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A Comparative Analysis of Learning Outcomes in the Faculty of Education in Indonesia, Malaysia, and Singapore

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Abstrak

Fokus penelitian ini bertujuan untuk memperoleh gambaran hasil belajar pada jenjang S1, khususnya pada fakultas pendidikan di Indonesia, Malaysia dan Singapura. Hasil belajar dirancang untuk menghadapi era pasar global (MEA). Hasil belajar adalah sekumpulan hasil belajar yang ditujukan untuk meningkatkan mutu pendidikan di Indonesia. Hasil Belajar terdiri dari pendidikan dan pelatihan. Sub fokus penelitian ini adalah untuk mengetahui apakah hasil belajar diterapkan sesuai kebutuhan pasar, atau masih ada hasil belajar yang perlu direkomendasikan untuk kurikulum KKNi di Indonesia. Metode penelitian ini adalah kualitatif deskriptif. Data diperoleh dari dokumen kurikulum dan undang-undang yang berlaku di Indonesia, Malaysia dan Singapura. Teknik pengumpulan data dengan observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan adanya kesamaan hasil belajar pada aspek tujuan kurikulum yaitu membekali peserta didik dengan kecakapan hidup. Perbedaannya adalah dalam hal pembentukan karakter dan kemandirian dan tanggung jawab.

Kata Kunci: Hasil Belajar, Kurikulum, KKNi

Abstract

The focus of this research aims to obtain a picture of learning outcomes at the S1 level, especially in the faculty of education in Indonesia, Malaysia, and Singapore. Learning outcomes are designed to face the era of the global market (MEA). Learning outcomes are a set of learning outcomes aimed at improving the quality of education in Indonesia. Learning Outcomes consists of education and training. The sub-focus of this research is to find out whether learning outcomes are applied according to market needs, or there are still learning outcomes that need to be recommended for the IQF curriculum in Indonesia. This research method is descriptive qualitative. Data was obtained from curriculum documents and laws in force in Indonesia, Malaysia, and Singapore. Data collection techniques by observation, interview, and documentation. The results of the study showed that there were similarities in learning outcomes in the aspects of curriculum objectives, namely to equip students with life skills. The difference is in terms of character building and independence and responsibility.

Keywords: Learning Outcomes, Curriculum, KKNi.

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INTRODUCTION

For both developed and developing countries, education is important and requires more attention. Education in developed countries is an effort to improve the quality of life of its citizens. As for education for developing countries such as ASEAN countries, including Indonesia, efforts are made to catch up in the international arena, so that they can be aligned with developed countries.

(Desmariansi, 2020) noted that the learning outcomes of graduates contained in the SN-DIKTI that must be achieved by students during the strata-1 level include four aspects of achievement, namely aspects of attitudes, knowledge, general skills, and special skills. SN-DIKTI formulates the achievement of general attitudes and skills, while the achievement of specific knowledge and skills aspects must be formulated by the respective study program associations.

At the higher education level the formulation of Learning Outcomes or Learning Outcomes, which are then referred to as CP, can be seen in two contexts, namely first for new study programs that will be proposed or study programs that have not been stated factually and accurately "the ability of graduates" (Suryaman, 2020). In this context, the preparation of CP is the initial process of compiling the study program curriculum. Second, for existing or operational study programs. In this context, the preparation of CP is part of the evaluation and curriculum development (Nurhayati, Rokhimawan, & Putri, 2021).

In study programs that are already operating, the preparation of CP is carried out in the context of evaluation and curriculum development, namely CP that is owned or expected to be owned by graduates needs to be evaluated for its conformity with applicable regulations and to the development of the needs of users as well as the development of expertise or science (Aris, 2020).

Adjustments to provisions or regulations can be made by examining the following aspects: 1. Completeness of the CP description parameters: which must consist of attitudes, general skills, special skills, and knowledge. 2. General attitudes or skills: whether additional abilities are needed beyond those specified in SNIKTI, which can characterize graduates. 3. Specific skills: have referred to the results of a similar study program agreement, and whether it is equivalent to the description of workability listed in the IQF in accordance with the level of qualification. 4. Knowledge: whether it has referred to the results of a similar study program agreement, and also has equality with the formulation of the breadth and depth of the material that has been listed in the Learning Content Standards in SN Dikti.

In this study, the criteria for credibility can be shown by the application documents for submission of research hearings to the Malaysian and Singaporean Embassies, invitations/responses from the embassy, correspondence results, interview instruments, photos, and videos as documentation of research activities. In addition, this report also attaches SPPD as proof of official travel. What is meant by transferability criteria in this research is that research is carried out at the Malaysian and Singapore embassies as a substitute for the researcher's visit to that country. This is done in connection with a lack of research funding if researchers have to go to that country.

However, what is meant by the transferability here is that the information obtained through focus group discussions is considered sufficient to make a research report on a comparison of the Finnish curriculum with the Indonesian curriculum. The criterion of dependability in this study reveals that embassies also provide an official link for their education department to further deepen so that research results that may have been missed during interviews with resource persons can be extracted through the information contained in the link.

There are four components of learning outcomes explored in this study, namely attitudes, knowledge, general skills, and specific skills. Each CP element in SKL is defined as follows: (1) Attitude is correct and cultured behavior as a result of the internalization and actualization of values and norms reflected in spiritual and social life through the learning process, student work experience, research, and/or community service related to learning. (2) Knowledge is the systematic mastery of concepts, theories, methods, and/or philosophies

of certain fields of knowledge obtained through reasoning in the learning process, student work experience, research, and/or community service related to learning. What is meant by student work experience is the experience in activities in a certain field for a certain period in the form of job training, practical work, practical fieldwork, or other similar activities. (3) Skills are the ability to perform work using concepts, theories, methods, materials, and/or instruments, obtained through learning, student work experience, research, and/or community service related to learning. The skill element is divided into two, namely general skills and specific skills which are defined as follows: a. General skills are general work abilities that must be possessed by every graduate to ensure the equal ability of graduates according to program level and type of higher education; and b. Special skills are specific work abilities that must be possessed by every graduate under the scientific field of the study program.

In the field, several problems were found related to the assessment and evaluation of the CP, as stated by (Desmariansi, 2020) that several lecturers have difficulty in assessing learning outcomes that should be achieved by students, especially in a general skills assessment. college student. This is based on observations and interviews with lecturers where they researched, that many lecturers do not yet have the right instrument to measure students' general skills. Meanwhile, the instrument for assessing students' general skills is very important for lecturers, because this instrument will be used by lecturers to measure the achievement of students' general skills. This condition was also found and stated by (Novitasari & Lisdiana, 2015) that the assessment of skills carried out by educators so far, generally only provides predictions or estimates about the behavior shown by students.

Students who are active in learning will determine the characteristics of learning. In higher education, students can independently develop learning characteristics based on the National Higher Education Standards (SN DIKTI). The characteristics of learning that can be developed based on the university curriculum are interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered (Aris, 2020). Of the eight characteristics, student-centered characteristics are important points that must be used as the basis for learning. It is hoped that with student-centered learning, the resulting outcome is that students can develop creativity, capacity, personality, and student needs, as well as develop independence in seeking and finding knowledge (Pramudyani, Rohmadheny, & Kuntoro, 2021).

The author limits the discussion in this article to learning outcomes at the undergraduate level, especially at the education faculties in Indonesia, Malaysia, and Singapore. In line with the problem limitations that have been formulated above, the problems in this article can be formulated as follows: to find out whether the learning outcomes are applied according to market needs, or are there still learning outcomes that need to be recommended for the IQF curriculum in Indonesia? In line with the formulation of the problem above, it can be formulated that the purpose of this research is to reveal the results of a comparative study on learning outcomes of education faculties in Indonesia, Malaysia, and Singapore. Learning outcomes are designed to face the era of the global market (MEA). Learning outcomes are a collection of learning outcomes aimed at improving the quality of education in Indonesia. Learning Outcomes consist of education and training.

This research is important to be able to provide recommended inputs and contributions to the IQF curriculum in Indonesia regarding the learning outcomes of education faculties in Indonesia, Malaysia and Singapore found in this study.

METHOD

The research method used in this research is descriptive qualitative. Qualitative methods are often called natural research methods because research is carried out in a natural setting. Natural objects are things that develop as they are, not manipulated by researchers and the presence of researchers does not affect the dynamics of organisms. The qualitative research instrument is the researcher himself (Sugiyono, 2019). Data collection techniques using observation techniques, interviews with resource persons, and document collection. This

research was conducted from March to October 2019. The research locations used in this study included the Malaysian and Singaporean Embassies. Data collection is also mostly done in saliva studies. Data processing procedures are carried out by collecting field notes, analyzing and categorizing documents, and interpreting them. Data analysis is the process of organizing and sorting data into patterns, categories, and basic description units so that themes can be found and work hypotheses can be formulated as suggested by the data (Moleong, 2017). The data analysis technique used in this research is to collect and organize supporting documents, then input data, process data and interpret it, finally present it in descriptive form. Data validity (trustworthiness) has four criteria, namely: credibility, transferability, dependability, and confirmability (Moleong, 2017).

This study aims to explore the phenomena that occur and find descriptive information about the learning outcomes of education faculties in Indonesia, Malaysia, and Singapore using qualitative descriptive methods.

RESULTS AND DISCUSSION

Tolinggi (2020) noted that the KKNI is a qualification level for quality human resources, which is based on the level of ability (learning outcomes). To create alumni who are useful to the community, universities need to measure whether the alumni produced have competencies that are equivalent to the learning outcomes formulated in the IQF based on their level or not. As the result of the national agreement, it is determined that undergraduate graduates must achieve learning outcomes that are in line with and comparable to learning outcomes at level 6 of the IQF, masters in line with level 8 and beyond (Nurhayati et al., 2021). Higher education must adapt to the KKNI in formulating graduate learning outcomes, so the government through the Ministry of Research, Technology, and Higher Education issues the SN-Dikti which intends to make it a translation of the KKNI for universities. SN-Dikti is used by universities in developing their curriculum, so, in developing their learning system, higher education must be based on KKNI and SN-Dikti. There are four learning outcomes explored in this study, namely attitudes, knowledge, general skills, and specific skills.

1. Attitude.

- a. Singapore: a confident attitude that has a strong sense of right and wrong (Mau & Yuanshan, 2001). Adaptable and resilient, selfaware, intelligent in judgment, thinking independently, and can communicate effectively.
- b. Indonesia: Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, effective, and able to contribute to the life of the nation and state and world civilization. In this case, learning outcomes are focused on the formation of competence and character of students, in the form of a combination of knowledge, skills, and attitudes that students can demonstrate as a form of understanding of the concepts they are learning conceptually.
- c. Malaysia: highly motivated, enthusiastic. Upholding human values (Masturoh & Ridlo, 2020).

2. Knowledge

- a. Singapore: shows an understanding of ecosystems as interactions, with the life of organisms recognize how adaptive traits (structural or behavioral) act between a community and its physical environment explain the importance of various physical factors such as water, air, temperature, light, minerals, and acidity, (Braun, Cottrell, & Dierkes, 2018) for the life of organisms recognize how adaptive traits (structural or behavioral) and environmental conditions change to investigate the environment using measurement instruments such as a datalogger probe to collect data about physical quantities.
- b. Indonesia: Mastering knowledge about Pancasila philosophy, citizenship, nationalism insight (nationalism), and globalization (Berliana & Yuliandari, 2018); Mastering knowledge and steps in conveying scientific ideas orally and in writing using Indonesian that is good and correct in the development of the academic world and the world of work (non-academic world). Mastering knowledge and steps to communicate both orally and in writing using Arabic and English in the development of the academic world and the world of work (nonacademic world);. Mastering knowledge and steps in

developing critical, logical, creative, innovative, and systematic thinking as well as having an intellectual curiosity to solve problems at the individual and group level in academic and non-academic communities; Mastering the basic knowledge of Islam as a religion *rahmatan lil 'alamin*. Mastering knowledge and scientific integration steps (religion and science) as a scientific paradigm; Mastering the steps to identify various entrepreneurial efforts characterized by innovation and independence based on Islamic, scientific, professional, local, national, and global ethics (Septiyani & Yusuf, 2022). Mastering various theoretical and philosophical concepts of general and Islamic education as a foundation and frame of reference in the implementation of learning in the field of MI / SD Class Teachers in schools/madrasah. Mastering scientific research theory for MI / SD Class Teachers in the framework of taking reflective action for quality improvement and innovative steps in teaching and learning in the field of MI / SD class teachers. Mastering the characteristics of students from physical, capital, spiritual, social, cultural, emotional, and intellectual aspects. Mastering learning theory and teaching-learning principles in the implementation of MI / SD Class Teacher learning (Civics, Indonesian Language, Mathematics, Science, Social Studies) (Putra, 2017). Mastering the substance of the material, structure, concepts, and scientific mindset of MI / SD Class Teachers (Civics, Indonesian Language, Mathematics, Science, Social Studies).

- c. Malaysia: The cognitive domain involves knowledge and intellectual skill development. These domains comprise six main categories ranging from the simplest behavior to the most complex (Daga, 2020). Although according to (Siregar, 2015) that the results of a survey conducted by international institutions put the achievements of Indonesian students in a low position.

3. Skills

- a. Singapore: developing creative and critical thinking skills, and its strategy includes explicit teaching of creative and critical thinking skills.
- b. Indonesia: Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in line with their field of expertise. Able to show independent, quality, and measurable performance (Putra, 2017). Able to study the implications of developing or implementing science and technology that pay attention to and apply humanities values according to their expertise based on scientific principles, procedures, and ethics to produce solutions, ideas, designs, or art criticism. Compile a scientific description, the results of the study in the form of a thesis or final project report, and upload it on the college page. Able to make decisions appropriately, in the context of solving problems in their area of expertise based on the results of information and data analysis. Able to maintain and develop networks with mentors and colleagues both inside and outside the institution. Able to be responsible for the achievement of group work to supervise and evaluate the completion of work assigned to workers who are under their responsibility. Able to carry out the self-evaluation process of the group work under their responsibility and ability to manage to learn independently. Capable of documenting, storing, safeguarding, and recovering data to ensure the validity of preventing plagiarism. Able to take advantage of information and communication technology for scientific development and work skills.
- c. Malaysia: The psychomotor domain consists of physical movement, coordination, and use of the motor skills area. The development of this skill takes practice and is measured in terms of speed, accuracy, distance, procedure, or technique (Rahayuningtyas, Rizqi, Putri, Sawwama, & Ahsani, 2021).

Legal Basis for Learning Outcomes in Indonesia

(Tolinggi & Maksudin, 2021) noted that the era of the technological revolution became one of the bases for the formulation of the KKNI (Indonesian National Qualifications Framework) and the development of SN-Dikti (National Standards for Higher Education). Then the KKNI and SN-Dikti are used as references in

developing higher education curricula so that higher education graduates have competency qualifications that are under the development of globalization and are ready to compete in the era of the technological revolution.

The legal basis for Learning Outcomes is stated in Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (IQF), which is a competency qualification ranking framework that can juxtapose, equalize, and integrate between the education and job training fields as well as work experience in order to recognize work competence in accordance with the structure of work in various sectors (article 1 paragraph 1) (Solikhah, 2015). Furthermore, in article 1 paragraph 2 of the regulation, Learning Outcomes is stated as the ability obtained through the internalization of knowledge, attitudes, skills, competencies, and accumulated work experience.

KKNI in the higher education system is stated in the Law of the Republic of Indonesia number 12 of 2012 concerning Higher Education, hereinafter abbreviated as the Higher Education Law 12/2012 (“Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi,” 2012). Article 29 of the Higher Education Law 12/2012 states that: (1) The National Qualification Framework is a gap in learning outcomes that equalizes outcomes in formal, non-formal, informal education or work experience in the framework of recognizing work competencies in accordance with the structure of work in various sectors. (2) The National Qualification Framework as referred to in paragraph (1) becomes the main reference in determining the competence of graduates of academic education, vocational education, and professional education. (3) The determination of graduate competence as referred to in paragraph (2) shall be stipulated by the Minister.

The application of article 29 of the Higher Education Law 12/2012 and Presidential Regulation Number 8 of 2012 concerning KKNI is set out in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning Application of the Indonesian National Qualifications Framework in the Field of Higher Education. Article 10 paragraph (3) Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 states that in implementing Indonesian National Qualification Query in the field of higher education curriculum, the Directorate General has duties and functions, including a. Providing input, consultation, guidance/assistance, encouraging and facilitating the implementation of the IQF implementation process in the higher education sector; b. Formulate policies, regulations, and guidelines on the preparation of study program curricula that refer to the IQF in the field of higher education; c. Evaluating the implementation of the curriculum by the study program towards the attainment of qualification levels in the IQF in the field of higher education; d. Evaluating the CP description proposed by the study program as the basis for the determination of competency standards for the study program graduates by the Minister; e. Periodically evaluate the CP description proposed by the study program as the basis for the determination of competency standards for graduates of study programs by the Minister;

Article 35 paragraph 2 of the Higher Education Law 12/2012 on Curriculum states that the Higher Education Curriculum is developed by each university regarding the National Higher Education Standards for each study program which includes the development of intellectual intelligence, noble character, and skills.

SN DIKTI which is regulated in the Regulation of the Minister of Education and Culture Number 49 of 2014 is a standard unit that includes the National Education Standards, plus the National Research Standards, and the National Community Service Standards. This regulation is the legal basis for formulating learning outcomes, especially the provisions listed in one of the standards, namely the Graduate Competency Standard (GCS). GCS is a minimum criterion regarding the qualifications of a graduate's ability which includes attitudes, knowledge, and skills that are stated in the formulation of learning outcomes. The description of qualifications at each level of IQF is stated as learning outcomes which includes aspects of building national identity, mastery of science and technology, the ability to be able to perform quality work, as well as the authority and obligations of a person according to the level of qualification. The aspect of building national identity is reflected in Pancasila, the 1945 Constitution, and Bhinneka Tunggal Ika, namely upholding the practice of the five

principles of Pancasila and law enforcement, and committing to respect the diversity of religions, ethnicities, cultures, languages, and arts that grow and develop in the earth of Indonesia.

There are four elements in Learning Outcomes which are defined as follows: a. Attitudes and values: are behaviors and values that constitute the character or identity of the Indonesian nation and state. Attitudes and values are internalized during the learning process, whether structured or not. b. Workability: is the final form of the transformation of the potential that exists in each learner into applicable and useful competencies or abilities. c. Mastery of knowledge: is information that has been processed and organized to obtain the accumulated understanding, knowledge, and experience to have an ability. d. Authority and responsibility are the consequences of a learner who has the ability and supporting knowledge to play a role in society properly and ethically.

In the past, Malaysia had brought in teachers from Indonesia when teachers in this country had to attend education, and even quite a number of these teachers and other prospective teachers attended education in Indonesia. The results of these efforts can be seen today, namely, Malaysia is experiencing fairly rapid economic progress. The government's concern for the education of its people is a form of appreciation that emphasizes humans as a factor of production. In 2015, the Malaysian education sector received the OECD version of the ranking data which said that the quality of Malaysian education was ranked 52 out of 76 countries. Education in Malaysia is the responsibility of the federal government. The national education system includes education from pre-school to university (Rahman, 2017).

(Pramudyani et al., 2021) stated that the humanistic learning theory developed by Abraham Maslow and Carl Rogers significantly affected the learning process of students. From the beginning, students are allowed to determine the curriculum, methods, and learning times that are appropriate or relevant to the needs of students and their learning styles. Lecturers only act as facilitators who provide a learning atmosphere that can foster students' freedom to improve and develop their cognitive, psychomotor, and affective abilities.

From these opinions, it can be concluded that the role of lecturers in determining the type or model of learning and the active role of the government in the education of its people also determine student learning outcomes, it is not enough just to apply the curriculum.

The findings of this study are still limited to a review of learning outcomes based on comparative studies on learning outcomes of education faculties in Indonesia, Malaysia, and Singapore, with transferability criteria, because the research was conducted at the Malaysian and Singapore embassies as a substitute for researchers visiting these countries. As explained earlier, this was done due to the lack of research funds if researchers had to go to the country. However, what is meant by transferability here is that the information obtained through focus group discussions is considered sufficient to make a research report on the comparison of the Finnish curriculum with the Indonesian curriculum.

CONCLUSION

The learning outcomes in the faculties of education in Indonesia, Malaysia, and Singapore have several similarities, including: in the aspect of curriculum objectives, which are both wanting to equip students with life skills. Although the curricula in Indonesia emphasize more on character building, the Singaporean and Malaysian curricula emphasize more on independence and responsibility, all of which have the same aim to shape individuals to be ethical societies and have good character.

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- 3145 *A Comparative Analysis of Learning Outcomes in the Faculty of Education in Indonesia, Malaysia, and Singapore – Ahmad Royani, Lu'luil Maknun, Iis Susiawati, Kisno Umbar*
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3146 *A Comparative Analysis of Learning Outcomes in the Faculty of Education in Indonesia, Malaysia, and Singapore – Ahmad Royani, Lu'luil Maknun, Iis Susiawati, Kisno Umbar*
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