



Curriculum Management at STAI Yayasan Tarbiyah Islamiyah (YASTIS) Padang

Dini Fitri Zainal¹, Eri Wahyudi¹, Ilham Saputra¹, Melan Chantika¹, Randa Yansah¹, Suci Ramadani¹, Azvi Rahmi¹, Helena¹, Serpuadi Zeky¹, Mutathahirin², Fenny Ayu Monia³

¹STAI Yayasan Tarbiyah Islamiyah (YASTIS) Lubuk Bagalung Padang, Indonesia

²UCYP University, Malaysia

³Universitas Islam Negeri Sjech Muhammad Djamil Djambek, Bukittinggi, Indonesia

✉ Dinifitrizainal@gmail.com*

Article Information:

Received April 15, 2025

Revised Mei 9, 2025

Accepted Juny 11, 2025

Keywords: *Innovation, Curriculum, Education.*

Abstract

Curriculum development can be understood as a process that involves the selection, organization, implementation, and evaluation of learning experiences. This process is based on the needs, abilities, interests of students, and the demands of the community. Furthermore, curriculum development is a dynamic process that takes place continuously in line with existing developments. This allows it to be adapted to the current educational context while also providing the flexibility to adapt the curriculum over time. This research in general aims to research and improve the curriculum in higher education, especially in Stai Yastis Padang. This research uses a type of qualitative research with a library approach (Library Research), or known as a literature study. The curriculum includes a set of knowledge or subjects that students must learn to achieve their educational goals.

INTRODUCTION

Terminologically, a curriculum is a set of knowledge or subjects that students must learn to achieve their educational goals. Technically, a curriculum is a set of knowledge or subjects that students must learn to achieve their educational goals (Muttaqin, 2021; Nurholis et al., 2022). The curriculum is an essential tool for educational success. Without an appropriate and adequate curriculum, it is difficult to achieve the desired educational goals (Julacha et al., 2021). The curriculum is the core of education and influences all educational activities (Setiyadi et al., 2020). Therefore, curriculum development cannot be done haphazardly because it needs to be based on concepts, principles, and curriculum implementation that can be developed. According to Law No. 20 of 2003, the curriculum is "a set of plans and arrangements regarding the objectives, content, and learning materials, as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals" (Mujiburrahman et al., 2023). Understanding the curriculum will enable educators to choose and decide on appropriate and correct learning objectives, methods, techniques, learning media, and educational assessment tools (Engkizar et al., 2021). For this reason, when considering the success of our education system, we focus on

How to cite:

Zainal, D. F., Wahyuni, E., Saputra, I., Chantika, M., Yansah, R., Ramadani, S., Rahmi, A., Helena, H., Zeky, S., Mutathahirin, M., Monia, F. A. (2025). Curriculum Management at STAI Yayasan Tarbiyah Islamiyah (YASTIS) Padang. *Khalaqa: Journal of Education and Learning*, 3(1), 160-168.

E-ISSN:

3031-2256

Published by:

STAI Yayasan Tarbiyah Islamiyah (YASTIS) Lubuk Bagalung Padang

on realistic goals. Education is a learning process aimed at developing the potential of students and adults (Pristiwanti et al., 2022). Education is provided both inside and outside of school by families, communities, and the government. Education can be one of the outcomes of a nation's progress, enhancing the individuality of its citizens, strengthening national identity, and solidifying national identity (Nabila et al., 2023). The goal of Indonesia's national education system is to develop student potential (Pristiwanti et al., 2022). Curriculum development can be understood as a process involving the selection, organization, implementation, and evaluation of learning experiences (Mesra & Salem, 2023; Rustamana, A., Wahyuningsih et al., 2024). This process is tailored to the needs, abilities, and interests of students, as well as societal demands. Furthermore, curriculum development is a dynamic process, ongoing and adapting to current developments (Pangestu, 2021). This makes it relevant to the current situation in the educational setting, while providing flexibility that allows the curriculum to be adapted over time.

The curriculum that should be implemented is the MBKM (Merdeka Belajar Kampus Merdeka) curriculum where the MBKM curriculum requires students to be creative, innovative, and produce a project, for the university level, what should be implemented is the independent learning curriculum (Sonjaya & Iskandar, 2022). The facts in the field that the author found were that STAI YASTIS Padang still uses the KKNI (Indonesian National Qualification Framework) curriculum even though this curriculum is the old curriculum that existed from 2012 until now is still being implemented, the rules of the KKNI curriculum at STAI YASTIS Padang have been innovated into the MBKM curriculum (E Engkizar et al., 2018).

METHOD

This research uses a qualitative research type with a library approach (*Library Research*) or known as a literature study. Literature study is a method used to collect data by understanding and studying theories from various literature related to the research (Fadli, 2021; Mahanum, 2021; Ridwan et al., 2021). Data collection for this literature study will involve books and documentaries, magazines, journals, and newspapers. This study is presented in the form of data and text, not in the form of field data or eyewitness accounts of an event, so it directly discusses sources available in libraries, ready-to-use data, and secondary data used. I will. Data sources are not obtained directly through interviews, but secondary data is obtained through data collected by the researcher and is more easily accessible. Secondary data is usually presented in the form of charts, graphs, or tables.

RESULT AND DISCUSSION

The MBKM curriculum offers all students the opportunity to learn interdisciplinary subjects within and beyond their field of study, including outside the university (Nur Hasan et al., 2023). Students are required to earn up to 40 credits in off-campus studies and practical training and an additional 20 credits outside their study program according to the MBKM College curriculum guidelines. The details of the KKNI curriculum for universities implementing MBKM are as follows: 1) Students will attend lectures for their respective degree programs for five semesters and take core courses to gain an understanding of the scientific knowledge in their degree programs. 2) Students take one semester to complete another degree program at the university and take courses in other degree programs at the same university to deepen and broaden their knowledge; 3) Students take two semesters to complete a non-degree program at another university or participate in other activities. Participation in courses outside the degree program with the involvement of other universities or collaborating partners.

Independent Learning Independent Campus (MBKM)

The Independent Campus (Kampus Merdeka) program encompasses policies that simplify the opening of new study programs, a campus accreditation system, and

the convenience of private universities (PTS) becoming legal entities and realizing their right to study for three semesters outside their study program. Study program competencies are also part of the implementation of the student-centered MBKM curriculum. Learning within the curriculum provides opportunities for students to develop innovation, creativity, and personal capacity and personality. Furthermore, this curriculum emphasizes the development of soft and hard skills, which in turn helps students manage themselves effectively in facing the dynamics of life .

It is hoped that the learning activities students participate in outside of university will provide them with valuable contextual experiences (Arifin et al., 2023). In the MBKM curriculum, learning evaluation emphasizes six core competencies as the focus of student development. These competencies encompass several essential skills. First, critical thinking skills, which enable individuals to analyze and evaluate information objectively. Next, creative thinking skills, which encourage innovation and problem-solving in new ways. Furthermore, effective communication skills are essential for conveying ideas and information clearly. Collaboration skills are also crucial, as the ability to work collaboratively with others adds strength in achieving shared goals.

On the other hand, computational thinking helps solve problems with a logical and systematic approach. Finally, compassionate thinking, a mindful and kind attitude toward oneself when facing life's challenges, is essential for maintaining mental and emotional health. All of these competencies support each other and contribute to holistic personal development (Ananda et al., 2022).

The assessment method used is authentic assessment. Authentic assessment itself is a process aimed at collecting data on student learning development and achievement through various techniques (Darong et al., 2022). Various alternative learning assessment methods within the MBKM curriculum emerge with an authentic assessment approach that aims to evaluate various aspects, such as knowledge, skills, attitudes, personality, and other personal attributes. Some methods that can be used include attitude assessment through observation of student behavior, test assessment to measure cognitive abilities, and skills assessment including performance, project, product, and portfolio assessments (Waliudin et al., 2023).

Evaluation of learning in the implementation of MBKM is carried out by monitoring the results of activities carried out by students, according to the type of activity they participate in. Furthermore, reports on student activity results are also an important part of the evaluation process. The scores obtained from this evaluation are determined by field supervisors, supervising lecturers, and supervising teachers, or mentors who accompany students during activities, both on and off campus (Waliudin et al., 2023). The policies promoted by the Minister of Education and Culture are evident through the eight Merdeka Belajar and Kampus Merdeka programs. These programs are regulated in Permendikbud Number 3 of 2020, specifically in Article 15 Paragraph 1. This policy covers various forms of learning activities, both those taking place within study programs and outside of them (Muhammad et al., 2024; Rizqiyah et al., 2023). These activities include various forms, the following are some activities that can be carried out for self-development, including: student exchanges, internships or work practices, teaching assistance at educational institutions, research, humanitarian projects, entrepreneurial activities, independent studies or projects, as well as village development programs or thematic real work lectures (Marwiji et al., 2023).

The campus Student Exchange program offers both domestic and international student exchange programs with a credit transfer system implemented by both the campus and off-campus institutions (Ulum & Septayuda, 2022). Students have the opportunity to develop an appreciation for the diversity of cultures, perspectives, religions, beliefs, opinions, and original discoveries of others. Furthermore, they are trained to develop strong collaboration skills and be sensitive to the needs of the surrounding community and environment. Student exchange programs aim to provide cross-campus learning experiences, both domestically and internationally. The program also aims to build friendships among students from various regions, ethnicities, cultures, and religions, thereby strengthening the spirit of national unity. Furthermore, these

activities are expected to transfer knowledge and experience to address educational disparities between universities (Fuadi, 2021; Marwiji et al., 2023; Tohir, 2020).

Student exchange programs can be organized in various formats, either between study programs at the same or different universities, and can be conducted in person or through online learning. This provides an opportunity to enrich the learning experience for graduates by offering elective courses that complement the curriculum structure or even contribute to its development. (Oci & Stevanus, 2021)

Universities need to follow several steps to implement an internship program, as follows: 1) First, they must make an agreement in the form of an MoU with partners interested in collaborating on the internship program. 2) Next, they collaborate with partners to design the internship program that the students will participate in. 3) In addition, it is important to appoint a supervisor who will accompany the students during the internship period. 4) If possible, it is hoped that the supervisor can visit the internship location to monitor and evaluate the implementation of these activities. 5) The supervisor and supervisor need to collaborate in compiling a logbook and evaluating student achievements during the internship period. 6) Finally, the internship process will be monitored periodically through higher education data to ensure everything is running smoothly.

The purpose of this internship program is to provide students with firsthand experience in the real world of work. Previously, they had only received education based on theory and some on-campus practice (Nugraheni, 2021). Through the internship program, students are expected to experience life in a work environment firsthand, thus better preparing them to face various challenges after completing their studies at university. Internships and internships within the Independent Learning- Independent Campus (MBKM) Program provide valuable opportunities for students to gain more practical learning experiences, contribute to society, and prepare themselves to face the challenges of the workplace after graduation (Marwiji et al., 2023).

These two activities play a crucial role in helping students develop professional and personal skills relevant to their future careers. One example is teaching assistantships, which are a form of learning activity applicable at various levels of education, from elementary school to high school (Lestari et al., 2021). Teaching assistantships serve several important purposes. First, they provide students interested in education with the opportunity to deepen their understanding of the practices and knowledge necessary to become teachers in schools. Second, they contribute to improving the quality of education and maintaining the relevance of primary, secondary, and tertiary education, especially in the era of digitalization 4.0 (E. Engkizar et al., 2023).

Third, this program aims to address teacher shortages and simultaneously improve the quality of educators in areas where they are most needed. Fourth, the teaching assistant program serves as a learning platform for students from the Education and Teacher Training Institute (LPTK), particularly those pursuing the education study program (KIP). This provides students with the opportunity to improve their competencies in the teaching process at school. Fifth, this program also provides a means for rural communities to stay abreast of current developments. Students' participation in teaching assistantships allows them to gain inspiring and relevant learning experiences (Yorifan, 2024).

The implementation of the Merdeka Belajar-Kampus Merdeka (MBKM) curriculum must be a primary focus for every university and study program (Afrida et al., 2021; Baharuddin, 2020). This challenge can be addressed by designing study program curricula that align with the Merdeka Belajar-Kampus Merdeka (MBKM) policy. This process includes planning, learning implementation, and appropriate assessment and evaluation. It is crucial for study program curricula to consider graduate profiles and Graduate Learning Outcomes (CPL) relevant to future challenges (E. Engkizar et al., 2023). Thus, the MBKM curriculum is expected to create meaningful learning experiences for students. This curriculum provides freedom in the learning process, both academic and non-academic, and involves all stakeholders within the university environment, including leaders, lecturers, students, alumni, and

other users (Sintiawati et al., 2022).

KKNI (Competency-Based Higher Education Curriculum)

The Indonesian National Qualifications Framework (KKNI) is a system that regulates the qualification levels of human resources in Indonesia. This system aims to align, equalize, and integrate the education sector with training and work experience. All of this is done within the framework of recognizing work capabilities that align with the structure of various employment sectors (Rahayu, 2021; Yuliah, 2022). The KKNI represents the quality and identity of the Indonesian nation related to the national education system, the national job training system, and the national learning outcomes assessment system. The goal of the KKNI is to produce high-quality and productive human resources in Indonesia (Busahdiar, 2022).

In the KKNI (Indonesian National Qualifications Framework), competency levels are clearly defined, ensuring that educational institutions provide appropriate education. This ensures that the outcomes or achievements of each level of education truly reflect the competencies specified in the existing levels (Hakim, 2020). KKNI, which stands for the Indonesian National Qualifications Framework, consists of nine qualification levels that reflect human resource productivity. Each level in the KKNI provides a comprehensive qualification description, summarizing overall learning outcomes. These achievements can be achieved through various educational pathways, including formal, non-formal, informal, and independent experience. This ensures that individuals are able to perform at a high level of quality (Chalis, 2023; Putih & Kupang-NTT-Indonesia, 2020).

Each qualification level is explained by considering developments in science, technology, and the arts, as well as advances in sectors that support the economy and public welfare, such as industry, agriculture, health, law, and various other related aspects (Supratikta, H., SS et al., 2024). Learning outcomes at each level in the Indonesian National Qualifications Framework (KKNI) also reflect aspects that contribute to the formation of national identity. This is seen through the application of the values of Pancasila, the 1945 Constitution, and the spirit of *Bhinneka Tunggal Ika*, which emphasizes the importance of practicing the five principles of Pancasila, upholding the law, and a commitment to respecting diversity.

In 2012, the President established the elaboration of the KKNI qualification levels as regulated in Presidential Regulation Number 18 of 2012 concerning KKNI, Number The Ministry of Research, Technology, and Higher Education has established National Higher Education Standards in 2015 as outlined in the Attachment to the Regulation of the Minister of Research, Technology, and Higher Education Number 2015 concerning SNPT and requires all universities in Indonesia to implement the regulation (Oci & Stevanus, 2021). Ordered it to be implemented. especially the implementation of the KKNI-oriented curriculum. And by the end of the 2016/2017 academic year, all PTKIN must implement the curriculum related to KKNI (Sunhaji & Misbah, 2021).

The characteristics of the KKNI curriculum include study program achievements, learning outcomes, alignment with expected graduation skills, learning experiences, and assessment criteria listed in the activity display (Cholik et al., 2020). Academic achievement will be assessed based on Attitude Scores (S), General Ability Scores (KU), Knowledge Scores (P), and Professional Ability Scores (This is based on KK). In Research, Technology, and Higher Education 2015, it is explained in the SNPT that the determination of Learning Outcomes (CP) is carried out by aligning the Material (M) in each course with the established study program achievements. This adjustment considers the expected final abilities, learning experiences, and assessment criteria that are designed in detail and use a substantial approach between the material and assessment methodology. From this explanation, it can be concluded that the results of this study are a curriculum model that refers to the Indonesian National Qualifications Framework (KKNI) in the Islamic Education Management Study Program (MPI) of the Faculty of Tarbiyah IAIN Kediri, which needs to be

immediately compiled and developed. It should be noted that the President of the Republic of Indonesia issued regulations regarding the KKNI (National Qualifications Framework) on January 17, 2012, as stipulated in Presidential Regulation Number 8 of 2012, with the aim of providing guidelines for the Indonesian workforce (Fanani & Agustriani, 2020). Chapter I of the General Provisions of the Presidential Regulation explains that the KKNI refers to a framework for stratifying competency qualifications. This framework is designed to align, equalize, and integrate education, job training, and work experience. Its primary objective is to recognize work competencies relevant to job structures across various sectors (Oci & Stevanus, 2021).

The Presidential Regulation, as stipulated in Chapter II, states that the Indonesian National Qualifications Framework (KKNI) consists of nine levels. Levels 1 to 3 cover operator positions, while levels 4 to 6 fall under the technician or analyst category. Levels 7 to 9, on the other hand, fall under the expert category. Each qualification level aligns with learning outcomes obtained through education, on-the-job training, or work experience (Amar, 2022). The suitability of these learning outcomes is determined based on the education level corresponding to the qualification level in the KKNI (Badaruddin, 2021; Sutik et al., 2024).

Suwadi explained that the issuance of Presidential Regulation No. 8 of 2012 and Law No. 12 of 2012 on Higher Education, Article 29, paragraphs (1), (2), and (3) influenced the curriculum and its management in each study program. The curriculum, which initially focused on achieving competencies, has now shifted to focusing on learning outcomes (Lukman et al., 2023). In short, the Indonesian National Qualifications Framework (KKNI) consists of nine levels of qualifications for human resources in Indonesia (Ahmad & Wahyudin, 2023). With the existence of KKNI, it is hoped that views on the value of individual competencies can change.

CONCLUSION

The MBKM curriculum offers all students the opportunity to learn interdisciplinary subjects within and beyond their fields of study, including outside the university. The Independent Campus (Kampus Merdeka) program includes policies for easier opening of new study programs, a campus accreditation system, and the convenience of private universities (PTS) becoming legal entities and realizing their right to study for three semesters outside their study programs. Study program competencies are also part of the implementation of the student-centered MBKM curriculum. Learning within the curriculum provides opportunities for students to develop innovation, creativity, and personal capacity. Furthermore, students can develop their personalities and improve their soft and hard skills. All of this aims to enable students to manage themselves in facing the dynamics of life. Through various learning activities outside of higher education, students are expected to gain valuable contextual experiences.

In the MBKM curriculum, learning evaluation focuses on six key competencies: critical thinking, creative thinking, communication skills, collaboration skills, computational thinking, and self-care and kindness when facing various life challenges. Assessment is conducted using authentic assessment methods.

The KKNI (National Qualifications Framework) represents the quality and identity of the Indonesian nation, as it relates to the national education system, job training system, and the system for assessing equivalency of learning outcomes in Indonesia. The primary objective of the KKNI is to produce high-quality and productive human resources. The KKNI clearly defines the competency levels that educational institutions must provide. This ensures that the outputs or outcomes of each level of education truly master the competencies at the specified level. The

KKNI consists of nine qualification levels that define productive human resources in Indonesia.

REFERENCES

- Afrida, N., Mudrika, S. M., & Rahayu, N. (2021). Religiosity in Aceh: the Diversity Meaning of Participation in Salat Al-jama'ah (Congregational Prayer) for Institutional Muslim Employees Government of Aceh Tamiang: Religiosity in Aceh: the Diversity Meaning of Participation in Salat Al-jama'ah (Congreg. *Al-Afkar, Journal For Islamic Studies*, 266–275. <https://doi.org/10.31943/afkarjournal.v4i2.183>
- Ahmad, H., & Wahyudin, H. (2023). Pembelajaran Matematika Era Digitalisasi. In *Deepublish*.
- Baharuddin, I. (2020). Hakikat Peserta Didik Perspektif Filsafat Pendidikan Islam. *Al-Mahyra: Jurnal Penelitian Dan Pengembangan Pendidikan Islam*, 1(1), 29–49. <https://ejournal.iaipadanglawas.ac.id/index.php/al-mahyra/article/view/30>
- Busahdiar, B. (2022). Implementasi Kurikulum PAI Berbasis KKNI di Universitas Muhammadiyah Jakarta. In *Proceeding Annual Conference on Islamic Religious Education*, 2(1).
- Chalis, M. (2023). *Pola Integrasi Kurikulum 2013 (K13) Terhadap Kurikulum Berbasis Kerangka Kualifikasi Nasional Indonesia (KKNI) Di Perguruan Tinggi Keagamaan Islam Negeri Di Indonesia*.
- Cholik, M., Ekohariadi, E., Putra, R. E., & Utami, A. W. (2020). *Pedoman teknis revitalisasi SMK dalam peningkatan kompetensi lulusan untuk beradaptasi di dunia industri*.
- Engkizar, E., Jaafar, A., Hamzah, M. I., Fakhruddin, F. M., Oktavia, G., & Febriani, A. (2023). Changes in Students' Motivation to Memorize the Quran: A Study at Quranic Higher Education Institutions in Indonesia. *International Journal of Islamic Studies Higher Education*, 2(3), 240–258. <https://doi.org/10.24036/insight.v2i3.240>
- Engkizar, E., Muliati, I., Rahman, R., & Alfurqan, A. (2018). The Importance of Integrating ICT Into Islamic Study Teaching and Learning Process. *Khalifa: Journal of Islamic Education*, 1(2), 148. <https://doi.org/10.24036/kjie.v1i2.11>
- Engkizar, Engkizar, K, M., Kaputra, S., Arifin, Z., Syafril, S., Anwar, F., & Mutathahirin, M. (2021). Building of Family-based Islamic Character for Children in Tablighi Jamaat Community. *Ta'dib*, 24(2), 299. <https://doi.org/10.31958/jt.v24i2.4847>
- Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika, Kajian Ilmiah Mata Kuliah Umum*, 21(1), 33–54.
- Fanani, M. Z., & Agustriani, D. (2020). Pengembangan Kurikulum Berbasis Kerangka Kualifikasi Nasional Indonesia (KKNI) Program Studi S1 Manajemen Pendidikan Islam Fakultas Tarbiyah IAIN Kediri Untuk Meningkatkan Mutu dan Daya Saing. *JoIEM (Journal of Islamic Education Management)*, 1(2), 98–126.
- Fuadi, T. M. (2021). Hubungan perguruan tinggi swasta dengan pemerintah dalam implementasi merdeka belajar kampus merdeka (MBKM). In *Prosiding SEMDI-UNAYA (Seminar Nasional Multi Disiplin Ilmu UNAYA)*. In *Prosiding SEMDI-UNAYA (Seminar Nasional Multi Disiplin Ilmu UNAYA)*, 4(1), 267–286.
- Julaeha, S., Hadiana, E., & Zaqiah, Q. Y. (2021). Manajemen Inovasi Kurikulum: Karakteristik dan Prosedur Pengembangan Beberapa Inovasi Kurikulum. *Muntazam: Jurnal Manajemen Pendidikan Islam*, 02(1), 1–26. <https://doi.org/10.35706/muntazam.v2i01.5338>
- Lestari, S., Fatonah, K., & Halim, A. (2021). Mewujudkan merdeka belajar: studi kasus program kampus mengajar di sekolah dasar swasta di jakarta. *Jurnal Basicedu*, 5(6), 6426–6438. <https://doi.org/10.31004/basicedu.v5i6.1679>
- Lukman, N. P. S. D. F., Sari, A. M. S. W. P., & Evadianti, A. K. M. Y. (2023). MANAJEMEN HUMAS. In *CV. AZKA PUSTAKA*.
- Mahanum, M. (2021). Tinjauan Kepustakaan. *ALACRITY: Journal of Education*, 1–12.
- Marwiji, H., Qomaruzzaman, B., & Zaqiah, Q. Y. (2023). Inovasi Dalam Bidang Kurikulum: Merdeka Belajar, Kampus Merdeka dan Penerapannya. *Jurnal Educatio*

- FKIP UNMA, 9(4), 2194–2203. <https://doi.org/10.31949/educatio.v9i4.6283>
- Mesra, R., & Salem, V. E. (2023). *Pengembangan Kurikulum*.
- Muhammad, A. S., Rahayuningtiar, T., Tatebburuk, B., & Rifai, M. (2024). IMPLEMENTASI KEBIJAKAN PERMENDIKBUD NOMOR 3 TAHUN 2020: MAGANG MAHASISWA ILMU PEMERINTAHAN UGM DI PEMDA DIY. *PERISAI: Jurnal Pendidikan Dan Riset Ilmu Sains*, 3(1), 128–138.
- Mujiburrahman, M., Kartiani, B. S., & Parhanuddin, L. (2023). Asesmen pembelajaran sekolah dasar dalam kurikulum merdeka. *Pena Anda: Jurnal Pendidikan Sekolah Dasar*, 1(1), 39–48.
- Muttaqin, M. (2021). Konsep kurikulum pendidikan Islam. *TAUJIH: Jurnal Pendidikan Islam*, 3(1), 1–16. <https://doi.org/10.53649/taujih.v3i1.88>
- Nabila, S., Rahma, S., & Larosa, S. Z. (2023). Pancasila Sebagai Paradigma Pembangunan Nasional. *Jurnal Kewarganegaraan*, 7(2), 2230–2238. <https://doi.org/10.31316/jk.v7i2.5652>
- Nugraheni, B. I. (2021). Analisis pelaksanaan mata kuliah pengenalan lapangan persekolahan (plp) secara daring berdasarkan experiential learning theory. *Humanika, Kajian Ilmiah Mata Kuliah Umum*, 21(2), 173–192.
- Nur Hasan, L., Marsudi, M., Retno Utami, R., Lani Anggapuspa, M., & Alfiranda Zahroh, A. (2023). Desain E-modul Mata Kuliah Seni Tembang Macapat bagi Mahasiswa MBKM Lintas Program Studi. *Paramasastra*, 10(2), 241–260. <https://doi.org/10.26740/paramasastra.v10n2.p241-260>
- Nurholis, D., Khodijah, N., & Suryana, E. (2022). Analisis Kebijakan Kurikulum 2013. *MODELING: Jurnal Program Studi PGMI*, 9(1), 98–114. <https://doi.org/10.69896/modeling.v9i1.1132>
- Oci, M., & Stevanus, K. (2021). Penyusunan Kurikulum Perguruan Tinggi Keagamaan Kristen Mengacu pada Kerangka Kualifikasi Nasional Indonesia. *Jurnal Ilmiah Religiosity Entity Humanity (JIREH)*, 3(1), 48–62.
- Pangestu, H. P. (2021). Pentingnya Pengembangan Kurikulum di Sekolah dalam Upaya Meningkatkan Mutu Pendidikan. *At-Tahdzib: Jurnal Pendidikan Dan Pembelajaran Dasar*, 6(2), 41–59.
- Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pengertian pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 7911–7915. <https://doi.org/10.31004/jpdk.v4i6.9498>
- Putih, J. P. K. I. K., & Kupang-NTT-Indonesia, K. (2020). *KONSEP DAN RANCANGAN LAYANAN ALTERNATIF BERBAGI MODUL PENGAJARAN DAN PEMBELAJARAN DIGITAL KAMPUS*.
- Rahayu, D. A. (2021). Implementasi Kurikulum Berbasis Kerangka Kualifikasi Nasional Indonesia Dalam Meningkatkan Civic Skill Mahasiswa. *ASANKA: Journal of Social Science and Education*, 2(1), 85–99. <https://doi.org/10.21154/asanka.v2i1.2519>
- Ridwan, M., Suhar, A. M., Ulum, B., & Muhammad, F. (2021). Pentingnya penerapan literature review pada penelitian ilmiah. *Jurnal Masobi*, 2(1), 42–51.
- Rizqiyah, A., Adienk, F. M. S. I., & A'abadia, E. A. I. (2023). KOMPARASI KEBIJAKAN TUGAS AKHIR DALAM PERMENDIKBUD NO. 3 TAHUN 2020 DENGAN PERMENDIKBUDRISTEK NO. 53 TAHUN 2023. *Istifkar*, 3(2), 106–121.
- Rustamana, A., Wahyuningsih, P., Azka, M. F., & Wahyu, P. (2024). PENELITIAN METODE KUANTITATIF. *Sindoro: Cendikia Pendidikan*, 5(6), 81-90.
- Setiyadi, B., Revyta, R., & Fadhillah, A. (2020). Prinsip-prinsip pengembangan kurikulum. *Khazanah Pendidikan*, 14(1).
- Sintiawati, N., Fajarwati, S. R., Mulyanto, A., Muttaqien, K., & Suherman, M. (2022). Partisipasi civitas akademik dalam implementasi merdeka belajar kampus merdeka (MBKM). *Jurnal Basicedu*, 6(1), 902–915. <https://doi.org/10.31004/basicedu.v6i1.2036>
- Sonjaya, R., & Iskandar, T. P. (2022). Penerapan Kurikulum Merdeka Belajar-Kampus Merdeka di Prodi Ilmu Komunikasi FISIP UNPAS Bandung. *Membaca MBKM Dalam Ilmu Komunikasi*, 33–38.
- Supratikta, H., SS, M. A., Rachmawati, I. R., & Hanrio, T. H. (2024). Analisis Demografi

- dalam Meningkatkan Kompetensi dan Produktivitas Industri Perdagangan Berbasis Kknidalam Perencanaan SDM. *Jurnal Ekonomi Dan Bisnis*, 4(1), 40–67.
- Tohir, M. (2020). *Buku Panduan Merdeka Belajar-Kampus Merdeka*.
- Ulum, B., & Septayuda, T. (2022). Gambaran Kesiapan Mahasiswa Program Merdeka Belajar Kampus Merdeka Pada Program Studi Pendidikan Agama Islam, Universitas Al Azhar Indonesia: Studi Kasus Pertukaran Mahasiswa Merdeka Dalam Negeri. *Jurnal Al-Azhar Indonesia Seri Humaniora*, 7(2), 83.
- Waliudin, A. S., Aziz, A., & Fitri, A. Z. (2023). Kebijakan kurikulum merdeka belajar kampus merdeka (MBKM) di perguruan tinggi. *SKILLS: Jurnal Riset Dan Studi Manajemen Pendidikan Islam*, 76–86.
- Yorifan, C. F. (2024). MANFAAT PROGRAM ASISTENSI MENGAJAR TERHADAP PERSIAPAN CALON GURU AGAMA KATOLIK DI STKIP WIDYA YUWANA. *Doctoral Dissertation, STKIP Widya Yuwana*.
- Yuliah, E. (2022). Standarisasi Pendidikan berbasis Kerangka Kualifikasi Nasional Indonesia. *Tarbiyatu Wa Ta'lim: Jurnal Pendidikan Agama Islam*, 4(1), 51–67.

Copyright holder :

© Zainal, D. F., Wahyuni, E., Saputra, I., Chantika, M., Yansah, R., Ramadani, S., Rahmi, A.,
Helena, H., Zeky, S., Mutathahirin, M., Monia, F, A.

First publication right:

Khalaqa: Journal of Education and Learning

This article is licensed under:

CC-BY-SA