

## **IMPLEMENTATION OF CURRICULUM BASED ON KKN VOCATIONAL HIGHER EDUCATION TO IMPROVE COMPETENCE PROFESSIONAL GRADUATES**

(Case Study of Diploma Three Nursing Education Program  
Sukabumi City STIKes)

**Dadang Kusmayadi<sup>1</sup>; Iim Wasliman<sup>2</sup>; Yosai Iriantara<sup>3</sup> Sri Handayani<sup>4</sup>**

<sup>1234</sup>Nusantara Islamic University, Bandung, Indonesia

<sup>1</sup>Contributor Email: dadangkusmayadii27@gmail.com

---

### **Abstract**

*Problems in terms of the curriculum are still found, including in the Diploma Three Study Program. This problem occurs in the dimensions of curriculum implementation, namely the gap between the curriculum as a form of document and the curriculum as a process. This means that the curriculum in the form of a syllabus contained in the standard content document has not been carried out properly in learning activities. This research uses a qualitative approach with case study methods and data collection techniques through interviews, observations, and document studies. The results of this study indicate that: (1) The stages of curriculum implementation in the D III Nursing Study Program, namely: the formulation of curriculum objectives, the basis for curriculum design and development, curriculum organization and structure, learning strategies and methods, professional ability development, scheduling of lecture activities, elements of supporting elements, development systems, evaluation of the curriculum process; (2) Internal constraints include human resources, finance, raw input, learning facilities and strategies. Externally, the policy and development of science is so fast; (3) Solutions to internal obstacles, namely professional development of educators and education staff, effectiveness and efficiency of internal financial sources, optimization of student development through academic supervisory lecturers, procurement of goods according to priority scale. External solutions, namely, intense communication with stakeholders.*

**Keywords:** Curriculum Implementation, Diploma Three Nursing, Graduate

---

## **A. Introduction**

The vocational program is an educational program at the higher education level that aims to prepare skilled and skilled personnel in their fields, so that they are more ready to work. The purpose of this vocational learning is to emphasize learning skills in accordance with the demands of the world of work with the ratio of practicum to theory being 70 percent to 30 percent, while for the undergraduate level it is the opposite.

The forms of providing vocational education are Diploma 1, Diploma 2, Diploma 3, and Diploma 4 programs, Applied Bachelor (S.Tr), Applied Masters (M.Tr), and Applied Doctorate (D.Tr). Vocational Colleges collaborate a lot with industry because of many practices in industry, or better known as a dual system or dual system. Indonesian nursing higher education based on Law number 38 of 2014 in Rahmi on Nursing is divided into two, namely Vocational Education and Professional Education. As Rahmi and Sulastri, that "nursing education is oriented to science and technology and oriented to the needs of the community" (Rahmi, 2019). This indicates that education that is oriented to the needs of the community is meaningful in meeting the current and future needs of the community.

The Diploma Three Nursing Education Program at STIKes Sukabumi City is a minimum level of education for the workforce, as stated in Law no. 36 of 2014 concerning Health Workers, article 9 which states that "health workers must have a minimum qualification of Diploma Three except for medical personnel" (Undang-Undang Republik Indonesia, 2014). Based on this, the Diploma III program is included in the type of vocational education, as stated in Law Number 12 of 2012 concerning Higher Education, that "there are three types of Higher Education in Indonesia which consist of Academy Education, Vocational Education and Professional Education". Article 16 paragraph 1 of the law states that "vocational education is a higher education Diploma program that prepares students for jobs with certain skills up to applied undergraduate programs" (Undang-Undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi, 2012)

The implementation of vocational education programs at the higher education level is based on the National Higher Education Standards (SN-PT) and the Indonesian National Qualifications Framework (KKNI). In this regard, to support the implementation of the Indonesian National Qualifications Framework (KKNI) program through the vocational sector, the Ministry of Health has compiled related documents. The Ministry of Health through the Health Human Resources Education Center in collaboration with the Indonesian National Nurses Association (PPNI), the Association of Nursing Vocational Education Institutions (AIPViKI), as well as representatives of nursing education institutions have prepared Technical Instructions for Learning Design of the Indonesian National Qualifications Framework through the vocational field of Nursing Diploma III Study Program. The guidelines regulate the stages of learning design and how the learning design is implemented. Graduates of the D III Nursing Education Program are expected to be skilled in the technical field of nursing because they will serve as implementers of nursing care in hospitals, health centers or other health facilities, however, in reality nursing education in Indonesia still leaves many problems. This was conveyed by Lestari, that:

Nursing education in Indonesia is still not fully implemented. This is because education regulations starting from licensing are handled by two ministries, namely the Ministry of Health and the Ministry of Education and Culture. This condition has the impact of dual policies in the D III Nursing Education Regulations in the form of: licensing, selection mechanisms, examinations, issuance of diplomas and educational accreditation. As a result, the development of the number of educational institutions is not controlled, there are differences in standards and quality of management as well as the quality of graduates which have an impact on the performance of nurses in providing nursing services) (Lestari, 2014).

Problems that arise at the level of curriculum implementation, as Sukmadinata, are that "the problems that arise at the level of curriculum implementation, where learning activities carried out by students so far

have only relied on lecture courses" (Sukmadinata, 2019). This does not provide a challenge and enthusiasm in carrying out the learning process. This is evident from the declining interest of students to attend every lecture that is held. Meanwhile Herlina, Haslinda stated that: "variables that have a significant relationship with the educational process on student satisfaction are lecturer discipline, material delivery, lecturer appearance, laboratories, libraries, educational aids, curriculum, lecture schedules, and administration" (Herlina, 2014). If one of the determinant factors above is missing or imperfect in terms of service, it will have an impact on student satisfaction. If students do not get excellent service, it will have an impact on the competence of graduates from these institutions.

This phenomenon is also faced by STIKes Sukabumi City. This institution faces problems in implementing the IQF-based curriculum. Based on preliminary research, the researchers found that this institution encountered obstacles in curriculum implementation, namely, 1) the nursing vocational education curriculum has not been able to adapt to real needs in the field of work (hospitals, health centers, and other health services), as well as the development of health technology; 2) the experience of lecturers at the practical level is still lacking, still limited from experience during the education period, or in other languages, human resource educators generally have academic educational backgrounds; 3) laboratory practice facilities are still not optimal, not in accordance with real conditions in the field of work; 4) the above conditions affect the quality of graduates. Although many graduates of STIKes Sukabumi are absorbed in employment agencies in the health sector, graduates must adapt from the scientific side they get to their new work environment.

Furthermore, it is deemed important by researchers to conduct research at STIKes, on the grounds that: 1) this institution has been active in the health sector for decades. Many alumni of this institution have been active, serving, and providing health services in this country. Therefore, it must be maintained, maintained, and given a positive contribution, including the contribution of ideas for the progress of the institution; 2)

Based on the Sukabumi STIKes unit, information was obtained that the superior vision and mission of the D III Nursing study program focused more on the emergency field, both in clinical settings, families and special groups including maternal, adult, and child emergencies. This is a differentiator from other universities that provide vocational education D III Nursing in West Java.

## **B. Method**

This research uses a qualitative approach with a case study method through a single multi-analytical case study research design and research techniques in the form of interviews, observations and document studies. A case study is a "more suitable strategy if the main question of a research is related to how or why" (Yin, 2018). The research location is STIKes Sukabumi City. While the research subjects are the Head of Institution, Head of Study Program, curriculum section, students, alumni, users who are users of STIKes graduates in Sukabumi City.

## **C. Finding and Discussion**

### **1. Finding**

STIKes Sukabumi which is the place of this research is located on Jalan Karamat No. 36, Karamat sub-district, Gunungpuyuh sub-district, Sukabumi city, West Java province 43122 which was established on Tuesday, February 13, 2007 by the Kusumah Bangsa Higher Education Foundation, Sukabumi City.

In this study, it was found that based on the results of the tracer study data conducted by the Student Affairs Section of STIKes Sukabumi, information was obtained that the absorption of graduates to get their first job was almost an average of less than 3 months. This was stated by the head of STIKes Sukabumi that:

This fact is supported because the alumni of the Diploma III Nursing Study Program are equipped with a BTCLS (Basic Trauma and Cardiac Life Support) certificate which is a prerequisite for hospitals in the city or Sukabumi district in determining new employees.

STIKes Sukabumi which is the place of this research is located on Jalan Karamat No. 36, Karamat sub-district, Gunungpuyuh sub-district,

Sukabumi city, West Java province 43122 which was established on Tuesday, February 13, 2007 by the Kusumah Bangsa Higher Education Foundation, Sukabumi City. In this study, it was found that based on the results of the tracer study data conducted by the Student Affairs Section of STIKes Sukabumi, information was obtained that the absorption of graduates to get their first job was almost an average of less than 3 months. This was stated by the head of STIKes Sukabumi that: STIKes Sukabumi which is the place of this research is located on Jalan Karamat No. 36, Karamat sub-district, Gunungpuyuh sub-district, Sukabumi city, West Java province 43122 which was established on Tuesday, February 13, 2007 by the Kusumah Bangsa Higher Education Foundation, Sukabumi City.

In this study, it was found that based on the results of the tracer study data conducted by the Student Affairs Section of STIKes Sukabumi, information was obtained that the absorption of graduates to get their first job was almost an average of less than 3 months. This was stated by the head of STIKes Sukabumi that: profile of Diploma III nursing graduates of STIKes Sukabumi are required to be able to implement their knowledge as a vocational nurse who is able to provide nursing care to individuals, families, and groups in health, illness, and emergencies by paying attention to bio, psycho, socio-cultural, and spiritual aspects that ensure the safety of clients (patient safety), according to nursing care standards and based on available nursing plans and can carry out basic life support (BLS) procedures in emergency/disaster situations by choosing and applying the right method, according to the standards and authority.

In general, it can be stated that the Curriculum Design of the Diploma III Nursing Study Program has referred to the Vision, Mission of the Diploma III Nursing Study Program of STIKes Sukabumi with excellence in Emergency Nursing which is in accordance with the demands of users (users) who require skilled health workers in emergencies who at least master the ability Basic Life Support competencies.

Based on the findings, data obtained that the basis for designing and developing the D III Nursing Study Program curriculum at STIKes

Sukabumi adheres to the legal basis and conceptual basis. Then in the organization of the Diploma three Nursing curriculum of STIKes Sukabumi, the curriculum is based on the Indonesian National Qualifications Framework (KKNI) which includes attitudes and values, mastery of knowledge/scientific, general work skills, special work skills, which are divided into the core curriculum and the mulok curriculum. As the Head of the Diploma III Nursing Study Program, STIKes Sukabumi, Susilawati, S.Kp., M.Kep stated that: "There are seven fields of study, namely compulsory subjects, basic natural sciences and basic biomedicine, humanities, basic nursing science, nursing science clinical science, community nursing science, and final project". Furthermore, Academic Affairs, Reni Suherman, M.Kep., Sp.Kep.Mat. corroborate that: "The curriculum document used by the STIKESMI Nursing Diploma III Study Program is the 2018 Update curriculum from the 2018 Update Curriculum from the Association of Indonesian Nursing Vocational Education Institutions in the emergency field with the addition of courses that support emergency science".

Then in terms of learning strategies, based on the findings, information was obtained that the learning strategy carried out by the D III Nursing Study Program of STIKes Sukabumi was subject-based or student-centered learning (SCL) courses. Furthermore, the academic section of the D III Nursing study program, Reni Suherman, M.Kep., Sp. Kep.Mat said that: Furthermore, Academic Affairs, Reni Suherman, M.Kep., Sp.Kep.Mat. corroborate that: The curriculum document used by the STIKESMI Nursing Diploma III Study Program is the 2018 Update curriculum from the 2018 Update Curriculum from the Association of Indonesian Nursing Vocational Education Institutions in the emergency field with the addition of courses that support emergency science.

Then in terms of learning strategies, based on the findings, information was obtained that the learning strategy carried out by the D III Nursing Study Program of STIKes Sukabumi was subject-based or student-centered learning (SCL) courses. Furthermore, the academic section of the D III Nursing study program, Reni Suherman, M.Kep., Sp. Kep.Mat said that: The course-based learning strategy is the use of

courses as a forum for cognate study materials. Various study materials that are interrelated in learning outcomes can be spread over several courses, thus one particular course is related to 1 or more learning outcomes and study materials.

The learning approach applied is student centered learning (SCL). From this SCL approach, it is developed into learning models, namely small group discussion, role-play simulation, case study, discovery learning, self-directed learning, and problem-based learning. Meanwhile, in the development of professional abilities, data were obtained that were carried out by mapping the fields of expertise or expertise of lecturers, research activities, journal dissemination, and training/workshops. The Manager of the Diploma III Nursing Study Program consists of eight lecturers. The number of permanent lecturers in the study program is 13 people with educational qualifications: 13 people with Masters in Nursing and Health education. There are 12 lecturers who already have functional positions, including 5 Lectors and 7 Expert Assistants. There are 13 permanent lecturers in the nursing diploma III study program who have not attended Pekerti/AA training. And 5 lecturers who already have educator certificates.

Furthermore, in scheduling the implementation activities, based on the findings, data was obtained that the academic calendar of the D III Nursing Study Program of STIKes Sukabumi was prepared for 1 academic year with reference to the efficiency, effectiveness and rights of students. As Reni Suherman, M.Kep., Sp.Kep.Mat. that: The academic calendar is a semester program that contains an outline of things to be implemented and achieved in that semester. This semester program is a description of the annual program where this annual program is a description of the structure of the educational program from the beginning to the end of education, the implementation of educational programs from beginning to end is divided into semester activities.

Through the supporting elements in the educational process at STIKes Sukabumi consisting of facilities, infrastructure, and information technology systems. Then the coaching system applied to the D III Nursing Study Program of STIKes Sukabumi, obtained data, namely from



supervision, accreditation, evaluation of education implementation, monitoring and evaluation of lecturers. Related to this, the Head of STIKes Sukabumi, H. Iwan Permana, S.KM, S.Kep., M.Kep. say that: Coaching is an activity carried out in order to improve the quality of education for health workers which is carried out in a planned, continuous, continuous, and open manner. This activity covers the administrative and technical aspects of education with the aim that the institution is responsible for the implementation of educational activities and continues to provide continuous guidance, in the sense of trying to ensure that the management, assessment, guidance, insight and development of education can be carried out properly.

While in the evaluation process, based on the results of interviews, observations, and documentation, information was obtained that the process evaluation carried out by the D III Nursing Study Program included: evaluation of learning plans, evaluation of teaching and learning activities (presence of lecturers and students), learning assessments (at the end of each semester and the end of each semester). education programs).

There are obstacles found in implementing the KKNI-based curriculum for higher education vocational diploma program 3 Nursing both internally and externally. Internally, among others, from human resources (men), financial sources (money), raw input (materials), facilities and supporting elements (machines), learning strategies (methods). While externally including in terms of policy and the development of science is so fast. Among the policies that became the inhibiting factor was the final evaluation for sixth semester students using the exit exam technique, students were declared passed if they had passed the Komm Examination organized by MTKI (Indonesian/national health worker council) and graduated at the academy, with a comparison of 40 competency exam scores. and 60 academic exams.

Then how to overcome the obstacles internally, namely: (1) on the element of human resources (men), the solution adopted is the professional development of educators and education staff, and strengthening the coaching system; (2) on financial sources (money), the

solutions adopted are the effectiveness and efficiency of internal financial sources, as well as forging cooperation with users and stakeholders; (3) in the raw input (materials) element, the solutions adopted are diagnostic tests at the beginning of lectures and optimizing student development through academic supervisory lecturers (PA); (4) on the elements of facilities and supporting elements (machines), the solution adopted is the procurement of goods according to a priority scale; (5) on the elements of learning strategies (methods), the solution adopted is holding BIMTEK and monitoring. Meanwhile, the external constraints are: (1) on the policy element, the solution adopted is intense communication with stakeholders, both from the government and professional organizations; (2) in the fast development of science, the solution adopted is the professional development of educators and education staff, as well as BIMTEK.

## **2. Discussion**

In the implementation of the curriculum implementation curriculum based on the KKNi for higher education vocational Diploma 3 Nursing program, Based on the findings, the researchers formulated that there were eight spectrums of implementing the curriculum based on the KKNi for Higher Education Vocational Diploma III Nursing Programs, namely: the formulation of objectives, the basis for curriculum design and development, organization and structure. curriculum, learning strategies and methods, development of professional abilities, scheduling of lecture activities, supporting elements, development systems, evaluation of the curriculum process.

First, the formulation of the objectives of the Diploma Three Nursing Study Program at STIKes Sukabumi consists of general objectives and specific objectives. General purpose refers to the Act. No. 20 of 2003 concerning the National Education System, Law. No. 12 of 2012 concerning Higher Education, Law no. 36 of 2009 concerning Health, Law. NO. 36 of 2014 concerning Health Workers, Presidential Regulation No. 8 of 2012 concerning KKNi, Permenristekdikti No. 50 of 2018. The specific objective is directed at forming an Associate Nursing Expert with eminent emergency nursing. The findings of the

formulation of this goal are in line with the research of Shanthi Ramasubramaniam and Angeline, that:

*To develop or revise nursing curriculum is a difficult task and requires a thorough knowledge of the curriculum development process. The faculty and curriculum committee members need a proper direction right from planning, implementation and monitoring of the curricular exercise. The curriculum development reflects the future of nursing education, changing trends in healthcare system and expectation of stake holders. The nursing faculties involved in curriculum development process spend a lot of time in thinking how to analyze and organize in writing a new curriculum (Shanthi Ramasubramaniam, 2015).*

The results of the study confirm that developing a nursing curriculum is a difficult task and requires in-depth knowledge of the curriculum development process. Second, the foundation of curriculum development for the D III Nursing Study Program of STIKes Sukabumi adheres to the legal basis and conceptual foundation. On the legal basis, STIKes Sukabumi adheres to 21 foundations as a legal umbrella in designing and developing the curriculum. While the basic concepts include: (1) mastery of science and technology; (2) solve the problem; (3) professional attitudes, behavior and abilities; (4) active and independent learning; (5) education in the community. This is in line with Idris' research, which states that:

*the development of this curriculum is intended to reduce the gap between the competency needs of a workplace and the educational quality that graduates possess. Such synchronization will surely have a positive impact on employment rates. Employees will work in their respective fields and have the expected competencies. From the point of view of human resources, the KKNI-based curriculum equips Indonesian graduates with distinct Indonesian attitudes, values, ability, knowledge, responsibility, and rewards for the learning that is facilitated by the KKNI (Idris, Saifullah, 2020).*

The results of Idris' research show that the development of an IQF-based curriculum is intended to reduce the gap between the competency needs of the world of work and the quality of education possessed by graduates.

Third, the curriculum organization used is based on the Indonesian National Qualifications Framework (KKNI) which includes attitudes and values, mastery of knowledge/scientific skills, general work skills, special work skills, which are divided into the core curriculum and institutional curriculum. This is in line with the views of Arifin and Rahmawati who say that: it is intended to actualize an accountable curriculum, produce alumni with KKNI and Teacher Competency Standards, and give a wide insight to the alumni with knowledge of study field, fundamental educating science, and strategy of its professional implementation. The stages of curriculum organization include: 1) determining graduation profile and learning outcome, 2) making a decision in instructional materials, 3) and determining courses, curriculum structure, and semester credit, and 4) developing semester and weekly learning plans.

Fourth, the learning strategy is implemented by subject-based or student-centered learning (SCL). This is in line with the results of research by Gregersen et al, that:

*practical nursing skills are complex and involve technical, theoretical, and practical aspects, caring perspectives adjusted to both patient and circumstances, as well as ethical and moral considerations. Hence, education and nursing skills need adjustment in line with the rapidly evolving field of practice. Studies emphasize a need to uncover whether the technical aspect of nursing skills, in general, is challenging in students' learning.*

The research explains that practical nursing skills are complex, from technical, theoretical, and practical aspects. emphasizes the need for nursing skills by applying a learning model that challenges students.

Fifth, professional development is carried out by mapping the fields of expertise or expertise of lecturers, research activities, journal dissemination, and training/workshops. This is in line with Novika's research, that:

*for its realization professionalism of helpless lecturers competitiveness, then things must be done Is; (1) always improve yourself to become a lecturer power in science too Skills; (2) always active in activities lecturer competency development, both as participants and as speaker; (3) active in the following*

*forum organized scientifically by lecture, both inside and abroad; (4) active in producing works innovative research, yielding service to community and actively produce supporting teaching books tridharma college activities (Novika, 2021).*

Sixth, the STIKes Sukabumi academic calendar has been compiled and is in line with the concept of the educational calendar itself which is "time setting for student learning activities for one academic year which includes the start of the school year, effective study week, effective learning time, and holidays" (Triwiyanto, 2013). An institution can compile an educational calendar in accordance with regional needs, campus characteristics, the needs of students and the community by taking into account the educational calendar as contained in the content standard. With the educational calendar, learning activities are expected to run effectively and efficiently.

Seventh, the supporting elements in the education process at STIKes Sukabumi consist of facilities, infrastructure, and information technology systems. This is in line with the research of Barrett, at al which says that:

*having a better shared understanding of how the design of school infrastructure affects educational outcomes is very useful for those doing education sector work. The evidence presented in this report shows that a wider range of salient factors can possibly be addressed with the right planning approach. This will make it possible to develop better projects and to meet the specific needs of the children and teachers in question, which may also improve educational outcomes (Barrett, Peter, 2019).*

Barrett's research results show that the fulfillment of educational institution infrastructure affects educational outcomes. A broader important factor in the procurement of facilities and infrastructure is the planning approach.

Eighth, the coaching system applied to the D III Nursing Study Program of STIKes Sukabumi, namely: supervision, accreditation, evaluation of education implementation, monitoring and evaluation of lecturers. This is in line with O'Neill's research which provides information about programs from the curriculum design process, namely

the direction of educational philosophy, curriculum models, graduate goals and standards, curriculum organization and structure, teaching and learning activities (KBM) and assessment strategies, design module. The six programs above must pay attention to context, student and staff support, and evaluation strategies. At the strategy evaluation stage, he mentioned that: *a programme requires an evaluation strategy that assists in the design, implementation and post implementation stages. It also requires that different stakeholders, internal and external to the institution, are involved in this process.* (O'neill, 2015).

This research shows that a program needs an evaluation strategy that helps in the design, implementation, and post-implementation stages. It also requires the roles of different stakeholders, internal and external to the institution.

Ninth, evaluation of the STIKes curriculum includes: evaluation of lesson plans, evaluation of teaching and learning activities (presence of lecturers and students), assessment of learning (at the end of every semester and end of education programs). This is in line with the research of Mahboubeh Seyedi and TaghiAghahosini (2017: 1) which states that:

*different aspects of education, especially the curriculum, which are pivotal and fundamental aspects, are in need of evaluation. Evaluation is a process that is performed before the development, design and implementation of the program, and after the implementation of the program. Therefore, the evaluation component has a central yet interactive role with other components and planning stages. Only through evaluation of the various stages of curriculum planning can the efficiency and effectiveness of the programs be increased, and the steps for continuous improvement of the curriculum can be taken* (MahboubehSeyedi, 2017).

The results of this study indicate that evaluation is also one of the most important relevant components of curriculum planning, because no human success can be achieved by continuous evaluation.

## **E. Conclusion**

In general, STIKes Sukabumi implements an IQF-based curriculum by looking at nine spectrums, namely: formulation of curriculum

objectives based on KKNi Higher Education Vocational Nursing Diploma III Program, curriculum design and development basis, organization and structure of curriculum based on KKNi Higher Education Vocational Diploma III Nursing Program, strategies and learning methods, professional ability development, scheduling of lecture activities, supporting elements in implementing the KKNi-based curriculum for Higher Education Vocational Diploma III Nursing Program, coaching system, evaluation of the curriculum process.

### **Acknowledgment**

This article is the result of Dadang Kusmayadi research by collecting data through observation, interviews and document studies and then processing it and then analyzing data relating to the implementation of the KKNi-based curriculum for vocational higher education to improve the professional competence of graduates.

### **Bibliography**

- Barrett, Peter, et al. (2019). *The Impact of School Infrastructure on Learning*. Washington. World Bank Group. *Washington. World Bank Group*.
- Herlina, H. (2014). Determinan Proses Pendidikan Terhadap Kepuasan Mahasiswa Program Studi D III Keperawatan STIKes PHI Tahun 2013. *Jurnal Persada Husada Indonesia*, 1 (1), 1, 55-67.
- Idris, Saifullah, et al. (2020). "The Role of KKNi Curriculum in Supporting the Development of Education at the LPTK UIN Sunan Kalijaga Yogyakarta". *International Journal of Advanced Science and Technology*, 29 (6), 4011-4024.
- Lestari, T. R. P. (2014). Pendidikan Keperawatan: Upaya Menghasilkan Tenaga Perawat Berkualitas. *Jurnal Pendidikan Keperawatan P3DI Sekjen DPR RI*, 5 (1), 1-10., 5, 1-10.
- MahboubehSeyedi, T. (2017). "Review and Evaluation of Curriculum Evaluation Patterns." *International Journal of Engineering & Scientific*

- Research*, 5 (9), 1-16., 1-16.
- Novika, P. W. (2021). "Building a Professionalism a Lecturer Strengthening the Competitiveness of the Nation". *ADI Journal on Recent Innovation (AJRI)*, 2 (2), 103-112., 2, 103-112.
- O'neill, G. (2015). *Curriculum Design in Higher Education*.
- Rahmi, S. (2019). Persepsi Perawat Indonesia Tentang Ujian Sertifikasi Profesi. *Jurnal Keperawatan BSI*, 7 (2), 32-41.
- Shanthi Ramasubramaniam, A. (2015). Curriculum Development in Nursing Education. *IOSR .Journal of Nursing and Health Science*, 5 (3), 76-81., 76-81.
- Sukmadinata, N. S. (2019). *Pengembangan Kurikulum*. Rosda.
- Triwiyanto, T. (2013). Pemetaan mutu manajemen berbasis sekolah melalui audit manajemen pendidikan. *Jurnal Manajemen Pendidikan*.
- Undang-Undang Republik Indonesia. (2014). Undang-Undang No. 36 Tahun 2014 tentang Tenaga Kesehatan. *UU RI No. 36 Tahun 2014*.
- Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi, Экономика Региона (2012).
- Yin, R. K. (2018). *Studi Kasus : Desain dan Metode*. Rajagrafindo Persada.