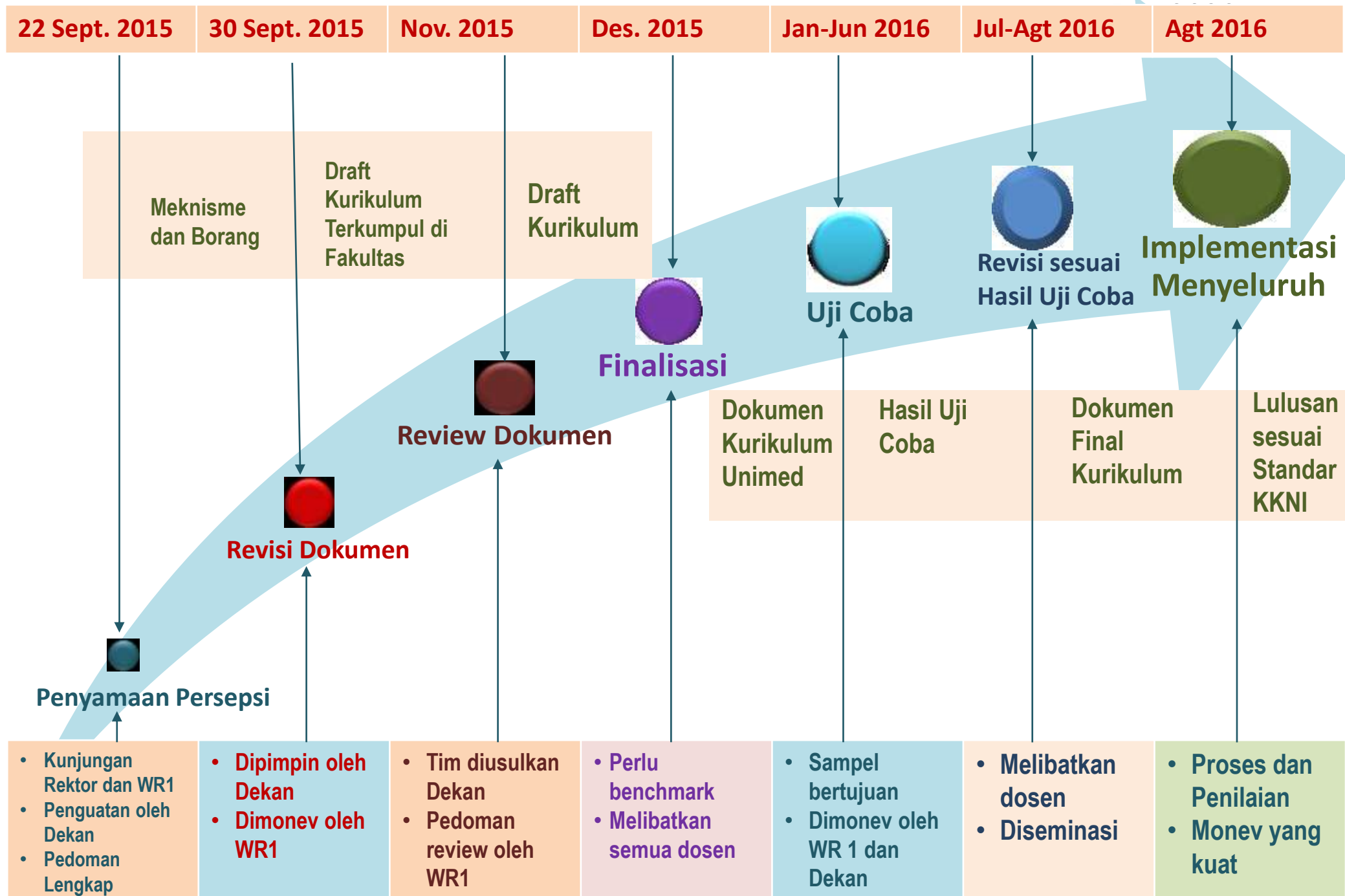


Bahan Diskusi :
“REVISI KURIKULUM BERBASIS KKNI”

REVISI KURIKULUM BERBASIS KKNI:



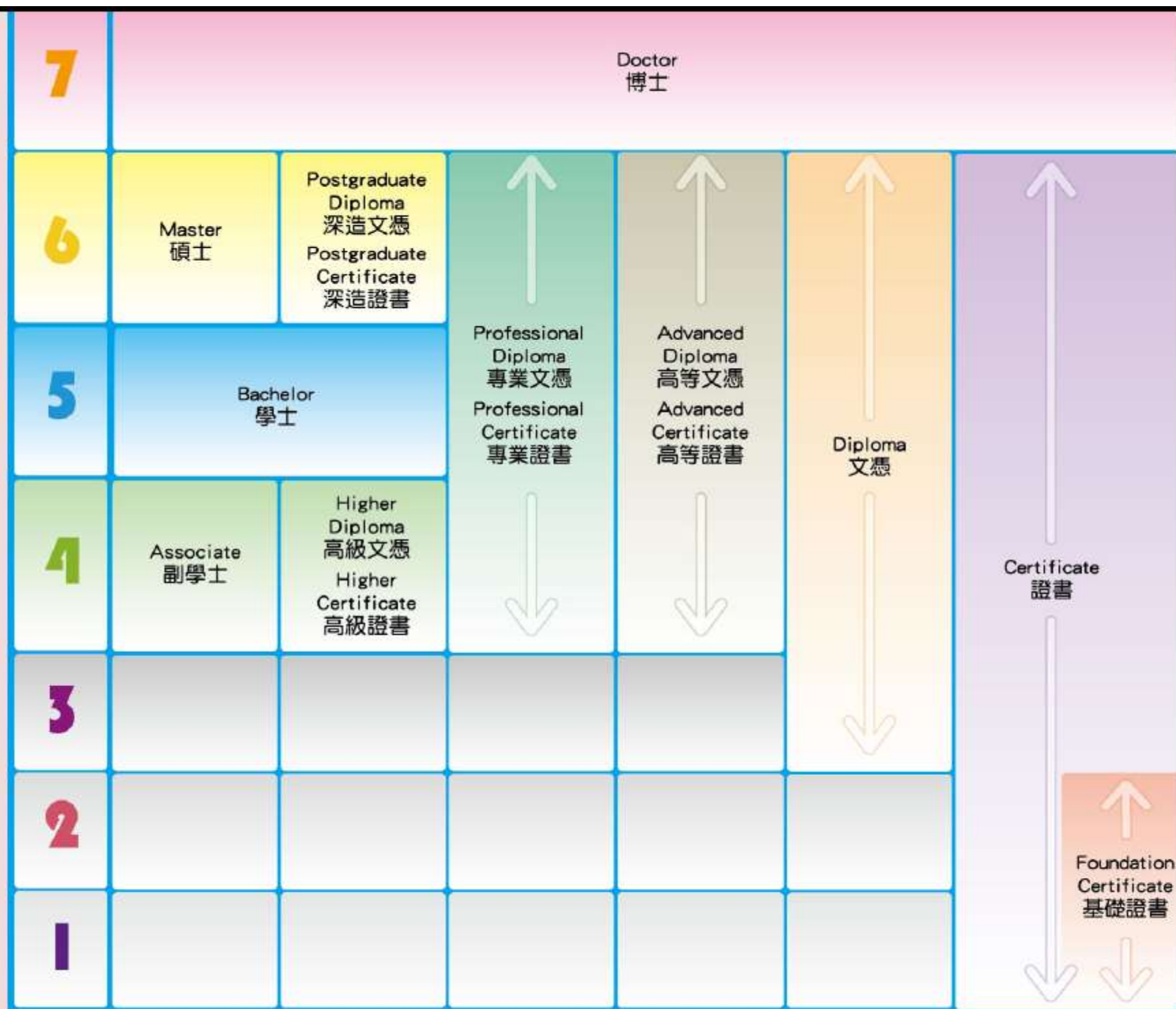
MENGAPA “HARUS” KKNI ?

Australian Qualification Framework

| Level | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|------------------------------------|--|--|---|--|--|
| Summary <i>Level 1-5</i> | Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning | Graduates at this level will have knowledge and skills for work in a defined context and/or further learning | Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning | Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning | Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning |
| Qualification Type | Certificate I | Certificate II | Certificate III | Certificate IV | Diploma |

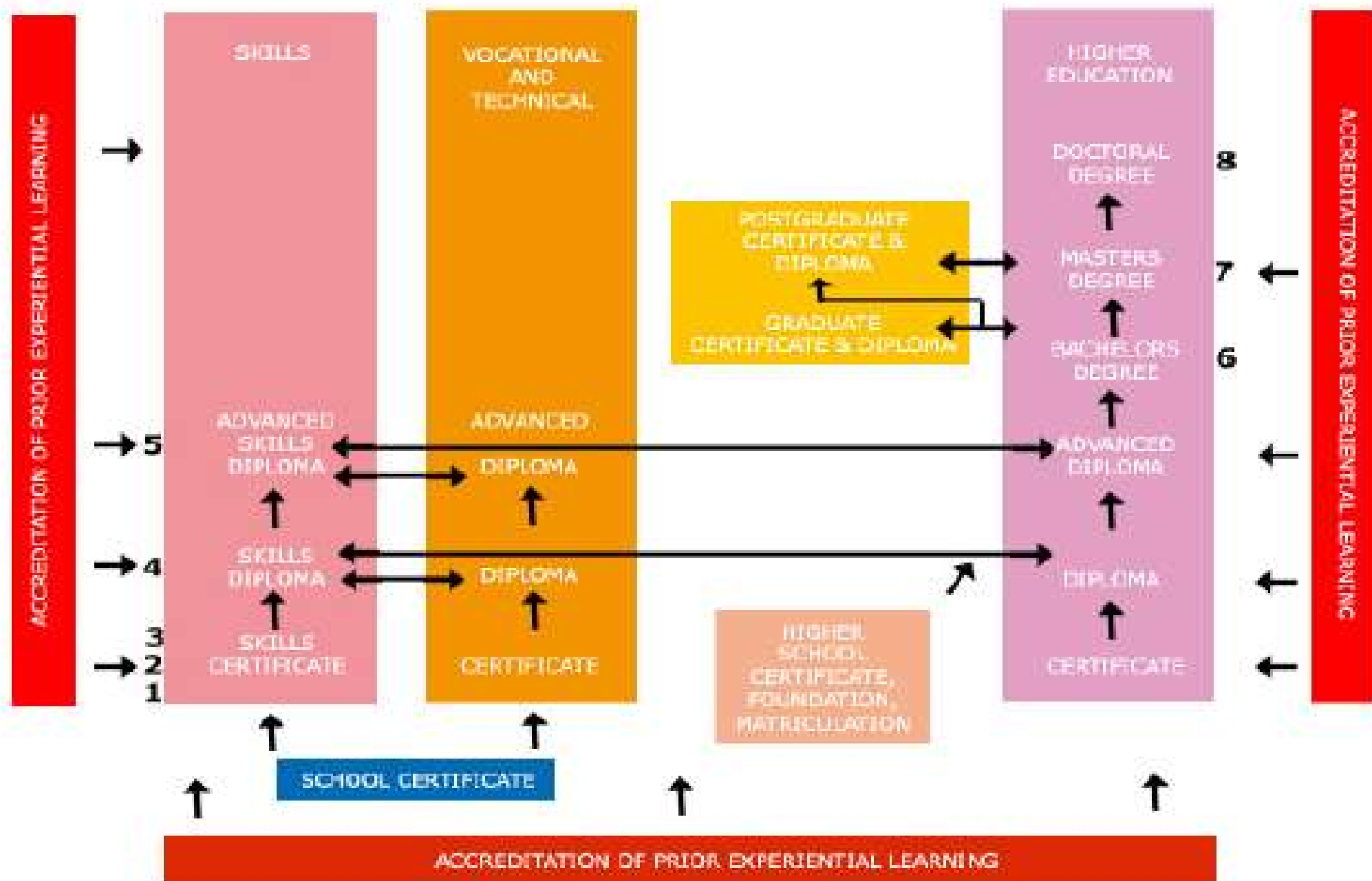
| Level | Level 6 | Level 7 | Level 8 | Level 9 | Level 10 |
|---------------------------|---|---|--|---|---|
| Summary | Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning | Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning | Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning | Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning | Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice |
| Qualification Type | Advanced Diploma Associate Degree | Bachelor Degree | Bachelor Honours Degree Graduate and Vocational Graduate Certificate Graduate and Vocational Graduate Diploma | Masters Degree | Doctoral Degree |

Hongkong Qualifications Framework



註：「文憑」課程須最少有60個學分；「證書」課程不設最低學分要求。

MQF BASED ON QUALIFICATION LEVEL AND EDUCATIONAL PATHWAY



New Zealand Qualifications Framework

| Level | Qualifications Type |
|-------|--|
| 10 | Doctorate |
| 9 | Masters Degrees |
| 8 | Postgraduate diplomas and certificates, Bachelors degrees with Honours |
| 7 | Bachelors Degree, Graduate diplomas and certificates |
| 6 | Diplomas |
| 5 | |
| 4 | Certificates |
| 3 | |
| 2 | |
| 1 | |

South Africa Qualifications Framework

Level

Description

- | | |
|----------|---|
| 1 | • Grade four to Grade Nine (Standard two to Standard Seven) |
| 2 | • Grade Ten (Standard Eight) |
| 3 | • Grade Eleven (Standard Nine) |
| 4 | • Grade Twelve (Standard Ten / Matric) • Trade Certificate |
| 5 | • National Certificate National Diploma • Occupational Certificate |
| 6 | • Bachelors Degree (Three Years) • Higher Diploma |
| 7 | • Honours Degree • Post Graduate Certificate |
| 8 | • Doctorate • Masters |

Thailand Qualifications Framework

These three components come together in a framework structure as shown in the following table.

| Levels | Minimum Credits | Domains of Learning Outcomes | | | | |
|----------------------------|--|-------------------------------|-----------|------------------|---|-------------------------------------|
| | | Ethical and Moral Development | Knowledge | Cognitive Skills | Interpersonal Skills and Responsibility | Analytical and Communication Skills |
| 1. Advanced Diploma | 90 | XX | XX | XX | XX | XX |
| 2. Bachelor | 120 150 180 | XXX | XXX | XXX | XXX | XXX |
| 3. Grad Dip | 24 after bachelor | | XXXX | XXXX | XXXX | XXXX |
| 4. Master | 36 after Bachelor | XXXXXX | XXXXX | XXXXX | XXXXX | XXXXX |
| 5. Higher Graduate Diploma | 24 after Master | | XXXXXX | XXXXXX | XXXXXX | XXXXXX |
| 5. Doctor | 48 after Master, or 72 after Bachelor | | XXXXXXX | XXXXXXX | XXXXXXX | XXXXXXX |

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK



scottish credit and
qualifications framework

| SCQF Levels | SQA Qualifications | | | Qualifications of Higher Education Institutions | Scottish Vocational Qualifications |
|-------------|---|-----------------------------|----------------------------|---|------------------------------------|
| 12 | Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readyreckoner | | | Doctoral Degree | |
| 11 | | | | Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate | SVQ 5 |
| 10 | | | | Honours Degree, Graduate Diploma, Graduate Certificate | |
| 9 | | | | Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate | SVQ 4 |
| 8 | | Higher National Diploma | | Diploma Of Higher Education | |
| 7 | Advanced Higher Scottish Baccalaureate | Higher National Certificate | | Certificate Of Higher Education | SVQ 3 |
| 6 | Higher | | | | |
| 5 | Intermediate 2 Credit Standard Grade | | | | SVQ 2 |
| 4 | Intermediate 1 General Standard Grade | National Certificate | National Progression Award | | SVQ 1 |
| 3 | Access 3 Foundation Standard Grade | | | | |
| 2 | Access 2 | | | | |
| 1 | Access 1 | | | | |

UK Qualifications Framework

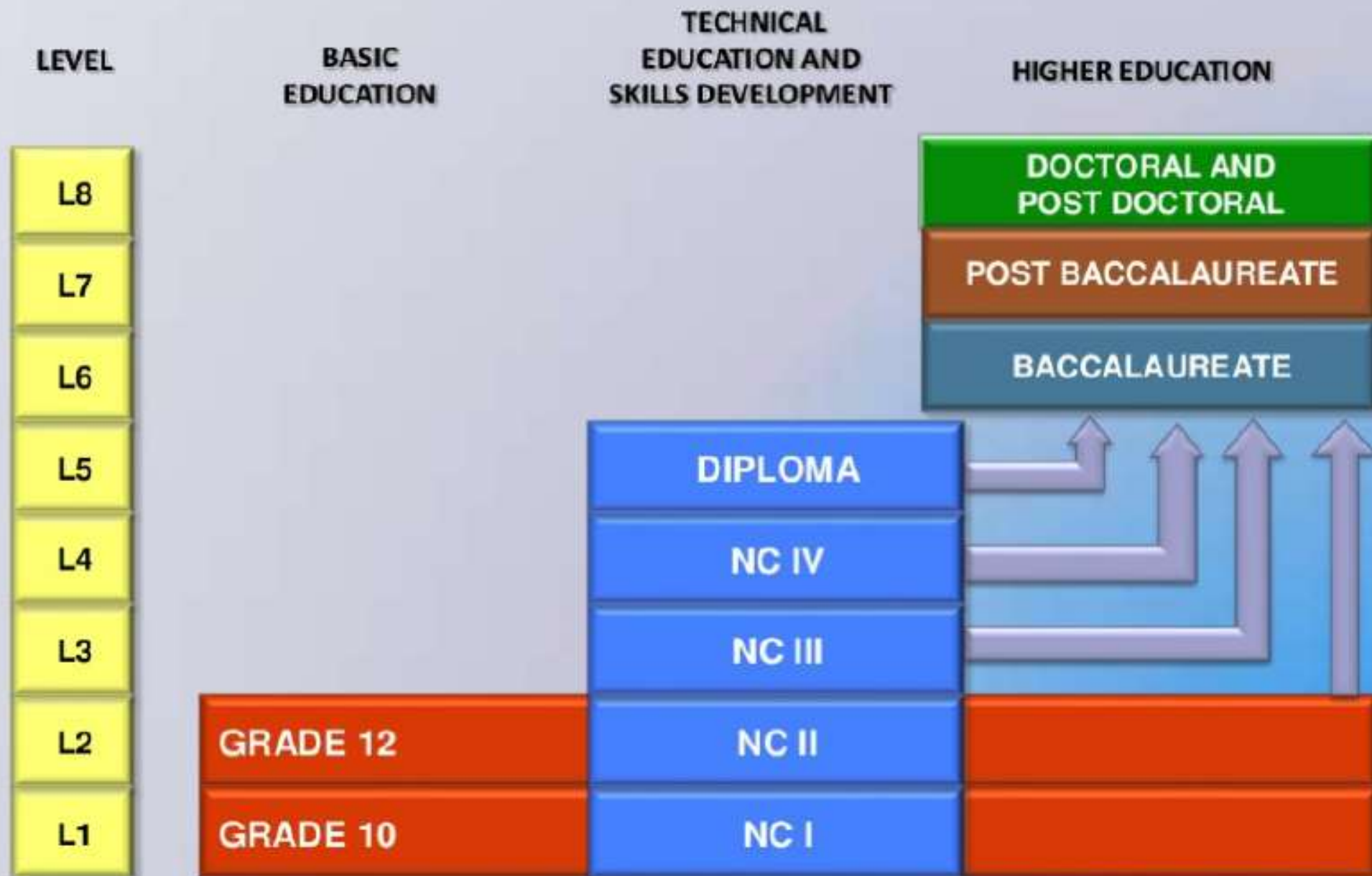
| | UNIVERSITY | | | | |
|---------------|-----------------------------------|----------|---|--------------------------------------|-----|
| LEVEL 8 | Doctorate PhD | | | | |
| LEVEL 7 | Master's Degree MA, MSc, MPhil | | | | |
| LEVEL 6 | University Degree BA, BSc | | | | |
| LEVEL 5 | | | | Foundation Degree FdA, FdSc | HND |
| LEVEL 4 | | | | | HNC |
| LEVEL 3 | A-Level | A2 AS | L3 Extended Diploma (National Diploma) | L3 Diploma (National Certificate) | |
| LEVEL 2 | GCSE Grades A-C | | L2 Diploma (1st Diploma) | | |
| LEVEL 1 | GCSE Grades D-G | | L1 Diploma (Foundation) | | |
| ENTRY LEVEL 3 | Key Stage 3 | | E3 Diploma (Foundation) | | |
| | SCHOOL / 6TH FORM | | F.E. COLLEGE | | |

The European Qualification Framework

| Level | Knowledge | Skills | Competence | Example |
|---------|---|---|---|--|
| Level 1 | Basic general knowledge | basic skills required to carry out simple tasks | work or study under direct supervision in a structured context | |
| Level 2 | Basic factual knowledge of a field of work or study | basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools | work or study under supervision with some autonomy | lower secondary school (FI) |
| Level 3 | Knowledge of facts, principles, processes and general concepts, in a field of work or study | a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information | take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems | (GCSE Grades A*-C UK) |
| Level 4 | Factual and theoretical knowledge in broad contexts within a field of work or study | a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study | exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities | Abitur , vocational school |

| Level | Knowledge | Skills | Competence | Example |
|----------------------|---|---|---|--|
| Level 5 ¹ | Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge | a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems | exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others | HND |
| Level 6 ² | Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles | advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study | manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups | Honours Bachelor Degree, vocational university German State-certified Engineer, Business Manager and Designer (Fachhochschule) Bachelor, City and Guilds Graduateship (GCGI), German Fachwirt , German Operative Professional |
| Level 7 ³ | <ul style="list-style-type: none"> Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields | specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields | manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams | Masters, vocational university (Fachhochschule) Masters, City and Guilds (MCGI) |
| Level 8 ⁴ | Knowledge at the most advanced frontier of a field of work or study and at the interface between fields | the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice | demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research | Doctorate City and Guilds Senior Awards - Fellowship |

THE PHL QUALIFICATIONS FRAMEWORK

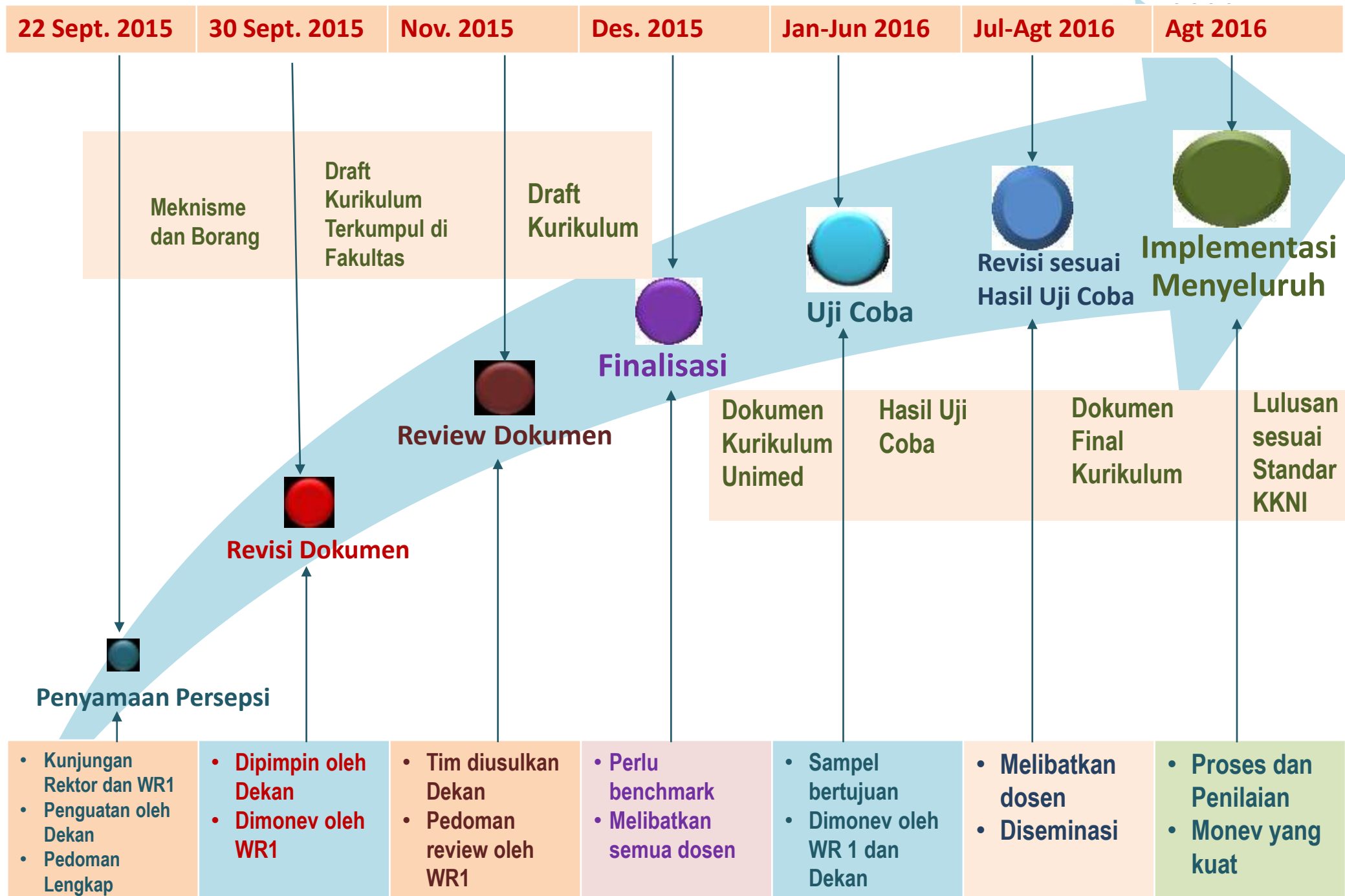


REVISI KURIKULUM BERBASIS KKNI:

PETA JALAN AKTIVITAS, OUT PUT, PIC , PELAKSANA DAN JADWAL:

| NO. | AKTIVITAS | OUTPUT | PIC &PELAKSANA | JADWAL |
|-----|--|--|---|----------------------|
| 1. | Penyamaan Persepsi | Meknisme dan Borang | Dekan dan seluruh fungsionaris | 22 Sept 2015 |
| 2. | Revisi Dokumen | Draft Kurikulum Terkumpul di Fakultas | Dekan dan Tim yang ditetapkan Dekan | 30 September 2015 |
| 3. | Review Dokumen | Draft Kurikulum | WR 1, Dekan dan Tim yang dibentuk mewakili Univ, Fak dan Prodi | November 2015 |
| 4. | Finalisasi | Dokumen Kurikulum Unimed | WR 1, Dekan dan Tim yang dibentuk mewakili Univ, Fak dan Prodi | Desember 2015 |
| 5. | Uji Coba | Hasil Uji Coba | WR 1, Dekan dan Tim yang dibentuk mewakili Univ, Fak dan Prodi | Jan-Juni 2016 |
| 6. | Revisi sesuai hasil Uji Coba | Dokumen Final Kurikulum beserta Strategi Monevin | WR 1, Dekan dan Tim yang dibentuk mewakili Univ, Fak dan Prodi | Juli-Agustus 2016 |
| 7. | Implementasi Kurikulum secara menyeluruh | Lulusan sesuai Standar KKNI | Seluruh Unsur Unimed | Desember 2020 |

REVISI KURIKULUM BERBASIS KKNI:



DOKUMEN YANG WAJIB DISIAPKAN:

1. Dokumen Renstra 2015-2019
2. Dokumen Kurikulum
3. Dokumen Penelitian dan Pengabdian
4. Dokumen Penjaminan Mutu
5. Dokumen SPI
6. Dokumen BLU
7. Dokumen Pedoman Implementasi Kampus Pembangun Karakter Manusia (The Character Building University)

ASPEK KESESUAIAN KURIKULUM:

LEVEL IKATAN :

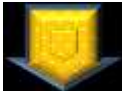
MK YANG MENGIKAT SEMUA PT DI
DUNIA



MK YANG MENGIKAT SEMUA PT DI
INDONESIA



MK YANG MENGIKAT DI UNIMED



MATA KULIAH YANG MENGIKAT DI TINGKAT
FAKULTAS

| | | | | | | |
|-----|-----|-----|------|----|-----|----|
| FIP | FIS | FBS | MIPA | FT | FIK | FE |
|-----|-----|-----|------|----|-----|----|



MK YANG MENGIKAT DI TINGKAT
PRODI



ISU PENGIKAT :

SUSTAINABILITY DEVELOPMENT,
BERBAGAI KESEPAKATAN DUNIA
WTO, MEA



ISU NASIONAL, RENSTRA DIKTI

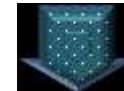


RENSTRA UNIMED, VISI, MISI



RENSTRA FAKULTAS, VISI DAN MISI

| | | | | | | |
|-----|-----|-----|------|----|-----|----|
| FIP | FIS | FBS | MIPA | FT | FIK | FE |
|-----|-----|-----|------|----|-----|----|



RENSTRA PRODI, VISI DAN MISI

TAHAPAN PENYELESAIAN REVISI KURIKULUM:



REKAPITULASI DOKUMEN/BUKU PEDOMAN/PANDUAN KURIKULUM:

| No. | DOKUMEN | ISI | SISTEMATIKA | PENANGGUNG JAWAB |
|-----|------------------------------------|---|--|------------------|
| 1. | Panduan Penyusunan Naskah Akademik | <ul style="list-style-type: none"> • Tracer Studi • Matriks dan Borang Pemutahiran Kompetensi (PLO dan CLO) • Visi dan Misi Prodi • Program Utama Prodi | <ul style="list-style-type: none"> • Pengantar • Daftar Isi • Daftar Tabel • Daftar Gambar <p>Bab I : Pendahuluan</p> <p>Bab II : Rasional Pengembangan Kurikulum</p> <p>A. Landasan Filosofis</p> <p>B. Landasan Akademik</p> <p>C. Landasan Sosiopedagogik</p> <p>D. Landasan Empirik</p> <p>Bab III : Pendekatan dan Strategi Pengembangan Kurikulum</p> <p>A. Pendekatan Pengembangan Kurikulum</p> <p>B. Strategi Pengembangan</p> <p>C. Keterkaitan dengan Renstra Unimed, Fakultas, Jurusan/Prodi</p> <p>D. Proses dan operasional Pengembangan</p> <p>Bab IV : Hasil Studi Banding</p> <p>A. Profil Lulusan, Kompetensi Lulusan (Program Learning Outcome: PLO dan Course Learning Outcome: CLO)</p> <p>B. Gambaran Umum Materi</p> <p>BAB V. Rekomendasi</p> <p>(Ini sistematika minimal Naskah Akademik, dapat dikembangkan sesuai kebutuhan)</p> | WR 1 dan Dekan |

REKAPITULASI DOKUMEN/BUKU PEDOMAN/PANDUAN KURIKULUM:

| No. | DOKUMEN | ISI | SISTEMATIKA | PENANGGUNG JAWAB |
|-----|---|--|---|--------------------------------|
| 2. | Panduan Penyusunan Isi dan Struktur Kurikulum Panduan Lengkap LPTK Panduan Lengkap Unimed | <ul style="list-style-type: none"> • Uraian dan grouping kompetensi menjadi topik materi • Grouping materi menjadi Mata Kuliah • Deskripsi dan Syllabus Mata Kuliah • Distribusi Mata Kuliah | <ol style="list-style-type: none"> I. Profil, Kompetensi (PLO dan CLO), dan Materi <ol style="list-style-type: none"> A. Profil Lulusan B. Kompetensi (PLO dan CLO) II. Pengelompokan dan analisis materi menjadi Mata Kuliah III. Deskripsi dan Silabus Matakuliah IV. Distribusi (Sebaran) Matakuliah <p>(sistematika ini dapat dikembangkan sesuai kebutuhan)</p> | WR 1, Dekan dan Kajur/Ka Prodi |

REKAPITULASI DOKUMEN/BUKU PEDOMAN/PANDUAN KURIKULUM:

| No. | DOKUMEN | ISI | SISTEMATIKA | PENANGGUNG JAWAB |
|-----|---|--|-------------------------------|-------------------------------|
| 3. | Panduan Pengembangan Perangkat Kurikulum Proses Pendidikan Unimed | <ul style="list-style-type: none"> Pengembangan Perangkat Kurikulum Penyusunan SAP dan Kontrak Kuliah Tatap Muka, Terstruktur dan Mandiri <p>a) Buku Pedoman Proses</p> <ul style="list-style-type: none"> Seleksi, registrasi, bimbingan akademik, perkuliahan, praktikum, lapangan, dan kegiatan lainnya Perkuliahan: Tatap Muka, Terstruktur dan Kegiatan Mandiri Responsi, Tutorial dan Seminar Praktikum/ Studio/ Bengkel/Lapangan/ Penelitian/Pengabdian dan bentuk lain yang setara <p>b) Buku Pedoman Penilaian (Pasal 18-24 Permen 49, Thn 2014)</p> <ul style="list-style-type: none"> Prinsip penilaian, teknik dan instrumen, mekanisme dan prosedur, pelaksanaan penilaian, pelaporan penilaian, dan kelulusan mahasiswa. Teknik penilaian : observasi, partisipasi, unjuk kerja, tes tertulis, tes lisan, dan angket. Instrumen penilaian : penilaian proses dalam bentuk rubrik dan/atau penilaian hasil dalam bentuk portofolio atau karya desain. Penilaian sikap : teknik penilaian observasi. Penilaian penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus dilakukan dengan memilih satu atau kombinasi dari berbagai teknik dan instrumen penilaian. | Dikembangkan sesuai kebutuhan | WR1, Dekan dan Kajur, KaProdi |

REKAPITULASI DOKUMEN/BUKU PEDOMAN/PANDUAN KURIKULUM:

| No. | DOKUMEN | ISI | SISTEMATIKA | PENANGGUNG JAWAB |
|-----|--|--|--|-------------------------------|
| 4. | Pedoman Penyusunan SAP dan KP Kontrak Lalu Contoh Kontrak | <ul style="list-style-type: none"> Kompetensi (CLO), Materi, Sumber Belajar, Aktivitas, Learning Output, Tugas dan Penilaian Rancangan Tugas Individu dan Kelompok, lintas MK, Prodi, Fakultas, Universitas dan Lembaga lainnya | Dikembangkan sesuai kebutuhan | WR1, Dekan dan Kajur, KaProdi |
| 5. | Panduan Monev dan Sistem Penjaminan Mutu Internal | <ul style="list-style-type: none"> Standar Kualitas Perencanaan, Pelaksanaan dan evaluasi Proses Pendidikan : seleksi mahasiswa baru, registrasi, bimbingan akademik, perkuliahan, praktikum, bengkel, studio, lapangan, bimbingan dan penulisan skripsi/tesis/disertasi, ujian formatif, ujian meja hijau, layanan perpustakaan, pusat komputer dan layanan akademik lainnya | Dikembangkan sesuai kebutuhan berbasis Penjaminan Mutu Universitas | WR1, Dekan dan Kajur, KaProdi |