CURRICULUM EVALUATION OF ISLAMIC ELEMENTARY TEACHER EDUCATION PROGRAMS IN INDONESIA

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Abstract

From the Indonesian National Qualifications Framework (KKNI) perspective, each study program should be able to present itself with the "graduate profile" obtained through tracer study activities, feasibility studies and needs analysis in the community. The graduate profile must at least reflect abilities that refer to four aspects of needs (1) attitude, (2) knowledge, (3) general skills; and (4) special skills. The four abilities are translated into a learning outcome (learning outcome) in each course in the study program. Thus, all learning plans or Semester Learning Plans should be based on learning outcomes (learning outcomes) following the needs of the graduate profile. This study aims to evaluate the readiness of the Islamic Elementary Teacher Education study program in Indonesia to implement the current curriculum policy, called the Indonesian National Qualification Framework. This study follows a mixed-method research design by undertaking an evaluation study. Moreover, the data were collected through a literature study, document study, questionnaire, and interview. Twenty-one departments were analysed, involving seventeen state and four private universities. This study provided some noteworthy findings, one of which is to measure how much the readiness of programme directors to implement new policies.

Keywords: evaluation; Indonesian national qualification framework; curriculum

Abstrak

Dari perspektif Kerangka Kualifikasi Nasional Indonesia (KKNI), setiap program studi harus dapat mempresentasikan dirinya sendiri dengan "profil lulusan" yang diperoleh melalui kegiatan studi tracer, studi kelayakan, dan analisis kebutuhan di masyarakat. Profil lulusan harus setidaknya mencerminkan kemampuan yang mengacu pada empat aspek kebutuhan (1) sikap, (2) pengetahuan, (3) keterampilan umum; dan (4) keterampilan khusus. Keempat kemampuan tersebut diterjemahkan menjadi hasil belajar (learning outcome) dalam setiap mata kuliah dalam program studi. Dengan demikian, semua rencana pembelajaran atau Rencana Pembelajaran Semester harus didasarkan pada hasil belajar (learning outcome) mengikuti kebutuhan profil lulusan. Studi ini bertujuan untuk mengevaluasi kesiapan program studi Pendidikan Guru Madrasah Ibtidaiyah di Indonesia untuk menerapkan kebijakan kurikulum saat ini, yang disebut Kerangka Kualifikasi Nasional Indonesia. Studi ini mengikuti desain mixed-method research dengan melakukan studi evaluasi. Selain itu, data dikumpulkan melalui studi literatur, studi dokumen, kuesioner, dan wawancara. Dua puluh satu departemen dianalisis, melibatkan tujuh belas universitas negeri dan empat universitas swasta. Studi ini memberikan beberapa temuan yang mencolok, salah satunya adalah mengukur seberapa besar kesiapan direktur program untuk menerapkan kebijakan baru.

Kata kunci: *evaluasi; kerangka kualifikasi nasional Indonesia; kurikulum*

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Introduction

Presidential Regulation No. 8 of 2012 has significant implications for transforming the curriculum contents of Indonesian Tertiary Education departments that adapt to the real world's needs. Recognition of graduates of departments with various abilities, ranging from the breadth of knowledge and skills, is an inevitable demand. Through the Presidential Regulation, the government has also made a reference or framework to be followed by all study program providers, namely KKNI (Indonesian abbreviation for *Kerangka Kualifikasi Nasional Indonesia* or Indonesian National Qualification Framework); This framework has indeed set the standard or at least a minimum standard reference for every level of education. The primary goal of KKNI itself is to reduce the gap between the required competencies for the workplace and the quality of graduates of an educational institution (Waseso & Hidayat, 2017). Therefore, each level of education, undeniable tertiary education, should take quick adaptation to reformulate its curriculum.

In response to that quick transformation, this study would specifically address the extent to which Islamic Elementary Teacher Education (hereinafter abbreviated as PGMI, which stands for *Pendidikan Guru Madrasah Ibtidaiyah*) departments are ready for the transformation. One of the issues arose as PGMI departments under the Ministry of Religious Affairs had substantial differences in curriculum contents from Elementary Teacher Education departments under the Ministry of Education, Culture, Research and Technology. The most visible differences occur primarily from the domination of Islamic courses and religious-specific contents, which aim to address the needs of elementary teachers in Indonesia's Islamic elementary schools (Muhaimin, 2007). In another context, PGMI also has a strong impression as the producer of Islamic teachers for non-religious-based elementary schools in Indonesia, especially to teach Islamic subjects. Though their duties were limited to specific subjects, PGMI departments have substantially contributed to producing Islamic teachers. Therefore, attention should be given as PGMI departments are expected to respond to the needs in the workplace while following the regulation set by the government to revisit their curriculum.

Evaluation of this curriculum can include all curriculum components, such as objectives, content, or learning methods in the education process. Achievement of educational goals can only be measured through the learning evaluation process while the effectiveness and level of success of implementing an educational institution's curriculum can be known through curriculum evaluation (Daryanto, 2005; Hamalik, 2000; Hasan, 2005). Curriculum evaluation is carried out to improve a constructive program because the evaluation results are used as input for the improvements needed in the curriculum program being developed (Hernawan et al., 2008; Idi, 2007; Kaber, 1988).

A Brief Overview of KKNI

The demands of the global community and advances in science and technology necessitate curriculum adaptation at all levels of education, primary and secondary education and higher education. Moreover, international demands on tertiary education graduates require improving the quality of the tertiary education system, from the recruitment system, learning process, infrastructure, and management, to the education curriculum (Fauzan, 2017). For example, the birth of the 2013 curriculum implementation policy in basic education and KKNI in higher education comes with changes and adjustments to the four basic curriculum components: Graduates' Competency Standards, Content Standards, Process Standards, and Assessment Standards, show evidence of the importance of curriculum changes being carried out (Fauzan, 2017; Masnun et al., 2018).

KKNI, therefore, serves as a standard for assessing the competence of Indonesian human resources based on the stated competencies level in the learning outcomes of the qualification framework. As producers of educated individuals, universities are responsible for evaluating whether their graduates possess the same abilities as those outlined in the IQF (Indonesian Qualification Framework). Additionally, KKNI is not limited to any particular abilities, competencies, or work experience individuals in Indonesia possess; The IQF encourages national and international recognition of graduates' work abilities, regardless of their education or training level (Afifah, 2019; Waseso & Hidayat, 2017). Consequently, the government seeks to incorporate all education, job training, and work experience within the framework of KKNI.

KKNI incorporates nine different levels, which are as follows: graduates of elementary education are classified as level 1; the lowest secondary education graduates are equivalent to level 2; the lowest Diploma 1 graduate is at level 3; the lowest Diploma 2 graduates are classified as level 4; the lowest Diploma 3 graduates are equivalent to level 5; Diploma 4 graduates, Applied and Bachelor's degrees are classified as level 6 at the very least; Applied Masters graduates and the lowest Masters are equivalent to level 8; Applied Doctoral and Doctoral graduates are classified as level 9; Professional education graduates are equivalent to level 7 or 8; Specialist education graduates are classified as level 8 or 9. Out of the nine levels incorporated in the IQF, three categories can be identified, which are: 1) operators (junior level to D1), 2) analysts (D2-S1), and 3) experts (professional education, S2, and S3).

The KKNI-based curriculum has several components, including the graduate profile, which is the identity of a graduate and a core component of the curriculum. The graduate profile defines the abilities and competencies of students, answering the question of what competencies students should have. The second component is Learning Outcomes which is a target for students' overall learning process in a study program and includes attitudes and values, abilities, knowledge, and responsibilities/rights and serves various functions, such as identifying, describing, and specifying the study program, measuring and comparing levels of learning and education, serving as a component of the curriculum and learning, and completing the description in the Certificate of Academic Transcript Complementary (Indonesian term for Surat Keterangan Pendamping Ijazah, hereinafter abbreviated as SKPI).

From the above introduction, the authors aimed to answer the following research questions: 1) To what extent did programme directors of PGMI departments have adequate understanding on KKNI curriculum? 2) To what extent did the understanding determine their decision on aligning the curriculum with the PGMI Lecturer Association? 3) To what extent did the learning outcomes align with the regulation? How is the curriculum structure of most PGMI departments?

Method

The research approach used in this study is a mixed-methods approach that combines quantitative and qualitative methods; This method was chosen as combining both methods could generate a comprehensive picture of the phenomenon (Sugiyono, 2015) and gain broader perspectives from different angles of the data (Creswell & Poth, 2017). This study sought comprehensive data about applying KKNI-based study program curricula in Indonesian PGMI environments. The research method used is evaluative research, and data is collected through literature and document studies, questionnaires, and interviews (Alwasilah, 2011; Raco, 2010). The study population consists of all PGMI departments in Indonesia, and the sample includes 31 departments from state and private universities, of which 17 were state universities and 4 were private universities.

The selection of research subjects using cluster sampling is a common method used in research studies. In this case, the researcher has identified the population of interest as all PGMI departments in Indonesia. This population is then divided into clusters based on certain criteria, such as accreditation status, location, and type of institution. The researcher has chosen to include PGMI departments with accreditation status "A", "B", and "C". This decision assumes accredited programs have met certain quality standards and are more likely to provide reliable data. The clustering of PGMI departments into Java, Sumatera, Borneo, Celebes, Bali and Nusa Tenggara (West and East), and Ternate ensures that the sample is representative of the different regions in Indonesia. This approach increases the generalisability of the findings to the entire population of PGMI departments in Indonesia. Once the clusters have been identified, a random sample of PGMI departments is selected. The sample size is determined based on the desired precision and statistical power level, as well as the available resources and time constraints. Using cluster sampling to select research subjects is a valid method allowing a representative sample to be obtained from a larger population. In this case, the researcher has used cluster sampling to identify PGMI departments in Indonesia that meet specific criteria, including accreditation status, location, and type of institution. This approach ensures that the sample is diverse and representative of the entire population of PGMI departments in Indonesia.

The data obtained from interviews and desk studies are analysed using descriptive analysis techniques to fully explain the application of the KKNI-Based PGMI study program curriculum. Quantitative data, on the other hand, will be analysed and processed as needed, and the data processing techniques used will be appropriate for qualitative research, and adjusted to the data obtained. Data analysis in this study involves categorisation and codification, data reduction, display and classification of data, and making conclusions and variations.

Results and Discussion

Results

Programme Director's Understanding on KKNI Curriculum

Generally, most PGMI department has already implemented a KKNI-based curriculum. Almost all PGMI departments also have adequate information about implementing the PGMI's KKNI-Based curriculum.
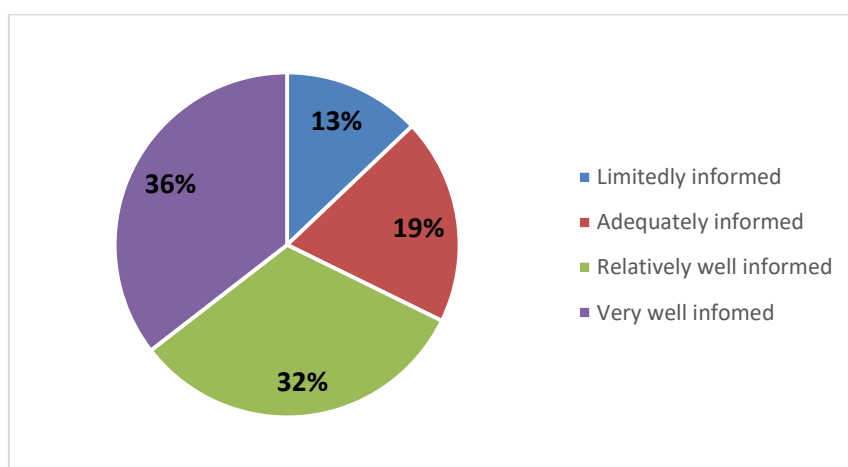

Figure 1. Programme Directors' Level Of Understanding of the KKNI-based Curriculum for PGMI Departments

Figure 1 presents the level of understanding of the currently discussed curriculum from thirty-one PGMI departments in Indonesia. As can be seen from the figure, most PGMI departments have been relatively well-informed (32% or ten departments) and very well-informed (36% or eleven departments). Only four department representatives generally have limited information on the current curriculum; this may indicate that some programme directors still consider the KKNI-based curriculum a minor adjustment with no lasting impact. This situation may capture that the level of understanding has significant consequences for programme directors who intend to use KKNI. As KKNI is designed to create an equal standard of quality acknowledged nationally and globally for all PGMI graduates from different regions, programme directors must carefully evaluate the consequences of this policy for their curriculum design.

The suitability of the PGMI departments' Graduate Profiles with the Association

Different levels of understanding of the curriculum may lead to not only a different decision in the level of the curriculum implementation but also to their perspectives regarding the curriculum structure (McPhail, 2020; Poetter, 2004; Safari et al., 2020; Sherbine & Hara, 2022). For example, one PGMI department in the Eastern part of Indonesia has a different vision from the vision established by the Indonesian Association of PGMI Lecturers. Its vision says, "To become the centre for education, research, and community service in the Madrasa Ibtidaiya Teacher Education in Eastern Indonesia based on multicultural communities by 2021." From this vision statement, the above department does not share a similar vision to the Association, which has established an agreed vision to determine its graduate profiles (as seen in the following table 1).

Table 1. Graduates Profiles of the PGMI Departments in Indonesia

NO	PROFILE	DESCRIPTOR
1	Become a class teacher at the level of primary education (Madrasah Ibtidaiyah / Elementary School)	Graduates who can become classroom teachers at the elementary education level in Madrasah Ibtidaiyah (MI / SD) are professional, namely mastering the foundation of religious knowledge and education in Madrasah Ibtidaiyah.
2	Become a researcher/writer in the field of basic education	Graduates can analyse and solve research-based basic education problems in a professional and accountable manner.
3	Become an entrepreneur (entrepreneur) in the field of Basic Education	Graduates who can manage educational institutions at the Madrasah Ibtidaiyah Level and graduates can become entrepreneurs in basic education and can provide guidance and counselling for children in basic education.

The following figure 2 shows that nine departments still have not yet included a graduate profile following the IQF, while most (N= 22, 71%) have made some adjustments to suit the IQF. It is important to note that the regulation set by the IQF must be followed as it covers multiple categories of teachers, including early childhood teachers, kindergarten teachers, elementary classroom teachers, and even subject. This regulation should also be followed as it establishes a set of alignment procedures which sets that teachers at any level of education should gain competencies only from the study programs focusing on the intended level of education. For example, elementary classroom teachers should possess an education background from Elementary School Teacher Education (PGSD) or PGMI. This establishment ensures that the curriculum has been directed at preparing "prospective teachers" for the intended level of education.
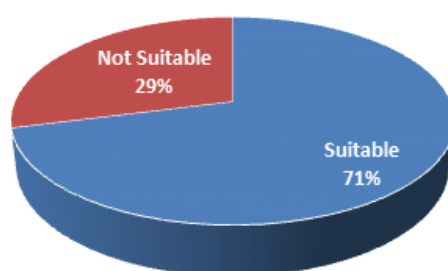
Figure 2. Suitability of the PGMI departments' Graduate Profiles with the Association

The Suitability of Learning Outcomes with the Regulation

Statement of the graduate profile of a study program impacts the expected Learning Outcomes and directions to set the learning process. Each study program is required to consider four learning outcomes, which are attitudes/values, knowledge, general skills, and special skills, according to the KKNI rules and national standards of higher education. However, regarding PGMI departments' learning outcomes, differences are quite remarkable.
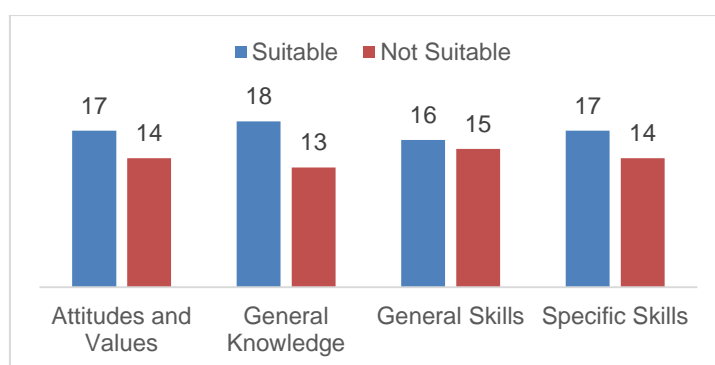

Figure 3. Suitability of Learning Outcomes with the Regulation

Regarding Attitudes and Values, the figure 3 shows that 17 PGMI departments (55%) have the suitability of learning outcomes, while 14 departments (45%) need to adjust their suitability of learning outcomes to the regulation. Moreover, regarding General Knowledge, 18 departments (58%) have been adjusting their suitability of learning outcomes to the regulation, while 13 other departments (42%) have not yet made their learning outcomes suitable to the regulations. Concerning the second learning outcome, some possible assumptions may follow the consequences as follows: 1) Some misleading assumptions from majority programme directors that the existence of PGMI is expected to produce Islamic Religious Education teachers, which further raises the curriculum structure that strengthen Islamic Religious Education Courses, both in content material and learning methodology; 2) The lack of information received by PGMI Study Program managers, especially regarding the standardisation of the National PGMI curriculum; 3) Domination by a distinct institutional identifier which determines the graduates' learning outcome. This condition makes the ambiguous achievement of learning knowledge of the PGMI Study Program between meeting the needs of class teachers or PAI teachers who are becoming the divisions of Islamic Religious Education majors/departments.

Regarding the suitability of learning outcomes related to General Skills, there have been remarkably competitive numbers between those which have been suitable (N= 16, 52%) and those which have not been suitable (N= 15, 48%). To be specific, the regulation (according to the Final Draft of Graduate Standards for Study Program for State Islamic Universities (PTKIN),

Ministry of Religion of the Republic of Indonesia) has set 15 main learning outcomes that are important for graduates to acquire in order to succeed in their academic and professional lives, including:

1) The ability to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values that follow their area of expertise;

2) The ability to show independent, quality and measurable performance;

3) The ability to study the implications of the development or implementation of science and technology that pay attention to and apply the value of humanities following their expertise based on scientific rules, procedures, and ethics in order to produce solutions, ideas, designs or art criticism;

4) The ability to prepare scientific descriptions and results of studies in the form of theses or final project reports and upload them on the college page;

5) The ability to make appropriate decisions in the context of solving problems in their areas of expertise based on the results of information and data analysis;

6) The ability to maintain and develop working networks with mentors, colleagues and colleagues both inside and outside the institution;

7) The ability to be responsible for the achievement of group work results in supervising and evaluating the completion of work assigned to workers under their responsibilities;

8) The ability to carry out a process of self-evaluation of the work group under its responsibility and able to manage to learn independently;

9) The ability to document, store, authorise, and rediscover data to ensure the validity of preventing plagiarism;

10) The ability to demonstrate the ability of information, media literacy and utilising information and communication technology for scientific development and work skills;

11) The ability to communicate in oral and written conversation (in Arabic and English) to develop the academic world and the world of work;

12) The ability to collaborate in teams by showing creativity, innovation, critical thinking, and problem-solving skills in scientific development and implementation of tasks in the world of work;

13) The ability to reading the Koran based on the science of qira'at and the science of recitation;

14) The ability to memorise and understand al-Qur'an Juz 30 (Juz Amma);

15) The ability to carry out worship and lead religious rituals well.

Lastly, regarding the specific skills, 17 PGMI departments (55%) have shown their suitability, while 14 other departments (45%) still need to adjust to the regulation. This number is critical as some PGMI departments have not had specific skills learning outcomes; some had vague concepts, while others had no concept. For example, some PGMI departments still include scientific demands for Islamic Religious Education, such as Fiqh, *Akidah Akhlak,* and Al-Quran Hadith. However, the learning outcome related to special skills is specific abilities and skills that must be possessed/mastered by all PGMI graduates. Exposure to learning outcomes (attitudes/values, general knowledge, general skills, and special skills) is the basis for the birth of the curriculum structure of the PGMI departments. The curriculum structure of the PGMI

departments in Indonesia is still very much coloured by various contents and institutional interests.

Based on relevant laws and regulations, the curriculum can be categorised into three parts: (1) courses that identify the institution (university/institute/high school) and are mandated at the national level, (2) courses that identify the faculty, and (3) courses that identify the study program. Regarding the distribution of subjects, the managers of PGMI Study Programs have tried to incorporate course requirements that reflect the unique characteristics of their respective institutions. However, there is no consensus on what percentage of the curriculum should be allocated to each component. The following section specifically addresses the nationally characteristic courses.

Table 2. Distribution of National Identifier Courses

No	Courses	Credit Points	Description
1	Civic education	2 Credit Points	Some departments declare PKn and Pancasila
2	Indonesian Language	2 Credit Points	Bahasa Indonesia is a compulsory university subject that each Study Program must give
3	Mathematics	2 Credit Points	KKNI has several stages, including Basic Mathematics, Mathematics 1, Mathematics 2, Contemporary Mathematics Learning, and Capita Selecta of Mathematics.
4	Arabic Language	2 Credit Points	In some places, the credit weight for foreign languages is eight credits
5	English Language	2 Credit Points 10 Credit Points	

Curriculum Structure of Most PGMI Departments as Response to KKNI

From the distribution of national distinguishing courses, overall, the manager of the PGMI Study Program has implemented it according to the legislation. There are only differences between the managers of the PGMI Study Program in determining the weight of credits and the names of national distinguishing subjects. Some PGMI departments, such as PGMI IAIN Pontianak, Lhoksemawe, Jambi, Banda Aceh, Surabaya, and Samarinda, use the "PKn and Pancasila" nomenclature with credits between 2-4 credits. In comparison, the other PGMI departments separate the "Civics" and "Pancasila" courses with a weight of two credits each. Likewise, with the demands of Logic, Indonesian, and foreign languages (Arabic and English), PGMI departments offer these three courses almost on average.

However, the weighing credits from each study program is still different. Alma Ata University Yogyakarta, IAIN Salatiga, and IAIN Langsa offer eight credit points for Arabic and English, IAIN Metro Lampung only offers five credit points, and other Islamic Universities only offer four credit points. Similarly, in Basic Mathematics or Logic courses, only two departments, such as the PGMI department in UIN Surabaya, do not include the courses, while the other 29 departments include the courses.

The compulsory subjects of institutions or identifiers of UIN, IAIN, STAIN, and other higher education institutions differ, especially in the weight of credits and compliance with the institution's vision. The courses that make up the institution include courses in Islam, regionalism, and other institutionally strengthening courses. In terms of strengthening the characteristics of Islamic institutions, some Islamic universities in Indonesia strengthen their courses by including courses such as Philosophy, Al-Qur'an and Hadith, History of Islamic Civilization, Usul Fiqh, Islamic Theology, *Akidah Akhlak*, and Sufism.

To make it more culturally assimilated, some universities also incorporate contents such as Introduction to Indonesian Islamic Studies, Nusantara Map, Hidden Treasures on Indonesian Islam, Islamic History in Indonesia, Islam and cultural acculturation, Indonesian Islamic Culture

and Art, Da'wah of the *Walisongo*, Islamic Philological Texts in Indonesia, Indonesian Islamic archaeology, Islam and Javanese culture, Islamic religious traditions and rituals in Indonesia, Indonesian Islam and modernity. To strengthen the characteristics through regional culture, each institution offers culturally-based courses such as Muslim and Malay Civil (in Islamic universities in Sumatra); Islamic Sharia courses (Aceh), Islam and local culture (Potianak), and Islam and Banjar Culture (Banjarmasin).

To strengthen the pedagogical field, each university offers different portions for showing its identity as the teacher education faculty. UIN Syarif Hidayatullah Jakarta, for example, requires all students to take ten courses or thirty credit points, covering Curriculum, Educational Psychology, Learning Theory, Learning Strategies, Learning Media, and Learning Evaluation. FTIK of UIN Sunan Ampel Surabaya offers 42 credit points or 14 courses as their compulsory faculty courses. UIN Antasari Banjarmasin, through its education faculty, offers only eight courses ranging from 23 credit points, with the distinct feature of providing Professional Teaching courses with a weight of two credit points. Almatta University, with 12 courses or 29 credit points for pedagogical courses, offers its differences by providing courses such as counselling guidance, development of ICT-based learning, the study of learning model development, and inclusive education.

The differences in faculty courses are based on the number of courses that can be taught by available lecturers, not the amount of learning achievement. This leads to duplication in some courses, such as Introduction to Education, Education, and Educational Philosophy. One course could cover the material of these three courses. Similarly, some courses in other groups, such as Counseling Guidance, Educational Developmental Psychology, and Developmental Psychology, could be combined into one Educational Psychology course. In another group, one course, Educational Research Methods, could cover the material of Classroom Action Research, Research Methodology, Scientific Writing, Proposal Writing, and Educational Research. The goal of this course would be to teach students about quantitative and qualitative research approaches, experiments, classroom action research, problem determination, and the final product target of the thesis proposal. From all the differences, one thing not to exclude is that the courses are to accommodate the demands of the competence of Class Teachers by offering the distribution of appropriate courses according to the needs of the school/madrasa.

However, apart from the proportionality of the distribution, it seems that we also need to have a closer look at the domination of Islamic Education Courses, which often take a large proportion in the PGMI departments' curriculum structures.

Table 3. Comparison of Course Distribution for Classroom Teacher Competence and Islamic Education (PAI) at PGMI departments

No	PGMI Departments	PGMI		PAI		Total % (PGMI + PAI)
		Credit Points	%/144 Credit Points	Credit Points	%/144 Credit Points	
1	IAIN Pontianak	30	21%	43	30%	51%
2	IAIN Surakarta	46	32%	20	14%	46%
3	IAIN Langsa Aceh	46	32%	26	18%	50%
4	IAIN Metro Lampung	36	25%	26	18%	43%
5	UIN Jambi	28	19%	22	15%	34%
6	IAIN Bengkulu	34	24%	14	10%	34%
7	UIN Sunan Ampel Surabaya	38	26%	24	17%	43%
8	IAIN Manado	38	26%	15	10%	36%
9	IAIN Palangkaraya	37	26%	29	21%	47%
10	UIN Ar-Raniry Banda Aceh	58	40%	17	12%	42%
11	Universitas Muhammadiyah Magelang	35	24%	29	21%	45%

No	PGMI Departments	PGMI		PAI		Total % (PGMI + PAI)
		Credit Points	%/144 Credit Points	Credit Points	%/144 Credit Points	
12	IAIN Lhoksemawe Aceh	25	17%	48	33%	50%
13	Universitas Alma Ata	26	18%	24	17%	35%
14	UIN Antasari Banjarmasin	35	24%	41	28%	52%
15	IAIN Salatiga	52	36%	20	14%	50%
16	IAIN Samarinda Kalimantan	36	25%	23	16%	41%
17	IAIN Manado	43	30%	39	27%	57%
18	Institu Agama Islam Muhammadiyah Sinjai	48	33%	16	11%	44%
19	Uniska Banjarmasin	36	25%	23	16%	41%
20	IAIN Palu Sulawesi	36	25%	23	16%	41%
21	UIN Syarif Hidayatullah Jakarta	75	52%	15	10%	62%

The table 3 shows that UIN Syarif Hidayatullah Jakarta, UIN Ar-Raniry Banda Aceh, and IAIN Salatiga have a larger proportion with 75 credit points (52%), 58 credit points (40%), and 52 credit points (36%), respectively. However, domination of Islamic Education courses dominates the curriculum structure of three PGMI departments, such as IAIN Lhoksemawe Aceh with 48 credit points (33%), IAIN Pontianak with 43 credit points (30%), and UIN Antasari Banjarmasin with 41 credit points (28%). This may indicate that some PGMI departments need to review their curriculum further to ensure that the proportion of Islamic education courses are not dominating the core courses of PGMI departments.

The PGMI departments recognise the importance of Scouts, Sports, Art, and Culture in strengthening additional competencies for graduates, but the consideration given to these competencies varies. For example, Sports courses cannot be included in the curriculum because regulations require sports teachers to have a degree in Physical Education. Some PGMI departments from different universities have programs that directly relate to additional competencies, such as Health and Scouting in IAIN Surakarta, Khitobah/Calligraphy and Entrepreneurship in IAIN Langsa Aceh, Entrepreneurship, Education Arts, Orchestra Education, and Scouting in IAIN Metro Lampung, and Scouting, Dance, and Music Practice, Handicraft, Fine Art Practices, and Scouting in UIN Jambi. Other departments like IAIN Manado, UIN Sunan Ampel Surabaya, and UIN Syarif Hidayatullah Jakarta prioritise strengthening additional competencies by emphasising courses in Physical Education, Edupreneurship, Scouting, and Journalism.

Discussion

The essence of the curriculum also lies in the primary aim of education, namely, to educate students with the information and skills they need to excel in their future academic and professional aspirations and prepare them with the abilities required to advance to the next phase of education (Fauzan, 2017; Nasution, 1982; Rosyada, 2009). This is crucial as any decision that programme directors make will affect the overall components of educational activities in the department. At least, the decision could determine from approaches, learning strategies, methods, and processes, to an evaluation of learning (Fauzan, 2017); therefore, a well-designed curriculum is essential for ensuring that students receive a comprehensive education that prepares them for the challenges ahead (Idi, 2007; Kaber, 1988; Minarti, 2011; Nasution, 1982). Nata (2002) adds that curriculum also has crucial roles in assisting the educational institution in selecting relevant subject content, setting the order and timing of instruction, and deciding on appropriate evaluation techniques are all part of the curriculum design process. Therefore, our findings as seen in Figure 1 shows that most departments have a good understanding of the curriculum, while only a few have limited information on it. This could indicate that some programme

directors do not see the KKNI-based curriculum as having a significant impact. However, the passage suggests that understanding the curriculum is crucial for programme directors who want to implement it, as KKNI aims to create a standard of quality for all PGMI graduates across the country and beyond. Therefore, programme directors must carefully evaluate the consequences of this policy when designing their curriculum.

The long-term objective clearly articulates measurable targets for achieving the department's vision, mission, and goals (Mulyasa, 2002; Rusman, 2007). The clarity of these targets is essential for program directors to bring PGMI programs to specific areas effectively. Building a clear vision by aligning with the institutional vision and forming a graduate profile that aligns with learning outcomes is important (Alvunger, 2021; Chaudhary, 2015; Theodorou et al., 2017). Generally, the profile of PGMI departments focuses on producing elementary classroom teachers. However, additional profiles may vary depending on the characteristics and needs of each region. Despite national agreements set by the Indonesian Association of PGMI Lecturers, some program directors do not adhere to these standards. One thing for sure is that IQF mandates that teachers should acquire competencies only from study programs that focus on their intended level of education. For example, prospective elementary classroom teachers should have an educational background from Elementary School Teacher Education (PGSD) or PGMI. Following these procedures ensures that the curriculum is tailored to prepare prospective teachers for their intended level of education.

The findings suggest that there is a need for PGMI departments to review and adjust their learning outcomes to comply with regulations. The possible assumptions also highlight the need for program directors and managers to have accurate information and a clear understanding of the national curriculum standards to avoid any misconceptions or misunderstandings that may lead to ineffective learning outcomes (Chen, 2014; Hsu, 2015). Additionally, institutional policies and practices that dictate the graduates' learning outcome need to be reviewed to ensure that they align with the program's goals and objectives. Overall, these implications suggest that the PGMI departments need to enhance their curriculum structure, content material, and learning methodology to meet the needs of both class teachers and PAI teachers, who are becoming the divisions of Islamic Religious Education majors/departments.

Moreover, to accommodate the demands of increasing the competence of classroom teachers, each PGMI Study Program at least needs to offer Mathematical Science, Natural Sciences, Indonesian Language, Social Sciences, and Civic Education. These subjects are essential in developing critical thinking skills, problem-solving abilities, and analytical skills, which are important for teachers to have when teaching a diverse range of subjects to their students (Beyer & Davis, 2012). By having a broad understanding of these subjects, teachers are better equipped to teach their students and help them develop a love for learning. Moreover, it helps teachers to adapt to the ever-changing needs of education and prepare them to meet the demands of modern education systems (Akker, 1988; Lee & Jeong, 2022).

The implication of these findings is that there is a need to streamline the curriculum of the PGMI departments to eliminate duplication of courses and offer a more efficient and effective curriculum. This can lead to more focused learning outcomes, better learning achievement, and a more practical and relevant curriculum that addresses the needs of the school (Aisah, 2019; Ghunu, 2022; Kuzu & Uras, 2018; Mutch-Jones et al., 2022; Yulieana & Effendi, 2020). Additionally, offering courses in Mathematical Science, Natural Sciences, Indonesian Language, Social Sciences, and Civic Education can help to increase the competence of classroom teachers and better prepare them for their roles as educators. Finally, it is important to ensure that the curriculum is designed based on the learning outcomes and not just on the availability of lecturers

or the demands of the competence of class teachers (Livers et al., 2018; Neliwati et al., 2022; Pereira & Riaño, 2018).

Conclusion

To conclude, this study has shown that most PGMI departments in Indonesia have adopted the KKNI-Based curriculum, as demonstrated through most programme directors' availability and utilisation of curriculum documents, graduate profiles, and Learning Outcomes. It means most study programs have set share understanding on determining their main graduate profile, namely to prepare their graduates to be classroom teachers, elementary education consultants, and education researchers. However, there is still a diverse portion of the curriculum between national identifiers, institutions, faculties, and study programs, with some departments being dominated by Islamic Religious Education (PAI) content. The content of the five levels of stakeholders should be emphasised to strengthen the preparation of pre-service teachers: Indonesian, Mathematics, Natural Sciences, Social Sciences, and Civic Education.

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161-162

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