

EFFECTIVENESS OF THE IMPLEMENTATION OF THE COURSE OF CURRICULUM KJNI IN IMPROVING THE LEARNING QUALITY OF THE COUNTRY LAW COURSE IN THE COUNTRY LAW STUDY PROGRAMME

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Abstrak: Mata kuliah hukum tata negara merupakan mata kuliah wajib di fakultas syaria'ah dan hukum, mata kuliah ini sebagai mata kuliah dasar menguasai kajian hukum tata negara secara eksplisit (tekstual maupun perkembangan zaman). Berkenaan dengan itu penelitian ini bertujuan untuk menganalisis aspek norma penyusunan kurikulum menurut peraturan perundang-undangan, efektivitas implementasi kurikulum dalam meningkatkan kualitas pembelajaran mata kuliah hukum tata negara di Fakultas Syariah dan Hukum Universitas Islam Negeri Sumatera Utara. Model penelitian yang digunakan ialah model evaluasi CIPP (Context, Input, Process and Product). Model ini digunakan untuk mengetahui implementasi standar proses pembelajaran di Program Studi Hukum Tata Negara (Siyasah) Fakultas Syariah dan Hukum Universitas Islam Negeri Sumatera Utara. Hasil penelitian menunjukkan bahwa secara teori tingkatan norma keberadaan peraturan mengenai kurikulum sudah sesuai dengan peraturan perundang-undangan mulai dari undang-undang, peraturan pemerintah, peraturan presiden, peraturan menteri hingga peraturan rektor Universitas Islam negeri Sumatera Utara Medan sudah sesuai dengan teori tingkatan norma. Kemudian, dalam hasil penelitian mengenai implementasi efektivitas kurikulum mata kuliah hukum tata negara pada program studi hukum tata negara (siyasah), masih banyak mahasiswa hukum tata negara yang belum memahami kajian hukum tata negara secara eksplisit.

Kata Kunci: Kurikulum, Hukum Tata Negara, Mutu Pendidikan Tinggi

Abstract: The course of constitutional law is a compulsory course in the faculty of sharia and law, this course is a basic course to master the study of constitutional law explicitly (textual and development of the times). With regard to that, this study aims to analyse the aspects of curriculum preparation norms according to statutory regulations, the effectiveness of curriculum implementation in improving the quality of learning in constitutional law courses at the Faculty of Sharia and Law State Islamic University of North Sumatra Medan. The research model used is the CIPP (Context, Input, Process and Product) evaluation model. This model is used to determine the implementation of learning process standards in the Constitutional Law (Siyasah) Study Programme, Faculty of Sharia and Law, State Islamic University of North Sumatra. The results showed that in theory the level of norms the existence of regulations regarding the curriculum is in accordance with statutory regulations ranging from laws, government regulations, presidential regulations, ministerial regulations to the rector's regulations of the State Islamic University of North Sumatra Medan is in accordance with the theory of the level of norms. Then, in the results of research on the implementation of the effectiveness of the constitutional law curriculum in the constitutional law study programme (siyasah), there are still many constitutional law students who do not understand the study of constitutional law explicitly.

Keyword: Curriculum, Constitutional Law, Quality of Higher Education

INTRODUCTION

The curriculum is a set of plans and arrangements regarding goals, content, materials, and learning methods, which serve as guidelines for implementing learning activities to achieve certain educational goals. The term curriculum comes from the Latin *curir* which means runner and *curere* which means a place to race. Thus, the curriculum is defined as the tracks and lanes followed to achieve the goal. In Indonesia, the education curriculum has undergone several significant changes starting from the 1947 curriculum, 1994 curriculum, 2006 curriculum, 2013 curriculum, to the Merdeka Curriculum used today (Mughni, 2023).

Law Number 12/2012 Article 35 paragraph 2 states that the higher education curriculum must be developed by each university based on the National Higher Education Standards for each Study Programme. This curriculum must include the development of intellectual intelligence, noble character, and skills. The curriculum is the core of the study programme and its existence requires university graduates to design, implement, and evaluate it dynamically in accordance with the current development of science, technology, and art as well as the competencies required by society and users. The rapid development of science and technology in the 21st century follows a logarithmic pattern, so Higher Education Standards must also follow these changes (Sabriadi & Wakia, 2021).

Curriculum development is the right and obligation of every university, but it must be adjusted to the 1945 Constitution and other regulations. In addition, the curriculum must

also follow the national standards of higher education as stipulated in the Minister of Education and Culture Regulation No. 12/2012, No. 3/2020, and other relevant regulations. The curriculum should enable students to master certain knowledge and skills, develop noble character, and contribute to maintaining national values and diversity. In addition, the curriculum should also encourage a spirit of caring for the nation and humanity, as well as improving equitable social welfare and the glory of the Indonesian nation. Curriculum preparation needs to be based on a strong foundation in philosophy, sociology, psychology, history, and jurisprudence (Hidayat, 2018).

The formulated Graduate Learning Outcomes must be clear, can be observed, measured, and achieved in the learning process, and can be demonstrated and assessed for achievement. After the study materials are determined in terms of breadth and depth for each specified graduate learning outcome, the next step is the preparation of courses (Addahil, 2019; Akhmadi, 2023; Hamalik, 2015). Courses are arranged and given a code and semester credit load. The preparation of the course structure is carried out in accordance with the order of the relationship of study materials to the learning outcomes of graduates. Course Learning Outcomes are the formulation of course learning outcomes obtained from the analysis of graduate learning outcomes and study materials (Ali, 2012). Course learning outcomes contain elements of attitude, general skills, special skills, and knowledge.

The above problems are also experienced by students of constitutional law

study programmes who currently still have not mastered the material on constitutional law. As is known that the course is a product that is born from the curriculum. In this case, the constitutional law study programme has its own curriculum, especially in the compulsory courses it teaches. For example, the constitutional law course is one of the compulsory courses in the constitutional law study programme. In the achievement of this course, constitutional law becomes the core course in the Department of Constitutional Law.

Lectures in constitutional law courses aim to provide students with knowledge, understanding, and insight into the basic concepts of constitutional law, sources of constitutional law, principles of constitutional law, the Indonesian constitutional system, Indonesian state institutions, human rights, and democracy (Tutik, 2017). When viewed in depth, the study of constitutional law is actually a study of the constitution of a country. However, in the current analysis, students of constitutional law study programmes have not embedded or understood the contents of the constitution in the study of constitutional law, especially the Indonesian constitution.

This is very contrary to the vision and mission of the study programme of constitutional law, because graduates do not master the study of constitutional law both in a broad sense and in a narrow sense. For this reason, researchers want to examine explicitly the curriculum in the study programme of constitutional law (siyasah) in the course of constitutional law. Departing from the issue of the problem above, this research essentially

aims to see how the preparation of the curriculum according to statutory regulations and how the effectiveness of curriculum implementation in improving the quality of learning in constitutional law courses at the Constitutional Law Study Programme (siyasah) Faculty of Shari'ah and Law, State Islamic University of North Sumatra (HU, 2023; Nurcahyono & Putra, 2022).

This research contributes in several ways, namely: (1) curriculum development that is responsive to the needs of students and the development of constitutional law, (2) improving the quality of learning by identifying strengths and weaknesses in the learning process, (3) academic policy recommendations related to curriculum assessment, lecturer training, and resource allocation, (4) increasing the competence of graduates in facing professional challenges in the field of constitutional law, (5) to improving study programme accreditation through improving the quality of learning.

There are several relevant studies related to this research but they do not focus on the constitutional curriculum, but some focus on Islamic economics and family law (Abd Rahman, 2014; Fakhruddin et al., 2020; Jakfar et al., 2019; Mulyani, 2018; Surwati, 2013). Unlike this research, which focuses on evaluating the implementation of the curriculum that has been implemented at the Faculty of Sharia and Law, State Islamic University of North Sumatra.

METHOD

This study uses evaluative research with a qualitative descriptive approach to deeply understand the research subject (Creswell, 2007) and describe the findings

based on the instruments used. This study evaluates the implementation of the Indonesian national qualifications framework learning process standards in the constitutional law course at the Constitutional Law Study Programme, Faculty of Sharia and Law, State Islamic University of North Sumatra. The CIPP (Context, Input, Process, Product) evaluation model is used to analyse the implementation of the learning process standards.

This research was conducted at the Constitutional Law Study Programme, Faculty of Sharia and Law, State Islamic University of North Sumatra, with a focus on Odd Semester students taking the Constitutional Law course. They consist of 3rd and 5th semester students who are implementing the Indonesian national qualifications framework curriculum. The

research also involved the State Administration Study Programme, with various data sources such as institutions, events, documents, and human participation.

The data collected for the purpose of this study include the evaluation components of curriculum implementation in the constitutional law course at the constitutional law study programme, Faculty of Sharia and Law, State Islamic University of North Sumatra. The data in question includes components of the context (student needs, and relevance of the programme), input (student readiness, lecturer readiness, readiness of facilities and infrastructure, process (lecturer and student participation, and suitability of the use of facilities and infrastructure), product (students have learned new things, student needs and skills have increased).

Table 1. Research Components

No	Component	Indicator	Data Source	Data Collection Techniques
1	Context	- Student Needs - Programme Relevance	Faculty, Study Programme	Observation, interview, documentation study
2	Input	- Student Readiness - Lecturer Readiness - Facilities and Infrastructure Readiness	Study Programme, Students, Lecturers	Observation, interview, documentation study
3	Process	- Lecturer and Student Participation - Appropriateness of facilities and infrastructure	Students	Observation, interview, documentation study
4	Product	- Students learn something/course - Students' needs and skills have increased	students	Observation, interview, documentation study

The author conducted observations on an ongoing basis in order to obtain first-hand information on various conditions related to the subject matter of the research. To this end, the author alternated between

active and passive participation observations, taking into account the nature of the situations and events being observed and the author's involvement with the respondents. The choice of the level of participation was

intended to enable the author to approach all respondents in an atmosphere of friendship. In line with this intention, the author also wishes that his presence at the research location does not interfere with or affect the fairness of the process of activities commonly carried out by respondents. The observation guidelines for obtaining data and information from the field are adjusted to the CIPP evaluation which is grouped based on the context, input, process, product components with details as presented in the table. Observation is carried out by going down to classes of students who are studying constitutional law or after studying constitutional law by distributing questionnaires to students and observing the development of knowledge of the study of constitutional law.

The process of data collection in this study was carried out through the orientation and overview stage, the exploration stage (focused exploration), and the member check stage. The first stage, orientation and overview. At this stage, the author sought and collected information needed to establish the focus of the research. For this purpose, the author studied various documents including theoretical studies, interviews and observations of a general nature. Furthermore, I analysed the information obtained to find things that were interesting and useful for further research. The second stage was focused exploration.

RESULT AND DISCUSSION

KKNI Curriculum Preparation According to Legislation

The preparation of the KKNI has a legal basis listed in Law Number 13 of 2003

concerning Labour, Government Regulation Number 31 of 2006 concerning the National Job Training System, and Government Regulation Number 23 of 2004 concerning the National Professional Certification Agency. In addition, the Indonesian National Qualifications Framework was also developed to fulfil the mandate of Law No. 20/2003 on the National Education System. Article 4 paragraph (2) of the law states that education is organised as a systemic unit with an open and multimodal system.

Some other legal bases that can be used as references in the preparation of the Indonesian national qualifications framework include: Law No. 18 of 1999, Article 33 paragraph (2), on Construction Services which authorises the Construction Services Society to play a role in organising education and training in the field of construction services, Law No. 30 of 2004 on Notary Position; Law No. 36 of 2009 on Health which regulates the categories, types and qualifications of health workers; and Law No. 14 of 2005 on Teachers and Lecturers, which regulates the qualifications and competencies of lecturers and teachers.

In addition to these regulations, there are still several regulations relating to the quality and qualification aspects of labour issued by other ministries or government agencies, including private companies and p. Most of these regulations apply on a limited basis within each government agency. For example, SOEs or private companies regulate certain aspects internally. The regulation on the basis of national education in the Sisdiknas Law needs to be harmonised with the regulation on the basis of higher education in the Higher Education Law. The Sisdiknas Law stipulates

that national education is based on Pancasila and the 1945 Constitution of the Republic of Indonesia, while the Higher Education Law stipulates that higher education is based on Pancasila, the 1945 Constitution of the Republic of Indonesia, the Unitary State of the Republic of Indonesia, and Unity in Diversity. Given the mandate of the 1945 Constitution that the government must organise a national education system, consistency is needed between the basis of national education and the basis of higher education.

Arrangements regarding the functions and objectives of national education need to be aligned not only with the objectives of the national education system mandated by the 1945 Constitution, but also with the theory of the nature of education, the theory of the function of education, the theory of learning and learning, and curriculum theory based on student potential according to the thoughts of national figures and educational thinkers who understand Indonesia's diverse identity. For example, the theory of the nature of education is concerned with conscious and planned efforts to create a learning atmosphere and learning process that allows students to actively develop their potential, including religious spiritual potential, self-control, personality, intelligence, noble character, and skills needed by individuals, communities, nations and countries. The theory of the nature of education that emphasises physical and mental well-being is in line with Ki Hajar Dewantara's philosophy, which is ethics, literacy, aesthetics, and olah raga kinesthetic.

In regulating the functions and objectives of education in the current national education system law and higher education

law, the unity and balance of these three aspects have not been illustrated. In addition, the character of students who are diverse has not been part of the educational function in the national education system law and the higher education law, even though the spirit of unity in diversity is clearly imprinted in the motto of the Indonesian nation and state, *Bhinneka Tunggal Ika*. The function of education in the national education system law needs to be adjusted to the nature of learning and learning that is learner-oriented and encourages critical reflection on scientific truth. Educational objectives should also refer to the development of multidimensional and holistic competencies that do not separate the mastery of knowledge, attitudes and skills.

The preparation of the Indonesian national qualifications framework curriculum according to laws and regulations is in accordance with the order of laws and regulations. This means that in terms of the concept map, the birth of the curriculum refers to the 45 Constitution contained in article 20, article 21, article 31 of the 45 Constitution, then the derivative rules are contained in law number 12 of 2012 concerning higher education, then as the next rule is contained in government regulations Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education And further regulated in Presidential regulations Presidential Regulation Number 62 of 2021 concerning the Ministry of Education, Culture, Research, and Technology and the Minister of Education Regulation of the Minister of Education, Culture, Research, and Technology Number 28 of 2021 concerning Organization

and Work Procedures of the Ministry of Education, Culture, Research, and Technology in this article states that the authority to develop the curriculum is regulated by universities. (Rahman & Madhakomala, 2024; Tutik, 2017).

Presidential Regulation No. 4 of 2014 is derived from Law No. 20 of 2003 concerning the National Education System, particularly in the provisions of Law No. 20 of 2003 concerning general provisions, principles of education implementation, rights and obligations, students, pathways, levels, and types of education, education and education personnel, evaluation, accreditation, and certification (Gunawan, Imam, 2015). The Indonesian National Qualifications Framework was also developed in response to Indonesia's ratification on December 16, 1983, which was updated on January 30, 2008, of the UNESCO Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific (Gunawan, Imam, 2015).

The Indonesian national qualifications framework can be used as the identity and embodiment of the quality of the Indonesian nation in the national education system, job training and recognition of national competence in the eyes of the world. This means that educated people from foreign countries who want to enter Indonesia, must follow the system that applies in the Indonesian national qualification framework. Vice versa, Indonesian educated people are free to enter and exit foreign countries by following the qualification framework in each country. Therefore, the Indonesian national qualification framework is intended as a guideline for:

1. Determine qualifications for learning outcomes obtained through formal, non-formal, informal education, training or work experience;
2. Develop a scheme to recognize qualifications for learning outcomes obtained through formal, non-formal, informal education, training or work experience;
3. Equalize qualifications between learning outcomes obtained through formal, non-formal, informal education, training or work experience;
4. Develop methods and systems for recognizing the qualifications of human resources from other countries who will work in Indonesia.

The development of the Indonesian national qualifications framework has two objectives: general and specific. General objectives include matters that can encourage the integration of related sectors, and specific objectives for strategic aspects of the development of the framework and qualification levels. The general objective of the Indonesian National Qualifications Framework is to increase the commitment of the government and society to produce high quality Indonesians at the national and international levels to show that the Indonesian generation is not inferior to other countries and is able to work to compete in the international arena. Then, this will encourage the improvement of the quality of Indonesian human resources for the national and international labor market, and then create a responsible and transparent assessment process for Indonesian learning achievements that are

recognized in the national and international world of work. In addition, it increases the contribution of learning outcomes to national economic growth and encourages the transfer of students and labor between countries based on equivalent qualifications. The specific objectives of the Indonesian national qualifications framework are to obtain a positive correlation from all elements in higher education, adjust learning outcomes and equalize the quality of Indonesian higher education graduates, become the main guidelines and mutual understanding between universities and graduate users to increase the competitiveness of the Indonesian nation, provide motivation and inspiration to develop lifelong learning programs, ensure increased access for the works of the Indonesian nation to the national and international job market, obtain equal recognition and facilitate academic mobility for mutual understanding and solidarity, and higher education cooperation between countries in the world (Pahrudin et al., 2024; Ummah, 2024).

The impact of the implementation of the Indonesian national qualifications framework is an increase in positive things for Indonesian human resources through the quantity of competitiveness in the national and international labor market, the contribution of learning outcomes in national economic growth to improve the welfare and prosperity of the Indonesian people, increased academic mobility, and increased recognition of other countries without leaving the personality and characteristics of the Indonesian nation (Directorate General of Higher Education, Ministry of Education and Culture of the

Republic of Indonesia, Indonesian national qualifications framework PP No. 8 of 2012).

The effectiveness of the implementation of the Indonesian national qualifications framework curriculum in improving the quality of learning in Constitutional Law courses at the Constitutional Law Study Program.

Curriculum as a set of plans regarding the objectives and content and learning materials as guidelines for organizing learning activities to achieve certain educational goals. Curriculum development is influenced by various aspects ranging from the needs of students, value systems, community needs and the direction of educational programs, to the development of science and technology. There are three concepts about the curriculum, namely:

- 1) Curriculum as a substance, as a system and as a field of study. The first concept, curriculum as a substance, a curriculum, is seen by people as a plan of learning activities for students in higher education or as a set of goals to be achieved. A curriculum can also point to a document that contains formulations about goals, teaching materials, teaching and learning activities, schedules and evaluations.
- 2) Curriculum as a system, the curriculum system. The curriculum system is part of the higher education system, the education system, and even the community system. A curriculum system includes a personnel structure and work procedures on how to develop a curriculum, implement, evaluate and

improve it. The result of a curriculum system is the compilation of a curriculum, and the function of the curriculum system is how to maintain a dynamic curriculum.

- 3) Curriculum as a field of study, namely the field of curriculum study. It is the field of study of curriculum experts and education and teaching experts. The purpose of the curriculum as a field of study is to develop knowledge about the curriculum and curriculum system.

Curriculum as a substance in the Constitutional Law Study Program

The Constitutional Law Study Program at the Faculty of Sharia and Law, State Islamic University of North Sumatra was originally named Jinayah Siyarah Study Program. Based on the Decree of the Directorate General of Islamic Education Number 1429 of 2012 concerning the Arrangement of Study Programs in Islamic Religious Universities as an elaboration of the Regulation of the Minister of Religion Number 36 of 2009 concerning the Determination of Science Division and Academic Degrees in Religious Universities, through the Open Senate Session of the Faculty of Shari'ah and Law, State Islamic University of North Sumatra on January 07, 2013, it was determined that this Study Program finally changed to Siyarah Study Program. From the open Senate Meeting, the Dean's Decree No. 101 of 2013 was born which contains a change in the name of the Study Program from Jinayah Siyarah Study Program to Siyarah Study Program.

A curriculum can also refer to a document that contains formulations about objectives, teaching materials, teaching and learning activities, schedules and evaluations. Constitutional Law Study Program, The study period of the Constitutional Law Study Program of the Faculty of Sharia and Law, State Islamic University of North Sumatra is designed for 8 semesters or the equivalent of 4 years, The load of the Constitutional Law Study Program of the Faculty of Sharia and Law, State Islamic University of North Sumatra amounts to 150 Semester Credits with details of courses 140 Semester Credits, Thesis 6 Semester Credits and community service 4 Semester Credits. Basically, the Constitutional Law Study Program of the Faculty of Sharia and Law, State Islamic University of North Sumatra.

In this case, for example, related to teaching materials which are all forms of materials used to assist lecturers of constitutional law courses in carrying out teaching and learning activities in class. In this sense, Mudlofir emphasizes the form of material used. According to the National Center for Competency Based Training (2007, in Andi Prastowo 2015: 16), teaching materials are all forms of materials used to assist lecturers in the learning process in the classroom. Another opinion also argues that teaching materials are information, tools and texts needed by teachers or instructors for planning and reviewing the implementation of learning. These views are also complemented by the harvest which reveals that teaching materials are materials or subject matter that are arranged

systematically, which are used by lecturers and students in the learning process (Prastowo, 2014).

For example, in the discovery learning strategy we can use problem solving or case study methods. There are many methods that we know such as lectures, demonstrations discussions, simulations, laboratories and others. Furthermore, the method can be further elaborated into learning techniques, for example in the brainstorming method we can use the technique of asking orally or by writing techniques on the paper that has been provided. Similarly, the use of discussion methods needs to use different techniques in classes whose students are classified as active with classes whose students are classified as passive. In this case, Widyaiswara can also change techniques even though it is in the corridor of the same method.

Meanwhile, Dick and Carey (1985) in Yatim Riyanto (2009) say that learning strategies are all components of the material/teaching package and the teaching materials. that learning strategies are all components of the material/teaching package and procedures that will be used to assist participants in achieving the learning objectives. learning objectives. In this definition, it is mentioned that learning strategies are not limited only to activity procedures, but includes all components of the material or material or teaching package and the teaching pattern itself. By understanding some of the above definitions, it can be concluded that the instructional strategy is the instructional strategy is an

activity carried out by Widyaiswara systematically to communicate lesson content to participants to achieve certain instructional goals. objectives. It is concerned with how to convey the content of the lesson. (Hermanto et.al., 2024; Tutik, 2017).

Observation results in the field in the constitutional law study program uses discovery learning activities. learning activities can use problem solving or case study methods, where constitutional law lecturers provide material in the form of lecturers of constitutional law provide material in the form of lectures, discussions in question and answer sessions and provide responses to the in question and answer sessions and provide responses to the discussion sessions given. given. Then also solve in terms of cases related to state administration that exist in Indonesia. constitutional law in Indonesia (Results of Observation results on November 1, 2023 in constitutional law study program classes.

Three curriculum concepts described earlier, if applied to the Constitutional Law Study Program as follows:

a. As a System in Constitutional Law Study Programme

In its implementation, the operational curriculum in education units needs to be a dynamic document that is updated continuously, referenced in daily life, reflected upon and continuously developed. The preparation of operational curriculum documents in education units should begin with a full understanding of the curriculum structure. In this case, looking at the profile of graduates, for example, the main profile of

graduates of the Constitutional Law Study Programme is experts in the field of Constitutional Law who are able to carry out the functions of Constitutional Law and Politics both in Islamic and National perspectives, provide effective, productive, humanist, quality, and Islamic Constitutional legal services to legal institutions and political institutions based on a scientific and Islamic integration approach that is responsible for carrying out tasks based on work ethics.

In this case the constitutional law study programme. Furthermore, the Study Programme in terms of curriculum preparation conducts an internal institutional analysis by looking at strengths and weaknesses, and continues by conducting an external analysis to seize opportunities and anticipate various institutional threats. Based on the self-evaluation, four main strategic issues were determined: (1) graduate competence, (2) research relevance, (3) quality of community service, (4) institutional cooperation.

In the preparation of the curriculum, it is usually under the auspices of the faculty and invites the leaders of study programmes and invites stakeholders to discuss the needs of the world of work, professions and others. In this case inviting such as: (1) Judges in the judiciary; (2) Legislators in the legislative body of the House of Representatives, (3) Law enforcement officials within the Ministry of Law and Human Rights; (4) Academics (lecturers) and analysts of legal, political and socio-religious issues; (5) Researchers at political research institutes;

(6) Political Consultants and Advocacy Organisations; (7) Entrepreneur.

b. As a field of study in the Constitutional Law Study Programme

Curriculum changes are made based on several things, including scientific developments, government policies, the needs of graduate users, and the results of evaluating the current curriculum. There are several models that can be used in evaluating the curriculum, including 1) Formative-Sumative Evaluation Model; 2) Provus Discrepancy Evaluation Model; 3) Daniel Stufflebeam's CIPP Evaluation Model (Context, input, process, product); 4) Donald L. Kirkpatrick's Four Level Evaluation Model; etc.,

From the results of research on the learning of constitutional law courses in the constitutional law study programme used is an evaluation model in the form of Mid-Semester Examinations and Final Semester Examinations, in this case the evaluation in the Mid-Semester Examination session is carried out at the eighth meeting through an evaluation of the material that has been taught, namely in sessions one to seven. This evaluation is carried out in the form of sending questions to students at the eighth meeting (Yudha, 2024).

Then the End of Semester Evaluation is carried out at the sixteenth meeting. In this case, an evaluation of the material that has been learned at the ninth to fifteenth meetings is carried out. In this end-of-semester exam evaluation in the form of giving questions to students and providing answer sheets. So the evaluation carried out

on learning constitutional law courses through midterm exams and final exams.

CONCLUSION

The results of the analysis show that the preparation of the Indonesian national qualifications framework curriculum is in accordance with the order of laws and regulations. This curriculum refers to Articles 20, 21 and 31 of the 1945 Constitution, Law Number 12 of 2012 concerning Higher Education, Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education, Presidential Regulation Number 62 of 2021 concerning the Ministry of Education, and Permendikbudristek Number 28 of 2021. Research on the effectiveness of the implementation of the Indonesian national qualifications framework curriculum in the Constitutional Law Study Programme, Faculty of Sharia and Law, State Islamic University of North Sumatra using the CIPP model (context, input, process, product) shows several findings. In the context component, the condition of the learning environment is inadequate even though the characteristics of the learning process are good. In the input component, learning process planning and infrastructure facilities are at a percentage of 57% and 29%. In the process component, the implementation of the learning process is at a percentage of 20.44% and 37.10%. In the product component, the percentage is 23.43% and 34.32%. In conclusion, the implementation of the Indonesian national qualification framework learning process standards is quite good but not optimal due to inhibiting factors such as learning media, classroom atmosphere, teaching materials, and lecturers. As a result, students have not understood the material of constitutional law in depth.

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