***Tarbiyah* (Education) Analysis in Life:
Historical Approach and Curriculum Development**

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**ABSTRACT**

Abstract: Faculty of Teacher Education and Teaching Learning is the oldest faculty in UIN Sunan Kalijaga Yogyakarta and even in Indonesia. The development of science or academic starts from the curriculum planning. Curriculum as a rail to run academically in the department. There are eight stages of Tarbiyah curriculum development. Starting from the year 1961 as the first stage with the designation of curriculum based on the principal Pancasila Education System, The second stage of curriculum that contains the priority of the mastery of science and technology has not focused on formulating its capabilities. The third stage, a paradigm shift to KBK concept. The fourth stage of the curriculum was developed by the universities themselves. The fifth stage of the higher education’s curriculum is developed and implemented based on competency for each course of study. Sixth, the curriculum of learning achievement is adjusted to the IQF level. The seventh stage, the graduates of competence is determined by referring to IQF. At the eighth stage, the higher education’s curriculum comprises equality of learning achievement. The future’s curriculum concept in education faculty through six stages: Adaptable to social community, functional for user, Competence Achievement, core values of UIN, build a real scientist and Continuous Improvement.

Keywords: *tarbiyah analysis, history, curriculum development*

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1. **INTRODUCTION**

A higher education is one of the educational units that cannot be separated from culture both within and outside the educational system. The existence of universities in the whole of the nation and state life has a tremendous role through *tri dharma* of education; those are education, research and community services. By the issuance of the Presidential Regulation of the Republic of Indonesia (Perpres RI) Number 8 of 2012 and the regulation of the Minister of Education and Culture (*Permendikbud*) number 73 of 2013 requires that all universities, high schools, institutes and universities have to redesign the curriculum simultaneously. State Islamic University Sunan Kalijaga Yogyakarta is one of the parts of higher education that cannot be separated from *Perpres* and *Permendikbud*. UIN Sunan Kalijaga has 8 (eight) faculties, one of them are the Faculty of Education and Teacher Training (*FITK*). This is the oldest faculty at the university with 5 (five) programs on Bachelor degree and Master degree program, those are : Islamic Education (*PAI*), Arabic Language Education (*PBA*), Teacher Education of Elementary School (*PGMI*), Islamic Education Management (*MPI*) and Early Childhood Education (*PIAUD*). The next challenge is the revolution of digital technology as the rapid change, from the collapse of the old level and the emergence of new levels, the emergence of globalization and internationalization in all areas. The current FITK’s curriculum is based on the IQF (Indonesian Qualification Framework) or KKNI (*Kerangka Kurikulum Nasional Indonesia*) to match, equate, and integrate competencies between education and job training, as well as work experience in the framework of recognition of work competencies in accordance with the structure of work in various fields.

 In a current conditions, the FITK’s curriculum is still running triple curriculum namely: curriculum 2006, curriculum 2012, and curriculum 2017 which now applies. This becomes a problem for Faculty managers because, they cannot provide the same policy for graduates in FITK. While, the current graduates have already compete with other countries joined in the MEA. How is the history of Tarbiyah faculty UIN Sunan Kalijaga Yogyakarta? How about curriculum development in faculty of Tarbiyah and Teacher Training UIN Sunan Kalijaga Yogyakarta? How is the future’s curriculum concept in Tarbiyah Faculty UIN Sunan Kalijaga Yogyakarta?

 The aims of this research are to describe the development of curriculum in FITK UIN Sunan Kalijaga Yogyakarta and to design the future’s curriculum concept until 2042th (25th) ahead.

1. **RESEARCH METHOD**

 The type of research uses library research or literature method with the historical approach. The primary data used and research documents will reveal the academic life at the Faculty of Education and Teacher Training UIN Sunan Kalijaga Yogyakarta from the existence or development of the curriculum.

1. **RESULTS AND DISCUSSION**
	1. **History of Tarbiyah Faculty UIN Sunan Kalijaga Yogyakarta**

 History of Tarbiyah Faculty IAIN Al-Jami'ah Yogyakarta is an integral part of the history of the establishment of IAIN itself, as the demand for the development of a faculty of religion in the country. This is also reinforced by the decision of MPRS Number 1 / RIS / MPRS / 1863, appendix A. Ad. 5,which expressly requests the expansion of IAIN.[[1]](#footnote-1)

 Faculty of *Tarbiyah* (Education) IAIN Al-Jamiah in Yogyakarta was opened in 1960/1961 and led by Prof. R.H.A Soenarjo, SH who is also the president of IAIN Al-Jamiah in Yogyakarta and the secretary of the faculty by Drs. Kafrawi. Then, since April 16, 1962, the previous of President of Faculty of *Tarbiyah* (Education) Yogyakarta was handed over to Prof. H. Muchtar Yahya and his secretary is Drs. Kafrawi.[[2]](#footnote-2) In accordance with the demands and developments of the times, IAIN has been established in various regions; therefore, every IAIN in each region the need to be given their own with different names from IAIN in other areas. Based on the result of the Minister of Religious Affairs No. 26 of 1965 dated June 15, 1965, IAIN Al-Jami'ah in Yogyakarta was named "Sunan Kalijaga", which came into effect on 1 July 1965. Since then, the Faculty of *Tarbiyah* (Education) in Yogyakarta named Tarbiyah Faculty or Faculty of Education IAIN Sunan Kalijaga Yogyakarta. Likewise for the other faculties in their environment.[[3]](#footnote-3)

Since its establishment, the education and teaching level in Faculty of education and teacher learning of IAIN Sunan Kalijaga Yogyakarta is arranged and pursued in five years or using the old system with the following provisions: First-year level of *Propedeuse* (two semesters), Second-year of candidate level (two semesters), third-year *Bakaloreat* level two semesters), fourth-year of doctoral level I (two semesters) and fifth-year of doctoral degree II (two semesters).

A Students who have completed and graduated on the final examination in the third-year (*Bakaloreat*), are granted the right to use a Bachelor's Degree (BA). While those who have completed and passed the thesis exam in the fifth year (Doctoral II), can use the Bachelor Degree Complete *(Doctorandus*). However, after the issuance of the Decree of Rector IAIN Sunan Kalijaga Number 17 Year 1983, which is an implementation and elaboration of the Letter of Resignation of Minister of Religious Affairs No. 97 of 1982, the system of education and teaching as well as other faculties begin to use the pattern S1 (*Strata* 1/Bachelor). With the S1 pattern, the education and teaching system uses credit semester (SKS). Such a situation runs until now.[[4]](#footnote-4)

The Faculty of Eduction and Teacher Learning IAIN Sunan Kalijaga or now it is known as UIN Sunan Kalijaga, as the institution of Islamic Higher Education which is leading in the preparation of expert candidates in Islamic education science and educational professional staff. The Faculty of *Tarbiyah* (Education) was founded in 1951 along with the establishment of IAIN Sunan Kalijaga Yogyakarta which now become the State Islamic University (UIN) Sunan Kalijaga. Since its establishment until 2003, it has some alumnies from a network more than 5000 people. They spread throughout the archipelago and several neighboring countries like Malaysia and Thailand. Alumni have served in various sectors of the work in accordance with the field of study, that have learned in faculties and other fields according to their respective creativity such as politics, government, journalism, art and even working in national airlines. In an effort to strengthen its existence, Faculty of Tarbiyah continues to develop cooperation with various parties, among others with CIDA Canada, USAID USA, USAID Australia and LIPIA Saudi Arabia.[[5]](#footnote-5)

The vision of the Faculty of Eduction and Teacher Learning is to become the lead of institution in the development of Islamic education in Indonesia, while its mission is to provide education for candidates for Islamic education (PAI), Arabic Language Education (PBA), MIPA (Tadris MIPA) (KI); also conducting superior quality research in the field of Islamic religious education, Arabic education, MIPA education and Islamic sciences; and organizing community service and service programs.[[6]](#footnote-6)

Faculty of *Tarbiyah* (Education) has an adequate facility in supporting the teaching and learning process. Among these facilities are foreign language laboratories, MIPA’s laboratories, libraries, an adequate learning process as well as parks for outdoor teaching and learning. Meanwhile, the lecturers in its faculty consist of some experts in their field, and also they have extensive experience both in Indonesia and abroad, they also educated from S2, S3 to Professor.[[7]](#footnote-7)

The Faculty of *Tarbiyah* (Education) has four majors/program study, those are Islamic Religious Education *(PAI)*, Arabic Language Education *(PBA)*, Islamic Education *(KI)*, *Tadris* (Education) *MIPA*. The *PAI*’s Department prepares the Professional Islamic education staff candidate as religious teachers in *madrasah*/school, as manager/principal of *madrasah/*school, or as education supervisor. The PBA Department prepares candidates for professional Islamic education personnel as Arabic teachers in *madrasah*/schools, as managers/principals of *madrasah*/schools, and as education supervisors. Department of *Islamic education* prepares candidates for experts (philosopher, conceptor, researchers and developers) Islamic education sciences, and also has the ability as a teacher of Islam in *madrasah*/school, manager or the head *madrassah/*school, educational supervisor or expert research and development of Islamic education. While in *Tadris* majors covers mathematics education, physics education, chemistry and biology education, also preparing professional teachers in MIPA lessons, as well as education managers for *madrasah*/school.[[8]](#footnote-8)

By the efforts of Tarbiyah the Faculty to optimize its function as a pioneer in the world of Islamic education, it was established Central for Developing Islamic Education (CDEI). The definitive purpose of establishing CDEI is to improve the quality of Islamic education in Madrasahs, Pesantrens, Schools, and Universities as well by developing studies and research on Islamic education, as well as providing education assistance. The vision of CDEI is to become the center for the study and development of Islamic education by conducting training, research, facilitation and publication professionally and qualified. Meanwhile, its mission is to be pro-active in empowering Islamic education in madrasah, pesantren schools and universities, being pro-active in managing studies and research in Islamic education as well as being pro-active in providing education assistance.[[9]](#footnote-9)

The departments of Tarbiyah Faculty have been established with the stipulation of the Minister of Religious Affairs no. 43 Year 1960 then developed again well in legislation or deliberations. The development of majors at the Faculty of Tarbiyah, especially in the general affairs issues are as follows: (1) In the Minister of Religious Affairs Regulation no. 5 year 1963 about IAIN, it consists of some majors; Religious Education, Paedagogik, *Bahasa Indonesia*, Arabic, English, Ethnology or Sociology, and Law or Economics. (2) Working delegation in Ciloto August 1970 decided to develop majors at the Faculty of Tarbiyah as follows: Approve the memorandum of understanding submitted in Cibogo on 10 until 20 August about the need of teachers who are able to teach in the field of: Religious Education, Arabic, Paedagogik, English, Indonesian, Socio-Cultural, Expression, Exacta and Supervision. (3) In the President's Meeting at *Ditperta* in November 1974 and set forth in the decision of the Director General of Islamic Guidance no*. KEP / D.VI / 218/74*, General departments in the Faculty of education and teacher learning were omitted. So that the majors on it faculty became: Department of Religious Education and Department of Arabic. (4) Three years after the omission of the general department at the Faculty of Tarbiyah it was felt that the need for the department was urgent. So since 1978 many proposals to reopen the general majors in the Faculty of Tarbiyah in different forums: 1) IAIN research team, 2) Working Meeting of Directorate General of Islamic Institution Development in Cibogo 1979. 3) Workshop 1 development IAIN curriculum at Ciputat March 1979. 4) Seminar on balitbang in Kemang Jakarta, March 1979.[[10]](#footnote-10)

In conclusion, the general department of the Faculty of Tarbiyah is as follows: "it is necessary to open a general department on the faculty of tarbiyah to meet the needs of the general teachers in the madrasah in order to maintain the SKB of the Three Ministers on the grounds of the P & K Department until the last statement has not been able to meet the needs of teachers general teacher.

* 1. **History of Higher Education Curriculum in Indonesia**

History of the Higher Education Curriculum in Indonesia after the independence of the Republic of Indonesia (NKRI) is since 1945 until now in 2017. [1] Curriculum based on the principal of National Education System Pancasila (Law No. 22 of 1961, Presidential Determination No. 19 of 1965, Presidential Regulation No. 14 of 1965). [2] The Government's regulated curriculum (Law No. 2 of 1989, Regulation No. 60 of 1999). [3] Paradigm shift to KBK concept, Higher education curriculum developed by universities concerned with reference to the national standard of education for each study program (Law No. 20 of 2003 Article 38 paragraph 3 and 4, *Kepmendiknas* No. 232 / U / 2000 , and changes in core curriculum in *Kepmendiknas* N.o 045 / U / 2002). [4] Curriculum developed by universities themselves (Regulation No. 19 of 2005 Article 17 paragraph 4, PP 17 of 2010 article 97 paragraph 2). [5] The curriculum is developed based on competence and contains at least 5 elements of competence (PP No. 17 of 2010 article 97 paragraphs 1 to 3). [6] Achievement of Learning In accordance with the Level of KKNI (Presidential Regulation No. 08 of 2012). [7] Graduate competencies are established with reference to KKNI (Act No. 12 of 2012 Article 29). [8] Higher Education Curriculum (PP Ristekdikti No 44 Year 2015).

The curriculum of higher education in Indonesia has been standardized since 1994 as National Curriculum established by Law No.056 / U / 1994 which contains about IPTEKS prioritization, not focusing on formulating consortium capability and establishing compulsory courses of 100-110 credits of curriculum-based content. In 2000/2002 it changed back into the core curriculum and Institutional as stipulated in Act no. 232 / U / 2000 and 045 / U / 2002 which contains prioritizing the achievement of competence, not set limits of knowledge to be mastered, forums of similar study programs determine the main competencies. It is known as a competency-based curriculum.

In 2014 it transforms into Higher Education Curriculum as stated in the Law of Higher Education. 12/2012 and the national standard of higher education in it contains *Permendiknas* No. 49/2014 which contains priority equality of learning achievement (quality), learning achievement consists of attitude, special skills, and knowledge penguasan. In the SNPT set attitude, general skills, similar study formulate special skills and knowledge.

* 1. **Curriculum Development in Faculty of Tarbiyah UIN Sunan Kalijaga Yogyakarta Covers 8 Stages:**

First Stage: Curriculum based on the Principles of National Education System of *Pancasila* (Law No. 22 of 1961, Presidential Determination No. 19 Year 1965, Presidential Regulation No. 14 Year 1965).

Based on the deliberation of the curriculum in Tarbiyah Faculty on December 9, 1966 at Yogyakarta, attended by Religious Bureau of the Department of Religious Affairs of Jakarta, Cirebon, Malang and Pamekasan and based on the curriculum of Tarbiyah Faculty of IAIN Sunan Kalijaga on January 28, 1967 in Yogyakarta attended by Faculty of Tarbiyah Yogyakarta, Purwokerto and Purworejo, have decided to Tarbiyah IAIN Sunan Kalijaga Faculties and Tarbiyah Faculty of IAIN Sunan Ampel along with their branches, open several majors at the doctoral level according to the level of faculty capability of each that came into force in 1969 in majors such as: Philosophy of Education, Islamic Social Education, Didactic method of Islamic Education, Didactic method of Arabic Language, Management and Supervision of Islamic Education and History of Islamic Education.[[11]](#footnote-11)

In Tarbiyah Faculty of IAIN Sunan Kalijaga Yogyakarta, the new religious and Arabic curriculum has been applied at the doctoral level since 1967. The faculty of Tarbiyah who have not opened a course according to the new curriculum, the curriculum still apply with the old curriculum.

The first leader in the Faculty of Tarbiyah IAIN Sunan Kalijaga period I year 1961-1962 led by the Dean Prof. R.H.A Soenarjo, S. H and his secretary Drs. Kafrawi. Then continued in the second period of 1962-1965 led by the dean of Prof. H. Muchtar Yahya and vice dean I Drs. Abu Tauchied Ms. In the third period of 1965-1968 the Faculty of Tarbiyah was led by Prof. Ir. H. Muchtar Yahya and represented by Drs. Busyairi Madjidi.

In the period IV Year 1968-1971 Faculty Tarbiyah led by Drs. Busyair iMadjidi and represented by Drs. Syamsudin. Then continued in the period to-V is the year 1971-1974 led by the Dean Drs. A. Soetjipto and Drs. Soerojo is his deputy. VI-Period Year 1974-1979 led by the Dean Drs. A. Soetjipto and vice Dean Drs. Abdullah Dawn. In the period to VII Year 1979-1982 led by the Dean Drs. Soerojo, MA and Drs. Rahmat Suyud as his representative. In 1982-1985 or the period to VIII led by Drs. Syamsudin and vice Dean I Drs. Rahmat Suyud. Period ke IX Year 1985-1988 led by Drs. Agus Mirwan as the 9th dean. Implementation of curriculum S-1 and procurement of diploma program II Faculty Tarbiyah IAIN Sunan Kalijaga Yogyakarta in general the General Elementary Course (MKDU) amounted to 32 SKS. The general basic courses include *Pancasila*, Curiosity, *Dirasah Islamiyah* I, II and III, General Philosophy, Basic Social Sciences, Bahasa Indonesia, Arabic, Arabic, English and Basic Nature. Basic Lecture of Kehlian (MKDK) amounted to 48 credits, Professional Skills Courses (MKKP) 76 credits; Elective Courses Each department is loaded with 4 credits.

The Second Stage the curriculum is regulated by the Government or the National Curriculum (Law No. 2 of 1989, Regulation No. 60 of 1999) which contains the priority of IPTEKS mastery, it has not focused on formulating its capability and the consortium has set the compulsory S1 subject to 100-110 SKS. At this time the Faculty of Tarbiyah led by the 10th Dean. H. Muhammad Anis, M. A, or it happen in the X period Year 1988 - 1993. In XI Period year 1998-2002 the faculty led by Dr. H. R. Abdullah, M. Sc.

Third Stage, the paradigm shifted to the concept of *KBK*, Higher education curriculum developed by universities which concerned with reference to the national standard of education for each study program (Law No. 20 Year 2003 Article 38 paragraph 3 and 4, *Kepmendiknas* No. 232 / U / 2000, and changes in core curriculum in *Kepmendiknas* no 045 / U / 2002) conceptualizing the priority of achieving competence and have not determined the limits of science that should be mastered as well as forums of similar programs in determination of major competencies. In 2000 the Faculty of Tarbiyah is still led by Dr. H. R Abdullah, M. Sc and experiencing a shift of curriculum that refers to the National Education Standards.

The Fourth Stage of the Curriculum is developed by the university itself (PP No. 19 Year 2005 Article 17 paragraph 4 which states that the curriculum level of educational unit for each study program in universities is developed and established by each university with reference to the National Education Standards, and in the Government Regulation (PP) 17 of 2010 article 97 paragraph 2 which reads Curriculum level of educational unit for each program study in universities developed and established by each university with reference to the National Education Standards). In the XII period of 2003-2007, the faculty led by Drs Rahmad Suyud as the 12th dean.

The Fifth Stage the curriculum is developed and implemented based on competency (PP No. 17 Year 2010 article 97 paragraph 1-3) each program study develops and establishes itself based on the university by referring to the National Education Standards. Competencies achieved in the curriculum should meet at least 5 elements, namely a) personality base, b) mastery of science, technology, art and / or sport, c) ability and skill of work, d) attitude and behavior in work according to level of expertise based on knowledge and skills mastered, e.) mastery of the rules of community life in accordance with the choice of expertise in the work. In the XIII period, Faculty of Tarbiyah led by Prof. Dr. Sutrisno, M. A.g.

The Sixth Stage of Learning Achievement in accordance with the KKNI Level (Presidential Decree No. 08 of 2012 Article 1 paragraph 1 which reads KKNI is a framework of competency qualification that can be paired, equalize and integrate between the field of education and the field of job training and work experience in the framework of awarding competence work in accordance with the structure of work in various sectors At this stage or the period to XIV, the Faculty of Tarbiyah is still led by Prof. Dr. Sutrisno, M. Ag.

The Seventh Stage the competence of graduates is determined by referring to KKNI (UU Higher Education Number 12 Year 2012 article 29 paragraph 1 and 2 which reads: The National Qualification Framework is a learning achievement gap that equates the field of formal, non-formal, informal, or work experience in the framework of the recognition in working competence in accordance with the structure of work in various sectors and paragraph 2 which reads: The National Qualification Framework as referred to in paragraph (1) becomes the main reference in determining the competence of academic education graduates, vocational education and professional education In 2011-2015 or period XIV Faculty of Tarbiyah is led by Prof. Hamruni, M.Si. 2015-2016 and period XVI led by Dr Tasman Hamami, MA as his representative.

Eighth Phase of Higher Education Curriculum or KPT (Permenristedikti No. 44 Year 2015 on National Standards of Higher Education) which contains about; giving priority to the achievement of learning (quality), learning achievement consists of attitudes, general skills, special skills and knowledge mastery, SNPT set the attitude of general skills, similar studies formulate special skills and knowledge. In this period or perode XVII the tarbiyah faculty is led by Dr. Muhammad Arifi, M. Ag and represented by the dean I Dr. Istiningsih M.Pd who began to use college curriculum or KPT as a curriculum in the Faculty of Tarbiyah UIN Sunan Kalijaga Yogyakarta.

* 1. **The Concept of *FITK*’s Curriculum for Future in 25 Years Ahead**

Figure 1: Future *Tarbiyah* (Faculty of Education) Curriculum Concept

(Hyphotetical Concept)

*Source: private document from the authors, Istiningsih, Agung 2018*

This research designs the concepts or pillars in preparing the curriculum. This concept is assumed to be able to answer the future demands which are predicted for the next 25 years.

There are four pillars and curriculum building, those are:

1. The curriculum should be in continuous improvisation / continuous improvement (CI)
2. The curriculum should be able to fulfill the needs of users. For FITK the intended graduates are institutions, institutions, education (formal, informal and non-formal education). The proper term for this spirit is functional for the user.
3. The curriculum should be able to answer students' competence achievement Competence Achievement (CA)
4. The FITK curriculum must be based on core values ​​of UIN Sunan Kalijaga. The core values ​​of UIN SUKA are currently as follows:

Core values ​​of UIN are:

"Integrative-Inter-Connective, Innovative-Innovative, Inclusive-Continuous Improvement"

What is meant by integrative-interconnectivity is a system of integration in academic development, management, student affairs, cooperation, and entrepreneurship. While Dedicative-Innovative is to be dedicative, trustworthy, pro-quality, think and move actively, creative, intelligent, and innovative; not just work routinely and diligently. Inclusive-Continuous Improvement is Open, accountable, and committed to change and sustainability.

UIN Sunan Kalijaga Yogyakarta offers an integrative model of education and interconnectivity with an integrated system of academic, management, student affairs, cooperation and entrepreneurship: dedicative-innovative through dedicative, trustworthy, pro-quality, active thinking, active, creative, intelligent and innovative; not only just work routinely and diligently but also has implementing their dedicative and innovative. While inclusive-continuous improvement is open, accountable and committed for change and sustainability.

UIN Sunan Kalijaga has been committed for being an inclusive campus by providing an equal opportunities with anyone from different parts of Indonesia and all kinds of cultures, ethnicities and races to be students including persons with different abilities. Thus, this college became a "fortress of diversity" in the perspective, life, religion, community and state.

1. FITK’s curriculum design should be able to produce graduates with background "as professional graduates", which the profesional scientist of this research is a graduate who has compiled scientific papers with the charge of novelty (the foundations of science found).
2. The curriculum must be able to adjust to social conditions (community) including also master science and technology. Currently, the development which is very rapid in the field of Science and Technology is IT. Therefore the curriculum should be able to design graduates who are "able to literate the literacy IT".
3. **CONCLUSION**

From the discussion above, it can be concluded that the history of the establishment of the Faculty Education and Teaching Learning in UIN Sunan Kalijaga Yogyakarta is an integral part of the history of the establishment of UIN, itself as a demand for the development of a faculty of religion in the country. This is also reinforced by the decision of MPRS Number 1 */ RIS / MPRS / 1863*, appendix A. Ad. 5, which expressly requested the expansion of IAIN. It was opened in 1960/1961 and led by Prof. R.H.A Soenarjo, SH who is also the president of IAIN Al-Jamiah in Yogyakarta and Drs. Kafrawi as the secretary of the faculty. Then, since April 16th, 1962, the post of Dean of Faculty Education and Teacher Learning in Yogyakarta was handed over to Prof. H. Muchtar Yahya and his secretary is still Drs. Kafrawi.

 In accordance with the demands and developments of the times, IAIN has been established in various regions; therefore, some IAIN’s in each region need to be given their own names with different from IAIN in other areas. Based on the decision of the Minister of Religious Affairs No. 26 of 1965 on June 15th, 1965, IAIN Al-Jami'ah in Yogyakarta named as "Sunan Kalijaga", which came into effect since 1 July 1965. Since then, the Faculty of Education and Teaching Learning in Yogyakarta named Tarbiyah Faculty IAIN Sunan Kalijaga Yogyakarta. Likewise, the other faculties in their environment.

 The development of curriculum faculty of Tarbiyah Science has 8 stages. Starting from the year 1961 this is the first stage with the designation of curriculum based on the principal *Pancasila* Education System (SPNP). The second stage of curriculum that contains the priority of the mastery of science and technology has not focused on formulating its capabilities. The third stage, paradigm shift to *KBK* concept. The fourth stage of the curriculum was developed by the universities themselves. The fifth stage of the curriculum college is developed and implemented based on competency for each course of study. Sixth, the curriculum of learning achievement is adjusted to the level of KKNI. The seventh stage, the competence of graduates is determined by referring to KKNI. At the eighth stage, the higher education curriculum comprises equality of learning achievement (quality).

 This research recommends for further research, in order to validate the hypothetical capital found. Subsequently empirical research was done to implement a valid concept.

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