

## Implementation of *Continuous Improvement* (CI) in the Management of KJNI UIN Saizu Purwokerto Curriculum through the PPEPP Model



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**ABSTRACT:** This study aims to analyze the management of the KJNI curriculum implemented at UIN Saizu Purwokerto and whether it has met *continuous improvement* (CI) with the model set out in SPMI, namely PPEPP which consists of curriculum determination, curriculum implementation, curriculum implementation evaluation, curriculum implementation control and curriculum improvement. This research is field research with a qualitative paradigm by exploring data from data sources of curriculum documents KJNI UIN Saizu Purwokerto and interview results from deputy Dean I for academic and learning affairs. The data were analyzed by qualitative descriptive analysis. The results of this study showed that the management of the KJNI curriculum at UIN Saizu Purwokerto applies the PPEPP model to meet continuous improvement (CI), especially in the process approach and system approach. Curriculum determination through the stages of preparing the drafting team, needs analysis, graduate profiles, learning outcomes, study materials, courses, credit weights, curriculum structure, curriculum draft review, and curriculum determination. The implementation of the curriculum includes the management of learning, courses, educators/lecturers, and education staff. Curriculum evaluation is carried out by formative evaluation and summative evaluation. Curriculum control is grouped into the control of faculties and universities as education providers. The curriculum development of UIN Saizu Purwokerto is carried out by looking at the fulfillment of analysis on graduate profiles, SKL CPL, course determination, course changes, content/topic/theme, depth of study, weight of credits, and distribution of courses.

**KEYWORDS:** Curriculum Management, KJNI Curriculum, PPEPP, *Continuous Improvement*

### INTRODUCTION

Regulation of the Minister of Education and Culture Number 3 of 2020, article 5 (1) states that the minimum criteria for graduate abilities are attitudes, knowledge and skills as Graduate Learning Outcomes (CPL). CPL is part of the KJNI curriculum which is applied to learning in universities while still paying attention to quality standards. The principle of curriculum management used in curriculum quality assurance in higher education is continuous improvement (*continuous improvement*) with the PPEPP model, that is; Determination, implementation, evaluation, control, and improvement. This is in line with the sound of Law Number 12 of 2012 concerning Higher Education which ensures that higher education quality standards are developed on a national and international scale including efforts to achieve CPL in the fields of attitudes, skills, knowledge and expertise in a sustainable, planned and systematic manner (Junaidi, 2020).

The KJNI curriculum needs to be carefully planned so that it can be in line with the level of implementation (Suyitno; dkk, 2020). The KJNI curriculum is very close to the world of work by equipping students with competencies that are appropriate to the job market (Yuwono, 2019). As the basis of the educational process, the curriculum and curriculum quality control mechanisms are central to knowledge management (Munadi, 2020) which entrusts curriculum transformation with the involvement of university management (Almazova et al., 2020). Curriculum achievement can only be achieved through *continuous improvement* as the key to mobilizing resources to be able to face future challenges and be able to withstand change (Fuentes-Camacho et al., 2019). *Continuous improvement* can be applied in various elements within the educational framework including curriculum development (O'Reilly et al., 2017). Through *continuous improvement* A systematic process of continuous and gradual improvement supported by various established strategies (Mora, 2014). The PPEPP cycle in SPMI also entrusts the existence of a paradigm *continuous improvement* in exerting all potential so as to generate value for users (Rohman & Fahmi, 2021). In PPEPP there is evaluation and control either in the form of assessment or audit. This stage is an important requirement for achievement *continuous improvement*.

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The study of curriculum in higher education has been widely discussed. Some of the studies on curriculum include; *First*, Yusri et al (Yusri et al., 2019) conducted research on the *Effectiveness of national qualification framework Indonesia based curriculum and higher education national standard behavior assessment rubric*. His research on the effectiveness of using student attitude assessment rubrics is based on KKNi and SN-DIKTI. There are several indicators used in the KKNi and SN-DIKTI-based rubrics, including discipline, independence, responsibility, cooperation and confidence. The use of these four indicators is quite effective in improving student learning outcomes at STKIP PGRI, West Sumatra. Evidenced by the average pretest score of 40% and post-test score of 85%. It is hoped that in the future, the student attitude assessment rubric can be used as an assessment instrument to measure student competence in both affective and psychomotor aspects. The analysis of the first study is that the researcher did not explain in detail the criteria or assessment measures of the four indicators based on KKNi and SN-DIKTI which include discipline, independence, responsibility, cooperation and confidence.

*Second*, a study entitled Fuertes-Camacho et al (M. T. Fuertes-Camacho et al., 2019) *Integrating Sustainability into Higher Education Curricula through the Project Method, a Global Learning Strategy*. In his research describes the integration of continuing education through curriculum development at the International University de Catalunya (UIC). To integrate continuing education through curriculum development at the International University de Catalunya (UIC) using global and systemic approaches to solve socio-environmental problems. Through the use of project and didactic learning methods, student competence increases. Because in the project learning method, a didactically coordinated global learning methodology is used. With the combination of didactic project learning methods, it can develop continuing education competencies considering that project learning methods are interactive, participatory, how to solve problems related to society in real time so that students gain instrumental skills and the development of critical and reflective thinking. Analysis of the second study is that there is still a lack of discussion about changes in competencies, knowledge and skills at the International University de Catalunya (UIC) after applying a combination of project learning methods using global and systemic approaches.

*Third*, Sutiah and Supriyono in their research entitled (Sutiah & Supriyono, 2020) *Fuzzy topsis optimization on expert systems for core competency detection and Islamic religious education student learning achievement at State Islamic Religious Universities (PTKIN)*. The results of his research explained that the development and implementation of *Fuzzy Topsis* as a method to optimize students' main competencies consisting of *hard skills* and *soft skills*, especially students majoring in Islamic Education at State Islamic Religious Universities (PTKIN). *Fuzzy Topsis* is an approach by analyzing various alternative solutions by means of engineering. The implementation of *Fuzzy Topsis*, students majoring in Islamic religious education at State Islamic Religious Universities (PTKIN), makes it easier for lecturers and students independently to detect how the level of student development, especially hard skills and soft skills, and external and internal factors that affect student learning achievement, considering that *Fuzzy Topsis* can be used as an option to solve the problem of uncertainty in decision making to produce the best alternative solutions through: ranking. Analysis of the third research, namely the development and implementation of *Fuzzy Topsis*, was only carried out on students majoring in Islamic religious education at PTKIN, not yet researched in all PTKIN majors.

*Fourth*, research Joseph and Sohiron (Muhammad Yusuf and Sohiron, 2020) entitled *Higher Education Learning Management (Implementation of KKNi-Based Curriculum in Undergraduate Programs Through Andragogi Approach)*. Yusuf and Sohiron's research suggests learning in the undergraduate program as an implementation of KKNi in order to achieve graduate learning outcomes (CPL). To achieve CPL, learning is managed as stated in the semester learning plan (RPS). Learning in order to achieve CPL uses a student-centered approach (student *centred learning* abbreviated as SCL). The SCL approach can apply the andragogy approach, which is the art and science of helping students (adults) to learn by applying the approach in the concept of learning, namely: self-concept (the *self-concept*); life experience (the *role of the learner's experience*), readiness to learn, orientation to learning, the need to know, *motivation*. The analysis in the fifth study only examines the implementation of the KKNi-based curriculum at the undergraduate level, not to the postgraduate level.

The management of the KKNi curriculum mandated by universities is implemented according to the context of each institution. The strategy formulated at each university characterizes the curriculum management system applied. Standard reference in curriculum management refers to the quality assurance system managed according to the PPEPP or PDCA model. Curriculum management through the PPEPP model is implemented with various methods and strategies that contain the principle of fulfilling the stages in the PPEPP model. Also included in the management of the KKNi curriculum at UIN Saizu Purwokerto, has strategies and methods developed in meeting the stages of PPEPP. This study aims to find strategies and methods developed by UIN Saizu Purwokerto in managing the KKNi curriculum established in 2015 and curriculum changes made in 2020.

## THEORETICAL FRAMEWORK

### *Continuous Improvement (CI)*

Talk about *Continuous Improvement (CI)* inseparable from the term "*Kaizen*" used by the Japanese people in the 1980s (Thessaloniki, 2006). *Kaizen* interpreted as an increase (*improvement*), an improvement made on an ongoing basis by involving all components of resources in an organization from top management to managers to supervisors and up to workers. From this it can

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be elaborated that the concept of *Kaizen* has two definitions, namely a) using small steps to improve habituation, process or product; b) using very small moments to inspire new products and inventions (Maurer, 2016). Other definitions *Kaizen* is a broad-ranging mechanism of ongoing activities, whereby the people involved play a real role in identifying and ensuring the impact or improvement that contributes to the organization's objectives (García et al., 2017). This understanding shows that *Kaizen* This means that all personnel are expected to be able to know any problems that arise and together with their superiors find solutions to solve these problems. Each personnel has their own role in achieving goals, both in processes, products, infrastructure and others (Helmold, 2020). These improvements and improvements still prioritize customer needs and requirements (customer satisfaction).

The concept of CI or *Kaizen* oriented to a way of thinking, a way of acting and solving problems. When faced with an institution, CI invites to think far ahead on the sustainability of the institution including what challenges will be faced, what fundamental weaknesses and problems must be started in facing competition, how to improve and so on (Sludge House, 2020). The main orientation of this CI is on strengthening processes that can improve product quality and quantity, so that this CI concept will be applicable in various business models, including in the field of education.

In order to be achieved, CI must be applied to the process, product or person or resource that carries it out, because for humans it is the most decisive element in improving quality and productivity (Saifulloh, 2012). As a management concept, there are several principles of CI (Singh & Singh, 2019), i.e.: a) Customer-driven organizations (*customer-driven organization*); b) Leadership (*leadership*); c) The role of the community/implementer (*people participation*); d) Process approach (*proses approach*); e) System approach (*system approach*); f) Repair and prevention design (*design improvement and prevention*); g) Factual decision-making (*factual decision making*), h) Partnership development (*partnership development*)

Some tools (*Tools*) used by management in shaping *continuous improvement* is using PDCA (*Plan-Do-Check-Act*), DMAIC (*Define-Measure-Analyze-Improve-Control*) and PPEPP (Determination- Implementation- Evaluation of Implementation- Control- Implementation- Improvement). This tool is used in forming a quality system that is oriented towards continuous improvement. PDCA is a tool used in managing processes and systems (Sugian, 2016). PPEPP a tool (*Tools*) in implementing processes and systems consisting of Determination, Implementation, Evaluation of Implementation, Control of Implementation and Improvement as stated in Law Number 12 of 2012 article 52 (2) which reads: "Quality assurance as referred to in paragraph (1) is carried out through the establishment, implementation, evaluation, control, and improvement of Higher Education standards". *Tools* This is in order to implement a quality assurance system in universities both internally and externally.

Internal Quality Assurance System (SPMI) in the KKNi Curriculum in Higher Education.

Article 52 (1) of Law Nmor 12 of 2012 states that higher education quality assurance is a systemic activity to improve the quality of Higher Education in a planned and sustainable manner. In implementing the quality assurance in article 52 (2) it is stated that the quality assurance is carried out through the establishment, implementation, evaluation, control and improvement of Higher Education standards. This shows that the government has implemented a system that must be adopted by Higher Education in order to be planned and sustainable (*continuous improvement*) through PPEPP as a tool to meet higher education quality assurance.

Article 5 (3) of Permenristekdikti Number 62 of 2016 concerning the Internal Quality Assurance System, states that the implementation of SPMI can cover various fields, both academic and non-academic. Furthermore, as a system, SPMI must enter university management (Sugiyono, 2021). In system management, SPMI can be positioned as a useful approach to organizational management, especially in the processing of functions, projects, or programs. In the sense of being a quality assurance system, SPMI is a unity in: 1) *way of thinking*, 2) *e method or technique of analysis*, and 3) *a managerial style* (Tampubolon, 2004).

Five main steps in SPMI, namely PPEPP, in order to be achieved sustainably, in SPMI a university are implemented by applying Higher Education Standards in SPMI (Directorate of Quality Assurance, 2018). SPMI as part of the Higher Education Quality Assurance System is important to be applied in fostering a culture of higher education quality, realizing the vision and carrying out the mission of higher education, a means of obtaining accreditation status and ranking, and meeting the needs of higher education stakeholders. This includes the application of SPMI in the management of the KKNi curriculum.

Presidential Regulation Number 12 of 2012 concerning the Indonesian National Qualifications Framework (KKNi), one of the articles states that the higher education curriculum must refer to KKNi. So as to make qualified graduates who will help in the competition of the world of work which in the world of work has three strategies for developing the Indonesian National Qualifications Framework (KKNi), namely the abilities possessed or mastered, the diplomas owned, then the achievements possessed both academically and other work experiences (Masykur, 2019). An important part that needs to be the main focus in the KKNi-based curriculum is the synchronization of three main components that contain KKNi descriptors, namely graduate profiles, learning outcomes and learning management. This synchronization can be done by equalizing perceptions of leaders, lecturers, and education staff. The next step can be done by changing *learning outcomes* (LO) formulated in learning access and study materials (Nurhadi & Setiyawan, 2017).

Curriculum Management is as a curriculum management system that is cooperative, comprehensive, systemic, to realize the target of achieving curriculum objectives. Curriculum Management is all processes together to achieve learning objectives by

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prioritizing effort, in improving the quality of interaction in teaching and learning activities (Romansyah, 2022). Curriculum Management is one component that has a strategic role in the education system. The curriculum is a system of learning programs intended to achieve institutional goals in higher education institutions, so that the curriculum plays an important role in realizing a progressive and quality university (Suhendraya, 2021).

Changes and developments in the Curriculum Management process are routine activities that need to be carried out to ensure that the curriculum is not left behind from community development and provides satisfaction for curriculum beneficiaries. The achievement of the curriculum is an expected goal so that control is needed from the community as a beneficiary of curriculum implementation, so that the curriculum can be implemented as determined (Romansyah, 2022). Curriculum management in higher education can guarantee an assessment system and quality control (Brandli, 2020; Suhendraya, 2021).

SPMI can be said to be process management in the curriculum, so that the existence of SPMI will support the implementation and achievement of the quality and quality of the curriculum that has been determined. As for *Tools* which is used in SPMI, in accordance with Permenristekdikti Number 62 of 2016 concerning the Internal Quality Assurance System that the SPMI cycle uses PPEPP, which can be applied to Curriculum Management. Referring to this, the curriculum management cycle can consist of the determination (P) of the curriculum which includes, planning, preparation, preparation until the establishment of the curriculum. The implementation of (P) curriculum can be realized in learning, courses (Lubis, 2020), educators and education personnel (Sherli et.al, 2020). Evaluation (E) curriculum can use process evaluation as well as output evaluation. In addition, it can also use several curriculum program evaluation models, including 1) Formative-Summative Evaluation Model; 2) Provus Dikrepansi Evaluation Model; 3) Daniel Stufflebeam's CIPP (Context, Input, Process, Product) Evaluation Model; 4) Donald L. Kirkpatrick's four-level evaluation model; and more. Process evaluation refers to the evaluation of the learning process which contains planning, implementation and assessment of learners, while output evaluation refers to graduates or alumni through alumni tracking (*tracer study*) which is *Outcome* and cognitive, affective and psychomotor learning outcomes which are *Output* from the implementation of the curriculum. Control (P) of the curriculum, can be carried out through supervision and control of lecturers as implementers of learning through assessment of lecturer workload. Curriculum improvement (P) can refer to the pattern of curriculum development towards regulation and graduate user satisfaction.

### RESEARCH METHODS

This research is a field research using a qualitative paradigm to reveal the fact of the implementation of the curriculum cycle, observing the process of preparation and determination, implementation, evaluation of implementation, control and curriculum development (PPEPP). The Preliminary Study was conducted by identifying the 2016 KKNi curriculum document, the findings of the Internal Quality Audit and the results of observations on curriculum implementation. The research was carried out at the State Islamic University Professor Kiai Haji Saifudin Zuhri Purwokerto which focused on the Faculty of Tarbiyah and Teacher Training (FTIK), the Faculty of Da'wah, the Faculty of Sharia, the Faculty of Islamic Economics and Business, and the Faculty of Ushuludin, Adab and Humanities as the Study Program Organizing Unit and the Quality Assurance Institute as coordinators in implementing the higher education quality system. The primary data sources are Vice Dean I at the Faculty of Tarbiyah and Teacher Training, Faculty of Da'wah, Faculty of Sharia, Faculty of Ushuludin and Adab and Humanities, and Faculty of Economics and Islamic Business. The document that became the source of the data was the KKNi curriculum document in 2016. Secondary data that have relevance are: a) policy regulation documents; b) activity report documents; c) curriculum preparation guidelines, planning guidelines, learning processes and assessments, academic guidelines, MBKM guidelines; d) other data sources in the form of RPS samples, minutes, journals, reference books and other data related to this study.

Data collection techniques used, namely: 1) Interviews aimed at Vice Dean 1 through *deep* interviews to obtain more comprehensive data. 2) Documentation is used in tracing the 2016 KKNi curriculum document. 3) The data analysis used is descriptive analysis with a qualitative approach, namely analysis to explore the principles of *continuous improvement* in the process of implementing the curriculum cycle implemented at UIN Saizu at each stage of PPEPP. Data is taken from the data source and then reduced by taking the main data needed. The results of the data filtering are presented in the form of tabulations, diagrams and schemes that illustrate the pattern of curriculum management at each stage. Data is analyzed by linking the process at each stage with quality standards in SN Dikti, SN PT, SOP and other references to find a process model or system used in curriculum management. The results of the analysis are then formulated into conclusions that answer the formulation of the problem.

### RESULT AND DISCUSS

The management of the KKNi curriculum in universities refers to the Internal Quality Assurance System (SPMI) based on the PPEPP cycle, namely Curriculum Determination, Curriculum Implementation, Curriculum Implementation Evaluation, Curriculum Implementation Control and Curriculum Improvement. This PPEPP cycle is a stage that must be taken, to obtain a reliable and quality curriculum. In building a system that meets *continuous improvement*, curriculum management is carried out through a process approach (*process approach*) and system approach (*System Approach*). Process is a basic criterion for the creation

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of structures. A process is a set of interrelated and interacting activities that use the inputs used to achieve the expected results (Sugian, 2016).

A process will determine the activities that are related to and affect the system, as well as checks in the expected output. Through a process approach that considers processes as part of the system, it treats resources and activities as part of the process. While the system approach will direct the organization in identifying, understanding, and managing the processes of a system that are interrelated in achieving certain goals. The results of this approach will contribute to the effectiveness, efficiency and success as well as the overall performance of the company or organization (Singh & Singh, 2019). The management of the KKNi curriculum at UIN Saizu Purwokerto is held as follows:

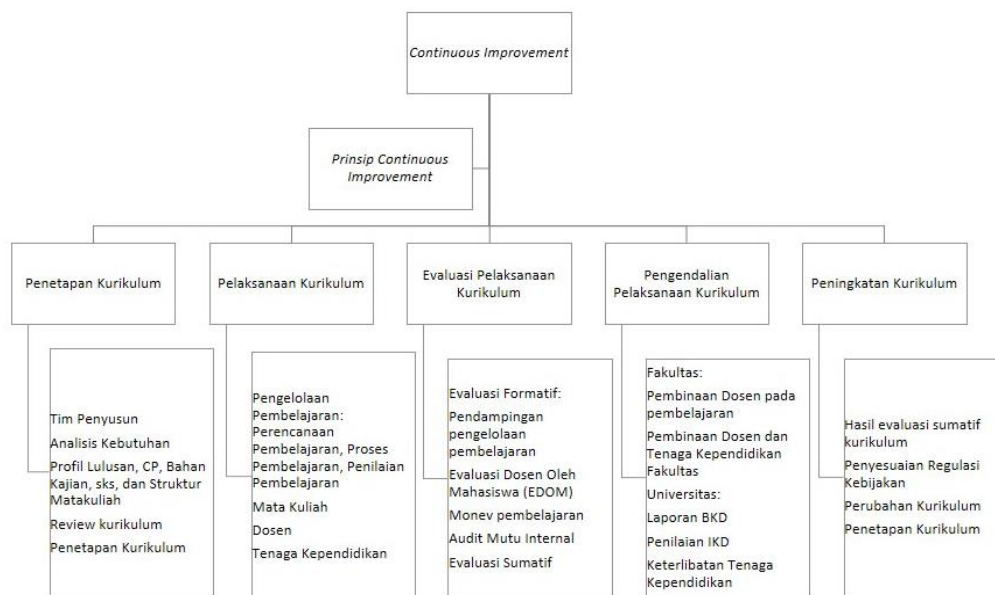


Figure 1.1. Management of KKNi UIN Saizu Purwokerto Curriculum

### Curriculum Setting

At the stage of determining the KKNi curriculum in 2016, efforts have been made to fulfill the curriculum components, but there are study programs that do not understand and analyze the curriculum structure. The principles of *customer-driven organization* and *factual decision-making* appear in the analysis of the suitability of graduate profiles, learning outcomes, teaching materials, courses, credit weights and curriculum structure, although they have not been implemented by all study programs. The principle of *process approach* has not been fully found because of the need for the involvement of several components, such as the involvement of study program associations in determining graduate profiles and learning outcomes of study programs.

The available curriculum documents are the result of a compilation of the curriculum preparation set by the study program. Through the process approach, the results of the document show that there is no standardization of curriculum preparation, both in the process, curriculum components and in the involvement of cooperation partners. To fulfill this, the process of determining the curriculum can be carried out as follows:

Table 1.1. Curriculum Assignment Process Mapping

Stages	Program	Partnership	Quality Standards	CI principle
Drafting Team	Develop program plan	a -	SOP, Curriculum Preparation Guidelines	People Participation
Needs Analysis	Forum Discussion	Group Career Development, stakeholders, Curriculum Experts	For BAN-PT; SN-Dikti; Visi Missi PT;	Partnership Development;
Graduate Profile, Learning Outcomes	Forum Discussion	Stakeholders, Study Program Associations, Reviewers	For BAN-PT; SN-Dikti; Visi Missi PT; SOP	Partnership Development; Leadership

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Study Materials, Lecture Points, Bobot SKS, Curriculum Structure	Forum Discussion	Group	Lecturer Consortium	For BAN PT; SN-Dikti; Visi misi PT, SOP	Partnership Development; Leadership
Review of Curriculum Draft	Review curriculum reliability	of	Reviewer; Curriculum Expert	For BAN PT; SN-Dikti;	Design Improvement And Prevention

In setting the curriculum requires the involvement of many people in accordance with CI principles. Helmold and Samara say that CI focuses on teams (*quality circle*), promotes teamwork and team spirit, but also recognizes individual contributions. CI emphasizes the involvement of each worker on the concept and vision of the company, so that workers will be able to identify themselves with the company, its culture and objectivity (Helmold, 2020). CI is used to measure and change many of the indicators presented (Kregel, 2019).

### Curriculum Implementation

The implementation of the KKNi curriculum is the result of synchronizing graduate profiles, learning outcomes and management of learning and courses (Lubis, 2020), educators and education personnel (Sherli et.al, 2020). From here there are four components that must be considered in curriculum implementation, namely a) learning management, including planning, learning processes and assessments, b) courses, c) educators, and d) education staff. If this is studied in looking at the implementation of the KKNi UIN Saizu curriculum, it is obtained:

#### a. Learning Management

Learning management consists of learning planning, learning implementation and learning assessment. Learning planning in higher education refers to the preparation of Semester Learning Plans (RPS) according to established standards. The RPS preparation process is implemented as follows:

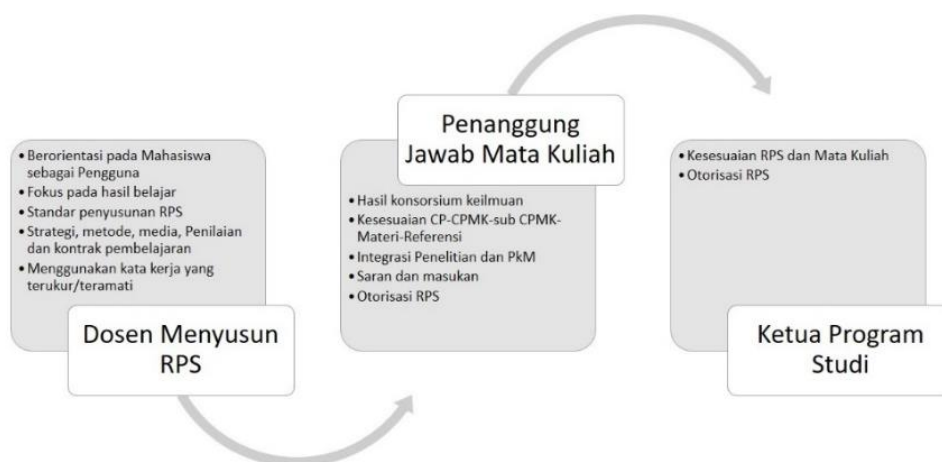


Figure 1.2. RPS drafting process flow

From the flow of the RPS preparation process carried out, lecturers must remain oriented to the achievement of learning and students as users, this is in accordance with the principles of *customer driven organization* and *process approach*. This preparation involves the person in charge of the course as supervision as well as control in the development of RPS. Through this flow, it is ensured that the learning to be carried out by lecturers is in accordance with the characteristics of the courses, methods, strategies and approaches carried out and ensures that the lecture material is in accordance with the provisions of the scientific consortium.

The learning process is carried out in accordance with Permendikbud Number 3 of 2020 concerning National Higher Education Standards which states that the form of learning can use response lectures, tutorials, seminars or equivalent, practicum, studio practice, workshop practice, field practice, research / research, community building / thematic KKN, student exchanges, internships / work practices, teaching assistance, humanitarian projects, entrepreneurial activities, independent studies / projects, and/or other equivalent forms of learning. In addition, referring to the principle of *customer driven organization*, the learning process carried out by lecturers is emphasized student-centered (*center student learning*) by prioritizing the characteristics of

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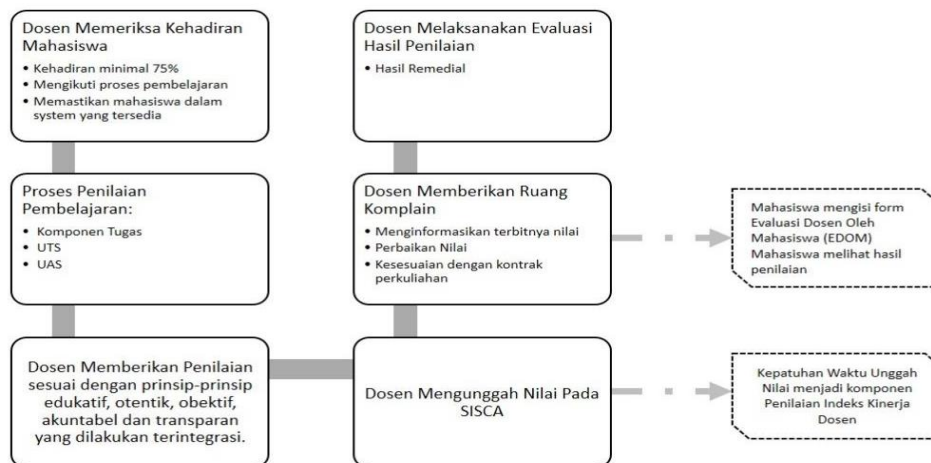
learning that is interactive, holistic, integrative, scientific, contextual, thematic, effective and collaborative. The learning process in each faculty can be seen in the following table:

**Table 1.2. Forms of Learning**

<i>Fakultas</i>	<i>Forms of Learning</i>	<i>Assigned policies</i>
<i>FTIK</i>	Lectures, seminars, responsibilities, teaching assistance, practicum, field practice, community building/thematic KKN, independent studies/projects and/or other equivalent forms.	The learning process is mostly carried out in the form of lectures, but each lecturer is given space to be creative in the chosen form of learning that is adjusted to the characteristics of the course
<i>F. Da'wah</i>	Lectures, seminars, responses, practicums, studio practices, field practices, research/research, community building/thematic KKN, humanitarian projects, independent studies/projects and/or other equivalent forms	Lecturers are encouraged to maximize the form of learning in accordance with the characteristics of the course, increase practice, and encourage talents and interests through UKM to support the achievement of learning outcomes.
<i>F. Sharia</i>	Lectures, seminars, responses, practicums, studio practices, field practices, research/research, community building/thematic KKN, independent studies/projects and/or other equivalent forms	The faculty coordinates lecturers to use a collaborative learning model and direct students to be able to solve problems in the form of facts, actual and contemporary referring to research journals.
<i>FEBI</i>	Lectures, seminars, responses, practicums, studio practices, field practices, student exchanges, internships/work practices, entrepreneurship projects, research/research, community building/thematic KKN, independent studies/projects and/or other equivalent forms	The learning process is carried out by providing practicum rooms in the field of economics, the faculty forms business practice laboratories, such as mini banks, financial institution cooperation, and provides student space to practice entrepreneurship.
<i>FUAH</i>	Lectures, seminars, responses, practicums, field practices, internships / work practices, research / research, community building / thematic KKN, independent studies / projects and / or other equivalent forms	Learning by encouraging lecturers to achieve KKNi more in every lecture, namely applying. Massive coaching is carried out by providing discussion and consultation space in order to achieve learning objectives.

Assessment / evaluation is one of a series of activities in improving quality, performance, and productivity in carrying out industrial internship programs. The focus of evaluation is individual students, namely achievements achieved in the implementation (Ministry of Education and Culture, 2020). The assigned assessment can be viewed through the following process flow:

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**Figure 1.3. Learning assessment/evaluation process flow**

The final results of this assessment are published through the Academic Information System (SISCA), systematically and can be accessed through the student account page. Judging from the learning assessment process carried out at UIN Saizu Purwokerto, in principle, the assessment still leaves a lack of transparency in the lecturer assessment process, so that it can generate *person interest* because the system is only able to display the final grade results. In accordance with the results of equalization of perception, related to the principle of assessment transparency starting in the even semester of the 2021-2022 academic year, the assessment system through SISCA added the display of process values through three components, namely assignment grades, UTS scores and UAS scores so that they are in accordance with the established assessment guidelines.

### b. Courses

The course is the final form of the curriculum that contains the credit load and study load that will be taken by students. From the search results, it was found that all study programs already have a course structure that is always evaluated every year. In accordance with SN-Dikti, the study load that must be taken by students to complete the S1 level is at least 140 credits. The total study load that has been determined by each study program is 152 credits in the 2016 KKNi curriculum document. As for the course structure in the 2020 curriculum, 148 credits are set to be applied for undergraduate studies.

The course structure consists of institute-level courses, faculty courses, study program courses and each study program prepares elective courses. For the 2020 curriculum, changes in the structure of courses consisting of general courses, faculty compulsory courses, core courses of study programs and MBKM package courses are stipulated. The structure of this course is also an implementation of the realization of the vision and mission of higher education in forming graduates as aspired to. In the KKNi curriculum in 2016 there are elective courses to achieve additional graduate profiles, while in 2020 additional courses are reduced to MBKM course packages.

### c. Educator/Lecturer

Relating to the fulfillment of lecturers as course supervisors is carried out through an analysis of lecturer needs in the course. The results of the analysis are used for the distribution of credit weights that must be handled by lecturers. In addition, needs analysis is also a consideration of the suitability of courses with the academic qualifications of lecturers as well as in gathering lecturers in the scientific consortium of study programs. The lecturers gathered are permanent lecturers and non-permanent lecturers. Each study program is required to have 6 permanent lecturers at the core of the study program, while for course supervisors can be charged to lecturers across study programs and non-permanent lecturers. In the educator structure, lecturers without additional duties (DS) and lecturers with additional duties (DT) are also determined which are related to the determination of minimum obligations for course credit loads.

In managing the performance of lecturers as implementers of learning, UIN Saizu Purwokerto establishes the flow of lecturer performance which refers to the Armstrong and Baron performance management model as follows:



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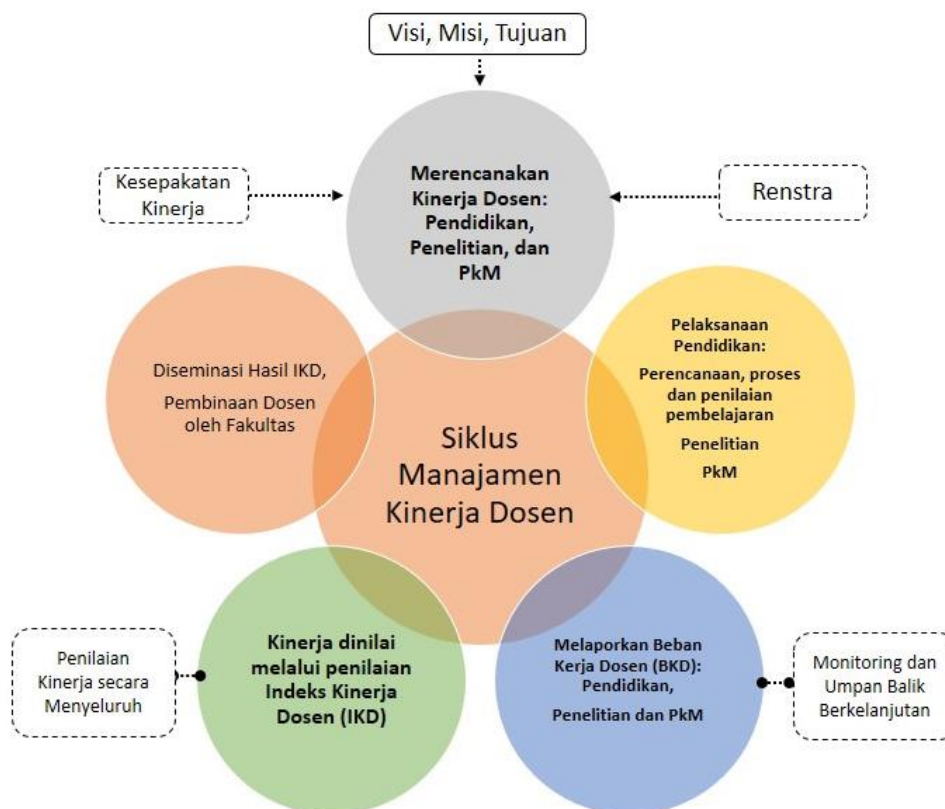


Figure 1.4. Lecturer Performance Management Model

### d. Education Personnel

Education personnel in the implementation of the curriculum have an important role in preparing administration, infrastructure, academic services and academic technical matters. At the administrative level, education staff provide services to users, namely lecturers and students. Lecturers in providing academic services need to involve educational staff both in terms of being work partners and as technical implementing assistants. This includes involvement in helping prepare infrastructure, administrative management, academic services such as letters, lecture schedules, exam schedules, class management, and other administrative issues

### Evaluation of Curriculum Implementation

Curriculum evaluation can use process evaluation or output evaluation. In addition, it can also use several curriculum program evaluation models, including 1) Formative-Summative Evaluation Model; 2) Provus Dikrepani Evaluation Model; 3) Daniel Stufflebeam's CIPP (Context, Input, Process, Product) Evaluation Model; 4) Donald L. Kirkpatrick's four-level evaluation model; and more. Evaluation of the implementation of the KKNi curriculum in 2016 refers to the formative-summative evaluation model. The formative evaluation carried out to evaluate the 2016 KKNi curriculum of UIN Saizu Purwokerto consisted of learning evaluation, monev, Lecturer Workload report (BKD) and Internal Quality Audit. Learning evaluation and monev are carried out in one semester by the faculty, while BKD assessment is carried out per semester and Internal Quality Audit is carried out once a year by the university. Through this evaluation stage, it is hoped that the implementation of the curriculum can be applied even better in the future. Learning evaluation is carried out on the planning, process and assessment of lecturer learning. Summative evaluation is carried out every 4-5 years in accordance with involving internal and external stakeholders, and reviewed by experts in the fields of study programs, industries, associations, and according to the development of science and technology and user needs. The summative evaluation of the KKNi curriculum of UIN Saizu Purwokerto was carried out on January 31, 2020.

### Handling of Curriculum Implementation

Curriculum control is an effort to measure the suitability and achievement of curriculum implementation by juxtaposing it with curriculum guidelines, curriculum documents and curriculum implementation standards. Control is also a corrective action on the implementation of the curriculum, both in planning, process and learning assessment, so that deviations, failures or nonconformities can be corrected to meet the established references. This corrective action is by taking corrective actions so that the achievement of curriculum implementation can be fulfilled.

## Implementation of Continuous Improvement (CI) in the Management of KKNi UIN Saizu Purwokerto Curriculum through the PPEPP Model

From the results of the interview, it was obtained that the form of control in the implementation of the KKNi curriculum of UIN Saizu Purwokerto can be grouped into the control of faculties and universities as education providers. The control carried out by the faculty is in the form of feedback from the learning money, hassil of the findings of the Internal Quality Audit, as well as the results of the assessment of the Lecturer Workload. In addition, it is undeniable that faculty management also responds to input, complaints and criticisms submitted by students as service users. The results of the money are followed up through individual capacity building of lecturers and routine coaching which is carried out at the beginning of every month. Individual capacity building of lecturers is given direction through discussions and warnings both oral and written. While routine coaching is more of an effort to find solutions for corrective actions in the implementation of existing learning.

### *Curriculum Improvement/ Development*

The results of curriculum development are then reviewed by experts and experts in the field of curriculum to get input and improvement. This effort is carried out to obtain a curriculum that is reliable against changes in internal and external conditions. In completing the curriculum component, faculty management provides direction to the faculty to prepare guidelines for course conversion in an integrated system with SISCA. Fulfillment of the curriculum cycle through PPEPP is one of the strategies set by the government in Law number 12 of 2012 concerning Higher Education. PPEPP is an effort to form a culture of continuous improvement. The implementation of PPEPP that is implemented well, will be able to form a process and system that meets the principles of *continuous improvement*, including in curriculum management.

## CONCLUSION

The results of the study on the management of the KKNi curriculum at UIN Saizu Purwokerto found that the PPEPP model was applied to meet *continuous improvement* (CI), especially in the process approach and system approach. At the stage of determining the curriculum, it is carried out through the stages of preparing the drafting team, needs analysis, graduate profiles, learning outcomes, study materials, courses, credit weight, curriculum structure and curriculum draft review to be subsequently determined to be the KKNi UIN Saizu Purwokerto curriculum. The implementation stage refers to the implementing components of the curriculum which include: a. learning management; b. courses; c. educators/lecturers; and d. education personnel. The evaluation phase is carried out with formative evaluation and summative evaluation. Formative evaluation is carried out through learning evaluation, money, Lecturer Workload Report and Internal Quality Audit. Summative evaluation is carried out every 4-5 years involving internal and external stakeholders, and reviewed by experts in the fields of study programs, industries, associations, and according to the development of science and technology and user needs. The control stage of the implementation of the KKNi curriculum UIN Saizu Purwokerto can be grouped into the control of faculties and universities as education providers. The results of curriculum development are then reviewed by experts and experts in the field of curriculum to get input and improvement. This effort is carried out to obtain a curriculum that is reliable against changes in internal and external conditions.

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