in the working work, through competence based training (CBT) or career advancement programs. Schematically the achievement of each level or up grading to a higher level can be done through 4 roads (pathways) or a combination of all four experiences.

With this approach the KKNi can be used as a reference by four stakeholders who use their respective approaches in improving qualification levels. For example the formal education sector can use KKNi as a refernce in planning the learning system of college in Indonesia so that it can correctly position the ability of its graduates at one of KKNi's qualification levels and estimate its equivalence with career paths in the working world. From the other side, graduate users, industry associations or the working world in general. It can also refer to KKNi to estimate qualifications that have job seekers and position them at career paths and provide appropriate remuneration.

The same thing can also be done by professional classification in profession associations. Stakeholders from the wider community are also recognized having certain qualifications on KKNi because they have self taught experince that suitable with qualification description at certain level. The basic concept of KKNi implies equality and recognition that is mutually agreed between stakeholders. Therefore KKNi must be equipped with the mechanisms and the rules needed to realize equality and mutual recognition. In the education area of working world and professionalisms, the mechanisms and those rules may already be rearranged propely, however for the wider community it requires a comprehensive arrangement that takes into quality account, accountability and integrity elements. Conceptually, each level of qualification on KKNi is arranged by 6 main parameters, they are (a) science, (b) knowledge, (c), practical knowledge ( Know-How), (d) skill, (e) affection and (f) of competency. The six parameters contained in each level are arranged in the form of descriptions called qualifier descriptors. Thus the nine levels of qualifications in science is described as a system based on scientific methodology to build knowledge through the results of research in a body of knowledge. On going research used to build a science must be supported by measurable data records, observations and analyzes and aims to improve human understanding of natural and social phenomena.

1. Knowledge is described as mastery of theory and skills by someone ina particular field of expertise or understanding of the facts. And informationof a person through experience or education for certain needs.
2. Understanding (know-how) is descibed as the authoryof theory and skills by someone in a particular field or undestanding of the methodology and tehnical skills acquired by someone from experience or education for certain needs.
3. Skills is descibed as psychomotor abilities (including manual dexterity and the use of methods, materials, tools and instruments)Achieved by measured training based and knowledge or understanding possessed by a person capable to result the product or performance that can be assessed qualitatively or quantitatively.

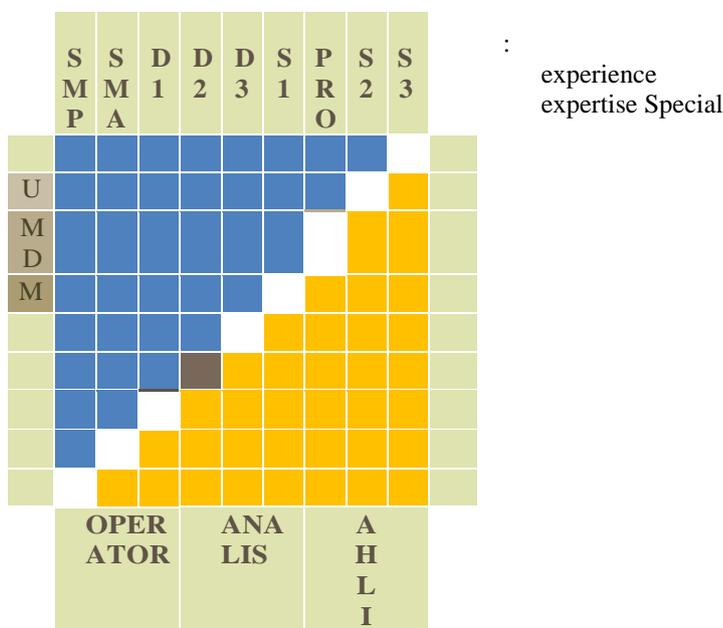
4. Affection is described as a sensitive attitude of a person to aspects around his life.whether grown by the learning processor the life environment of the familyor society at large.
5. Competency is the accumulation of a person’s ability to carry out a measurabe work description through a strutured assessment covering aspects of independe and individual responsibility in his working area.

KKNI contains descriptors explain capabilities in workingarea, scope of work based on knowledge that is mastered and managerial abilities.A description of the parameters forming each of our descriptors is below :

1. Ability in the working area. This component describes the ability of someone who is accordance with the relevant working area, is able touse methods that suitable and reach the result with quality level and undestand the conditions or standart of process to do that work.
2. The scope of work is based on the knowledge that is mastered, it is intended that the qualifer dejector must explain the scientific branch that is controlled by a person and be able to demontrate ability based on the branch of science that they control.
3. Managerial ability, shows that the qualifier descriptor must explain the scope of a person’s responsibilities and the standart of attitudes they have to carry out work under those responsibilities.

**EDUCATION**  
Academic degree

**PROFFESION OTODIDAC**  
certificate Professional



**JOB FUNCTION**  
 Picture 2 :The KKNI breakdown through 4 road tracks ( Pathways ) and a combination of the four ( ilustratin by :Rud)

The breakdown on KKNI has characteristics where in each KKNI descriptor to the same qualification level may contain or consist of compositions of scientific elements. Knowledge, understanding and skills which variation from one to another. This also means that each learning achievement of an education can have content that is more prominent skill than the scientific knowledge, however recognition is given of equal qualifications. Another characteristic is the higher level of qualifications, will have KKNI that has more scientific character (science) the lower qualification will emphasize at intended skill.

To realize that learning in the law sataed to arranged 8 national education standards, one of them is the process standard. The question is : can the Indonesian people think critically-creatively-innovatively-productively-solutively, while the learning process that took place was not yet what the government wants it to be. The existence of college graduate with a low quality like this shouldn't not be able to contribute to fulfill the dignified life needs at the local, national, regional and International levels even though this country has abundant human resources. The requirements to carry out development in order to reach the goal of Indonesia's independence, effective and efficient education is needed to produce graduates who have : the ability to think (critically-creatively-innovatively-productively-solutively), Indonesian personality (pancasilais is have faith and

devoted to almighty god, have humanity, have a high sense of nationality, democratic and fair), uphold the nation's culture, having social cultural abilities and global awareness.

That graduate should be able to contribute to efforts to fulfill needs of a dignified nation at the local, national, regional and international levels by utilizing available resources by applying science and technology with regard to sustainable development. In an effort to qualify for tertiary education graduates in Indonesia, the government has issued Perpres no.8 2012 concerning the Indonesian national qualifications framework (KKNI) and its attachments which serve as a reference in preparation of learning outcomes of graduates from every level of education nationally, this Perpres stipulates regulation number 73 in 2013.

The issuance of perpres number 8 in 2012 and PT number 12 in 2012 article 29 paragraph 1, 2 and 3 have an impact on its management in every program. Curriculum which initially refers to the achievement of competencies be going to a reference in learning outcomes.

By KKNI, we are expected will change the way to look one's competence, not merely diplomas but by looking at qualification framework that is nationally agreed upon as a basis for recognition of one's educational outcomes broadly ( formal, non formal or informal) accountable and transparent. The implementation of KKNI through 8 stages through the determination of graduation profiles, formulating learning outcomes, formulating study material competencies, mapping LO of study materilas, packaging subjects, preparing curriculum frameworks, preparing lecture plans.

History of curriculum development has gone through 3 phases since 1994 ( national curriculum0, 2000/2002 ( core and institutional curriculum) then the last in 2012 (higher education curriculum) ofcourse the change that exists is a dynamic for a noble goal for a noble goal, that is to prepare a generation of professionals in their field and having global competitiveness.

For tertiary institutions born before 1995 they will undergo 3 phases of change. Not easy effort to transform the curriculum from one to another form ( some others say that curriculum transformation is very easy because it only focus on the format or narrative in its preparation. Although in its preparation it has involved several interested parties. In the end the subject hasn't changed much and needs a little adjustment ( some people say).<sup>4</sup> government regulation number 17 of 2010 concerning management and organization of education along with its explantaion at articles 97 explains :

1. Higher education curriculum is developed and implemented based on competency.
2. Education unit level curriculum for each study program in tertiary institutions is developed and determined by each tertiary institution according to national education standars.
3. The competencies referred to in paragraph 1 at least meet the curriculum elements as follows :
  - a) Foundation of personality
  - b) Mastery of science, technology, arts and sports
  - c) To be able and woring skills
  - d) Attitude and behavior in work according to the level of expertise based on knowledge and skills mastered.
  - e) Mastery of the rules of community life in accordance with the choice of expertise in the work.

But, have we ever thought as teachers or managers of universities or decision makers that curriculum is not just a piece of paper that can be erased or rearranged following the new format that exists, it is a set of learning tools that integrates various resources to process inputs into outputs that have added value.

So there are consequences in enforcement. It can be said that the standard reference for competency content in the curriculum translated into learning tools does not fully exist, so what happens is that the curriculum change will depend on the experince and understanding of the curriculum compilation team alone or will depend also on existing stakeholders or following from the program existing studies without considering aspects that influence it.

Does not rule out the possibility of he implementation or elimination of a course for the sake of prestige purposes caused by national issues or to widen the competence wing without focusing on exiting study programs. Even not infrequently the core content of exiting learning has shifted away from exiting study programs. This happends due to several external and internal factors in the exiting educational institutions, even though normative signs already exist.

Besides the reasons for the demands of the new global education paradigm above, internally the quality of education in Indonesis itself, especially higher education has a very high disparity. Between S1 graduates of one study program with another do not have equal qualifications. Even graduates from the same study program. In addition, it can not also be distinguished between graduates of academic type education, with vocational and profession.

There are illustrated images that can provide an analogy to the low accountability of higher education academics in Indonesia. Related to the existence of KKNI< KBK and the vision and mission it is deemed necessary to improve the curriculum in all study programs. Curriculum development is a complex, multidimensional and multi level process starting with the existing curriculum.

The essence of the KBK and KKNi has some similarities in the certification and awards system. People who have competency certification have award standards. Competency certification is carried out by the certification body or by the user. KKNi has a generic description that determines the ability of graduates, whether operator level, technician/analyst or expert position which is also related to the reward system. KBK uses the term learning outcomes (LO).

### **C. General Understanding of Curriculum**

Curriculum has a very close relationship with educational theory. A curriculum is prepared by referring to one or several curriculum theories and that is elaborated based on certain educational theories. Nana S. Sukmadinata (1997) tells 4 theories of education related to the curriculum, namely : 1. Classic education; 2. Personal education; 3. Educational technology and 4. Interactional education theory.

Among these theories regarding the application of the KKNi curriculum used is interactional education theory as a source for the development of a social reconstruction curriculum model, a curriculum model that has the primary objective of confronting learners with challenges, threats, barriers to obstacles or disturbances faces by humans. Students are encouraged to have sufficient knowledge about pressing social problems and work together to solve them.

Interactional education is an educational concept that starts from human thought as a social creature that constantly interacts and cooperates with other human beings. Education as a form of life also consists of cooperation and interaction. In interactional education emphasizes the interaction of two parties from the teacher to students and from students to the teacher. More than that, this interaction also occurs between students with learning material and with the environment, between human thoughts with their environment.

This interaction occurs through various forms of dialogue. In interactional education, learning is more than just learning facts. Students hold an experimental understanding of the facts, provide a comprehensive interpretation and understand it in the context of life. Philosophy underlying the interactional education is the philosophy of social reconstruction.<sup>5</sup>

#### **1. The meaning of curriculum development**

Curriculum development is a comprehensive term which includes : implementation, planning and evaluation. Curriculum planning is the first step in building a curriculum when curriculum workers make decisions and take action to produce plans that will be used by teachers and students. The application of curriculum or commonly implementation seeks to transfer curriculum planning into operational action. Curriculum evaluation is the final stage of curriculum development to determine how much the result of learning, the level of achievement of planned programs and the results of the curriculum itself.

Curriculum development does not only involve people who are directly related to the world of education, but in it involves many people such as politicians, business people, parents of participants, as well as other elements of society who feel an interest in education.

Socio-cultural diversity, political aspirations and economic capabilities put the same pressure, if not it can be said to be stronger than the differences in the philosophy, vision and theory adopted by decision makers.

The difference of philosophy, vision and theory by decision makers often it can be resolved through the level of authority which has a person even though it is done in the most democratic deliberation process. When the differences in philosophy, vision and theory are resolved, the curriculum development process can be done easily. The team recruited is the team that is known to have a philosophy, vision and theory that is in line or even those who don't have the three qualities are experts in content issues will be developed as curriculum content. Socio-cultural diversity, political aspirations and economic capabilities are a reality of nation and society in Indonesia. Reality is indeed positioned as a peripheral object in the process of developing the national curriculum. Its position as an object is unfavorable because it is often ignored by curriculum development authorities. Unfortunately its position is the object turned into a subject and determinant in curriculum implementation but still not used as a foundation when the teacher develop curriculum.

Whereas diversity has a direct effect on the ability of lecturers in implementing the curriculum, the ability of study programs in providing learning experiences and the ability of students to process learning and to process information into what can support as learning outcomes. Its mean, diversity is one independent variable that has a very significant contribution to the success of the curriculum both as a process (curriculum as observed, curriculum as experienced, curriculum as process experienced, curriculum as implemented, curriculum as reality) but also as a result.

Waring (at Cienurani 2008) suggest the position of diversity as an independent variable is indeed at the level of universities and society where a curriculum is developed and is expected to be a powerful modifier in accordance with the needs of the community that can be estimated (perceived needs of a society).

#### **D. KKNi Curriculum Development**

In fact the influence is on the lecturers who are responsible for curriculum development and on students who are undergoing the curriculum. In other words, the influence is at a level that should not be ignored at all where curriculum studies show vulnerability, and most likely the curriculum changes or even totally different from what has been planned and decided. Therefore, social, cultural, economic and political aspirations must be factors that are taken into account and considered in curriculum socialization and curriculum implementation.

1. The theoretical foundation of curriculum development in univesitas islam negeri is based on the knowledge and principles of curriculum as follows:
  - a. Relevance, curriculum and learning must be relevant to the development of science and technology, community needs in this time.
  - b. Continuity, S1, S2 and S3 curriculum must be continuous, there are clear links and gaps.
  - c. Flexibility, curriculum should have horizontal and vertical flexibility both in term of content and the process of its implementation.
  - d. Effectiveness and efficiency, curriculum designed in such a way as to be effective and efficient in its implementation to achieve predetermined learning outcome. S1 level for example it must be completed within 4 years.
  - e. Pragmatic, curriculum that has been prepared should be implemented properly in accordance with various conditions in the study program.
2. The Purpose Of Developing Kkni Curriculum In Universitas Islam Negeri
  - a. Improve curriculum in accordance with KKNi and KBK generic competencies.
  - b. Determine the qualifications of graduates in each study program.
  - c. Arrange learning outcome accordance with description generic of KKNi
  - d. Arranging the curriculum structure of study program which includes the university's faculty and study program courses, and
  - e. Improve learning systems, learning facilities and infrastructure and assessments in accordance with the new curriculum that has been prepared
3. The Principles Of Curriculum Development In Universitas Islam Negeri

This is based on the science and principles of curriculum development as follows :

1. Curriculum changing is seen as something that must indeed occur because of changes in science, technology, art and society culture.
2. Curriculum development is based on the previous curriculum through a process of self-evaluation, tracer study and in-depth futuristic studies.
3. Curriculum development is team working. It's not personal which involves lecturers, students, stakeholder and other related elements.
4. Curriculum development in program study is based of KBK (a competency based curriculum) and the abbreviated of Indonesian national qualification framework, named KKNi is the qualifying framework for competency qualifications which can juxtapose, equalize and integrate education and work training and work experience in the context of granting recognition of work competence in accordance with the structure of work in various sectors
5. The development of the Diploma 3 (D-3) is equivalent to KKNi level 5. Strata 1 (Sarjana) is equivalent to KKNi level 6, Strata 2 is equivalent to KKNi level 8 and strata 3 is equivalent to KKNi level 9. For professional education is equivalent to KKNi level 7..

4. Procedure for compilation and curriculum development of the study program.

The procedure is prepared by referring to the guidelines for curriculum development based on higher education competencies issued by the Academic Directorate General of Higher education in 2008 and the 7th guideline for LPTK curriculum development and also curriculum development of study program in Universitas Islam Negeri while the approach used is an approach based competency.

The curriculum development procedure includes the following steps L:

- a. Determination of graduate profile
- b. Formulation of learning outcome
- c. Assessment of competency elements
- d. Determination of study material

- e. Formation of courses
- f. Determination of SKS points
- g. Preparation of semester programs
- h. Determining learning activities
- i. Determination of the assessment or assessment system

The nine stages can be seen in the following figure below. Analysis SWOT Prodi ( scientific vision ) learning strategic profil of graduates of curriculum structure ( distribution each semester) the formulation of courses and the determination of SKS Comperative/Tracer study ( market Signal) competency of graduates of assessment materials for technical assessment 8.

### **E. Conclusion**

With a change in the world towards a new world order and changes in regulations in the world of education, the demand for changes to tertiary education curriculum is a must. therefore arranging and development of curriculum each prody is a must be done by all study program managers. Thus development of KKNi development for study programs is the right step it's just that the implementation needs to be socialized again.

On the implementation of KKNi curriculum based on applicable regulations, the lectures are expected to understand the meaning of KKNi curriculum. The form or format and applicability of each subject available so the expected result is students can get an understanding of the knowledge delivered by the lecturers in implementing thr lecture system.

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