

Constructive Alignment of Islamic Education Curriculum in Doctoral Program at UIN Sunan Kalijaga

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ABSTRACT

One of the problems faced by the Islamic Religious Education Doctoral Program (PAI) at UIN Sunan Kalijaga is constructive alignment the component of curriculum. Where the curriculum must be designed to be research-oriented with an inter, multi and transdisciplinary approach to find solutions to various PAI problems, so as to gain recognition both nationally and internationally. The purpose of this research is to increase knowledge and understanding regarding the Curriculum Design of the PAI Doctoral Program to anticipate various PAI problems. The method used is a field study, this study aims to reveal the curriculum design of the PAI doctoral study program at UIN Sunan Kalijaga. Data collection was carried out by in-depth interviews with Head of Study Program, Head of LPM, Dean and Students. Results The researchers found that the curriculum design in the PAI Doctoral Program was in accordance with the procedures and mechanisms of curriculum design referring to the KKNi. That is, starting from the formulation of learning outcomes, the substance of the study materials to courses, learning designs and assessment designs but the construction alignment of the profile of Doctoral Program, the description of level 9 in the KKNi, Study Materials and the determination of courses is still not appropriate, That will be affect to the quality of Doctoral Student's in UIN Sunan Kalijaga. This research was on carried out in the doctoral study program at UIN Sunan Kalijaga and it is possible for further research to be carried out in other doctoral study program.

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1. INTRODUCTION

The curriculum has an important position in the education system, including the Islamic Religious Education Doctoral Study Program (PAI). The curriculum determines what, when, where and how education should be implemented (Setiawan, 2017). This is in line with what was expressed by Sukmadinata that the curriculum directs all forms of educational activity in order to achieve educational goals (Spady, 2015). Thus, the curriculum is the core of education and has a strategic influence on all educational activities.

This is in line with the role of the curriculum, especially in the PAI Doctoral Study Program at UIN Sunan Kalijaga, namely responding to the development and progress of science and technology, the curriculum is required to constantly change. Curriculum changes made can be a complete change or only a partial change (H.Z. Abidin, 2009). Curriculum changes are made with the aim that the results achieved by the education system are relevant to the needs and demands of the times, one of which is the demands of job and professional qualifications. (Mainsah, 2012).

In 2012, the Government issued Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI). In Article 1 paragraph (1) of the Prepres it is stated that "KKNI is a competency qualification tiering framework that can juxtapose, equalize and integrate the fields 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, thus determining graduate quality. (Presidential Regulation, 2012).

Thus, overall, one of the keys to determining the quality of graduates of the PAI Doctoral Study Program at UIN Sunan Kalijaga Yogyakarta is a quality curriculum. A quality curriculum is a research-oriented curriculum with an inter, multi and transdisciplinary approach to find solutions to various PAI problems, thereby gaining recognition both nationally and internationally. When referring to the KKNI, the curriculum design of the PAI Doctoral Study Program must: There are several things to consider: First, developing new knowledge, technology, and or art in the field of science or professional practice through research, to produce creative, original, and tested works. Second, being able to solve problems of science, technology, and or art in their scientific field through an inter, multi or transdisciplinary approach. Third, being able to manage, lead, and develop research that is beneficial to science and the benefit of mankind, and is able to gain national and international recognition (Sutrisno & Suyadi, 2015).

In fact, the curriculum for the PAI Doctoral Study program is to realize the profile of graduates of the PAI Doctoral Program. Thus, there are several things that need to be considered at the IQF level including the profile of graduates, formulation of learning outcomes, study materials as a context for achieving CP, learning strategies to achieve and assessments to measure achievement. The formulation of learning outcomes is included in one of the National Higher Education Standards, namely the Graduate Competency Standards (SKL). (Sutrisno & Suyadi, 2015, p.31). In SN-Dikti, learning outcomes consist of elements of attitude, general skills, special skills and knowledge. Elements of general attitudes and skills have been formulated in detail and listed in the SN appendix, while elements of special skills and knowledge must be formulated by a scientific association or consortium of UIN Sunan Kalijaga study programs which are characteristic of graduates of the PAI Doctoral Study Program on the campus. Based on the formulation of 'learning outcomes', the curriculum of a study program can be drawn up.

When examined in more depth, the average PAI Doctoral Study Program student at UIN Sunan Kalijaga already has scientific writings, both articles, scientific journals, books and other works. However, the percentage is very small in one year and there are still students of the PAI Doctoral Study Program who have journals that are not yet reputable.

Why does this happen? The percentage of research by the PAI Doctoral Study Program students at UIN Sunan Kalijaga should be much higher, both at the national and international levels, through inter, trans and multidisciplinary approaches. In addition, the determination of the constructive alignment (construct compatibility) of the profile of the study program graduates, the description of level 9 in the KKNI, CPL, study materials and course determination are still not appropriate and the constructive alignment (construct compatibility) of CPL, CPMK, study materials/materials, methods, and the assessment is still not in accordance with the demands of the KKNI (The 2020 UIN Sunan Kalijaga Yogyakarta Accreditation Form has been documented). So this paper aims to analyze the curriculum at the PAI Doctoral Program at UIN Sunan Kalijaga, starting from the formulation *learning outcomes*, the substance of the study material to the course, learning design and assessment design. The initial argument from the researcher was that the curriculum design of the PAI Doctoral Study Program was in accordance with the procedures and mechanisms referring to the KKNI starting from the formulation of learning outcomes, the substance of study materials to courses, learning designs and assessment designs.

The introduction should briefly place the study in a broad context and highlight why it is important. It should define the purpose of the work and its significance. The current state of the research field should be reviewed carefully, and key publications cited. Please highlight controversial and diverging hypotheses when necessary. Finally, briefly mention the main aim of the work and highlight the principal conclusions. As far as possible, please keep the introduction comprehensible to scientists outside your particular field of research. References should be cited as (Kamba, 2018) or (Marchlewska et al., 2019) or (Cichocka, 2016; Hidayat & Khalika, 2019; Ikhwan, 2019; Madjid, 2002) See the end of the document for further details on references. Technical terms should be defined. Symbols, abbreviations, and acronyms should be defined the first time they are used. All tables and figures should be cited in numerical order. This research is important to do to see the constructive alignment of doctoral studies so that it can be seen clearly whether doctoral graduates can work both at national and international levels.

2. METHODS

This study uses qualitative research with a Field Study approach, which aims to obtain information from policy makers regarding curriculum design at UIN Sunan Kalijaga Yogyakarta. During the data collection process, researchers conducted observations, interviews and documentation. The interviews that the researchers conducted were in-depth interviews with the head of the Study Program at UIN Sunan Kalijaga, lecturers and the head of LPM. Informants were selected based on several predetermined criteria. This technique is intended so that researchers get prospective informants who are in accordance with the research problem (M. Fadlillah, 2015, p.18)

The informants are the people who compose the curriculum at UIN Sunan Kalijaga, such as the head of the study program, the head of the LPM and students.

First, all interviews were recorded and transcribed to obtain comprehensive data. Then, all the informants were asked to share about everything related to 1) their experience in designing the PAI Doctoral Study Program curriculum at UIN Sunan Kalijaga 2) what were the obstacles experienced so far?. Then the results of the interviews were processed by qualitative analysis through three stages, namely data reduction, data presentation and data conclusion.

In order for the research conducted to be accurate, the researcher conducted several data credibility tests. The credibility test carried out in this study is triangulation on data sources, methods and theories. Source triangulation is done by checking the data obtained from different data sources.

3. FINDINGS AND DISCUSSION

Curriculum Design of Doctoral Program UIN Sunan Kalijaga Yogyakarta

2.1. Learning Outcome Doctoral Program

Learning Outcome (LO) or the learning achievement of the PAI Doctoral Study Program in the field of general knowledge referring to the KKNI is being able to solve science, technology and or art problems in the field of Islamic education through inter, multi and transdisciplinary research (Hayani, 2018,).

While the LO or learning outcomes of special knowledge fields, namely, mastering the paradigm and philosophy of PAI science, mastering pedagogic philosophy in PAI, mastering the paradigm and philosophy of the PAI system and theories of PAI development. The Learning Outcome (LO) analysis in this study highlights the aspects of knowledge (cognitive domain) designed by each lecturer, both learning outcomes at the university level (university learning outcomes), learning outcomes at the study program level (study learning outcome programs) and learning outcomes. at the level of lectures or courses he holds (courses learning outcomes). (Sutrisno & Suyadi, 2015)

At the level of university-level learning outcomes, researchers see from the derivation of the university's vision and mission which contains a general profile of graduates of the PAI Doctoral Study Program at UIN Sunan Kalijaga as a competitive and comparative advantage. This means that learning outcomes at the university level show more soft skills than hard skills that must be possessed by graduates of the PAI Doctoral Study Program at UIN Sunan Kalijaga. In addition, the PAI Doctoral Study Program at UIN Sunan Kalijaga adds other abilities to its graduates, which in the format as in the competency-based curriculum are included in the classification of "supporting competencies and other competencies" or into "special competencies" in the classification of BNSP content standards.

Furthermore, learning outcomes at the study program level are a complete description of the graduate profile relating to what competencies must be possessed by PAI Doctoral Study Program students after graduating from the Sunan Kalijaga UIN Doctoral Study Program, which are as follows (*Documents for Accreditation of the PAI Doctoral Study Program at Sunan Kalijaga State Islamic University in 2020*):

- a. "Mampu menemukan atau mengembangkan teori/konsepsi/ gagasan ilmiah baru, memberikan kontribusi pada pengembangan serta pengamalan ilmu pengetahuan dan/atau teknologi yang memperhatikan dan menerapkan nilai humaniora di bidang Pendidikan Agama Islam, dengan menghasilkan penelitian ilmiah berdasarkan metodologi ilmiah, pemikiran logis, kritis, sistematis, dan kreatif;
- b. Mampu menyusun penelitian interdisiplin, multidisiplin atau transdisiplin, termasuk kajian teoritis dan/atau eksperimen pada bidang keilmuan, teknologi, seni dan inovasi yang dituangkan dalam bentuk disertasi, dan makalah yang telah diterbitkan di jurnal internasional bereputasi;
- c. Mampu memilih penelitian yang tepat guna, terkini, termaju, dan memberikan kemaslahatan pada umat manusia melalui pendekatan interdisiplin, multidisiplin, atau transdisiplin, dalam rangka mengembangkan dan/atau menghasilkan penyelesaian masalah di bidang keilmuan, teknologi, seni, atau kemasyarakatan, berdasarkan hasil kajian tentang ketersediaan sumberdaya internal maupun eksternal;

Learning outcomes The PAI Doctoral study program is formulated based on the results of a tracer study and analysis of the needs of the world of work related to the competencies developed and qualification levels referred to by the Indonesian National Qualifications Framework (KKNI). Learning outcomes of study programs as special competencies contain competencies that support and refer to the main competencies and describe the knowledge, skills and attitudes that must be possessed in order to say that a graduate has a certain graduate profile (The University of Jordan Accreditation & Quality Assurance Center, Curriculum for Doctorate Degree, AQAC-F-012-1, 2.)

As for the courses accepted by Doctoral Program students in the PAI Doctoral Study Program are 10 courses and 1 dissertation writing with a total of 52 credits. The RPS of the subjects analyzed were 9 courses outside of the research-related courses (Results of the RPS Study of All Subjects of the PAI Doctoral Study Program at UIN Sunan Kalijaga Yogyakarta). The formulation of Learning Outcomes in the curriculum and CPMK are as follows:

Knowledge Aspect	
No	Description
1	Able to master and develop science, technology and art in the field of Islamic religious education in a multidisciplinary perspective.
2	Have the ability to develop an integrative-interconnective thinking methodology and its development using various approaches in the field of Islamic religious education. able to develop philosophical and Islamic educational theories from the main sources (Qur'an and Hadith)
4)	Able to master in depth and develop various philosophical concepts of education with its various components.
5)	Able to master in depth and develop learning theory and teaching principles of PAI learning
6)	Able to master in depth and develop the theory of PAI curriculum development in schools, Madrasas and tertiary institutions

Based on the results of a study of the Learning Outcome formulation in the curriculum and CPMK, the indicators in the RPS formulated by the lecturer at the PAI Doctoral Study Program at UIN Sunan Kalijaga Yogyakarta still use operational words that are general in nature resulting in difficulties in achieving the objectives of these operational words. Ideally the operational words formulated in the CPMK and indicators in the RPS are developed in simpler language.

The same thing was also expressed by Vaughan and Marisson: attempted to map out the key components of the pedagogies and research practices involved in doing a doctorate in design. They show the rich variations in structure, curriculum formats, teaching approaches, modes of publication, changing professional practices and modes of knowing that exist across different design schools and in different national contexts (A Morrison, 2013).

James Keevy revealed that It has also been suggested that all qualifications frameworks are not the same, but that they do at least contain some form of each of the components. Furthermore, it was noted that qualifications frameworks can be established on different levels, ranging from those that cover entire regions, to countries, to those that focus only on specific sectors, such as TVET, but that can have a national and/or regional presence. In reporting on recent developments related to the SADC regional qualifications framework.

Thus, to achieve what was expressed by Vaughan, Marisson and Jame Keevy, operational verbs must use simpler ones so that students of the Doctoral Study Program at UIN Sunan Kalijaga Yogyakarta can achieve research both at national and international levels and can solve various PaI problems both internally and externally. interdisciplinary, transdisciplinary and multidisciplinary.

2.2. Substance of Study Materials and Determination of courses

Study material is a context material to achieve the CP study program as a feature of the study program or as a characteristic of science and technology that will be built by the study program or can also be selected based on an analysis of the needs of the world of work or profession that graduates will enter in the future. The study materials for the PAI Doctoral Study Program at UIN Sunan Kalijaga are as follows:

CAPAIAN PEMBELAJARAN	PEMETAAN BAHAN KAJIAN	MATA KULIAH	HITUNGAN BOBOT	SKS
d.1. Mampu menguasai dan mengembangkan ilmu pengetahuan, teknologi dan seni dalam bidang pendidikan agama Islam dalam berbagai perspektif	<ul style="list-style-type: none"> Paradigma Keilmuan integrative-interkonektif dalam PAI: Paradigma Integrasi-Interkoneksi Teori PAI dlm perspektif model-model teori sosial: Classificatory Theory; Explanatory Theory; Practical Theory Teori PAI dalam perspektif Grand Theory, Middle Range Theory; dan Grounded Theory Sosiologi: Teori Perilaku Sosial dlm pendidikan 	Pendidikan Agama Islam dalam Perspektif Multidisipliner	26 x 6 : 45 = 3,46	3

Based on the picture above, it is known that the learning achievement is being able to master and develop science, technology and art in the field of Islamic Education in various perspectives. By mapping the study materials, namely First, the integrative-interconnective scientific paradigm in PAI: Integrative-Interconnective Paradigm, Second, PAI Theory in the perspective of social theory models Calassificatory Theory, Explanatory Theory, Partical Theory, Third, PAI Theory in the perspective of Grand Theory, Middle Ranger Theory and Grounded Theory and elaborated in the form of PAI courses with a Multidisciplinary Perspective so that they are reduced to the distribution of PAI courses in a multidisciplinary perspective with a total weight of 3 credits. Normally, involving inter and transdisciplinary, which if viewed at the level of KKNi 9 is able to solve problems of science, technology, and or art in the field of science through an inter, multi or transdisciplinary approach. When it does not include inter and transdisciplinary, of course, the determination of courses is not in accordance with the demands of the KKNi.

Preferably, the distribution of courses in each semester is the embodiment of a curriculum that is designed to be more in line with the demands of the KKNi 9 level (Suwadi, 2012). Below is a display of the distribution of courses each semester quoted from the PAI Doctoral Study Program document (The results of the study of the curriculum document for the Doctoral Program in Islamic Religious Education).

Semester Package 1					
No	MK code	Course Name	Credits	Can Take	MK type
1	PAI604004	Philosophy of Science: Theory and Practice in Islamic Education	2		Must
2	PAI604001	Study of Al-Quran and Hadith of Islamic Education	3		Must

3	PAI604002	Research Methodology Clinic	3	Must
4	PAI 604003	Islamic Religious Education in a Multidisciplinary Perspective	3	Must
Semester Package 2				
5	PAI604009	Development of Islamic Education Theory and Models	3	Must
6	PAI604010	Seminars and Scientific Journal Publications	4	Must
7	PAI615005	Islamic Religious Education Curriculum Innovation	3	Choice
8	PAI615006	Global Issues and Islamic Education	3	Choice
9	PAI615007	Islamic Education in Gender Perspective	3	Choice
10	PAI6150008	Development of Integrative-interconnective Islamic Education	3	Choice
Semester Package 3				
11	USK603003	Comprehensive examination	2	Must
12	USK603005	Dissertation Proposal Seminar	4	Must
Semester Package 4				
13	USK603016	Dissertation	15	Must
Number of Mandatory Credits (S-3)			39 credits	
Elective courses offered			12 credits	
Elective courses that must be taken			0 credits	

Based on the table above, it can be seen that the formation of a course in the PAI Doctoral Study Program can be reached by analyzing learning outcomes. It can be seen in the table above that there are several courses such as: "Philosophy of Science: Theory and Practice in Islamic Education, Studies of Al-Quran and Hadith in Islamic Education, Development of Islamic Education Theory and Models, Global Issues and Islamic Education and Educational Development. Integrative-interconnective Islam". Of course, PAI and Islamic education are different things. Furthermore, the subject "Islamic Religious Education in a Multidisciplinary Perspective", does not include inter and transdisciplinary.

Where when viewed at the KKNI 9 level, they are able to solve problems of science, technology, and or art in their scientific fields through inter, multi or transdisciplinary approaches. Then the subject "Islamic Education in a Gender Perspective" does not have anything to do with PAI Learning Outcomes.

Furthermore, the PAI Doctoral Study Program has two models of courses, namely fat courses and skinny courses. Skinny courses are courses with small credits, but in large numbers. The PAI Doctoral

Study Program consists of 4 credits with 2 courses. The advantage of this course model is that students of the PAI Doctoral Study Program can know many fields of knowledge (Sutrisno, 2015).

However, the weakness is that students have never finished studying a particular field of science. The limited time and number of face-to-face meetings made students' knowledge only broad but not deep. Meanwhile, fat courses are subjects with a large credit weight, so the number of course names is reduced (Sutrisno, 2015). This model of course formation has advantages, namely students can study certain fields of science in depth, broadly and thoroughly.

The table above also shows that the distribution of courses in each semester is uneven. Semester I consists of 11 credits with a total of four courses, all of which are compulsory subjects. The courses in the first semester are subjects in the mandatory category, in the sense that all students of the PAI Doctoral Study Program are required to take all of these courses without exception. In the second semester, there are 12 credits with a total of 4 courses with details of two compulsory courses and two elective courses. Then in the third semester the courses offered are 6 credits with a total of two courses.

In practice, the proposal seminar course is carried out after students have taken a comprehensive exam, where a comprehensive exam is an integral and comprehensive exam, aimed at assessing the breadth of insight and academic ability achieved by students while attending lectures (theory). In semester IV-VI students can write a dissertation so that in semester VI they can complete their studies. There are several exams that students need to pass, namely the feasibility test, closed exam and open exam.

When viewed from the content side, it can be seen that there are quite significant differences in semester I courses, semester II courses, and third semester courses, Semester IV-VI (MKP) courses. When compared with the provisions contained in the Decree of the Minister of National Education of the Republic of Indonesia Number 045/U/2002, there is no difference in determining the composition in the Doctoral Program curriculum of the Faculty of Tarbiyah Sciences UIN Sunan Kalijaga Yogyakarta regarding the composition of the main components, supporting competencies and other competencies. According to the decision of the Minister of National Education, the composition is that the main components consist of 40%-80%, supporting components 20%-40% and other components 0%-30%. Thus, from the data quoted from the PAI Doctoral Study Program document, it is still within the range specified in the decision of the Minister of National Education $11 \div 51 \times 100 = 21,56\%$, $19 \div 51 \times 100 = 37,25\%$, $6 \div 51 \times 100 = 11,76\%$, $15 \div 51 \times 100 = 29,41\%$

Preferably, the transdisciplinary and multidisciplinary approach in the PAI Doctoral Study Program allows the Study Program to create courses that have a much larger credit weight, where subject A is an integration of various disciplines of science which aims to make students have comprehensive abilities because they are studied in one structure subject (Doctor of Philosophy in Education (Ph.D), 2020).

And it can be understood that the formation of courses is flexible, therefore, each study program has the freedom to form a new curriculum because the course is only a package, while the contents are a number of study materials that are selected by a study program.

The rationale in determining the credits of a course follows the equal credit for equal work philosophy. Therefore, it is necessary to calculate the load of the courses to be studied. This means that each course load is largely determined by the breadth, depth and detail of the study materials needed to achieve a specified competency and level of mastery. After getting the load/time allocation for a course, the semester credit units can be calculated. The trick is to proportionally compare the course load to the total load to achieve the total credits set by the government.

In Permendikbud No.49 of 2014 Article 15 paragraph 3 it is also emphasized that each course has a weight of at least 1 credit. In addition, paragraph 4 states that one semester is a unit of time for effective learning activities for 16 weeks. The process of determining the credits that will be presented in the curriculum structure needs to consider the strength of the student's length of study. Permendikbud No. 49 of 2014 article 17 paragraph 1 states that the normal load of student learning is 8

hours per day or 48 hours per week equivalent to 18 semester credits, up to 9 hours per day or 54 hours per week equivalent to 20 credits per semester.

Thus, the curriculum structure of the PAI Doctoral Study Program is not allowed to provide a learning load of more than 20 credits to students with ordinary abilities. Meanwhile, to fulfill the learning achievement of graduates of the PAI Doctoral study program at UIN Sunan Kalijaga as referred to in Article 5, students are required to take a study load of at least 42 credits, while in terms of the study period to be able to complete education at a certain level, including giving awards to students who excel where the study period for the doctoral study program is at least 3 years.

In addition, it can also be seen that the courses at the PAI Doctoral Study Program at UIN Sunan Kalijaga for semester 1 and semester 2 are the average theory delivered by the lecturer in classical nature (PAI courses in Multidisciplinary Perspective, Philosophy of Science theory and practice, Development of Islamic Education Theory and Models, Global Issues in Islamic Education) so that it does not direct students to research and produce tested works. Although there are several lecturers who also direct students to produce tested works (Al-Quran and Hadith Studies of Islamic Education, Curriculum Innovation, Seminars and Scientific Publications) So that it makes it difficult for students to know thoroughly about the theme of their dissertation research, this is because the research is not designed at the beginning of the 2019-2020 school year, ideally the manager when the doctoral student selection process has selected research proposals by two competent experts in their fields who later will be promoters of prospective doctoral students so that doctoral students can develop and discover theories (Results of interviews with Andrianto, Arham Juanaidi Friman, Agung Ilham (S3 PAI students at Sunan Kalijaga State Islamic University, Yogyakarta for the 2019-2020 academic year), on April 24, 2021, 9:10 a.m. at the Sambilegi Mosque.)

However, this policy changed during the 2020-2021 academic year in which prospective students of the PAI UIN Sunan Kalijaga Doctoral Program had been drafted by prospective students before the initial lecture test without being checked by the prospective supervisor (Results of interviews with Nur Wahyuni, Yuli Kuswandari, Mizan Habibi (S3 PAI students at Sunan Kalijaga State Islamic University Yogyakarta for the 2020-2021 academic year), April 24, 2021, 9:10 a.m. at the Sambilegi Mosque).

Unlike the case with overseas universities such as UIIM, each prospective graduate student (prospective student) abroad is usually required to contact a prospective supervisor (prospective supervisor) so that the research theme proposed by the prospective student can be in sync with the supervisor's expertise. In addition, having a prospective supervisor is also one of the requirements to obtain a Letter of Acceptance (LoA) and at the same time a scholarship for later studies (The results of the interview with Fifi Anti Mapika Sari Binti Sukamto, UIIM Philosophy Doctoral Student on September 11, 2020 at 13:42.)

Bernacyle revealed that PhDs in design, which will allow students to move more quickly from novice to expert researchers in design. Even in informal curricula, there is need for communities of design research practice with diverse and intersectionmembership interests (B. Barnacle, R., Duxbury, L. and Grierson, E., *Supervising Practices for Postgraduate Research in Art, Architecture and Design*, Rotterdam: Sense Publishers, 2012). Such a community should include senior researchers and students, in partnerships of co-authors who draw on, reflect, and learn from each other's research practice.

Of course, thus students of the PAI Doctoral Study Program at UIN Sunan Kalijaga can become reliable researchers in their fields, in the independent learning curriculum they can form research activities or research activities at research institutions/study centers (Burton, Diana and Goodman, Ruth, "The Doctoral in Teaching and Learning: a Revolution in Teacher Education or a Bright Light Quickly Extinguished?" in *Journal of Education for Teaching: International Research and Pedagogy*, Vol. 37, No. 1, February 2011, 51-61.) Through this research, students can build critical thinking skills.

James Keevy, *The SADDCC Qualifications Framework as a Mechanism to Improve the Comparability of TVET Qualifications in the SADC Region*, South African Qualifications Authority, 13. Tushar Gupta and Lokanath Mishra, *Higher-Order Thinking Skills in Shaping the Future of Student*, *Psychology and Education*, 2021, 58(2), 9305. N. Fredriksen, *Toward a broader conception of human*

intelligence. In RJ Sternberg & RK Wagner (Eds.), *Practical intelligence: Nature and origins of competence in the everyday world*, New York: Cambridge University Press, 1986)

Needed in various scientific families at the higher education level, especially doctoral students. By having this critical thinking ability, doctoral program students will be able to better explore, understand, and be able to carry out research methods. For students who have an interest and desire to work in the research field, the opportunity to do an internship in a research center laboratory is their dream.

2.4. Learning Process

Assessment is the process of collecting, reporting, and using information about students' learning outcomes by applying the principles of assessment, implementing continuity, authentic, accurate and consistent evidence (E Mulyasa, 2004; R. C Doll, 1978; L . Bradly, 1992). The assessment should be oriented to the learning achievement of the PAI Doctoral Study Program students at Sunan Kalijaga State Islamic University, not a verdict for mistakes. This means that the assessment can still change as long as the student concerned is willing to improve the process and learning outcomes.

The learning process in the PAI Doctoral Study Program is based on Student Center Learning (SCL). Where this learning is carried out during the learning process, namely by checking the development of learning outcomes achieved by students. On this basis, assessment or assessment is not just a verdict and looking for faults, but rather checking, reviewing, giving direction and input to students so that they are able to meet the demands of the learning outcomes set (E Mulyasa, 2004).

In the IQF, the assessment model that is considered appropriate to assess the SCL-based learning process is the Authentic Assessment or Performance Assessment. Authentic Assessment consists of three basic activities, namely: (a) the lecturer gives assignments, (2) students show performance and (3) the lecturer and students assess the performance based on certain indicators with an instrument called a rubric (Sutrisno, 2015, p.35) Meanwhile, the assessment system in the PAI Doctoral Study Program of UIN Sunan Kalijaga from all courses in the Doctoral Study Program is to produce a product in the form of a paper (PAI courses in Multidisciplinary Perspective, Philosophy of Science theory and practice, Development of Islamic Education Theory and Models, Global Issues in Islamic Education, Studies of Al-Quran and Hadith in Islamic Education, Curriculum Innovation, Seminars and Scientific Publications) , but it is unfortunate that only a few courses require students to submit their papers in the form of articles in both national and international journals. If this is done by all lecturers in the PAI Doctoral Study Program, it can reach the level 9 demands of the KKNi but it is unfortunate that only a few courses require students to submit their papers in the form of articles in both national and international journals. (Al-Quran and Hadith Studies of Islamic Education, Curriculum Innovation, Seminars and Scientific Publications) If this is done by all lecturers in the PAI Doctoral Study Program, it can reach the level 9 demands of the KKNi.

The higher education curriculum (KPT) based on the KKNi uses the learning assessment standards set out in the Ministry of Education and Culture Number 49 of 2014 article 18 paragraph 1 which is defined as the minimum criteria for assessing student learning processes and outcomes in order to fulfill graduate learning outcomes. Assessment of student learning processes and outcomes includes: (1) assessment principles, (2) assessment techniques and instruments, (3) assessment mechanisms and procedures, (4) assessment implementation, (5) assessment reporting, (6) student graduation.

The principles used by the PAI Doctoral Study Program at UIN Sunan Kalijaga are educative, authentic, objective, accountable, transparent. By using this principle, students of the PAI Doctoral Study Program at UIN Sunan Kalijaga are declared to have passed if they have taken all of the specified study loads and have graduate learning outcomes targeted by the study program with a cumulative achievement index (GPA) greater than or equal to 3.00 (three point zero). . Graduates from the PAI Doctoral study program at UIN Sunan Kalijaga are declared satisfactory, very satisfying or praiseworthy with the following criteria:

- (1) A student is declared to have passed with a satisfactory predicate if he/she achieves a cumulative GPA (GPA) of 3.00 (three point zero) to 3,550 (three point five zero).
- (2) A student is declared a graduate with a very satisfactory predicate if he reaches a cumulative achievement index (GPA) of 3.51 (three point five one) to 3.75 (three point seven five).
- (3) Students are declared graduated with honors if they achieve a cumulative achievement index (GPA) of more than 3.75 (three point seven five).

Assessment techniques and instruments as well as aspects that are used as objects of assessment developed in the PAI Doctoral Study Program are sought to be comprehensive and the aspects assessed are not only focused on the final learning outcomes, but also pay attention to process aspects. (Results of interviews with Prof. Dr. Hj. Sri Sumarni, M.Pd, Dean of FITK Sunan Kalijaga, via a zoom meeting on May 6, 2021)

In terms of process, the aspects assessed include student attendance, student attitudes and interests. During the learning process in the classroom, the activeness and participation of students in the learning process. In terms of results, the aspects assessed include cognitive, psychomotor and affective aspects (Benjamin S. Bloom (ed), *Taxonomy of Education Objectives*, 7).

Aspects of knowledge (cognitive domain) is an aspect related to the ability to think or intellectual activity. The skill aspect (psychomotor domain) is related to the individual's ability to act. The affective aspect (affective domain) is related to attitudes that influence a person's choices in acting which are generally based on values (A Foucauldian Critique of the Development and Implementation of the South African National Qualifications Framework, 2005, 23) In determining the final value, each of these aspects is considered proportionally according to the level of urgency. According to the Faculty level policy, the aspects that must be considered in determining the final grade are packaged in six components, namely appearance, attitude, assignments, Mid-Semester Examination (UTS) and Final Semester Examination (UAS) (Results of interviews with Sibawaih, M.Si, Ph.d, Sek. PAI Sunan Kalijaga S3 Study Program, via a zoom meeting on May 3, 2021).

it was completely left to each lecturer and an agreement with students when the study contract took place at the beginning of the semester. This is because each course has different characteristics and demands for competence, so it is the course lecturer who knows more about the portion of each of these components (Results of interviews with Prof. Margustam, MA, PAI Lecturer at UIN Sunan Kalijaga, via a zoom meeting on May 25, 2021).

4. CONCLUSION

The curriculum in the PAI Doctoral Study Program at UIN Sunan Kalijaga will always develop according to the needs of the community. So that the curriculum in the PAI Doctoral Study Program is designed according to the needs in the field, where the curriculum design of the PAI Doctoral Study Program at UIN Sunan Kalijaga starts from the formulation of learning outcomes, study materials and determination of lectures, learning and assessment in accordance with the demands of the Indonesian National Qualifications Framework (KKNI).), but when examined in depth in terms of *constructive alignment* (construct compatibility) from the profile of study program graduates, level 9 descriptions in the KKNI, CPL, study materials and determination of courses are still not appropriate. In addition, the constructive alignment of CPL, CPMK, study materials, methods, and assessments are still not in accordance with the demands of the PAI Doctoral Study Program. This incompatibility of constructs will certainly have an impact on the graduates of the PAI Doctoral Study Program at UIN Sunan Kalijaga Yogyakarta. Meanwhile, from the study material the PAI Doctoral Study Program places less emphasis on determining study materials so that it focuses more on subjects and in terms of learning in the PAI Study Program it emphasizes SCL and the assessment has used the PAP although not all

courses direct the study program students to produce written works. scientific research at the national and international levels.

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