The Implementation of KKNI-Based Curriculum On the Course of Guidance Couseling Management at the State University of Medan

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Abstract. This study aims to determine the implementation of the IQF curriculum, the relationship between the implementation of the IQF curriculum with the improvement of students' knowledge, skills, and attitudes, as well as obstacles in implementing the IQF curriculum in the course of BK Management at Unimed FIP BK Department. The research approach used is qualitative research, researchers as research instruments. Other tools used by observations using field notes, checklists, interviews and documentation. The design of the study is a case study for the purpose of describing the implementation of IQF in BK management courses at Unimed FIP BK Department. This research was carried out in the learning class of the guidance counseling management courses at the Department of Counseling Guidance, Faculty of Education. The subject of the study was the learning of Counseling Guidance Management courses that implemented the IQF curriculum. The results showed that the implementation of IQF in BK management courses applied 6 tasks, the implementation could change learning behaviors such as: (1) students have more preparation for college, (2) class discussion in accordance with the topic of lectures and depth, (3) dissenting opinions healthy, (4) Motivation to ask increases, (5) written test has not been significant with learning behavior, the way to evaluate the process first is then expected to change learning outcomes, assessment of learning outcomes students need time to cultivate positive learning behavior through 6 assignments. According to the observations of researchers with the IQF curriculum there was a change in the learning process, but it was not significant to change learning outcomes.

Keywords: KKNI-based curriculum, implementation in BK management courses

1 Introduction

The higher education curriculum is a set of plans and arrangements regarding the content, study materials, as well as learning materials and how they are delivered, and assessments used as guidelines for the implementation of learning activities in higher education institutions. The curriculum should contain graduate competency standards structured in key competencies, support and others which supports the achievement of goals, the implementation of the mission, and the realization of the vision of higher education institutions. The curriculum must be designed based on its relevance to the purpose, scope and depth of the material, organizing that encourages the formation of hard skills and personality and behavioral skills (soft skills) that can be applied in various situations and conditions.

This review is in an effort to produce a basic curriculum framework covering knowledge and understanding, assessment, communicating, behaving and behaving, and independent learning / developing oneself etc. The depth level of the basic elements in each education level (Diploma, Bachelor, Master and Doctoral) is in accordance with the profile of Unimed graduates. Basic Framework Guidelines for Curriculum Development as alignment with the National Education Standards and the Indonesian National Qualifications Framework are references to determine student ability criteria (student outcomes) for each study program or expertise family. It is expected to be able to freely develop the study program curriculum in a predetermined scope.

The results of the Self Evaluation analysis revealed that the curriculum at the Unimed FIP BK Department had not yet linked and matched the needs of stakeholders. This is due to, among other things, curriculum development not yet based on holistic evaluation and lack of lecturers' ability to translate curriculum into learning activities. Based on the results of the Self Evaluation, it was found that there was a lack of academic achievement (a high GPA) and the performance of graduates in the field. Meanwhile, based on the results of the tracer study, it was shown that BK Department graduates who had worked were still lacking in terms of pedagogic competence, especially BK- materials.

In 2010 socialization of curriculum implementation was carried out by paying attention to the contents of the curriculum curriculum by inviting stakeholders in an effort to provide reinforcement and mastery of the field of study. Although the socialization of curriculum implementation has been carried out again in 2010, the curriculum in the BK Department has not yet designed the PBM process according to Q: P: L according to Ministerial Decree 232. PBM still uses the CTL system yet SCL. In addition, lecturers have not motivated students to study independently. The future challenge of BK Department graduates is globalization. In this globalization era graduates are required to master ICT and English. If graduates do not master these two fields, then other graduates will be eliminated.

The implementation of learning in the BK Department still uses the Competency-Based Curriculum. Based on government regulations and provisions concerning the Higher education curriculum, referring to the Indonesian National Qualifications framework (KKNI) in accordance with Presidential Regulation Number 8 of 2012. namely: Framework for Competency Qualifications that can compare, equalize and integrate education and work as well as work experience in the framework of providing employment recognition in accordance with the structure of work in various sectors. The IQF is a manifestation of the quality and identity of the Indonesian people in relation to the national education and training system owned by Indonesia.

Increasing the competitiveness of BK Department graduates must be done by applying curriculum that suits the needs of stakeholders. Therefore, curriculum development must be carried out in accordance with the needs of stakeholders. This activity is part of the academic service improvement program set out in the 2011-2015 Strategic Plan. BK majors in the future must be able to determine/arrange learning outcomes graduates who have the ability in the field of work, knowledge mastered and have managerial skills. For the formation of courses must pay attention to the profile of graduates, learning outcomes, study materials and courses as well as the size of credits.

To respond to the above regulations, the BK Department tries to revise the existing curriculum, among others on the formulation of Graduates' Competencies that refer to the IQF, namely the profile of graduates, achievement of graduate learning according to the level of qualification of the IQF and learning achievement and characteristics of university graduates. The Indonesian National Qualification Framework (KKNI) is an embodiment of the quality

and identity of the Indonesian Nation in relation to the national education system, the national job training system and the national equivalence achievement assessment system, which Indonesia has to produce quality and productive national human resources.

The KKNI-Based Curriculum Implementation in the BK Management Course includes: how the learning kit of the BK management course is prepared before the lecture, how to implement the learning in the BK Management subject in the Unimed FIP BK department to improve student knowledge, skills, and attitudes, what is constraints in implementing the IQF curriculum in the BK Management subject in the Unimed Department of FIP BK.

This research can provide benefits for Unimed FIP BK Lecturers about the importance of implementing the IQF on lecture devices to improve student competence. This implementation is part of an academic service improvement program carried out in accordance with stakeholder needs.

2 Methodology

This study uses a case study design. According to [1] Case studies are research strategies in which researchers investigate carefully a program, event, activity, process, or group of individuals. Cases are limited by time and activity, and researchers collect complete information using various data collection procedures based on the time specified. [2] in her book "The Sage Encyclopedia of Qualitative Research Methods" revealed that "A case study is a research approach in a phenomenon that is studied in depth. This type of case study is Microethnography, a type of case study carried out on very small organizational units, such as a part of a classroom or a very specific organizational activity for students who attend lectures with the IQF curriculum in BK management courses.

[3] Data collection techniques observation, interviews, and documentation analysis. The researcher as a research instructor, adjusts the way of collecting data with problems and the implementation environment of lectures, and can collect different data simultaneously. Researchers make coding about various learning components used in the class, among others; RPS, RPS implementation, lecture systematics, teaching materials, student activities, lecturer activities, media, student management, material management, time management, lecturer and student interaction, and evaluation.

Research approach used qualitatively[4][5], researchers as research instruments. Other research instruments observation using field notes, check lists, interviews and documentation. With the design of a case study for the purpose of describing the implementation of IQF in the BK management course in the department of Unimed FIP BK.

The subjects in this study were learning counseling guidance management courses that implemented the IQF curriculum.

Data analysis techniques after the data is collected researchers do editing, aggregate, organize, and classify data into manageable units. Aggregation is the process of abstracting specific things into general things in order to find a general pattern of data. Data can be organized chronologically, categorized or entered into typologies. Data analysis is carried out since researchers in the field, during data collection and after all data has been collected or after completion and field.

Refinement [6].Although all data has been collected, researchers refine or reinforce new data on categories that have been found. New data collection requires researchers to return to

the field and perhaps have to create new categories, new data cannot be grouped into existing categories.

Report writing [7]. Report writing is communicative, easy to read, and describes a phenomenon or social unity clearly, making it easier for readers to understand all important information. The report is expected to bring the reader into the case study situation with the IQF in the BK management subject

In the case study method, there are five substantial components of research design, namely: (a) research questions, (b) propositions, if any, (c) analysis units, (d) logic that associates data with existing propositions, (e) criteria for interpreting findings. Whereas, the criteria for determining the quality of research design according to certain logic tests include: (a) construct validity, Establishing the correct operational size for the concepts to be examined. (b) internal validity (only for explanatory and causal methods). Establish a causal relationship, where certain conditions are shown to direct other conditions, as distinguished from false relationships. (c) external validity. Establish the domain in which the findings of a study can be visualized. (d) Reliability, showing the implementation of research such as data collection procedures can be interpreted with the same results.

3 Result and Discussion

The results of the study are presented in accordance with the focus of the problem of implementing the curriculum based on IQF in the BK Management Course including: How is the learning device of the BK management course prepared before the lecture. Learning tools are prepared by lecturers a week before lectures such as Semester Implementation Plan (RPS), lecture contracts, guidelines for implementing BK management courses (see attachment). The head of the faculty and faculty leaders urge all lecturers to arrange learning tools such as RPS, lecture contracts, and assignment and assessment guidelines to be used as a reference for lectures.

At the first meeting, the lecturer delivered the contents of RPS, contracts, assignment guidelines and assessments. The results of the first meeting found agreement on various matters concerning lecture on BK management for one semester, among others: the lecture strategy prioritized student activities, all student activities were recorded in academic records, regulations on student and lecturer attendance, completion of tasks, ways to download material lecture.

Lecture strategy by prioritizing student activities means that every day students prepare lecture materials according to the contents of the contract by reading, writing, handwriting on this folio paper called routine tasks. Next, two students are tasked with delivering the content of lecture topics according to the ability of students. The lecturer listens, while giving notes to each student's academic record as the following example.

Table 1. Example of Students Notes

Date/Month	Activity	Lecturer Note
23/08/2017	Reading, explaining the meaning of management and organization Percentage, for students who present.	Repaired bibliography written with DP PW is good, communication is improved

Routine tasks completed by students after they are recorded on academic records, the assignments are returned each. Students document all the work done on files in their homes. Returning student assignments is done before class discussion to deepen the material, therefore the lecturer reads the student's assignment to see the ability to read and write by looking at the contents of the writing and bibliography. Task checks are carried out when students are in percentage. The time needed for students is 35 people maximum 20-30 minutes.

After finishing checking the assignments the student lecturer provides information on various things about the student's work such as literacy skills that must be improved how to write the results of reading from various sources. Making sentences in the form of paraphrases, information about academic honesty is trained by writing a bibliography used in writing. Furthermore, the lecturer added material to enrich students' insight through various case examples, BK management problems and efforts that could be made.

Class discussions were carried out well, student questions were directed. There were all active students who asked and there were students who answered. If the student has not managed to answer correctly the lecturer helps to direct the appropriate answer. Class discussions last for 40 - 45 minutes.

At the end of the lecture the lecturer asks students to write in their notebooks about the knowledge, skills and attitudes gained in the lectures that have lasted for approximately 10 minutes. At the end of the lecture for 5 minutes the lecturer asked all students to read the college contract to find out the next week's lecture preparation.

Therefore, every day students bring lecture contracts to prepare for their next routine assignments.

Learning Implementation in BK Management Course in Uniped FIP BK Department for Improving Student Knowledge, Skills, and Attitudes as follows:

The development of student learning methods, observation data on student learning behavior can be seen, among others, (a) before entering college, all students are busy with routine tasks. No more students dwelling, not active, late, or pacing. (b) All students complete routine tasks, even though students are not present to send their routine assignments. More detailed improvements in students' knowledge, skills and learning attitudes are arranged in the following table.

Table 2. Students' Knowledge, Skills and Learning Attitudes

Aspect	Before KKNI	After KKNI
Knowledge	Lack of background knowledge	Enough background knowledge
	Formative and summative written test results of 5% get A, 60% get B, 33% get C, 2% get D.	Formative and summative written test results of 7% got an A, 63% got a B, 28% got a C, 2% got a D.
	Discussions about deepening of the material running modestly, less useful questions.	Deepening discussion of useful material, questions appropriate and necessary.
	The knowledge is on the active ones only.	The knowledge is moderate
Skills	Lack of knowledge in academic writing.	The writing skills of scientific papers are better at writing paraphrase sentences, quoting writing, compiling ideas in paragraphs.
	Feedback on student assignments or	The way to write a bibliography

Aspect	Before KKNI	After KKNI
	work is postponed.	is getting better.
	Formative assessment	Skilled literacy (read, write) skills.
		Process evaluation is carried out during learning
Attitude	Orientation awaits duty bills. If the lecturer forgets. The task is ignored.	Orientation asks and requires information about assignments
	Cooperation between students in completing less assignments	Cooperation between students in completing high assignments
	Concern for students with less assignments, submit assignments at the end of the lecture.	The level of concern of students with assignments is increasing.

a. Obstacles in Implementing the IQF Curriculum in the BK Management Course at Unimed FIP BK Department

1) The ability of students to answer questions given at the time of the exams is not optimal. Therefore, the formula for rating weight for formative and sumative examinations 40% results in student scores not being satisfactory, even though students have done 6 other tasks such as routine assignments, criticizing books, criticizing journals, idea engineering, mini research and projects.

2) Assessment of 6 tasks completed by students cannot be done directly by lecturers. Using the assessment rubric is assisted by students to assess assignments. The number of high classes for lecturers in FIP, a lecturer reaching 30 credits is quite burdensome.

3) The task of students is not optimal because all the lecturers give 6 assignments, the tendency of students to do some tasks.

The increase in the results of written examinations has not shown significant effort with the tasks completed. The following question is "are all tasks the work of students themselves?" Or there are still ways that are not academically honest. Although the lecturer has arranged the task completion system by direct handwriting. Because all assignments are done off campus.

4 Conclusion

a. The implementation of IQF in BK management courses applies 6 tasks, namely (1) routine assignments, (2) book criticism, (3) journal criticism, (4) idea engineering, (5) mini research, (6) projects.

b. The implementation of IQF in BK management courses can change learning behaviors such as: (1) students have more preparation for college, (2) class discussion in accordance with the topic of lectures and depth, (3) differences of opinion provide healthy thinking, (4) Motivation asking increased, (5) written tests have not been significant with learning behaviour

c. The method for evaluating the process first is then expected to change learning outcomes.

d. Assessment of student learning outcomes requires time to cultivate positive learning behavior through 6 assignments.

e. According to the observations of researchers with the IQF curriculum there was a change in the learning process, but it was not significant to change learning outcomes.

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