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Evaluation Of Implementation Of Kkni-Based Curriculum In Christian Religious Education Study Program Using The Cippo Model: Study Of The Quality Of Implementation Of Christian Religious Education At The Kupang State Christian Institute – East Nusa Tenggara

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ABSTRACT

This study aims to evaluate the implementation of the KKNI-based PAK curriculum implemented at IAKN Kupang. Based on its characteristics, this research is classified as evaluative research. Thus, the method used is the evaluative analysis method with the CIPPO model. This evaluation model is an acronym for Context (C), Input (I), Process (P), Product (P), and Outcomes (O). Data collection was carried out through rating scales, interviews, distributing questionnaires, and reviewing evaluated curriculum documents by involving seven (7) lecturers involved in curriculum preparation, the head of the PAK study program, and 186 PAK graduates from 2019 to 2021.

The evaluation results show that the implementation of the KKNI-based PAK curriculum implemented by the PAK study program of IAKN Kupang lacks good quality

preparation criteria when viewed from the context, input, process, product, and outcome components. The updated curriculum has several weaknesses, so overall, it is concluded that the preparation, updating, and development of the PAK curriculum at IAKN Kupang is not based on good and ideal preparation criteria, so this situation has an impact on the quality of PAK implementation that is not on target.

Keywords: KKNI-Based Curriculum, Curriculum Evaluation, CIPPO Model.

INTRODUCTION

Education is still a determinant as well as a very strong factor in changing human life. Because education still acts as a "backbone" for increasing Human Resources (HR), which contribute greatly to humans through increasing knowledge, skills, attitudes, and productivity needed in life (Rusdiana & Nasihuddin, 2019, p. 181). Although not always oriented towards economic matters, education is able to provide personal, social, and cultural benefits (Suhardan et al., 2014, p. 13). Such is the importance of education for life that efforts to improve the quality of education from time to time become an absolute thing to do.

Awareness of the importance of improving the quality of education is based on the fact that, until now, various phenomena found in the midst of society, such as: 1) the high problems concerning "link and match" that occur in graduates produced by educational institutions; 2) the low active contribution of graduates to the direction and objectives of development; and 3) the disorientation of education towards the 'fundamental' needs of society, both physical and non-physical, still often occur in Indonesia (Rusdiana & Nasihuddin, 2019, p. 18). On the other hand, it is stated that "only with quality education can people's lives be more secure in the process of transitioning to democracy and can build a competitive advantage in increasingly intense global competition (Azra, 2002, p. 15)." The result is that what results from

poor-quality education will only lead to low-quality educational outputs, especially those concerning competencies that reflect the implementation of education.

It is known that the quality of education outcomes is strongly influenced by the quality of education implementation. Various components in the implementation of education serve as guidelines as well as directions for education, which are ultimately actualized through the resulting outcomes. However, "the increasing number of graduates who choose to work outside their fields, apart from the lack of job vacancies, is also caused by many graduates who are still far from competent (Jejen, 2016, pp. 39–42). This fact also confirms that, until now, universities have been faced with a low level of competitiveness among graduates because of the low competence produced by various universities.

Another reality that still afflicts educational institutions, as described above, also occurs within the scope of Christian Religious Universities (PTKK). As an institution that organizes Religious Education at the higher education level, PTKK is still faced with the problem of low quality in the implementation of education. This can be seen from the achievement of accreditation (as an accumulation of the entire educational process) in each institution and study program. In addition, the comparison between the number of graduates produced from one level of institution or study program and the number of graduates absorbed into aspects that become key performance indicators (KPI) such as work, entrepreneurship, and continuing education to the next level in a certain region and period (Direktorat Jenderal Pendidikan Tinggi, 2021, pp. 11–14) is also another indicator that can describe the quality of PTKK.

Related to the above, this paper is intended to examine how the quality of the implementation of Christian Religious Education (PAK) is viewed in terms of the

quality of the curriculum that is being applied. Evaluation activities were carried out in the PAK study program at the Kupang State Christian Institut (IAKN), which implemented the KKNI-based PAK curriculum, which was updated in 2017. To determine the quality of the curriculum, evaluation is carried out on several components contained in it using an analysis-based model that is carried out on the context, input, process, product, and outcomes of the curriculum, which is called the CIPPO model. This evaluation model was offered by Daniel L. Stufflebeam (Stufflebeam, 2002, pp. 297–314). The use of this model in the implementation of curriculum evaluation is still very relevant today because it can provide an overview of the success of an educational program or curriculum implementation. In addition, the CIPPO evaluation approach model can produce a map of potential strengths and weaknesses, challenges, and obstacles possessed by each aspect of the curriculum being evaluated. Therefore, this model was chosen as an evaluation tool for the curriculum implemented by the PAK Study Program at IAKN Kupang so that the quality of PAK in the context of education delivery can be known.

Criticism of the low quality of PTKK based on the contribution of graduates to the development of a region may not be clearly expressed by various parties as partners and users of PTKK outcomes. However, in East Nusa Tenggara (NTT) Province, this criticism has been made by the governor through the discourse of eliminating religious subjects in schools in NTT (Garda Malaka, 2020). Although the criticism actually appeared as a signal that the "competencies produced by educational institutions such as PTKK" were considered unable to make a significant contribution to the needs and direction of NTT's development, this perception also illustrates that the quality of PTKK as one of the educational institutions in this area is still far from what is expected, and as a result, the value of PTKK (both at the institutional and study program levels) will increasingly shrink. As contained in the following

expression: "...that nowadays, in the job market, the most important exchange rate is not always about currency, but abilities and skills; and this is what can cause a person (graduate) to be appreciated or depreciated; and education plays a very important role in improving the abilities and skills possessed by its outputs. With a good education, it can realize a workforce that has a high exchange rate so that it is productive, effective, and competitive (BPS Provinsi NTT, 2021, p. 22). Thus, improving the quality of PTKK is an absolute thing that must be done immediately and cannot be bargained for. The importance of the meaning of organizing quality education must be a standard for the implementation of education for PTKK. So that the quality of education, which is the main key to producing humans with high abilities and competitiveness, can be fulfilled.

In the framework of improving the quality of education, it is important to know the quality of the education program that is being implemented. And to find out the condition of the quality of education programs, it can be done by measuring quality. Quality measurement here emphasizes the need to evaluate one or all educational programs. One of the educational programs that needs to be evaluated is the curriculum. Why Curriculum? Because the curriculum is one of the important factors that affect the quality of education, it is called so because in educational institutions, the curriculum has a very central function and role and "is an important variable that determines the state of its quality; in other words, a quality curriculum has a significant influence on the quality of higher education (Kaimuddin, 2015, p. 19)." In addition, the curriculum is also the "heart or life" of an education (Oliva, 1997, p. 54); it is also the framework of a "building" of educational implementation contained therein (Hasan, 2010). It is even further stated that educational activities in Higher education cannot run properly without a curriculum. Because the curriculum is a tool that serves to determine the direction of the course of education, it becomes the

basis and philosophy that color the climate and academic activities, and it becomes a patron for ongoing learning.

So important is the position of the curriculum as a determinant of determining the quality of education that the curriculum can be seen as a quality reference for the implementation of education and determines the success of universities in producing graduates (Kunaefi, 2008, p. 45). So, the evaluation of the curriculum is not only simply inseparable from educational activities but also emphasizes its position and function, namely that the curriculum determines education. Therefore, the effort to evaluate the curriculum is aimed at knowing the quality condition of an education in the context of implementation by looking at the suitability between the objectives and content that have been set and the objectives that have been achieved.

Related to the above, this paper is intended to examine how the quality of the implementation of Christian Religious Education (PAK) is viewed in terms of the quality of the curriculum that is being applied. Evaluation activities were carried out in the PAK study program at the IAKN Kupang, which implemented the KKNI-based PAK curriculum, which was updated in 2017. To determine the quality of the curriculum, evaluation is carried out on several components contained in it using an analysis-based model that is carried out on the context, input, process, product, and outcomes of the curriculum, which is called the CIPPO model. This evaluation model was offered by Daniel L. Stufflebeam (Stufflebeam, 2002, pp. 297–314). The use of this model in the implementation of curriculum evaluation is still very relevant today because it can provide an overview of the success of an educational program or curriculum implementation. In addition, the CIPPO evaluation approach model can produce a map of potential strengths and weaknesses, challenges, and obstacles possessed by each aspect of the curriculum being evaluated. Therefore, this model was chosen as an

evaluation tool for the curriculum implemented by the PAK Study Program at IAKN Kupang so that the quality of PAK in the context of education delivery can be known.

LITERATUR REVIEW

Curriculum Evaluation

Evaluation is generally defined as the activity of assessing something or giving an assessment of something, which is usually always associated with the activity of assessing something in the form of an object (in the form of objects, people, or programs) based on predetermined objective criteria or standards and then making decisions on the object being evaluated (Mulyono, 2008, p. 29). These objective criteria or standards are in the form of a series of research activities, investigations, or the like to obtain information, which is then used as a consideration in decision-making (“Int. Handb. Educ. Eval.,” 2003, p. 34).

In the scope of education, the education program can be understood as a series of activities planned in connection with efforts to achieve educational goals, which in their implementation take place in a planned and sustainable manner and occur in an educational organization that involves many people around or within the educational environment. One form of the education program is the curriculum, which consists of plans and arrangements regarding the objectives, content, and materials, as well as the methods used as guidelines for organizing educational activities to achieve the expected goals. Therefore, the evaluation of the curriculum can be interpreted as an evaluation of the program, an evaluation of education, or both simultaneously.

Curriculum evaluation aims to assess the extent to which the curriculum has achieved the stated educational objectives. The results of the assessment are the basis for decision-making: "whether the curriculum needs to be improved, developed, or replaced (Munthe, 2015, p. 13).” The level of curriculum achievement is seen based

on factors that can cause it (weaknesses or strengths, opportunities, or obstacles), so this information is the basis for deciding what to do next.

There are several models that can be used to evaluate the curriculum. According to Sanders in Tayipnapis, there are several models that are often used, namely: the Brinkerhoff model, the UCLA model, the Metfessel and Michael model, the Stake Model, the Discrepancy Model, the Glaser Model, the Michael Scriven Model (Tayibnapis, 2008, p. 23) in addition to several other models such as the Formative-Summative Evaluation Model, Daniel Stufflebeam's CIPP (Context, Input, Process, Product) Evaluation Model; and Donald L. Kirkpatrick's Four Level Evaluation Model Kirkpatrick (Junaidi et al., 2020, p. 87).

CIPPO Model Evaluation

One of the evaluation models on the curriculum, as previously described, is Daniel Stufflebeam's model called the CIPPO model. The CIPPO model is an acronym for the evaluation of Context (C), Input (I), Process (P), Product (P), and Outcomes (O) owned by the curriculum. This evaluation model has been one of the most famous and still relevant evaluation models used as a tool for evaluating curriculum as an educational program until now. The advantages of the CIPPO model are that it provides a comprehensive evaluation format at each stage of the evaluation, namely the context, input, process, product, and outcome stages.

Context Evaluation. Context evaluation aims to identify a gap (discrepancy view) between the real and supposed conditions (ideality) that occur in the needs, problems, assets, and opportunities that exist in an environment (Stufflebeam, 2002, pp. 286–287). In the curriculum, if viewed in terms of context, then the above explanation is interpreted in an evaluation process carried out to determine the condition of the curriculum being implemented (as an environment), identify the strengths and weaknesses contained in the curriculum, diagnose

problems that are happening in the curriculum and the factors that cause these problems, and test the suitability of priority needs to be implemented in the curriculum being implemented.

Input Evaluation. Input evaluation aims to determine how the objectives of a program can be achieved. Therefore, input evaluation can help organize decisions, determine existing resources, what alternatives are taken, what are the plans and strategies to achieve goals, and how to work through procedures to achieve them. In the curriculum, the availability of human resources is the largest input in the implementation process. These resources include educators and education personnel. Therefore, in addition to measuring lecturer resources, it also assesses curriculum management (Stufflebeam, 2002, pp. 291–292).

Process Evaluation. Evaluation in this process dimension aims to check the sustainability of implementing a program, provide feedback on the extent to which the parties involved in implementing the program have carried out their functions as planned, and produce the necessary corrections during program implementation. The input focus curriculum is directed at the "role" of the users of the curriculum, which is directly focused on the processes carried out by lecturers and students as parties to the process as programmed in the curriculum. The process that occurs in this section is the lecture process (learning). Therefore, the target of process evaluation is learning interactions, which are focused on evaluating the learning implementation process.

Product Evaluation. The main purpose of product evaluation is to measure, interpret, and assess the achievements of the institution (in this case, education) with a view to ascertaining the extent to which the curriculum program has met the needs of all curriculum users. Therefore, product evaluation in the curriculum can be described as a form of evaluation carried out on products produced during learning interactions that

occur between lecturers and students. This means that the product is inseparable from the process that occurs in the curriculum, and the product includes learning products produced by lecturers and learning outcomes obtained by students (cognitive, affective, and psychomotor).

Outcomes Evaluation. Outcomes are the final impact produced by a program. Therefore, in the curriculum, evaluation of outcomes is an activity to assess the usefulness of the curriculum for the outcomes produced, namely graduates. So, the evaluation here is focused on the achievements obtained by graduates, or, in other words, the profile produced by graduates. The graduate profile is the role and function that can be carried out by graduates after entering the work area and/or society. This profile can be seen as the outcome of the education they have gone through. Profiles can be equated with technical specifications of the results of the production process, in this case the learning process at educational institutions, as in the explanation of the product aspects of the curriculum above. Thus, describing the profile is the main step that must be taken in compiling learning outcomes. There will be no learning outcomes that occur in the process that can be produced without knowing the profile first.

RESEARCH METHODS

This research is classified as evaluative research. So that the method used in data analysis uses evaluative analysis. This method is a type of evaluation that seeks to analyze and assess the curriculum being implemented, namely the KKNI-based PAK curriculum in 2017, based on quantitative and qualitative analysis. The results of the analysis are grouped into five categories: poor, fair, good, great, and excellent. The collection of information on each evaluation object was carried out by several methods, such as rating scales, interviews, the distribution of questionnaires, both for lecturers and graduate curriculum users, and through a review of the curriculum documents being evaluated.

RESULTS AND DISCUSSION

The review and analysis of the data collected through the distribution of questionnaires, interviews, rating scales, and review of curriculum documents obtained an overview of the overall quality of the KKNI-based PAK curriculum implemented at IAKN Kupang as follows:

Table 1. Evaluation score of the Implementation of the KKNI-based PAK Curriculum at IAKN Kupang

Evaluation Object	Achievement Level	Category
Context (C)	2,00	Fair
Input (I)	3,33	Good
Process (P)	3,56	Good
Product (P)	3,38	Good
Outcomes (O)	2,40	Fair

The table above shows that each component of the KKNI-based curriculum implemented in the PAK study program at IAKN Kupang since 2017 is in the Fair and Good categories. Two components that are in the fair category are the curriculum context component and the outcomes component produced by the curriculum. While the other three components, namely the input, process, and product components of the curriculum, are in the good category. Furthermore, for a detailed description of each component of the curriculum in its implementation, the following will describe the data from each component:

Context (C)

The accumulated score, as shown in Table 2 above, shows that the "context" component of the PAK curriculum is in the Poor category (with a total score of 2.0). This situation is in line with the review of curriculum documents, which explains that the curriculum updating process is carried out solely for macro reasons, namely that universities are required to change their curriculum in accordance with the demands of laws and regulations regarding curriculum changes towards KKNI and SNPT, as seen in the following description:

"In line with the prevailing laws and government regulations, the State Christian College (STAKN) Kupang welcomes and prepares plans for the implementation of the KKNI-Based Higher Education Curriculum for 4 Departments and 2 Postgraduate Programs." (Tim Penyusun, 2017, pp. 23, 25).

Related to the need to update the curriculum, in addition to macro reasons, as demanded by national curriculum changes, it is also based on micro reasons, namely that the development (updating) is based on the reasons for more relevant and urgent needs related to the development of the scientific field. As a result, these reasons have an impact on the curriculum preparation process. Furthermore, the information in the curriculum document also shows that the KKNI-based PAK curriculum update process carried out by IAKN Kupang in 2017 was not carried out based on several criteria in the guidelines set by the Higher Education as the basis or guidelines for the preparation and development of curriculum that leads to KKNI-based curriculum and SNPT. The PAK-based PAK curriculum preparation scheme at IAKN Kupang is carried out as shown in the following description:

"The initial step taken in preparation for the implementation of this new curriculum is to form a Curriculum Compilation and Formulation Team consisting of the Head and Secretary of the Department, Postgraduate Director, and Postgraduate Secretary at STAKN Kupang. The first activity carried out was to hold a meeting with the Head and Secretary of the Department and the Postgraduate Director to discuss the activities of updating the curriculum of the State Christian Religious College (STAKN) Kupang into a curriculum that uses KKNI. The next step is the distribution of formats and training for the preparation of a curriculum that refers to KKNI. The final step was to present the draft curriculum in the 2017 KKNI Curriculum Updating Activities of the State Christian Religious College (STAKN) Kupang. This curriculum was edited

together in updating activities by getting assistance in the process of curriculum development in each department or study program from two resource persons, together with stakeholders from the elements of the Ministry of Religion, Supporting Churches, lecturers, and Students. The results of this curriculum updating activity were then edited and submitted as the Final Curriculum of the State Christian Religious College (STAKN) Kupang, which refers to KKNI." (Tim Penyusun, 2017, pp. 25–26).

The preparation scheme above is very different from the KKNI-based curriculum preparation criteria, which stipulate that this stage (curriculum preparation) starts with a needs analysis (market signal), which produces a graduate profile, and studies conducted by the study program in accordance with the discipline of its field of science (scientific vision), which produces study materials. Furthermore, from these two results, the Graduate Learning Outcomes (CPL) are formulated, as are the courses and their credit weights, and the preparation of the course organization in the form of a matrix. While the formulation of CPL is also based on the results of the evaluation of the study program curriculum through measuring the achievement of the CPL of the current curriculum, tracer studies, and input from graduate users, alumni, and experts in their fields, curriculum evaluation also examines the development of science and technology in relevant fields, labor market needs, and the vision and values developed by each institution (Junaidi et al., 2020, pp. 20–21).

The existence of different schemes in the preparation of the curriculum causes weaknesses in several aspects, which are indicators of the context of the updated curriculum then applied to the PAK study program at IAKN Kupang. Some of these weaknesses are seen in: 1) the background of curriculum preparation (rationale and policy for curriculum preparation), the basis used in the curriculum; 2) the stages of determining and formulating objectives (learning outcomes of graduates (CPL) and

Course Learning Outcomes (CPMK), determining the identity and number of courses, and so on); So this situation illustrates "that the context of the preparation of the 2017 KKNI-based PAK curriculum at IAKN Kupang in the PAK study program is far from the criteria for good curriculum preparation."

The preparation of the PAK curriculum at IAKN Kupang, which was carried out simultaneously with other study programs, is strong evidence that curriculum updating activities, starting from the planning stage, formulating objectives to be achieved, designing curriculum structures and documents, as well as other stages that are an integral part of curriculum preparation and development, are carried out solely because of the "trend" of change among universities, so that the implementation process is carried out with or without careful preparation and study. This fact is then evidenced by the pattern of preparation that is "upstream-downstream, which illustrates that the design and draft curriculum are obtained from the design of the pre-existing curriculum. In addition, all stages of implementation, starting with planning, curriculum preparation, and curriculum socialization activities, are carried out in a relatively short and hasty time. Explicitly, this situation shows that the curriculum preparation policy is implemented by policymakers in IAKN Kupang without paying attention to the principle of needs at the study program level. In addition to some of the things that have been described previously, other findings obtained from several data sources show that the updates were not made with reference to the results of the evaluation of the previous curriculum. This is then evidenced by the unavailability of curriculum evaluation instruments at IAKN Kupang. The lack of involvement of study programs, lecturers, and students as active implementers in the implementation of the curriculum reinforces the finding that the curriculum as an educational guideline is not based on the needs and objectives of the study program; therefore, it is necessary that the curriculum to be produced be

properly designed and implemented by the study program.

Observing the scheme for preparing the KKNI-based PAK curriculum is also an indication that IAKN Kupang, in designing its curriculum, has an attitude that is not fully in line and creates a paradox in responding to existing regulations. Although, on the one hand, universities have the freedom to design their own curriculum, on the other hand, they must still refer to the provisions and guidelines for the preparation of the KKNI curriculum that already exist.

Curriculum updating should be a space to produce a solid rationale for a curriculum change within the framework of scientific development and improving the quality of education, so it must have the whole series and process of drafting the correct calendars and stages of preparation. The involvement of various parties who should have a major stake in the drafting process is ruled out. And then, some of the main foundations that should be used in the curriculum, such as the philosophical foundation, pedagogical foundation, socio-cultural foundation, psychological foundation, and theological foundation of the PAK curriculum, do not even appear in the KKNI-based curriculum document at IAKN Kupang.

Input (I)

Based on the achievement of the evaluation scores obtained, the PAK curriculum input applied in the PAK Study Program is in the good category. Because each indicator contained in it, lecturer resources (which include the level of education, field of expertise, and number of courses taught); student resources (which include learning experiences and learning outcomes); curriculum content (which includes the number, distribution, depth, and breadth of courses); and infrastructure facilities (which include main facilities and supporting facilities) have a good achievement value.

Tabel 2. Accumulated Curriculum Input Evaluation Score

Evaluation Object	Achievement Level	Category
Lecturer Resources	3,67	Good
Student Resources	3,10	Good
Curriculum Content	3,20	Good
Facilities & Infrastructure	3,20	Good

The role of lecturers in implementing the curriculum through learning activities and lecturer resources, such as the availability of lecturers, the level of education of lecturers, the field of expertise of lecturers, and so on, need to be considered in the stage of curriculum preparation because it determines the success of learning. In addition, the content of the curriculum, which contains several courses, the identity of the courses to be taught, the depth and breadth of each course, and the relevance of the course to the field to be produced must be carefully considered. What has been shown by the curriculum inputs as listed in the table above, although they have been classified as good, still requires improvement in input quality. Increasing the number of lecturers with scientific fields relevant to the objectives of the study program can be a strength to minimize the gap between the availability of courses and the number of lecturers. Thus, the interpretation of curriculum achievements as educational achievements through curriculum input can be one of the strengths and foundations for improving the quality of education implementation.

Process (P)

The achievement of each indicator of the curriculum implementation process, which includes the competence of lecturers in implementing and managing learning and student responses to receiving learning, is shown in the table. The achievement of each indicator of the curriculum implementation process is as follows: Teaching competence shown by lecturers is classified as already included in the great category, as are learning activities and the process of assessing learning outcomes

that take place during curriculum implementation. However, the indicator of student interest in learning during the curriculum implementation process has not yet experienced significant improvement, so it is categorized as fair. Thus, the accumulation of the overall value achievement shows that the process of implementing the PAK curriculum in the PAK Study Program, which has been implemented since 2017, is categorized as good.

Tabel 3. Accumulated Curriculum Process Evaluation Score

Evaluation Object	Achievement Level	Category
Lecturer Competence	4,25	Great
Student Learning Interest	2,75	Fair
Learning Activities	3,75	Good
Learning Assessment	3,50	Good

Product (P)

Curriculum products are products produced during learning interactions in implementing the curriculum. Based on the evaluation conducted, the accumulated scores show that teaching products such as lesson plans, teaching materials, and teaching resources are in the good category. Likewise, learning outcome products in the form of learning outcomes and learning activity reports are in the good category.

Tabel 4. Accumulated Curriculum Product Evaluation Score

Evaluation Object	Achievement Level	Category
Teaching Product	3,60	Good
Learning Outcome Product	3,10	Good

Teaching products are closely related to curriculum inputs and processes because they are related to two things, namely lecturer resources and student resources; both are elements that cannot be separated. Lecturers

at the input and process stages show a scale in each element that is quite good, while students in PAK study programs have many students. Therefore, the lecture process in the PAK study program since the beginning of the program has been well prepared.

Outcomes (O)

Curriculum outcomes are related to the quality of activities shown by graduates after completing education. These aspects consist of various indicators related to the permanent activities shown by graduates after being in the midst of society, which include activities that are absorbed in work activities such as jobs that are relevant to the field and jobs that are not relevant to the field, entrepreneurial activities, self-development activities, or further studies (Dirjen Pendidikan Tinggi, 2020, pp. 11–14), as well as those classified as unemployed graduates. Based on the evaluation carried out on this indicator, the accumulated achievement value is as follows:

Tabel 5. Accumulated Curriculum Outcomes Evaluation Score

Evaluation Object	Achievement Level	Category
Employed Graduates Unemployed Graduates	2,07	Fair
Employed Graduates Unemployed Graduates	3,80	Good

The table above shows that of the two activities that are indicators of curriculum outcomes, graduate activities are dominated by graduates who are not working. The period of graduates in question is graduates from 2019–2021, produced by the KKNI-based PAK curriculum. Based on the search results, the number of graduates produced by the PAK Study Program during this period was 734. Of these, 186 people were used as informants about the activities of PAK graduates. The information obtained shows that the number of graduates who worked during the 2019–2021 period was 43 (or 23.12%

of the total number of sample graduates), 26 people (13.98%) were entrepreneurs, and 35 people (18.82%) continued their studies. While the remaining 82 people (44.09%) are considered not working, entrepreneurs, or continuing their studies. Thus, it is concluded that the educational objectives that are expected to be realized through graduates as educational outcomes have not been fully achieved.

CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

Based on the explanation and results described above, there are several conclusions, implications, and recommendations regarding the implementation of the KKNI-based PAK curriculum at IAKN Kupang, as follows:

Conclusion:

1. Overall, the results of the curriculum evaluation carried out with the CIPPO model, which includes context, input, process, product, and outcomes, show that the KKNI-based PAK curriculum implemented since 2017 is in the fair category.
2. The preparation, updating, and development of the PAK curriculum at IAKN Kupang are not based on good and ideal preparation criteria. The pattern of preparation and development adheres to the upstream-downstream pattern, so that the stages and processes of determining all curriculum components are not based on an analysis of the needs of the study program.
3. Educational outcomes for the 2019–2021 period as the result resulting from the application of the KKNI-based PAK curriculum show that the educational objectives of the PAK study program at IAKN Kupang are far from the stated objectives. So, this shows that the quality of organizing Christian religious education at IAKN Kupang is not as expected.

Implications:

1. The practical implications of this paper related to the quality of education through the curriculum include:

2. The importance of setting clear and measurable objectives for each course in the curriculum known as CPMK to ensure that PAK students acquire the necessary knowledge and skills about PAK.
3. The use of data analysis techniques to evaluate educational programs and policies can help identify areas for improvement and inform decision-making towards curriculum changes or improvements. Therefore, instruments to evaluate each element of the curriculum must be provided immediately.
4. The role of universities in setting institutional educational goals and objectives must be aligned with national education goals but must also be based on all in-depth studies and needs analyses for each study program.
5. The importance of adhering to the goals of national education, which prioritize the development of student potential and character in a way that is based on the values of nationalism, as well as being responsive to changing times in line with the values of PAK.
6. Overall, the practical implications of this paper emphasize the importance of clear PAK goals and priorities, data-based evaluation, and alignment with national education priorities in promoting more effective and meaningful PAK.

Recommendations:

Recommendations for the Compilation and Development of KKNI-Based Curriculum in the PAK Study Program at IAKN Kupang based on CIPPO-based evaluation values, among others:

1. The need to immediately revise and/or change the curriculum through processes and stages that are in accordance with the principles of KKNI-based curriculum preparation and are carried out correctly.
2. The need to immediately design evaluation instruments for each element of the curriculum and the need to carry out evaluation activities on the implementation of the curriculum on a regular basis.
3. The determination and formulation of educational

curriculum objectives at the study program level are carried out by involving all elements of the study program based on PAK needs analysis.

4. The pattern of preparation must be carried out using a downstream-upstream pattern. Although it involves various elements of stakeholders, ideas regarding the preparation (change and development) of the curriculum must start from the study program, so that the involvement of lecturers and students as active actors and implementers of curriculum change, and implementation is an absolute thing to do.

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