

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1. Conclusion

Based on the results of the above research, it can be concluded that students still have a good perception of the implementation of the KKNI-based curriculum at Universitas Negeri Medan. Based on the results of the study, obtained several perceptions of the biology students of FMIPA Unimed on the six tasks of the KKNI given by the lecturers into the good category. Viewed from the general interest, some students were happy and completed the task quite well with an average of 57%. In addition, students' perceptions of each KKNI assignment are routine tasks, CBR, CJR, IE, MR and projects, all of which are categorized into good categories. If viewed from the benefits obtained after completing the task, the suitability of the task with learning material, then the deadline given by the lecturer, reference or literature that is very helpful in the execution of tasks and collection of tasks based on the systematics that have been determined.

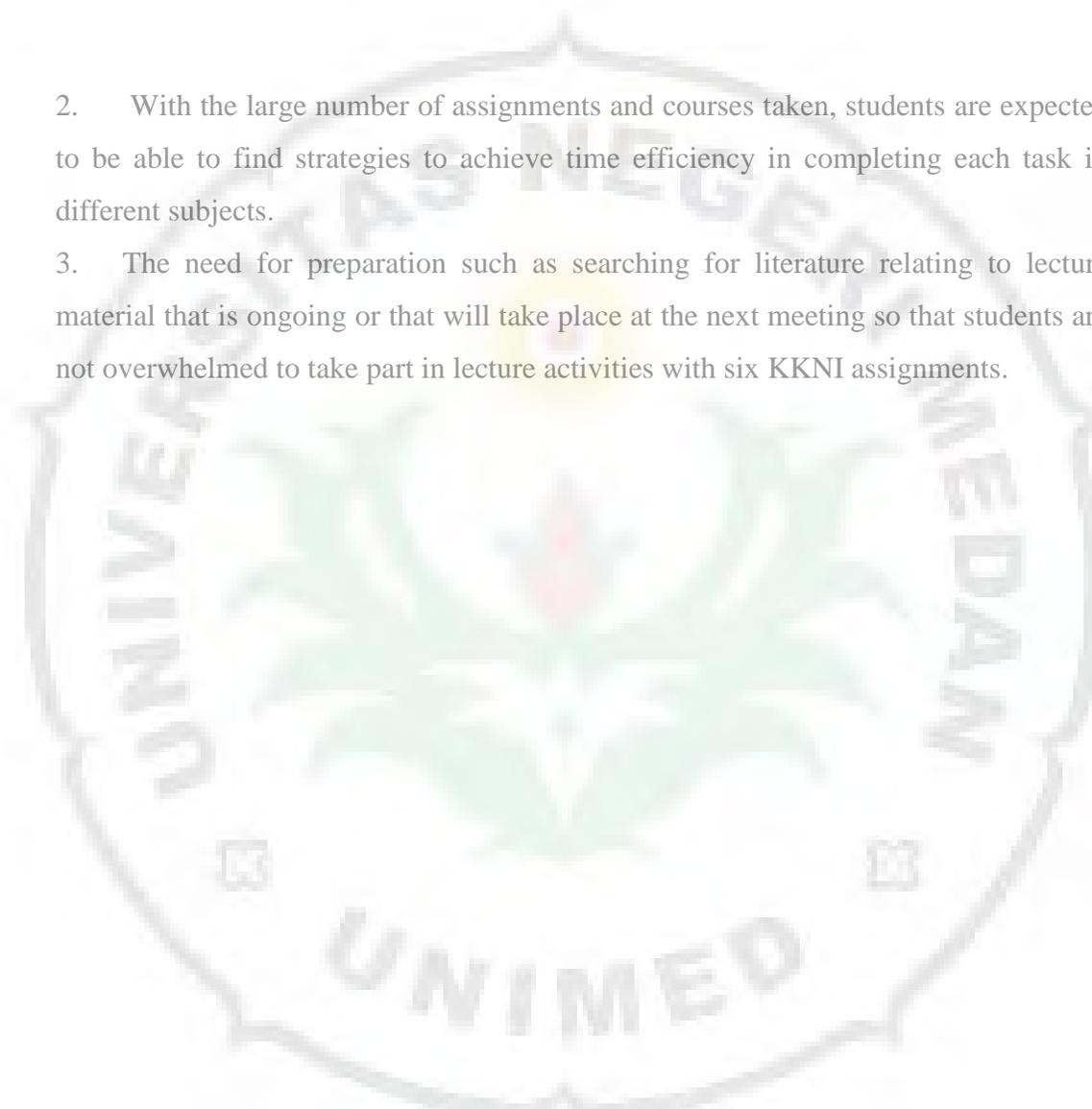
However, even though it is categorized into a good category, the implementation of these six tasks still has several weaknesses. Some students have difficulty working on these six tasks. From the results of other students' perceptions, they argue that the six tasks are categorized as many tasks if they must be completed in each subject. In addition, the value they obtained is also not in accordance with the number of tasks that have been done for one semester. Thus, efforts need to be made to increase supervision and understanding so that the implementation of the six KKNI tasks will run optimally as expected, especially in the Biology Study Program.

#### 5.2. Suggestions

There are some suggestions based on the above conclusions, as follows:

1. It is necessary to make a book that maximizes explanations related to the six KKNI assignments, so the students are easier to understand and do the assignments given by the lecturer and are able to collect tasks as expected.

2. With the large number of assignments and courses taken, students are expected to be able to find strategies to achieve time efficiency in completing each task in different subjects.
3. The need for preparation such as searching for literature relating to lecture material that is ongoing or that will take place at the next meeting so that students are not overwhelmed to take part in lecture activities with six KKN assignments.

The logo of Universitas Negeri Semarang (UNIMED) is a circular emblem. It features a central green plant with a red flower. The text "UNIVERSITAS NEGERI SEMARANG" is written in a semi-circle at the top, and "UNIMED" is written at the bottom. There are two small square symbols on either side of the bottom text.

THE  
*Character Building*  
UNIVERSITY