

CHAPTER I

INTRODUCTION

1.1. Research Background

The curriculum is a blueprint of the whole learning process in the education system especially in higher education. The curriculum is highly influenced by the social, physical, economic and cultural environment. Without a proper and appropriate curriculum it will be difficult to achieve the desired educational goals and objectives.

Nasution (2008) stated that the curriculum is a plan that is structured to facilitate the teaching and learning process under the guidance and responsibility of educational institutions and their teaching staff.

According to UU No. 20 tahun 2003 on National Education System, the curriculum is a set of plans and arrangements to recognize the objectives, content, and lesson materials and ways used as guidelines for the implementation of learning activities to achieve certain educational goals.

Based on Kemendiknas No.232 tahun 2000 on Guidelines for the Preparation of Higher Education Curriculum and Assessment of Student Learning Outcomes, The curriculum of higher education is a set of plans and arrangements regarding the content and materials of the study and the lessons as well as the way of delivery and assessment which is used as guidance for the implementation of teaching and learning activities in universities.

In the history of education, Indonesia has made several changes and improvements to the curriculum with the aim of adapting it to the development and progress of the times in order to achieve maximum results.

Curriculum change is based on the awareness that the development and changes that occur in the life of society, nation and state in Indonesia cannot be separated from the influence of global change, the development of science and technology, and art and culture. This continuous change demands the need for improvement of the

national education system, including the refinement of the curriculum to realize a society that is able to compete and adapt to change.

In 1994, through Kemendikbud No.056/U/1994 on Guidelines for the Preparation of Higher Education Curriculum and Assessment of Student Learning Outcomes, the curriculum that prioritizes the achievement of IPTEKS mastery, referred to as the Content-Based Curriculum. In this curriculum model set national compulsory subjects in the study program. Then in 2000, based on the four pillars of UNESCO, learning to know, learning to do, learning to be and learning to live together, Indonesia reconstructed the concept from content-based curriculum to Competency-Based Curriculum. The curriculum of the 2000 and 2002 era prioritizes the achievement of competence, as a form of effort to bring education closer to the labor market and industry. The Competency-Based Curriculum consists of core and institutional curricula. In its implementation, the main competencies are determined by mutual agreement between universities, professional communities, and graduate users. While the supporting and other competencies set by the college itself.

With the impetus of global development that is currently required recognition of internationally equalized learning achievements, and the development of the Indonesian National Qualification Framework (KKNI), the curriculum of higher education since 2012 has shifted slightly by providing a measure of equal learning achievement. In addition to the reason for the new demands of the new global education paradigm, internally, the quality of education in Indonesia especially higher education has a very high disparity. The new curriculum is still based on the achievement of equal ability to maintain the quality of its graduates.

Sarwanto (2015) stated that KKNI is one of the tools to align the competencies of college graduates in Indonesia with the competency of graduates from other countries, for example the Philippine Qualification Framework / PQR even with Asean standards (Asean Qualification Reference Framework-AQRF). KKNI has been formulated by Mendikbud in 2010 as a reference for curriculum development. Then,

the KKNI was implemented through PP No.8 tahun 2012 concerning the Indonesian National Qualifications Framework.

Mendikbud (2010: 4) explains, Indonesia's need to immediately have the KKNI is very urgent, considering the presence of the challenges and global competition of the national and international labor market is increasingly open. The movement of labor from and to Indonesia can no longer be dammed by protective regulations. So, in the short and long term, Indonesia must be able to survive and continue to move forward in the global economic arena, mutual recognition and equality with foreign countries will be a tipping point in the development of national labor qualification framework. Attitude and value competencies are competencies that are required to be possessed by each level of qualification in accordance with the formula set out in the KKNI (Susilo, W. 2018).

There are several universities in Indonesia that have implemented the KKNI-based curriculum. One of them is Unimed. Unimed has implemented the KKNI-based curriculum since 2016, where the implementation of this curriculum is expected to create the best graduates who are creative, skilled, and superior in character, and also in line with the slogan of Universitas Negeri Medan, "The Character Building University".

According to Wayan (2016), KKNI-based undergraduate curriculum is a combination of deductive mindset (theory on campus) with inductive thinking (practice in the field); the implementation of KKNI-based undergraduate curriculum requires every lecturer not to carry out teaching, but must be replaced with learning which provides learning experiences to each student in the form of instructional effects (knowledge and skills at once). The focal point of developing the KKNI is on the attitudes, knowledge and skills of students through learning experiences in the form of teaching effects and natural effects.

The quality of knowledge, skills and attitudes of UNIMED students will be formed through the assignment of tasks which are divided into six different tasks for every student in each subject. The six assignments are as follows: (1) Routine Task,

(2) Critical Book Report (CBR), (3) Critical Journal Report (CJR), (4) Ideas Engineering (IE), (5) Mini Research (MR) and (6) Project.

Every student at Unimed is required to complete all assignments within a specified time and usually the time for the assignment of tasks has been determined and will be explained by the lecturer at the beginning of each term. In the curriculum, the assignments are expected to train students to work hard and think critical way (SK. Rektor Unimed, 2016). On the other side, this curriculum leads students to be more engaged to various activities, whether on campus and off-campus in order to accomplish the tasks given to them.

Based on interviews with students of Biology Department at Universitas Negeri Medan, there were several complaints regarding the implementation of six IQF tasks. The implementation of the six tasks of KKNI-based curriculum has not been as expected. In its implementation, there are still many students who do not understand the 6 tasks given and how to solve them. This has an impact on the low quality of the tasks undertaken by students. Therefore it is necessary to follow up on the implementation of the six KKNI tasks. And then, some students argue that the six assignments are very burdensome and only a burden for them because each subject in each semester requires students to do all the tasks. There are also some students who are less focused on participating in learning activities, because the tasks are not completed. The value or learning outcomes for some students who have followed the KKNI-based curriculum is not as they expected. They complain about the final results or test scores given by the lecturer because the results obtained are not in accordance with the number of tasks that have been completed. Based on the above background, it is necessary to conduct research on **“The Perception of Third Year Biology Students on Six KKNI Assignments in Plant Anatomy at Universitas Negeri Medan Academic Year 2018/2019.”**

1.2. Problem Identification

Based on the background of research that has been described above, it can be identified that the problems in research on student perception of the 6 assignments of KKNi in plant anatomy are as follows:

1. Implementation of six tasks of the KKNi is not as expected.
2. The KKNi assignments that given are only a burden for students.
3. Learning outcomes are not as expected.

1.3. Problem Scope

The research is limited to:

1. Student perceptions of the 6 assignments given in the KKNi curriculum.
2. Research will be conducted on biology students 2016, Regular education A, Regular education B and Non-Regular education A.
3. Research will be conducted in the course of Plant Anatomy

1.4. Research Question

The research questions are formulated as follow:

How is the perception of the third year biology student of Universitas Negeri Medan on giving 6 KKNi assignments in the course of Plant Anatomy?

1.5. Research Objective

The research is aimed to:

To know the perception of the third year biology students of Universitas Negeri Medan on giving six KKNi assignments in Plant Anatomy.

1.6. Research Benefits

This research is expected to provide benefits to the author and to the reader in general, as for the benefits that the authors expect:

1. This research is expected to be a reference for the improvement of the six future KKNi assignments.
2. This research is expected to add insight in education especially in preparing competent graduates in accordance with the KKNi curriculum.

3. This research is expected to be used as a study, reference and development in further research.

1.7. Operational Definition

The operational definition is intended to give an idea of the meaning or description of the terms used. Some definitions are classified as:

1. Perception is an assessment or disclosure of an individual's experience of objects or stimuli obtained through the five senses.
2. KKNI is a framework of competency qualification that can match, equalize and integrate between the field of education and the field of job training.
3. The 6 KKNI assignments are assignments assigned to students to achieve the purpose of the establishment of the curriculum. Six assignments are divided into Routine Assignments, Critical Book Report (CBR), Critical Journal Report (CJR), Ideas Engineering (IE), Mini Research (MR) and Project.
4. Routine assignment is the assignment of students to complete student worksheets in each lecture in the form of material literacy results that have been discussed or will be discussed.
5. Critical Book Report (CBR) is an assignment that is given to summarize the contents of a book, compare one book to another and assess the construction of the book.
6. Critical Journal Report (CJR) is an assignment given to compare 1 journal with 2 or more other journals that are relevant to the lecture material.
7. Idea engineering (IE) is a group assignment that aims to train students to produce ideas that will eventually be arranged in an innovative form.
8. Mini Research (MR) is an assignment in the form of a simple research activity that will be summarized in one report.
9. Project is the assignment of students who are done in groups to produce a product / work.
10. Plant anatomy is the study of gross internal structure of plant organs by the technique of section cutting.