

THE IMPROVEMENT OF KJNI BASED LEARNING MODEL THROUGH COLLABORATIVE LEARNING IN ENGLISH FOR JOB HUNTING SUBJECT

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ABSTRACT

Based on the road map in the field of Education and Family Empowerment (IPPK), one of them is a learning model based on the KJNI curriculum. However, based on field observations, this is not in accordance with the concept of learning in the curriculum. Thus, the specific purpose of this research is to formulate the concept of learning based on the KJNI curriculum at University of Muslim Nusantara (UMN) Al Washliyah. The research method is development research with ADDIE design. The population was all students in the eighth semester of the English language education program academic year 2019/2020, so the sample was taken randomly totaling 30 students. Data collection techniques were questionnaire and observation, with data analysis techniques used IBM SPSS 22 for Windows factor analysis. The results obtained at this stage, it is known that students only choose 2 categories of assessment, which is good enough by 80% (24 students), and not good enough by 20% (6 students) from several indicators including preferences for subjects, difficulties encountered in learning, the atmosphere of learning, learning methods, guidance and direction of the lecturer concerned, the provision of pre-test, post-test and assignments, the suitability of the material with the test and the provision of grades so that the best solution is to design a book containing lecture activities in accordance with the customized KJNI curriculum with subjects especially English for Job Hunting courses with the application of collaborative model so that the learning process becomes interactive, active and attractive.

Keywords: *KJNI Curriculum, Collaborative Model, English for Job Hunting*

INTRODUCTION

The vision of Universitas Muslim Nusantara (UMN) Al Washliyah is "To be Excellent University in Providing Qualified Human Resources and Islamic Spirit in 2025, producing graduates who have hard skills and soft skills that can be applied in various situations and conditions." Faculty of Teacher Training and Education (FKIP) is one of the faculties at UMN Al Washliyah, which will produce graduates who have KJNI-based competencies, namely main competencies (pedagogical competence, personal competence, professional competence, and social competence), supporting competencies and other competencies.

This is also confirmed by a roadmap in the focus area of Family Education and Empowerment (IPPK), one of which is the development of curriculum and character building, so that in 2020, the results of the development of KJNI-based teaching materials are obtained, which means that students, especially the English

education study program can be seen and measured through the learning process so that students not only have hard skills but also good soft skills.

The learning process is inseparable from the current curriculum. The curriculum that is currently developing is the KKNI curriculum (Indonesian National Quality Framework) which refers to the Minister of National Education Decree No.232 / U / 2000, Decree of the Minister of National Education No.045 / U / 2002 and the content standards of Higher Education. The higher education curriculum contains learning guidelines in higher education. This guide includes a learning device or instructional design that explains the type of study, credit load, learning model, assessment and time allocation.

The KKNI-based learning model refers to student centered active learning where students are required to be more active, interactive, creative and innovative. However, current learning tends to emphasize cognitive aspects so that this paradigm must be transformed into contextual and collaborative learning, which means that lecturers' abilities are needed directly between the thinking and knowledge of lecturers and students and students and students. The same thing also happened in the English language education study program FKIP UMN AW. Based on observations and interviews with lecturers and students, especially in the English for Job Hunting subject, lecturers still use the classic lecture paradigm which causes students have cognitive abilities only. In fact, the competence expected in the KKNI curriculum is the integration of cognitive, affective and psychomotor abilities so that later it will produce qualified graduates who are able to compete in the world of work and have good character or soft skills.

MATERIALS AND METHOD

Materials

The vision, mission, goals, objectives and strategies of a university are arranged linearly into the KKNI-based curriculum. This curriculum includes a graduate profile and college learning outcomes. Learning outcomes are related to learning tools that include courses and credit loads. According to Presidential Regulation no. 8 of 2012 concerning KKNI article 1 paragraph (2) which explains the learning outcomes in KKNI are abilities obtained through the internalization of knowledge, attitudes, skills, competencies and accumulated work experience. The

presence of KKNI is a general reference for how a person gets recognition from the world of work.

The Indonesian National Quality Framework (KKNI) is a competency qualification gap framework that can juxtapose, equalize between the fields of education and the fields of job training as well as work experience in order to provide recognition of work competencies in accordance with the work structure in various sectors.

The KKNI-based curriculum is a combination of a deductive mindset (theory on campus) with an inductive mindset (practice in the field). The implementation of the KKNI-based curriculum requires every lecturer not to carry out teaching but to be replaced by learning.

The aim of the KKNI is to embody the quality and identity of the Indonesian nation in the education, training system, and work competency recognition systems nationally through its learning model.

In the book on the concept of Competency-Based Curriculum Development in Higher Education, the Directorate General of Higher Education in 2009 mentions competency-based learning models that can be carried out with student centered learning models including: 1) Small Group Discussion, 2) Role Play and Simulation, 3) Case Study, 4) Discovery Learning, 5) Self-Directed Learning, 6) Cooperative Learning, 7) Collaborative Learning, 8) Contextual Instruction, 9) Project Based Learning, 10) Problem Based Learning and Inquiry.

One of the learning models is collaborative learning. Collaborative learning is a group learning process where each member contributes information, experiences, ideas, attitudes, opinions, abilities, and skills to jointly increase the understanding of all members. In other words, this learning method focuses on cooperation between students, which is based on a consensus built by group members. In collaborative learning, students form groups to achieve goals. Each group has a special structure and gets the same assignment from the lecturer. Each group member is responsible and helps each other.

The essence of collaborative learning is working together harmoniously to find solutions to learning materials. Meanwhile, the goal is to develop the ability to think independently and reduce the idealistic character.

Method

The development model used in this study refers to the development model described by Borg and Gall, where students' critical and creative thinking skills are required in the learning process.

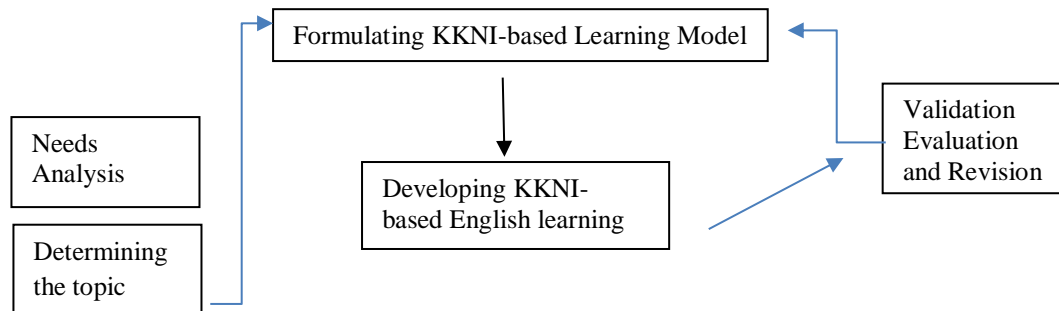


Figure 1. Framework

Quantitative research instruments are used to measure the variables and the phenomenon in completing the data. Student scores will use predetermined assessment indicators and descriptors. The instrument used an application of innovative learning activities based on the KKNi, which was used to determine the students' ability in the learning process.

In accordance with the data collection techniques that have been carried out, the data processing procedure is taken through a number of stages, namely:

- a. Checking student observation sheets based on predetermined assessment aspects
- b. Giving a score on the aspects examined in accordance with the predetermined scoring provisions, then the score obtained by each student is calculated as a value which is then tested by testing factor analysis (KMO)
- c. Recap assessment data obtained by students for each aspect studied.
- d. Adding up the scores obtained by students in each of the aspects studied, then looking for the average value.
- e. Perform observation sheet calculations
- f. Perform a test

DISCUSSION

Situation analysis of English learning, especially the English for Job Hunting subject, can be described as follows:

1. Are you happy with the English for Job Hunting subject?

The English for Job Hunting subject is a subject for developing language skills, especially in English, namely listening skills, speaking skills, reading skills and writing skills. From the four skills, this subject emphasizes speaking skills. Students like this subject because students can develop their skills and apply them well. The data shows that the average student is happy with the subject. However, if the learning process in these subjects has variations that present a variety of activities, then the subject can be liked well.

2. When learning is taking place, do you often pay attention to it?

In the learning process, the delivery of material in these subjects must have its own techniques so that students can easily understand the material in the subject. However, in reality, the technique in the learning process in this subject is still lecturer-centered so that when the learning process is in progress, students pay less attention to it. This is supported by questionnaire data; the average student answers "sometimes" in test item no. 2, which is "When learning is taking place, do you often pay attention to it?"

3. When studying the subject, did you often face difficulties?

Because the delivery of material is monotonous, students have limitations in understanding and developing ideas, so that students often face difficulties in exploring the material and feel confused to ask questions. This is evidenced by the questionnaire data, which states that students often face difficulties in learning, especially in the English for Job Hunting subject.

4. Does the lecturer often create a pleasant atmosphere while learning is taking place?

The ability of a lecturer in teaching can be seen from various factors, one of which is the ability to create a conducive and pleasant atmosphere while the learning process is in progress. This ability will support the learning techniques that will be used. However, the data show that the lecturers in these subjects quite often create a pleasant atmosphere in learning.

5. Does the lecturer often provide varied methods when teaching is ongoing?

The variation of teaching techniques in the English for Job Hunting subject is actually quite diverse, for example through collaborative learning. Through a variety of teaching techniques, students can further develop their creativity and create more active and interactive interactions in the classroom. However, in reality, there are still many lecturers who have not mastered various techniques in learning so that learning seems ordinary and sometimes stiff. This can be seen from the data which shows that lecturers often use a variety of techniques in teaching.

6. Does your lecturer often help and guide you in solving problems if you experience difficulties in the course?

The task of a lecturer in learning is not only to teach to deliver material but also to provide direction and guide students in solving problems by inviting students to discuss, giving freedom to students to express opinions and be able to conclude the right answer to solve the problem. The data shows that lecturers often help and guide students in solving problems faced by students.

7. Does your teacher often give pre-test before or post-test after studying?

Pre-test and post-test are needed in the learning process. The pre-test aims to determine students' initial abilities so that lecturers can arrange and adjust the material to be delivered to students and lecturers can prepare appropriate teaching techniques and media in learning. Meanwhile, the post-test aims to evaluate student-learning outcomes after being given learning material. The data show that lecturers often give pre-test and post-test after learning.

8. Does your lecturer often give assignments after learning?

Learning in the classroom has limited time. For that, we need assignments after learning. These assignments will help students to understand the material well. These assignments will also help students to be more active in browsing more information related to the material so that they can be an independent student. The data shows that lecturers often give assignments after learning.

9. Does the material given by your lecturer match what is contained in the test or exam?

Before starting learning, the lecturer first prepares a semester learning plan (RPS). In the RPS, the lecturer must make in detail the material to be taught, learning outcomes, references, teaching techniques and media to be used, as well as evaluations that are in accordance with the learning targets. The material contained in the test or exam has been adjusted to the material presented. This is supported by student statements in the questionnaire which state that the material provided is often in accordance with the material contained in the test or exam.

10. When the test or exam was held, were you satisfied with the score you got? One indicator of student success in understanding the material that has been taught is through giving tests or exams. This test or exam has a score that will show the student's ability. The data shows that students are quite satisfied with the results they get through tests or exams. This shows that the desire to improve results is considered insufficient.

RESULTS

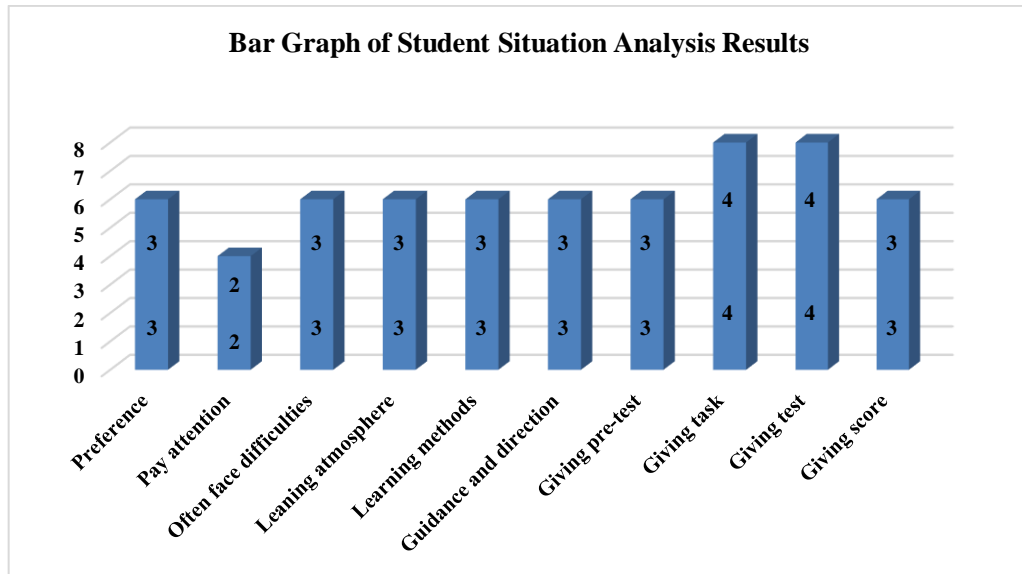
The research results were obtained by completing and recapitulating the results of the students' choices in answering each statement in the questionnaire. These results were obtained from the eighth semester students of English language education, Universitas Muslim Nusantara (UMN) Al Washliyah.

The recapitulation results can be seen in the table below:

Table 1. Questionnaire Recapitulation

No	Statements	Average	Category
1	Preference	3	Often enough
2	Pay attention	2	Sometimes
3	Often face difficulties	3	Often enough
4	Learning atmosphere	3	Often enough
5	Learning methods	3	Often enough
6	Guidance and Direction	3	Often enough
7	Giving pretest	3	Often enough
8	Giving task	4	Often
9	Giving Exam	4	Often
10	Giving score	3	Often enough

Emphasized by the bar graph image below :



Graphic 1. Bar Graph of Student Situation Analysis Results

If it is shown that the learning process really requires fun activities, this is also confirmed by the following results:

Table 2. Questionnaire Recapitulation

No	Rating Category	Number of Participants	Number Voting	Percentage (%)
1	Good enough	30	24	80
2	Less good	30	6	20

From the table above, it is clear that students only choose 2 assessment categories, namely good enough at 80% (24 students) and less good by 20% (6 students).

CONCLUSION

Based on the research objectives, it can be concluded that:

1. In the assessment of the learning situation analysis, it can be seen at the initial stage that students only choose 2 assessment categories, namely 80% (24 students) good enough and 20% (6 students) less good on the assessment indicators which include several things, namely preferences regarding the subjects, difficulties faced in learning, the learning atmosphere, learning methods, guidance and direction of the lecturer concerned, giving pre-tests, post-tests and assignments, conformity of material with tests and scoring.

2. Based on the analysis of the situation, a learning model can be formulated in accordance with the KKNi to solve problems in the English learning process, especially in English for Job Hunting. The appropriate learning model according to KKNi in these subjects is collaborative learning.

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