

Implementation of KKNi on Learning Achievements at The Faculty of Arts and Design of Makassar State University

Sukarman B.¹, Muh. Kurniawan Adi Kusuma Wiharja²

Universitas Negeri Makassar^{1,2}

Email: sukarmanb@unm.ac.id

Abstract. This study aims to reveal the implementation of the Indonesian National Qualification Framework (KKNi) on Learning Achievements at the Faculty of Arts and Design of Makassar State University which focuses on two study programs, namely Fine Arts Education and Sendratasik Education. The method used to achieve this goal is to collect and observe the curriculum documents of both courses that are considered appropriate to contain the formulation of learning achievements. The data of the research results are processed and analyzed descriptively qualitatively using content analysis and evaluative approach. The results of the study concluded that the two study programs focused on learning achievements, both Graduate Learning Achievement (CPL) study programs and Course Learning Achievement (CPMK) using different terms. CPL Fine Arts Education Study Program implements KKNi, both on the structure and the ability drawn on the formulation of every aspect of competency, but the CPMK has not fully implemented KKNi. Meanwhile, CPL Sendratasik Education Study Program and CPMK do not appear to have implemented KKNi. The suitability of Learning Achievements of Fine Arts Education Study Program with KKNi level 6 description is quite good, while the conformity of Learning Achievement Sendratasik Education Study Program with KKNi level 6 description is classified as not good. The fact of the situation in both courses means that the statement of ability in the formulation of Learning Achievement of Study Graduates in the Faculty of Arts and Design is not all following the substance of KKNi level 6 description, so it can also be said that it is not following the National Standards of Higher Education.

Keywords: Implementation, KKNi, learning achievements

INTRODUCTION

Universities are expected to play a role in producing quality human resources in accordance with the standards of job market needs in various sectors within the Free Market (AFTA) and Asian economic community (MEA). Great expectations for the college caused the curriculum to be considered very important revitalized in accordance with the demands and development of the times. To encourage all

universities to adjust their curriculum to the above development demands, the government issued the Indonesian National Qualification Framework (KKNI) in the form of Presidential Regulation No. 8 of 2012 and Law No. 12 of 2012 on Higher Education, followed by Kepmen RistekDikti Number 44 Year 2015 on National Standards of Higher Education (SN-Dikti) which was subsequently updated by the Ministry of Education with Regulation No. 3 of 2020.

SN-Dikti regulates one of them is the curriculum. Universities are required to develop a curriculum that refers to the Indonesian National Qualification Framework (KKNI). SN-Dikti emphasizes the need for every study program in universities to settle graduate competencies according to KKNI as one of the important components in the curriculum which is then described as a study material to determine the course and its distribution. In article 5 paragraph (1) the candy is confirmed that the formulation of competence of graduates of the study program is stated in the Graduate Learning Achievement (CPL).

So far, study programs in universities periodically develop the curriculum in order to adjust the implementation of educational programs with competency demands in line with KKNI. However, several years since the launch of KKNI as a reference for the development of higher education curriculum, the Ministry of Higher Education assesses the spirit of developing the curriculum still shows a diverse understanding in reconstructing the curriculum. This encouraged the Ministry of Higher Education to make various breakthroughs, including making a Guidebook for the Preparation of Higher Education Curriculum launched in 2016, revitalizing the higher education curriculum, to establish an education quality assurance system.

In response to the demands of kkni-based curriculum development echoed by the government, study programs within Makassar State University simultaneously conduct curriculum adjustment workshops with KKNI. Study Programs under the auspices of the Faculty of Arts and Design (Fine Arts Education, Sendratasik Education, Visual Communication Design, and Dance Arts) are also not left behind. The four study programs held the first KKNI-based curriculum development workshop in 2012, then the second workshop in 2015, and the third workshop in 2017. Each workshop is required to produce a set of KKNI-based curriculum whose components consist of lusan profile, graduate learning achievement, study materials, and the distribution of courses. Furthermore, each person in charge of the course is also required independently or the team develops a Semester Learning Plan (RPS) which one of the competencies is the Achievement of Learning Courses abbreviated CPMK that supports CPL study programs.

Based on the frequency of workshops that have been carried out by study programs in FSD UNM should have a curriculum that all components are in accordance with the guidelines. Similarly, the learning achievement component that is the core part of the curriculum should have been formulated according to KKNI. However, in its development, there are still courses that, if asked to deliver learning achievements, cannot show clearly. In addition, if the learning achievements have

been formulated, it is not certain that it is in accordance with KKNi because the team that formulates does not delve into the nature and substance of KKNi that is required to be implemented in the curriculum. Therefore, to ascertain whether the study program in FSD already has a formulation of learning achievements in accordance with KKNi, there is still a need for an in-depth study. Thus the proposal of this research was submitted.

It should be emphasized that, this research limits the study to two study programs, namely Fine Arts Education and Sendratasik Education. Both courses were chosen as the focus of the study with the consideration that both are educational courses and have several times developed the curriculum and have been involved in curriculum revitalization programs.

For the considerations described above, three problems are proposed as the focus of research, namely:

1. Have learning achievements in the Fine Arts Education and Sendratasik Education Program been announced?
2. Has the formulation of Learning Achievement in the Fine Arts education and Sendratasik Education Study Program implemented KKNi?
3. What is the level of conformity of Learning Achievement in the Fine Arts Education and Sendratasik Education Study Program with kkn i substance demanded?

LITERATURE REVIEW

Learning Achievements in Higher Education Curriculum

The term "learning achievement" (CP) in the National Standards of Higher Education (Article 5 of Permen RistekDikti 44 Year 2015 and Permen Dikbud No. 3 of 2020) is a statement of graduate competency as a minimum criterion on ability qualifications that includes attitudes, knowledge, and skills that must be possessed by graduates. CP is another name or the same as The Competency Standard. CP is distinguished from CP Progm Studi which is then called Graduate Learning Achievement (CPL) and Course Learning Achievement abbreviated as CPMK. Referring to the understanding of CP above, CPL is a statement of graduate competency as a minimum criterion of ability qualification that includes attitudes, knowledge, and skills that must be possessed by graduates of a study program. By using the definition of CP above, CPMK is a statement of graduate competency as a minimum criterion of ability qualification that includes attitudes, knowledge, and skills that students must have after passing a particular course.

A more theoretical explanation of competence is stated by Putu Sudira that, a person is said to be competent when he has the characteristics of ability:

(1) how to do a task or work, (2) how to organize it so that the work can be carried out, (3) what to do when something different happens to the original plan, (4) how to use the ability it has to solve problems or carry out tasks under different conditions. (Sudira, <https://core.ac.uk/>, Online, March 16, 2018).

If the substance of the above competency limitations is related to the subject, then the term "course competency" can be interpreted as a set of intelligent actions (concerning the cognitive, affective, and psychomotor realm) with full responsibility possessed by a student as a condition to be considered capable of carrying out tasks in a particular course, either indicated at the end of each subject learning activity (commonly called a special instructional purpose) or indicated at the end of the learning activities of the entire subject (commonly called general instructional purpose). This competency is what is in the current term called Course Learning Achievement.

The formulation of Learning Achievement in universities is regulated in several regulations such as Law No. 12 of 2012 on Higher Education, Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualification Framework, Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning the Implementation of the Indonesian National Qualification Framework for Higher Education, and in accordance with the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 and Number 3 of 2020 concerning National Standards of Higher Education. Furthermore, the signs of curriculum development are more clearly emphasized in the guidelines for the development of higher education curriculum in 2016. The guidelines state that there are three stages in the preparation of CPL, namely setting the profile of graduates, setting the ability derived from the profile of graduates, and formulating CPL.

Graduate Profile Assignment

Determination of Graduate Profile is the first step that must be done a study program before formulating CPL. Graduate Profile is a role that can be performed by graduates in a particular field of expertise or field of work after completing their studies. Determination of Graduate Profile can be done based on the results of a study of the needs of the job market needed by the government and the business world as well as industry, as well as the need to develop science and technology. The preparation of a Graduate Profile of a study program is emphasized to be carried out by a group of similar study programs in order for an agreement to be accepted and made a joint reference nationally.

Determination of Skills Derived from Graduate Profile

The next step after the determination of the graduate profile is to formulate the ability that graduates need to perform the role as set out in the profile. This important stage involves stakeholders who can contribute to obtaining convergence and connectivity between educational institutions and stakeholders who will use the results of education. The involvement of stakeholders in this stage is also seen as a part of ensuring the quality of graduates. The ability of graduates as stated in SN-Dikti must include four elements to be used as graduate learning achievements (CPL), namely elements of attitude, knowledge, general skills, and specific skills.

In line with SN-Dikti, Gordon expressed the principle of competence as quoted by Munthe (2014: 29) that, aspects or domains in competencies include knowledge (knowledge), understanding, skills, value, attitude, and interest. Furthermore, Stephen P Becker and Jack Gordon as quoted by Munthe (2014: 29) explain some elements contained in the concept of competence, namely:

1. Knowledge, which is awareness in the cognitive field.
2. Understanding, namely the cognitive and affective depth that students have that causes them to carry out activities properly and effectively.
3. Value, which is the norm that has been believed.

Formulating Graduate Learning Achievement (CPL)

This stage is the formulation of CPL which must refer to kknri qualification level, especially related to elements of specific skills (work ability) and mastery of knowledge, while those that include general attitudes and skills can refer to the formulation set out in SN-Dikti as a minimum standard, which allows itself to characterize college graduates.

The result of the above stages is the formulation of CP graduates of the study program which is the minimum CPL that must be referred to and used as a benchmark for the ability of graduates of a similar study program. The CPL formulation must contain elements of general attitudes and skills that have been established in the SN-Dikti (contained in the attachment of SN-Dikti), and contain elements of knowledge and specific skills formulated and agreed by the forum of similar study programs if any. The formulated CPL must be clear, observable, measurable and achievable in the learning process, and can be demonstrated and assessed its achievements (AUN-QA, 2015). A good formulation of CPL can be guided by the answers to diagnostic questions as below.

1. Is CPL formulated based on SN-Dikti, especially the general attitude and skills section?
2. Is CPL formulated already based on KKNRI level, especially the special skills and knowledge section?
3. Does CPL describe vision, college mission, faculty or majors?
4. Is CPL formulated based on graduate profile?
5. Is the graduate profile in accordance with the needs of the field of work or stakeholders?
6. Can CPL be achieved and measured in student learning?, how to achieve and measure them?
7. Can CPL be reviewed and evaluated periodically?
8. How can CPL translate into 'real ability' graduates that include knowledge, skills and attitudes that can be measured and achieved in a course?

The resulting CPL formulation then becomes the starting point for determining the course at the next stage.

Formulation of Course Learning Achievement (CPMK)

The formulation of CPMK is in principle part of curriculum development that is done systematically and thoroughly. In the guidelines for the development of teacher education curriculum is shown systematics of curriculum development that starts from the determination of the profile lulusan study program, then the formulation of learning outcomes in accordance with the level equalized in kkni, then the determination of study materials and distribution of courses, (Directorate of Learning, Director General of Belmawa, Kemenristek Dikti, 2016). Each subject that is determined as a study material in the curriculum is required to have a competency formulation that supports the learning outcome of the study program. This explanation shows that the first step that needs to be done in formulating CPMK is to study the competency or CPL of the study program to understand its substance. CPL is still general in nature to courses so it needs to be lowered into course learning achievements (CPMK) which are often called courses learning outcomes. CPMK that is still general can be described again into several sub-achievements of learning courses (Sub-CPMK) in accordance with the stages of learning or often called lesson learning outcomes (Bin, 2015). Sub-CPMK is the final capability planned at each stage of learning that contributes to CPL. CPMK and Sub-CPMK are observable, measurable and assessable, more specific to courses, and can be demonstrated by students as CPL achievements (AUN-QA, 2015, pp. 16-17).

In line with the explanation above, Munthe (2014: 31) mentioned that there are three things that need to be formulated in relation to the formulation of course competencies, namely competency standards, basic competencies, and indicators. Competency standards are the unanimity of knowledge, skills, attitudes, and levels of mastery that are expected to be achieved in studying a course. In other words, competency standards are a whole of the greatest achievements of courses obtained by students after experiencing the learning process.

Indonesian National Qualification Framework

Globalization that occurred in this century resulted in changes in all aspects of people's lives, including the education sector. Job market liberalization and community development are inevitable. This situation requires the world of education to respond and anticipate it based on science. Therefore, innovations in various methods and models of education must also be developed (UNESCO: 2006). The mobility of students and labor between countries also brings challenges for the world of education to conduct quality comparisons between countries. In the mid-1990s, job classification was realized as a very important and rapidly growing factor to create harmony between demand and the provision of a competent workforce. A number of countries then built descriptor systems of expertise and competencies for labor market purposes. In Austria for example, build a system known as "AMS-Qualifikation-klassifikation", in Germany with the system "Kompetenzenkatalog", in

France known as "ROME", in America as "O*NET", in Sweden is named Taxonomy-DB, and in Europe it is called the "Job Mobility Portal".

All of the above systems are intended to create "ontology competencies" that aim to obtain descriptor standards of competency profile (in the form of employment or employment opportunities). The uses of ontology of competence are: (1) bridging the difference between the world of employment and the world of education and training; (2) describe the learning achievements of an education or training; (3) compare qualifications between national or international qualifiers; (4) analyze aptitude and interest in education or career guidance; and (5) assist in the improvement of employment placement services in companies or government agencies.

In anticipation of globalization, Indonesia has ratified various international conventions in various sectors, such as trade, economy, environment and education. International conventions ratified by Indonesia 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 Recognition of Studies, Diplomas and Degrees In Higher Education in Asia and the Pacific (16 December 1983 which was later renewed on 30 January 2008).

The scope of the international convention clearly demonstrates the need for the understanding of the international community in terms of employment qualifications. Therefore, each convention participant country requires a mutually understandable employment qualification system, called a qualification framework. The qualification framework is an instrument that classifies a person's qualifications based on a set of criteria associated with the level of learning outcomes he has obtained. The equality of the qualification system between the convention participants will provide broader mobility, create an international recognition of the diploma or certificate of competence produced by educational and training institutions, and will facilitate the exchange of students, students or experts. The existence of a national qualification framework is expected to encourage the development of workers' skills, facilitate the mobility of learners and the workforce, and will increase one's access to higher levels of education and training throughout their life.

In Indonesia the national qualification framework was officially born with the issuance of Government Regulation No. 8 of 2012 on the Indonesian National Qualification Framework (KKNI) on January 17, 2012. KKNI is a framework for the implementation of competency qualification that can match, equalize, and integrate between the field of education and the field of job training and work experience in order to provide recognition of work competencies in accordance with the structure of work in various sectors. In Paragraph 1 Article 29 of Law No. 12 of 2012 on higher education, kkni is a leveling of learning achievements that equalize the outside of formal, non-formal, informal, or work experience in order to acknowledge work competencies in accordance with the structure of work in various sectors. This

regulation provides the basis of the constitution which requires every college to have a curriculum that ensures its graduates have qualifications equivalent to the qualifications agreed in kkni. Therefore, each university is obliged to facilitate its study program to restructure the curriculum referring to KKNi.

KKNi as stated in Presidential Regulation number 8 of 2012 consists of nine qualification levels that at each level include values according to the general description. The description of the qualification that becomes the standard or reference to formulate the competency of graduates of higher education undergraduate study program (S1) is a description of kkni level 6 qualification as in the following table.

The ability covered at each level of qualification above is a reference to the determination of the competency standards of graduates of each level of education that consecutively starts from the completion of basic education (qualification 1), secondary education both high school and vocational school (qualification 2), graduates diploma 1 to Diploma 3 (qualifications 3, 4, and 5), as well as S-1 / Diploma 4 (qualifications 6), graduates of professional education and S2 (qualifications 7 and 8), and graduates of S3 (qualification 9). Furthermore, the nine qualification levels are gradually classified over three career development groups. Levels 1 to level 3 are grouped into operator positions. Levels 4 through level 6 are grouped into technician or analyst positions. Grades 7 to level 9 are grouped into expert positions.

Napitupulu in Kompas.com stated that KKNi from level 1-9 becomes a reference for the development of Indonesian human resources and labor. Qualification recognition refers not only to formal education, but also training gained outside of formal education, self-learning, and work experience. Secretary of the Higher Education Council, Nizam said that the achievement of levels in KKNi can be through various pathways. Kkni is a combination of formal education, professionalism, work experience, and career. This KKNi will be a reference in the curriculum and quality assurance of education. Therefore, the achievement of graduate learning or learning outcomes of the education process must refer to KKNi which is the embodiment of the quality and identity of the Indonesian nation related to the national education and training system owned.

RESEARCH METHODS

This research is classified as a type of evaluative research with a qualitative approach, namely providing justification of the results of analysis on the formulation of Learning Achievement based on the principles set out in government regulation on higher education curriculum.

The data obtained in this study are documents (printed or electronic) about (1) Graduate Learning Achievements, and (2) Course Learning Achievements included in the curriculum of the Fine Arts Education Study Program and the Sendratasik Education Study Program of the Faculty of Arts and Design of Makassar State

University. The data was obtained from the head of their respective study programs and the academic section of the Faculty of Arts and Design.

There are four main stages carried out in this study until the withdrawal of conclusions, namely:

First, researchers collected documents in the form of CPL and CPMK from two study programs, namely the Fine Arts Education Study Program and the Sendratasik Education Program.

Second, the collected CPL and CPMK documents are classified and grouped by type and study program.

Third, all classified and grouped CPL and CPK documents are described in full to illustrate the factual circumstances.

Fourth, the described CPL and CPK documents are fully analyzed by comparing the criteria or principles covered in the qualification description in KKN level 6.

Fifth, the researchers gave justification or assessment of kkn implementation in CPL and CPK of both focused study programs.

RESULTS AND DISCUSSIONS

The results and discussions are described through the presentation of integrated analysis implementation of SN-Dikti and KKN on Learning Achievement in the Fine Arts and Sendratasik Education Study Program by focusing on three problems as stated at the beginning, namely: (1) the existence of Learning Achievement, (2) kkn implementation in the formulation of Learning Achievement, and (3) the suitability of Learning Achievement with kkn substance demanded.

The Existence of Learning Achievements in fine arts education and sendratasik education program

Data from the study showed that of the two study programs studied, it turned out that only the Fine Arts Education Study Program has a Graduate Profile. Sendratasik Education Study Program does not have a graduate profile. The data indicates that not all courses in the Faculty of Arts and Design define and describe graduate profiles in their curriculum. Furthermore, the results also showed that the two courses basically have a formulation of Graduate Learning Achievement (CPL), but use different terms and patterns. The Fine Arts Education Study Program has a CPL formulation in the form of a statement of ability that must be achieved by graduates. Furthermore, the courses in the scope of the study program formulated The Achievement of Learning Courses (CPMK) that support its CPL. Meanwhile, Sendratasik Education Study Program in stating the ability that must be possessed by graduates using the term competency, not the term CPL. Each course in the Sendratasik Education Study Program also has a CPMK formulation that is declared as the competency of the course, but is not stated in writing to support certain competencies or CPL.

Based on this fact, it can be said that the Fine Arts Education Study Program in developing its curriculum, especially concerning the use of terms and mechanisms of competency formulation in accordance with SN-Dikti and guidelines for the development of higher education curriculum. Meanwhile, sendratasik Education Study Program in this case is not in accordance with the use of terms and mechanisms emphasized in SN-Dikti and the latest guidelines for the development of higher education curriculum. The situation has an impact on the formulation of CPMK which is interpreted by the subject master without knowing the competencies or CPL supported.

Implementation of KKNi on Learning Achievements of Fine Arts Education and Sendratasik Education Program

The discussion of kkn i implementation in The Learning Achievement of Fine Arts Education Study Program is based on the presentation of research data with the Higher Education Law, SN-Dikti, and signs of higher education curriculum development. The discussion concerns three things, namely (1) The picture of ability derived from the Graduate Profile in the CPL Prodi Formulation, (2) The readability of aspects of attitudes, knowledge, and skills in the formulation of CPL Prodi, and (3) Fullness of principles of formulation of aspects of attitude, knowledge, and skills in CPL Prodi. Discussion of these three things, as follows:

1. The picture of ability derived from the Graduate Profile in the CPL Prodi Formulation

The results showed that in the curriculum of the Fine Arts Education Study Program there is a formulation of Graduate Profile as a reference in the formulation of Learning Achievement, ranging from CPL to CPMK. Furthermore, it is also shown that the formulation of Graduate Learning Achievement conceptually is intended as a description or derived from the profile of graduates. In CPL covered by attitude competency there are 11 skills formulations that generally support the three Graduate Profiles. However, there is 1 ability formulation, namely number 11 which states the ability to "fully understand themselves as a fine arts educator" appears to only appoint or support the first Graduate Profile, namely as a "prospective teacher and tutor of fine arts, so that for the second and third Graduate Profile does not have an attitude CPL" that expresses the ability to understand themselves. The situation is important to be considered as a consideration to add or make formulations of CPL formulation attitudes that express the ability to understand themselves that support all Graduate Profiles.

In the CPL covered by knowledge competency there are 14 statements of ability that are entirely pointed or directed to support the first Graduate Profile, namely becoming a prospective teacher and fine arts tutor. None of these knowledge capability statements support the Graduate Profile as a "fine arts practitioner" and "Researcher/reviewer of fine arts education and likeness". The situation shows that the formulation of CPL in the aspect of knowledge competency

is not in accordance with SN-Dikti and kkni spirit. The situation can also be interpreted as a signal of the importance of review or improvement of the statement of ability in knowledge competency.

In the CPL covered by general skills competencies consisting of 8 statements of ability appear to fully support the Graduate Profile, none of which are devoted to supporting only one particular Graduate Profile. In contrast to the CPL covered in general skills competencies, CPL is covered in a specific skills competency consisting of 8 statements of seeming ability entirely directed only to support the Graduate Profile of the first "teacher candidate and fine arts tutor". The circumstances were impressive forgetfulness making a statement of ability that supported other Graduate Profiles at the time of formulating CPL. For CPL which is classified as the realm of general skill competency is in accordance with SN-Dikti and kkni spirit, but which belongs to the realm of special skills is not in accordance with SN-Dikti and kkni spirit.

The results showed that in sendratasik Education Study Program curriculum there is no formulation of Graduate Profile that should be a reference in the formulation of its CPL. Furthermore, the CPL contained in the sendratasik Education Study Program curriculum which he called as The Competency of Graduates of the study program is formulated and classified based on the main competencies, supporting competencies, and other competencies. The main competency consisting of 13 points and supporting competencies consisting of 8 points and other competencies / options consisting of 8 points is not based on the Graduate Profile that should have been stated explicitly in the beginning of the curriculum. The condition occurs assessed because there is no formulation of Graduate Profile owned by sendratasik Education Study Program. However, it is assumed that there is a Graduate Profile that is conceptually in the imagination of the competency builder of the study program. This assumption is based on the general understanding that the preparation of the competency of the study program must support the required skills of graduates in the projected field of work, which in SN-Dikti and guidelines for the development of higher education curriculum is called Graduate Profile.

The condition of learning achievement in Sendratasik Education Program as described above shows that it has not presented SN-Dikti and kkni spirit.

2. Ability aspects of attitude, knowledge, and skills in the formulation of CPL Prodi

In the CPL Fine Arts Education Study Program, it is clearly seen to cover aspects of attitude, knowledge, and skills consisting of general skills and specific skills. The three aspects are clearly visible because the formulation of CPL prodi is immediately classified based on these three aspects. Aspects of attitude aspects include abilities related to religiosity, personality, social, culture, and citizenship. Aspects of knowledge include mastery of science related to the field of art studies, pedagogic, and supporting technology. General skills aspects include the ability to apply science, show performance, review, develop ideas, make decisions, develop

and maintain work networks, manage and account for work groups, and conduct self-evaluation. Aspects of specific skills include the ability to apply theoretical concepts related to the fields of fine arts, pedagogics, and technology for the benefit of learning in schools.

If the study of these three aspects in the formulation of CPL Prodi Pendidikan Seni Rupa is of concern can be considered in accordance with the system emphasized in SN-Dikti and guidelines for the preparation of higher education curriculum. However, if the concern is the conformity between the formulation of the three aspects of CPL and the Graduate Profile, it can be said that it is not fully in accordance with SN-Dikti and guidelines for the preparation of higher education curriculum, as well as the spirit of KKNL.

As well as the Fine Arts Education Study Program, CPL Sendratasik Education Study Program is formulated in the term Competency. The formulation is not explicitly classified based on aspects of attitude, knowledge, and skills as in the formulation of CPL Prodi Pendidikan Seni Rupa, but based on the main competencies, supporting competencies, and other competencies. The formulation of competencies still seems to refer to the Decree of the Minister of National Education of the Republic of Indonesia Number 232/U/2000 concerning Guidelines for The Preparation of Higher Education Curriculum and Assessment of Student Learning Outcomes, which was reaffirmed in Permen Diknas No. 045/U/2002 on the Core Curriculum of Higher Education. However, the competency formulation does not mean that it does not cover aspects of attitude, knowledge, and skills. Of the 29 formulations of the three types of competencies, it was identified that there are 5 formulations of competencies that are explicitly related to aspects of attitudes, 17 related to aspects of knowledge, and 17 related to aspects of skills. The number associated with each aspect indicates that there are 9 formulations related to two aspects at once. However, although all three aspects of attitude, knowledge, and skills are covered in the competency formulation, it cannot be said in accordance with SN-Dikti and guidelines for the preparation of higher education curriculum, as well as the spirit of KKNL.

3. Fullness of principles formulating aspects of attitude, knowledge, and skills in CPL Prodi

There are two principles of CPL formulation that need to be fulfilled, both in the formulation of aspects of attitude, knowledge, and skills, namely (1) conformity of competency/ability formulation with SN-Dikti and (2) ability expressed in competency formulation can be achieved and measured in student learning. Part of SN-Dikti year 2020 which is a reference to see its suitability with the formulation of CPL Prodi Pendidikan Seni Rupa is a statement contained in article 6 which states that:

- a. Attitude is true and cultured behavior as a result of internalization and actualization of values and norms reflected in spiritual and social life through

learning process, student work experience, Research and/or Community Service related to Learning.

- b. Knowledge is the systematic mastery of concepts, theories, methods, and/or philosophies of certain fields of science obtained through reasoning in the learning process, student work experience, research and/or community service.
- c. Skills are the ability to perform performances using concepts, theories, methods, materials, and/or instruments, obtained through Learning, student work experience, Research and/or Community Service related to Learning, including:
 - (a) general skills as general work skills that must be possessed by each graduate in order to ensure equality of graduate ability in accordance with the level of programs and types of Higher Education; and
 - (b) specific skills as special work skills that must be possessed by each graduate in accordance with the field of study program.

The statement of ability in attitude competence relates to spiritual aspects and religiosity, personality, morality, social sensitivity, diversity, as well as scientific responsibility, professionalism, citizenship, which are projected to be achieved by graduates through various programmatic academic activities. The substance of the statement of ability in the realm of attitude is considered to be in accordance with the attitude outlined in paragraph (1) article 6 of SN-Dikti year 2020 above. The statement of ability in the realm of knowledge includes mastery of theoretical concepts about the field of study of fine arts, pedagogics, and supporting technologies, as well as their application. The statement of ability in this aspect of knowledge does not seem to include the ability related to methodological understanding and scientific philosophy required according to the Graduate Profile, either explicitly or implicitly. Thus, the statement of ability is considered not to fully cover the substance of the ability demanded in paragraph (2) article 6 of SN-Dikti in 2020. Furthermore, capability statements in the realm of general skills include the application of thinking (logical, critical, systematic, innovative), showing performance (independent, quality, measurable), reviewing the implications of science and technology progress, drawing up ideas, making informed decisions, developing and maintaining work networks, managing and accounting for working groups, and conducting self-evaluation. The statement of ability in the realm of general skills is indicative of the general work skills that must be possessed by each graduate as required in point a paragraph (3) article 6 of SN-Dikti in 2020. Meanwhile, the statement of ability in the realm of specific skills that includes the application of theoretical concepts related to education, the field of fine arts, and technology for learning in schools is appropriate to support the realization of the Graduate Profile as an "educator or fine arts tutor. However, it is not yet appropriate to support the realization of the Graduate Profile as a "practitioner and reviewer of fine arts", so it is considered not fully in accordance with the principles set out in point b paragraph (3) SN-Dikti year 2020.

Furthermore, the fullness of the principle of "ability in all three areas of competence can be achieved and can be measured" can be seen in the accumulated behavior of learning outcomes described in the sentence of each ability formulation. In all the capability formulations presented in the previous bgian appear to use verbs and behaviors that can be achieved and measured. Attitude competence can be achieved and measured through actualization of values and norms reflected in spiritual and social life. Knowledge competencies point to abilities that can be achieved and measured through systematic mastery of concepts, theories, methods, and/or philosophies of a particular field of science obtained through reasoning in the learning process, student work experience, research and/or community service. Skill competency demonstrates measurable abilities through demonstrations using concepts, theories, methods, materials, and/or instruments, obtained through Learning, work experience, Research and/or Community Service. Based on this aspect, the principle of formulation of CPL Prodi Pendidikan Seni Rupa is considered fulfilled.

Furthermore, the formulation of the competency of Sendratasik Education Study Program as explained earlier does not follow the terms and mechanisms outlined in SN-Dikti. The formulation of the competence of the study program is still imbued by the Decree of the Minister of National Education No. 232 of 2000 which is reaffirmed by the Regulation of the Minister of National Education No. 045 of 2002. The situation clearly shows that the competency formulation has not been adjusted to the current SN-Dikti.

Furthermore, the fullness of the principle of "ability in prodi competencies can be achieved and can be measured" seen in the accumulated behavior of learning outcomes described in the sentence of each formulation of the competency of the Sendratasik Education Study Program. In the formulation of competencies it appears that targeted capabilities can be achieved, but not all of them can be easily measured. Based on this aspect, the principle of formulation of the competency of Sendratasik Education Study Program is considered unfulfilled.

Conformity of Learning Achievements of Fine Arts Education and Sendratasik Education Program with kkni level 6 substance

The results showed that out of 11 CPL formulations in the realm of attitude competency, there were 4 identified in accordance with description number 4 at KKNi level 6. No one has been identified according to descriptions number 1, 2, and 3. Furthermore, from 14 CPL formulations in the realm of knowledge competency, all were identified in accordance with the description number 2 KKNi level 6. No one has been identified according to descriptions number 1, 3, and 4. Furthermore, from 8 formulations of CPL in the realm of general skill competency. there is 1 formula identified according to description number 1, no formula identified according to description number 2, there are 4 formulations identified with description number 3, and there are 2 formulas identified according to description number 4 KKNi level 6.

Furthermore, from 8 CPL formulations in the realm of specific skills competencies, all identified in accordance with the description number 1 KKN level 6. No formulas have been identified according to the description numbers, 2, 3, and 4.

Table 1. Recapitulation of ability suitability illustrated in the CPL Fine Arts Education Study Program with a description of KKN level 6

No	Description of KKN Level 6	CPL Study Program				Amount
		Attitude	Knowledge	General Skills	Special Skills	
1	able to apply their field of expertise and utilize science, technology, and/or art in their fields in problem solving and able to adapt to the situation faced	0	0	1	8	9
2	mastering the theoretical concepts of a particular field of knowledge in general and the theoretical concept of a specific part in the field of knowledge in depth, as well as being able to formulate procedural problem solving	0	14	0	0	14
3	able to make the right decisions based on information and data analysis, and able to provide guidance in selecting various alternative solutions independently and in groups	0	0	4	0	4
4	responsible for their own work and can be held responsible for the achievement of the work of the organization	4	0	2	0	6
Amount		4	14	7	8	33

In table 1, it is shown that out of 41 (all) CPL formulations of Fine Arts Education Study Program, there were 33 (80.49%) formulation that corresponds to the substance of kkn level 6 description. The data is interpreted that almost all formulations of competency of the Study Program are in accordance with the substance of kkn level 6 description, so that its suitability can be categorized as high.

The results of research on the suitability of CPL (competency) of The Sendratasik Education Study Program study program with the substance of kkn level 6 description showed that out of 13 main competency formulations, there were 1 identified in accordance with the substance of description number 3, and there were 3 formulations identified in accordance with the substance of description number 4. Furthermore, from 8 formulations of supporting competencies, there are 2 formulations identified in accordance with the substance of description number 2 KKN level 6. No formulations have been identified in accordance with the substance of descriptions number 1, 3, and 4 in KKN level 6. Furthermore, out of 8 other competency formulations, there are 3 ability formulations identified in accordance with the substance of description number 1, there is 1 formulation identified in accordance with the substance of description number 2, no formulation is identified according to the substance description number 3 and 4.

Table 2. Recapitulation of ability suitability illustrated in CPL Sendratasik Education Study Program with description kkni level 6

No	Description of KKNI Level 6	Competency of Study Program			Amount
		Main	Supporting	Other	
1	able to apply their field of expertise and utilize science, technology, and/or art in their fields in problem solving and able to adapt to the situation faced	1	0	3	4
2	mastering the theoretical concepts of a particular field of knowledge in general and the theoretical concept of a specific part in the field of knowledge in depth, as well as being able to formulate procedural problem solving	2	2	1	5
3	able to make the right decisions based on information and data analysis, and able to provide guidance in selecting various alternative solutions independently and in groups	1	0	0	1
4	responsible for their own work and can be held responsible for the achievement of the work of the organization	2	0	0	2
Amount		6	2	4	12

Table 2 above presents a recapitulation of the suitability of ability drawn in the formulation of Competency of Sedratasik Education Study Program with kkni level 6 description. Table 2 shows that, of the 29 (all) competency formulations of sendratasik Education Study Program, there were only 12 (41.38%) corresponding to the substance of kkni level 6 description. The circumstances mean that the level of conformity is relatively low.

The entire presentation of data and discussions that have been stated above can be interpreted that the substasis of formulation of skills in learning achievement in the Study Program at the Faculty of Arts and Design is not yet fully in accordance with KKNI. In fact, it can be said that there are study programs in the Faculty of Arts and Design that formulate competencies or learning achievements and develop the curriculum has not referred to SN-Dikti and KKNI. It can also be interpreted that the CPL derivatives of study programs in the form of Learning Achievement Courses (CPMK) and Sub-CPMK are also not fully in accordance with or have not implemented KKNI. The situation can also be interpreted that the formulation of competencies or achievements of learning in the Faculty of Arts and Design has not carried out well the mandate of Law No. 12 of 2012 on Higher Education, especially article 29 on the need for a booster on KKNI in the formulation of Graduate Learning Achievement.

CONCLUSIONS

Based on the results and discussions described above, three things are concluded, namely about (1) the existence of Learning Achievements, (2) the implementation of KKNI in the formulation of Learning Achievements, and (3) the suitability of Learning Achievements with the substance of KKNI level 6.

In principle, The Fine Arts Education Program and Sendratasik Education Program have Graduate Learning Achievements and CPMK with the use of different terms. However, based on the facts in both courses, it can also be concluded that not all study programs in the Faculty of Arts and Design have Learning Achievements

that refer to SN-Dikti which emphasizes the need to state the ability of graduates of the study program in attitude, knowledge, and skills as competencies that must be achieved and in accordance with KKNi.

1. Based on the image of ability derived from the Graduate Profile in the formulation of CPL Prodi, the readability of aspects of attitudes, knowledge, and skills in the formulation of CPL Prodi, and the fullness of the principles of formulation of aspects of attitudes, knowledge, and skills in the CPL Prodi, it is concluded that KKNi has been well implemented on Learning Achievement in the Fine Arts Education Study Program, but has not been well implemented in the Learning Achievements of sendratasik Education Study Program.
2. Based on the results of the discussion of comparison between the statement of ability in the Achievement of Prodi Lecturers and the substance of the description kkn i level 6, it was concluded that the suitability of learning achievements of the Fine Arts Education Study Program with the description of KKNi level 6 is quite good, while the suitability of learning achievements sendratasik education study program with the description kkn i level 6 is classified as lacking. Based on the facts in both courses, it was concluded that the statement of ability in the formulation of Learning Achievement of Study Program Graduates in the Faculty of Arts and Design has not all been in accordance with the substance of kkn i level 6 description.

REFERENCE

- Anderson, Scarvia B, et al and Associates. (1975). *Encyclopedia Evaluation*, California: Jossey. Inc. Publisher.
- Arikunto, et al. (2007). *Evaluasi Program Pendidikan, Pedoman Teoritis Praktis bagi Praktisi Pendidikan*, Jakarta: PT.Bumi Aksara
- Arikunto, Suharsimi. (1998). *Evaluasi Program*, Yogyakarta, Institut Keguruan dan Ilmu Pendidikan Yogyakarta.
- Arikunto. (2001). *Dasar-dasar Evaluasi Pendidikan (edisi revisi)*, Jakarta: Bumi Aksara
- Arikunto. (2006). *Prosedur Penelitian Suatu Pendekatan praktik*, Jakarta: PT RIneka Cipta, Edisi Revisi ke VI.
- AUN-QA. (2015). *Guide to AUN-QA Assessment at Programme Level Version 3.0*. Bangkok: ASEAN University Network.
- Bin, J. O. (24 Desember, 2015). *Living Better*. (AUN-QA Network) Retrieved 2016 Maret, 2016, from <http://livingbetterforhappiness.blogspot.co.id/2015/12/the-ten-principles-behind-aun-qa-model.html>
- Danim, Sudarwan. (2000). *Metode Penelitian untuk Ilmu-Ilmu Perilaku*. Jakarta: Bumi Aksara.
- Danim, Sudarwan. (2002). *Menjadi Peneliti Kualitatif*, Bandung: Pustaka Setia.

Direktorat Tenaga Kependidikan Direktorat Jenderal Peningkatan Mutu Pendidik Dan Tenaga Kependidikan. (2008). *Pendekatan, Jenis, Dan Metode Penelitian Pendidikan*. Jakarta: Departemen Pendidikan Nasional.

<https://kelembagaan.ristekdikti.go.id/index.php/2016/05/02/kkni-pastikan-kualitas-lulusan-perguruan-tinggi/>

Munthe, Bermawi. (2009). *Desain Pembelajaran*, Yogyakarta: Pustaka Insan Madani.

Napitupulu, Ester Lince <https://edukasi.kompas.com/read/2013/04/02/1917141/KKNI.Jadi.Acuan.Pendidikan>.

Permen Dikbud RI Nomor 3 Tahun 2020 tentang *Standar Nasional Pendidikan Tinggi*.

Sukamdinata, Nana Syaodih dan Erlina Syaodih. (2012). *Kurikulum dan Pembelajaran Kompetensi*, Bandung: Refika Aditama.

Sukmadinata, Nana Syaodih. (2005). *Metode Penelitian Pendidikan*, Bandung: Remaja Rosdakarya.

Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi.

Worthen, B.R., & Sanders, J.R. (1981). *Educational Evaluation: Theory and Practice*, Ohio: Charles A. Jones Publishing Company.