

CURRICULUM DEVELOPMENT OF KKNI AT ENGLISH EDUCATION DEPARTMENT OF INKAFA GRESIK

Imam Nur Aziz
Institut Keislaman Abdullah Faqih Gresik, Indonesia
E-mail: Imamnuraziz@gmail.com

Abstract: Artikel penelitian ini membahas tentang kurikulum Kerangka Kualifikasi Nasional Indonesia (KKNI) di jurusan Pendidikan Bahasa Inggris Institut Keislaman Abdullah Faqih (INKFA) Gresik. Kurikulum adalah seperangkat materi, rencana pembelajaran, hasil belajar, proses dan evaluasi pembelajaran. Kumpulan materi, rencana pembelajaran, isi dan evaluasi merupakan pedoman proses pembelajaran untuk mencapai hasil belajar dalam pendidikan tinggi. Kurikulum pendidikan tinggi dirancang dan dikembangkan oleh masing-masing program studi untuk mencapai target hasil belajar berdasarkan Kerangka Kualifikasi Nasional Indonesia (KKNI). Analisis kebutuhan, wawancara, diskusi digunakan untuk mengumpulkan data dan melakukan pengembangan kurikulum. Hasil penelitian ini menunjukkan bahwa kurikulum diperpadukan antara kurikulum pesantren, kurikulum kelembagaan dan kurikulum jurusan Bahasa Inggris, hal ini guna untuk mendapatkan standar kompetensi pendidikan tinggi.

Key-words: KKNI, Pesantren, Pendidikan tinggi

Introduction

Curriculum development is compulsory thing in higher education to enrich the target of learning. In this case, higher education curriculum is developed by each study program to achieve the objective processes of learning. The development and implementation of curriculum in education program has different approaches at the implication of curriculum design. Higher education curriculum is designed and developed by the institutional covering good morality,

intellectual intelligence, managerial intelligence, and skills¹. Good morality is set of specific characteristics and activities in which considered the existences of good behavior². Good behavior is one of character education that seeks to educate a good character as the aim of education. Therefore, a good process of good education is having good morality to achieve their learning outcomes. Besides having good morality, intellectual intelligence is also required on developing higher education curriculum³. This case also explains in the constitution of Indonesia number 20 year 2003 verse 3⁴ about educational system of Indonesia. Education is to develop students' ability and their attitude to educate nation society and develop students potential to be able to devote to god almighty, good attitude, healthy, knowledgeable, skillful, creative, independence and democratic society and responsible.

However, the establishment of student's characteristic is still normative because the implementation of this policy cannot be implemented by all schools/universities in Indonesia. To avoid that, higher education curriculum is developed by each program to achieve the target of teaching. To get the target of teaching, higher education students must have good imagination and inspiration to manage students' anxiety and to improve students' performance. Therefore, intellectual intelligence is necessary to assume students' academic success which integrates their skills in every lesson. Besides that, managerial intelligence is needed to develop their skills because managerial intelligence is the concept of cognitive intelligence; this is the dimension of students' initiatives on their personality performance.

Some researchers explain that Curriculum is also as a system of education to have good learning outcomes by analyzing, processing, and evaluating. Analyzing means that assessing the goals of curriculum design, analyzing is more systematics to evaluate the data of process education's process. This is supported by Belbase, in his

¹ Santoso Megawati et al., *Kerangka Kualifikasi Nasional Indonesia*, ed. Yusring Baso, First Edit (Jakarta, Indonesia: Kemenristekdikti, 2015).

² Gray JW, "Ethical Realism," *Ethicalmoralism.wordpress*, 2011, <https://ethicalrealism.wordpress.com/2011/05/20/what-is-morality/>.

³ Hendrawan Soetanto, "KKNi Based Curriculum Increases Graduates Quality," 2012.

⁴ Kementrian Pendidikan Nasional, *Undang-Undang Sistem Pendidikan Nasional No 20 Tahun 2003* (Bandung: Fokus Media, 2009).

journal, he explains that Curriculum is planned activities which reproduce cultural and experience, it aims to succeed the learning outcome of institution⁵. Therefore, the important task in designing curriculum is making the goal of educational program. In designing the goal of curriculum, it is necessary to examine the goals of education in general by looking the culture and experiences of education. Emamoke says that every university has a different curriculum, it based on the content and the activities in every university, educators, parents and students influence on developing the curriculum⁶. It can be concluded that curriculum development focuses on organizing and selecting of specific knowledge and skills to develop students' needs, educator's and parent's prospects, and also university's visions and missions.

Curriculum is material and learning organization as Thaman explanations which cited by Arifin and Rahmawati conclude that curriculum is simply all planned and organized learning and teaching process at school⁷. He implies that Curriculum is a set of planning, content, and methods used as guideline of learning activities to accomplish the purpose of education. However, planning, content, context, method and the process of curriculum are intertwined; the dimension which can be affected of curriculum development is cultural that affect the learning outcomes of education. Based on the nomenclature of directorate of higher education, higher education major must produce body of knowledge scientific, based on the formula of learning outcome in every major⁸. In the same manner as Richards's opinion, he says that curriculum development is an essentially practical activity since it seeks to improve the quality of language teaching through the use of systematic planning, development, and review practices in all aspects of language program⁹. He

⁵ Shashidhar Belbase, "Philosophical Foundations for Curriculum Decision: A Reflective Analysis.," *Online Submission*, 2011.

⁶ Manasseh Emamoke, "Overview of the Visual Arts Curriculum, and Its Relationship with Evaluation and Instruction." 3, no. 1 (2013): 143–51.

⁷ Zainal Arifin and Laili Etika Rahmawati, "SNPT and KKNI Based Curriculum Organization," *The Progressive & Fun Education Seminar* 20, no. 2 (2012): 212–19.

⁸ Menteri Riset Teknologi dan Pendidikan Tinggi RI, "Peraturan Menteri Riset, Teknologi Dan Pendidikan Tinggi Republik Indonesia Nomor 44 Tahun 2015 Tentang Standar Nasional Pendidikan Tinggi" (2015).

⁹ Peter F Oliva, *Developing the Curriculum* (New York: New York : HerperCollins, 1992) 609.

concludes that curriculum development is the process of planning, practicing, management, and evaluation of teaching and learning.

Indonesian National Qualification Framework (KKNI) is new curriculum which come out by directorate of higher education for every universities to increase the qualities of universities' graduates. As a higher education minister regulation number 44 years 2015 chapter 1 verse 5¹⁰ which explains about Indonesian National Qualification Framework (KKNI) is a framework competence level which is integrated between education and the job training.

This verse explains that higher education curriculum integrated with educational sector, job training sector and job experience. In this case, higher education curriculum is to obtain the three competencies of higher education's student, namely cognitive, psycho-motoric, and attitudes. As well as Bloom's taxonomy, he identifies the three goals of education cognitive, psycho-motoric, and affective¹¹. Cognition refers to thinking; this is the process of students to acquire and understand knowledge. This process covers knowledge, student's memory, senses, and problem solving. Human cognitions are sensible and insensible; it is also used to get new knowledge, psycho-motoric demonstrates to the students' movement and the condition of students and affective refers to the students' experiences, behaviors, attitude, emotion, and feeling.

Indonesian National Qualification Framework (KKNI) curriculum also can be designed as evaluation of recent curriculum. Why; because curriculum is systematization of learning outcomes, material review and process. In the verse 6 chapter 1 higher education regulation number 44 years 2015¹² explain that curriculum is a set of lesson plane that organize the learning outcomes, process and grading system as an orientation of study program.

From the explanation of this verse can be concluded that Indonesian National Qualification Framework (KKNI) is the development of recent curriculum (Competency based curriculum (KBK). Before the development of recent curriculum done, evalua-

¹⁰ Menteri Riset Teknologi dan Pendidikan Tinggi RI, Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi Republik Indonesia Nomor 44 Tahun 2015 Tentang Standar Nasional Pendidikan Tinggi.

¹¹ Geoff Isaacs, "Bloom's Taxonomy of Educational Objectives," in *University of Queensland, Teaching and Educational Development Institute*, ed. Dr Robert Kleinsasser (Australia: the University of Queensland, 1996), 5.

¹² Ibid 7

tion of recent curriculum is needed. In this case, evaluation is analyzing and determining to the weaknesses aspect of curriculum to evaluate the curriculum. As Nyabero explanations, evaluation is obtaining information for use in judging the worth of a program, product, procedure or objective, or the potential utility of alternative approaches designed to attain specified objectives¹³. He defines that evaluation is as identifying information to make a choosing the available decisions' makers. In other opportunities, Olivis states that curriculum development is seen as the process for making programmatic decisions and for revising the products of those decisions on the basis of continuous and subsequent evaluation¹⁴. In this case, he claims that in processing and programing the content of curriculum is the subject of curriculum evaluation.

Nowadays, curriculum of higher education is based on Indonesian Qualification Curriculum Framework (KKNI) that designs the body of knowledge. Why, because KKNI curriculum is the solution of higher education to educate the learners become excellent human resources. KKNI is national standardized curriculum to develop learning outcome in higher education. In designing KKNI curriculum, the institution must take note of alumnus' profile, designing learning outcomes, material, determining the Semester Credit Unit (SKS) and its distribution, curriculum subject, and teaching planning¹⁵. Therefore, in this explanation, KKNI curriculum is also to improve students' intellectual, morality and students' competence. Students' intellectual involves student's ability in critical thinking to understand critical ideas and information, morality involves student's ethnic in particular religion, philosophy and cultural, meanwhile competence involves student's competent, ability, commitment, knowledge and skill of students.

KKNI curriculum is developing the qualification of human resources that designed in the learning outcomes. Learning outcomes is tool of institutions to achieve the process of learning. Learning outcomes are statements of what a learner is expected to know,

¹³ Charles Nyabero, "Toward A Collective Approach to Course Evaluation in Curricular Development , Acontemporary Perspective" 7, no. 35 (2016): 60–64.

¹⁴ Olivia, peter, *Developing the Curriculum*, Third Edit (Unite State of America: Harper Collins Publishers, 1992) 160.

¹⁵ Sukarno, "Rancnagan Kurikulum Prodi Bahasa Inggris," in *Rancangan Kurikulum Prodi Bahasa Inggris* (Disampaikan Pada "Eorkshop Kurikulum" Jurusan Sastra Inggris - Fakultas Sastra Universitas Jember, 2015).

understand and/or be able to demonstrate after completion of a process of learning¹⁶. This broad definition uses the term "process of learning" which describes everything from a single assignment to an entire degree. The definition that follows specifically describes course-level learning outcomes which are commonly found in a course syllabus.

Learning outcomes of English Education department of Islamic Institute of Abdullah Faqih (INKAFA) produces two different skills, expert on Language Education Teaching and Learning and also expert on the areas of Religious. Because, INKAFA is one of institution in which *Pesantren* (Islamic boarding school) Mambaus Sholihin has, therefore the learning outcomes of English language education integrate between *Pesantren* (Islamic boarding school) curriculum and institution curriculum based on the Indonesian Qualification Curriculum Framework (KKNI) curriculum. The learning outcomes of English Language Education department is teaching and learning, whereas INKAFA produces in the areas of Religious. The curriculum needs depth study and complied the curriculum with produces the learning outcomes of English Education in the Faculty of Tarbiyah of Islamic Institute of Abdullah Faqih (INKAFA) Gresik. English Education department of INKAFA is one of department in the shade of the Faculty of Tarbiyah which locates in the *Pesantren* Mambaus Sholihin Gresik. It is necessary to know that the faculty of Tarbiyah of INKAFA has three majors namely; Islamic Education Department (PAI), Arabic Education Department (PBA), and English Education Department (PBI). Curriculum of English Education department (PBI) is designed and collaborated between national curriculum and *Pesantren* curriculum.

Pesantren is Islamic informal education that all the pupils live in the dormitory and leaded by Kiai. This statement is contradicted with professor Aziz, he claims that *Pesantren* is understood as the place which learned about tasawwuf and *shariah*.¹⁷ Because, if *Pesantren* in which doesn't give these material so, the institution is named by formal institution. It is necessary to know that *Pesantren* Mambaus Sholihin combines two education systems, Salafi and Modern system. Salafi education system has some branches of knowledge which deals

¹⁶ Megawati et al., *Kerangka Kualifikasi Nasional Indonesia*.

¹⁷ Husein Aziz, *Pesantren dan Dinamika Kehidupan* (Surabaya, Indonesia, issued 2017).

with *tasawwuf*, faith (*tauhid*), *fiqh*, Attitude, *nahw* and *Ṣorof* (Arabic grammatical), ḥadīth, and al-Qur'an. While modern system consists of developing their knowledge, so, modern system is not just teaching the *Kitab Kuning* (*Pesantren* book) but also having a formal education system.¹⁸

This article deals with designing and developing curriculum based on KKNi at English Education Department of INKAFA Gresik. The development begins with determining learning outcomes, determining *Pesantren* Learning Outcomes, determining English department learning Outcomes, *Pesantren* Curriculum, English Department Curriculum, Designing Material, and Curriculum Development in one stage.

Defining Curriculum

Curriculum is the important thing in the process of teaching and learning. Richard explains that curriculum is used to refer to the overall plan or design for the course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved.¹⁹ It can be concluded that to make the quality of effective education, curriculum should be developed, because, it is one of the key point of education. Curriculum also takes content and shapes into a plant for how to conduct effective teaching and learning. Effendi also explains that good quality of curriculum will reflect better outcomes results, beginning from a god planning to the goal of educational program achievement.²⁰

In other cases, Arifin and Rahmawati explain that curriculum is a set of lesson plan for achieving a learning outcome, instructional materials, process, and evaluation that serve as a guideline for study program.²¹ As Richard statement, he says that curriculum is educa-

¹⁸ Saeful Anam, "Karakteristik Dan Sistem Pendidikan Islam: Mengenal Sejarah Pesantren, Surau Dan Meunasah Di Indonesia," *Journal of Applied Linguistics and Islamic Education* 1, no. 1 (2017): 146–47.

¹⁹ Jack Richards, "Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design," *RELC Journal* 44 (1) 5–3 (2013): 87, doi:10.1177/0033688212473293.

²⁰ Efendi, "Analysis and Evaluation of English Foreign Language (EFL) Curriculum Development in Higher Education (A Case at English Education Study Program of FKIP of Wiralodra University)," *FKIP of Wiralodra University, Indramayu*, 2007.

²¹ Arifin and Rahmawati, "SNPT and KKNi Based Curriculum Organization."

tional program which processes as educational purpose of the program, the content, teaching procedure and learning experiences which will be necessary to achieve the purpose of education, and means for assessing whether or not educational ends have been achieved.²² Based on directorate of higher education, there are four main steps in the system of higher education in Indonesian namely: (1) input, (2) process; (3) output (4) outcomes.

From the definition above, it can be concluded that curriculum is academic content and also the lessons that thought in school of specific course. Curriculum is educational qualification either all of component part of schools or the explanation of academic courses.

Designing Curriculum

Curriculum design of higher education based on KKNi parameter, analyzing knowledge development and adjusting human resources need, then formulated the learning outcomes of higher education. The learning outcomes description is used to formulate the material study. Further, the material study choices are used to formulate the material concept and the semester credit unit (SKS) size. The material concept and semester credit unit is used to formulate the curriculum structure and material.

The steps of KKNi curriculum development qualifications are:

1. Designing alumnus profile and learning outcomes. This is as responses of institutions to generate the alumnus needed by society. Before designing the learning outcome, the writer makes SWOT analysis and tracer study by considering the institution policy and also recommendation from the dean of faculty of *tarbiyah*.
2. Designing material study done through curriculum evaluation process. Some of learning outcomes formulation intergrate with KKNi curriculum which covers four element: 1) Attitudes and the Values, 2) Working ability, 3) Knowledge skills, 4) Responsibility.
3. Designing the material, curriculum structure, and determining the semester credit unit. A) Designing the material is needed to get some of learning outcomes based on analysis and discussion. B) in designing curriculum structure, the writer used logical approaches.

²² Jack Richards, "Language Curriculum Development," *RELC Journal* 15, no. 1 (1984).

It means that the writer designs the material from beginner to advanced material. C) in designing semester credit unit, the writer has to know the semester credit of the students to reach their competency.

4. Education planning is the process of learning in which developed by each lecturer.

Curriculum Development

The curriculum process is the main thing in achieving successful education goals. It means that curriculum is a terms that used frequently in the field of education.²³ It's also the pivotal issues that relationship between students, teachers/lecturer, staff, and the school. Besides that, curriculum must present the mosaics of different course, teaching and learning strategies, and integrate with specific of certain institution. As Handoyo says on this book review, curriculum can be called as "the notion of syllabus design" which develops different kinds of method and syllabus.²⁴ He explains that curriculum must respect all existing method, material and human resources of the institution. Kinds of lecture is first stage in the process of curriculum development. Involve the lecture in the process of curriculum is the first stage; the students are the central figure in the process of making effective education.

Curriculum development is the progressive and positive progress of educational system to develop learning outcomes.²⁵ Alvior also states that curriculum development is defined as planned, purposeful, progressive, and systematic process in order to create positive improvements in the educational system.²⁶ He explains that curriculum development is a vital tool in improving school environment.

²³ R. Albilehi, J. Y. Han, and H. Desmidt, "Curriculum Development 101: Lessons Learned from a Curriculum-Design Project," *CATESOL Journal* 24, no. 1 (2012): 187–97.

²⁴ Handoyo Puji Widodo, "Language Curriculum Design and Socialisation," *System* 41, no. 3 (2013): 891–93, doi:10.1016/j.system.2013.07.006.

²⁵ Fiona Rawle et al., "Curriculum Mapping Across the Disciplines: Differences, Approaches, and Strategies," *Collected Essays on Learning and Teaching* 10 (2017): 75, doi:10.22329/celt.v10i0.4765.

²⁶ Mary Alvior, "The Meaning and Importance of Curriculum Development," *February* 28, 2015, <https://www.linkedin.com/pulse/meaning-importance-curriculum-development-dr-mary-alvior>. 107

In higher education, curriculum development bases on systematic and comprehensive approach. These terms prosecute the same vision, mission, learning objective and the target of program.²⁷ Curriculum is developed based on students need and students' future. Richards states that curriculum development is an essentially practical activity since it seeks to improve the quality of language teaching through the use of systematic planning, development, and review practices in all aspects of language program.²⁸ He explains that curriculum development is the procedure of teaching and learning in which focuses not only on their knowledge but also on them believes, values, and skill. In developing curriculum, must cover the procedure, Principe and deals on the teaching planning, delivery, management and the process of teaching and learning.

An effective curriculum development observes the process progresses of cycle student's progress and evaluation of any program of course. Here's the component of effective curriculum development process planning, articulating and developing, implementing, and evaluating. Developing a curriculum focuses on the significance of work community, teachers, administrations, parents, other professional and society.²⁹ Despitefully, Curriculum views the aim of education, teaching and learning methods, and subject matter sequencing. The concept of curriculum describes the blended of education strategies, course content, learning outcomes, and evaluation.³⁰ But, Good curriculum not only covers the formal teaching and learning process but also all the human development associated with institutions.³¹

²⁷ Albilehi, Han, and Desmidt, "Curriculum Development 101: Lessons Learned from a Curriculum-Design Project."

²⁸ Jack Richards, "Curriculum Development in Language Teaching," *Cambridge University Press*, 2001. 206

²⁹ Assist and Ismail Marulcu, "Curriculum Ideologies : Re-Exploring Prospective Teachers ' Perspectives," *International Journal of Humanities and Social Science* 4, no. 5 (2014): 200–206.

³⁰ Arifin and Rahmawati, "SNPT and KKNi Based Curriculum Organization."

³¹ Mohammad Ayub Khan and Laurie Smith Law, "An Integrative Approach to Curriculum Development in Higher Education in The USA: A Theoretical Framework," *International Education Studies* 8, no. 3 (2015): 66–76, doi:10.5539/ies.v8n3p66.

Ideology and Evaluation Of Curriculum

The orientation of philosophy in developing curriculum can be used as developing a curriculum in which effected by the purpose of teaching, content curriculum design, teaching method, and developing the lecture.³² And the ideology is the vital role of human society, because the fundamental of them are beliefs, attitudes and their ideology itself.³³ In developing the learning outcome of English education department, the writer need to understand what is needed by students and society.³⁴ Besides that, the writer must give the understanding of students about education institution system, about learners and educators. This belief is as basic of philosophy in designing education program and formulates the learning outcomes of English department.

Curriculum evaluation is assessment of goals, curriculum design and curriculum implementation in the education system. This is correspondingly with Eden on Aslan papers; he states that curriculum evaluation is the result of teaching and learning process.³⁵ He also explains that the process of evaluation consist of the effectiveness of teaching program and the several of students' measurements.³⁶ Evaluation consists of systematic program, process, collect and analysis, curriculum effectiveness' assessment and how to improve it.³⁷ Definitely, curriculum evaluation are analyzing from inputs, process, and outputs. An evaluation of curriculum may concentrate on the dimension of inputs giving support to curriculum. The activities selected as inputs may include the facilities; the home environment and its enrichment potential; the professional preparation of teachers and administrators; the scholastic, socioeconomic,

³² Orhan Kumral, "A Trial for Curriculum Development: The Effect of Educational Philosophy Curriculum on the Attitudes towards Course and Educational Views," *Journal of Education and Training Studies* 4, no. 3 (2016), doi:10.11114/jets.v4i3.1384.

³³ Liangliang Wang, Mingfang Fan, and Feng Zhang, "The Research of Effectiveness of Ideological Political and Theories Curriculum Teaching (IPTCT) in China: Development and Problems," *International Education Studies* 9, no. 10 (2016): 116, doi:10.5539/ies.v9n10p116.

³⁴ Soetanto, "KKNI Based Curriculum Increases Graduates Quality."

³⁵ Dolgun Aslan and Rafet Gü, "An Evaluation of High School Curricula Employing Using the Element-Based Curriculum Development Model" 4, no. 7 (2016): 128–39, doi:10.11114/jets.v4i7.1477.

³⁶ *Ibid.* 29

³⁷ Khalid Salim Al-jardani and Saedah Siraj, "Research Papers A Need for A Framework for Curriculum," *Research Papers* 2, no. 4 (2012): 1–6.

and ethnic characteristic of students, and the quality of curriculum design itself, among others. The purpose of curriculum implementation is the next dimension of curriculum evaluation. It includes kinds of giving feedback and methodologies, students towards, and their responsibility on the activity of teaching and learning. The last dimension of curriculum development is the output of the students or alumnus. It can be interpreted as students' achievement on the learning the material.

Pesantren and The Model of Curriculum Development

Curriculum discourses at *Pesantren* can be understood that *Pesantren* is traditional education system to understand and apply Islamic theories (*Tafaqquh fi al-din*),³⁸ it focuses on the Islamic values and theories as the orientation of life. *Pesantren* is one of social intellectual of Indonesia education, this is the first and 'the oldest social model of intellectual education in Indonesia. Because of *Pesantren*, some expert of educations find the good system of education at this time. *Pesantren* is the oldest Islamic education in which known by expert become an object of study of their thesis or dissertation.

Pesantren which is known as Islamic boarding school defined as a dormitory of pupils (*santri*) to learn religious values such as Faith, Attitudes, *naḥw* and *ṣorof*, *fiqh*, al-Qur'an, and ḥadith.³⁹ The element of *Pesantren* at least has *Kiai*, Mosque, Dormitory, Pupils, and teaching Kitab Kuning (*Pesantren Book*). *Kiai* is the key element of *Pesantren*.⁴⁰ A *Kiai* is the man who has high knowledge in the religious values, strong struggling, and worship fervently, authority as a leader. While mosque is the vital element of *Pesantren*, mosque is the first *Pesantren* in Indonesia, the place where the teaching and learning process done. One of evidence that *Pesantren* exist is mosque, *kiai* who wants to build and develop a *Pesantren* must build a mosque at first. Mosque has multiple function, at mosque not only the place to pray together

³⁸ Martin Van Bruinessen, "Traditionalist and Islamist Pesantren in Contemporary Indonesia," 2004.

³⁹ Saeful Anam, "Pesantren Entrepreneur Dan Analisis Kurikulum Pesantren Mukmin Mandiri Waru Sidoarjo Dalam Pengembangan Dunia Usaha," *Maraji* 1, no. 1 (2016): 304–29.

⁴⁰ Zarksyi, "Pesantren," *Islamic Studies and Islamic Education*, 2012, <http://infodanpengertian.blogspot.co.id/2016/01/pengertian-pondok-pesantren-menurut.html>.

but also the place where the pupil get some religious values, learning *Kitab Kuning*, discussion and some activities of *Pesantren*.

From the definition above, the writer conclude that mosque is a place where used to educate the pupil to off the passions, whereas, dormitory is place where the pupils, managers and teachers stay. In general, the dormitory of pupils is surrounded by a fence as a separation of society environment.

Education System in Pesantren

Education is the system of how to improve the quality of human life in all areas based on development and progress of the eras, because we life in the globalization era which has good technology. So, to improve the quality of *Pesantren* must proceed towards. The system is a whole component of each function that integrates towards a set of goals. Components perform as the functions work on one system. Education system is a whole of all units of educational activities related to the other.

While in *Pesantren*, the coexistence between pupils, Kiai and mosque are as the center of activity in *Pesantren* educational system. *Sorogan* and *Bandongan*⁴¹ (learning group) are *Pesantren* teaching methods: 1) *Sorogan* means a system in which the pupils learn individually to the teacher by facing each other. A *Kiai* or teachers face them one by one. System of *Sorogan* illustrates the teaching goal. By teaching system of sorogan, Kiai can evaluate students' ability, and their knowledge. *Bandongan* is a system that also called grouping learning.⁴² The teaching process can take place depend on the authority of a *Kiai* either related of time, place, and subject matter in the teaching and learning process. *Pesantren* is as traditional education that has detailed curriculum, teaching purpose and learning outcomes.⁴³ The teaching purpose of *Pesantren* guides the pupils to have good attitudes in Islamic personality, and preparing the pupil become knowledgeable on religion that implemented in the society.

⁴¹ Zainal Arifin, "Sistem Pendidikan Pesantren," *Tulisanterkini.com*, 2012; Anam, "Karakteristik Dan Sistem Pendidikan Islam: Mengenal Sejarah Pesantren, Surau Dan Meunasah Di Indonesia."

⁴² Ibid.

⁴³ Bruinessen, "Traditionalist and Islamist Pesantren in Contemporary Indonesia."

The curriculum that reached at *Pesantren* is learning *kitab kuning* (classical book of Islam) and Islamic behaviors.⁴⁴ Therefore, the materials are using Arabic language (*Nahw* and *Shorof*), whereas the curriculum that correlate with shari'a material and *ilm al-fiqh*, *al-ilm tafsir* correlates with *al-Qur'an*, *'ilm- hadith*, *'ilm- al-kalam*, *'ilm al-tauhid*, *mantiq*, and *tasawuf* also studied at *Pesantren*.⁴⁵

At this perspective, there are 3 (three) elements of *Pesantren* curriculum; whole curriculum, integrated curriculum, and hidden curriculum. Here is some material that is learned by pupils at *Pesantren*.

Whole curriculum is used to know the differences between education program and teaching coherence.⁴⁶ Whole curriculum bases on the longest education problems process and teaching model of students' group. Whole curriculum concept is all the learning experiences planned and guided by school. This concept shows two branches of curriculum: learning environment on improving their knowledge and ability, and learning component subject. Abdullah divides a whole curriculum on the specific characteristics; curriculum as subject matter, curriculum as experience, curriculum as intension, curriculum as cultural reproduction, and curriculum as *currere*.⁴⁷

1. Curriculum as subject matter, curriculum is as learning material, it combines the content material and learning material that is tough.
2. Curriculum as experiences, this emphasizes to the whole curriculum as sets of learning experiences.
3. Curriculum as intention is as exertion of educators to design the curriculum that shows educators make a strategy and purposes of teaching and learning
4. Curriculum as cultural reproduction, it contends that curriculum must reflect a cultural of one society.
5. Curriculum as *currere* is the process of individual knowledge from beginner to advance. This process is to know the characteristics and capacity of students on the conception their experiences.

⁴⁴ Anam, "Karakteristik Dan Sistem Pendidikan Islam: Mengenal Sejarah Pesantren, Surau Dan Meunasah Di Indonesia."

⁴⁵ Raharjo Rahmat, "Kurikulum Pesantren Salafi Pada Pesantren Kholafi," *Pascasarjana Institut Agama Islam Nurul Jadi Paiton*, 2013.

⁴⁶ Ibid. 43

⁴⁷ Abdullah Idi, *Pengembangan Kurikulum; Teori Dan Praktik* (Yogyakarta: Ar-Ruzz Media, 2011); Anam, "Pesantren Entrepreneur Dan Analisis Kurikulum Pesantren Mukmin Mandiri Waru Sidoarjo Dalam Pengembangan Dunia Usaha."

Integrated curriculum is assumed to produce all the aspects of students' environment and their understanding of life.⁴⁸ Integrated curriculum is designed to know the process of education. This curriculum can serve the fact of education. The implementation of this curriculum focuses on student centered/ inquiry and problem posing. By this method, students can develop all their intelligences, as Gordon views, he states that integrated curriculum focuses on their knowledge, understanding, skill, value, attitude, interest.⁴⁹

Hidden curriculum is called by non-writing curriculum that accommodates many aspects of education togetherness. Hidden curriculum occurs by classroom interaction; teachers test, and distribute cultural messages on the social behaviors.⁵⁰ Hidden curriculum is not planned by education.

Determining Learning Outcomes

Learning outcomes is as tool that someone get from structural or unstructured learning process. Learning outcomes is from alumnus' profile based on the institute and analyzed by using SWOT analysis. Higher student masters on the concept, theory and develop their potential. Here is the 6 qualification of KKNI:

1. Having Islamic characteristic
2. Solving the problem of teaching and learning by using theory, concept, approach, method, and Principle of language learning and teaching method, identifying and analyzing the problems.
3. Capable of publishing the final project, article, scientific journal that can be accessed by the society.
4. Responsible to the activity of working safety and appropriate on it.
5. Capable of managing the class.
6. Maintaining and growing the network.

Some element that must be given a deep attention, there are; 1) the credit meeting per-semester (SKS) is 145-158 meeting (SKS), 2) under graduate will finish on seven (7) semester, but at this institute the students will finish on eight (8) semester, because besides getting English language education material, they will get *Pesantren* material,

⁴⁸ Idi, *Pengembangan Kurikulum; Teori Dan Praktik*.

⁴⁹ Ibid.

⁵⁰ Merfat Ayesah Alsubaie, "Hidden Curriculum as One of Current Issue of Curriculum," *Journal of Education and Practice* 6, no. 33 (2015): 125–28.

13) material group is showed five (5) competences; the personality, skills and Scientifics, expertise, behavior working, and social life.

As for *Pesantren* learning outcomes is formulated as: 1) Capable of developing Islamic knowledge tradition. 2) Educating the people devote to Allah S.w.t, good morality, having high intelligence, skillful and health in the body and soul as Pancasila's citizen. 3) Developing the morality to continue the ideals of nation. 4) Be a good nation in every sector, particularly improving peoples' spiritual. And 5) Increasing social welfare for developing country.

And then, learning outcome of English language department is formulated as: alumnus can apply not only teaching and learning theory but also analyzing to have creative scientific article as solution of teaching and learning, language, and social life of national society based on Ahlus Sunnah Wal-Jama'ah. Here is formulation of alumnus' profile and learning outcome of English language education department of INKAFA Gresik.

| Alumnus' Profile | Learning Outcomes Formulation | Characteristic of English Education Department |
|---|--|---|
| Good Morality (<i>akhlaq al-karimah</i>). | <ul style="list-style-type: none"> Mastering in Islamic Morality based on prophet Muhammad Morality | The alumnus can apply and practice the knowledge science, criticism, creative in scientific or non-scientific English education problems and also have good morality (<i>akhlaqul karimah</i>). |
| Mastering in <i>Pesantren</i> Material. | <ul style="list-style-type: none"> Mastering in reading kutubus Shafra' "<i>Kitab Kuning</i>". | |
| Mastering in the English concept. | <ul style="list-style-type: none"> Mastering in grammatical of English. mastering in English vocabularies. | |
| Mastering in English communication. | <ul style="list-style-type: none"> Capable of communication in English (speaking and writing). | |

| | |
|--|---|
| Mastering in Linguistics and language education. | <ul style="list-style-type: none">• Having knowledge of linguistics and English education. |
| Capable of doing research and analyzing the data. | <ul style="list-style-type: none">• Capable of doing the research, analyzing, and also reporting the data. |
| Capable of working in the language department sections and educations. | <ul style="list-style-type: none">• Teaching English• Becomes translator and also working at the hotel and travel. |

Table 1: English education learning outcomes

Method

This study used qualitative design to analyze the data, the purpose of this study is to design KKNi curriculum qualification stage 6 elaborated by *Pesantren* curriculum. Need analysis, discussion, and interview were the sources of data. Need analysis consisted of previews curriculum and some of English curriculum of higher education, such as: UNY, UIN Jakarta and Islamic University of Blitar. All the data were analyzed and identified the content of English language curriculum. The result of analyzing and identifying document became a set of English language curriculum at English language education of INKAFA. The researcher did interview to the dean of faculty of Tarbiyah and the vice of rector 1 as academic and curriculum to fix the content of English language education department which elaborated with *Pesantren* curriculum. After analyzing the document, the researcher made a set of English language education department based on KKNi curriculum.

Finding

The researcher concluded that there are 2 elements on designing English language education department curriculum: designing learning outcomes and determining the lecturer of 158 credit meeting per-semester (SKS). The result of elaboration learning outcomes of *Pesantren* learning outcomes and English language department learning

outcomes become characteristic and alumnus profile of English language department of INKAFA. The lecturer of English language education department is designed as: semester 1 to semester 7, In the semester 7, the students be able to get final test of *Pesantren* curriculum (reading *kitab kuning* and memorizing some of al-Qur'an surah before they write proposal of skripsi. the semester credit unit (SKS) of students are 20, and in the semester 8 is 16 (SKS).

Developing Learning Outcomes

1. Personal Development skills

The learning outcomes of Personal Development Skill are formulated at KKNi curriculum deals with Indonesian cultural and its ideology. KKNi curriculum implemented educational system of Indonesia that covers character building process. Therefore, the materials are nationality and the principles of Indonesia, Religious values, and also moral values.

| No | Learning Outcomes | Lecture |
|----|---|--|
| 1 | Cautious and Believe in the one supreme God | 1. Bahasa Indonesia / TPPI |
| 2 | Having good morality | 2. Pancasila Education |
| 3 | Having good networking | 3. Ilmu Aqidah |
| 4 | Multiculturalism | 4. Ilmu Mantiq 5. Fiqih 6. Studi Hadith 7. Ilmu Hadih 8. Sirah Nabawiyah 9. Akhlaq Tasawuf 10. Aswaja 11. Study Qur'an 12. Ushul Fiqh 13. Nahwu 14. Tafsir 15. Balaghoh |

Table 2: learning outcome and Material of Personal Development skills

2. Working Skills

The learning outcome of working skills applicated of their knowledge based on the method and technology. The students can solve the problem based on the situation they faced.

| Learning Outcomes | Lecture |
|---|--|
| They can teach an English material and also communicate by English at elementary school, junior and senior high school. | 1. Filsafat Ilmu 2. Introduction to Education 3. Psychology of Education 4. Adminitration and Supervision of Education 5. Media and ICT for Teaching |
| They can develop the instructional material. | 6. ESP 7. Classroom Management |
| Publishing the scientific journal. | 8. Learning and Teaching 9. Learners Development 10. Method of Teaching |
| Critical character in solving the problem they faced. | 11. Journal Analysis 12. Analysis of Learner's Difficulties 13. Guide and Tourism |

Table 3: learning outcome and Material of work skills

3. Scientific Knowledge skills

The learning outcomes of knowledge mastery is mastering in the concept of linguistics, teaching and learning, research method and analyzing data.

| Learning outcomes | Lecture |
|---|---|
| Mastering in the theoristis concept of teaching and learning. | 1. Basic English Grammar 2. Intermediate English Grammar 3. Advanced English Grammar 4. Speaking for Informal Interaction |
| Mastering in the linguistics theory. | 5. Speaking for Formal Interaction 6. Speaking for Academic Purposes |
| Mastering in the theoristis concept of teaching and learning problem, insructional material, and teaching method. | 7. Basic Listening 8. Intermediate Listening 9. Advanced Listening 10. Basic Reading 11. Intermediate Reading 12. Advanced Reading |
| Mastering in the method of teaching and learning | 13. Paragraph Writing 14. Essay Writing |
| Mastering in the solving students problem and | 15. Argumentative Writing 16. Vocabulary |

| | |
|--|--|
| develop their ability | 17. Translation |
| Developing the teaching and learning process | 18. Introduction to Linguistics |
| Mastering in writing thesis method and developing students' ability on it. | 19. Introduction to Literature |
| Mastering in the evaluating the material. | 20. English Phonetic and Phonology |
| | 21. English Morphology |
| | 22. English Syntax |
| | 23. Cross Cultural Understanding |
| | 24. Sociolinguistics |
| | 25. English Stylistics |
| | 26. Introduction to Applied Linguistics |
| | 27. English Curriculum Development |
| | 28. Teaching English as a Foreign Language |
| | 29. Language Learning Assessment |
| | 30. Teaching English for Young Learners |
| | 31. Material Design and Development |
| | 32. Introduction to Research Method |
| | 33. Research in English Language Teaching |
| | 34. Statistic on Education |
| | 35. Proposal Skripsi |
| | 36. Sarjana's Thesis |

Table 4: learning outcome and material of scientific knowledge skills

4. Managerial skills

The learning outcome of managerial skills master on the evaluate the task, responsible to teach and learning activity.

| Learning outcomes | Lecture |
|---|---------|
| Responsible to the tasks and evaluate it. | 1. PPL |
| Dicipline in every tasks | 2. KKN |
| Analysing the problem and solve it | |

Table 5: learning outcome of managerial skills

Lecture Porposition

Based on the structure of KKNI curriculum the credit meeting every-semester of English department is 144. It is developed by the writer by combining learning ourcomes of *Pesantren* and learning outcomes of English educational outcomes. Therefore, the result of

credit meeting per-semester is 156; this is based on the writers' analysis and discussion with the dean of faculty of Tarbiyah.

| <i>Pesantren</i> curriculum | SKS |
|------------------------------------|------------|
| Fiqih | 4 |
| Ushulul Fiqh | 4 |
| Study Hadist | 4 |
| Study Qur'an | 4 |
| Sirah Nabawiyah | 2 |
| Akhlaq Tasawuf | 2 |
| Nahwu | 6 |
| Balaghah | 0 |
| Ilmu Mantiq | 2 |
| Ilmu Aqidah | 4 |
| Ilmu Hadist | 2 |
| Ilmu Tafsir | 2 |
| Azwaja | 2 |

Table 6: *Pesantren* curriculum

| English Education Curriculum | SKS |
|--|------------|
| Bahasa Indonesia / TPPI | 4 |
| Pancasila Education | 4 |
| Filsafat Ilmu | 2 |
| Introduction to Education | 2 |
| Psychology of Education | 2 |
| Adminitration and Supervision of Education | 2 |
| Media and ICT for Teaching | 2 |
| English for Specific Purpose | 2 |
| Classroom Management | 2 |
| Learning and Teaching | 2 |
| Learners Development | 2 |
| Method of Teaching | 2 |
| Basic English Grammar | 2 |
| Intermediate English Grammar | 2 |
| Advanced English Grammar | 2 |
| Speaking for Informal Interaction | 2 |
| Speaking for Formal Interaction | 2 |
| Speaking for Academic Purposes | 2 |
| Basic Listening | 2 |

| | |
|--|---|
| Intermediate Listening | 2 |
| Advanced Listening | 2 |
| Basic Reading | 2 |
| Intermediate Reading | 2 |
| Advanced Reading | 2 |
| Paragraph Writing | 2 |
| Essay Writing | 2 |
| Argumentative Writing | 2 |
| Vocabulary | 2 |
| Translation | 2 |
| Introduction to Linguistics | 2 |
| Introduction to Literature | 2 |
| English Phonetic and Phonology | 2 |
| English Morphology | 2 |
| English Syntax | 2 |
| Cross Cultural Understanding | 2 |
| Sociolinguistics | 2 |
| English Stylistics | 2 |
| Introduction to Applied Linguistics | 2 |
| English Curriculum Development | 2 |
| Teaching English as a Foreign Language | 2 |
| Language Learning Assessment | 2 |
| Teaching English for Young Learners | 2 |
| Material Design and Development | 2 |
| Journal Analysis | 2 |
| Analysis of Learners' Difficulties | 2 |
| Guide and Tourism | 2 |
| Introduction to Research Method | 2 |
| Research in English Language Teaching | 2 |
| Statistic on Education | 2 |
| Thesis Proposal Seminar in ELT | 2 |
| Sarjana's Thesis | 6 |
| PPL | 4 |
| KKN | 4 |

Table 7: English Education Curriculum

| KKNI curriculum | SKS |
|-------------------------------------|------------|
| Personal Development Skills (Kajian | 48 |

| | |
|---|-----|
| Pengembangan Kepribadian; KPK) | |
| Working skills (Kajian Ketrampilan Kerja: KKK) | 22 |
| Scientific Knowledge Skills (Kajian Keilmuan dan Pengetahuan: KKP) | |
| 1. English Language Skills | 34 |
| 2. English Language and Literature | 18 |
| 3. English Language Teaching | 12 |
| 4. Research Component | 14 |
| Managerial skills (kajian kemampuan managerial: KKM) | 8 |
| Total | 158 |

Table 8: KKNi curriculum

Analyzing, need analysis and discussion of the curriculum to the dean of Tarbiyah faculty is needed to design English language education curriculum. The result of them, the writer designed the curriculum based on the KKNi parameter. The lecture was based on the needed timing to achieve the learning outcomes.

The lecture and credit meeting in the curriculum structure was developed by the writer based on KKNi curriculum, *Pesantren* curriculum and also discussion with dean of faculty of tarbiyah. Here is credit meeting per-semester based on analyzing and developing.

| Personal Development Skills | | Work Skills | |
|-----------------------------|-----|---------------------------|-----|
| Material | SKS | Materi | SKS |
| Bahasa Indonesia/TPKI | 4 | Filsafat Ilmu | 2 |
| Pancasila Education | 4 | Introduction to Education | 2 |
| Ilmu Aqidah I | 2 | Psychology of Education | 2 |
| Ilmu Aqidah II | 2 | Adminitration and | 2 |
| | | Supervision of Education | |
| Ilmu Mantiq | 2 | Media and Language | 2 |
| Fiqih I | 2 | Learning | 2 |
| Fiqih II | 2 | ESP | 2 |
| Fiqih III | 0 | Classroom Management | 2 |
| Study Ḥadith I | 2 | Guide and Tourism | |
| Study Ḥadith II | 2 | Learning and Teaching | 2 |
| Ilmu Hadist I | 2 | Total | 20 |

| | |
|-------------------|----|
| Sirah Nabawiyah | 2 |
| Akhlaq Tasawuf 1 | 2 |
| Akhlaq Tasawuf II | 2 |
| Aswaja | 2 |
| Study Qur'an I | 2 |
| Study Qur'an II | 2 |
| Ushul Fiqh I | 2 |
| Ushul Fiqh II | 2 |
| Nahwu I | 2 |
| Nahwu II | 2 |
| Nahwu III | 2 |
| Tafsir 1 | 2 |
| Balaghoh | 0 |
| Total | 48 |

| English Language Skills | SKS | English Language and Literature | SKS |
|-----------------------------------|------------|--|------------|
| Basic English Grammar | 2 | Introduction to Linguistics | 2 |
| Intermediate English Grammar | 2 | Introduction to Literature | 2 |
| Advanced English Grammar | 2 | English Phonetic and Phonology | 2 |
| Speaking for Informal Interaction | 2 | English Morphology | 2 |
| Speaking for Formal Interaction | 2 | English Syntax | 2 |
| Speaking for Academic Purposes | 2 | Cross Cultural Understanding | 2 |
| Basic Listening | 2 | Sociolinguistics | 2 |
| Intermediate Listening | 2 | English Stylistics | 2 |
| Advanced Listening | 2 | Journal Analysis | 2 |
| Basic Reading | 2 | Introduction to Applied Linguistics | 2 |
| Intermediate Reading | 2 | Total | 20 |
| Advanced Reading | 2 | | |

| | |
|-----------------------|----|
| Paragraph Writing | 2 |
| Essay Writing | 2 |
| Argumentative Writing | 2 |
| Vocabulary | 2 |
| Translation | 2 |
| Total | 34 |

| English Language Teaching | SKS | Research Component | SKS |
|--|-----|---------------------------------------|-----|
| English Curriculum Development | 2 | Introduction to Research Method | 2 |
| Teaching English as a Foreign Language | 2 | Research in English Language Teaching | 2 |
| Language Learning Assessment | 2 | Statistic on Eduacation | 2 |
| Teaching English for Young Learners | 2 | Thesis Proposal | 2 |
| Material Design and Development | 2 | Sarjana's Thesis | 2 |
| Analysis of Learners' Difficulties | 2 | | |
| Total | 12 | Total | 10 |

| No | Managerial Skills | SKS |
|----|-------------------|-----|
| 1 | PPL | 4 |
| 2 | KKN | 4 |
| | Total | 8 |

Lecture proportion based on semester

Lecture proportion based on KKNi curriculum is 20 credit meeting per-semester (SKS) for semester 1 and 2, but it was developed by the writer. The writer integrated the lecture between *Pesantren* curriculum and English education department curriculum, so, the lecture proportion is 20 credit meeting per-semester to all semester (semester 1, 2, 3, 4, 5, 6, 7) except semester 8, because at semester 8 the students would focus on the skripsi and also final test of *Pesantren* curriculum. Here is the lecture proportion based on the semester:

| Semester 1 | SKS | Semester II | SKS |
|-----------------------------------|------------|---------------------------------|------------|
| Bahasa Indonesia / TPPI | 4 | Study Hadist II | 2 |
| Pancasila Education | 4 | Learning and Teaching | 2 |
| Study Hadist I | 2 | Nahwu II | 2 |
| Introduction to Education | 2 | Study Qur'an II | 2 |
| Nahwu I | 2 | Intermediate English Grammar | 2 |
| Study Qur'an I | 2 | Speaking for Formal Interaction | 2 |
| Basic English Grammar | 2 | Intermediate Listening | 2 |
| Speaking for Informal Interaction | 2 | Intermediate Reading | 2 |
| Basic Listening | 2 | Paragraph Writing | 2 |
| Basic Reading | 2 | Vocabulary | 2 |
| Total | 20 | Total | 20 |

| Semester III | SKS | Semester IV | SKS |
|--------------------------------|------------|-------------------------------------|------------|
| Nahwu III | 2 | Psychology of Education | 2 |
| Advanced English Grammar | 2 | Ilmu Mantiq | 2 |
| Speaking for Academic Purposes | 2 | Filsafat Ilmu | 2 |
| Advanced Listening | 2 | Tafsir I | 2 |
| Advanced Reading | 2 | Ushul Fiqh I | 2 |
| Essay Writing | 2 | Argumentative Writing | 2 |
| Cross Cultural Understanding | 2 | English phonetic and Phonology | 2 |
| Introduction to Linguistics | 2 | Introduction to Applied Linguistics | 2 |
| Introduction to Literature | 2 | Journal Analysis | 2 |
| Fikih I | 2 | Fikih II | 2 |
| Total | 20 | Total | 20 |

| Semester V | SKS | Semester VI | SKS |
|-------------------|------------|----------------------|------------|
| Tafsir II | 2 | Teaching English for | 2 |

| Young Learners | | | |
|--|----|--|----|
| Ushul Fiqh II | 2 | Ilmu Ḥadith I | 2 |
| English Curriculum Development | 2 | Material design and development | 2 |
| English Morphology | 2 | Media and ICT for teaching | 2 |
| Statistic on Education | 2 | English Syntax | 2 |
| Translation | 2 | Research in English Language Teaching | 2 |
| Adminitration and Supervision of Education | 2 | Analysis of learner's difficulties | 2 |
| Introduction to Research Method | 2 | Teaching English as a Foreign Language | 2 |
| Balaghoh I | 0 | Method of Teaching | 2 |
| Fikih III | 0 | Learners Development | 2 |
| KKN | 4 | Total | 20 |
| Total | 20 | | |

| Semester VII | SKS | Semester VIII | SKS |
|--------------------------------|-----|-------------------|-----|
| Ilmu Ḥadith II | 2 | Aswaja | 2 |
| Ilmu Aqidah 1 | 2 | Sarjana's Thesis | 6 |
| Sociolinguistics | 2 | Sirah Nabawiyah | 2 |
| Thesis Proposal Seminar in ELT | 2 | Akhlaq tasawuf II | 2 |
| English Stylistics | 2 | Ilmu Aqidah II | 2 |
| Language learning Assessment | 2 | Total | 14 |
| Akhlaq Tasawuf I | 2 | | |
| PPL | 4 | | |
| English for Specific Purpose | 2 | | |
| Guide and Tourism | 2 | | |
| Total | 22 | | |

Discussion

Considering the curriculum development based on competency in which government requirement, English language education department of INKAFA formulated the standard competency of learning outcomes. The blended standard competency of learning

outcomes of INKAFA between *Pesantren* Curriculum and English Language Education Curriculum. The structure curriculum of English language education of INKAFA is formulated based on good attitude, self-awareness and social. The formulation lecture of English language education of INKAFA proposed the attitude, knowledge, and skillful.

The learning outcomes of English Language Department of lecture were developed by the writer based on KKNi indicator. The lecture was developed by means of major's learning outcomes and *Pesantren* learning outcomes. Accurately, the writer analyzed KKNi indicator: Life skills, Work skills, Language skills, method and rate of ability, and managerial skills. The main point of major's lecture has an objective on the English language and learning, language skills, language and literature skills, english language teaching, and research component are the proportion of language teaching and learning category. This category adjusted each learning outcomes, between *Pesantren* curriculum and Major curriculum.

Conclusion

Curriculum development of KKNi at *Pesantren* Institution must customize the *Pesantren* curriculum. Designing the credit meeting per-semester and kinds of the material are based on the KKNi curriculum than developed by the writer based on students need and department learning outcomes. Curriculum structure of English language education department is gotten by comparing some of curriculum of higher education and combining *Pesantren* curriculum.

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