



# **ASEAN Qualifications Reference Framework Referencing Report of Indonesia**

**ENDORSED**

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<b>TABLE OF CONTENTS</b> .....	i
<b>LIST OF EXHIBITS</b> .....	vi
<b>LIST OF TABLES</b> .....	viii
<b>GLOSSARY OF ACRONYMS/ABBREVIATIONS</b> .....	xi
<b>GLOSSARY OF TERMS</b> .....	xvi
<b>LIST OF ANNEXES</b> .....	xxi
<b>FOREWORD</b> .....	1
<b>EXECUTIVE SUMMARY</b> .....	2
<b>INTRODUCTION</b> .....	5
<b>A. Indonesian Qualifications Framework (IQF)</b> .....	7
A.1. Legal Basis for the Indonesian Qualification Framework.....	7
A.2. Basic Concepts and Principles of the IQF .....	12
A.3. Purpose of Developing the IQF .....	14
A.4. Descriptions of Qualification in the IQF .....	14
A.5. Implementation and Implication of IQF.....	16
<b>B. Reference IQF to AQRF</b> .....	17
B.1. Main Authority of Referencing IQF to AQRF .....	18
B.2. Referencing Document Status.....	18
<b>THE INDONESIAN EDUCATION SYSTEM</b> .....	20
<b>1.1. Formal Education</b> .....	24
1.1.1. Early Childhood Education Level .....	24
1.1.2. Basic Education Level .....	26
1.1.3. Secondary Education Level .....	29
1.1.4. Higher Education Level.....	33
<b>1.2. Non-Formal Education</b> .....	41
1.2.1. Early Childhood Education .....	42
1.2.2. Second Chance Education (Pendidikan Kesetaraan).....	43
1.2.3. Homeschooling.....	47
1.2.4. Courses.....	49
1.2.5. Work Training.....	50

1.2.6. Comparison between Courses and Work Training.....	52
<b>1.3. Informal Education .....</b>	<b>53</b>
1.3.1. Homeschooling.....	53
1.3.2. Work Experiences.....	55
1.3.3. Other Forms .....	55
<b>INDONESIAN QUALIFICATIONS NATIONAL COMMITTEE.....</b>	<b>56</b>
<b>2.1. Scope of Responsibilities .....</b>	<b>57</b>
<b>2.2. Organizational Structure .....</b>	<b>58</b>
<b>2.3. Governance .....</b>	<b>58</b>
<b>2.4. Policy Direction .....</b>	<b>59</b>
<b>2.5. National Coordinating Agency for Qualifications.....</b>	<b>60</b>
<b>2.6. National Coordination of Quality Assurance Bodies.....</b>	<b>61</b>
<b>2.7. Evaluation.....</b>	<b>62</b>
<b>2.8. Advocacy and Promotion.....</b>	<b>62</b>
<b>2.9. Liaison and Focal Point.....</b>	<b>63</b>
<b>2.10. Representation of the Key Stakeholders in Referencing Process .....</b>	<b>64</b>
<b>2.11. Representation of Other Countries Related to the Referencing Process .....</b>	<b>70</b>
<b>PROCEDURES FOR INCLUSION OF QUALIFICATIONS IN THE INDONESIAN QUALIFICATIONS FRAMEWORK.....</b>	<b>71</b>
<b>3.1. The National Agreement in Establishing IQF Levels and Descriptors .....</b>	<b>71</b>
<b>3.2. Empowering the Nation’s Human Resources through IQF Implementation .....</b>	<b>78</b>
<b>3.3. Linking Qualifications to IQF .....</b>	<b>80</b>
<b>3.4. Inclusion Qualifications of Work Training to IQF Levels .....</b>	<b>81</b>
3.4.1. Best Practices Socio and Business Involvement.....	85
3.4.2. Institutions Awarding Qualifications.....	91
3.4.3. Evidence of Qualifications Recognition.....	93
<b>3.5. Inclusion Qualifications of Courses to IQF Levels .....</b>	<b>97</b>
3.5.1. Best Practice .....	99
3.5.2. Awarding Institution Qualifications .....	99
3.5.3. Evidence of Qualifications Recognition.....	99
<b>3.6. Inclusion Qualifications of Higher Education to IQF Levels .....</b>	<b>105</b>
3.6.1. Recognizing a New Qualifications .....	106
3.6.2. Inclusion Qualifications of Existing Study Programs .....	106
3.6.3. Institution Awarding Qualifications and the Supporting Evidence .....	123
<b>3.7. Inclusion of Qualifications from Work Experience by RPL and RCC .....</b>	<b>127</b>

3.8. Retention of Records for Public Reference of IQF Levels.....	128
<b>INDONESIAN QUALIFICATIONS FRAMEWORK STRUCTURE AND COMPARISON TO THE ASEAN QUALIFICATIONS REFERENCE FRAMEWORK.....</b>	<b>139</b>
4.1. <i>Best-Fit</i> In Domain Analysis .....	140
4.2. <i>Best-Fit</i> In Level Alignment Analysis.....	141
4.3. Engendering Mutual Trust .....	152
<b>NATIONAL STANDARDS FOR THE INDONESIAN QUALIFICATIONS SYSTEM .....</b>	<b>153</b>
5.1. Defining Standards: IQF as a Unified Standard Instrument .....	154
5.2. Authorized Agencies.....	155
5.2.1 Authorization for Establishing Standards in Formal Education .....	155
5.2.2 Authorization in Establishing Standards in Non-Formal Education .....	157
5.3. The Establishment of the National Education Standards.....	158
5.3.1. Externally Set Standards.....	158
5.3.2. Internally Set Standards .....	163
5.3.3. Benchmarking .....	164
5.4. Documentation of Process.....	165
5.5. Resume of IQF Implementation Related to National Standards .....	165
<b>QUALITY ASSURANCE SYSTEMS FOR INDONESIAN EDUCATION .....</b>	<b>167</b>
6.1. Objectives .....	167
6.2. Measuring Quality .....	168
6.3. Authorized QA Agencies .....	169
6.4. Quality Assurance in Formal Education .....	170
6.4.1 Basic and Secondary Education.....	170
6.4.1.1 Internal evaluation.....	170
6.4.1.2 External evaluation .....	171
6.4.2 Higher Education.....	175
6.4.2.1 Internal evaluation .....	175
6.4.2.2 External evaluation .....	177
6.5 Quality Assurance in Non-Formal Education.....	182
6.6 Recognition of Prior Learning (RPL) .....	190
6.7 National Coordination and International Benchmarking.....	192
6.8 Resume of QA Implementation to Support Qualifications Inclusion to IQF .....	194
<b>REFERENCING PROCESS MANAGEMENT .....</b>	<b>195</b>
7.1. Stakeholders and Their Roles in the Referencing Process .....	196
7.1.1. Public Education Providers.....	197

7.1.2. Private Education Providers .....	197
7.1.3. Workforce Users Represented by Industries (Companies) .....	198
7.1.4. Professional Certification Associations and Bodies .....	198
7.1.5. Quality Assurance Bodies.....	198
7.1.6. Institution Responsible for National Education Standards.....	198
7.1.7. Academic Community and Society in General .....	199
7.2. Stakeholders Meeting and Discussion .....	199
7.3. Consultation Using Online Media Mechanism.....	202
7.4. Review and Endorsement by the National Primary Institutions.....	207
7.5. Documentations of Activities .....	208
<b>INDEPENDENT EXPERT REVIEW .....</b>	<b>209</b>
8.1. International Independent Review.....	209
8.2. Involvement of Observers in the Referencing Process .....	213
<b>PUBLICATION OF THE REFERENCING REPORT .....</b>	<b>214</b>
<b>OUTCOMES OF THE REFERENCING.....</b>	<b>215</b>
<b>DIPLOMAS AND CERTIFICATES REFERENCED TO THE .....</b>	<b>216</b>
<b>ASEAN QUALIFICATIONS REFERENCE FRAMEWORK LEVELS.....</b>	<b>216</b>
<b>ANNEX A: General Description of the Provision of Early Childhood Education by Province</b> 219	
<b>ANNEX B: Ministerial Decree for the Establishment of the IQNC .....</b>	<b>221</b>
<b>ANNEX C: Number of Indonesian National Competency Standards/ <i>Standar Kompetensi Kerja Nasional Indonesia</i> (INWCS/SKKNI) .....</b>	<b>226</b>
<b>ANNEX D: Number of Indonesian National Competency Standards/ <i>Standar Kompetensi Kerja Nasional Indonesia</i> (INWCS/SKKNI) Based on Occupational, Cluster, or Occupation</b> 228	
<b>ANNEX E: Occupational Map for the Communication Sector .....</b>	<b>230</b>
<b>ANNEX F: Occupational Map for the ICT Sector.....</b>	<b>250</b>
<b>ANNEX G: Occupational Map for the Travel Services in Tourism Industry .....</b>	<b>264</b>
<b>ANNEX H: Certificate as Approved Training Body International Institute of Welding for BBPLK Serang .....</b>	<b>267</b>
<b>ANNEX I: Permit for Undertaking the Practical KNX Exam on the KNX Basic Course for BBPLK Serang .....</b>	<b>268</b>
<b>ANNEX J: Regulations of the Minister of Education and Culture for GCS Based on IQF.....</b>	<b>269</b>
<b>ANNEX K: List of Meetings of the Referencing Process and Document Development .....</b>	<b>273</b>
<b>ANNEX L: Documentations of the Referencing Process.....</b>	<b>280</b>
<b>ANNEX M: Endorsement Letter from Industrial Human Resources Development Agency/Badan Pengembangan Sumber Daya Manusia Industri (IHRDA/BPSDMI).....</b>	<b>282</b>

<b>ANNEX N: Endorsement Letter from National Training Council/ Dewan Pelatihan Kerja Nasional (DPKN) – MoRTHE.....</b>	<b>283</b>
<b>ANNEX O: Endorsement Letter from Higher Education Board/Dewan Pendidikan Tinggi (HEB/DPT).....</b>	<b>284</b>
<b>ANNEX P: Endorsement Letter from Directorate General of Early Childhood and Community Education – MoEC.....</b>	<b>290</b>
<b>ANNEX Q: Endorsement Letter from Coordinating Ministry of Human Resource and Culture Development.....</b>	<b>299</b>
<b>ANNEX R: Appreciation Letter to British Council.....</b>	<b>301</b>
<b>ANNEX S: Appreciation Letter to DAAD .....</b>	<b>302</b>
<b>ANNEX T: Requisition Letter to International Reviewer .....</b>	<b>303</b>
<b>ANNEX U: Preliminary Comments from the International Reviewer .....</b>	<b>304</b>
<b>ANNEX V: Final Comments from the International Reviewer .....</b>	<b>310</b>
<b>ANNEX W: Invitations for the Observers .....</b>	<b>314</b>
<b>ANNEX X: Focused Group Discussion on the Referencing Process with Higher Education Institutions.....</b>	<b>316</b>
<b>ANNEX Y: Dissemination of the Referencing Process to TVET Stakeholders .....</b>	<b>320</b>

## LIST OF EXHIBITS

Exhibit	Title	Page(s)
<b>EXECUTIVE SUMMARY</b>		
A	IQF and AQRF domain alignment.	3
B	IQF and AQRF level descriptor alignment.	4
<b>INTRODUCTION</b>		
C	Various outcome stages of referencing IQF to AQRF.	5
D	Four domains of IQF descriptors.	15
E	The IQF level to be achieved through four pathways.	16
<b>Criterion I</b>		
1.1	Pathways in formal learning modes for entering higher education.	39
1.2	Pathways for entering higher education through RPL Mechanism.	40
1.3	Cross pathways of learning modes between formal education and non-formal education for ECE and second chance education programs.	47
<b>Criterion II</b>		
2.1	Scope of IQNC responsibilities.	58
2.2	Organization structure of IQNC.	59
<b>Criterion III</b>		
3.1.	IQF recognition mapping.	77
3.2.	Mechanism of linking qualifications from formal and non-formal learning.	83
3.3.	The inclusion process of qualifications in the work training sector.	84
3.4.	Occupation mapping for the information and communication technology sector.	89
3.5.	Organizations involved in the work training or professional certification.	95
3.6.	Deriving the four-domain and descriptions of IQF into the NSHE.	109
3.7.	Inclusion of qualifications of existing programs into the IQF.	110
3.8.	RCC as a tool to recognize individual competences, obtained from formal, non-formal, and informal learning modes.	129
3.9.	RPL as a tool to recognize individual education, obtained from formal, non-formal, and informal learning modes.	129
3.10.	Process of Recognition of Current Competencies.	130
<b>Criterion IV</b>		
4.1.	IQF and AQRF domain alignment.	143
4.2.	IQF and AQRF level descriptor alignment.	145
<b>Criterion V</b>		
5.1.	Required mechanism in quality assurance.	156
5.2.	Schematic process in producing the national standards and their alignment with IQF.	157

<b>Exhibit</b>	<b>Title</b>	<b>Page(s)</b>
5.3.	Agencies responsible in formulating, reviewing, validating, endorsing, and stipulating national standards.	158
5.4.	Correlations of higher education program outcomes with national standards and their alignment to IQF.	164
5.5.	Developing standards for work training.	164
5.6.	Procedures for setting up the GCS.	165
<b>Criterion VI</b>		
6.1.	Continuous quality improvement (Kaizen).	171
6.2.	Agencies responsible to ensure that standards are achieved.	172
6.3.	Organization of the NAA-SM.	176
6.4.	Accreditation for schools and madrasahs.	177
6.5.	Active engagement of HEIs with an internal QA system managed by the Directorate of Quality Assurance.	179
6.6.	Percentage of HEIs with established internal QA units.	180
6.7.	Voluntarily report of internal QA activities to the Directorate of Quality Assurance.	180
6.8.	Organization structure of the NAA-HE.	182
6.9.	Accreditation process of HEIs.	183
6.10.	Procedure of awarding qualifications for courses.	186
6.11.	Distribution of CCB assessors across Indonesia.	187
6.12.	Number of test takers and passing rates (MoEC 2019).	189
6.13.	Accreditation process of non-formal education (courses and work training) and formal education (vocational secondary school).	190
6.14.	Certification and accreditation by IPCA.	192
<b>Criterion VII</b>		
7.1.	The understanding of stakeholders of the education system.	207
7.2.	The understanding of stakeholders of the IQF.	208
7.3.	The understanding of stakeholders of the IQF and the RPL.	208
7.4.	The understanding of stakeholders of the RPL/RCC mechanism.	209
7.5.	The situation of RPL and RCC implementation.	209-210
7.6.	The RPL and RCC certification.	211
7.7.	The understanding and agreement of stakeholders on the referencing.	211



## LIST OF TABLES

Table	Title	Page(s)
<b>Introduction</b>		
A	List of Regulations Referring to or Derivation of Presidential Regulation 8 of 2012 on the IQF	7-10
<b>Criterion I</b>		
1.1.	Comparison among Level, Path, and Type of Education	20
1.2.	The National Education System of Indonesia	21
1.3.	Comparison between the National Education System of Indonesia and ISCED	22
1.4.	Mapping of ISCED and IQF Levels for Formal ECE	24
1.5.	Comparison of Amount of Learning Time in the Formal Basic Education System	27
1.6.	Mapping of ISCED and IQF Levels for Formal Basic Education	27
1.7.	Comparison of Amount of Learning Time in the Formal Secondary Education System	31
1.8.	Mapping of ISCED and IQF Levels for Formal Secondary Education	31
1.9.	Types of Programs Provided in Higher Education per Type of Education	33
1.10.	Types of Education Provided per Form of Higher Education Institution	34
1.11.	Comparison of Learning Outcomes between Academic and Specific Higher Education	34-35
1.12.	Comparison of Learning Outcomes among Types of Higher Education Programs	35-36
1.13.	Length of Study and Learning Loads in Higher Education per Type of Program	37
1.14.	Expected Types of Activities and Estimated Time Allocated per Credit Unit in Undergraduate Level Programs	38
1.15.	Mapping of ISCED and IQF Levels for Indonesian Higher Education Programs	38
1.16.	Number of Higher Education Institutions in Indonesia in 2018	41
1.17.	Number of Learners per Gender and Status of Higher Education Institution Ownership	41
1.18.	Learning Load for Non-Formal ECE per Age Group	43
1.19.	Mapping of ISCED and IQF Levels for Non-Formal ECE	43
1.20.	Learning Load for Each Second Chance Education Program	45
1.21.	Mapping of ISCED and IQF Levels for Second Chance Education	46
1.22.	Mapping of ISCED and IQF Levels for Community Homeschooling	48
1.23.	Number and Capacity of Training Institutions Governed by the MoM	52

1.24.	Comparison between Courses and Work Training	53
1.25.	Mapping of ISCED and IQF Levels for Single and Compound Homeschooling	55
<b>Criterion II</b>		
2.1.	Public Institutions with Education and Training Programs	65-68
2.2.	Regulatory Bodies and Their Roles in IQNC	69-71
<b>Criterion III</b>		
3.1.	Inclusion of Qualifications based on Learning Outcomes of Formal, Non-Formal, and Informal Education into IQF	78
3.2.	Unemployment Rate by Education Level	81
3.3.	General Occupation Mapping for the ICT Sector	89
3.4.	General Occupation Mapping for the B Type Communication Industry	90
3.5.	General Occupation Mapping for the Multimedia Industry Sector	90-91
3.6.	General Occupation Mapping for Travel Services in Tour Operations	91
3.7.	General Occupation Mapping for Travel Services in Travel Agencies	92-93
3.8.	IQF-Based Qualifications for Work Training in Various Fields	96-97
3.9.	Keywords for Specific Working Competences According to IQF Levels in Learning Outcomes of GCS for Courses	100
3.10.	Keywords for Knowledge Comprehension According to IQF Levels in Learning Outcomes of GCS for Courses	101
3.11.	Correlation of Standards for Course and Work Training	101
3.12.	Example of Learning Outcomes of an IQF Level 2 Batik Course	103-105
3.13.	Example of Learning Outcomes of an IQF Level 3 Batik Course	105-108
3.14.	Mapping between IQF and Higher Education Standard Domains	108
3.15.	Study Programs with Learning Outcomes that Fulfill the NSHE	115-122
3.16.	Institutions Authorized to Award Qualifications	125
3.17.	International Accreditation OBE Status and Types	126-127
3.18.	Number of International Accreditation Attainment by Indonesian Higher Education Study Programs	128
3.19.	Recognition of INWCS Based Certificates and Professional Bachelor of Road and Bridge Construction at Bandung State Polytechnic	130-141
<b>Criterion IV</b>		
4.1.	The Alignment of IQF Domains into AQRF Domains	144
4.2.	The IQF Level 9 Compared to AQRF Level 8	146
4.3.	The IQF Level 8 Compared to AQRF Level 7	147
4.4.	The IQF Level 7 Compared to AQRF Level 6	147-148
4.5.	The IQF Level 6 Compared to AQRF Level 5	149-150
4.6.	The IQF Level 5 Compared to AQRF Level 4	150
4.7.	The IQF Level 4 and 3 Compared to AQRF Level 3	151-152
4.8.	The IQF Level 2 and 1 Compared to AQRF Level 2 and 1	152-153

4.9.	The IQF Level 1 Compared to AQRF level 1 and 2	153-154
<b>Criterion V</b>		
5.1.	List of Standards under the National Education Standards	159
5.2.	Packages/Units of Competency Defined in 2019	165
<b>Criterion VI</b>		
6.1.	List of Autonomous Universities	181
6.2.	Relevant Regulations in QA	182
6.3.	Number of Accredited Institutions and Programs	184
6.4.	Number of Accredited Programs in the Health Sector	184
6.5.	Ratio of Assessors per CTC for Each Province in Indonesia	187-188
6.6.	Accredited Agency for Certification of Competences	189
6.7.	Summary of Quality Assurance Processes	193
<b>Criterion VII</b>		
7.1.	List of Stakeholders Meetings and Invited Participants	203-205
<b>Criterion VIII</b>		
8.1	Summary of Document Revisions Based on Reviewers' Comments	216

## GLOSSARY OF ACRONYMS/ABBREVIATIONS

Acronym/Abbreviation	Explanation
<b>AHICS/APTIKOM</b>	Association of Higher Education Institutions in Computer Sciences ( <i>Asosiasi Perguruan Tinggi Ilmu Komputer</i> )
<b>AHRD/BPSDM</b>	Agency for Human Resources Development ( <i>Badan Pengembangan Sumber Daya Manusia</i> )
<b>AICP/HIPKI</b>	Association of Indonesian Course Providers ( <i>Himpunan Penyelenggara Kursus Indonesia</i> )
<b>AIFEB/ AFEBI</b>	Association of Indonesian Faculty of Economics and Business ( <i>Asosiasi Fakultas Ekonomi dan Bisnis Indonesia</i> )
<b>AIHEIT/HILDIKTIPARI</b>	Association of Indonesian Higher Education Institutions in Tourism ( <i>Himpunan Lembaga Pendidikan Tinggi Pariwisata Indonesia</i> )
<b>AIHR/PHRI</b>	Association of Indonesian Hotels and Restaurants ( <i>Persatuan Hotel dan Restoran Indonesia</i> )
<b>AINEC/AIPNI</b>	Association of Indonesian Nursing Education Center ( <i>Asosiasi Institusi Pendidikan Ners Indonesia</i> )
<b>AINN/PPNI</b>	Association of Indonesian National Nursing ( <i>Persatuan Perawat Nasional Indonesia</i> )
<b>AMS</b>	ASEAN Member State
<b>ANSE/BSNP</b>	Agency for National Standards in Education ( <i>Badan Standar Nasional Pendidikan</i> )
<b>AQRF/KRKA</b>	ASEAN Qualifications Reference Framework ( <i>Kerangka Referensi Kualifikasi ASEAN</i> )
<b>AQRFC/KKRKA</b>	ASEAN Qualifications Reference Framework Committee ( <i>Komite Kerangka Referensi Kualifikasi ASEAN</i> )
<b>ASSIP/BPIP</b>	Agency for Supervision of State Ideology Pancasila ( <i>Badan Pembinaan Ideologi Pancasila</i> )
<b>CCB/LSK</b>	Competency Certification Body ( <i>Lembaga Sertifikasi Kompetensi</i> )
<b>CCC</b>	Child Care Center
<b>CCI/KADIN</b>	Chamber of Commerce and Industries ( <i>Kamar Dagang dan Industri</i> )

Acronym/Abbreviation	Explanation
<b>CLP/PKBM</b>	Community Learning Program ( <i>Program Kegiatan Belajar Masyarakat</i> )
<b>CMHDC/KemenkoPMK</b>	Coordinating Ministry for Human Development and Culture ( <i>Kementerian Koordinator Bidang Pembangunan Manusia dan Kebudayaan</i> )
<b>CMEA/Kemenko Perekonomian</b>	Coordinating Ministry for Economic Affairs ( <i>Kementerian Koordinator Bidang Perekonomian</i> )
<b>CTC/TUK</b>	Competency Test Center ( <i>Tempat Uji Kompetensi</i> )
<b>ECE/PAUD</b>	Early Childhood Education ( <i>Pendidikan Anak Usia Dini</i> )
<b>GCS/SKL</b>	Graduate Competences Standards ( <i>Standar Kompetensi Lulusan</i> )
<b>IAA/IAI</b>	Indonesian Accountants Association ( <i>Ikatan Akuntan Indonesia</i> )
<b>IAA/IAI</b>	Indonesian Architects Association ( <i>Ikatan Arsitek Indonesia</i> )
<b>ICEA/HAKI</b>	Indonesian Construction Engineers Association ( <i>Himpunan Ahli Konstruksi Indonesia</i> )
<b>ICP/IPKI</b>	Indonesian Clinical Psychologists ( <i>Ikatan Psikologi Klinis Indonesia</i> )
<b>IDI/IDI</b>	Indonesian Doctors Association ( <i>Ikatan Dokter Indonesia</i> )
<b>IEA/PII</b>	Indonesian Engineers Association ( <i>Persatuan Insinyur Indonesia</i> )
<b>IHEA/IAPI</b>	Indonesian Hotel Experts Association ( <i>Ikatan Ahli Perhotelan Indonesia</i> )
<b>IIAHHE/LAM-PTKes</b>	Independent Institute for Accreditation of Health Higher Education ( <i>Lembaga Akreditasi Mandiri-Pendidikan Tinggi Kesehatan</i> )
<b>IICPA/IAPI</b>	Indonesian Institute of Certified Public Accountants ( <i>Ikatan Akuntan Profesional Indonesia</i> )
<b>IMA/IBI</b>	Indonesian Midwives Association ( <i>Ikatan Bidan Indonesia</i> )
<b>INAP/AKSI</b>	Indonesian National Assessment Program ( <i>Asesmen Kompetensi Siswa Indonesia</i> )
<b>INWCS/SKKNi</b>	Indonesian National Work Competency Standard ( <i>Standar Kompetensi Kerja Nasional Indonesia</i> )

Acronym/Abbreviation	Explanation
<b>IPA/IAI</b>	Indonesian Pharmacists Association ( <i>Ikatan Apoteker Indonesia</i> )
<b>IPA/LAN</b>	Institute of Public Administration ( <i>Lembaga Administrasi Negara</i> )
<b>IPCA/BNSP</b>	Indonesian Professional Certification Authority ( <i>Badan Nasional Sertifikasi Profesi</i> )
<b>IQAE/LPMP</b>	Institute of Quality Assurance in Education ( <i>Lembaga Penjaminan Mutu Pendidikan</i> )
<b>IQF/KKNI</b>	Indonesian Qualifications Framework ( <i>Kerangka Kualifikasi Nasional Indonesia</i> )
<b>IQNC/KNKI</b>	Indonesian Qualifications National Committee ( <i>Komite Nasional Kualifikasi Indonesia</i> )
<b>INR/Lemhanas</b>	Institute of National Resilience ( <i>Lembaga Ketahanan Nasional</i> )
<b>ISCED/SIKP</b>	International Standard Classification of Education ( <i>Standar Internasional Klasifikasi Pendidikan</i> )
<b>ISIC/KBLI</b>	Indonesian Standard Industrial Classification ( <i>Klasifikasi Baku Lapangan Usaha Indonesia</i> )
<b>ISOC/KBJI</b>	Indonesian Standard Occupational Classification ( <i>Klasifikasi Baku Jabatan Indonesia</i> )
<b>IVMA/PDHI</b>	Indonesian Veterinary Medical Association ( <i>Perhimpunan Dokter Hewan Indonesia</i> )
<b>IWCS/SKKI</b>	International Working Competence Standard ( <i>Standar Kompetensi Kerja Internasional</i> )
<b>MoD/Kemenhan</b>	Ministry of Defense ( <i>Kementerian Pertahanan</i> )
<b>MoEC/Kemendikbud</b>	Ministry of Education and Culture ( <i>Kementerian Pendidikan dan Kebudayaan</i> )
<b>Mol/Kemenperin</b>	Ministry of Industry ( <i>Kementerian Perindustrian</i> )
<b>MoM/Kemenaker</b>	Ministry of Manpower ( <i>Kementerian Ketenagakerjaan</i> )
<b>MoNDP/Bappenas</b>	Ministry/Agency of National Development Planning ( <i>Kementerian/Badan Perencanaan Pembangunan Nasional</i> )
<b>MoRA/Kemenag</b>	Ministry of Religious Affairs ( <i>Kementerian Agama</i> )

Acronym/Abbreviation	Explanation
<b>MoRTHE</b> /Kemenristekdikti	Ministry of Research, Technology, and Higher Education ( <i>Kementerian Riset, Teknologi, dan Pendidikan Tinggi</i> )
<b>MoSSABR</b> /KemenPANRB	Ministry of Supervision of State Apparatus and Bureaucratic Reform ( <i>Kementerian Pembinaan Aparatur Negara dan Reformasi Birokrasi</i> )
<b>MoT</b> /Kemenhub	Ministry of Transportation ( <i>Kementerian Perhubungan</i> )
<b>MoPWP</b> /KemenPUPR	Ministry of Public Works and Public Housing ( <i>Kementerian Pekerjaan Umum dan Perumahan Rakyat</i> )
<b>NAA</b> /BAN	National Accreditation Agency ( <i>Badan Akreditasi Nasional</i> )
<b>NAA-ECENFE</b> /BAN-PAUD PNF	National Accreditation Agency for Early Childhood Education and Non-Formal Education ( <i>Badan Akreditasi Nasional – Pendidikan Anak Usia Dini dan Pendidikan Non-Formal</i> )
<b>NAA-HE</b> /BAN-PT	National Accreditation Agency for Higher Education ( <i>Badan Akreditasi Nasional – Perguruan Tinggi</i> )
<b>NAA-SM</b> /BAN-S/M	National Accreditation Agency for Schools and Madrasahs ( <i>Badan Akreditasi Nasional – Sekolah dan Madrasah</i> )
<b>NES</b> /Sisdiknas	National Education System ( <i>Sistem Pendidikan Nasional</i> )
<b>NQF</b>	National Qualifications Framework
<b>NSHE</b> /SN-Dikti	National Standard for Higher Education ( <i>Standar Nasional Pendidikan Tinggi</i> )
<b>NSSE</b> /USBN	National Standard School Examination ( <i>Ujian Sekolah Berstandar Nasional</i> )
<b>NWTS</b> /Sislatkernas	National Work Training System ( <i>Sistem Pelatihan Kerja Nasional</i> )
<b>PCB</b> /LSP	Professional Certification Body ( <i>Lembaga Sertifikasi Profesi</i> )
<b>RPL</b>	Recognition of Prior Learning ( <i>Rekognisi Pembelajaran Lampau</i> )
<b>RCC</b> /RKK	Recognition of Current Competences ( <i>Rekognisi Pembelajaran terKini</i> )
<b>SCT</b> /UKK	Skills Competency Test ( <i>Uji Kompetensi Keahlian</i> )
<b>SI</b> /BPS	Statistics Indonesia ( <i>Badan Pusat Statistik</i> )
<b>SWCS</b> /SKKK	Specific Working Competence Standard ( <i>Standar Kompetensi Kerja Khusus</i> )

Acronym/Abbreviation	Explanation
<b>TPAB/LA-LPK</b>	Training Provider Accreditation Body ( <i>Lembaga Akreditasi Lembaga Pelatihan Kerja</i> )
<b>TSC/LKP</b>	Training and Short Course ( <i>Lembaga Kursus dan Pelatihan</i> )
<b>VTC/BLK</b>	Vocational Training Center ( <i>Balai Latihan Kerja</i> )



## GLOSSARY OF TERMS

Term	Definition
<b>Academic Education</b> ( <i>Pendidikan Akademik</i> )	Education aimed at the mastery and development in the field(s) of science and technology.
<b>Academy</b> ( <i>Akademi</i> )	Higher education that provides basic specific education in <b>one or several fields</b> of science and technology.
<b>Accreditation</b> ( <i>Akreditasi</i> )	An activity to evaluate the feasibility of a program in an education unit based on predetermined criteria.
<b>Apprenticeship</b> ( <i>Pemagangan</i> )	Part of the work training system which is implemented in an integrated manner between training in training institutions and working directly under the guidance and supervision of an instructor or a more experienced worker/labor in the process of goods or services production in a company to master particular skills or expertise.
<b>Basic Education</b> ( <i>Pendidikan Dasar</i> )	Level of education that serves as the foundation for secondary education.
<b>Basic Literacy Education</b> ( <i>Pendidikan Keaksaraan</i> )	Education services for people who are unable to read in Latin letters to enable their ability to read, write, count, communicate in Bahasa Indonesia, and analyze, providing them with a chance to fulfill their potential.
<b>Bustanul Athfal</b>	Islamic-based early childhood education providers equal to kindergartens formed and heavily influenced by the Muhammadiyah organization.
<b>College/School</b> ( <i>Sekolah Tinggi</i> )	Higher education that provides academic education, basic specific education in <b>one specific field</b> of science and technology, and, if requirements are met, advanced specific education.
<b>Community College</b> ( <i>Akademi Komunitas</i> )	Higher education that provides basic specific education at the 1-year or 2-year diploma level in one or several fields of science and technology based on the local excellence or to fulfill specific needs.
<b>Community Homeschooling</b> ( <i>Sekolahrumah Komunitas</i> )	Study groups formed by combining homeschools to deliver collective learning to homeschooled learners based on shared learning facilities and schedules and a syllabus with jointly developed learning material which includes sports, arts/music and language activities amongst others.

Term	Definition
<b>Community Service Studies</b> <i>(Kuliah Kerja Nyata)</i>	Curricular community services that use cross-disciplinary and sectoral knowledge to solve real-world problems in a particular time and place as part of the curriculum.
<b>Compound Homeschooling</b> <i>(Sekolahrumah Majemuk)</i>	Environment-based education run by parents of two or more families undertaking one or more learning activities together, with the central learning activities still being performed within each family.
<b>Compulsory Learning</b> <i>(Wajib Belajar)</i>	The minimum education program in which all Indonesian citizens must participate under the responsibility of the Government and Regional Government.
<b>Courses</b> <i>(Kursus)</i>	Non-formal education that is carried out by learners that need additional skilling in self-development, work, self-employment, or pursuance of a higher education.
<b>Curriculum</b> <i>(Kurikulum)</i>	A set of plans and arrangements regarding the purpose, content, and material of a lesson as well as methods used as guidelines for implementing learning activities to achieve certain educational goals.
<b>Distance Education</b> <i>(Pendidikan Jarak Jauh)</i>	Education where learners and their educators are in separate locations requiring the use of various learning resources through communication technology and other media.
<b>Early Childhood Education</b> <i>(Pendidikan Anak Usia Dini)</i>	A nurturing effort aimed at children from birth to the age of six years implemented through the provision of educational stimuli to help growth as well as physical and spiritual development so that children are ready to advance their education.
<b>Education Unit</b> <i>(Satuan Pendidikan)</i>	An education service group that organizes education through formal, non-formal, and informal paths at every level and type of education.
<b>Educational Personnel</b> <i>(Tenaga Kependidikan)</i>	Devoted and appointed members of the community who support the implementation of education.
<b>Educators</b> <i>(Pendidik)</i>	Educational personnel qualified as teachers, lecturers, counselors, non-formal and informal educators ( <i>pamong belajar</i> ), government institution lecturers and trainers ( <i>widyaiswara</i> ), tutors, instructors, facilitators, and other designations in accordance with their specialty, all of whom participate in conducting education.

Term	Definition
<b>Fieldwork Practice</b> <i>(Praktik Kerja Lapangan)</i>	Curricular work practice in workplaces that implement knowledge specifically related to a particular field of study as part of the curriculum to master skills or expertise in the field.
<b>Formal Education</b> <i>(Pendidikan Formal)</i>	A structured and tiered educational path consisting of basic education, secondary education, and higher education.
<b>Higher Education</b> <i>(Pendidikan Tinggi)</i>	Level of education after secondary education that includes diploma, bachelor, master, specialist, and doctoral educational programs run by higher education institutions.
<b>Homeschooling</b> <i>(Sekolahrumah)</i>	Education service process that is consciously planned and run by parents or families at home or other places in a single, compound, or community form where learning can occur in a conducive manner to enable the maximum development of the potential in each learner.
<b>Industrial Work Practice</b> <i>(Praktik Kerja Industri)</i>	Curricular work practice in industrial companies or companies within the industrial estate as part of the vocational education curriculum to master skills or expertise in the industrial field.
<b>Informal Education</b> <i>(Pendidikan Informal)</i>	The path of family and environmental education.
<b>Institute</b> <i>(Institut)</i>	Higher education that provides academic education, basic specific education in <b>several specific fields</b> of science and technology, and, if requirements are met, advanced specific education.
<b>Internship</b> <i>(Kerja Praktik)</i>	A short-term period of supervised training required in order to qualify for a profession following a specified number of academic credits or classroom years to obtain practical work experience.
<b>Learners</b> <i>(Peserta Didik)</i>	Community members developing their potential through available learning processes on a particular path, level, and type of education.
<b>Learning</b> <i>(Pembelajaran)</i>	The process of interaction of learners with educators and learning resources in a learning environment.
<b>Level of Education</b> <i>(Jenjang Pendidikan)</i>	The stage of education that is determined based on the level of development of learners, goals to be achieved, and capabilities developed.

Term	Definition
<b>Madrasah Aliyah</b>	Islamic based secondary education providers equal to senior secondary school.
<b>Madrasah Ibtidaiyah</b>	Islamic-based basic education providers equal to primary school.
<b>Madrasah Tsanawiyah</b>	Islamic-based basic education providers equal to junior secondary school.
<b>National Education</b> ( <i>Pendidikan Nasional</i> )	Education based on Pancasila and the 1945 Constitution of the Republic of Indonesia and rooted in religious values, Indonesian national culture, and responsive to the demands of changing times.
<b>National Education Standard</b> ( <i>Standar Nasional Pendidikan</i> )	Minimum criteria regarding the education system in all jurisdictions within the Unitary State of the Republic of Indonesia.
<b>National Education System</b> ( <i>Sistem Pendidikan Nasional</i> )	A system in which all educational components are interrelated in an integrated manner to achieve national education goals.
<b>Non-formal Education</b> ( <i>Pembelajaran Non-formal</i> )	A structured and tiered path of education outside formal education.
<b>On the Job Training</b>	Employee training at the place of work while performing the actual job.
<b>Path of Education</b> ( <i>Jalur Pendidikan</i> )	A vehicle through which learners develop their potential in an educational process in accordance with education goals.
<b>Polytechnic</b> ( <i>Politeknik</i> )	Higher education that provides basic specific education in numerous fields of science and technology, and, if requirements are met, advanced specific education.
<b>Profession Education</b> ( <i>Pendidikan Profesi</i> )	Special skills education for a bachelor degree with honors and professional bachelor degrees to develop skills and capabilities required by the workforce.
<b>Raudatul Athfal</b>	General Islamic-based early childhood education providers equal to kindergarten.
<b>Second Chance Education</b> ( <i>Pendidikan Kesetaraan</i> )	Non-formal education consisting of A Program, B Program, C Program, and C Vocational Program.
<b>Secondary Education</b> ( <i>Pendidikan Menengah</i> )	Continuing level of education from basic education.

Term	Definition
<b>Single Homeshooling</b> ( <i>Sekolahrumah Tunggal</i> )	Family-based education services delivered by parents for learners in one family and not a combined program with other homeschooling families.
<b>Specialist Education</b> ( <i>Pendidikan Spesialis</i> )	Special skills education for professional graduates who wish to acquire advanced proficiency in their field.
<b>Specific Education</b> ( <i>Pendidikan Spesifik</i> )	Higher education that is directed toward the mastery and development of specific skills.
<b>Type of Education</b> ( <i>Jenis Pendidikan</i> )	Grouping based on a specific area of education in an education unit.
<b>Ulla Program</b>	Islamic-based second chance education equal to basic education grades 1 to 6.
<b>Ulya Program</b>	Islamic-based second chance education equal to secondary education grades 10 to 12.
<b>University</b> ( <i>Universitas</i> )	Higher education institutions that provide academic education, basic specific education in numerous fields of science and technology, and, if requirements are met, advanced specific education.
<b>Vocational Education</b> ( <i>Pendidikan Vokasi</i> )	Education aimed at preparing learners for work that requires specific applied skills.
<b>Vocational Madrasah Aliyah</b> ( <i>Madrasah Aliyah Kejuruan</i> )	Islamic-based secondary education providers equal to vocational secondary school.
<b>Work Training</b> ( <i>Pelatihan Kerja</i> )	All activities to provide, obtain, improve, and develop work competences, productivity, discipline, attitude, and work ethic on particular levels of skill and expertise in accordance to the position or work level and qualification.
<b>Wustha Program</b>	Islamic-based second chance education equal to basic education grades 7 to 9.

## LIST of ANNEXES

ANNEXES	Titles
<b>A</b>	General Description of the Provision of Early Childhood Education by Province
<b>B</b>	Ministerial Decree for the establishment of the IQNC
<b>C</b>	Number of Indonesian National Competency Standards/ <i>Standar Kompetensi Kerja Nasional Indonesia</i> (INWCS/SKKNI)
<b>D</b>	Number of Indonesian National Competency Standards/ <i>Standar Kompetensi Kerja Nasional Indonesia</i> (INWCS/SKKNI) based on Occupation, Cluster, or Occupation
<b>E</b>	Occupational Map for the Communication Sector
<b>F</b>	Occupational Map for the ICT Sector
<b>G</b>	Occupational Map for Travel Services in Tourism Industry
<b>H</b>	Certificate as Approved Training Body International Institute of Welding for BBPLK - Serang
<b>I</b>	Permit for Undertaking the Practical KNX Exam on the KNX Basic Course for BBPLK - Serang
<b>J</b>	Regulations of the Minister of Education and Culture for GCS based on IQF
<b>K</b>	List of Meetings of the Referencing Process and Document Development
<b>L</b>	Documentation of the Referencing Process
<b>M</b>	Endorsement Letter from Industrial Human Resources Development Agency/ <i>Badan Pengembangan Sumber Daya Manusia Industri</i> (IHRDA/BPSDMI)
<b>N</b>	Endorsement Letter from National Training Council/ <i>Dewan Pelatihan Kerja Nasional</i> (DPKN) – MoRTHE
<b>O</b>	Endorsement Letter from Higher Education Board/ <i>Dewan Pendidikan Tinggi</i> (HEB/DPT)
<b>P</b>	Endorsement Letter from Directorate General of Early Childhood and Community Education – MoEC
<b>Q</b>	Endorsement Letter from Coordinating Ministry of Human Resource and Culture Development
<b>R</b>	Appreciation Letter to British Council
<b>S</b>	Appreciation Letter to DAAD
<b>T</b>	Requisition Letter to International Reviewer
<b>U</b>	Preliminary Comment from the International Reviewer
<b>V</b>	Final Comment from the International Reviewer
<b>W</b>	Invitations for the observers
<b>X</b>	<i>Focused</i> Group Discussion on the Referencing Process with Higher Education Institutions
<b>Y</b>	Dissemination of the Referencing Process to TVET Stakeholders



## FOREWORD

The Indonesian Qualifications Reference Framework Report is an invaluable tool that fully supports the goals of the ASEAN Qualifications Reference Framework (AQRF) to advance recognition, promote and encourage education and learner mobility, and support worker mobility, while facilitating lifelong learning and promoting higher quality qualifications systems of ASEAN Member States (AMSs) as part of its collective efforts to be able to participate at the forefront of global education and training.

In regards to the outward looking goals of composing this Report, the Indonesian Qualifications National Committee (IQNC) emphasized on the need to present a comprehensive description of the qualifications systems in Indonesia, including its very complex national education (and training) system, for a global audience with various backgrounds. It is the intent of the IQNC to anticipate the future needs of all potential readers of this Report; not limiting it to the mere practical use for referencing with other AMSs qualifications framework.

Inward wise, initiatives to compose this Report has been instrumental in solidifying the existing qualifications systems in Indonesia among all major stakeholders in the education, training, and workforce related sectors. Through the comprehensiveness of this Report, the IQNC projects for improved quality of all future policy planning in the aforementioned related sectors in Indonesia, as well as stronger coordination and collaboration in its implementation.

IQNC acknowledges the instrumental contributions from various stakeholders in Indonesia, highlighting key facilitations by the Ministry of Research, Technology, and Higher Education; the Ministry of Education and Culture; the Ministry of Manpower; the Ministry of Industry; and the Coordinating Ministry of Human Development and Culture. IQNC has also taken note and gratefully appreciates all recommendations made by all fellow AMSs, namely Malaysia, Philippines, Thailand, Singapore, Cambodia, Vietnam, Laos, Myanmar, and Brunei Darussalam, as well as additional recommendations from Australia and New Zealand, either submitted in written form or verbally shared in numerous occasions. IQNC has consistently valued and taken into careful consideration all recommendations during the rigorous drafting process of the Report. IQNC also valued the support from EU SHARE program in enhancing the quality of this report by appointing independent and professional reviewer.

Lastly, it is important to note that the nature of this Report is a dynamic living document that is subject to continual updating over time. While celebrating the completion of this urgently needed Report as a major milestone, Indonesia remains fully committed to ensure that the Report will be continuously relevant with future changes in the field.

## EXECUTIVE SUMMARY

As an ASEAN Member State (AMS), Indonesia has actively engaged in establishing various policies, programs, and activities that support the attainment of the ASEAN ultimate vision to establish a strong and harmonious ASEAN community.

Openness, transparency, and accountability in terms of an AMS education and qualifications system acts as a substantial catalyst in flourishing mutual trust among ASEAN. This, in turn, will promote better collaborations among education providers and encourage more mobility of professional and skilled workers, not only throughout ASEAN but also to other regions.

The ASEAN Qualifications Reference Framework Committee/*Komite Kerangka Referensi Kualifikasi ASEAN (AQRFC/KKRKA)* facilitated the referencing process of a national qualifications framework toward the ASEAN Qualifications Reference Framework/*Kerangka Referensi Kualifikasi ASEAN (AQRF/KRKA)*. This regional framework clearly exhibits distinctive ASEAN cross-sectoral and cross-pillar initiatives and plays an important role in supporting ASEAN community building.

Indonesia embraced this important and strategic initiative by establishing, in November 2018, the Indonesian Qualifications National Committee/*Komite Nasional Kualifikasi Indonesia (IQNC/KNKI)*, a national body responsible for the referencing process and submission of the Indonesian Qualifications Framework/*Kerangka Kualifikasi Nasional Indonesia (IQF/KNKI)* referencing report to the AQRF. This report was a response to all AQRF referencing criteria and, upon its completion, the AQRFC was requested to review the document.

Key stakeholders involved in the referencing process are grouped as follow.

1. Public education providers from both formal and non-formal learning environments.
2. Private education providers from both formal and non-formal learning sites.
3. Workforce members represented by industries (companies).
4. Professional certification associations and bodies.
5. Quality assurance bodies.
6. Institutions responsible for National Education Standards.
7. Academic community.
8. Community in general.

The first version of the draft containing Criterion I, II, and III was submitted on April 8, 2019. The second version of the document completed up to Criterion VII was submitted to the independent reviewer on August 17, 2019. The third revised version of the draft, including Criterion VIII, was resubmitted to the independent reviewer on September 5, 2019.



The fourth version of the draft was submitted to the AQRFC on September 17, 2019, with six important additions: final review statements from the international reviewer and from the Ministry of Research, Technology and Higher Education/*Kementerian Riset, Teknologi, dan Pendidikan Tinggi* (MoRTHE/Kemenristekdikti), Ministry of Education and Culture/*Kementerian Pendidikan dan Kebudayaan* (MoEC/Kemendikbud), Ministry of Manpower/*Kementerian Ketenagakerjaan* (MoM/Kemenaker), Human Resource Development Institution – Ministry of Industry/*Kementerian Perindustrian* (Mol/Kemenperin), and the Coordinating Ministry for Human Development and Culture/*Kementerian Koordinator Bidang Pembangunan Manusia dan Kebudayaan* (CMHDC/KemenkoPMK). The final version of this Report, recognized as the fifth version, was submitted to the AQRFC on November 15, 2019 accommodating all recommendations received by the IQNC as directed by the AQRFC during the Seventh AQRFC in Yogyakarta, Indonesia.

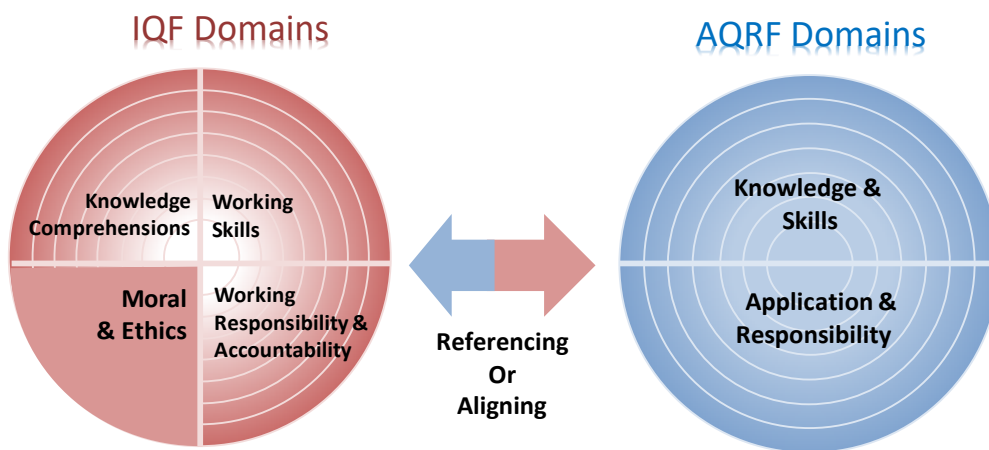
The Report begins with a **Foreword** note from the IQNC Chairperson, followed by the **Executive Summary**. The **Introduction** focuses on the explanation of IQF and referencing document status. **Criterion I** explains the education system of Indonesia. Comparability to the International Standard Classification of Education/*Standar Internasional Klasifikasi Pendidikan* (ISCED/SIKP) system is presented to make audiences outside Indonesia better comprehend the system. This chapter provides information on policy, regulation, guidelines, facts, and figures concerning inclusion of learning outcomes in the IQF levels, qualifications awarding authorization, as well as respective national standards and quality assurance, as described in **Criteria III, V, and VI**, respectively.

**Criterion II** and **Criterion VII** are interconnected in explaining the main authority of referencing processes and referencing procedures, respectively. Review from national and international reviewers is provided in **Criterion VIII**.

Following endorsement by the AQRFC committee, one comprehensive report with the referencing and supporting evidence as required in Criterion IX, will be published by IQNC both formally and on the IQNC main website <http://kkni.ristekdikti.go.id/> and on all relevant official websites. The same will apply to **Criterion X** and the publication of the Referencing outcomes by the ASEAN Secretariat, and Criterion XI indicating certification and awarding bodies for qualifications on new qualifications certificates and diplomas issued with a clear reference to the appropriate AQRFC level.

**Criterion IV** presents core content for the alignment of IQF and AQRFC levels. Outlined here is a robust and transparent procedure for comparing, associating, linking, equating, or equaling IQF descriptors with level descriptors of the AQRFC.

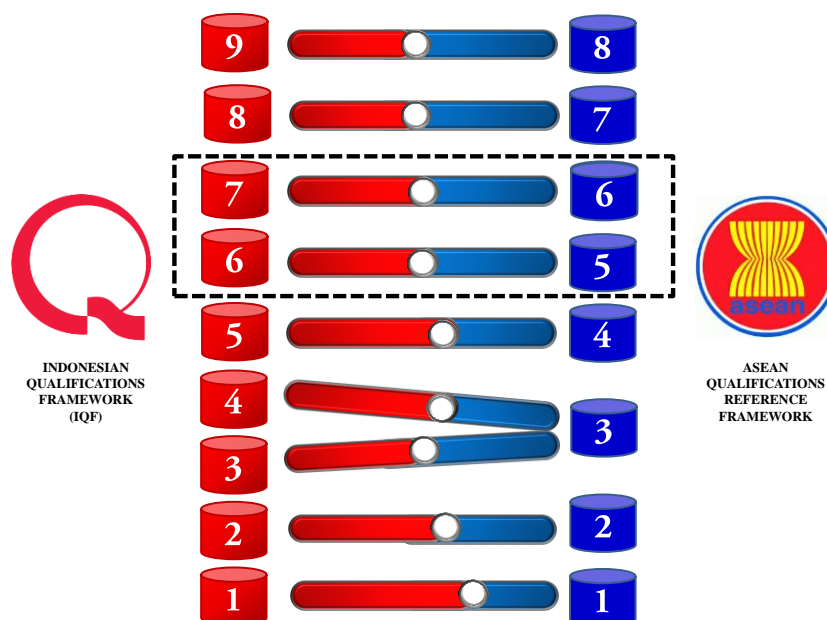
The reference process for the description of the IQF used the **best-fit in** method in the description of AQRFC by aligning the four domains of IQF with two AQRFC domains, as illustrated in **Exhibit A**.



**Exhibit A.** *IQF and AQRF domain alignment.*

The domain of **attitudes and values** is not specifically stated in the AQRF domain because (1) this domain is an embodiment of Indonesian National identity which is specific to Indonesia, and (2) it is the foundation of both AQRF domains. The domains of **Mastery of knowledge** and **Ability to work in their fields of expertise** are included in the Knowledge and Comprehensions and Skills domain of AQRF, while the domain of **Authority** and **Responsibility** is included in the Application and Responsibility domain.

Level alignment of IQF and AQRF is stated in **Exhibit B**. The red arrow indicates the weight of the IQF description while the blue arrow indicates the weight of the AQRF description. The longer the red arrow, the more dominant IQF is compared to the AQRF; and vice versa if the blue arrow is longer. This is a description of the best-fit in method utilized for comparing, associating, linking, equating or equaling IQF and AQRF descriptors.



**Exhibit B.** *IQF and AQRF level descriptor alignment.*

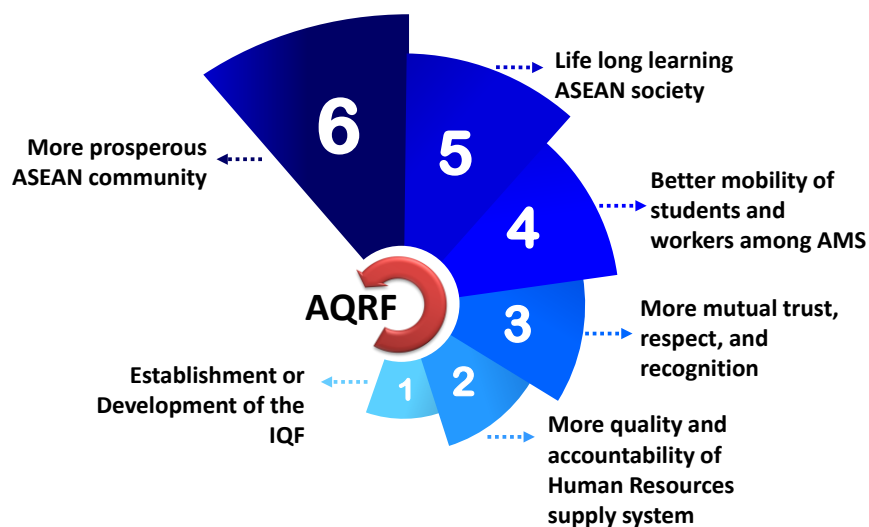
As can be seen from **Exhibit B**, only two IQF and AQRf levels are equivalent, with IQF **level 6** equal to AQRf level 5 and IQF **level 7** equal to AQRf level 6. Apart from these common levels, **level 8** and **level 9** of IQF are comparable to level 7 and level 8 of AQRf respectively, with little difference since the AQRf scope is **fuller** than IQF. On the other hand, the IQF **level 5** has greater scope compared to AQRf level 4. Following on, there are significant differences among lower levels. The IQF **level 3** and **4** can be combined to align with AQRf level 3. Similarly, the IQF **levels 2** and **1** can align to AQRf level 2 and level 1 of AQRf, respectively.

Importantly, **Criterion IV** does not aim to only explain the application of the **'best-fit in'** method from IQF to AQRf descriptors, but is also an in-depth analytical process and wide engagement with all key stakeholders, as well as robust National Standards and evidence based quality assurance systems.

# INTRODUCTION

The **AQRF** was endorsed by the ASEAN Economic Ministers in August 2014; the ASEAN Education Ministers in September 2014; and the ASEAN Labor Ministers Meeting through ad-referendum from November 2014 to May 2015. The development of AQRF is based on an agreed understanding among AMSs to support the mobility among ASEANs within or outside the region that, in the long run, will envisage the establishment of a single ASEAN community.

The ultimate vision of a strong and harmonious ASEAN community is only achievable if mutual trust is developed among AMSs as the nation, characterized by easy and beneficial mobility among ASEANs. Openness, transparency, and accountability of AMS education and qualifications systems may be able to act as a substantial catalyst in developing greater mobility among ASEANs. The various stages of outcomes are depicted in **Exhibit C**.



***Exhibit C. Various outcome stages of referencing IQF to AQRF.***

By design, the framework aims, as a reference, to facilitate mutual understanding and mutual recognition among AMSs education and qualifications systems; thus engagement in AQRF is in the context of respecting the specific structures of each AMS qualifications framework. The implementation of AQRF has a neutral influence on national qualifications frameworks of participating AMSs designed in order to maintain responsiveness to national priorities of each AMS.

A referencing process is thus a logical step for establishing the relationship between education and the qualifications system in Indonesia and all AMSs through alignment of the nine-levels of IQF to the eight-level AQRF. Various outcomes of undertaking the referencing process include:

- By presenting the education and qualifications of Indonesia to other AMSs, we expect a better understanding of our system, particularly the concept, context, implementation of the IQF.
- With the dissemination of information, data, and facts about our quality assurance systems, in the most transparent and accountable of forms, there is an expectation of mutual trust between Indonesia and other AMSs for Indonesia's education outcomes and respective qualifications.
- Internally, in examining our quality assurance system used throughout the education system, Indonesia is more able to gain a clearer picture of conditions as they really are and so can design better ways to improve the quality of our human capital and human resources.
- The development of quality human resources, trust, respect, and the recognition of qualifications held by Indonesians can promote better mobility and workers for ASEAN which ultimately supports the main vision of ASEAN, that is, a more prosperous ASEAN community.

## **A. Indonesian Qualifications Framework (IQF)**

As one of the strategic steps to manifest the quality and identity of Indonesian people, the Government of Indonesia has compiled the IQF designated in Presidential Regulation 8 of 2012. Preparation of the IQF is associated with a national education and training system development program. Each qualification level of IQF represents learning outcomes of every Indonesian, achieved through various learning pathways.

### **A.1. Legal Basis for the Indonesian Qualification Framework**

Since its inception, the IQF was designed to cover all sectors in the education system (formal, non-formal, and informal education). The IQF is a framework that compares, equalizes, and integrates qualifications as a result of education, work training, and work experience in order to provide appropriate work competency recognition with work structures in various sectors. This Framework also supports a multi-entry and multi-exit education system which allows students to exit from one education pathway and enter other pathways with certain recognition. Hence, the Framework acknowledges both education providers and graduate users as major stakeholders.

Several laws and regulations were referenced in the preparation of the IQF, including (1) Law 18 of 1999 on Construction Services; (2) Law 30 of 2004 on Notary Positions; (3) Law 36 of 2009 on Health; and Law 14 of 2005 on Teachers and Lecturers; and (4) Government Regulation 31 of 2006 on the National Work Training System. In addition, there were other referenced regulations related to the aspects of quality and employment qualifications issued by ministries and other government bodies, state-owned companies, as well as private companies. Most of these regulations were applied in a specific manner within each of their respective domains. Regulated aspects focused on determining levels of qualifications and work capabilities needed at each career level within the institution, as well as recognition of competences from internal and external training institutions.

During its early stages of implementation, however, the IQF had legal standing on only one group of stakeholders, which were graduate users. This is due to the fact that the regulation system in Indonesia has a strong tradition to place one particular matter in one top-down direction. Thus, since Law 13 of 2003 on Manpower (governing graduate users) was enacted before Law 20 of 2003 on the National Education System (governing education providers), for several years the IQF was inhibited to only legally effect on matters governed under the Law on Manpower, which in this case was graduate users.

Finally, in 2012, the Government offered a solution to this critical issue by enacting Presidential Regulation 8 of 2012 on the IQF, which explicitly mandates all sectors to implement the IQF.

It is important to note that the establishment of IQF is one of the consequences of Indonesia ratifying the UNESCO Convention on the Recognition of Studies, Diplomas, and Degrees in Higher Education in Asia and the Pacific, on November 16, 2007 through Presidential Regulation 103 of 2007 on the Regional Convention on the Recognition of Studies, Diplomas, and Degrees in Higher Education in Asia and The Pacific.

Since enacted, the IQF has spurred a massive national movement in establishing standardized competency-based policies across sectors in relation to educational and occupational matters, both directly and indirectly. Table A shows a list of examples of regulations of varying legal standings that have been directly or indirectly derived from the IQF.

***Table A. List of Regulations Referring to or Derivation of Presidential Regulation 8 of 2012 on the IQF***

Issuer	Regulation (Number/Year)	Subject
<b>Government</b>		
<b>Government</b>	52/2012	Competency Certifications and Business Certifications in the Field of Tourism
	10/2018	Indonesian Professional Certification Authority ( <i>Badan Nasional Sertifikasi Profesi</i> )
<b>President</b>		
<b>President</b>	(Instruction) 9/2016	Revitalization of Secondary Vocational Schools to Improve the Quality and Competitiveness of Human Resources in Indonesia
<b>Ministries</b>		
<b>Minister of Manpower and Transmigration/<i>Menteri Ketenagakerjaan dan Transmigrasi</i></b>	5/2012	National Work Competences Standardization System
	8/2012	Guidelines in Establishing the Indonesian National Work Competency Standard ( <i>Standar Kompetensi Kerja Nasional Indonesia</i> )
<b>Minister of Education and Culture/<i>Menteri Pendidikan dan</i></b>	73/2013	Implementation of the Indonesian Qualifications Framework for Higher Education

<b><i>Kebudayaan</i></b>	81/2014	Higher Education Diplomas, Certificates of Competency, and Professional Certificates
	131/2014	Graduate Competences Standards for Courses
	5/2016	
	27/2017	
	11/2019	
<b>Minister of Manpower/ Menteri Ketenagakerjaan</b>	21/2014	Guidelines in Implementing the Indonesian Qualifications Framework
	303/2016	Establishment of Indonesian National Work Competency Standards for Professional, Scientific, and Technical Activities in the Field of Counseling for Positions of Anticorruption Counseling Work
	38/2019	Establishment of Indonesian National Work Competency Standards for Professional, Scientific, and Technical Activities in the Field of Occupational Health and Safety for Positions of Occupational Health and Safety Personnel
<b>Minister of Communication and Information/ Menteri Komunikasi dan Informasi</b>	12/2015	Standards for Competences for Functional Positions in Public Relations Institutions
	24/2015	Enactment of Indonesian National Work Competency Standards in the Field of Communication and Informatics
<b>Minister of Tourism/ Menteri Pariwisata</b>	19/2016	Enactment of Mandatory Competency Certifications in the Field of Tourism
<b>Minister of Research, Technology, and Higher Education/ Menteri Riset, Teknologi, dan Pendidikan Tinggi</b>	26/2016	Recognition of Prior Learning <sup>1</sup>
<b>Minister of Empowerment of State Apparatus and Bureaucratic Reform/ Menteri Pendayagunaan</b>	38/2017	Standards for Competences for State Civil Apparatus Positions

<sup>1</sup> This regulation further derived the Directorate General of Learning and Students Affairs Decree 123/B/Sk/2017 on RPL Guidelines.

<b>Aparatur Negara dan Reformasi Birokrasi</b>		
<b>Minister of Industry/Menteri Perindustrian</b>	3/M-IND/PER/1/2017	Establishment and Development Guidelines for Competency-based Vocational Secondary Schools that Link and Match with the Industry
<b>Minister of Environment and Forestry/Menteri Lingkungan Hidup dan Kehutanan</b>	P.33/MENLHK/SETJEN/KUM.1/5/2017	Standards and Certifications on Technical Competences for State Civil Apparatus Providing Government Matters in the Field of Environment in Regional Areas
<b>Minister of Internal Affairs/Menteri Dalam Negeri</b>	108/2017	Governance Competency
<b>Minister of Social Affairs/Menteri Sosial</b>	12/2017	Standards for Competences for Social Workers
<b>Minister of Health/Menteri Kesehatan</b>	40/2017	Development of Professional Career Advancements for Clinical Nurses
<b>Minister of Trade/Menteri Perdagangan</b>	85/2017	Standards for Regional Technical Competences in the Field of Trade
<b>Minister of Finance/Menteri Keuangan</b>	50/PMK.05/2018	Standards for Special Work Competences for Proxy of Budget User ( <i>Kuasa Pengguna Anggaran</i> ), Commitment-Making Officer ( <i>Pejabat Pembuat Komitmen</i> ), and Payment Instruction Signing Officer ( <i>Pejabat Penandatanganan Surat Perintah Membayar</i> )
	38/PMK.07/2019	Standards and Tests on Competences and Development of Competences for the Functional Position of Central and Regional Financial Analyst
	128/PMK.010/2019	Awarding of Deductible Expenses for Provision of Internships, Apprenticeship, and/or Learning to Empower and Develop Human Resources Based on Certain Competences
<b>Minister of Public Works and People's Housing/Menteri Pekerjaan Umum dan Perumahan Rakyat</b>	15/PRT/M/2018	Enactment of Indonesian National Work Competency Standards in the Field of Management of the Drinking Water Supply System



<b>Minister of Foreign Affairs/ <i>Menteri Luar Negeri</i></b>	7/2019	Dictionary on Technical Competences for Functional Positions of Diplomats
<b>Government Agencies</b>		
<b>Agency for the Assessment and Application of Technology/ <i>Badan Pengkajian dan Penerapan Teknologi</i></b>	10/2018	Standards for Competences for the Functional Position of Engineers
<b>Bank of Indonesia</b>	19/5/PBI/2017	Treasury Certifications and Implementation of Market Code of Ethics
<b>Head of State Development Audit Agency/ <i>Kepala Badan Pengawasan Keuangan dan Pembangunan</i></b>	3/2017	Standards for Competences for Structural Positions of Echelon II through Echelon IV and Functional Positions of Auditors and Government Institution Lecturers and Trainers ( <i>Widyaiswara</i> ) within the State Development Audit Agency
<b>National Library/ <i>Perpustakaan Nasional</i></b>	24/2017	Standards for Competences for the Functional Position of Librarians

In conjunction with the education sector, IQF mostly affects higher education and vocational secondary education, whereby interest in producing graduates, matched with business and industry needs, is strong.

Several regulations directly related to the implementation of IQF in higher education include (1) Regulation of the Minister of Education and Culture 73 of 2013 on Implementation of the Indonesian Qualifications Framework for Higher Education; (2) Regulation of the Minister of Education and Culture 81 of 2014 on Higher Education Diplomas, Certificates of Competency, and Professional Certificates; and (3) Regulation of the Minister of Research, Technology, and Higher Education 26 of 2016 on Recognition of Prior Learning.

Meanwhile, one regulation directly related to the implementation of IQF in vocational secondary education is Regulation of the Minister of Industry 3/M-IND/PER/1/2017 of 2017 on Establishment and Development Guidelines for Competency-based Vocational Secondary Schools that Link and Match with the Industry. It is worth noting that Standards for Graduate Competencies in primary, junior secondary, and senior secondary education (formal), as well as their counterparts in second chance education (non-formal) have all been formulated with partial and indirect referencing to the IQF.

In the context of occupations, the IQF has made an even bigger impact, particularly related to standard work competences for State Civil Apparatus in Government functional positions and standard work competences for businesses and industries.

Prior to the enactment of Regulation of the Minister of Empowerment of State Apparatus and Bureaucratic Reform 38 of 2017 on Standards for Competences for State Civil Apparatus Positions, many Government agencies had taken the initiative to establish their own set of competences by indirectly referring to IQF. Mostly for functional positions within a particular Government agency, these set of competences were formulated based on guidelines provided by the Ministry of Manpower/*Kementerian Ketenagakerjaan* (MoM/*Kemenaker*) through several regulations, including (1) Regulation of the Minister of Manpower and Transmigration 5 of 2012 on the National Work Competences Standardization System and (2) Regulation of the Minister of Manpower 21 of 2014 on Guidelines in Implementing the Indonesian Qualifications Framework.

Government agencies that have taken the initiative to enact their own regulations pertaining to standards for competences for functional positions include (1) Ministry of Communication and Information/*Kementerian Komunikasi dan Informasi* (MoCI/*Kemenkominfo*, 2015); (2) Ministry of Environment and Forestry/*Kementerian Lingkungan Hidup dan Kehutanan* (MoEF/*KemenLHK*, 2017); (3) Ministry of Internal Affairs/*Kementerian Dalam Negeri* (MoIA/*Kemendagri*, 2017); (4) Ministry of Trade/*Kementerian Perdagangan* (MoT/*Kemendag*, 2017); (5) Ministry of Foreign Affairs/*Kementerian Luar Negeri* (MoFA/*Kemenlu*, 2019); (6) Ministry of Finance/*Kementerian Keuangan* (MoF/*Kemenkeu*, 2019); (7) State Development Audit Agency/*Badan Pengawasan Keuangan dan Pembangunan* (SDAA/*BPKP*, 2017), (8) Agency for the Assessment and Application of Technology/*Badan Pengkajian dan Penerapan Teknologi* (AAAT/*BPPT*, 2018), and (9) National Library/*Perpustakaan Nasional* (NL/*Perpusnas*, 2017).

Government agencies have also been very active in establishing standard work competences for related businesses and industries. The majority of government agencies adhere to Regulation of the Minister of Manpower and Transmigration 8 of 2012 on Guidelines in Establishing the Indonesian National Work Competency Standard/*Standar Kompetensi Kerja Nasional Indonesia* (INWCS/*SKKNI*). Examples of Government agencies formulating regulations referring to the aforementioned guidelines include (1) MoCI (commenced 2015); (2) MoM (commenced 2016); (3) Ministry of Social Affairs/*Kementerian Sosial* (MoSA/*Kemensos*, commenced 2017); (4) Ministry of Health/*Kementerian Kesehatan* (MoH/*Kemenkes*, commenced 2017); (5) Ministry of Public Works and People's Housing/*Kementerian Pekerjaan Umum dan Perumahan Rakyat* (MoPWPH/*KemenPUPR*, commenced 2018); and (6) Bank of Indonesia (commenced 2017).

In particular for tourism, however, related businesses and industries refer to (1) Government Regulation 52 of 2012 on Competency Certifications and Business Certifications in the Field of Tourism and (2) Regulation of the Minister of Tourism 19 of 2016 on the Enactment of Mandatory Competency Certifications in the Field of Tourism.

## A.2. Basic Concepts and Principles of the IQF

According to the latest data collected in December 2018, with a population of more than 270 million, Indonesia manages more than 18,000 high schools and vocational schools and 4,255 universities with 22,306 study programs. At present, about 7.5 million students are enrolled in higher education institutions. Each graduate of formal learning has a diploma that reflects certain qualifications. Nonetheless, the enrollment rate at university level is still low. About 70% of young Indonesians participate in non-formal learning (courses or training). At present, there are 16,935 training institutions, delivering 29,283 training programs and courses.

Based on factual conditions where the ratio of formal schooling in Indonesia is still much smaller than individual qualifications achieved through self-taught learning, courses, training and work experience, the IQF is structured as a qualification framework that can accommodate all educational outcomes, without exception, covering formal, non-formal (including training and courses), and informal (including work experience and self-learning) learning.

Furthermore, in the formal education system, concept of the IQF reflects a unified system in which learning outcomes for the types of academic, vocational, and professional education are considered equal for the same level of qualifications. This is in line with Law 20 of 2003 on the National Education System which mandates an education system with a multi-entry, multi-exit approach; this allows one to participate in one type of education then proceed to a higher level of education in another form of education. The type of education transfer program adopted by the education system in Indonesia also reflects the concept of seamless pathways in the realm of education and training.

In the qualifications leveling system, Law on the National Education System further states that the achievement of equal learning outcomes of different types of education and training will yield the same qualification level. Based on this provision, the IQF is arranged more simply if compared to the qualifications framework of many other countries, which either prioritize recognition of formal learning outcomes at higher qualifications levels, or establish more than one sectoral qualifications framework.

In general, IQF is targeted to facilitate the implementation of a mutual recognition system for various qualifications and has the following characteristics:

1. The IQF must comprehensively and equitably accommodate the needs of all parties related to the qualifications of the workforce and obtain broad public trust.
2. The IQF must have clear and measurable levels of description and qualifications that can be clearly understood by the workforce producers and users, both at the national, regional, and international levels.
3. The IQF must be flexible in anticipating the development of science and technology, scientific needs, expertise and skills in the workplace, and updated continuously, so as to provide the widest opportunity for someone to reach the appropriate qualification level through various pathways of education, training, and/or work experience, including moving from one path to another.
4. The IQF must be one of the drivers of quality improvement programs from both the workforce producers and users, so that awareness of improving the quality of human resources can be nationally realized.
5. The IQF must include the development of a quality assurance system that has the function of monitoring and assessing the agency or institution that is related to the processes of equalizing certain learning outcomes with an appropriate level of IQF.
6. The IQF must be accountable in the provision of opportunities for movement of workers from Indonesia to other countries or vice versa.
7. The IQF must be a guide for new job seekers and experienced workers in an effort to improve living standards or careers in their respective workplaces.

The IQF must improve the integration and coordination of existing quality assurance institutions or quality improvement institutions, such as the Agency for National Standards in Education/*Badan Standar Nasional Pendidikan* (ANSE/BSNP), National Accreditation Agency/*Badan Akreditasi Nasional* (NAA/BAN), Indonesian Professional Certification Authority/*Badan Nasional Sertifikasi Profesi* (IPCA/BNSP), Professional Certification Body/*Lembaga Sertifikasi Profesi* (PCB/LSP), Competency Certification Body/*Lembaga Sertifikasi Kompetensi* (CCB/LSK), and others.

### **A.3. Purpose of Developing the IQF**

Development of the IQF has general and specific objectives. General objectives cover matters that can encourage integration between related sectors, while specific objectives cover the strategic aspects of developing the framework and level of qualifications.

The general objectives of developing the IQF include:

1. to increase the national commitment to produce quality and internationally competitive Indonesian human resources;
2. to increase the quality and accessibility of Indonesian human resources to national and international labor markets;
3. to establish an accountable and transparent process of recognition and equalization of qualifications towards learning outcomes obtained through formal, non-formal, informal, training, and/or work experiences by the national and international society;
4. to increase the contribution of learning outcomes obtained through formal, non-formal, informal, training, and/or work experience to the growth of the national economy; and
5. to increase mobility of students and human resources between Indonesia and other countries based on the equality of qualifications.

Meanwhile, the specific objectives of developing the IQF include:

1. to increase a positive correlation between output, educational processes, and learning outcomes;
2. to update learning outcomes that are relevant and recognized by users, so that in a sustainable manner they can form capacity and improve national competitiveness in the human resources sector;
3. to develop rules and mechanisms for Recognition of Prior Learning (RPL);
4. to increase the mobility and accessibility of Indonesian human resources to national and international labor markets; and
5. to increase mobility and cooperation between all types of formal and non-formal education providers in Indonesia and in other countries in order to achieve mutual understanding, solidarity, and world peace.

### **A.4. Descriptions of Qualification in the IQF**

The IQF consists of nine qualification levels, from level 1 to 9. Determination of these levels is carried out through comprehensive mapping of labor conditions in Indonesia in terms of the producer side (supply push) and the user side (demand pull) of the workforce. Explanation of each level of qualification is also adjusted to consider the state of the country as a whole. This includes the development of science, technology and art, and the development of sectors supporting the economy and the welfare of people, such as industry, agriculture, health, law, etc.

Also in consideration is the development of aspects of national identity reflected in 'Unity in Diversity' (*Bhinneka Tunggal Ika*), namely the commitment to continue to recognize the diversity of religion, ethnicity, culture, language and art as distinctive features of the Indonesian nation.

Qualification levels in the IQF with level 9 as the highest level does not necessarily mean that it is higher than the level of qualification applicable in Europe (eight levels) and Hong Kong (seven levels) or, vice versa, lower than the level of qualifications applicable in New Zealand (10 levels). In fact, qualifications in the IQF are designed to allow each level of qualification to be precisely in line with the shared current needs of graduates and users of formal education/training/courses in Indonesia and graduate degrees for every education pathway that applies to Indonesia.

Each level of qualification in the IQF is arranged within six main parameters, namely science, knowledge, practical know-how, skills, affection, and competency. The six parameters contained in each level are arranged in the form of descriptions called **Qualification Descriptors**. The definitions of each parameter are explained as follows:

1. **Science** is described as a system based on scientific methodology to build knowledge through the results of research in a body of knowledge. Continuous research that is used to build science must be supported by a record of data, observation, and analysis that is measurable and aimed to improve human understanding of natural and social symptoms.
2. **Knowledge** is described as mastery of theory and skills by someone in a particular field of expertise or understanding of facts and information obtained by someone through experience or education and training for certain purposes.
3. **Practical know-how** is described as mastery of theory and skills by someone in a particular field of expertise or understanding of methodology and technical skills acquired by someone through experience or education for certain purposes.
4. **Skills** are described as psychomotor abilities (including manual dexterity and use of methods, materials, tools, and instruments) that are achieved through measurable training, based on knowledge or practical knowledge (practical know-how) possessed by someone so as to be able to construct products or performance that can be assessed qualitatively or quantitatively.
5. **Affection** is described as a person's sensitivity towards aspects around their life, both those that are cultivated by the learning process and the environment of family life, society at large, or the working environment.
6. **Competency** is described as an accumulation of a person's ability to carry out a measurable work description through a structured assessment, including aspects of independence and individual responsibility in the field of work.

The six parameters are categorized into four main domains, illustrated in **Exhibit E**, namely:

1. **Attitude and values** (parameter 5);
2. **Mastery of knowledge** (parameter 1,2,3);
3. **Ability to work in their field of expertise** (parameter4); and
4. **Authority and responsibility** (parameter 6).

The **attitudes and values** domain described in the IQF are applied on every level. The **mastery of knowledge** domain explains the scientific branch that is mastered and the person's ability to demonstrate the level of mastery.

The **ability to work in their field of expertise** domain explains the ability of a person who is in accordance with the relevant field of work in terms of using appropriate methods/techniques and achieving results with appropriate quality levels, and understanding the conditions or standards of the process of carrying out the work. Lastly, the **authority and responsibility** domain explains the scope of a person's responsibility and the minimum authority that they have to carry out the work under their responsibility.

Internalization of attitudes and accumulation of the three qualification parameters are included in each level of qualification and are achieved through a structured process of education and training and through work experience. The full level achieved by each qualification level in the IQF is stated by the term Learning Outcomes, which in English is equated with the term Learning Outcomes, in accordance with the EU Commission's definition in explaining the European Qualifications Framework: '*...statements of what an individual should know, understand and/or be able to do at the end of a learning process*' (<http://www.cedefop.europa.eu/en/events-and-projects/projects/learning-outcomes>)



***Exhibit D. Four domains of IQF descriptors.***

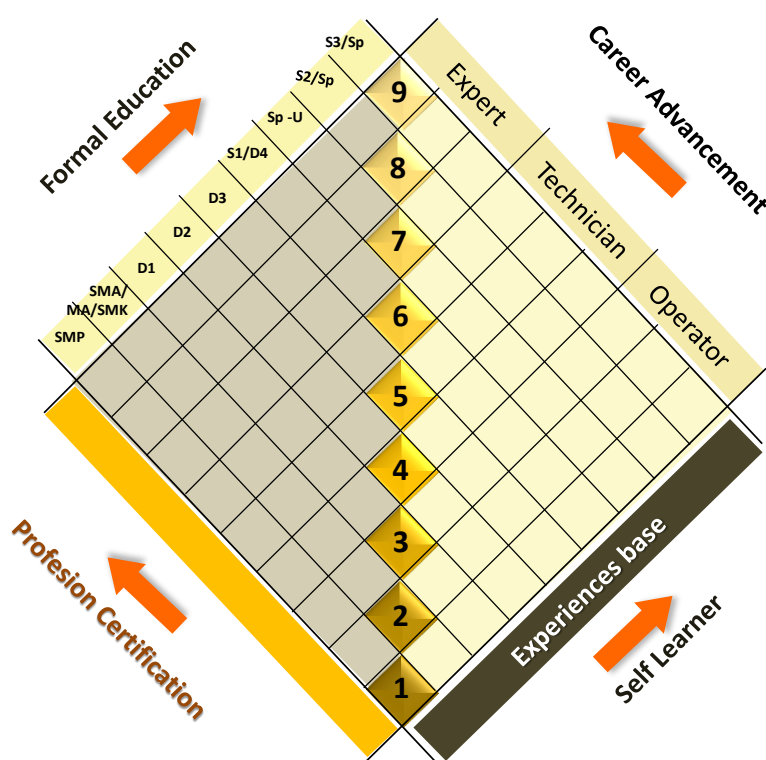
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## **A.5. Implementation and Implication of IQF**

In its application, the qualification levels in the IQF are a neutral reference to equalize the learning outcomes obtained through formal learning with the achievement of learning in non-formal learning (courses and regular training), or learning outcomes which are obtained through work training, or learning outcomes that come through work experience.

Schematically, achieving each level or increasing to a higher level in the IQF can be done through four pathways or a combination of the four. The pathways as illustrated in **Exhibit E** are through formal education, career advancement in the workplace, self-learning, as well as advancing through professional certification. The work training, regular training and short courses are means of learning that can facilitate the advancement of a working career and professional levels.

With this approach, the IQF can be used as a reference by four stakeholders who use their respective approaches to increase qualification levels. The formal education sector, for example, can utilize IQF as a reference in planning higher education systems in Indonesia so that it can properly locate the graduates' qualification levels and estimate their equality with career paths. In another way, graduate users, such as industry associations or users in general, can refer to the IQF to estimate the qualifications held by job seekers and position them at a career level, and provide appropriate remuneration. Likewise, for work experience which can be compared and synchronized with the IQF qualification level. The same thing can also be done by professional divisions in the jurisdiction of professional associations. Stakeholders from the broader community group are also recognized as having certain qualification levels through RPL or Recognition of Current Competences (RCC) mechanisms.



**Exhibit E.** *The IQF level to be achieved through four pathways.*

## B. Reference IQF to AQRF

The most important factor in the IQF's referencing process to AQRF is to ensure that any qualification produced by formal or non-formal learning receives a place in the framework of national qualifications. Therefore, the education system in Indonesia must be able to be comprehensively described and the learning outcomes produced by the system properly translated into qualifications within the IQF.

Comprehensive information regarding the education system is described in Criterion I, whilst the national standards and quality assurance supporting the Indonesian education system is presented in **Criterion V** and **VI**, respectively.

The reference process for the description of the IQF is conducted using the **best-fit in** method in the description of AQRF by aligning the four domains and descriptor of IQF with AQRF domains and descriptors. This in-depth analytical process of descriptors is accompanied by in-depth discussion with all key stakeholders. Analyses on current reform, various national standards, and evidence-based quality assurance systems are significantly important in supporting the **best-fit in** method. The detailed comparison of each level and the respective domains are given in the **Criterion IV**.

### **B.1. Main Authority of Referencing IQF to AQRF**

The process of drafting this referencing document was carried out by the **Indonesian Qualifications National Committee/Komite Nasional Kompetensi Indonesia (IQNC/KNKI)** established on October 15, 2018 through the issuance of the Minister of Research, Technology, and Higher Education Decree 49 of 2018. Complete information regarding this body is described in **Criterion II**.

IQNC was responsible for the provision of a valid, reliable and trusted outcome of referencing. For this purpose, the following important key processes were designed.

1. IQNC established objectives, targets, funding mechanisms and agreed on processes required to deliver the desired results within the timeline.
2. IQNC established the collaborative source of funding for the referencing process.
3. IQNC Committee formed a task force for referencing; it planned and carried out all activities using a weekly performance indicator, and evaluated and undertook small adjustments to narrow the gap between target and process, problems, non-conformities, inefficiencies and other issues.
4. Documentation of the process and output was carried out by the task force, office of IQNC, staff from the Directorate of Quality Assurance – MoRTHE, staff from the Directorate of Competency Standardization and Training Programs – MoM, as well as staff from the Directorate of Courses Development – MoEC.

The IQNC was responsible for the whole process of referencing up to endorsement of the final document which included endorsement from all relevant stakeholders involved in the referencing process.

### **B.2. Referencing Document Status**

The document of the referencing process of IQF to the AQRF was prepared in accord with the AQRF Referencing Guidelines - September 2016. The document should covers **Criterion I** to **XI**.

The drafting of the IQF referencing report to AQRF began immediately after the establishment of IQNC in November 2018. The first version of the referencing document, covering **Criterion I** to **III**, was submitted to the AQRF Committee on April 8, 2019.

Subsequent to comments from the AQRF Committee, and a number of meetings with the relevant stakeholders **Criterion I** to **III** were revised and **Criterion IV** to **VII** were drafted.



This document was reviewed by various representatives from ministries, state institutions, and professional communities coordinated by IQNC.

The process, involvement, meeting and discussion results of the relevant stakeholders are explained in **Criterion VII**. Key stakeholders involved in the referencing process included public and private education providers (formal and non-formal), industries (companies), professional associations and bodies, certification agencies, quality assurance bodies, the institution responsible for National Education Standards, society of academicians, and the wider community.

After the completion of the referencing process **Criterion I to VII**, the document (second version) was submitted on September 5, 2019 to the Qualifications Framework international expert, Ms. Maria Slowey, the Ministry of Research, Technology, and Higher Education (Development Council of Higher Education Board); the Ministry of Education and Culture (Directorate General of Early Childhood and Community Education); the Ministry of Manpower (National Training Council); the Ministry of Industry (Agency for Human Resources Development; and the Coordinating Ministry of Human Development and Culture, for independent reviews.

Ms. Slowey was asked to clarify the relationship between IQF and the AQRFC qualifications system, to act as an adviser and supporter of the referencing process, and to provide advice in optimizing the trust in the use of the AQRFC as an instrument for transparency. IQNC is grateful for the support from EU SHARE program, DAAD, and British Council regarding this matter.

The comments from the international reviewer and relevant ministries are presented in **Criterion VIII**, and the revision(s) made, based on international reviewers' comments and those of six relevant government agencies, are incorporated throughout **Criterion I to VII**, version four.

IQNC submitted the version four of the document to ASEAN Qualifications Reference Framework Committee/Komite Kerangka Kualifikasi ASEAN (AQRFC/KKKA) on 17 September 2019 and received reviews all fellow AMSs, (Malaysia, Philippines, Thailand, Singapore, Cambodia, Vietnam, Laos, Myanmar, and Brunei Darussalam), as well as additional recommendations from Australia and New Zealand. The comments was received in the period of 30 September 2019 up to 28 October 2019.

IQNC submitted a comprehensive responses to AQRFC on the 23 October 2019. All comments received before 22 October 2019 were responded. In the Seventh AQRFC meeting which was held in Jogjakarta – Indonesia, on 28-30 October 2019, the All AMS confirmed their acceptance to Indonesia's proposed responses and further revisions; and with this also conditionally endorsed Indonesia's AQRFC Referencing Report. IQNC incorporated of all agreed responses into this document (version 05) and will be submitted to the AQRFC by 15 November 2019.

The Meeting congratulated Indonesia as well for this achievement



## CRITERION I

### THE INDONESIAN EDUCATION SYSTEM

Every Indonesian citizen has the right and opportunity to attain education, without discrimination of gender, ethnicity, race, religion, social, and economical background, except for certain units of particular education. The objective of education in Indonesia is to facilitate a learning process and atmosphere where learners can actively develop their potential to attain religious and noble character, intelligence, and skills that enable them to contribute to the society worldwide.

Among the 49 ministries and institutions that provide formal and non-formal education, there are two key ministries that have as their direct focus, education functions. These ministries are:

1. The Ministry of Education and Culture/*Kementerian Pendidikan dan Kebudayaan* (MoEC/Kemendikbud) based on Law 20 of 2003 on the National Education System; and
2. The Ministry of Research, Technology, and Higher Education/*Kementerian Riset, Teknologi, and Pendidikan Tinggi* (MoRTHE/Kemenristekdikti) based on Law 12 of 2012 on Higher Education.

Institutions that provide formal and non-formal education must obtain operational licenses from the government. The government is also authorized to close any formal learning institutions, if the quality of implementation does not meet the national education standards or harms the community. Institutions that provide formal education must internally perform a quality assurance process and must be assessed by external quality assurance institutions that obtain authority from the government.

In order to manage a fair comprehension of the National Education System of Indonesia, three key terms must be properly understood, namely, level, path, and type of education. In an attempt to clarify the differences between each term, definitions and examples are presented in [Table 1.1](#).

In general, the National Education System law governs the National Education System with specific governing for Higher Education law. Learning outcomes within the Indonesian Education System are recognized in the form of certificates and competency certifications. Certificates are awarded to learners as an acknowledgment of their learning achievements or completion of a level of education after passing a test administered by an accredited education unit. Meanwhile, competency certifications are awarded to learners and society members as an acknowledgment of their competency in performing certain work after passing a competency test administered by an accredited education unit or certification body.

**Table 1.1. Comparison among Level, Path, and Type of Education**

Aspect of Comparison	Level of Education	Path of Education	Type of Education
Definition	The stage of education that is determined based on the level of development of learners, goals to be achieved, and capabilities developed.	A vehicle through which learners develop their own potential in an educational process in accordance with education goals.	Grouping based on a specific purpose of education in an education unit.
Examples	Early Childhood, Primary, Secondary, and Higher Education	Formal Education, Non-Formal Education, and Informal Education	Distance Education, Special Education, Academic Education, Vocational Education, Professional Education, etc.

The first categorization in the National Education System is based on path of education, which is divided into formal, non-formal, and informal. Within each path of education, there exist levels, which are in the main, early childhood education (*ECE*)/*pendidikan anak usia dini* (PAUD), basic education (*pendidikan dasar*), secondary education (*pendidikan menengah*), and higher education (*pendidikan tinggi*). At the most detailed level, categorization is based on certain types of education, including kindergarten, primary school, junior secondary school, senior secondary school, vocational secondary school, second chance education, courses, work training, homeschooling, etc. It is important to note that the National Education System adheres to an open education system that implements the concept of multi-entry, multi-exit, where learners are allowed to pursue a type of education, then proceed to a higher level of education in another type of education, either remaining in one path of education or changing paths. The overall mapping of the National Education System is presented in [Table 1.2](#).

Another important note is that the provision of other certain types of education in the National Education System, such as Islamic-based education, distance learning education, inclusive education, special education for impaired learners, special education for gifted and talented learners, as well as special services education for learners that are facing disadvantaged conditions (learners in prisons, in remote areas, in disaster affected areas, etc.) do exist and are implemented accordingly, but are not shown in [Table 1.2](#). In particular, Islamic-based education is provided in formal ECE, basic education, and secondary education, as well as non-formal second chance education.

To provide better understanding, the National Education System is compared to the International Standard Classification of Education/*Standar Internasional Kualifikasi Pendidikan* (ISCED/SIKP) published in 2011 by UNESCO. Courses, work training, and work experiences were omitted from this comparison, as these types of education are considered incomparable to ISCED. The overall comparison between comparable types of education in the National Education System and ISCED is presented in [Table 1.3](#).

**Table 1.2. The National Education System of Indonesia**

INDONESIAN EDUCATION SYSTEM					
LEVEL OF EDUCATION	PATH OF EDUCATION				
	FORMAL		NON-FORMAL		INFORMAL
Early Childhood Education	Kindergarten		Playgroup, Child Care Center, & Similar ECE Units		Single & Compound Homeschooling
Basic Education	Primary School (Grades 1-6)		A Program	RPL System	
	Junior Secondary School (Grades 7-9)		B Program		
Secondary Education	Senior Secondary School (Grades 10-12)	3-year Vocational Secondary School (Grades 10-12)	4-year Vocational Secondary School (Grades 10-13)		C Program
	1-year Diploma (Diploma 1)			Job Training Courses	
Higher Education	2-year Diploma or Associate Degree		Work Experiences		
	3-year Diploma or Bachelor				
	Bachelor of Honors	Professional Bachelor			
	Profession				
	Master & Applied Master	Specialist			
	Doctor & Applied Doctor	Sub-specialist			

Other various unstructured learning obtained through direct personal interactions with family members or the environment, including other society members and nature, as well as self-learning through available sources of knowledge, self-experimentation, and self-training

**Table 1.3. Comparison between the National Education System of Indonesia and ISCED**

ISCED		NATIONAL EDUCATION SYSTEM OF INDONESIA (ISCED Comparable Only)						
		LEVEL OF EDUCATION	PATH OF EDUCATION				NON-FORMAL	INFORMAL
			FORMAL					
Early Childhood	<b>0</b>	Early Childhood Education	Kindergarten (Age Group 4-6 Years)			Playgroup, Child Care Center, & Similar ECE Units (Ages Groups Birth-2 Years, 2-4 Years, 4-6 Years)	Community Homeschooling	Single & Compound Homeschooling
Primary	<b>1</b>	Basic Education	Primary School (Grades 1-6)			A Program		
Lower Secondary	<b>2</b>		Junior Secondary School (Grades 7-9)			B Program		
Upper Secondary	<b>3</b>	Secondary Education	Senior Secondary School (Grades 10-12)	3-year Vocational Secondary School (Grades 10-12)	4-year Vocational Secondary School (Grades 10-13)	C Program & Vocational C Program	Second Chance Education	
Post-secondary Non-tertiary	<b>4</b>	1-year Diploma						
Short-cycle Tertiary	<b>5</b>	2-year Diploma or Associate						
Bachelor or Equivalent	<b>6</b>	Higher Education	3-year Diploma or Bachelor					
			Bachelor with Honors	Professional Bachelor				
General Profession								
Master or Equivalent	<b>7</b>		Master & Applied Master	Specialist				
Doctor or Equivalent	<b>8</b>		Doctor & Applied Doctor	Subspecialist				

The sections to follow will detail the provision of each type of education shown in [Table 1.2.](#), along with learning outcomes, length of study and learning load, ISCED and Indonesian Qualifications Framework/*Kerangka Kualifikasi Nasional Indonesia* (IQF/KKNI) level(s), government role in quality assurance, transition in progression to other types of education, and the current state of implementation.

Although this is an ASEAN Qualifications Reference Framework/*Kerangka Referensi Kualifikasi ASEAN* (AQR/KRKA) Report, the report itself was also constructed for a global audience, which is presumed to have a wide variety of understanding and implementation on types of education. Thus, in [Criterion I](#), comparison to ISCED as a global levelling education system is utilized for such purposes ([Tables 1.3, 1.4, 1.6, 1.8, 1.15, 1.19, 1.21, 1.22, and 1.25](#)). Further information on each education learning style and its outcomes that are associated with IQF will be explained in [Criterion III](#).

In [Criterion I](#), comprehensive information on the Indonesian National Education System is provided, even though not all level or types of education can be linked to the IQF. Early childhood education, primary education, as well as courses and training for youth (under the working age) cannot be matched to the IQF levels which contain the domains of accountability, responsibility, and autonomy at the work place.

## 1.1. Formal Education

This education path aims to form learners as whole humans in accordance to one's nature, namely a person who believes and fears God, has a noble character, is democratic and upholds human values, and masters knowledge, technology, and art. Formal education has the following characteristics: (1) a particular emphasis on intellectual development; (2) participants are homogeneous; (3) contents of education are formally programmed; (4) structured, tiered, and continuous; (5) scheduled with a relatively long learning time; (6) implementation is formal; (7) evaluation is conducted periodically and systematically; (8) graduation is characterized by the issuance of a diploma and the awarding of a degree. As mentioned in the definition, the main types of formal education are Early Childhood Education/*Pendidikan Anak Usia Dini* (ECE/PAUD) in the form of general and Islamic-based kindergartens, basic education, secondary education, and higher education.

### 1.1.1. Early Childhood Education Level

The main target of this education level is to help optimize the physical and mental growth and development of behavior, knowledge, and skills of learners in a holistic, integrative, progressive, and sustainable manner. At the end of ECE, learners are expected to be physically and mentally prepared to enter the basic education system and be successful in their learning efforts.

#### *Provision*

ECE can be provided in all paths of education, be it formal, non-formal, or informal. Formal ECE, however, is only provided for learners from 4-6 years in kindergartens, *raudatul athfals*, and *bustanul athfals*. *Raudatul athfals* and *bustanul athfals* are Islamic-based ECE providers under the supervision of the Ministry of Religious Affairs/*Kementerian Agama* (MoRA/Kemenag) and are considered equal to kindergartens, which are under the supervision of the MoEC.

### Learning outcomes

Learning outcomes for formal ECE is currently reflected in Regulation of the Minister of Education and Culture 137 of 2014 on National Standards for ECE, specifically addressed in Appendix I on Standards for Content for Levels of Child Development Achievement, Age Group 4-6 Years. The Standards consist of six scopes of development, which are (1) religious and moral values; (2) physical status and motor skills (gross, fine, and health and safety behavior); (3) cognitive skills (learning and problem solving, logical thinking, and symbolic thinking); (4) language skills (understanding, expressing, and characters); (5) social skills and emotional status (self-awareness, sense of self-responsibility and responsibility for others, and socialized behavior); and art skills (ability to enjoy music and sounds and interest in artistic activities). Further details on the learning outcomes for formal ECE can be referred to in the aforementioned document.

### Length of study and learning load

Regulation of the Minister of Education and Culture on National Standards for ECE structures length of study and learning loads for formal ECE age group 4-6 years as two years of study with a minimum of 180 minutes per session and a minimum of five sessions per week.

### ISCED and IQF level

Recognition of formal ECE competences is summarized in [Table 1.4](#).

*Table 1.4. Mapping of ISCED and IQF Levels for Formal ECE*

ISCED		Formal Early Childhood Education	IQF Level
Level	Description		
0	Early Childhood	Kindergarten (Age Group 4-6 Years)	N/A

Mapping of IQF levels toward the National Education System as a whole is further elaborated in detail in [Criterion III](#).

### Government role in quality assurance

Government assurances in fulfillment of expected competences for learners in formal ECE are mainly performed through the accreditation process by the National Accreditation Agency for Early Childhood Education and Non-Formal Education/*Badan Akreditasi Nasional Pendidikan Anak Usia Dini dan Pendidikan Non-Formal* (NAA-ECENFE/BAN-PAUD PNF). Further explanations on the work of the NAA-ECENFE are elaborated in [Criterion VI](#).

### Transition in progression to other types of education

There are no official restrictions in the horizontal movement of formal ECE learners outside the internal policies of each ECE provider. The only official restriction in moving vertically is based on age when entering the basic education system.

### Current state of implementation

According to the latest data from the Center of Education Data and Statistics of the MoEC (as accessed on August 8, 2019), there are 92,435 kindergartens providing education for 960,647 learners. Meanwhile according to the latest data from the Education Management Information

System of the MoRA (as accessed per August 8, 2019), there are 27,999 *raudhatul athfals* and *bustanul athfals* providing education for 1,231,101 learners. A general description of ECE by Province is provided in **ANNEX A**.

### 1.1.2. Basic Education Level

The main target of this education level is to help optimize the development of behavior, knowledge, and skills of learners in a holistic, integrative, progressive, and sustainable manner. At the end of pursuing basic education (graduation from grade 9), learners are expected to possess:

1. behavior that resemble attitudes of faith and piety in the One and Only God; good character, honesty, and compassion; responsibility; aims as a life-long learner; physical and mental health suitable to the expected child development level within their family, school, societal and natural surroundings, as well as regional and national settings;
2. factual, conceptual, procedural, and metacognitive knowledge in a basic technical and specific manner pertaining to science, technology, arts, and culture with the ability to put the aforementioned knowledge in proper context, either within themselves, the settings of their family, school, and societal and natural surroundings, as well as regional and national settings; and
3. skills to think and act in a creative, productive, critical, independent, collaborative, and communicative manner using scientific approaches that have been learned at school or independently.

#### *Provision*

Formal basic education comprises of nine compulsory grade levels (part of compulsory learning), consisting of six grade levels in primary schools (grades 1 to 6) followed by three grade levels in junior secondary schools (grades 7 to 9). As with ECE, there are two major groups of schools in this level of education, which are general schools (under the supervision of the MoEC) and Islamic-based schools (under the supervision of the MoRA). Islamic-based primary schools are *madrasah ibtidaiyah*, while the junior secondary schools are *madrasah tsanawiyah*.

#### *Learning outcomes*

Learning outcomes for formal basic education is currently reflected in Regulation of the Minister of Education and Culture 20 of 2016 on Graduate Competences Standards/*Standar Kompetensi Lulusan* (GCS/SKL) at the Basic and Secondary Education Levels and further elaborated in Regulation of the Minister of Education and Culture 21 of 2016 on Standards for Content at the Basic and Secondary Education Levels. The learning outcomes are typically designed to cover three aspects of competences, which are behavior, knowledge, and skills. Further details on the current learning outcomes for formal basic education can be referred to in the aforementioned documents.

It is important to note, however, that the Agency for National Standards in Education/*Badan Standar Nasional Pendidikan* (ANSE/BSNP) is currently in the process of revising both aforementioned standards to better suit current advancements in civilization and the needs of the nation, including better referencing towards the IQF. Following the enactment of Regulation of the Minister of Education and Culture 34 of 2018 on National Standards for Vocational Secondary Schools, the new format, introduced for GCS as well as Standards for Content, has been planned to be consistently reapplied for other Basic and Secondary Education.



The new format includes a new framework consisting of the following seven competency areas: (1) faith and piousness toward the One and Only God; (2) nationalism and love for the country; (3) personal and social character; (4) literacy; (5) physical and mental health; (6) creativity; and (7) esthetics. The new standards are targeted to provide better understanding on the demanded learning outcomes through simpler statements and improved structure.

### ***Length of study and learning load***

As stated earlier, formal basic education should be completed in nine years, where the first six years are spent in primary schools and the remaining three years are spent in junior secondary schools. The learning loads for formal basic education at primary schools are reflected in Regulation of the Minister of Education and Culture 67 of 2013 on the Basic Framework and Structure for Primary School and *Madrasah Ibtidaiyah* Curriculums. The learning loads, represented by amount of time per week, gradually increase from 30 conceptual hours in grade 1 to 36 conceptual hours in grade 6, where the actual duration of one-hour study in primary schools is set at 35 minutes.

In addition, the learning load for grades 1 to 5 and the first semester of grade 6 is between 18-20 weeks. For the second semester of grade 6, the load is between 14-16 weeks. Hence, the learning load for one year of study is between 36-40 weeks.

On the other hand, the learning load for formal basic education at junior secondary schools is reflected in Regulation of the Minister of Education and Culture 78 of 2013 on the Basic Framework and Structure for Junior Secondary School and *Madrasah Tsanawiyah* Curriculums. The learning load is also represented by the amount of learning time per week, consistently set at 38 conceptual hours from grade 7 to grade 9, where the actual duration of one-hour study in junior secondary schools is increased to 40 minutes.

In addition, the learning load for grades 7 to 8 and the first semester of grade 9 is between 18-20 weeks. For the second semester of grade 9, the load is between 14-16 weeks. Hence, as with grades 1 to 6, the learning load for grades 7 to 9 for one year of study is also between 36-40 weeks. A comparison of the amount of learning time per week in the formal basic education system across primary and junior secondary schools is presented in [Table 1.5](#).

***Table 1.5. Comparison of Amount of Learning Time in the Formal Basic Education System***

Grade	Amount of Learning Time per Week	
	Conceptual (hours)	Actual (hours: minutes)
Primary School Level (one-hour study is 35 minutes)		
1	30	17:30
2	32	18:40
3	34	19:50
4	36	21:00
5	36	21:00
6	36	21:00

Grade	Amount of Learning Time per Week	
	Conceptual (hours)	Actual (hours: minutes)
Junior Secondary Schools (one-hour study is 40 minutes)		
7	38	25:20
8	38	25:20
9	38	25:20

### ISCED and IQF levels

Recognition of formal basic education competences is summarized in [Table 1.6](#).

*Table 1.6. Mapping of ISCED and IQF Levels for Formal Basic Education*

ISCED		Formal Basic Education	IQF Level
Level	Description		
1	Primary	Primary School (grades 1-6)	N/A
2	Lower Secondary	Junior Secondary School (grades 7-9)	N/A

Mapping of IQF levels toward the National Education System as a whole is further elaborated in detail in [Criterion III](#).

### Government role in quality assurance

Government assurances in fulfillment of expected competences for learners in formal basic education is performed through the provision of the National Exam (*Ujian Nasional*), National Standard School Examination (*Ujian Sekolah Berstandar Nasional*), Indonesian National Assessment Program/*Asesmen Kompetensi Siswa Indonesia* (INAP/AKSI), and the accreditation process by the National Accreditation Agency for Schools and Madrasahs/*Badan Akreditasi Nasional Sekolah dan Madrasah* (NAA-SM/BAN-S/M). Further explanation of the provision of the National Exam, National Standard School Examination, and INAP, as well as the work of the NAA-SM is given in [Criterion VI](#).

### Transition in progression to other types of education

There are no specific requirements in horizontal movement for formal basic education learners outside written/printed proof that the learner has passed the grade prior to the grade he/she is proposing to transfer to or other internal policies of each basic education provider. For example, if a grade 4 learner wishes to transfer to another school, they must present written/printed proof (typically in the form of a report card/book) to the new school that they passed grade 3 in their previous school. On top of academic achievement, schools might also consider additional notes from past educators on the behavior of the learner as well as other possible non-academic achievements.

In terms of vertical movement, learners in formal basic education must pass each grade prior to the grade level they intend to enter, mainly proven in the form of academic achievement and other additional notes on behavior and non-academic achievements in the report card/book.

Additional requirements will apply when transitioning from primary school to junior secondary school, where schools will request a primary school diploma. In some cases, certain schools might specifically request evidence of learners' achievement in the National Standard School Examination.

### **Current state of implementation**

According to the latest data from the Center of Education Data and Statistics of the MoEC (as accessed on August 8, 2019), there are 148,244 primary schools providing education for 25,021,517 learners and 38,960 junior secondary schools providing 9,916,641 for 9,916,641 learners. Meanwhile according to the latest data from the Education Management Information System of the MoRA (as accessed per August 8, 2019), there are 24,560 *madrasah ibtidaiyahs* delivering education for 3,565,875 learners and 16,934 *madrasah tsanawiyahs* providing education for 3,160,685 learners.

### **1.1.3. Secondary Education Level**

The main target of this education level is to help optimize the development of behavior, knowledge, and skills of learners in a holistic, integrative, progressive, and sustainable manner. At the end of pursuing secondary education (graduation from grade 12), learners are expected to possess:

1. behavior that resembles attitudes of faith and piety in the One and Only God; good character, honesty, and compassion; responsibility; a life-long learner; physically and mentally healthy suitable to the expected child development level within their family, school, societal and natural surroundings, regional, national and international settings;
2. factual, conceptual, procedural, and metacognitive knowledge in a technical, specific, detailed, and complex manner pertaining to science, technology, arts, culture, and humanities with the ability to contextualize the aforementioned knowledge within themselves, the settings of their family, school, and societal and natural surroundings, regional, national and international settings; and
3. skills to think and act in a creative, productive, critical, independent, collaborative, and communicative manner using scientific approaches that have been further developed based on learning at school or independently.

### **Provision**

Formal secondary education, delivered for three or four years, consists of general and vocational secondary education. Senior secondary schools (under the supervision of the MoEC) and *madrasah aliyahs* (under the supervision of the MoRA) provide general secondary education, while vocational secondary schools (under the supervision of the MoEC) and vocational *madrasah aliyahs* (under the supervision of the MoRA) provide vocational secondary education. The option for provision of four years study is only available for certain vocational secondary education.

The current curriculum requires learners in general secondary education to select a specific field of interest (*bidang peminatan*); the options include Maths and Natural Science, Social Sciences, and Language and Cultural Sciences. Additional options are made available by the MoRA especially for *madrasah aliyahs*. Selections are made based on report cards/books from junior secondary school or *madrasah tsanawiyah*, results from the National Exam, recommendations from the junior secondary school or *madrasah tsanawiyah* counselor, placement test results when applying for senior secondary education, as well as talent and interest test results assessed by a psychologist.

Specialization also applies to vocational secondary education, where learners are required to select a specific field of expertise (*bidang keahlian*) and expertise program (*program keahlian*); the options include Technology and Engineering, Information and Communication Technology, Health, Agribusiness and Agro technology, Fisheries and Marine, Business and Management, Tourism, Visual Arts and Craft, and Performing Arts. Additional options are made available by the MoRA especially for vocational *madrasah aliyahs*. Selections are initially made when deciding to enter vocational secondary education, as schools will typically focus on offering a particular field of expertise consisting of one or more expertise program(s). In the third semester, learners will be required to deepen their knowledge by selecting a particular expertise package (*paket keahlian*) based on their report card/book, recommendation from the school counselor, or placement test results assessed by a psychologist.

### **Learning outcomes**

Learning outcomes for formal general secondary education is currently reflected in Regulation of the Minister of Education and Culture on GCS at the Basic and Secondary Education Levels and further elaborated in Regulation of the Minister of Education and Culture on Standards for Content at the Basic and Secondary Education Levels. As with basic education, the learning outcomes are typically designed to cover three aspects of competences, which are behavior, knowledge, and skills. Further details on the current learning outcomes for formal general secondary education can be referred to in the aforementioned documents.

On the other hand, learning outcomes for formal vocational secondary education is currently reflected in Regulation of the Minister of Education and Culture on National Standards for Vocational Secondary Schools, specifically in the appendices on GCS and Standards for Content. In line with formal general secondary education, the learning outcomes are typically designed to cover three aspects of competences, which are behavior, knowledge, and skills. The GCS and Standards for Content for vocational secondary education have introduced a new format that is targeted to provide better understanding on the demanded learning outcomes through simpler statements and improved structure. The new format includes a new framework consisting of the following nine competency areas: (1) faith and piety toward the One and Only God; (2) nationalism and love for the country; (3) personal and social character; (4) literacy; (5) physical and mental health; (6) creativity; (7) esthetics; (8) technical ability; and (9) entrepreneurship.

As part of the curriculum to obtain practical work experience, formal vocational secondary schools will require their learners to undertake fieldwork practice (*praktik kerja lapangan*) or industrial work practice (*praktik kerja industri*) in their last year of studies (grade 12 or 13). Fieldwork practice can be assumed to be a more general term than industrial work practice, with the only difference being that the industrial work practice is done specifically at an industrial site.

It is important to note again here that, as discussed earlier in the basic education section, the ANSE is currently in the process of revising the National Standards for Secondary Education, including both the GCS and Standards for Content for general secondary education. The intention is to ensure that the standards are better suited to accommodate current advancements in civilization and needs of the nation, including better referencing towards the IQF.

### *Length of study and learning load*

As stated earlier, formal general secondary education should be completed in three years, while formal vocational secondary education should be completed in three or four years. The learning load for formal general secondary education at senior secondary schools is reflected in Regulation of the Minister of Education and Culture 69 of 2013 on the Basic Framework and Structure for Senior Secondary School and *Madrasah Aliyah* Curriculums.

The learning load, represented by the amount of time per week, gradually increases from 42 conceptual hours in grade 10 to 44 conceptual hours in grade 12, where the actual duration of one-hour study in senior secondary schools is set at 45 minutes. Included in the aforementioned learning load is time allocated specifically for learning in a certain chosen field of interest, which starts from 18 conceptual hours (approximately 13.5 actual hours) per week in grade 10 to 20 conceptual hours (approximately 15 actual hours) per week in grade 12.

Formal general secondary education providers are allowed to increase learning time per week on a students' needs basis including those related to academics, social, culture, or other factors that are considered important for the learners.

In addition, the learning load for grades 10 to 12 and the first semester of grade 12 is between 18-20 weeks. For the second semester of grade 12, the load is between 14-16 weeks. The total learning load for one year of study is between 36-40 weeks.

On the other hand, the learning load for formal vocational secondary education at vocational secondary schools is reflected in Regulation of the Minister of Education and Culture 70 of 2013 on the Basic Framework and Structure for Vocational Secondary School and Vocational *Madrasah Aliyah* Curriculums. The learning load, also represented by amount of learning time per week, is consistently set at 48 conceptual hours per week from grade 10 to grade 12 or grade 13, with one-hour study in vocational secondary schools set at 45 minutes.

Included in the aforementioned load is time allocated specifically for vocational learning in a chosen field of expertise, always set at 24 conceptual hours (approximately 18 actual hours) per week from grade 10 to 12 or 13. Formal vocational secondary education providers are permitted to increase learning time per week on a students' needs basis including those related to academics, social, culture, or other factors that are considered important for the learners.

In addition, the learning load for grades 10 to 11 and the first semester of grade 12 in three-year programs or grades 10 to 12 and the first semester of grade 13 in four-year programs is between 18-20 weeks. For the second semester of grade 9 in three-year programs or grade 10 in four-year programs, the load is between 14-16 weeks. Hence, as with formal general secondary education, the learning load for grades 10 to 12 or 13 in one year of study is also between 36-40 weeks. Comparison of amount of learning time per week in the formal secondary education system for both general and vocational secondary schools is presented in [Table 1.7](#).

**Table 1.7. Comparison of Amount of Learning Time in the Formal Secondary Education System**

Grade	Amount of Learning Time per Week (one hour study is 45 minutes)			
	General Secondary		Vocational Secondary	
	Conceptual (hours)	Actual (hours: minutes)	Conceptual (hours)	Actual (hours: minutes)
10	42	31:30	48	36:00
11	44	33:00	48	36:00
12	44	33:00	48	36:00
13	N/A	N/A	48	36:00

### ISCED and IQF level

Recognition of formal secondary education competences is summarized in [Table 1.8](#).

**Table 1.8. Mapping of ISCED and IQF Levels for Formal Secondary Education**

ISCED		Formal Secondary Education			IQF Level
Level	Description				
3	Upper Secondary	Senior Secondary School (grades 10-12)	3-year Vocational Secondary School (grades 10-12)	4-year Vocational Secondary School (grades 10-13)	2
4	Post-secondary Non-Tertiary	N/A	N/A		3

Mapping of IQF levels toward the National Education System as a whole is further detailed in [Criterion III](#).

### Government role in quality assurance

Government assurances in fulfillment of expected competences for learners in formal secondary education is performed through the provision of the National Exam, Skills Competency Test/*Uji Kompetensi Keahlian* (SCT/UKK), National Standard School Examination, INAP, and the accreditation process by the NAA-SM. Further explanations in the provision of the National Exam, SCT, National Standard School Examination, and INAP, as well as the work of the NAA-SM are elaborated in [Criterion VI](#).

### **Transition in progression to other types of education**

Learners in formal secondary education can move horizontally between:

1. fields of interest in general secondary education, e.g. changing from Math and Natural Science to Social Sciences;
2. fields of expertise in vocational secondary education, e.g. changing from Technology and Engineering to Information and Communication Technology;
3. general and vocational education; as well as
4. paths of education.

Despite this possibility of horizontal movement, unless it is simply a change in paths of education, the learner will very likely have to retake an exam or to take certain subjects that were not available in their previous studies, but are now required. The requirements for the movement itself are fairly straightforward. The learner provides proof of their previous studies/school and recommendations from the school counselor.

In terms of vertical movement, learners in formal secondary education, including vocational secondary education, can choose to continue their education by entering the higher education system. They must provide their secondary education diploma, while fulfilling other requirements specifically asked by the particular higher education institution, including the passing of a designated-entrance examination.

### **Current state of implementation**

According to the latest data from the Center of Education Data and Statistics of the MoEC (as accessed per August 8, 2019), there are 13,495 senior secondary schools providing education for 4,813,791 learners and 13,710 vocational secondary schools with 4,946,157 learners. Meanwhile according to the latest data from the Education Management Information System of the MoRA (as accessed per August 8, 2019), there are 41,494 *madrasah aliyahs* delivering education to 6,726,560 learners and 16,934 vocational *madrasah aliyahs* providing education for 1,294,776 learners.

#### **1.1.4. Higher Education Level**

Higher education is provided by a scientific institution functioning as a cultural center, a pillar of the nation, and a driver of social change towards an advanced democratic community. This education level aims to:

1. develop the potential of learners to become faithful and pious individuals toward the One and Only God, noble, healthy, knowledgeable, capable, creative, independent, skillful, competent, and cultured, all in the interest of the nation;
2. yield graduates that master certain fields of science and technology to fulfill national interests and improve the competitiveness of the nation;
3. generate science and technology through research that takes into consideration and implements human values to benefit the advancement of the nation, as well as the advancement of civilization and the welfare of the people; and
4. shape community service based on logic and research work that is useful to the advancement of public welfare and the intellectual aspect of the life of the nation.

### Provision

Two major categories in the Higher Education System in Indonesia are academic higher education (*pendidikan tinggi akademik*) and specific higher education (*pendidikan tinggi spesifik*). The definition of each group, as well as types of programs in which each is provided is summarized in **Table 1.9**.

**Table 1.9. Types of Programs Provided in Higher Education per Type of Education**

Type of Education	Definition	Type of Programs Provided
Academic	higher education bachelor and graduate program that are directed toward the mastery and development of branches of science and technology	<ul style="list-style-type: none"> <li>a. Bachelor with Honors</li> <li>b. Master</li> <li>c. Applied Master</li> <li>d. Doctor</li> <li>e. Applied Doctor</li> </ul>
Specific	higher education that is directed toward the mastery and development of specific skills	Basic: <ul style="list-style-type: none"> <li>a. 1-year Diploma</li> <li>b. 2-year Diploma (Associate)</li> <li>c. 3-year Diploma (Bachelor)</li> <li>d. Professional Bachelor</li> </ul> Advanced: <ul style="list-style-type: none"> <li>e. General Profession</li> <li>f. Specialist</li> <li>g. Subspecialist</li> </ul>

Government and private sector institutions can provide higher education in the form of universities (*universitas*), institutes (*institut*), polytechnics (*politeknik*), colleges/schools (*sekolah tinggi*), academies (*akademi*), and community colleges (*akademi komunitas*). The definition of each form of institution, as well as type of education each can provide is summarized in **Table 1.10**.

**Table 1.10. Types of Education Provided per Form of Higher Education Institution**

Form of Higher Education Institution	Type of Education Provided		
	Academic	Basic Specific	Advanced Specific
University	Yes	Optional, numerous fields	Only if requirements are met
Institute	Yes	Optional, but limited to several specific fields	Only if requirements are met
College/School	Yes	Optional, but limited to one field	Only if requirements are met
Polytechnic	No	Yes, numerous fields	Only if requirements are met
Academy	No	Yes, but limited to several fields	No
Community College	No	Yes, but limited to 1-year or 2-year diploma level	No



### Learning outcomes

Learning outcomes in higher education are part of the autonomous rights of each higher education institution. Each study program may choose to compile its own learning outcomes or tailor one based on a given template. Given this situation, description on higher education learning outcomes will be illustrated in general by comparisons among types of education and types of program. Comparison of learning outcomes between academic and practical higher education in terms of general outcome and nature of learning aspects is described in [Table 1.11](#).

**Table 1.11.** Comparison of Learning Outcomes (LO) between Academic and Specific Higher Education

Aspect of LO	Specific	Academic
General Outcome	Competent to apply specific science, engineering, and technology in order to skillfully support manufacturing products or provide services needed by consumers	Competent to utilize and develop science, engineering, and technology in order to solve problems in various types of occupations within a particular sector
Nature of Learning	<ol style="list-style-type: none"> <li>1. Includes a series of processes of building, development, or reinforcing practical knowledge that are directed primarily to build certain skills, to improve ability and capacity to critically absorb new ideas, and to reinforce character and morals (affection) of learners as problem solvers.</li> <li>2. By targeting graduates who are able to immediately fill specific work, the practical higher education curriculum must be relevant to existing working conditions by involving relevant stakeholders in its inception.</li> <li>3. Graduates of this education must be competent in certain fields of expertise to be able to immediately solve problems in a specific field of work.</li> <li>4. Testing or certification of specific work competences is not a graduation requirement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Includes a series of processes to establish higher order thinking that are inherent throughout life, to master science and technology, to improve ability and capacity to critically absorb new ideas, and to reinforce character and morals (affection) of learners as problem solvers and lifelong learners.</li> <li>2. By targeting graduates who have the potential to fill various fields of work in a sector or across sectors, the academic higher education curriculum cannot be directly constructed based on work competences.</li> <li>3. Graduates of this education cannot be guaranteed to possess the ability to fill specific work without first being given specific training or work orientation.</li> <li>4. Testing or certification of specific work competences is not a graduation requirement.</li> </ol>

Meanwhile, comparison of learning outcomes among types of higher education programs based on depth and width of learning materials is described in [Table 1.12](#).

***Table 1.12. Comparison of Learning Outcomes among Types of Higher Education Programs***

Type of Program	Minimum Depth and Width of Learning Outcomes
1-year Diploma	Masters all concepts, knowledge, and operational skills in general
2-year Diploma	Masters the basic principles of knowledge and skills in a particular field of skill
3-year Diploma	Masters the general theoretical concept of a particular field of knowledge and skills
Bachelor with Honors and Professional Bachelor	Masters the general theoretical concept of a particular field of knowledge and skills, as well as deeply masters the specific theoretical concepts within the aforementioned field of knowledge and skills
General Profession	Masters the application theories of a particular field of knowledge and skills
Master, Applied Master, and Specialist	Masters the theories and application theories in a particular field of knowledge and skills
Doctor, Applied Doctor, and Subspecialist	Masters the scientific philosophy of a particular field of knowledge and skills

In higher education, the acquirement of competences in attitude, knowledge, and skills is partially obtained through work experience, which is either generally categorized as an internship (*kerja praktik*) or an apprenticeship (*pemagangan*). It is important to note that in practice the term internship is often used interchangeably among higher education institutions with fieldwork practice (*praktik kerja lapangan*), community service studies (*kuliah kerja nyata*), or a varied version of the three terms. For the purpose of providing consistency in this Report, however, each term will be defined and referred to as follows:

1. **Internship** (*kerja praktik*) is a short-term period of supervised training required for qualifying for a profession following a specified number of academic credits or classroom years to obtain practical work experience.
2. **Apprenticeship** (*pemagangan*) is part of the work training system that is implemented in an integrated manner between training in training institutions and working directly under the guidance and supervision of an instructor or a more experienced worker/laborer in the process of goods or services production in a company to master particular skills or expertise.
3. **Fieldwork practice** (*praktik kerja lapangan*) is curricular work practice in workplaces that implements knowledge specifically related to a particular field of study as part of the curriculum to master skills or expertise in the field.
4. **Community service studies** (*kuliah kerja nyata*) are curricular community services that use cross-disciplinary and sectoral knowledge to solve real-world problems in a particular time and place as part of the curriculum.

### *Length of study and learning load*

Regulation of the Minister of Research, Technology, and Higher Education 44 of 2015 on National Standards for Higher Education/*Standar Nasional Pendidikan Tinggi* (NSHE/SN-Dikti) structures length of study and learning loads in higher education, as described in [Table 1.13](#).

***Table 1.13. Length of Study and Learning Loads in Higher Education per Type of Program***

Type of Program	Expected Length of Study (years)	Maximum Length of Study (years)	Minimum Completed Learning Load (semester credit units)
1-year Diploma	1	2	36
Associate	2	3	72
Bachelor	3	5	108
Bachelor with Honors and Professional Bachelor	4	7	144
General Profession	2	3	24
Master, Applied Master, and Specialist	2	4	36
Doctor, Applied Doctor, and Subspecialist	4	7	42

The expected and maximum length of study listed is per type of program, not an accumulation of programs. It is possible, however, to transfer credits from a lower program to a higher program up to Bachelor with Honors and Professional Bachelor, hence, reducing the number of required credits to graduate. In turn, this may lead to a shorter length of study.

There are two concepts utilized in determining the credits, both adapting the United States system. For undergraduate programs, Indonesia determines the credit solely based on students workload (notional hours), whilst number of credits for graduate program (General profession, Master, Specialist, Doctor, Sub-specialist) is determined based on the combination of student's workload and expert judgments. Therefore, the correlation of number of credits for graduate programs is not linear with years of study.

It is also worth noting that exceptional academic achievement learners in the Associate, Bachelor, Bachelor with Honors, and Professional Bachelor Programs, marked by a minimum accumulative GPA of 3.00 across two successive semesters while adhering to standard academic ethics, are given special privilege to take a maximum of 24 semester credit units in the subsequent normal semester to accelerate their studies. This, too, may lead to a shorter length of study.

Expected types of activities performed along with estimated time allocated per activity per credit unit is a general guideline that can further explain learning loads for undergraduate level programs. Expected types of activities and estimated time allocated will differ based on the form of the learning process, as described in [Table 1.14](#).

In its implementation at both the undergraduate and graduate level, however, the exact time allocated per credit unit per type of activity might vary based on the expert judgment of each professor responsible for designing and implementing the courses. Some professors might refer to nationally or internationally recognized guidelines, while others might decide to self-tailor the design of their courses based on personal experimentation or experience.

**Table 1.14.** *Expected Types of Activities and Estimated Time Allocated per Credit Unit in Undergraduate Level Programs*

Form of Learning Process	Estimated Time Allocated per Semester Credit Unit (minutes per week per semester)		
	Face-to-Face	Structured Assignments	Independent
Lectures or Tutorials	50	60	60
Seminars or other similar forms	100	-	70
Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service, or other similar forms	170		
Block Systems and Modules	Based on need to fulfill learning outcomes		

#### **ISCED and IQF levels**

Recognition of higher education competences is summarized in **Table 1.15**. Mapping of IQF levels toward the National Education System as a whole is further elaborated in detail in **Criterion III**.

**Table 1.15.** *Mapping of ISCED and IQF Levels for Indonesian Higher Education Programs*

ISCED		Higher Education Program	IQF Level
Level	Description		
4	Post-secondary Non-tertiary	1-year Diploma	3
5	Short-cycle Tertiary	2-year Diploma or Associate	4
6	Bachelor or Equivalent	3-year Diploma or Bachelor	5
		Bachelor with Honors, Professional Bachelor	6
		General Profession	7
7	Master or Equivalent	Master, Applied Master, Specialist	8
8	Doctoral or Equivalent	Doctoral, Applied Doctoral, Subspecialist	9

### Government role in quality assurance

Government assurances in fulfillment of expected competences for learners in formal higher education are mainly performed through the accreditation process by the National Accreditation Agency for Higher Education/*Badan Akreditasi Nasional Perguruan Tinggi* (NAA-HE/BAN-PT). Further explanations on the work of the NAA-HE are addressed in detail in [Criterion VI](#).

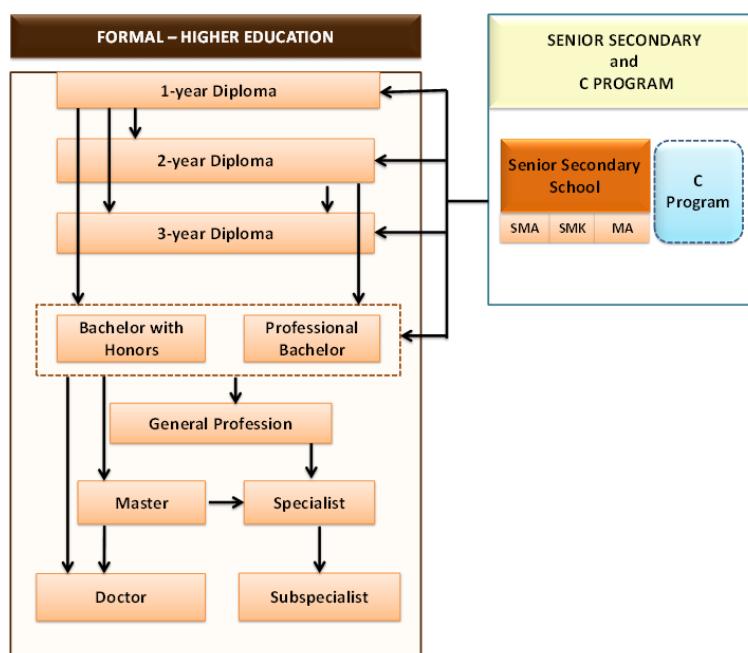
### Transition in progression to other types of education

Learners in higher education can move horizontally between:

1. study programs in one education program, e.g. changing from study program A to B in pursuance of a Bachelor degree;
2. types of higher education, e.g. changing from Bachelor with Honors (academic education) to Professional Bachelor (specific education), and vice versa; as well as
3. higher education institutions, e.g. changing from University A to University B, Institute C to University D, etc.

In facilitating this movement, each higher education institution has the autonomy to develop and implement its own credit transfer system. The current general practice is that most higher education institutions will require learners that plan to move horizontally across study programs, types of higher education, or higher education institutions to retake the designated-entrance examination and propose credits to transfer after being accepted in the new program.

Mechanism of entering higher education through formal education pathways is shown in [Exhibit 1.1](#). The exhibits shows pathways in formal education starting from the C Program or Senior Secondary Education before entering higher education.

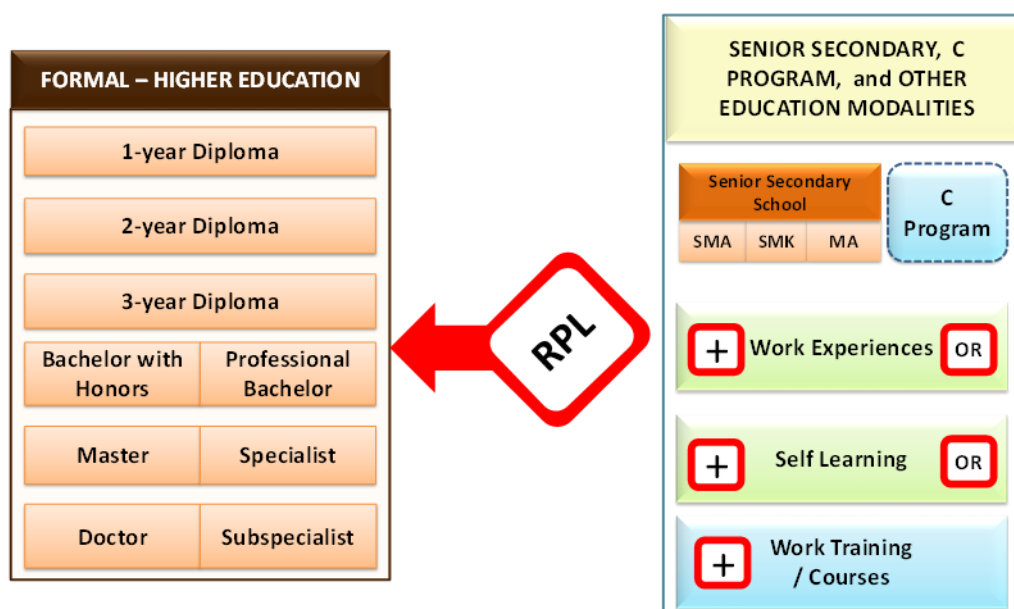


**Exhibit 1.1.** Pathways in formal learning modes for entering higher education.

In terms of vertical movement, learners in higher education can move between types of higher education once they graduate from one program and decide to advance their education.

Typically, an equality process (*proses penyeteraan*) will take place, which will determine the sufficiency of the learning outcomes from a learner’s prior degree to meet the prerequisites of the intended advanced education. If a learner’s prior degree is found to be insufficient, they will be offered options to fulfill the prerequisites, including taking and completing one or more prerequisite courses or proposing an RPL review.

Work training and courses participants, as well as persons with autodidact learning outcomes can enter higher education after they obtain a diploma from a C Program or senior secondary school. Below that level, any participant passing all second chance education programs up to level C or completing senior secondary school can enter higher education institutions with RPL Mechanism, as depicted in [Exhibit 1.2](#). Further details related to the RPL system are discussed in [Criterion III](#).



**Exhibit 1.2.** Pathways in entering higher education through RPL Mechanism.

**Current state of implementation**

At the end of December 2018, there were 436 state-owned and 4,263 private-owned higher education institutions from a total 4,708 institutions. A general description of higher education institutions in Indonesia is presented in [Table 1.16](#).

The total number of learners in 2018 was recorded at 7,555,839 or an average of 1,604 learners per institution or 270 learners per study program with about 57 percent of them, a sum of 4,287,037 learners, attending private higher education institutions. The number of learners per gender and status of higher education institution ownership is presented in [Table 1.17](#).

The recorded number of study programs delivered in higher education institutions is 27,958. These programs take the form of diploma education programs, undergraduate, master, specialist and doctoral degrees. They are organized based on the analysis of graduates' needs or solid science and technology, to ensure a real contribution to the nation in a sustainable manner.

**Table 1.16. Number of Higher Education Institutions in Indonesia in 2018**

*Source: Higher Education Statistical Year Book 2017*

Type	Ownership Status		Total
	State	Private	
University	81	503	584
Institute	64	155	219
College/School	85	2,450	2,535
Polytechnic	122	157	279
Academy	78	984	1,064
Community College	6	14	20
<b>Total</b>	<b>436</b>	<b>4,263</b>	<b>4,708</b>

**Table 1.17. Number of Learners per Gender and Status of Higher Education Institution Ownership**

*Source: Higher Education Statistical Year book 2017*

Gender	Higher Education Institution Ownership Status		Total
	State	Private	
Female	1,437,962	1,621,914	3,059,876
Male	991,062	1,634,156	2,625,218
<b>Total</b>	<b>2,429,024</b>	<b>3,256,070</b>	<b>7,555,839</b>

The development of study programs are developed based on the needs of government, industry, and science development characterized as inter, multi, or trans disciplinary with a more accountable licensing process in terms of program quality.

Each of the study programs must have a specific body of knowledge and learning outcomes relevant to the name of the study program. Currently 27,958 running study programs are categorized into nomenclature of the name of the study program, which is regulated by a series of ministries and director general decrees.

## 1.2. Non-Formal Education

This path of education is positioned to compliment formal education in order to support lifelong learning programs. The main forms of non-formal education are ECE beyond general and Islamic-based kindergartens, second chance education, community homeschooling, courses, and work training. Other non-formal learning services include life skills education, youth education, education for women empowerment, basic literacy education (*pendidikan keaksaraan*), and other types of education appointed to develop the abilities of learners. At the end of this section, in an attempt to help clarify the differences between courses and work training, a special sub-section will be dedicated to compare and contrast both types of non-formal education.

### 1.2.1. Early Childhood Education

As stated earlier in the formal education section, the main target of this education level is to help optimize the physical and mental growth and development of behavior, knowledge, and skills of learners in a holistic, integrative, progressive, and sustainable manner. At the end of ECE, learners are expected to be physically and mentally prepared to enter the basic education system and be successful in their learning efforts.

#### Provision

ECE is provided in all paths of education, be they formal, non-formal, or informal. Non-formal ECE is provided for all age groups in ECE, which are birth-2 years, 2-4 years, and 4-6 years. In term of providers, playgroups can only deliver ECE for age groups 2-4 years and 4-6 years, while childcare centers (CCC) and other similar ECE units can provide ECE for all age groups in ECE. All non-formal ECE providers are under the supervision of the MoEC.

#### Learning Outcomes

Learning outcomes for non-formal ECE is currently reflected in Regulation of the Minister of Education and Culture on National Standards for ECE, specifically addressed per age groups in Appendix I on Standards for Content for Level of Child Development Achievement. The Standards consist of six scopes of development, which are (1) religious and moral values; (2) physical status and motor skills (gross, fine, and health and safety behavior); (3) cognitive skills (learning and problem solving, logical thinking, and symbolic thinking); (4) language skills (understanding, expressing, and characters); (5) social skills and emotional status (self-awareness, sense of self-responsibility and responsibility for others, and socialized behavior); and art skills (ability to enjoy music and sounds and interest in artistic activities). Further details on the learning outcomes for non-formal ECE can be referred to in the aforementioned document.

#### Length of study and learning load

Regulation of the Minister of Education and Culture on National Standards for ECE structures length of study and the learning load for non-formal ECE age groups birth-2 years, 2-4 years, and 4-6 years as described in [Table 1.18](#).

**Table 1.18. Learning Load for Non-Formal ECE per Age Group**

No	Age Group	Type of Provider	Minimum Minutes per Meeting	Minimum Number of Meetings per Week
1	Birth – 2 years	CCC or other similar ECE units	120	1
2	2 – 4 years	Playgroup, CCC, or other similar ECE units	180	2
3	4 – 6 years	Playgroup, CCC, or other similar ECE units	180	5



### ISCED and IQF level

Recognition of non-formal ECE competences is summarized in [Table 1.19](#).

**Table 1.19. Mapping of ISCED and IQF Levels for Non-Formal ECE**

ISCED		Non-Formal Early Childhood Education	IQF Level
Level	Description		
0	Early Childhood	Playgroup, CCC, and other Similar ECE Units (Age Groups Birth-2 Years, 2-4 Years, and 4-6 Years)	N/A

Mapping of IQF levels toward the National Education System as a whole is further elaborated in detail in [Criterion III](#).

### Government role in quality assurance

Government assurances in fulfillment of expected competences for learners in non-formal ECE are mainly performed through the accreditation process by the NAA-ECENFE. Further explanations on the work of the NAA-ECENFE are elaborated in [Criterion VI](#).

### Transition in progression to other types of education

There are no official restrictions in the horizontal movement of non-formal ECE learners outside the internal policies of each ECE provider. Age-based restrictions are officially applied, though, in the vertical movement of learners across age groups and when entering the basic education system.

### Current state of implementation

According to the latest data from the Center of Education Data and Statistics of the MoEC (as accessed per August 8, 2019), there are 84,359 playgroups providing education for 486,307 learners, 3,037 child care centers providing education for 13,652 learners, and 22,708 other similar ECE units for 141,051 learners.

## 1.2.2. Second Chance Education (Pendidikan Kesetaraan)

Second chance education (*pendidikan kesetaraan*) functions as a learning activity service for members of the society that wish to obtain recognition in a particular level of education through the non-formal pathway. The goal of this type of non-formal education is to:

1. expand access to all levels of basic and secondary education for members of the society that lack opportunities to obtain education through the formal pathway;
2. equip learners with academic ability and functional skills, as well as professional attitude and personality; and
3. improve the quality and competitiveness of graduates to enable them to advance their education or, if eligible by law, prepare them to enter the workforce or become an entrepreneur.

### Provision

As described in its definition, second chance education can be provided in four different programs, which are A Program (equal to education at primary schools), B Program (equal to education at junior secondary schools), C Program (equal to education at senior secondary schools), and Vocational C Program (equal to education at vocational secondary schools); all under the supervision of the MoEC. As with formal education, Islamic-based versions of this non-formal education, except for Vocational C Program, are also provided but under the supervision of the MoRA. The equal Islamic-based programs to A, B, and C Programs are *Ulla*, *Wustha*, and *Ulya* Programs, respectively.

There are a variety of non-formal educational units that can deliver second chance education, which include the following listed below.

1. Courses Institutions and Training Institutions (*Lembaga Kursus dan Lembaga Pelatihan*), which are educational units that provide education for the society to obtain life skills and professional personality as well as to advance their education;
2. Study Groups (*Kelompok Belajar*), which are educational units consisting of a group of society members that help each other by learning from their collective experience and skills in improving their quality and level of living.
3. Society Learning Centers (*Pusat Kegiatan Belajar Masyarakat*), which are educational units that deliver various learning activities according to the needs of the society based on the initiative from, by, and for the society.
4. *Majelis Taklims*, which are places to teach or recite the Holy Quran for people that wish to delve into Islamic teachings as a means to preach and teach the religion.

### Learning outcomes

In general, since second chance education is grouped like formal basic and secondary education, i.e. A Program is equal to basic education at primary schools, B Program equal to basic education at junior secondary schools, C Program equal to general secondary education, and Vocational C Program equal to vocational secondary education, the learning outcomes for each pair are quite similar. The main difference is that second chance education requires a minor amount of learning to immediately improve everyday lives. Each program has different emphases, e.g. A Program expects the acquirement of skills to support everyday living, B Program expects the acquirement of skills demanded by the workforce, and C Program expects the acquirement of entrepreneurial skills. Overall, however, learning outcomes for each second chance education program can generally be referred to the learning outcomes of its counterpart in formal education. It is important to note that the ANSE has already developed the National Standards for Second Chance Education, with the proposed standard currently in process of being enacted through a Regulation of the Minister of Education and Culture.

### Length of study and learning load

There is no particular timeframe for completing studies in any of the second chance education programs. Learners have the freedom to learn at their own pace and time. This means that second chance education learners may complete their program faster than, similar to, or longer than their equal counterparts in formal education.

The learning load for second chance education programs is directed in Regulation of the Minister of National Education 3 of 2008 on Standards for Process at the A Program, B Program, and C Program Second Chance Education. The learning load is stated in competency credit units that represent the competency load required from each learner to achieve their learning programs through, either face-to-face learning, tutorials, or independent studying. Competency credit units can be used to transfer competency credits obtained from informal and formal pathways, as well as other forms of non-formal education.

In all second chance education programs, one competency credit unit is calculated based on considerations pertaining to relevant competency standards (*standar kompetensi*) and basic competences (*kompetensi dasar*) of each subject that is achieved through one conceptual hour of face-to-face learning, two conceptual hours of tutorials, three conceptual hours of independent studying, or a proportional combination of the three. The proportional combination of the three must meet the following rules, which are a minimum of 20 percent face-to-face learning, a minimum of 30 percent tutorials, and a maximum of 50 percent independent studying. It is important to note that one conceptual hour for the A, B, and C Program equals to 35, 40, and 45 actual minutes, respectively. The learning load arrangement for each program is described in [Table 1.20](#).

**Table 1.20. Learning Load for Each Second Chance Education Program**

Program	Equal Formal Education	Total Learning Load (Competency Credit Units)	Equal Minimum Learning Load per Semester (Competency Credit Units)
A – 1	grades 1 to 3	102	17
A – 2	grades 4 to 6	102	17
B – 3	grades 7 to 8	68	17
B – 4	grade 9	34	17
C – 5	grade 10	40	20
C – 6	grades 11 to 12	82	21

### ISCED and IQF levels

Recognition of second chance education competences is summarized in [Table 1.21](#).

**Table 1.21. Mapping of ISCED and IQF Levels for Second Chance Education**

ISCED		Second Chance Education	IQF Level
Level	Description		
1	Primary	A Program	N/A
2	Lower Secondary	B Program	N/A
3	Upper Secondary	C Program & Vocational C Program	2

Mapping of IQF levels toward the National Education System as a whole is further elaborated in detail in [Criterion III](#).

### Government role in quality assurance

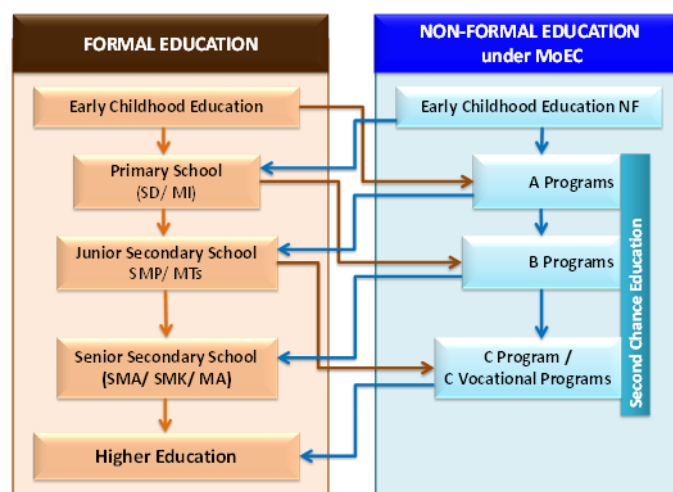
Government assurances in fulfillment of expected competences for learners in second chance education are met through the provision of the National Exam, SCT (for the Vocational C Program), and the accreditation process by the NAA-ECENFE. Further explanations in the provision of the National Exam as well as the work of the NAA-ECENFE are elaborated in **Criterion VI**.

### Transition to other types of education

Learners in second chance education can move horizontally to informal education (e.g. single or compound homeschooling) or between non-formal education programs that are considered equal (e.g. A program to *Ulya* program or community homeschooling). In most cases, horizontal movement between non-formal education programs will require some form of a recognition mechanism of related prior learning, including accumulated competency credit units. Meanwhile, learners in second chance education that choose to move horizontally to formal education must not exceed age restrictions and will be required to have their prior learning recognized by an institution appointed by the Government or Local Government as directed by the national education standards. Including in this mechanism is use of the National Exam results, program diplomas, and placement tests.

As with the case in horizontal movement in basic and secondary formal education, unless it is simply a change in paths of education, in most cases the horizontal movement will likely come with consequences that the learner might have to retake a grade or two to take certain subjects that were not available in their previous studies, but are now required. This is especially the case for general second chance program learners that wish to move to an equal Islamic-based program or vice versa, or to a vocational program or vice versa.

Use of the National Exam results and program diplomas are also instrumental in facilitating vertical movement, for continuing to a more advanced second chance education program or moving pathways to more advanced formal education. This is especially the case for B Program/*Wustha* Program learners that wish to continue to the C Program/Vocational C Program/*Ulya* Program or C Program/Vocational C Program/*Ulya* Program learners that wish to continue to higher education. The mechanism of movement from non-formal to formal education pathways is illustrated in **Exhibit 1.3**.



**Exhibit 1.3.** *Cross pathways of learning modes between formal education and non-formal education for ECE and second chance education programs.*

### **Current state of implementation**

According to the latest data from the Center of Education Data and Statistics of the MoEC (as accessed per August 8, 2019), there are 87,981 learners participating in the A Program, 239,640 learners participating in the B Program, and 483,176 learners participating in the C Program. At the time of writing this report, no information was available yet on the number of learners participating in Vocational C Programs, as well as information on number of learners participating in the Islamic-based second chance education programs. It is worth noting that community learning centers (*pusat kegiatan belajar masyarakat*), which provide the majority of second chance education programs, are also recognized as the education unit that provides community homeschooling. Therefore, the numbers presented must be understood as a combination of both types of education programs.

### **1.2.3. Homeschooling**

As directed in Regulation of the Minister of Education and Culture 149 of 2014 on Homeschooling, the goal for the provision of this type of non-formal education is to:

1. fulfill services of quality basic and secondary education for learners from families that choose to educate their children through homeschooling;
2. serve learners that need academic and life skills education in a flexible manner to improve their quality of life; and
3. fulfill educational services in a conscious, regular, directed, and structured manner by putting forward the development and implementation of independent learning that is provided by the family and their surroundings where learning occurs at home and other designated places in a conducive community environment to maximize the development of each learner's potential.

### **Provision**

There are three forms of homeschooling that are recognized in Indonesia. These are single homeschooling (*sekolahrumah tunggal*), compound homeschooling (*sekolahrumah majemuk*), and community homeschooling (*sekolahrumah komunitas*). Of the three forms, community homeschooling is considered to be non-formal education, while the other two are considered to be informal.

### **Learning outcomes**

Curriculum for community homeschooling must refer to either the national formal education curriculum or the national equality education curriculum. Thus, community homeschooling has similar learning outcomes to the chosen national curriculum. Differences may occur in the width or depth of learning depending on the interest, potential, and needs of the learners.

### **Length of study and learning load**

The timeframe and structure for completing studies in community homeschooling will depend on the agreement within the community. Learners will have some freedom to learn at their own pace and time, outside the time agreed upon for the community to convene and learn together as a group. This means that community homeschooling learners may complete their studies sooner or later or equal to their counterparts in formal or non-formal education.

### ISCED and IQF levels

Recognition of community homeschooling competences is summarized in [Table 1.22](#).

**Table 1.22. Mapping of ISCED and IQF Levels for Community Homeschooling**

ISCED		Community Homeschooling	IQF Level
Level	Description		
0	Early Childhood	Learning Equal to ECE	N/A
1	Primary	Learning Equal to Basic Education (Primary School)	N/A
2	Lower Secondary	Learning Equal to Basic Education (Junior Secondary School)	N/A
3	Upper Secondary	Learning Equal to Secondary Education	2

Mapping of IQF levels toward the National Education System as a whole is further elaborated in detail in [Criterion III](#).

### Government role in quality assurance

Government assurances in fulfillment of expected competences for learners in community homeschooling are met through the provision of the National Exam and the accreditation process by the NAA-ECENFE. Further explanations in the provision of the National Exam as well as the work of the NAA-ECENFE are elaborated in [Criterion VI](#).

### Transition in progression to other types of education

Graduate competences of community homeschooling are considered to be equal to formal or non-formal education after the learner passes an examination that is provided in accordance with the national education standard. Homeschooling learners that wish to change paths from non-formal to formal education must be assessed through a proper test (*tes kelayakan*) and a placement test (*tes penempatan*) by the intended provider and pass the National Exam for a lower level of education, if available.

For example, non-formal homeschooling learners that intend to enter formal primary school will only be required to pass a proper test and a placement test provided by the intended school. Meanwhile, non-formal homeschooling learners that intend to enter formal junior secondary schools at grade 7 must pass an examination equal to the exam provided as part of the requirements to graduate from primary school or the second chance education A Program. If they intend to enter at grades 8 or 9, then they will also be required to pass a proper test and a placement test provided by the intended school. The same mechanism applies for entering senior secondary schools but requires applicants to pass the National Exam for junior secondary schools or second chance education B Program.

### Current state of implementation

According to the latest data from the Center of Education Data and Statistics of the MoEC (as accessed per August 8, 2019), among the community learning centers listed as providing second chance education, there are, at least, 22 centers that identify as “homeschooling”.

#### 1.2.4. Courses

Courses under the supervision of the MoEC are implemented in a flexible manner in order to meet the demands and requirements of current and future business and industrial developments. Specifically, courses are developed and provided to enhance the workplace skills and knowledge of community members for self-development, professional development, employment, and entrepreneurship. They may also wish to continue their education to a higher level within the framework of life skills education. The minimum age for participation in courses recognized by IQF is 15 years.

##### *Provision*

Courses are provided by government and private training institutions. There are four groups of courses and training institutions under supervision of the MoEC:

1. International level courses and training that have fulfilled the National Education Standards and those required for national and international competitiveness;
2. Courses and training that have established Minimum Services Standards (*Standar Pelayanan Minimum*), and have fulfilled the minimum services requirements; and
3. Pioneering courses and training (*lembaga kursus dan pelatihan rintisan*) that have established and fulfilled the minimum services requirements but are still limited to providing courses for beginners or which have not yet fulfilled the minimum services requirements.

Regardless, all courses are directed to pay attention to current and projected labor market and business trends, as well as trending interests in personal development.

##### *Learning outcomes*

In accordance with Government Regulation on the National Education System, implementation of courses must refer to a specific GCS recognized by the MoEC. This is based on the general GCS for courses developed by ANSE, which is then enforced through a Regulation of the Minister of Education and Culture. Since the national standard for courses is currently in development, however, the MoEC has taken the initiative to develop their own set of specific GCS based on the IQF currently enforced through Regulations of the Minister of Education and Culture 131 of 2014; 5 of 2016; 27 of 2017; and 11 of 2019, on GCS in Courses. As stated in the regulations, there are 73 main groups of courses that are currently governed by the MoEC.

##### *Length of study and learning load*

Length of study and learning load is yet to be established for courses outside joint expert judgment from the developers and the MoEC for each course.

##### *ISCED and IQF levels*

Since courses are deemed to be incomparable to ISCED, competences obtained from courses are only recognized for IQF starting from **level 2** (learning equal to upper secondary) up to **level 9** (learning equal to doctor, applied doctor, or subspecialist higher education). Mapping of IQF levels toward the National Education System as a whole is further elaborated in detail in **Criterion III**.

### **Government role in quality assurance**

The government provides certification and an accreditation process as assurance of the fulfillment of expected competences for learners in courses. In accordance with Regulation of the Minister of National Education 70 of 2008 on Competency Tests for Courses and Training Learners from Non-Formal Education Units or Society Members that Learn Independently, CCB/LSK, that are recognized by the MoEC, provide competency certifications to learners from non-formal education units or society members that learn independently. On the other hand, the NAA-ECENFE conducts the accreditation process for all course providers. Further explanations on the competency certification process by the MoEC and CCB are elaborated in **Criterion III**, and the NAA-ECENFE in **Criterion VI**.

### **Transition in progression to other types of education**

Due to the nature of the development and delivery of these courses there is no opportunity for either horizontal or vertical movement to other types of education in terms of progression.

### **Current state of implementation**

According to the latest official recorded information on the number and capacities of courses institutions under the supervision of the MoEC, in August 2018 there were 16,935 institutions providing 29,283 courses for 57,219 learners. The number of certificates issued was projected to increase from 44,887 in 2017.

Currently, from the recognized 73 main groups of courses, there are 140 types of courses are provided under the supervision of the MoEC ranging from IQF **levels 2 to 6**. Specifically there are 38, 64, 27, 8, 3 courses for IQF **levels 1, 2, 3, 4, 5, and 6** respectively (see **Annex J**)

## **1.2.5. Work Training**

Work training programs under the supervision of the Ministry of Manpower/*Kementerian Ketenagakerjaan* (MoM/Kemenaker) aim to improve work skills, productivity, and welfare of workers and job seekers by skilling, up-skilling, and re-skilling in terms of work competencies. The minimum age for participation in work training at a job training institution is 15 years.

### **Provision**

Work training can be provided by government and private Vocational Training Centers/*Balai Latihan Kerja* (VTCs/BLK) on the direction of Government Regulation 31 of 2006 on the National Work Training System. There are five groups of training institutions under supervision of the MoM, which are (1) Government VTCs, (2) ministerial training institutions, (3) private accredited VTCs, (4) overseas VTCs, and (5) apprentice organizers in industries. All work training is directed to focus on current and projected labor market and business needs.

### **Learning outcomes**

In accordance with Government Regulation on the National Work Training System, implementation of training in each VTC must refer to a recognized competency standard. VTC training programs and curricula are based on Competency standards reliant on Indonesian National Work Competency Standards/*Standar Kompetensi Kerja Nasional Indonesia* (INWCS/SKKNI), international competency standards, or other specific competency standards.



The INWCS were developed in accordance to Regulation of the Minister of Manpower 3 of 2016 on Guidelines in Establishing Indonesian National Work Competency Standards. The preparation is based on industry/user needs by industry practitioners or those who have experience in the industry to ensure that the national competency standards are in accordance with the demands of industrial needs and achieved through national consensus. The INWCS model follows the model suggested by the International Labor Organization (ILO), namely the Regional Model Competency Standard (RMCS). Each national competency standard has several competences or learning outcomes and is expressed in competency units.

### ***Length of study and learning load***

Work training programs must be provided for a duration of between 160 learning hours (equal to one month) and 3,840 learning hours (equal to 24 months), with a ratio of 30 percent theory and 70 percent practice. In addition, the program must include on-the-job-training in the industry for a minimum of one month.

### ***ISCED and IQF levels***

Similar to courses, work training is also deemed to be incomparable to ISCED. Hence, competences obtained from work training are only recognized for IQF starting from **level 2** (learning equal to secondary education) up to **level 9** (learning equal to doctor, applied doctor, or subspecialist higher education). Mapping of IQF levels toward the National Education System as a whole is further elaborated in detail in **Criterion III**.

### ***Government role in quality assurance***

Government assurances in fulfillment of expected competences for learners in work training are achieved through the provision of certifications and the accreditation process. In accordance with Government Regulation 10 of 2018 on the Indonesian Professional Certification Authority/*Badan Nasional Sertifikasi Profesi* (IPCA/BNSP), IPCA licenses a number of Professional Certification Body/*Lembaga Sertifikasi Profesi* (PCB/LSP) to provision competency certifications for graduates from VTCs and vocational education institutions, as well as experienced workers. On the other hand, the Training Provider Accreditation Body/*Lembaga Akreditasi Lembaga Pelatihan Kerja* (TPAB/LA-LPK) performs the accreditation process for all work-training providers. Further explanations on the competency certification process by IPCA and PCB are elaborated in **Criterion III**, meanwhile the work of the TPAB is elaborated in **Criterion VI**.

### ***Transition in progression to other types of education***

Work training is typically developed and provided as a whole from start to completion, either in the form of singular training or in the form of a series of trainings. Therefore, horizontal and vertical movement to other types of education in terms of progression is non-existent.

### ***Current state of implementation***

According to the latest official recorded information on the number and capacity of training institutions under the supervision of the MoM, in September 2018 there were a total of 3,105 training institutions providing work training for 2,007,209 learners. Further details on number and capacity for each training institution are described in **Table 1.23**.

**Table 1.23. Number and Capacity of Training Institutions Governed by the MoM**  
*Source: Book of Information on Training and Productivity  
of the Ministry of Manpower, September 2018*

Type of Training Institutions	Total	Learners/ Year
Government VTCs (central and regional)	303	286,048
Ministerial Training Institutions	89	176,105
Private Accredited VTCs	1,243	1,479,024
Overseas VTCs	419	2,203
Apprentice organizers in Industries	1,051	63,829
<b>Total</b>	<b>2,713</b>	<b>1,545,056</b>

The number of certificates issued by these training institutions has shown consistent growth over the years with the latest official recorded information showing a significant increase from 3,231,970 certificates issued in 2017 to 3,511,802 certificates in 2018.

These training institutions develop their curricula based on INCWS, and a total of 769 standards across 17 sectors, with some included in the IQF.

#### 1.2.6. Comparison between Courses and Work Training

In various policies and usage in the field, the terms courses and (work) training are often interchangeable and overlap one another. To provide consistency in this report, in addition to the aforementioned definitions for each term, a comparison of the two domains of training programs is presented in [Table 1.24](#).

**Table 1.24. Comparison between Courses and Work Training**

Task	Courses	Work Training
<b>Policy Direction</b>	MoEC	MoM
<b>Licensing</b>	MoEC	MoM
<b>Regulation</b>	Law on the National Education System	Law on Manpower
<b>System</b>	Life Skills Education	National Work Training System
<b>Organizing Agency</b>	Courses and Training Institution	Work Training Institution
<b>Graduation Standards</b>	GCS	INCWS
<b>Organizer</b>	ANSE	IPCA
<b>Certifier</b>	MoEC	Chair of the IPCA or PCB

Task	Courses	Work Training
Graduate Standard Components	Competency Unit	Competency Unit
	Competency Element	Competency Element
	Graduation Indicator	Performance Criteria
Certification	Certificate of Competency	Certificate of Competency and Professional Certificate
Certificate Publisher	CCB	PCB
Participants	General Public	Work Force
Outcome	Expertise in specific fields	Work-related Skills

### 1.3. Informal Education

This path of education has characteristics in which: (1) emphasizes on character development; (2) participants are heterogeneous; (3) contents of education are not formally programmed; (4) not tiered; (5) flexible learning time, yet relatively long; (6) learning process is reasonable, flexible, and responsive; (7) evaluation of learning achievement is not systematically programmed; and (8) credentials are non-existent and also not important. The main forms of informal education are single and compound homeschooling, as well knowledge attained from personal work experiences.

#### 1.3.1. Homeschooling

As stated earlier in the non-formal education section, the goal for provision of this type of informal education is to:

1. fulfill services of basic and secondary education quality for learners from families that choose to educate their children through homeschooling;
2. serve learners that need academic and life skills education in a flexible manner to improve their quality of life; and
3. fulfill educational services in a conscious, regular, directed, yet less structured manner by putting forward the development and implementation of independent learning that is provided by family and their surroundings where learning can occur at home or other places in a conducive environment to maximize the development of each learner's unique potential.

#### Provision

There are two forms of homeschooling that are considered to be informal education, which are single homeschooling (*sekolahrumah tunggal*) and compound homeschooling (*sekolahrumah majemuk*).

### Learning outcomes

Similar to community homeschooling, the curriculum for single and compound homeschooling both must refer to either the national formal education curriculum or the national equality education curriculum. Thus, single and compound homeschooling will have similar learning outcomes to the chosen national curriculum. Differences may occur on the width or depth of learning depending on the interest, potential, and needs of the learner(s).

### Length of study and learning load

There is no particular timeframe or structure for completing studies in single and compound homeschooling. Learners will have freedom to learn at their own pace and time. This means that single and compound homeschooling learners may complete their studies faster than, similar to, or longer than their equal counterpart in formal or non-formal education.

### ISCED and IQF levels

Recognition of single and compound homeschooling competences are summarized in [Table 1.25](#).

*Table 1.25. Mapping of ISCED and IQF Levels for Single and Compound Homeschooling*

ISCED		Single and Compound Homeschooling	IQF Level
Level	Description		
0	Early Childhood	Learning Equal to ECE	N/A
1	Primary	Learning Equal to Basic Education (Primary School)	N/A
2	Lower Secondary	Learning Equal to Basic Education (Junior Secondary School)	N/A
3	Upper Secondary	Learning Equal to Secondary Education	2

Mapping of IQF levels toward the National Education System as a whole is further elaborated in detail in [Criterion III](#).

### Government role in quality assurance

Government assurances in fulfillment of expected competences for learners in single and compound homeschooling are performed through provision of the National Exam and the accreditation process by the NAA-ECENFE. Further explanations in the provision of the National Exam as well as the work of the NAA-ECENFE are elaborated in [Criterion VI](#).

### Transition in progression to other types of education

Graduate competences of both forms of homeschooling are considered to be equal to formal or non-formal education after the learner passes an examination that is provided in accordance to the national education standard. Homeschooling learners that wish to change paths from informal to formal or non-formal education must be assessed through a proper test (*tes kelayakan*) and a placement test (*tes penempatan*) by the intended provider and pass the National Exam for a lower level of education, if available.

For example, informal homeschooling learners that intend to enter formal primary school will only be required to pass a proper test and a placement test provided by the intended school. Meanwhile, informal homeschooling learners that intend to enter formal junior secondary schools at grade 7 must pass an examination equal to the exam provided as part of the requirements to graduate from primary school or the second chance education A Program. If they intend to enter at grades 8 or 9, then they will also be required to pass a proper test and a placement test provided by the intended school. The same mechanism applies for entering senior secondary schools but requires applicants to pass the National Exam for junior secondary schools or second chance education B Program.

### ***Current state of implementation***

The Government has yet to establish a mechanism to officially track the number of learners in informal homeschooling.

## **1.3.2. Work Experiences**

### ***ISCED and IQF levels***

Competences obtained from work experiences are only recognized for IQF starting from **level 1** (experiential learning equal to secondary education) to **level 9** (experiential learning equal to doctor, applied doctor, or subspecialist higher education). Full mapping of IQF levels toward the National Education System are given in detail in **Criterion III**.

### ***Government role in quality assurance***

Government assurances in recognizing work experiences toward certain competency levels are awarded through RPL and RCC as discussed in **Criterion III**.

## **1.3.3. Other Forms**

Other forms of informal education currently recognized in Indonesia include various unstructured learning obtained through interactions with family members and the community, as well as self-learning through available sources of knowledge, experimentation, and training. Recognition in competences is awarded as a form of RPL or RCC depending on the intended use of the recognition.

## CRITERION II

### INDONESIAN QUALIFICATIONS NATIONAL COMMITTEE

Presidential Regulation 8 of 2012 on the Indonesian Qualifications Framework/Kerangka Kualifikasi Nasional Indonesia (IQF/KKNI) defines standard qualification levels for education, job training, and work experience. The IQF is comprehensive and provides a solid foundation for the education structure and recognition of experiences, and ultimately improves the competitiveness of the Indonesian workforce. In order to implement the IQF, **the Indonesian Qualifications National Committee/Komite Nasional Kualifikasi Indonesia (IQNC/KNKI)** was established via governmental decrees during 2018 and 2019. See **ANNEX B** for details of the issuing decrees. The references used ensure that the structure of the IQNC is in accordance with the education and employment systems in Indonesia.

The implementation of the IQF requires close cooperation of many agencies in Indonesia and must be carried out in a planned, systematic, and organized manner. The Committee's vision as an institution is to foster trust and confidence in the quality and integrity of qualifications, through the development of a culture of quality and ethical practices in all types of education and training. The mission is to:

1. harmonize and synchronize the process of mutual recognition between learning achievements in the fields of education, training and work experience; and
2. supervise the quality assurance of the implementation of the IQF.

To achieve this mission, IQNC will undertake specific programs, in order to:

1. strengthen the implementation of policy and regulations concerning IQF by:
  - a. providing guidance and supervision;
  - b. educating the public about policies, regulations, and guidelines; and
  - c. facilitating communication and coordination among various sectors, both at national and international levels
2. promote and advocate the recognition of Indonesian human resource qualifications based on the IQF in the global labor market, through:
  - a. respectful and synchronistic processes of mutual recognition among various forms and types of qualifications and the granting thereof through the relevant quality assurance systems in Indonesia;
  - b. the implementation of a referencing process and/or pairing/alignment of IQF with the qualification framework of other countries through bilateral, regional, as well as multilateral agreement.

## 2.1. Scope of Responsibilities

IQNC will develop various assessment and recognition models or systems agreed upon by interested parties so that the implementation is accepted by all stakeholders and the wider community. In general, the IQNC has a wide range of schemes in handling problems as illustrated in **Exhibit 2.1**.



**Exhibit 2.1.** Scope of IQNC responsibilities.

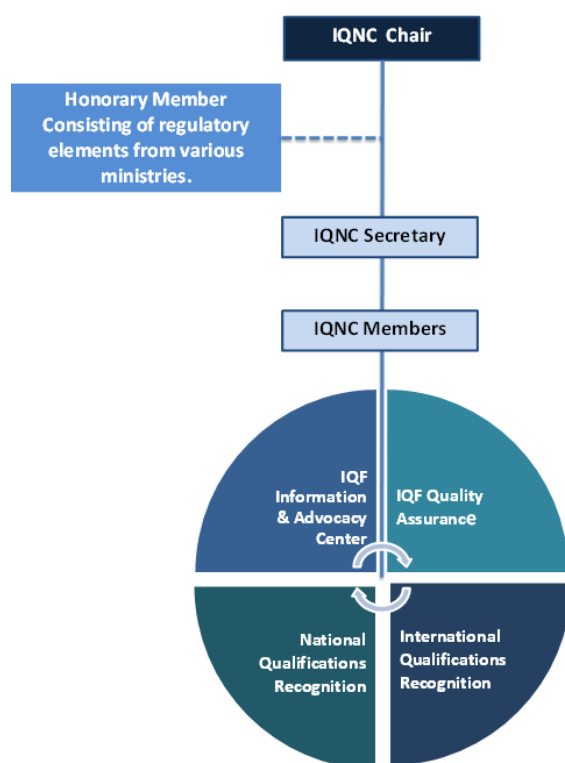
The main objective of the IQNC is to improve the quality and competitiveness of Indonesian workers within the planned time and is thus responsible as follows:

1. To use its organizational structure (**Exhibit 2.2**) to periodically review and update IQF implementation devices such as regulations, descriptors, guidelines, socialization mechanisms, standard implementation documents, and other supporting aspects.
2. To continuously review the nine descriptors of qualification levels contained in the IQF, paying attention to and anticipating national and international labor developments.
3. As a center for services and information, to:
  - a. publish guidelines for stakeholders that provide information about the mechanism for implementing the IQF, past experience recognition schemes, credit transfers, and certification programs related to the IQF;
  - b. provide input, consultation, guidance/assistance to encourage and facilitate the process of IQF implementation in all institutions; and
  - c. disseminate the IQF and implementation programs to all stakeholders, particularly quality assurance, accreditation, and certification bodies.
4. To assist with the development of the RPL scheme, credit transfers, and the transfer of types of education in the education and training sector. This will include assistance for institutions to develop RPL regulations and mechanisms that are implemented internally in their respective institutions according to their specific characteristics, yet remain in sync with the basic rules required by the IQF.
5. To provide mentoring teams for companies, industries, business institutions, and government agencies in developing a career system or payroll structure based on IQF.

In the case of recognizing the qualifications through IQF of foreign workers employed in Indonesia or, conversely support Indonesian workers who work abroad, the IQNC will use the appropriate channels to monitor and ensure accountability of certificate issuance as well as mutual recognition among national and international qualifications.

## 2.2. Organizational Structure

The organizational structure of IQNC must guarantee transparent and accountable IQF implementation and guarantee continuous quality improvement. Schematically, IQNC's organizational structure is as listed in **Exhibit 2.2**. This organizational structure will be developed further to facilitate future IQF implementation by IQNC.



**Exhibit 2.2.** *Organization structure of IQNC.*

The IQNC development map has been specifically reviewed by the Ministry of Education and Culture/*Kementerian Pendidikan dan Kebudayaan* (MoEC/Kemendikbud) through one of the Analytical and Capacity Development Partnership (ACDP) 024 studies entitled: "Support the Development of the Indonesian Qualifications Framework".

## 2.3. Governance

Strong governance arrangements, particularly a political mandate for the IQNC, are critical to the successful implementation of the IQF. Due to the diversity and very large scale of institutions in Indonesia that deal with the provision for users of qualifications, IQNC **has to be the single agency**; this not being the case could potentially confuse local and international stakeholders.



In relation to qualifications frameworks, governance can refer to how an agency promotes, manages and maintains the framework, including ensuring progressive implementation across the various education and training sectors. It also refers to the legislative or regulatory basis of the agency and its roles and responsibilities. The governance operation of the IQNC shall meet the following principles:

1. transparency and accountability;
2. integrity, including the resolution of potential and actual conflicts of interest with selflessness and objectivity in the public interest;
3. due diligence;
4. inclusive; and
5. economy, efficiency and effectiveness.

The roles and responsibilities of the IQNC are defined and distinct from the role of the various ministries and agencies in IQF implementation, as follow:

1. coordination and monitoring of IQF implementation across the sectors;
2. policy direction of the IQF;
3. being the single voice advocating and promoting the benefits and role of the IQF at a national and international level;
4. liaison with relevant international agencies;
5. provision of across sector advice on the effectiveness of Indonesia's qualifications system; and
6. coordination and maintenance of agency quality standards, and meta-evaluation of the quality assurance agencies. A key role of the IQNC is to hold all ministries and agencies accountable for their performance. The IQNC will maintain a register of recognized quality assurance agencies.

The IQF addresses all three main sectors of education and training: formal education, non-formal education, and informal training. The IQNC is supported by a strong Secretariat to undertake the operations and functions of the IQNC, linked to Directorate General of Learning and Students Affairs – the Ministry of Research, Technology, and Higher Education/*Kementerian Riset, Teknologi, dan Pendidikan Tinggi* (MoRTHE/*Kemenristekdikti*).

## 2.4. Policy Direction

At the time the IQF was established, there was a single document on the IQF which was a Presidential Decree. Currently Indonesian qualification system glossaries have been developed with specific regulations related to relevant ministries. These include definitions such as learning outcomes and outcome-based education, recognition of prior learning, certification based on qualifications, outcome-based national standards, outcome-based accreditation instruments, qualifications in occupation (occupation map) and professions. Policies, regulations, guidelines, regarding the IQF implementation are growing in number and quality.

Law 12 of 2012 on Higher Education, which was enacted after Presidential Regulation 8 of Year 2012 on the IQF, further strengthens the IQF policy and regulations specifically in Article 29. With this regulation in place, there has been a significant increase in IQF related ministerial decrees; this has also been noted in the Ministry of Manpower/*Kementerian Ketenagakerjaan* (MoM/Kemenaker), MoEC, Ministry of Internal Affairs, etc.

To promote a synchronization of IQF policies and regulations, and to avoid a mix of qualification types and descriptors, definitions and applications of certification, the IQNC is developing an overarching IQF national policy on:

1. qualifications, including component parts e.g., qualification types and descriptors including volume;
2. RPL;
3. certification, including naming conventions and use of the IQF logo;<sup>2</sup>
4. international referencing activities; and
5. education and training definitions.

Relevant line ministries may still develop additional specific requirements as long as they do not conflict with the national policy.

## 2.5. National Coordinating Agency for Qualifications

Presidential Decree on the IQF indicates that line ministries and relevant agencies can implement the IQF as they see fit. IQNC will take a coordination role by:

1. developing a system of collaboration across all education and training sectors and quality agencies, ministries and agencies;
2. facilitating meetings and building relationships between the three key ministries and with other ministries and agencies;
3. facilitating the development of high level IQF documents that are implemented by all ministries and agencies;
4. informing ministries and agencies of implementation targets and progress; and
5. requiring data to be sent from each of the relevant ministries and agencies for analysis and to gain a better picture of the implementation of the IQF in all education and training sectors.

The IQNC, as a centralised single agency controls the information and promotion of the IQF and prevents the dissemination of conflicting information. It plays a key role in linking other non-qualification recognition strategies (e.g. licensing, professional association membership) to enhance the linkages between the IQF and the system (but separate in terms of certification) to these other outcomes.

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<sup>2</sup> Limiting application to quality assured programs and providers (recognised by an accrediting agency); only used on certificates/awards, excluding diploma supplements, statement of results, and marketing materials etc.

## 2.6. National Coordination of Quality Assurance Bodies

Given the varied number of quality assurance agencies across all education and training sectors in Indonesia, it is not feasible for the IQNC to take on a quality assurance role of achievement standards and of institutional provision. However, confidence in the certification process is a critical aspect of building confidence in IQF qualifications. In this respect, the IQNC plays a role in assuring quality by holding the quality assurance agencies accountable for their own performance and that of the performance of any of their subsidiary quality assurance agencies or bodies.

In order to raise the standards for quality assurance, IQNC will manage cross sectoral objective advice on the effectiveness of Indonesia's qualifications system; coordinate and maintain agency quality standards as well as meta-evaluation of the quality assurance agencies. A key role of the IQNC is to hold all ministries and agencies accountable for their performance. The IQNC will maintain a register of recognized quality assurance agencies, through:

1. approving and monitoring quality assurance ministries and agencies, as well as auditing the agencies to ensure they meet documented criteria or standards;
2. determining an acceptance of membership and/or sanction quality assurance agencies; and
3. maintaining a publicly available register of quality assurance ministries and agencies, that includes any that have been sanctioned.

Having said that, this approach is only one way for instilling confidence in IQF qualifications. The IQNC takes an accountability approach by monitoring and ensuring that the peak quality assurance ministries and agencies meet agreed quality standards and comply with key performance targets and reporting requirements. Quality assurance agencies meeting quality standards is a model used internationally in-country and across countries. In this quality assurance approach, the IQNC would:

1. develop quality standards for quality assurance agencies;<sup>3</sup>
2. require annual reporting (or additional reporting if requested) for the purpose of monitoring and meta-evaluation or review;
3. maintain a register of quality assured agencies; and
4. report to the highest government office on agency compliance with the requirements.

The accountability approach is adopted in preference to a regulatory approach, which will address:

1. governance arrangements and accountability requirements;
2. continuous improvement approach to quality requirements;
3. periodic external audit requirements against the quality standards; and
4. eligibility for membership to international agencies, e.g. INQAAHE<sup>4</sup>.

Any quality standards should reflect the benchmarking quality standards referenced in the AQR, given that any referencing process of the IQF to the AQR requires a benchmarking exercise of a country's quality assurance processes of its qualifications system. Currently there are three quality

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<sup>3</sup>The quality standards would specify the requirement for peak quality assurance agencies to be subject to external international quality assessment at least every five years. The quality standards would also include a requirement for the peak agencies to quality assure any agencies/bodies it delegates or licences the responsibility of quality assurance of qualifications, providers and/or provision of education, training and assessment services.

<sup>4</sup> INQAAHE = International Network on Quality Assurance Agency in Higher Education

assurance frameworks cited in the AQRF to which member states are to benchmark the quality assurance of their qualifications system in the referencing process.

Unsatisfactory performance of peak quality assurance agencies will be addressed through the IQNC's reporting requirements. Regardless of whether a regulatory or accountability approach is applied, the scope of the IQNC's quality assurance activities are limited to peak quality assurance ministries and agencies;<sup>5</sup> or applied to all quality assurance ministries and agencies.

Thus, the IQNC has a meta role in holding Quality Assurance (QA) agencies accountable for their quality systems and overall purposes. The IQNC will take a blended approach requiring all agencies to comply with general reporting requirements and also be subject to quality audits.

Developing an appropriate quality assurance system to monitor and evaluate the implementation of IQF in various sectors, will be a joint undertaking with quality assurance institutions within the MoEC, MoRTHE, and MoM, as well as professional associations.

## 2.7. Evaluation

In any qualifications system there are competing demands and allegiances. Ministries implementing quality assurance arrangements and promoting their sector system are sometimes reluctant to identify and report inefficiencies, duplication and issues of implementation. Thus, IQNC accepts responsibility for data, reports and information collection from relevant ministries. This empowers quality assurance agencies and bodies to be able to piece together and provide cross-sectoral, and objective advice as to future directions and strategies to improve the education and training systems of Indonesia.

Collecting, checking, rechecking, assessing and analyzing data, reports and information from relevant ministries was undertaken during the referencing process. In the main, data was gathered from MoEC, MoRTHE, Ministry of Industry, MoM, and their subordinate institutions/units/agencies.

## 2.8. Advocacy and Promotion

Research in various countries indicates that one of the key roles and responsibilities of the agency is to disseminate and promote the National Qualifications Framework (NQF). For the IQF to be successful in meeting its country's goals and ambitions, the IQF needs to be well understood by all stakeholders including:

1. employer and employer groups;
2. parents, potential students, current students and graduates;
3. international agencies involved in cross border education provision and student mobility;
4. international agencies responsible for manpower mobility; and

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<sup>5</sup>Peak agencies are those at the top tier i.e. those that either take full responsibility for quality assurance (e.g. national accreditation agencies) or delegate or license others to act on their behalf (e.g. the Indonesian Professional Certification Agency/*Badan Nasional Sertifikasi Profesi* (IPCA/BNSP) which licenses Professional Certification Bodies).

5. professional associations and licensing bodies.

Once the IQNC was established it became the information authority regarding the IQF and also the link with ministries in promoting the IQF within their remit. The IQNC also provides the necessary information regarding the IQF and its link with the international standards to the community and the international community. This function is carried out primarily through the IQNC cross ministerial members and a website with:

1. inclusions of IQF features, level information, and policies;
2. links to recognised peak quality assurance agencies; and
3. links to ministry websites dedicated to their implementation of the IQF.

## 2.9. Liaison and Focal Point

Promotion and being a focal point for international relationships are acknowledged as key functions of the IQNC. Indonesia, as one of the foundation ASEAN member states, is involved in a number of international initiatives that are of particular relevance to the IQNC:

1. The UNESCO Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific was established in 1983, to which Indonesia was a signatory. The new convention, the Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education [2011], aims to 'ensure that studies, diplomas, and degrees in higher education are recognized as widely as possible, considering the great diversity of educational systems in the Asia-Pacific region and the richness of its cultural, social, political, religious, and economic backgrounds' [UNESCO 2012].

The Convention focuses on establishing basic principles for the provision of information and the implementation of the convention. Article IX.3.1 indicates that 'a network of national information centers on academic mobility and recognition shall be established and shall uphold and assist the practical implementation of this Convention by the competent recognition authorities' [UNESCO 2012:10].

2. The basis for the AQRf is derived from the ASEAN Charter signed by the ten ASEAN leaders in Singapore on 20 November 2007, where aspirations to become a single entity – an ASEAN Community – were reinforced.

The AQRf has been approved and will support other multilateral and bilateral arrangements within the community including mutual recognition agreements [AQRf 2014:1]. The proposed governance arrangements of the AQRf indicate that there will be a regional committee which will liaise with one focal point in each ASEAN country. The national focal point is expected to represent all education and training sectors and promote the AQRf and NQF linkages. In addition, there is to be one key focal point to coordinate the in-country activities, including the referencing activity (which includes establishing a national referencing panel).

Thus, providing support in negotiating mutual recognition agreements, participating in other international strategies, and being a focal point for international collaboration and alignment activities is one among many important key responsibilities of the IQNC. One single focal point that

promotes coordination of these strategies at the highest level is highly expected by various international agencies that would like to communicate with Indonesia in terms of qualifications. Currently, IQNC is playing its role in communicating with the AQRF committee.

In the near future, IQNC will provide guidance and recommendation for the development of descriptors at every level of IQF qualifications. This is in accordance with the development of workforce competences and the development of work qualifications in the international world, as well as for the development of work qualification levels for interested parties both from within and outside the country. Detailed handbooks are to be published regarding guidelines, mechanisms, and stages of the quality assessment of various labor sectors at national and international levels.

## 2.10. Representation of the Key Stakeholders in Referencing Process

The process of IQF referencing to the AQRF is one of the IQNC's first responsibilities. It is imperative to come to an agreement (or a common understanding) on the IQF referencing process and its result. For this purpose, the IQNC will take a prominent role in consulting with relevant ministries and providing public documentation of agreed terms. In Indonesia, at least 32 Ministries and public institutions provide education and training outside private institutions, as stated in **Table 2.1**

**Table 2.1. Public Institutions with Education and Training Programs**

NO	REGULATORY BODIES	LEGAL BASIS	TYPE OF EDUCATION
<b>Coordinating Ministry for Political, Legal and Security Affairs</b>			
1	Attorney General	Presidential Regulation 38 of 2010	Courses and Training
2	Ministry of Home Affairs	Law 42 of 2017 Minister of Home Affairs Decree No. 89 /1996	Institute Government of Home Affairs
		Presidential Regulation 11 of 2015	Courses and Training
3	Ministry of Administrative and Bureaucratic Reform	Presidential Regulation 47 of 2015	Courses and Training
4	Ministry of Law and Human Rights	Presidential Decree 270 of 1964	Polytechnic
		Minister of Law Decree 1962	Polytechnic
		Presidential Regulation 44 of 2015	Courses and Training
5	Ministry of Communication and Information Technology	Presidential Regulation 33 of 2014	Multimedia "MMTC" Schools
		Presidential Regulation 54 of 2015	Courses and Training
6	Ministry of Foreign Affairs	Minister of Foreign Affairs Regulation 4 of 2009	Junior Diplomatic Training Unit
		Presidential Decree 56 of 2015	Courses and Training

NO	REGULATORY BODIES	LEGAL BASIS	TYPE OF EDUCATION
7	Ministry of Defense	Presidential Decree 5 of 2011	Indonesia Defense University
		Presidential Regulation 58 of 2015	Courses and Training
8	Indonesian Police	Ministry of Defense Decree 468/5/B/65/M	National Police Academy
		Presidential Regulation 5 of 2017	Courses and Training
9	Indonesian Armed Forces	Presidential Decree 185/Koti/1965	Academy/Colleges
		Presidential Regulation 62 of 2016	Polytechnic
<b>Coordinating Ministry for Economic Affairs</b>			
10	Ministry of Finance	Regulation of Finance Minister 1/PMK/1977	Indonesian State College of Accountancy (STAN)
		Presidential Regulation 28 of 2015	Courses and Training
11	Ministry of Manpower	Presidential Regulation 18 of 2015	Polytechnic
			Courses and Training
12	Ministry of Industry		Polytechnics
		Presidential Regulation 69 of 2018 (amendment to Presidential Regulation 29 of 2015)	Courses and Training
13	Ministry of Trade	Presidential Regulation 48 of 2015	Metrology and Instrumentation Academy
			Courses and Training
14	Ministry of Public Works and Housing	Presidential Regulation 15 of 2015	Courses and Training
15	Ministry of Agriculture	Presidential Regulation 45 of 2015	Polytechnic
			Courses and Training
16	Ministry of Environment and Forestry	Presidential Regulation 16 of 2015	
17	Ministry of Agrarian Affairs and Spatial Planning	Presidential Regulation 17 of 2015	College
			Courses and Training
18	State Ministry for State Owned Enterprises	Presidential Regulation 41 of 2017 (amendment to Presidential Regulation 41 of 2015)	Courses and Training

NO	REGULATORY BODIES	LEGAL BASIS	TYPE OF EDUCATION
19	State Ministry for Cooperatives and Small and Medium Enterprises	Presidential Regulation 62 of 2015	Courses and Training
<b>Coordinating Ministry for Human Development and Cultural Affairs</b>			
20	Ministry of Religious Affairs	Presidential Regulation 83 of 2015	Universities and Institutes Courses and Training
21	Ministry of Education and Culture	Law 20 of 2003	ECE, Primary, Junior Secondary, Senior Secondary, and Vocational Secondary Schools
		Presidential Regulation 14 of 2015	Courses and Training
22	Ministry of Research, Technology and Higher Education	Law 12 of 2012	Universities and Polytechnic
		Presidential Regulation 13 of 2015	Courses and Training
23	Ministry of Health	Presidential Regulation 35 of 2015	Polytechnics
			Courses and Training
24	Ministry of Social Services	Presidential Regulation 46 of 2015	College of Social Welfare
			Courses and Training
25	Ministry of Village, Acceleration Development Backward Regions and Transmigration	Presidential Regulation 12 of 2015	Courses and Training
26	Ministry of Female Empowerment and Child Protection	Presidential Regulation 59 of 2015	Courses and Training
27	State Ministry for Youth and Sports Affairs	Presidential Regulation 57 of 2015	Courses and Training
<b>Coordinating Ministry of Maritime Affairs</b>			
28	Ministry of Energy and Mineral Resources	Presidential Regulation 105 of 2016 (amendment to Presidential Regulation 68 of 2015)	Polytechnic
			Courses and Training
29	Ministry of Maritime Affairs and Fisheries	Presidential Regulation 63 of 2015	University, Polytechnics
			Courses and Training
30	Ministry of Transportation	Presidential Regulation 40 of 2015	Schools and Colleges
			Courses and Training
31	Ministry of Tourism	Presidential Regulation 57 of 2015	Polytechnics
<b>Agencies</b>			
32	Indonesia State	Presidential Regulation 14 of	College



NO	REGULATORY BODIES	LEGAL BASIS	TYPE OF EDUCATION
	Intelligence Agency	2009	
33	Meteorology, Climatology, and Geophysical Agency	Presidential Regulation 61 of 2008	College
34	National Nuclear Energy Agency	Presidential Regulation 46 of 2013	Polytechnic
35	Statistics Indonesia	Presidential Regulation 86 of 2007	Polytechnic
36	National Cyber and Crypto Agency	Presidential Regulation 53 of 2017	College
37	State Administration Agency	Presidential Regulation 79 of 2018	Institute

In order to coordinate all stakeholders in the referencing process, IQNC has equipped its membership with regulatory authorities governing human resources development, not only the regulating bodies within education and labor sectors, but also across sectoral bodies, as listed in the **Table 2.2.**

***Table 2.2. Regulatory Bodies and Their Roles in IQNC***

Regulatory Bodies	Roles in IQNC for Indonesia Human Resources and Human Capital
Agency for Supervision of State Ideology Pancasila/ <i>Badan Pembinaan Ideologi Pancasila (ASSIP/BPIP)</i>	Ideology and character building
Institute of National Resilience/ <i>Lembaga Ketahanan Nasional (INR/Lemhanas)</i>	Character and leadership building
National Development Planning Agency/ <i>Badan Perencanaan Pembangunan Nasional (NDPA/Bappenas)</i>	Human capital planning
Coordinating Ministry of Human Development and Culture/ <i>Kementerian Koordinator Bidang Pembangunan Manusia dan Kebudayaan (CMHDC/Kemendikbud)</i>	Human resources development
Coordinating Ministry of Economic Affairs/ <i>Kementerian Koordinator Bidang Perekonomian (CMEA/Kemendik Perekonomian)</i>	Relevancy of human capital planning and human resources development in contributing to nation's competitiveness from the economic aspects
Ministry of Empowerment of State Apparatus and Bureaucratic Reform/ <i>Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi (MoSSABR/KemenPANRB)</i>	Civil servants' planning and development

Regulatory Bodies	Roles in IQNC for Indonesia Human Resources and Human Capital
Directorate General of Early Childhood Education and Non-Formal Education/ <i>Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat</i> – Ministry of Education and Culture/ <i>Kementerian Pendidikan dan Kebudayaan</i> (MoEC/Kemendikbud)	Early childhood and society education quality
Directorate General of Basic and Secondary Education/ <i>Direktorat Jenderal Pendidikan Dasar dan Menengah</i> – (MoEC/Kemendikbud)	Basic and secondary education quality
Directorate General of Development of Training and Productivity/ <i>Direktorat Jenderal Pembinaan Pelatihan dan Produktivitas</i> – Ministry of Manpower/ <i>Kementerian Ketenagakerjaan</i> (MoM/Kemenaker)	Workforce quality and relevancy
Directorate General of Domestic Trade/ <i>Direktorat Jenderal Perdagangan Dalam Negeri</i> – Ministry of Trade/ <i>Kementerian Perdagangan</i> (MoT/Kemendag)	Supporting and facilitating trade services
Directorate General of Consumer Protection and Fair Trade/ <i>Direktorat Jenderal Perlindungan Konsumen dan Tertib Niaga</i> – (MoT/Kemendag)	Supporting and facilitating trade services
Directorate General of International Trade Negotiation/ <i>Direktorat Jenderal Perundingan Perdagangan Internasional</i> – (MoT/Kemendag)	Supporting and facilitating trade services
Research, Development, and Training Agency/ <i>Badan Penelitian dan Pengembangan dan Pendidikan dan Pelatihan</i> – Ministry of Religious Affairs/ <i>Kementerian Agama</i> (MoRA/Kemenag)	Character and spiritual building
Agency for Human Resources Development/ <i>Badan Pengembangan Sumber Daya Manusia</i> – Ministry of Health/ <i>Kementerian Kesehatan</i> (MoH/Kemenkes)	Quality and relevancy of human capital planning and human resources development in the health sector
Agency for Human Resources Development/ <i>Badan Pengembangan Sumber Daya Manusia</i> – Ministry of Industry/ <i>Kementerian Perindustrian</i> (MoI/Kemenperin)	Quality and relevancy of human capital planning and human resources development in supporting industries
Agency for Human Resources Development/ <i>Badan Pengembangan Sumber Daya Manusia</i> – Ministry of Transportation/ <i>Kementerian Transportasi</i> (MoT/Kemenhub)	Quality and relevancy of human capital planning and human resources development in supporting transportation services
Agency for Human Resources Development/ <i>Badan Pengembangan Sumber Daya Manusia</i> – Ministry of Public Works and Public Housing/ <i>Kementerian Pekerjaan Umum</i>	Quality and relevancy of human capital planning and human resources development in supporting

Regulatory Bodies	Roles in IQNC for Indonesia Human Resources and Human Capital
<i>dan Perumahan Rakyat (MoPWP/KemenPUPR)</i>	infrastructures
Agency for Human Resources Development/ <i>Badan Pengembangan Sumber Daya Manusia</i> – Ministry of Tourism/ <i>Kementerian Pariwisata (MoT/Kemenpar)</i>	Quality and relevancy of human capital planning and human resources development in supporting tourism industries
Bureau of Legislation and Organization/ <i>Biro Hukum dan Organisasi</i> – Ministry of Research, Technology, and Higher Education/ <i>Kementerian Riset, Teknologi, dan Pendidikan Tinggi (MoRTHE/Kemenristekdkti)</i>	Responsible for legal aspects of IQNC
Indonesian AQRF Committee/ <i>Komite AQRF Indonesia</i> – (MoRTHE/Kemenristekdkti)	Referencing IQF to AQRF
Higher Education Council/ <i>Dewan Pendidikan Tinggi (MoRTHE/Kemenristekdkti)</i>	Development of human capital and human resources in the higher education sector
National Work Training Council/ <i>Dewan Pelatihan Kerja Nasional</i> – (MoM/Kemenaker)	Development of human capital and human resources in the work training sector

The IQNC membership also includes experts who have in-depth knowledge on the implementation of the IQF in various sectors both nationally and internationally, as well as an understanding of the quality assurance system in education, training and work experience, and a comprehensive and integrative insight into Indonesian human resources development. The experts who are assigned as IQNC members come from universities, professional societies, workers' communities, and are entrepreneurs.

At present, IQNC is focused on the completion of the referencing process, thus it is communicating and coordinating with various national-level sectors to build harmony among providers and users of various forms and types of qualifications, including various quality assurance systems in the process of granting qualifications. Included were a number of public and private education providers both formal and non-formal and their users (industries and government), *civitas academica* and the community in general.

In order to ensure a transparent and accountable IQF referencing process, the IQNC is currently in the process of establishing partnerships with the National Accreditation Agency for Higher Education/*Badan Akreditasi Nasional Perguruan Tinggi (NAA-HE/BAN-PT)*, National Accreditation Agency for Schools and Madrasahs/*Badan Akreditasi Nasional Sekolah dan Madrasah (NAA-SM/BAN-SM)*, National Accreditation Agency for Early Childhood Education and Non-Formal Education/*Badan Akreditasi Nasional Pendidikan Anak Usia Dini dan Pendidikan Non-Formal (NAA-ECENFE/BAN PAUD PNF)*, Agency for National Standards in Education/*Badan Standar Nasional*

*Pendidikan* (ANSE/BSNP), Indonesian Professional Certification Agency/*Badan Nasional Sertifikasi Profesi* (IPCA/BNSP), Professional Certification Body/*Lembaga Sertifikasi Profesi* (PCB/LSP), Competency Certification Body/*Lembaga Sertifikasi Kompetensi* (CCB/LSK), Training Provider Accreditation Body/*Lembaga Akreditasi Lembaga Pelatihan Kerja* (TPAB/LALPK), professional associations, industry associations, and other agencies or institutions related to producers and users/employers of the Indonesian workforce.

It is anticipated that the partnerships will lead to a symbiotic coordination in executing sustainable IQF-based quality assurance programs in their respective fields. Overall, quality assurance activities executed by each institution or agency are expected to support the implementation of IQF.

Process, involvement, meeting, and discussion results of the relevant stakeholders are explained in **Criterion VII**. The cross sectoral coordination of various stakeholders in undertaking the referencing processes counts as an initial task successfully completed by the IQNC.

IQNC utilized the available forums, for example, the EU SHARE program, to disseminate the stages and results of the IQF referencing process to other AMS.

## 2.11. Representation of Other Countries Related to the Referencing Process

As required by the AQRF, the referencing process must be accessible to at least one of the other AMS. Prior to this referencing process (between 2010-2015), Indonesia's higher education sector had conducted a partial referencing process as requested by commonwealth countries such as Malaysia, Australia, and New Zealand. These countries offer three-year Bachelor Degree programs and requested recognition thereof equal to a four-year Bachelor with Honours (*Sarjana*) or four-year Professional Bachelor (*Sarjana Terapan*), but not a three-year Bachelor (Diploma III).

Indonesia currently considers three-year Bachelor degrees from other countries as equivalent to a Diploma III. Although the process was initiated more than four years ago, the Government of Indonesia only recognizes the Malaysian, Australian, and New Zealand three-year Bachelor as an Indonesian Bachelor with Honours on a case-by-case basis.

Trade negotiations and Indonesia's ratification of the UNESCO Regional Convention on Qualification Frameworks (Tokyo Convention) are avenues used to resolve the issue of recognition and non-recognition of Australian qualifications, for instance, Bachelor degrees in Commerce, Management, Finance, and Communication are not automatically recognized.

In the case of Malaysia, certain arrangements were made to facilitate recognition by requesting Malaysian graduates to enroll in additional credits or research projects. For New Zealand, as of October 2019, communication regarding the process is ongoing.

The main obstacle to partial referencing is that discussion centered around duration of studies rather than learning outcomes. Indonesia considers learning outcome analysis as the benchmark for framework to framework alignment. Once this referencing document is endorsed, IQNC will embark on the process of recognizing Bachelor degrees from the aforesaid three countries.

## CRITERION III

### PROCEDURES FOR INCLUSION OF QUALIFICATIONS IN THE INDONESIAN QUALIFICATIONS FRAMEWORK

The inclusion process of all Indonesian qualifications into the Indonesian Qualifications Framework/*Kerangka Kualifikasi Nasional Indonesia (IQF/KNKI)* was carried out based on the specific objective to recognize human capital and human resources that make a significant contribution to the needs and competitiveness of the nation.

#### 3.1. The National Agreement in Establishing IQF Levels and Descriptors

The drafting process of IQF began with a study of how beneficial a national qualification framework has been for various countries which had already defined and used it in terms of human resource development. Furthermore, research was conducted on the concepts and principles of developing a national qualification framework which would accord with conditions in the nation state of Indonesia.

During the process, there was exchange of information through learning and discussion with members of qualification boards in various countries including Australia, New Zealand, Germany, United Kingdom, Hungary, Ireland, France, Japan and Thailand. A comprehensive report on support for the development of the IQF was produced as a result of international collaboration between the Government, represented by the Ministry of Education and Culture/*Kementerian Pendidikan dan Kebudayaan (MoEC/Kemendikbud)*, Ministry of Religious Affairs/*Kementerian Agama (MoRA/Kemenag)*, Ministry/Agency of National Development Planning/*Kementerian/Badan Perencanaan Pembangunan Nasional (MoNDP/Bappenas)*, the Australian Agency for International Development (AusAID), the European Union (EU), and the Asian Development Bank (ADB) through the Analytical and Capacity Development Partnership (ACDP 024). Based on studies and analysis of this international experience, the report recommended a road map for the implementation of IQF, development of the Recognition of Prior Learning (RPL) system, and the establishment of the Indonesian Qualifications National Committee/*Komite Nasional Kualifikasi Indonesia (IQNC/KNKI)*.

Various studies carried out intensively and comprehensively provide the following foundation principles for the development of the IQF:

1. The IQF provides equal qualifications between the one's learning outcomes obtained from formal, non-formal, and informal learning, and from work experience. This is in line with the efforts to implement Article 4 paragraph (2) of Law 20 of 2003 on the National Education System related to Open Learning System, namely education with flexible place and time of cross-unit completion programs or types of education (multi entry-multi exit system). Participants can

study and work at the same time or take additional educational programs from different types and lines of education in a sustainable manner either through face-to-face or distance learning. Therefore, the qualification framework developed must include an RPL system so it can guarantee the flexibility of career development or increase the qualification level.

2. The IQF recognizes the equality of qualifications between learning outcomes of various scientific fields at the higher education level, both for the type of academic education, vocational, or profession with expertise development skills and careers performed in the world of work or professional associations. In education, the IQF reflects the expected outcomes by Article 12 paragraph (1) letter e and f of Law 20 of 2003 on the National Education System, where each participant in each education unit has the right (e) to move to education programs of other types and units of equivalent education; and (f) to complete the education program in regard to individual study pace and persistence to the set deadline.
3. The IQF provides a framework for appropriate qualification recognition of those with diplomas and certificates of competency who will work or continue their education overseas, or participate in student-exchange programs. The IQF also provides qualification recognition for overseas diploma or competency certificate holders who will work, continue their studies, or undertake student-exchange programs in Indonesia.

As a policy that has interconnected and broad implications for the community, the IQF has been carefully developed with systematic stages, and has involved the participation of all interested parties so that the achieved results are collective agreements. In general, the development process of IQF was as follows:

1. an analysis of the objectives and impacts of the NQF in various countries, including ASEAN countries, Hong Kong, Ireland, Australia, New Zealand, Germany, United Kingdom, Hungary, Ireland, France, and Japan.
2. an analysis of concept, principles, methods, and procedures in establishing NQF that relevant for nation building and nation competitiveness
3. a compilation and analysis of more than thousands of learning outcomes as a result of formal education, trainings, short courses, and work experiences:
  - a. the formal education levels ranged between vocational secondary schools to doctoral levels in various scientific fields (Humanities, Social Sciences, Natural Sciences, Formal Science, Applied and Professional Sciences such As Engineering, Health Science, Agriculture, Business, etc.)
  - b. the learning outcomes as result of formal learning at higher education level from 97 universities that had collaborated with overseas education, had implemented reliable internal quality assurance systems, and had a minimum B or very good accreditation status.
  - c. the learning outcomes as result of formal learning from vocational secondary schools were chosen from the best 25 schools that implemented reliable internal quality assurance system, and were accredited with minimum A or outstanding.
  - d. the learning outcomes as result of non-formal learning (courses and work trainings) were selected and compiled randomly from accredited courses and training institutions, managed by the Ministry of Education and Culture/*Kementerian Pendidikan dan Kebudayaan* (MoEC/Kemendikbud) and Ministry of Manpower/*Kementerian Ketenagakerjaan* (MoM/Kemenaker), respectively.

4. the development of generic descriptors consisting of description of ethics and values from all learning-based outcomes compiled and analyzed at point 3, and valid for all qualifications levels.
5. the development of levels of generic descriptors consisting of description of knowledge mastery, work competences, responsibility, and accountability from all learning-based outcomes compiled and analyzed at point 3. **From this specific process, the nine levels of qualification descriptors were derived.**
6. communicated, socialized, and gave feedback concerning the preparation, generic descriptors, and nine levels of descriptors to all stakeholders involved in the compilation and analyses of learning outcomes (process at point 3) with the addition of:
  - a. central and regional government representatives under both MoEC and MoM;
  - b. professional associations;
  - c. scientific collegiate;
  - d. Chamber of Commerce and Industries/*Kamar Dagang dan Industri* (CCI/KADIN);
  - e. National Accreditation Agency for Higher Education/*Badan Akreditasi Nasional Perguruan Tinggi* (NAA-HE/BAN-PT);
  - f. National Accreditation Agency for Early Childhood Education and Non-Formal Education/*Badan Akreditasi Nasional Pendidikan Anak Usia Dini dan Pendidikan Non-Formal* (NAA-ECENFE/BAN PAUD PNF);
  - g. Agency for National Standards in Education/*Badan Standar Nasional Pendidikan* (ANSE/BSNP);
  - h. Indonesian Professional Certification Authority/*Badan Nasional Sertifikasi Profesi* (IPCA/BNSP);
  - i. Training Provider Accreditation Body/*Lembaga Akreditasi Lembaga Pelatihan Kerja* (TPAB/LALPK);
  - j. work training providers;
  - k. course providers; and
  - l. formal education providers.
7. Drafted a Presidential Regulation on the IQF, beginning in August 2011, and then successfully completed the legalization through the issuance of **Presidential Regulation 8 of 2012 on the IQF.**

According to the **Presidential Regulation on the IQF**, qualifications can be awarded through formal, non-formal, and informal learning forms, as illustrated in **Exhibit 3.1**.

Learning outcomes generated by these three education pathways can be juxtaposed in level one to level nine of IQF. The Indonesian Government has made obligatory, a minimum 12 years of formal schooling up to the age of 18, thus IQF qualification levels are only valid from **level 2** for Senior Secondary Schools graduates or Vocational Secondary Schools. In other words, formal learning outcomes of Early Childhood Education, Primary School, *Madrasah Ibtidaiyah*, Junior Secondary School, and *Madrasah Tsanawiyah*, are outside IQF levels.

Likewise, with non-formal education, there is no IQF level attached to learning outcomes gained by participants under 15 years because Indonesia has ratified the ILO Convention Number 138 concerning Minimum Age Limit for Children Allowed to Work through Law 20 of 1999 and ILO Convention Number 182 concerning Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor (WFCL) through Law 1 of 2000. In strengthening national commitments,

Indonesia Government has adopted the second substance of the ILO Convention, concerning Child Labor and WFCL, in Law 23 of 2002 on Child Protection and Law 13 of 2003 on Manpower.

Basically, training and short courses aim to equip one's competence through the flexible process of adding or completing certain competences, using certain methods, in a certain time duration, with clear and measurable results. Accordingly, they can supplement or complement as follows:

1. **Supplement**, through the addition of a new competence for employment or entrepreneurship.
2. **Supplement**, through the completion of partially obtained competencies through education or work experience (up-skilling).
3. **Complement**, in terms of mapping already held competences to the requirements of different competencies (re-skilling).

A robust quality assurance system will ensure the quality and virtue of training and courses, resulting in qualifications from IQF **level 2** to **level 9**.

IQF levels are employment related so they do not apply to courses and training regarded as hobbies. These include language training, the arts (performing, dance, music, flower arrangement, culinary, martial), and many more and are attended by participants of all ages. Expertise is often achieved earlier when participation begins at a young age. The instructors on these courses are however, obliged to hold IQF level standard qualifications.

Work experience is regarded differently to qualifications based on enrolment in a course or training. This experience is closely related to workplace/industry and is the accumulation of a person's ability to work in a particular field over a certain period of time with clearly measurable results for performance. These are manifested in the form of workplace competences.

Each IQF level is designated for formal learning of Vocational Secondary Schools, Senior Secondary Schools, *Madrasah Aliyah*, One-year Diploma, Associate, Bachelor, Bachelor with Honors, Professional Bachelor, Profession, Master and Applied Master, as well as Doctor and Applied Doctor qualifications. The level ranges from **level 2** to **level 9**.

The learning outcomes of four-year Vocational Secondary Schools may be regarded as IQF **level 2** or **3**. This depends on the additional modules added to the fourth year of learning. The description of each qualification level is stated in **Table 3.1**.





**Table 3.1. Inclusion of Qualifications Based on Learning Outcomes of Formal, Non-Formal, and Informal Education into IQF**

FORMAL PATHWAYS		NON-FORMAL	IQF LEVELS AND DESCRIPTOR		INFORMAL	
Kindergarten	Not Applicable	Not Applicable	1	Capable of carrying out simple tasks with a limited range of scope and routine attributes using tools, known methods and processes under supervision, monitoring and responsibility of her/his supervisor.	1	Other various unstructured learning
Primary School				Possess factual knowledge.		
Junior Secondary School				Responsible only for her/his own job and not for other person's job.		

FORMAL PATHWAYS		NON-FORMAL	IQF LEVELS AND DESCRIPTOR		INFORMAL	
3-year Vocational Secondary School	4-year Vocational Secondary School	Courses Work Training	2	Capable of carrying out specific tasks using tools, information and commonly defined working procedures, and demonstrate performance with measurable quality under direct supervision of her/his supervisor.	2	Work Experiences Other various unstructured learning
				Possess basic operational and factual knowledge, capable of choosing available solutions suitable for commonly existing problems.		
				Responsible for her/his own job and can be assigned responsibility in supervising other person.		
FORMAL PATHWAYS		NON-FORMAL	IQF LEVELS AND DESCRIPTOR		INFORMAL	
1-year Diploma		Courses Work Training	3	Capable of carrying out a series of specific tasks by translating information and using tools, based on a number of working procedures, and capable of demonstrating performance with measurable quality in which some are her/his own performances are under indirect supervision.	3	Work Experiences Other various unstructured learning
				Possess complete operational knowledge, general principles and concepts related to specific factual knowhow, and capable of completing a variety of common problems using appropriate methods.		
				Capable of cooperating and performing good communication skills within her/his job coverage.		
				Responsible for her/his own job and can be assigned responsibility of other person's performances, both in quantity and quality.		

FORMAL PATHWAYS		NON-FORMAL		IQF LEVELS AND DESCRIPTOR		INFORMAL		
2-year Diploma or Associate Degree		Courses	Work Training	4	Capable of carrying out tasks with a wide scope as well as specific tasks by analyzing limited information, able to select a correct method from several standardized choices, and capable of demonstrating performance with measurable quality and quantity.	4	Work Experiences	Other various unstructured learning
					Mastering several basic principles of specific know-how and capable of aligning them with factual problems within her/his job coverage.			
					Capable of cooperating and performing good communication, construct written reports within limited scope and demonstrate initiative.			
					Responsible for her/his own job and can be assigned responsibility of other person's performances.			

FORMAL PATHWAYS		NON-FORMAL		IQF LEVELS AND DESCRIPTOR		INFORMAL		
3-year Diploma or Bachelor		Courses	Work Training	5	Capable of completing wide coverage job tasks, choosing appropriate methods from a variety of undefined and defined selections by analyzing data and demonstrating performance with measurable quality.	5	Work Experiences	Other various unstructured learning
					Mastering general theoretical concepts of a specific knowledge and capable of formulating related problem solving procedures.			
					Possess capacity to manage team work and construct comprehensive written reports.			
					Responsible for her/his own job and can be assigned responsibility of the attainment of team work performances.			

FORMAL PATHWAYS		NON-FORMAL		IQF LEVELS AND DESCRIPTOR		INFORMAL		
Bachelor of Honors	Professional Bachelor	Courses	Work Training	6	Capable of applying science, technology and art within her/his expertise and is adaptable to various situations faced during solving a problem.	6	Work Experiences	Other various unstructured learning
					Mastering in-depth general and specific theoretical concepts of specific knowledge and capable of formulating related problem solving procedures.			
					Capable of taking strategic decisions based on information and data analysis and provide direction in choosing several alternative solutions.			
					Responsible for her/his own job and can be assigned responsibility of the attainment of organization's performances.			

FORMAL PATHWAYS		NON-FORMAL		IQF LEVELS AND DESCRIPTOR		INFORMAL	
Profession	Courses	Work Training	7	Capable of carrying out planning and managing resources under her/his responsibility and comprehensively evaluate her/his performance by using science, technology and art to establish the organization's strategic developmental steps.	7	Work Experiences	Other various unstructured learning
				Capable of solving science, technology or/and art problems within her/his scientific expertise through mono-discipline approach.			
				Capable of carrying out research and take strategic decisions with accountability and full responsibility on all aspects under her/his expertise's domain.			

FORMAL PATHWAYS		NON-FORMAL		IQF LEVELS AND DESCRIPTOR		INFORMAL		
Master & Applied Master	Specialist	Courses	Work Training	8	Capable of developing knowledge, technology, or/and art within her/his expertise's or professional domain through research; producing innovative and reputable creations	8	Work Experiences	Other various unstructured learning
					Capable of solving science, technology or/and art problems within her/his scientific expertise through inter- or multi-discipline approaches.			
					Capable of organizing research and development useful to science and society as well as obtaining national and international recognitions.			

FORMAL PATHWAYS		NON-FORMAL		IQF LEVELS AND DESCRIPTOR		INFORMAL		
Doctor & Applied Doctor	Sub-specialist	Courses	Work Training	9	Capable of cultivating new knowledge, technology, or/and art within her/his expertise's or professional domain through research; producing creative, original and reputable creations.	9	Work Experiences	Other various unstructured learning
					Capable of solving science, technology or/and art problems within her/his scientific expertise through inter-, multi- and trans-discipline approach.			
					Capable of organizing, leading and cultivating research and development useful to science and valuable to human civilization as well as obtain national and international recognition.			

### 3.2. Empowering the Nation's Human Resources through IQF Implementation

In a country with a quite significant unemployment rate, there are unavoidable conditions where workers and unemployed people will not have adequate competences, let alone compatible IQF qualifications (Table 3.2). Thus, the improvement to the quality of the Indonesian workforce is essential..

**Table 3.2. Unemployment<sup>6</sup> Rate by Education Level**

Education Level	Unemployment Rate by Education Level (%)			
	2015	2016	2017	2018
None	1.25	1.46	1.63	1.83
Primary	3.94	3.88	3.61	2.79
Secondary	11.16	9.63	9.48	7.58
Tertiary	6.68	5.15	5.57	5.92

In February 2019, Indonesia's labor force reached 136,18 million with a 5.34 percent unemployment rate (last updated 23 Jan 2019). Data shows that vocational secondary school leavers lead the number of unemployed. The main reasons for these high figures are irrelevancy and/or low-quality human resources acknowledging the need for workers to hold IQF qualifications compatible with the requirements of employers. It is thus vital that authorized parties including quality assurance institutions must be able to ensure that the available educational/training/course institutions are credible and competent. Furthermore, combined community and industry involvement is paramount in the planning and implementation of the qualifications system.

In supporting the achievement of qualifications, the President announced the specific Instruction 9 of 2016 on Revitalization of Secondary Vocational Schools to Improve the Quality and Competitiveness of Human Resources in Indonesia. Industry and business communities have been encouraged to facilitate and enable skill development to reach targeted qualifications, with the enactment of the Ministry of Finance decree 128/PMK.010 of 2019 on Awarding of Deductible Expenses for Provision of Internships, Apprenticeship, and/or Learning to Empower and Develop Human Resources Based on Certain Competences.

Overall, the implementation strategy of the IQF aims to:

1. be an integral part of the strategy for managing and improving the quality of national human capital and human resources.
2. guide and act as a reference for developing and improving the quality of education pathways (formal, non-formal, and informal).
3. guide industry, the business world and government institutions with the planning and developing of career paths.
4. guide professional associations to develop progressive levels of development.
5. guide the workforce and broader community to take personal responsibility for the development of their qualifications and careers.

The last point is particularly important as industrial revolution 4.0 and society revolution 5.0 highlight the dynamic nature of education and the means for obtaining qualifications.

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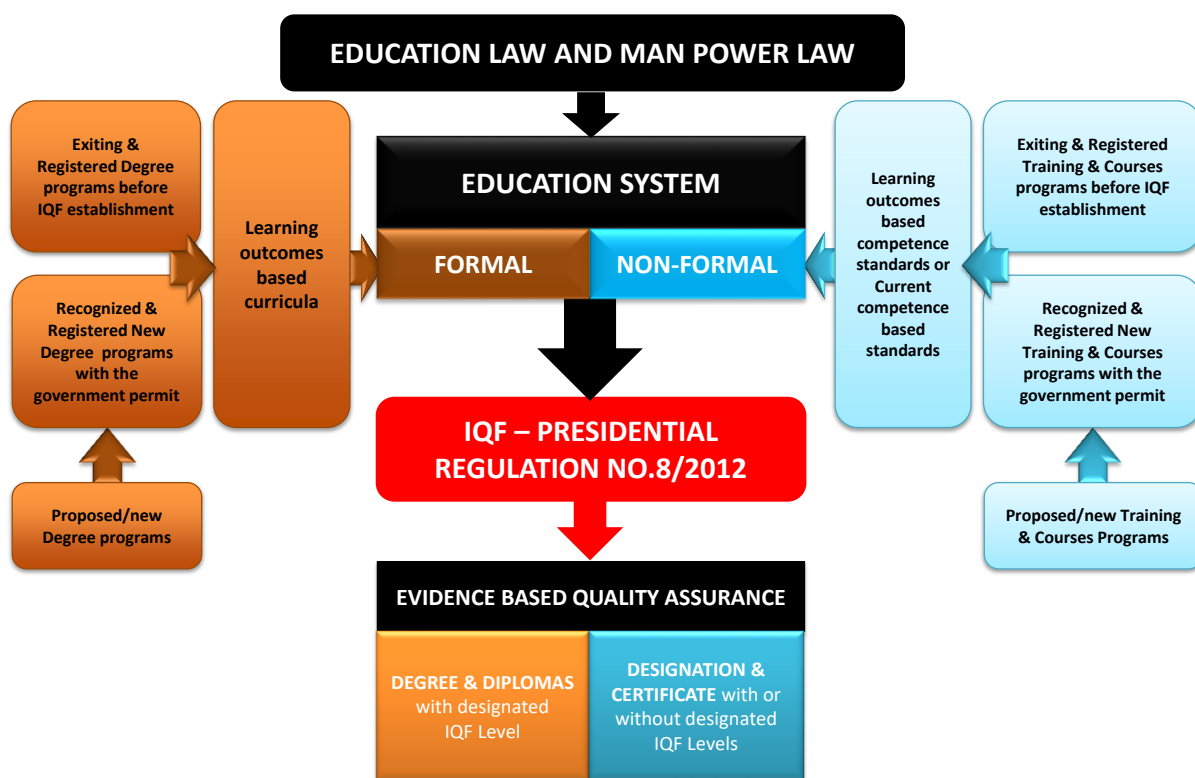
<sup>6</sup> Unemployment is defined by the [Bureau of Labor Statistics](#) as people who do not have a job, have actively looked for work in the past four weeks, are currently available for work, who were temporarily laid off, and people who were waiting to be called back to that job. Whilst Unemployment Rate is percentage of unemployed labor forces.

In ideal conditions, the IQF is a reference for all interested parties at both supply and demand end in the development of human capital and human resources that could service the nation’s needs and boost its competitiveness. Furthermore, in this global era and associated international worker mobility, the IQF must also be developed as the guide for recognizing qualifications of foreign workers in Indonesia and vice versa.

It is vital to position the IQF as the single national qualification framework that can accommodate all human resources qualifications. Therefore, it must be a neutral qualifications reference with the ability to facilitate mutual recognition between the qualifications generated by various education channels. This includes formal education, non-formal education, self-learning, as well as work experience.

### 3.3. Linking Qualifications to IQF

The inclusion of qualifications into IQF should be carried out in the context of improving quality and relevance that is supported by a robust quality assurance system. In general, linking qualifications awarded in formal and non-formal learning contexts will be conducted within the existing education system, juxtaposed with IQF levels, as illustrated in **Exhibit 3.2**.



**Exhibit 3.2.** Mechanism of linking qualifications from formal and non-formal learning.

There are two categories of programs, which are (1) registered programs in existence prior to the establishment of IQF and (2) proposed new programs. Steps to link the outcomes thereof to IQF levels are processed as follows:

1. Proposed new programs should first be recognized and registered as new programs according to government regulations. During the permit authorization process, program outcomes should specify IQF levels and provide evidence to confirm the IQF level is suitable and relevant for the proposed program.
  - a. Formal learning models in the curricula are outcome-based oriented and synchronized with the targeted IQF level.
  - b. Non-formal learning models comply with competence standards and are outcome-based oriented and synchronized with the targeted IQF level.
2. All registered programs that existed prior to the establishment of IQF should restate their target outcomes and provide evidence that the IQF level is suitable and relevant for the program.
3. Both aforementioned IQF levels designation processes should be supported by a robust quality assurance to ensure the targeted learning outcomes with specific IQF levels are genuinely achieved.

### 3.4. Inclusion Qualifications of Work Training to IQF Levels

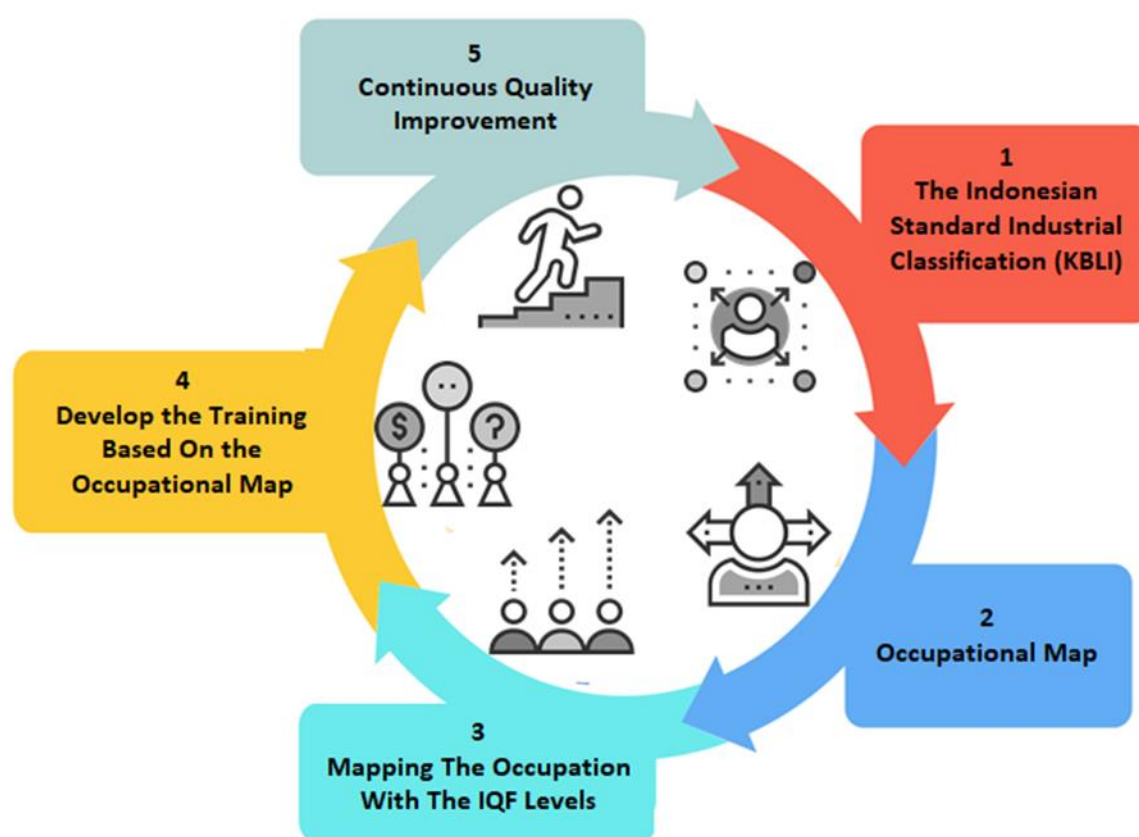
Inclusion of qualifications in the work training sector is governed by Regulation of the Minister of Manpower 21 of 2014 on Guidelines in Implementing the IQF. The regulation affirms that the basis for determining the IQF levels is a classification of working competences that present in the industrial sectors and should reflect the economic standing and benefits for all parties. Thus, the working competences classification should be in accordance with real demand-based conditions by industries/companies/representative and related users and created using valid classification models and methods. In doing so, stakeholders (users, workplaces, industries) are regarded as primary reference for work training. From the perspective of stakeholders, the fulfilment of work competences is accumulated in the form of job positions or titles.

The inclusion and implementation of work competences to IQF levels is illustrated in **Exhibit 3.3** and through the following process:

1. the specification of the functional area of each industry. Generally, industry classification refers to the Indonesian Standard of Industrial Classification published by Statistics Indonesia/*Badan Pusat Statistik (SI/BPS)*.
2. the identification and categorization of prior learning using:
  - a. Path A (*Job Hierarchy based on MOSS – Model Occupational Skills Standard → Working Competences for each job position → occupational map*): Identify and categorize various job positions or titles in the functional area using a valid model and method of categorization. All job positions in a similar workplace industry must be considered, after which, an analysis of the competency requirements is completed in the aforementioned job position; or
  - b. Path B (*Working Competences cluster for each job position based on RMCS– Regional Model Competency Standards → Job Hierarchy → occupational map*): Identify and categorize various working competences in the functional area using a valid model and method of categorization, then analyze the best-fit in for various job positions, needed in the functional area,
  - c. which will result in a specific Occupational Map that consists of hierarchical positioning of jobs/titles and their relevant work competences. Analyze the position/level of each job by

comparing job descriptions/jobs (which have identified competences) with a position and the IQF description. The results of the analysis indicates the level of a position with the IQF level.

3. the development of training based on the aforesaid map, either for specific work competences or for the entire occupation cluster. Based on the map, an outcome can only carry an IQF level if the training covers the entire occupation cluster.
4. the analysis of the achieved outcomes using relevant competency tests as a base for continual improvement of the occupational map.



**Exhibit 3.3.** *The inclusion process of qualifications in the work training sector.*

Step 1:

**THE INDONESIAN STANDARD INDUSTRIAL CLASSIFICATION/Klasifikasi Baku Lapangan Usaha Indonesia (ISIC/KBLI) 2015**

The ISIC is one of the standard classifications published by SI for economic activities. This classification was originally created to facilitate economic analyses, decision making and policy making. Its strategic role has increased to include the categorization of business fields into several sectors.



Currently, there are 19 sectors specified in the ISIC as follows:

1. Agriculture, Forestry, and Fisheries
2. Mining and Excavation
3. Processing Industry
4. Utility Procurement
5. Water Processing, Wastewater Processing, Recycling Process, and Remediation Activities
6. Construction
7. Wholesalers and Retailers; Reparation and Car and Motorbike Maintenance
8. Transportation and Warehousing
9. Accommodation Providers and Food and Beverage Providers
10. Information and Communication
11. Financial and Insurance Activities
12. Real Estate
13. Professional, Scientific, and Technical Activities
14. Rent and Lease Activities, Employment, Tour Agents, and Other Business Support
15. Public Administration, Defence, and Social Security
16. Education
17. Health and Social Activities
18. Art, Entertainment, and Recreation
19. Other Service Activities

Step 2:

### **OCCUPATIONAL MAP**

The occupational map was developed with the involvement of all sectors including government, industries and civilians, education and training institutions. Stakeholders such as MoNDP, MoM, IPCA, and PCB, CCI, and other technical ministries were involved. Industry associations as users and training institutions as main providers were deemed significant. As a dynamic living document, all the stated stakeholders were requested to review and update the map alongside the dynamic nature of industries.

This map is useful for workers or job seekers as it gives information regarding the career levels of certain industries while the map branding can be used by entrepreneurs. The map of national occupations also can be the basis for the development of INWCS based on the Regional Model Competency Standards (RMCS) stipulated by the International Labour Organization (ILO).

**PATH A:** In each workplace (industry or sector), job titles are arranged according to a ranking order, both functional and structural. The existence of these positions is manifested through organizational structures in the workplace. In other words, the job position in the organizational structure shows the level, position or rank. The compilation of the position hierarchy is adjusted to the scope of duties and responsibilities. The Indonesian Standard Occupational Classification/*Klasifikasi Baku Jabatan Indonesia* (ISOC/*KBJI*) published by SI is used to identify duties associated with an occupation/job position. Once the job hierarchy is formed, the competences required for each job position are identified, compiled and recorded.

**PATH B:** Classifications based on work competences are developed by clustering units of competences needed to carry out a specific job. The jobs and hierarchy levels are then categorized to form an occupational map.

There are core competencies and elective competencies. A core competency is the unit of competency which is compulsory in every position or certain job position level while an elective competency is the unit of competency which supports the position/job position level/work area. All core and elective competences refer to INWCS and adopted international standards.

**For example:**

Core Competency	7 units of elective competency consists of:	
	5 units of competency Group A	2 units of competency Group B
	1)-----	1)-----
	2)-----	2)-----
	3)-----	
	4)-----	
	5)-----	

**Step 3:**

### **MAPPING THE OCCUPATION WITH THE IQF LEVELS**

Once the occupational map is produced, the next phase is to identify the qualification level based on IQF descriptors with respective elements as follows:

1. Operational environment and associated work attitude;
2. Knowledge;
3. Ability to process information and problem solve; as well as
4. Responsibility, accountability, and autonomy.

In order to identify the qualification level, the comparison between the units of competency in the classifications based on the classification regulations with the characteristic of every IQF level described in the IQF descriptors is carried out, in accord with the following process:

1. analysis of units of competency which have been stated in the job classification.
2. Identification of knowledge and skills required in the units of competency.
3. Analysis of knowledge and skills of the IQF level descriptors.
4. Set and classification of the position of the qualification level to produce a complete occupational map.
5. Attainment of consensus from workforce/representative industry as well as respected authorities.

The mapping process uses key functional taxonomies, occupation names, levels of qualifications and is designed and assessed by authorized stakeholders utilizing a recognized code system. The resources of codes are sourced from INWCS and adopted international standards.

The map is established inclusively and transparently as a collaboration by several FGD with main stakeholders. The completed occupational map is validated by Ministries/related authorities and legalized by Ministerial/Authorities regulations.

An example of a developed occupational map is one from the communication and information technology (ICT) sector. Following the process of conception, determination, and validation of IQF levels as described previously in section 3.1, the occupational map was completed in 2017 and endorsed by the Ministry of Communication and Informatics/*Kementerian Komunikasi dan Informatika* (MoCI/*Kemenkominfo*), MoM, the Ministry/ Agency of National Development Planning/*Kementerian/ Badan Perencanaan Pembangunan Nasional* (MoNDP/*Bappenas*), IPCA, and the Chamber of Commerce and Industries/*Kamar Dagang dan Industri* (CCI/KADIN) (**Exhibit 3.4**). The completed occupational map was validated by all related ministries with records retained for public reference and legalized under a ministerial regulation.

To-date the ICT industry is the first of nine industries to have an established map. Projects to map qualifications of other occupations are ongoing.. Sourcing large scale and diverse stakeholders is a primary challenge in producing occupational maps. Noticeably, some industries rely on formal education qualifications rather than occupational mapping. Most of these industries have set up a recruitment system based on the recognition of formal education qualifications.

#### Step 4:

#### **DEVELOP THE TRAINING BASED ON THE THE OCCUPATIONAL MAP**

Training programs can be designed using the occupational map to upskill a worker on a specific work competence or to upgrade a worker using a occupation cluster such that they can attain a specific job position with the outcome only awarded an IQF level if the training covers the whole occupation cluster .

In general, the availability of units of competency listed in the INWCS is neutral, unbound in classification or attributes of units of core competency and/or units of elective competency. Thus, certain units of competency may not lead to a certain qualification level. On the other hand, training which supports the attainment cluster of working competences in a specific job position shall result in an IQF level. A cluster may include a number of INWCS.

#### Step 5:

#### **CONTINUOUS QUALITY IMPROVEMENT**

The relation of job qualifications to the occupational map with IQF levels has to be validated by assessing outcomes of training programs focus on work competence clusters. Training programs have to be supported by a vigorous quality assurance system. In addition, independent competency tests have to be established as a base for continuous improvement of the occupational map. Web sites that can accommodate input from the wider society in relation to tracing training outcomes can be customized by training providers.

### **3.4.1. Best Practices Socio and Business Involvement**

Indonesian National Competency Standards (*Standar Kompetensi Kerja Nasional Indonesia*/INWCS/SKKNi) and Indonesian National Competency Standards (*Standar Kompetensi Kerja Nasional Indonesia*/INWCS/SKKNi) based on Occupation and Cluster are represented in **ANNEX C** and **ANNEX D**, respectively.

The MoI has published a strategic plan for industry development in Indonesia (<https://kemenperin.go.id/profil/71/rencana-strategis-kementerian-perindustrian>) consisting of:

1. Food industry, Pharmacy, cosmetics, and health instruments;
2. Transportation equipment;
3. Electronics and telematics/ICT, power plants;
4. Capital goods, components, auxiliary goods, and industrial services;
5. Upstream agriculture;
6. Metal base and non-metal minerals; as well as
7. Chemical industry based on oil, gas, and coal.

As of April 2018, occupational maps had been organized for the telecommunication and information technology and communication industries with in the process of arrangement and finalization.

The communication and information technology (ICT) sector occupational map was completed in 2017 and endorsed by Ministry of Communication and Information Technology, MoM, MoNDP, IPCA, and CCI (**Exhibit 3.4**). The 16 field areas in the ICT sector are: (1) Data Management Systems, (2) Programming and Software Development, (3) Hardware and Digital Peripherals, (4) Network and Infrastructure, (5) Operation and System Tools, (6) Information System and Technology Development, (7) IT Governance and Management, (8) IT Project Management, (9) IT Enterprise Architecture, (10) IT Security and Compliance, (11) IT Services Management Systems, (12) IT and Computing Facilities Management, (13) IT Multimedia, (14) IT Mobility and Internet of Things, (15) Integration Application Systems, and (16) IT Consultancy and Advisory.



**Exhibit 3.4** *The occupation mapping for the information and communication technology sector.*

The determining of **levels 1** through **9** was carried out by comprehensively mapping labor conditions in Indonesia from the education provider side (supply push) and the user side (demand pull) of the workforce. Each job position level of the 16 field areas in the ICT sector is categorized based on IQF levels, hence certain job position levels can appear at several levels from the lowest to the highest. In this sector, the IQF qualification level is divided into three categories, which are Expert, Technician/Analyst, and Operator, as described in **Table 3.3**.

**Table 3.3. General Occupation Mapping for the ICT Sector**

INFORMATION and COMMUNICATION TECHNOLOGY SECTOR		
IQF Levels	Category	Job Position
1	Clerk Operator	Data Entry Clerk
2	Junior Administrator Operator	Data Entry Operator
3	Middle Administrator Operator	Staff
4	Technician/Clerk Analyst	Coordinator and Specialist
5	Technician/Junior Administrator Analyst	Supervisor, Technical Engineer and System Integrator
6	Technician/Middle Administrator Analyst	Assistant Manager, Deputy Manager and Advisor. Administrator and Architect.
7	Junior Expert	Manager and Expert
8	Senior Expert	Director, Vice President, General Manager and Scientist
9	Chief Expert	Chief Director, President Director, CEO and Managing Director

The communication industry has two types of functional areas in one occupational map. Type A and Type B. In the type A there are 6 communication functional areas, Animation, Visual Communication Design, Photography, Public Relations, Multimedia and Publishing. Four others exist and they are Radio Broadcasting, TV Broadcasting, Advertising and Logistics and are categorized as type B functional areas.

Furthermore, an occupation/job position level/profession was identified in each functional area. The following **Table 3.4** shows the B Type occupational map. (See **ANNEX E: Occupation Map for Communication Sector**)

**Table 3.4. General Occupation Mapping for the B Type Communication Industry**

COMMUNICATION SECTOR										
Type B	Sub Filed Type B	IQF LEVEL								
		1	2	3	4	5	6	7	8	9
Radio Broadcasting	Programing & Production									N/A
	Broadcast Engineering				N/A	N/A				N/A
Television Broadcasting	Engineering	N/A						N/A		N/A
	Business	N/A						N/A		N/A
	News	N/A	N/A					N/A		N/A
	Programing	N/A	N/A					N/A		N/A
Advertising	Strategic Planning	N/A		N/A		N/A				N/A
	Account Service	N/A	N/A	N/A	N/A					N/A
	Creative	N/A	N/A							N/A
	Media	N/A		N/A						N/A
N/A		N/A	N/A					N/A	N/A	N/A
Logistics										

COMMUNICATION SECTOR										
Type B	Sub Filed Type B	IQF LEVEL								
		1	2	3	4	5	6	7	8	9
	Sales & Marketing	N/A								
	Collecting									
	Processing	N/A								
	Transporting									
	Delivering									

Another example is in the multimedia industry It has the position levels of Multimedia Animator Assistant, Junior Multimedia Animator, Senior Multimedia Animator, Multimedia Graphic Designer, Multimedia Art Director, etc. Each of these position levels broken down further into scopes of work, profiles and employability skills, responsibilities and competences, basic prerequisites and career levels, and main tasks including elective tasks. Thereafter at the final step, every position level is mapped into the IQF, as referred in **Table 3.5**.

Occupational mapping in various other industries is ongoing. For instance, in the tourism industry, travel services have six IQF levels that mark various job positions, as described in the **Table 3.6** and **Table 3.7**, respectively.

**Table 3.5** *General Occupation Mapping for the Multimedia Industry Sector*

COMMUNICATION SECTOR		
IQF Level	Category	Job Position
2	Junior Administrator Operator	Multimedia Animator Assistant
3	Middle Administrator Operator	Junior Multimedia Animator
4	Technician/Clerk Analyst	Senior Multimedia Animator
5	Technician/Junior Administrator Analyst	Multimedia Graphic Designer
6	Technician/Middle Administrator Analyst	Multimedia Art Director
7	Junior Expert	Multimedia Creative Director
8	Senior Expert	Multimedia Managing Director

**Table 3.6.** *General Occupation Mapping for the Travel Services in Tour Operations*

TOURISM (TRAVEL SERVICES )				
IQF Level	TOUR OPERATION			
	RESERVATION AND TICKETING	GUIDING	SALES AND FINANCE	ECO TOUR
9	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
6	Product Manager; Travel Planner; Product Designer; Tour Operator			
5	Supervision and Administration: Branch Manager; Agency Leader			

TOURISM (TRAVEL SERVICES )				
IQF Level	TOUR OPERATION			
	RESERVATION AND TICKETING	GUIDING	SALES AND FINANCE	ECO TOUR
4	Ticketing Supervisor; Reservations Manager	Senior Tour Guide; Tour Leader; Resort Representatives; Guide Capatain; Tour Manager	Sales Manager; Credit controller; Marketing Manager; Promotions Manager	Eco-Tour Driver; Senior Eco-Tour Guide
3	Trainee: Ticketing Officer, Reservations Clerk; Ticketing Clerk Ticketing Officer; Reservations Clerk; Ticketing Clerk; Clerk	Tour Guide; Tour Leader; Local Guide; Eco-Tour Guide; Driver Guide; Supervisor	Assistant Reservations Manager Assistant Sales Manager; Assistant Contracts Manager; Assistant Promotions Manager; Supervisor	
2	Trainee Ticketing Officer			Camp Assistant; Assistant Camp Cook
1				

**Table 3.7. General Occupation Mapping for Travel Services in Travel Agencies**

TOURISM (TRAVEL SERVICES)			
IQF Level	TRAVEL AGENCIES		
	RESERVATION AND TICKETING	SALES AND SERVICE	OPERATION
9	N/A	N/A	N/A
8	N/A	N/A	N/A
7	N/A	N/A	N/A
6	General Manager; Branch Manager; Travel Manager		
5	Travel Supervisor; Assistant General Manager; Assistant Branch Manager		
4	Senior Ticketing Office; Senior Reservations Staff; Senior Outbound Tour Reservations Staff; Senior Inbound Tour Reservations Staff; Senior Domestic Tour Reservations Staff; Senior Booking Agent	Senior Travel Advisor; Senior Domestic Travel Consultant; Senior Domestic International Consultant; Senior Corporate Travel Consultant; Senior Reservations Sales Agent;	Senior Ticketing Officer; senior Reservations Clerk; Senior Ticketing Clerk; Senior Inbound Taour Reservations Clerk; Senior Domestic Tour Reservations Clerk; Senior Booking Agent; Senior Travel Advisor; Senior Domestic

TOURISM (TRAVEL SERVICES)			
IQF Level	TRAVEL AGENCIES		
	RESERVATION AND TICKETING	SALES AND SERVICE	OPERATION
		Senior Travel Information Officer	International Consultant; Senior Corporate Travel Consultant; Senior Reservations Sales Agent; Senior Travel Information Officer
4	Senior Ticketing Office; Senior Reservations Staff; Senior Outbound Tour Reservations Staff; Senior Inbound Tour Reservations Staff; Senior Domestic Tour Reservations Staff; Senior Booking Agent	Senior Travel Advisor; Senior Domestic Travel Consultant; Senior Domestic International Consultant; Senior Corporate Travel Consultant; Senior Reservations Sales Agent; Senior Travel Information Officer	Senior Ticketing Officer; senior Reservations Clerk; Senior Ticketing Clerk; Senior Inbound Taour Reservations Clerk; Senior Domestic Tour Reservations Clerk; Senior Booking Agent; Senior Travel Advisor; Senior Domestic International Consultant; Senior Corporate Travel Consultant; Senior Reservations Sales Agent; Senior Travel Information Officer
3	Ticketing Officer; Reservations Clerk; Ticketing Clerk; Inbound Tour Reservations Clerk; Domestic Tour Reservations Clerk; Booking Agent	Travel Advisor; Domestic Travel Consultant; International Consultant; Corporate Travel Consultant; Reservations Sales Agent; Travel Information Officer	Ticketing Officer; Reservations Clerk; Ticketing Clerk; Inbound Tour Reservations Clerk; Domestic Tour Reservations Clerk, Booking Agent; Travel Advisor; Domestic Travel Consultant; Domestic International Consultant; Corporate Travel Consultant; Reservations Sales Agent; Travel Information Officer
2	Juior Officer Assistant;	Trainee Travel Advisor;	Trainee Travel Advisor;
1	Trainee Ticketing Officer;	Trainee Domestic Travel	Trainee Domestic Travel Consultant; Trainee

Complete information regarding the occupational maps of the ICT Sector and Travel Services in the Tourism Industry are listed in the **ANNEXES F** and **G**, respectively.



The decision to award an IQF level for the job positions written in Tables 3.4 – 3.7 was not predetermined. What follows here is the sequence used to develop the general occupation map :

1. analysis of required competencies;
2. identification of required knowledge, specific working skills, attitudes for undertaking the job, responsibility and autonomy of person doing the job;
3. review of all aforementioned domains towards IQF descriptors and levels;
4. determination of the IQF level;
5. validation of the level;
6. installation into the occupation map; and
7. stipulation of a relevant ministerial decree.

The mapping process used a key functional taxonomy and occupation names. The level of qualifications was designed and assessed by authorized stakeholders utilizing a recognized code system. The resources of codes originated from INWCS or adopted international standards. Several FGDs and main stakeholders collaborated inclusively and transparently to establish the map. The completed occupational map was validated by all related ministries and legalized under a ministerial regulation. It is worth noting that utilization of job titles in an occupational map is not mandatory.

All stakeholders must actively participate in the continual review and update of maps for them to be beneficial to the improvement of human resource quality. Another challenge relates to industry sector regulations which may impede the development of occupational maps. Furthermore, current INWCS regulations continue to control the development of standardization based on categories of job vacancies, not on job position level/occupation.

In an effort to increase the skill level and attainment of certificates with level 2 – 5 qualifications, the Ministry of Industry has enhanced the facilitation of students at its seven Training and Education Centers. These programs are focused on better links and matches between competency supply and demand. Equipment, workshops, laboratories, studios, industrial teaching units, skilled and professional trainers are provided in the training centers. The Ministry works collaboratively with Ministry of Finance to encourage all companies to open their facilities and enhance the competencies between skills learned at the training centres and workplaces. Dual education systems adapted from Germany and Switzerland have been implemented in certain Vocational High Schools and Polytechnics. Work placement, which is managed by the Ministry is an extension of these initiatives. This *Three-in-One* program coordinates the training-certification-placement of students. By the end 2019, 162,000 students are targeted to successfully complete this program.

### **3.4.2. Institutions Awarding Qualifications**

A certification of work training competences is awarded by the Indonesian Professional Certification Authority (IPCA) which has direct authorization from the President to manage certification of competencies and professions. This certification authority oversees a network of assessing bodies and assessors responsible for awarding certification to individuals against national, international and specific standards schemes in designated job roles as well as professional qualifications. The separation of training provision from assessment provision is considered an essential element to a

robust competency certification system. This approach is in part due to the certification bodies adhering to ISO/EC 17024:2012 Conformity assessment – General requirements for bodies awarding certification. This Standard emphasizes the need for impartiality of certification activities.

In accordance to Presidential Regulation 10 of 2018 on the IPCA, Certificate of Competences is evidence of current competences held by individual workers. As part of reassuring quality of manpower, both industries and government encourage members of the workforces to gain, retain, and improve their work competences. ICPA has specific functions:

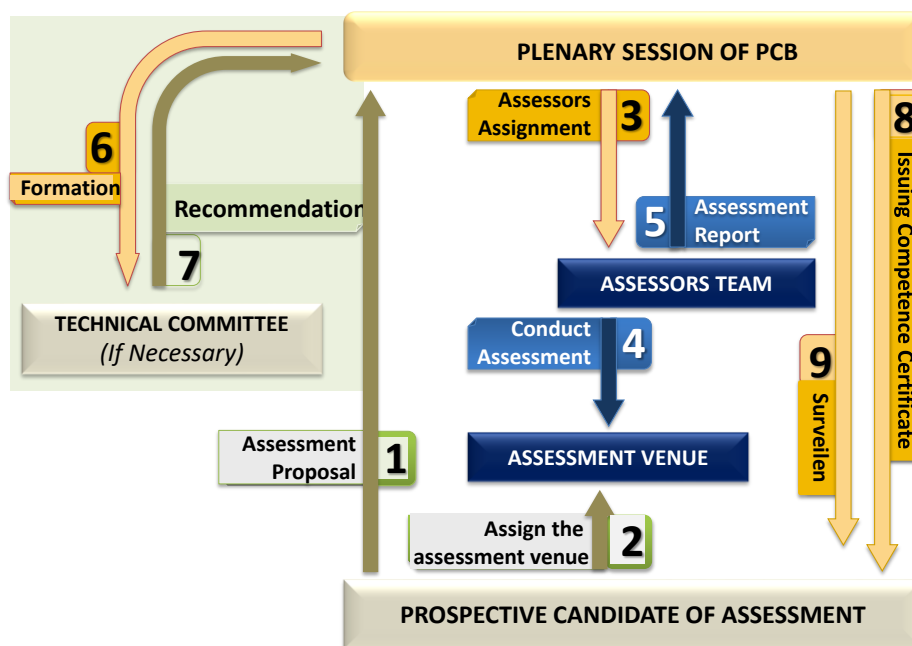
1. Implementation and development of work competency certification systems
2. Implementation and development of vocational education and training certification systems
3. Fostering and supervision of the implementation of the national work competency certification system
4. Development of recognition of national and international work competency certification
5. Implementation and development of cooperation between institutions, both national and international in the field of professional certification, and
6. Implementation and development of integrated data systems and work competency certification information.

This independent institution may authorize certification functions to an accredited and licensed PCB, as outlined in IPCA policy, regulation, guidelines number 202 and 203. The standard operating procedures for certification processes has adapted ISO 17024, ISO 1701, and ISO 19011.

An organizational relation among bodies or agencies involved in the process of awarding a work training certificate is given in **Exhibit 3.5**. A PCB should first get accreditation and a license from IPCA by demonstrating evidence of the Quality Management System (QMS), assessor criteria, standardized process of recruitment competent assessors, exam based relevant INWCS, location of test/examination of work competences Competency Test Centre/*Tempat Uji Kompetensi* (CTC/TUK).

To undertake the certification processes, the PCB assesses the participants' work competences at the CTC by certified assessors who are obligate to hold both pedagogical and technical competences in accord with the INWCS being examined. The certification process is open to individual regardless of their education background or work experience. The formulation of standards is elaborated in **Criterion V**.

An occupational map is a vital link for matching education outcomes and skills needed by industry. This is the missing link for stand-alone competency-based training which does not transfer to effective outcomes. Apart from being a curriculum development reference, an occupational map is also used in the development of training programs in training institutions and for career and professional development in a working environment. As a result, formal education, work training and career development are models for continuous workforce-competency promotion toward improving the competitiveness of nation.



**Exhibit 3.5.** Organizations involved in the work training or professional certification.

### 3.4.3. Evidence of Qualifications Recognition

Along with the formulation of occupational maps, ministries in collaboration with training providers and users have formulated qualifications based on IQF levels in various field of work. The latest list of these IQF levelling based qualifications is seen in **Table 3.8**.

**Table 3.8.** IQF-Based Qualifications on Work Training in Various Fields

Promulgation	IQF Level	Field
<b>Manpower</b>		
Ministry of Manpower Decree 412 of 2015 (dated 30 October 2015)	<b>1-2</b>	Domestic Jobs
Ministry of Manpower Decree 435 of 2015 (dated 4 December 2015)	<b>3-7</b>	HR Management
Ministry of Manpower Decree 223 of 2016 (dated 13 September 2016)	<b>2-6</b>	Training Methodology
Ministry of Manpower Decree 311 of 2016 (dated 23 November 2016)	<b>1-3</b>	Cleaning Services
Ministry of Manpower Decree 183 of 2017 (dated 19 June 2017)	<b>2-7</b>	Professional Administration
<b>Environment and Forestry</b>		
Regulation of the Minister of Environment and Forestry P.47/MENLHK/SETJEN/KUM.1/7/2017 (dated 27 July 2017)	<b>1-7</b>	Forest Fire and Land Controlling

Promulgation	IQF Level	Field
Regulation of the Minister of Environment and Forestry P.3/MENLHK/SETJEN/KUM.1/2/2018 (dated 5 February 2018)	3-4	Water-sample-test Analyst
<b>Agriculture</b>		
Regulation of the Minister of Agriculture 22/PERMENTAN/SM.200/5/2018 (dated 18 May 2018)	2-6	Palm Oil Plantation
	2, 4-7	Agriculture Tools and Machinery
	4-6	Agribusiness Management
	2-3, 5-6	Organic Agriculture
	2-4	Soy Cultivation
	2-6	Poultry
<b>Industries</b>		
Regulation of the Minister of Industry 49 of 2018 (dated 27 December 2018)	2-6	Automation Industry
Regulation of the Minister of Industry 50 of 2018 (dated 27 December 2018)	2-6	Welding
Regulation of the Minister of Industry 8 of 2019 (dated 20 March 2019)	2-7	Chemistry Analyst
Regulation of the Minister of Industry 18 of 2019 (dated 10 May 2019)	1-3	Meat Processing Industry
<b>Trading</b>		
Regulation of the Minister of Trade 106/M-DAG/PER/12/2015 (dated 8 December 2015)	6-7	Property Trading Intermediaries
Regulation of the Minister of Trade 79/M-DAG/PER/9/2015 (dated 30 September 2015)	2-7	Lab-testing Staff
<b>General Affairs and Public Relations</b>		
Minister of Public Works and People's Housing Decree 542 of 2018 (dated 10 August 2018)	1-7	Spam Management
<b>Geospatial Information Agency</b>		
Deputy for Geospatial Information Infrastructure Decree 52 of 2017 (dated 24 October 2017)	3-8	Geospatial Information
<b>Maritime Affairs and Fisheries</b>		
Regulation of the Minister of Marine Affairs and Fisheries 27/PERMEN-KP/2018 (dated 27 August 2018)	2-5	Salt Production
Regulation of the Minister of Marine Affairs and Fisheries 26/PERMEN-KP/2018 (dated 27 August 2018)	2-6	Shrimp Cultivation in Brackish water
Regulation of the Minister of Marine Affairs and	2,4,5	Surimi-based Fishery

Promulgation	IQF Level	Field
Fisheries 54/PERMEN-KP/2018 (dated 26 December 2018)		Product Diversification
Regulation of the Minister of Marine Affairs and Fisheries 2/PERMEN-KP/2019 (dated 4 January 2019)	1-6	Tuna Fish Processing
<b>Credit Union and Small Micro Enterprises</b>		
Regulation of the Minister of Cooperatives and Small and Medium Enterprises 4 of 2018 (dated 27 April 2018)	3-6	SMME Consultants
Regulation of the Minister of Cooperatives and Small and Medium Enterprises 12 of 2018 (dated 5 September 2018)	3-6	Credit Union Management and Syariah Financing

Linking INWCS qualifications to the IQF follows the same steps as for the establishment of INWCS. According to Law 13 of 2003 on Manpower and Regulation of the Minister of Manpower 3 of 2016 on Directions in Establishing INWCS, the standard shall be developed by relevant Sectoral Committees of Competency Standards under the coordination of the MoM.

The development of INWCS shall involve expert teams from relevant industries, worker organizations, professional associations, education and training providers, as well as other relevant agencies, and facilitated by relevant government agencies.

For this mechanism, the relevant Sectoral Committees of Competency Standard under the coordination of the MoM will analyze whether the INWCS contains only specific competency units without IQF level or competency clusters bearing the IQF level.

Although the QA system in the work training sector does not conduct outcome-based assessment, there are exceptions. The Work Training Development Centre in Serang, under the authority of the Authorized National Body Indonesian Welding Society, has been awarded the certificate as the approved International Institute of Welding training body, developing training guidelines and offering training courses from 14 December 2018 - 13 December 2023. See **ANNEX H**.

**The International Institute of Welding (IIW)** was founded in 1948 by the welding institutes or societies of 13 countries that considered it crucial to make more rapid scientific and technical progress possible on a global basis. The IIW membership today comprises welding associations from 55 countries worldwide, with ever more nations continually indicating interest.

Mission: To advance welding and joining through a worldwide network.

Vision : The leading global community linking industry, research and education to the advancement of welding and joining for a safer and sustainable world.

Our 'must win' battles to:

- Have an Education, Training, Qualification and Certification (ETQ&C) system which meets the needs of industry and IIW members
- Implement an effective organizational and management structure
- Improve IIW's visibility and impact through effective communication and marketing
- Ensure the industrial relevance of IIW research best practice development and standardization activities
- Increase the value of involvement to all IIW stakeholders

The IIW is a not-for-profit organization governed by the French Association law, funded by the Member Countries which pay an annual membership fee according to a scale designed to reflect, as equitably as possible, the dependence of each country on welding technology. Further income is derived from the sale of books and other documents and fees from the running of IIW Annual Assemblies and other events.<http://iiwelding.org/>

The Work Training Development Centre in Serang can also conduct Konnex (KNX) (a standardized protocol for building control) examinations for the KNX Basic Course that required standardized technical competence and equipment according to KNX Training Documents (**ANNEX I**).

**The KNX Association** is a non-profit-oriented organization governed by Belgian Law. Members are manufacturers developing devices for several applications for home and building control based on KNX like lighting control, shutter control, heating, ventilation, air conditioning, energy management, metering, monitoring, alarm/intrusion systems, household appliances, audio/video and lots more. Next to manufacturers also service providers (utilities, telecom, etc.) can become a member of the KNX Association.

The objectives of KNX Association are oriented towards the development and promotion of an international communication standard for Home and Building Automation by:

- Developing a single stable and affordable system technology with the goal to improve overall market acceptance and expand the today's market (mostly in commercial buildings) into the residential market.
- Defining and improving the KNX Specifications related to:
- Protocol (including Security).
- Different media.
- Configuration modes.
- Application specifications
- Extending the KNX Technology towards the Internet of Things.

<https://www.knx.org>

### 3.5. Inclusion Qualifications of Courses to IQF Levels

Courses provide continual learning for learners that need additional abilities in self-development, work, self-employment, or pursuance of a higher education. The emphasis is on mastery of skills and competency standards, the development of an entrepreneurial attitude, as well as the development of professional characteristics. All stakeholders' needs are targeted be it those in the job market and those wishing to to upskill their workplace competencies. 21,071 Courses are available in 16,935 institutions holding the National School Identification Code /NSIC (data as of August 9, 2019 - Source: referensi.data.kemendikbud.go.id).

Qualification inclusion is the result of courses being offered to address multifaceted issues. The success of this initiative depends on the synergy and proactive roles of various parties related to the improvement of the quality of human resources, including the MoEC, MoM, profession associations, industry associations, courses institutions, and general users.

Nonetheless, the most essential parameter in establishing course programs is the description of stakeholders' needs, both in terms of relevancy and quality and learning outcomes must reflect these aspects.

Mechanism in determining the course qualifications (learning outcomes) in the following sequence:

1. determination of the needs of users;
2. translation of user needs to the targeted learning outcomes;
3. analysis of the required competencies;
4. identification of the required knowledge, specific work skills, attitudes for undertaking the job, responsibility and autonomy of person doing the job;
5. review of all aforementioned domains towards IQF descriptors and levels;
6. determination of IQF levels;
7. validation of levels; and
8. enactment of a ministerial regulation stating the GCS specific qualifications levels.

In reviewing all domains towards the IQF descriptors and levels, the team utilized the keywords for IQF as stated in **Table 3.9** (Keywords for Specific Working Competences According to IQF Levels in Courses Learning Outcomes of GCS) and **Table 3.10** (Keywords for Knowledge According to IQF Levels in Courses Learning Outcomes of GCS). The mechanism for determining course qualifications (learning outcomes) was not an interpretation of IQF; rather, it was carried out by considering its relation with IQF levels.

**Table 3.9** *Keywords for Specific Working Competences According to IQF Levels in Courses Learning Outcomes of GCS*

IQF Level	Keywords for Working Competences According to IQF Levels in Courses
1	Capable of carrying out simple and routine tasks with a limited range of scope
2	Capable of carrying out specific tasks using common standard operating procedures
3	Capable of carrying out a series of specific tasks using specific and standardized method

4	Capable of completing wide coverage job tasks using specific and standardized method
5	Capable of completing wide coverage job tasks using various methods
6	Analyze and making strategic decision in choosing several alternative solutions.
7	Plan and manage resources and able to undertake strategic developmental steps.
8	Innovation of science, or technology, or arts through inter-, multi-disciplines
9	Discovery of science, or technology, or arts through inter-, multi-, and trans-disciplines

The inclusion of qualifications is carried out by including expert analyses and professional judgements that juxtaposed GCS resulted from a courses and IQF level descriptors, particularly for specific working competences and knowledge comprehensions levels, as stated in **Tables 3.9** and **3.10**, respectively.

***Table 3.10 Keywords for Knowledge***  
*According to IQF Levels in Courses Learning Outcomes of GCS*

IQF Level	Keywords of Knowledge Comprehension According to IQF Levels in Courses
1	Factual Knowledge
2	Basic Procedural Knowledge
3	Complete Procedural Knowledge
4	General Concept and Principles
5	General Theoretical Concepts
6	General and Specific Theoretical Concepts
7	Theory and Application Theory
8	Theory
9	Philosophy

It is well understood that the courses are only carried out within short periods, whilst an increase in qualification can take long term learning and experience. Therefore, the courses institutions award participants with certificate bearing IQF levels that previously holding the same or one level lower of IQF levels. For instance, courses participants of IQF **level 5** usually have already had **level 4** or **level 5** of IQF.

INWCS and GCS are similar in terms of Unit and Elements of Competences, as mentioned in **Table 3.11**. However, GCS refers to learning outcomes from non-formal modes of learning, and Passing (Graduate) Indicator Standards indicate achievement, whilst in work training, the achievement of work competences is based on Work Performance Criteria.



***Table 3.11 Correlation of Standards for Course and Work Training***

Type	Standard and It's Derivation			
Courses	GCS	Unit of Competences	Element of Competences	Passing (Graduate) Indicator Standard
Work Training	INWCS	Unit of Competences	Element of Competences	Work Performance Criteria

### 3.5.1. Best Practice

Standards of Graduate Competences is designed as an assessment handbook to be utilized for a number of purposes. These include as an assessment guide prior to student graduation, a self-study tool, and as an implementation and planning reference for preparation revision and updating of the curriculum. As of 2019, the Ministry of Education and Culture enacted ministerial decree for 144 courses that successfully define their learning outcomes and Standards of Graduate Competences based on IQF descriptors and levels. Details of the decree are listed in **ANNEX J**.

### 3.5.2. Awarding Institution Qualifications

Similar to the work training sector, conferring certificates of competence for course programs is undertaken by accredited and certified CCB as stipulated in Article 61 Law on the National Education System. Permits, certification, accreditation and quality assurance of CCB is carried out by the Directorate General of ECE and Society Education under Article 89 paragraph (5) Government Regulation on National Education Standards.

CCB has the license to form CTCs in various areas. Currently there are 1,329 national CTC existing in all provinces and two international CTC, located in Singapore and Hongkong. Competency assessment is performed in registered CTC staffed by qualified assessors who are both pedagogically and technically competent.

### 3.5.3. Evidence of Qualifications Recognition

Batik is a world *Masterpiece of the Oral and the Intangible Heritage of Humanity*, as established by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) on October 2, 2009. To affirm Indonesia's commitment to maintaining batik on the UNESCO national and world heritage list, the Ministry of Education and Culture has encouraged the community to study the production of batik to the highest level and for it to be considered a national dress of Indonesia.

To facilitate community production the Directorate of Courses and Training Development – MoEC undertook various FGDs and the involvement of national batik experts in the making of it. The GCS of batik and spouted pots making was finally announced by Regulation of the Minister of Education and Culture 27 of 2017 that consists of:

1. The making of batik wax (IQF **level 3**);
2. The hand-drawn batik with synthetic coloring (IQF **level 2**);

3. The hand-drawn batik with eco-friendly coloring (IQF **level 2**);
4. The making of hand-drawn spouted pots (IQF **level 3**); and
5. The making of stamped spouted pots (IQF **level 3**).

The GCS was launched on March 1, 2019 in the event of International Forum on Millennial Entrepreneurs and Appreciation and Conservation of UNESCO World Heritage in Indonesia. The GCS for courses in hand-drawn batik made with eco-friendly coloring at IQF **level 2** and GCS of hand-drawn spouted pot making at level 3 are described in **Tables 3.12** and **3.13**.

**Table 3.12. Example of Learning Outcomes of an IQF Level 2 Batik Course**

Learning Outcomes of courses in: HAND-DRAWN BATIK with ECO-FRIENDLY COLORING – IQF LEVEL 2	
<b>ATTITUDE AND CORE VALUES</b>	<p>Demonstrated capacity in :</p> <ol style="list-style-type: none"> <li>1. Devotion to Almighty God.</li> <li>2. Possession of morals, ethics and satisfactory work accomplishment.</li> <li>3. Bbehaviour as a proud and patriotic citizen supporting world peace.</li> <li>4. Ability to cooperate and social awareness and deep concern for society and environment.</li> <li>5. Treasuring cultural diversity, opinions, trust, religions and views of others</li> <li>6. Upholding law enforcement and also prioritizing on behalf of nation and community</li> <li>7. Value of cultural enrichment in the form of artifacts/cultural relics.</li> <li>8. Concerns for conservation and cultural preservation.</li> <li>9. Generation of work <i>output/outcome-based</i> on the users agreements with acceptance and compatible with religious applicable norms and laws</li> <li>10. Implementation of environmental awareness conservation/sustainability.</li> </ol>
<b>WORK ABILITY</b>	<p>Able to carry out the specific task of hand-drawn batik with eco-friendly coloring including the ability to:</p> <ol style="list-style-type: none"> <li>1. Prepare work tools (printing table, hand-drawn spouting tools, dryer tool, stove, wok, dyeing-tub, wax smelter pan) and materials (wax, eco-friendly dyes, supporting chemical substances) that suit hand-drawn making needs with eco-friendly dyes.</li> <li>2. Transfer the design from paper to fabric with a clear, clean, uninterrupted trace, without damaging the fabric fibers and textures, and with regard to aesthetic rules</li> <li>3. Use and remove wax, using eco-friendly coloring, and work tools based on phases of making hand-drawn batik with eco-friendly dyes by applying the principles of OHS and environmental preservation.</li> <li>4. Produce hand-drawn batik with eco-friendly coloring on a minimum 50x50 cm piece of fabric based on quality standards of Batik training and courses from community and early childhood education as per general directorate, including:             <ol style="list-style-type: none"> <li>a. Fabric with minimum size of 50x50 cm</li> </ol> </li> </ol>

Learning Outcomes of courses in: HAND-DRAWN BATIK with ECO-FRIENDLY COLORING – IQF LEVEL 2	
	<ul style="list-style-type: none"> <li>b. Resulting canting that is neat, clean, clear and translucent (both sides of the batik-fabric)</li> <li>c. Variety of designs: flowers, animals, geometrical, and/or a mix</li> <li>d. Pattern characters of at least three types</li> <li>e. Minimum use of two eco-friendly coloring dye</li> <li>f. Dyeing quality that is consistent, opaque, bright, and has not damaged batik fabric fiber/ texture</li> <li>g. Application of Occupational Health and Safety (OHS) together with environmental preservation principles.</li> </ul> <p>5. Clean, maintain, and re-store batik-making tools and materials with eco-friendly coloring based on OHS principles.</p> <p>6. Evaluate work results independently.</p>
<b>MASTERED KNOWLEDGE</b>	<p>Master knowledge principles , general concepts, and complete operations on hand-drawn batik made with eco-friendly coloring, including the:</p> <ul style="list-style-type: none"> <li>1. General concept of batik (definition, terms, history, philosophy, production and design)</li> <li>2. General concepts, principles, techniques, and procedural knowledge of tool-usage procedures for hand-drawn batik made with eco-friendly coloring.</li> <li>3. General concepts, principles, techniques, and procedural knowledge of hand-drawn batik making materials used with eco-friendly coloring.</li> <li>4. General concepts, principles, techniques, and procedural knowledge about hand-drawn batik making using eco-friendly coloring.</li> <li>5. Factual knowledge about source and system of procurement of tools and materials for hand-drawn batik making using eco-friendly coloring.</li> <li>6. Factual knowledge of the price of tools and materials of hand-drawn batik making using eco-friendly coloring.</li> <li>7. Principles, techniques, procedural knowledge of cleaning, maintenance, and storage of tools, materials, and work areas.</li> <li>8. Principles, techniques, procedural knowledge for independent evaluation of the process and the results of hand-drawn batik making using eco-friendly coloring.</li> <li>9. Factual knowledge, principles, techniques, procedural knowledge about storage and maintenance of hand-drawn batik fabric using eco-friendly coloring.</li> <li>10. General concepts and knowledge of occupational health and safety relating to batik making with eco-friendly coloring.</li> <li>11. General concepts of environmental conservation and waste processing of color fixing (<i>permordanan</i>), dyeing with eco-friendly coloring, excessive wax removal (<i>pelorodan malam</i>) and exhaust fumes.</li> </ul>

Learning Outcomes of courses in: HAND-DRAWN BATIK with ECO-FRIENDLY COLORING – IQF LEVEL 2	
	12. General concepts, principles, and guidance techniques for hand-drawn batik making practice with eco-friendly coloring to the apprentice or co-workers.
<b>RIGHTS AND RESPONSIBILITY</b>	<ol style="list-style-type: none"> <li>1. Be responsible for the work itself and be given responsibility for the quantity and quality of the work of others.</li> <li>2. Be responsible in the hand-drawn batik making with eco-friendly coloring based on the quality standards of Directorate General of Community and Early Childhood Education Batik training and courses quality standard or institution/workplace/company with attention to Occupational Health and Safety (related to waste management in the process of making hand-drawn batik tulis with eco-friendly coloring) based on OHS principles.</li> <li>3. Be capable of the responsibility to guide newly employed colleagues or apprentices and able to replace the work of others with the same scope, quantity, and quality of work.</li> <li>4. Able to cooperate and communicate within the scope of work.</li> </ol>

**Table 3.13.** Example of Learning Outcomes of an IQF Level 3 Batik Course

Learning Outcomes of Courses on: THE PRODUCTION OF SPOUTED - POTS - IQF LEVEL 3	
<b>ATTITUDE AND VALUES</b>	<p>Build and shape character and disposition of trainee which indicates:</p> <ol style="list-style-type: none"> <li>1. Devotion to the Almighty God</li> <li>2. Respectable Morals, Ethics and nature in completing tasks</li> <li>3. Behaviour as honored resident, loving the nation and supporting world peace</li> <li>4. Ability to collaborate, bearing social sensitivity and care towards community and environment</li> <li>5. Appreciation of culture diversity, perspectives, trust, religion as well as the opinion of others</li> <li>6. Ability to uphold the law and to prioritizing national interests and wider community</li> <li>7. Appreciation of the treasures of culture in local talents and culture artifacts</li> <li>8. Consideration of conservation and culture preservation</li> <li>9. Production of work output/outcome-based on agreement by users' agreement to avoid the occurrence contradiction to religious norms, laws and other related norms</li> <li>10. Implimentation of held awareness of the preservation of a sustainable environment</li> </ol>
<b>ABILITIES IN WORKING FIELD</b>	To be able to perform a series of specific tasks and produce Batik spouted-pots based on a quality standard which covers: the strength of each side of the structure of the Stamped Batik spouted-pot durable to produce a minimum of 2,500 sheets of Batik linen; and production

**Learning Outcomes of Courses on:  
THE PRODUCTION OF SPOUTED - POTS - IQF LEVEL 3**

- of Stamped Batik according to the quality standard leaving a neat, clean, clear wax trail (not too thin), translucent (two-sided cloth), protection of the structure and fibre of linen. The related abilities are:
1. To accurately interpret client /service user/work provider requests related to the type and quality of requested stamped spouted pot
  2. To prepare, utilize, protect and keep the tools as well as materials for the production of stamped spouted pot referring to the needs of the process and Batik Directorate General of ECE and Society Education's Standard Operation Procedures
  3. To prepare a variety of stamped Batik design alternatives
    - a. Determine the size of stamped spouted pot based on the abilities level which are: beginner: 2.5x15cm (*seritan*) or 5x5cm (small *ceplok*); intermediate: 5x15cm (for edges/*ploi*, *tumpal/sorot*), 12x12cm (for medium *ceplok*) and advanced: 18x18 cm (middle/main part)
    - b. Determine continuing pattern of stamped spouted pot (pattern) as follows: 1 brick (*tubruk*), ½ brick (*onde-onde*), rotation (*mubeng*), tilted diagonal (*parang*), alternate (*mlampah*);
    - c. Determine various decorations for stamped spouted pot: flower, animal, geometric, combination (*klowongan*, *isen-isen*, dirt and wall).
    - d. To make stamped spouted pot referring to continuing pattern of stamped spouted pot (pattern) as follows: 1 brick (*tubruk*), ½ brick (*onde-onde*), rotation (*mubeng*), tilted diagonal (*parang*), alternate (*mlampah*);
  4. Training to standard, based on chosen number working procedure as follows:
    - a. Structure construction (*sliwer* and *ancak*), motif (*klowongan*), handling (frame and handles)
    - b. Motif arrangement (*klowongan*) and stamped spouted pot knitting
    - c. Fogging, burning, and scrubbing of stamped spouted pot
    - d. Stamped spouted pot testing on linen surface
    - e. execution of production process applying Occupational Health and Safety/*Keselamatan dan Kesehatan Kerja* (K3) procedures and environmental preservation
  5. Packing and storage of stamped spouted pot
  6. Presenting results of stamped spouted pot to clients/work provider
  7. self evaluation of work outcome
  8. Venturing independently which covers:
    - a. Ability to predict opportunities of batik entrepreneurship, with

Learning Outcomes of Courses on: THE PRODUCTION OF SPOUTED - POTS - IQF LEVEL 3	
	<p>the minimum of ability in counting the uncertain productions</p> <p>b. Identification of natural resources to create a stamped spouted pot, to market produced stamped batik spouted pot, and to be able to gain initial capital by applying for small credit ventures</p>
<b>MASTERED KNOWLEDGE</b>	<p>To master specific theoretical concept knowledge in general, as well as to be able to formulate problem solving procedures as directed: Mastering operational knowledge completely, principles and general stamped spouted pot production:</p> <ol style="list-style-type: none"> <li>1. General concept of spouted pot (definition, terms, history, philosophy and design)</li> <li>2. General concept, principles, techniques, and procedural knowledge about the production of spouted pots</li> <li>3. General concept about types and benefits of using the tools and materials of stamped spouted pot production</li> <li>4. General concept, principles, techniques and procedural knowledge about using, maintaining and keeping both tools and materials for the production of stamped spouted pot</li> <li>5. General concept of Occupational Health and Safety (K3) knowledge which relates to the production of stamped spouted pots</li> <li>6. General environmental preservation concept and material waste processing from the production of stamped spouted pot</li> <li>7. Knowledge in the fluctuation cost of materials and tools, production processing costs and materials resources</li> <li>8. General concept in the arrangement of budget planning and small credit venture application</li> <li>9. Principles and techniques of marketing</li> <li>10. Principles and techniques of effective communication with clients/service users/work providers</li> </ol>
<b>RIGHTS AND RESPONSIBILITIES</b>	<p>Be responsible for own work and capable to be given the responsibilities of both quantity and quality of other people's outcome</p> <ol style="list-style-type: none"> <li>1. Responsible for producing stamped spouted pots based on <i>Balai Diklat Batik/Paguyuban Batik/Yayasan Batik</i> or workplace/ industries with concerns for Occupational Health and Safety</li> <li>2. Capable of responsibilities to guide new co-workers, interns, and to be able to replace others' work in the same field with the same quantity and quality</li> <li>3. Ability to cooperate and communicate effectively in the workplace</li> </ol>

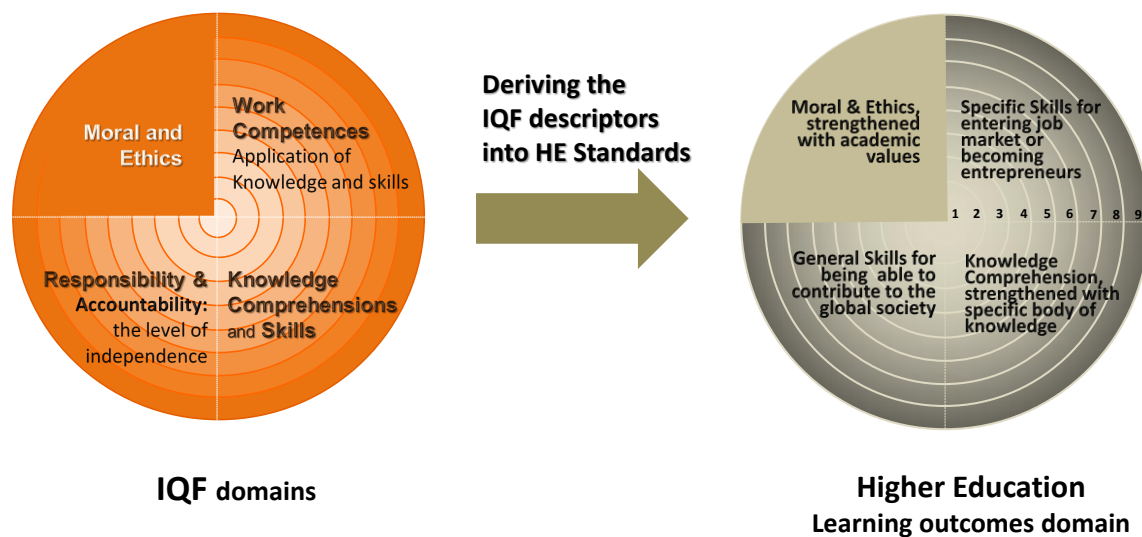
### 3.6. Inclusion Qualifications of Higher Education to IQF Levels

The inclusion process of higher education qualifications to IQF is undertaken by enacting the Regulation of the Minister of Research, Technology, and Higher Education 44 of 2015 on NSHE/SN-Dikti, which was renewed by Regulation of the Minister of Research, Technology, and Higher Education 50 in 2018.

Based on the NSHE, to be awarded recognized qualifications resulting from higher learning modes the following considerations are significant and important:

1. Sovereignty of the nation. Learning outcomes of a study program must take into consideration ideology, local and Indigenous cultures as well as a green and safe Indonesian environment.
2. Nation's competitiveness, in terms of readiness to enter workplace and stimulate economic growth via entrepreneurship. Economic factors such as job market relevancy and availability should be regarded as important considerations for any higher education institution in the delivery of programs. The consideration should target the reduction of unemployment and promotion of skilled workers and professional motilities.
3. Advanced and frontier science and technology development. The stimulus of 4.0 industry and the incoming of 5.0 society should be included as vital in qualifications.
4. Development of better learning systems and methodology.

To strengthen this inclusion, the MoRTHE incorporates IQF description into the NSHE as outlined in Regulation of the MoRTHE on NSHE, and stated in **Exhibit 3.6.** and **Table 3.14.**



***Exhibit 3.6. Deriving the four-domain and descriptions of IQF into the NSHE***

**Table 3.14. Mapping between IQF and Higher Education Standard Domains**

IQF DOMAINS	HIGHER EDUCATION STANDARD DOMAINS
<b>Attitude</b>	Moral & Ethics, strengthened with academic values
<b>Knowledge Comprehension</b>	Knowledge comprehension, strengthened with specific body of knowledge
<b>Work Competences</b>	Specific Skills for entering job market or becoming entrepreneurs
<b>Responsibility &amp; Accountability</b>	General Skills for being able to contribute to the global society

### 3.6.1. Recognizing a New Qualifications

Authorization for a higher education institution to undertake a study program with specific qualifications is awarded by the MoRTHE (Regulation of the Minister of Research, Technology, and Higher Education 50 of 2018 on NSHE) and MoRA (Law 46 of 2019 on Religious Higher Education). Both ministries develop publicly available policies, regulations, guidelines and standard operating procedures.

A higher education institution that would like to deliver any program resulting in certain qualifications bearing IQF levels, should firstly perform an analysis of relevancy of the targeted qualifications with appropriate stakeholders, then design and plan the programs that will satisfy the NSHE. The proposed program will be assessed by the Ministry and National Accreditation Agency. On approval of the qualifications by the ministry *en banc*, the programs are registered at the Data Centre of Higher Education.

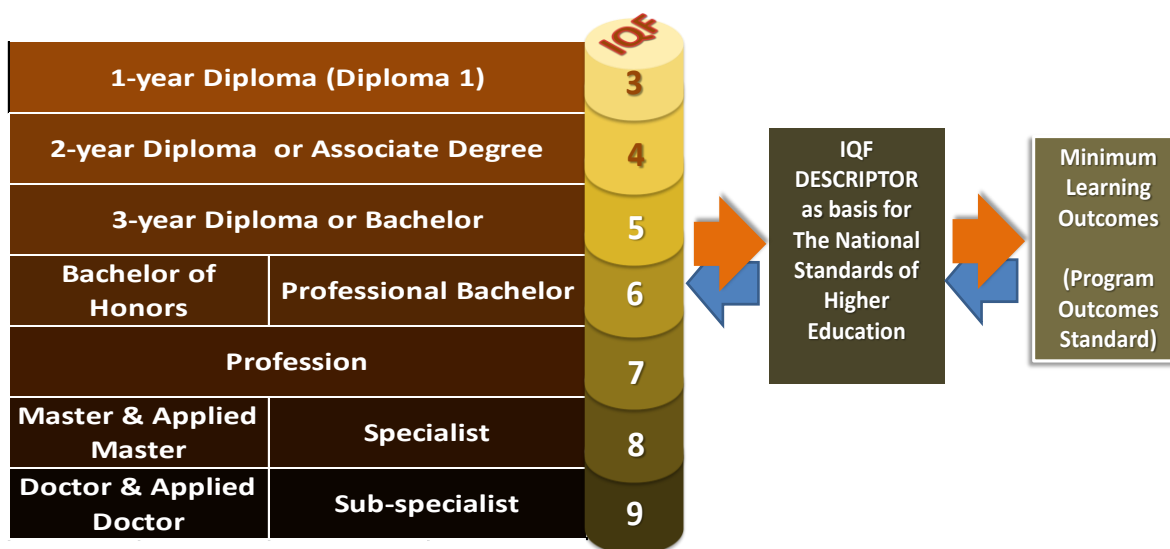
### 3.6.2. Inclusion Qualifications of Existing Study Programs

For all registered and recognized programs in existence before the establishment of IQF, the higher education institutions restate their target outcomes and provide evidence that the IQF levels are suitable and relevant for the programs, as illustrated in **Exhibit 3.7**.

Higher education institutions renew and revise all curricula of study programs as needed. The program outcomes must satisfy minimum learning outcomes stated by the ministry according to the NSHE. These standards form the base for awarding qualifications and are produced by sectoral studies through various focus group discussions by academics in consultation with key players in industry, relevant private agencies, and other major stakeholders. Such FGDs solicit input, comments, suggestions, and recommendations in order for the ministry to provide *en banc* the national standards for learning outcomes.



All higher education institutes across Indonesia that deliver these study programs position the learning outcomes as their minimum standard. These institutes elevate the national standard in accord with their vision, mission, local wisdom, Indigenous knowledge, uniqueness, and strength.



**Exhibit 3.7. Inclusion of qualifications of existing programs into the IQF.**

In assessing the qualifications of study programs that exist at several IQF levels, the Ministry provides guidelines for qualification levels. For instance, the differences, key words, scope of body of knowledge of three-year diploma or Bachelor Program, Bachelor with Honors, Professional Bachelor, Master, and Doctoral Program of Engineering, are noted here:

<b>Generic Learning Outcomes of a Bachelor of Engineering – IQF Level 5</b>	
<b>Knowledge Mastery</b>	
<ol style="list-style-type: none"> <li>1. Master theoretical concepts of basic science and applied mathematics in general;</li> <li>2. Master deep theoretical concepts in the field of engineering sciences and engineering principles in their fields;</li> <li>3. Master concepts, principles, method, techniques related to the technology in their field;</li> <li>4. Master complete operational knowledge related with the technology in their field;</li> <li>5. Master factual knowledge and application methods; national and international; codes and standards, and regulation applicable on location to perform work related to the technology in the field;</li> <li>6. Master principles of product quality assurance;</li> <li>7. Master concepts and principles of environmental conservation;</li> <li>8. Master factual knowledge of current issues in terms of economical, social, and ecological problems in areas related with their technology field;</li> <li>9. Master principles and techniques of effective written and oral communication;</li> <li>10. Master factual knowledge on the latest developments technology in their field.</li> </ol>	

### Work Competency

1. Able to apply mathematics, science, and engineering principles to procedure and technical practice to solve technological problems in their specialization area;
2. Able to solve technological problems using relevant data analysis from codes, database, and reference, and select methods by taking into consideration economic, public health and safety, and environment factors, including:
  - a. identifying, formulating, interpreting, and applying engineering principles;
  - b. applying codes/standards;
  - c. designing and realizing components, processes, and parts of a well-defined system design to meet specific requirements;
  - d. testing and measuring work objects based on procedure and standards;
  - e. selecting resources referring to industrial methods and standards.

### Generic Learning Outcomes of a Professional Bachelor in Engineering – IQF Level 6

#### Knowledge Mastery

1. Master theoretical concepts of basic science and applied mathematics in general;
2. Master deep theoretical concepts of engineering sciences and engineering principles in their field;
3. Master concepts, principles, methods and techniques related to the engineering technology in their field;
4. Master complete operational knowledge related to the engineering technology in their field;
5. Master factual knowledge and application methods; national and international codes and standards, and regulations that are applicable in their work locations to perform the work of engineering technology in their field;
6. Master principles of quality assurance;
7. Master concepts and principles of environmental conservation;
8. Master factual knowledge of current issues in terms of economical, social, and ecological problems in areas related to their field of engineering technology;
9. Master principles and working procedures in workshops, studios, and laboratories, and also the practice of occupational health, safety and environment (HSE);
10. Master effective oral and written communication principles and techniques;
11. Master factual knowledge on the latest development of the technology in their field.

#### Work Competency

1. Able to apply mathematics, science, and engineering principles to procedures, processes, systems, and applied engineering methodologies to solve problems in engineering technology;
2. Able to solve problems in engineering technology using analytical tools for an area of specialization by taking into consideration public health and safety, cultural, social, and environmental issues; including the ability to:
  - a. identify, formulate, analyze, and find the root of engineering technology problems based on data base analysis, codes, references and applicable regulations;

- b. design and realize components, processes, equipment, facilities or installations and parts of a design of < specific problems related to their area> based on the results of data base analysis, reference to codes, regulations, references, and the applicable regulations;
- c. select resources and utilize design and engineering analysis tools that refer to test and measurement results based on an applicable standard and method.

### Generic Learning Outcomes of a Bachelor of Honors in Engineering – IQF Level 6

#### Knowledge Mastery

1. Master theoretical concepts of basic science and mathematics;
2. Master deep theoretical concepts of engineering sciences in the related field; engineering principles, and engineering design required in engineering fields;
3. Master concepts and principles of environmental conservation;
4. Master concepts and principles of occupational health and safety in laboratory and field;
5. Master principles and the latest issues of economy and social culture in general;
6. Master general concepts, principles, and communication techniques for specific purpose;
7. Master the insight of the latest technology development and advance materials in engineering.

#### Work Competency

1. Able to apply mathematics, science, and engineering principles to create or modify a model to solve complex engineering problems;
2. Able to solve complex engineering problems <in their area> based on engineering principles, taking into consideration economic factors, safety, and environmental sustainability; including the ability to:
  - a. identify, formulate, analyze, and find the roots of engineering problems;
  - b. propose the best solution for solving engineering problems;
  - c. design and operationalize processes, processing systems, and equipment that are required for an existing engineering design;
  - d. select resources and utilize design and engineering analysis tools that are most suitable, effective, and efficient in solving engineering problems;
  - e. critically evaluate an implemented policy solution of problems from the point of view of engineering in the form of a scientific working paper.

### Generic Learning Outcomes of a Master of Engineering – IQF Level 8

#### Knowledge Mastery

1. Master the theory of engineering sciences in their engineering fields;
2. Master thoroughly theoretical concepts and the design methods of engineering systems;
3. Master thoroughly theoretical concepts and the design methods of engineering technology, at least in one specialization area;
4. Master the application method of technology in their specialization area.

### Work Competency

1. Able to solve problems in interdisciplinary and multidisciplinary engineering fields , and considering economic, public health and safety, cultural, social, and environmental sustainability factors;
2. Able to carry out deepening or broadening science in their engineering field to provide original and tested contributions through research through interdisciplinary and multidisciplinary approaches;
3. Able to formulate new research questions from the result of performed research for the development of science and technology in their engineering field;
4. Able to critically evaluate and provide input for improvement of an implemented problem-solving policy from an engineering point of view in the form of a scientific working paper.

### Generic Learning Outcomes of a Doctor of Engineering – IQF Level 9

#### Knowledge Mastery

1. Master the philosophy of engineering sciences in their engineering field;
2. Master the substantial and the latest theory in their engineering field, a minimum one of their specializations;
3. Master theoretical concepts and application of the technology in their engineering fields.

#### Work Competency

1. Able to carry out a deepening and broadening of the science in their engineering field through interdisciplinary, multidisciplinary and transdisciplinary research;
2. Able to propose new solutions or recommend proposals for sustainable solutions to solve the limitation and sustainability of earth's resources from an engineering point of view;
3. Able to conduct a scientific study and present input from an implemented problem-solving policy from an engineering point of view using engineering rules and principles;
4. Able to navigate through current issues and the development of science in their engineering field into the development process of science and technology, and the development of policy in engineering.

The same procedures are applied for study programs in categories of a similar nature. For instance, all study programs in linguistics at IQF level 6 should contain as a minimum the following qualifications:

### Knowledge in the Bachelor of Linguistics Degree – IQF Level 6

1. Master the in-depth concepts of linguistic theory;
2. Master the concept of the theory of literature;
3. Master the concept of cultural anthropology in general, especially that which is relevant to local Indonesian cultures;
4. Master the general concepts and principles of grammatical structures and vocabularies;
5. Master the general concepts, principles and grammatical structures, and vocabularies for language proficiency, either oral or written in the context of formal routines or in general;

6. Master the completion of writing principles and character reading;
7. Master the principles and methods of research in linguistics, literature, and language philologists;
8. Master the general concepts and principles of historical values, social cultures, ideas and morals of society, literature and social cultures of Indonesia.

#### Specific Skills in the Bachelor of Linguistics Degree – IQF Level 6

1. Able to analyze and evaluate appropriately and critically various formal contexts of verbal and written information, routines and general, academic and work;
2. Able to communicate and convey ideas into language skillfully, in verbal or written forms with appropriate vocabularies and grammatical structures in accord with formal and informal contexts based on suitable language proficiency with a minimal equivalent to C1 (*Common European Framework of Reference for Languages*)
3. Able to read and write characters in a skilled manner based on writing rules;
4. Able to translate Indonesian to English and vice versa, in the formal contexts of verbal and written and routines and general;
5. Able to present the history and social culture of limited scope using first language in verbal and written.

At present, 285 learning outcomes standards of study programs as mandated by the NSHE have been recognized, as stated in **Table 3.15**.

**Table 3.15.** *Study Programs with Learning Outcomes that Fulfill the NSHE*

(Source: Directorate Learning, Directorate General of Learning and Student Affairs – MoRTHE)

NO	Program	Degree	IQF Level
<b>Linguistics</b>			
1	Aceh Language	Bachelor of Honors	6
2	Arabic Language	Bachelor of Honors	6
3	Indonesian Language	Bachelor of Honors	6
4	English Language	Bachelor of Honors	6
5	Japanese Language	Bachelor of Honors	6
6	German Language	Bachelor of Honors	6
7	Chinese Language	Bachelor of Honors	6
<b>Social Sciences</b>			
8	International Relations	Bachelor of Honors	6
9	International Relations	Master	8
10	Political Science	Bachelor of Honors	6
11	Political Science	Master	8
12	Political Science	Doctoral	9
13	Social Development	Bachelor of Honors	6

NO	Program	Degree	IQF Level
14	Social Development	Master	8
15	Social Development	Doctoral	9
16	ASEAN Studies	Bachelor of Honors	6
17	Islamic Economics	Bachelor of Honors	6
18	Public Administration	Bachelor of Honors	6
19	Public Administration	Master	8
20	Public Administration	Doctor	9
21	Social Welfare	Bachelor of Honors	6
22	Social Welfare	Master	8
23	Social Welfare	Doctor	9
<b>Natural Sciences</b>			
24	Biology	Bachelor of Honors	6
25	Biology	Master	8
26	Biology	Doctoral	9
27	Physics	Bachelor of Honors	6
28	Physics	Master	8
29	Physics	Doctoral	9
30	Chemical Analysis	Bachelor	5
31	Chemistry	Bachelor of Honors	6
32	Chemistry	Master	8
33	Chemistry	Doctor	9
<b>Formal Sciences</b>			
34	Computer Science or Informatics	Bachelor of Honors	6
35	Game Technology	Professional Bachelor	6
36	Mathematics	Bachelor of Honors	6
37	Mathematics	Master	8
38	Mathematics	Doctor	9
39	Statistics	Bachelor of Honors	6
40	Statistics	Master	8
41	Statistics	Doctor	9
<b>Agriculture</b>			
42	Fish Farming	Bachelor	5
43	Agribusiness	Bachelor of Honors	6
44	Agro(eco)technology	Bachelor of Honors	6
45	Horticulture Agribusiness	Professional Bachelor	6
46	Horticulture Farming	Bachelor	5
47	Plantation Crop Farming	Bachelor	5

NO	Program	Degree	IQF Level
48	Plantation Crop Technology	Bachelor	5
49	Livestock Breeding	Bachelor	5
50	Animal Husbandry	Bachelor of Honors	6
51	Architecture	Bachelor of Honors	6
52	Architecture	Master	8
53	Architecture	Doctor	9
54	Landscape Architecture	Bachelor of Honors	6
55	Architect Profession Education	Profession	7
<b>Desain</b>			
56	Apparel Design	Bachelor	5
57	Interior Design	Bachelor of Honors	6
58	Visual Communication Design	Bachelor of Honors	6
59	Multimedia	Bachelor	5
<b>Business</b>			
60	Business Administration	Bachelor of Honors	6
61	Business Administration	Master	8
62	Business Administration	Doctor	9
63	Office Administration	Bachelor	6
64	Accounting	Bachelor of Honors	6
65	Accounting	Bachelor	5
66	Syariah Accounting	Professional Bachelor	6
67	Tax Accounting	Professional Bachelor	6
68	Public Sector Accounting	Professional Bachelor	6
69	Management	Bachelor of Honors	6
70	Management	Master	8
71	Management	Doctor	9
72	Tax Management	Bachelor	5
73	Banking and Finance	Bachelor	5
74	Logistics Management	Bachelor	5
<b>Education</b>			
75	Arabic Language Education	Bachelor of Honors	6
76	Bali Language Education	Bachelor of Honors	6
77	Indonesia Language Education	Bachelor of Honors	6
78	English Language Education	Bachelor of Honors	6
79	English Language Education	Master	8
80	English Language Education	Doctor	9
81	Java Language Education	Bachelor of Honors	6

NO	Program	Degree	IQF Level
82	Japan Language Education	Bachelor of Honors	6
83	German Language Education	Bachelor of Honors	6
84	Korea Language Education	Bachelor of Honors	6
85	China Language Education	Bachelor of Honors	6
86	French Language Education	Bachelor of Honors	6
87	Sunda Language Education	Bachelor of Honors	6
88	Elementary Physical Education	Bachelor of Honors	6
89	Biology Education	Bachelor of Honors	6
90	Physics Education	Bachelor of Honors	6
91	Chemistry Education	Bachelor of Honors	6
92	Mathematics Education	Bachelor of Honors	6
93	Catholic Religion Education	Bachelor of Honors	6
94	Community Education	Bachelor of Honors	6
95	Office Administration Education	Bachelor of Honors	6
96	Mechanical Engineering Vocational Education	Bachelor of Honors	6
<b>Engineering</b>			
97	Biomedical Engineering	Bachelor of Honors	6
98	Airport Technology	Bachelor	5
99	Air Navigation Technology	Bachelor	5
100	Aircraft Maintenance Technology	Bachelor	5
101	Airport Engineering Technology	Professional Bachelor	6
102	Air Navigation Engineering Technology	Professional Bachelor	6
103	Aircraft Maintenance Engineering Technology	Professional Bachelor	6
104	Airport Management	Bachelor	5
105	Air Traffic Management	Bachelor	5
106	Air Traffic Control Management	Professional Bachelor	6
107	Air Transportation Management	Bachelor	5
108	Aviation Fire & Rescue	Bachelor	5
109	Aeronautical Studies	Professional Bachelor	6
110	Aviation Studies	Bachelor	5
111	Agricultural & Bio-system Engineering	Bachelor of Honors	6
112	Agricultural & Bio-system Engineering	Master	8
113	Agricultural & Bio-system Engineering	Doctor	9
114	Agricultural Mechanization Technology	Bachelor	5
115	Electrical Engineering Vocational	Bachelor of Honors	6



NO	Program	Degree	IQF Level
	Education		
116	Electrical Engineering Vocational Education	Master	8
117	Electrical Engineering Vocational Education	Doctor	9
118	Electrical Technology	Bachelor	5
119	Railways Electrical Technology	Bachelor	5
120	Electronics Engineering Technology	Professional Bachelor	6
121	Automation Engineering Technology	Professional Bachelor	6
122	Physics Engineering	Doctor	9
123	Geodetic Engineering	Bachelor of Honors	6
124	Geological Engineering	Bachelor of Honors	6
125	Geomatics Engineering	Bachelor of Honors	6
126	Geomatics Engineering	Master	8
127	Industrial Engineering	Bachelor of Honors	9
128	Industrial Engineering	Master	8
129	Industrial Engineering	Doctor	9
130	Ocean Engineering	Bachelor of Honors	6
131	Ocean Engineering	Master	7
132	Ocean Engineering	Doctor	8
133	Naval Architecture Engineering	Bachelor of Honors	6
134	Marine Engineering	Bachelor of Honors	6
135	Marine Engineering	Master	8
136	Marine Engineering	Doctor	9
137	Marine Transport Engineering	Bachelor of Honors	6
138	Ship Machinery	Bachelor	5
139	Chemical Engineering	Bachelor of Honors	6
140	Chemical Engineering	Master	8
141	Chemical Engineering	Doctor	9
142	Computer Engineering	Bachelor of Honors	6
143	Environmental Engineering	Bachelor of Honors	6
144	Environmental Engineering	Master	8
145	Environmental Engineering	Doctor	9
146	Materials Engineering	Bachelor of Honors	6
147	Materials Engineering	Master	7
148	Mechatronics	Bachelor	5
149	Automotive Maintenance Technology	Bachelor	5
150	Manufacturing Engineering	Bachelor of Honors	6

NO	Program	Degree	IQF Level
151	Mechanical Engineering	Bachelor of Honors	6
152	Mechanical Engineering	Master	8
153	Mechanical Engineering	Doctor	9
154	Heavy Equipment Maintenance	Bachelor	6
155	Manufacturing Technology	Bachelor	6
156	Automotive Mechanical Technology	Bachelor	6
157	Automotive Technology	Bachelor	6
158	Automotive Engineering Technology	Professional Bachelor	6
159	Railways Mechanical Technology	Bachelor	5
160	Mechanical Technology	Bachelor	5
161	Ship Machinery	Bachelor	5
162	Energy Conversion Technology	Bachelor	5
163	Nuclear Engineering	Bachelor of Honors	6
164	Petroleum Engineering	Bachelor of Honors	6
165	Petroleum Engineering	Master	8
166	Petroleum Engineering	Doctor	9
167	Mining Engineering	Bachelor of Honors	6
168	Mining Engineering	Master	8
169	Mining Engineering	Doctor	9
170	Coal Mining Technology	Bachelor	6
171	Civil Engineering	Bachelor of Honors	6
172	Civil Engineering	Master	8
173	Civil Engineering	Doctor	9
174	Transportation Engineering	Master	8
175	Waterworks Construction Technology	Bachelor	5
176	Building Construction Technology	Bachelor	5
177	Road and Bridge Construction Technology	Bachelor	5
178	Waterworks Construction Engineering Technology	Professional Bachelor	6
179	Building Construction Engineering Technology	Professional Bachelor	6
180	Road and Bridge Construction Engineering Technology	Professional Bachelor	6
181	Construction and Railways Technology	Bachelor	5
182	Telecommunications Technology	Bachelor	5
<b>Forestry</b>			
183	Forest Plantation	Bachelor	5

NO	Program	Degree	IQF Level
<b>Transportation</b>			
184	Road Transportation Management	Bachelor	5
185	In-land Water Transportation Management	Bachelor	5
186	Railways Transportation Management	Bachelor	5
187	Road Transportation System Engineering	Professional Bachelor	6
188	Railways Transportation System Engineering	Professional Bachelor	6
189	Nautical Studies	Bachelor	5
190	Land Transportation	Professional Bachelor	6
<b>Nutrition</b>			
191	Nutrition	Bachelor	5
192	Nutrition	Bachelor of Honors	6
193	Nutrition	Master	8
194	Nutrition	Doctor	9
195	Dietician Profession Education	Profession	7
196	Veterinary Science	Master	8
197	Veterinary Science	Doctor	9
198	Veterinarian Profession Education	Profession	7
<b>Health Science</b>			
199	Midwifery	Bachelor	5
200	Midwife Profession Education	Profession	7
201	Nursing	Bachelor	5
202	Nurse Profession Education	Profession	7
203	Physiotherapy	Bachelor	5
204	Blood Bank Technology	Bachelor	5
205	Radiology	Bachelor	5
206	Radiologic Imaging Technology	Professional Bachelor	6
<b>Communication Science</b>			
207	Public Relations	Bachelor of Honors	6
208	Journalism	Bachelor of Honors	6
209	Advertising	Bachelor of Honors	6
<b>Law</b>			
210	Law	Bachelor of Honors	6
211	Law	Master	8
212	Law	Doctor	9

NO	Program	Degree	IQF Level
213	Paralegal	Bachelor	5
<b>Tourism</b>			
214	Tourism Destination	Professional Bachelor	6
215	Rooms Division	Bachelor	5
216	Ecotourism	Bachelor	5
217	Tourism	Bachelor of Honors	6
218	Tourism	Master	8
219	Tourism	Doctor	9
220	Convention and Event Management	Professional Bachelor	6
221	Hotel Management	Professional Bachelor	6
222	Sport, Recreation & Leisure Management	Professional Bachelor	6
223	Hotel Operations	Bachelor	5
224	Tour and Travel Operations	Bachelor	5
225	Culinary Arts	Bachelor	5
226	Baking and Pastry Arts	Bachelor	5
227	Food and Beverage Service	Bachelor	5
228	Tour and Travel Business	Professional Bachelor	7
<b>Food Science</b>			
229	Food Technology	Bachelor of Honors	7
<b>Professional Teacher Education</b>			
230	Indonesia Language	Profession	7
231	English Language	Profession	7
232	Economics	Profession	7
233	Geography	Profession	7
234	Social Science	Profession	7
235	Chemistry	Profession	7
236	Mathematics	Profession	7
237	Early Childhood	Profession	7
238	Special Education	Profession	7
239	History	Profession	7
240	Elementary	Profession	7
241	Arts and Culture	Profession	7
242	Sociology	Profession	7
<b>Vocational Teacher Professional Education</b>			
243	Office Administration	Profession	7
244	Agricultural Products Processing	Profession	7
245	Plants Agribusiness	Profession	7

NO	Program	Degree	IQF Level
246	Livestock Agribusiness	Profession	7
247	Finance and Accounting	Profession	7
248	Business and Marketing	Profession	7
249	Creative Craft Product and Design	Profession	7
250	Mining Technology	Profession	7
251	Forestry	Profession	7
252	Animal Health	Profession	7
253	Fish Product Processing Technology	Profession	7
254	Commercial Vessels Nautica	Profession	7
255	Fishing Vessels Nautica	Profession	7
256	Film and Broadcasting	Profession	7
257	Hotel and Tourism Services	Profession	7
258	Fisheries	Profession	7
259	Karawitan Arts	Profession	7
260	Culinary Arts	Profession	7
261	Music Arts	Profession	7
262	Pedalangan Arts	Profession	7
263	Visual Arts	Profession	7
264	Dance Arts	Profession	7
265	Theater Arts	Profession	7
266	Fashion	Profession	7
267	Beauty	Profession	7
268	Electronic Engineering	Profession	7
269	Renewable Energy Engineering	Profession	7
270	Geomatics and GeospatialEngineering	Profession	7
271	Graphics Engineering	Profession	7
272	Industrial Engineering	Profession	7
273	Industrial Instrumentation Engineering	Profession	7
274	Electrical Engineering	Profession	7
275	Chemical Engineering	Profession	7
276	Informatics and Computer Engineering	Profession	7
277	Mechanical Engineering	Profession	7
278	Automotive Engineering	Profession	7
279	Nautical Engineering	Profession	7
280	Petroleum Engineering	Profession	7
281	Agricultural Technology	Profession	7
282	Telecommunication Engineering	Profession	7

NO	Program	Degree	IQF Level
283	Construction and Property Technology	Profession	7
284	Aeronautics Technology	Profession	7
285	Textile Technology	Profession	7

An example of completed learning outcomes approved as a national standard is the National Standard of Learning Outcomes for Bachelor with Honors in Accounting. The Standard consists of four domains, and, except for the Moral and Ethics domain, each statement in the three domains is qualitatively and quantitatively measurable. For Moral and Ethics, each institution gives the best-fit description of a graduate's attitude or character that can represent statements in the Standard. The National Standard of Learning Outcomes for Bachelor with Honors in Accounting is as follows:

<b>Attitude - Bachelor with Honors in Accounting – IQF LEVEL 6</b>
<ol style="list-style-type: none"> <li>1. Show devotion to Almighty God and ability to show religious attitude in an appropriate manner;</li> <li>2. Uphold high qualities as a human in job performance based on religion, morals and ethics;</li> <li>3. Contribute to the development of a quality of life for sociable and patriotic civil development based on Pancasila;</li> <li>4. Hold a role of a proud and patriotic citizen, possessing nationalism and a responsibility to the country and nation;</li> <li>5. Appreciate the cultural and religious diversity, views, and beliefs, as well as opinions and other judgements;</li> <li>6. Cooperate and have a social sensitivity as well as an awareness of society and the environment;</li> <li>7. Obey the law and lead a disciplined life in society and nation;</li> <li>8. Internalize the values, norms and academic ethics;</li> <li>9. Show a responsibility towards a manner of work that results in independent expertise;</li> <li>10. Internalize the spirit of independence, effort and entrepreneurship;</li> <li>11. Internalize the principles of business ethics and the accounting profession.</li> </ol>
<b>Knowledge - Bachelor with Honors in Accounting – IQF LEVEL 6</b>
<ol style="list-style-type: none"> <li>1. Master the general theoretical concept of the economy ;</li> <li>2. Master in-depth concepts of accounting theory in a minimum way consisting of basic frameworks of the presentation and preparation of financial statements;</li> <li>3. Master the general concept and accounting principles of: <ol style="list-style-type: none"> <li>a. Accounting cycles;</li> <li>b. Recognition, measurement, presentation and disclosure of financial statement elements for certain entities including consolidated entities;</li> </ol> </li> </ol>

- c. Financial statement analysis;
  - d. Calculation and monitoring of product cost and services;
  - e. Financial planning and budgeting;
  - f. Activity-based Management;
  - g. Monitoring and Evaluation.
  - h. Quality Management.
4. Master the general concepts and principles of planning, procedures and auditing reports;
  5. Master the general concepts and principles of financial management, at a minimum:
    - a. Financial decisions;
    - b. Time value of money;
    - c. Capital budgeting and Capital expenditure, cost of capital, and expenses;
    - d. Working capital requirements;
    - e. Cash flow analysis;
    - f. Financial asset investment.
  6. Master the general concept of management and organization, consisting of corporate governance, risk management, strategic management and internal control;
  7. Master the factual knowledge of policy and regulation relevant to the accounting and glossary of terms consisting of taxation rules and business law;
  8. Master the principles of decision making;
  9. Master the principles and techniques of information technology relevant to accounting;
  10. Master factual knowledge and application methods of business ethics and codes of ethics of the accounting profession in the implementation of accounting practices in a work context;
  11. Master the concept of academic integrity in general and the concept of plagiarism specifically, in terms of type of plagiarism, violation consequences and prevention.

#### **Specific Skills - Bachelor with Honors in Accounting – IQF LEVEL 6**

1. Able to compile auditing worksheets through the collection and summary of auditing proofs of commercial entity based financial statements and the applicable auditing standards and constitutions of financial statements;
2. Able to analyze auditing proofs of commercial entity based financial statements and the applicable auditing standards and constitutions of financial statements;
3. Able to compile, analyze, and interpret financial statements of entities by applying accounting principles to transactions based on the applicable general standards of financial accounting and financial reporting standards of Non-Public Entities;
4. Able to compile, analyze and interpret consolidated financial statement of entities by applying principles of accounting to the transactions based on the applicable general standards of financial accounting and financial reporting standards of Non-Public Entities;

5. Able to compile reports of analysis results of financial and non-financial information as well as disclosures which are relevant to and accountable for managerial decision making by implementing techniques and methods of accounting and finance analyses;
6. Able to compile investment and financing reports, which consist of cash and bank reports and working capital, pro forma financial statements, capital budgeting reports, that are relevant to the financial decision making and investment by applying financial management techniques and investment;
7. Able to compile and analyze management accounting reports consisting of financial planning and budgeting, cost management, quality control, performance evaluation and benchmarking, so they are relevant to and accountable for supporting the decision making and management monitoring by implementing managerial accounting techniques;
8. Able to design business processes of one entity in an accounting information system based on information technology to support the decision making of the organization by using a system development life cycle approach (system development life cycle/SDLC);
9. Able to compile tax reports not only for personal tax but also for organizations by calculation and tax reconciliation based on the applicable taxation laws of Indonesia;
10. Able to operate and utilize the software in order to compile financial statements, budgeting, tax administration, taxation, auditing and research.

#### **General Skills - Bachelor with Honors in Accounting – IQF LEVEL 6**

1. Able to implement logical and critical thinking, systematically and innovatively in the context of development of knowledge and technology implementation that indicates awareness and application of human values based on its expertise;
2. Able to perform the specific task independently;
3. Able to analyze how the development of implied knowledge and technology implementation is applied using awareness of human values and expertise based on rules, procedures and scientific ethics in order to generate solutions, ideas, designs or art critics;
4. Able to compile descriptions of scientific results in the form of a thesis or final report and upload it to the higher education institute website;
5. Able to make appropriate decisions in the context of problem solving using expertise based on information analysis results and data;
6. Able to monitor and develop networks with advisors, colleagues in and outside the institutional context;
7. Able to be responsible for teamwork achievement and supervise as well as evaluate the work accomplished by assigned workers for whom they are responsible;
8. Able to take on teamwork self-evaluation responsibilities and organize independent study;
9. Able to record, save, secure and retrieve data in order to guarantee its legality and prevent plagiarism;



10. Able to adapt, work in a team, be creative, contribute and be innovative in the knowledge implementation of life of the wider society as well as as a globally-insightful citizen;
11. Able to uphold academic integrity in general and prevent plagiarism;
12. Able to use information technology in the context of knowledge development and expertise implementation;
13. Able to use, at a minimum, one international language for verbal and written communication.

### 3.6.3. Institution Awarding Qualifications and the Supporting Evidence

Higher education institutions are authorized to award qualifications after the program has been accredited by accreditation agencies recognized by the government (Regulation of the Minister of Research, Technology, and Higher Education on NSHE), as itemized in the **Table 3.16**. Higher education institutions can only award professional designation and certificates with approval from relevant professional associations or councils.

**Table 3.16. Institutions Authorized to Award Qualifications**

Higher Education Institutions	Authorization for Awarding Qualifications
Universities	All degrees with IQF levels 5, 6, 8, and 9, respectively. Professional certificate of Profession, Specialist, and Super Specialist with IQF levels 7, 8, 9, respectively, only awarded with Professional Association/Council promulgation.
Institutes	All degrees with IQF levels 5, 6, 7, 8, and 9, respectively. Professional certificate with IQF levels 7, only awarded with Professional Association/Council promulgation.
Schools	Bachelor of Honors, Master, Doctor with IQF levels 6, 8, and 9, respectively.
Polytechnics	Bachelor, Professional Bachelor, Applied Master, Applied Doctor with IQF levels 5, 6, 8, and 9, respectively.
Community Colleges	One Year Diploma and Associate Degree with IQF Level 1 and 2, respectively.

Some professional designations and certificates with IQF levels VII, VIII, and IX are awarded independently by professional associations or councils, for instance:

1. Indonesian Doctors Association/*Ikatan Dokter Indonesia* (IDI)
2. Indonesian Clinical Psychologists/*Ikatan Psikologi Klinis Indonesia* (ICP/IPI Indonesia)
3. Indonesian Accountant Association/*Ikatan Akuntan Indonesia* (IAAI/IAI)
4. Indonesian Institute of Architects/*Ikatan Arsitek Indonesia* (IIA/IAI)
5. Indonesian Pharmacists Association/*Ikatan Apoteker Indonesia* (IPA/IAI)
6. Indonesian Veterinary Medical Association/*Perhimpunan Dokter Hewan Indonesia* (IVMA/PDHI)
7. Indonesian Engineers Association/*Persatuan Insinyur Indonesia* (IEA/PII)
8. Indonesian National Nurses Association/*Persatuan Perawat Nasional Indonesia* (PPNI/INNA)
9. Indonesian Midwives Association/*Ikatan Bidan Indonesia* (IMA/IBI)
10. Indonesia Professional in Audit and Control Association (IPACA)

Although the inclusion mechanism is well equipped with policy, regulations, guidelines, and standard operating procedures, indication of learning outcomes achievement is only attained by assuming the optimum implementation of outcome-based curricula. Currently all study programs in Indonesia are at the juncture of shifting their curricula to outcome-based education.

The National Accreditation Agencies have issued a new instrument that encompasses indicators for measuring outcomes realizations (Regulation of the National Accreditation Agency for Higher Education 4 of 2017 on Policies in Developing Accreditation Instruments).

Since this instrument has only recently been activated, supporting evidence for learning outcomes achievement are reliant on outcome-based international accreditation. 296 Study programs have attained international accreditation from 26 agencies. From those 26 agencies, only one does not measure outcome achievements, as stated in the following **Tables 3.17** and **3.18**, respectively.

***Table 3.17. International Accreditation OBE Status and Types***

Accreditation	Name	Country	OBE	Type
AUN-QA	ASEAN University Network - Quality Assurance	ASEAN	Yes	Assessment
ABET	American Board for Engineering & Technology	USA	Yes	Accreditation
ASIIN	Accreditation Agency for Degree Programs in Engineering, Informatics, the Natural Sciences and Mathematics	Germany	Yes	Accreditation
JABEE	Japan Accreditation Board for Engineering Education	Japan	Yes	Accreditation
ABETS21	Alliance on Business Education and Scholarship for Tomorrow, a 21st organization	Japan	Yes	Accreditation
RSC	The Royal Society of Chemistry	UK	Yes	Accreditation

Accreditation	Name	Country	OBE	Type
KAAB	The Korean Architectural Accrediting Board	Korea	Yes	Accreditation
IABEE	Indonesian Accreditation Board for Engineering Education	Indonesia	Yes	Accreditation
IFPA	The International Fitness Professional Association	USA	No	Individual Certification
IMarEST	The Institute of Marine Engineering, Science & Technology	UK	Yes	Accreditation
SWST	Society of Wood Science and Technology	USA	Yes	Accreditation
IFT	Institute of Food Technologists	USA	Yes	Accreditation
IUFoST	The International Union of Food Science and Technology	Canada	Yes	Curriculum Recognition
IChemE	The Institute of Chemical Engineers	Australia	Yes	Accreditation
AACSB	Association to Advance Collegiate Schools of Business	USA	Yes	Accreditation
PAASCU	Philippine Accrediting Association of Schools, Colleges and Universities	Philiphine	Yes	Accreditation
IMIA	International Medical Informatics Association	Switzerland	Yes	Accreditation
ACCA	Association of Chartered Certified Accountants	UK	Yes	Accreditation
ASIC	The Accreditation Service for International Schools, Colleges & Universities	UK	Yes	Accreditation
AASBI	Association of Accredited Schools of Business International	Thailand	Yes	Accreditation
TedQual	Accreditation of the World Tourism Organization	Switzerland (UN)	Yes	Certification
APACPH	Asia-Pacific Academic Consortium for Public Health	USA	Yes	Accreditation
EPAS	EFMD Program Accreditation System	Belgium	Yes	Accreditation

**Table 3.18. Number of International Accreditation Attainment by Indonesian Higher Education Study Programs**

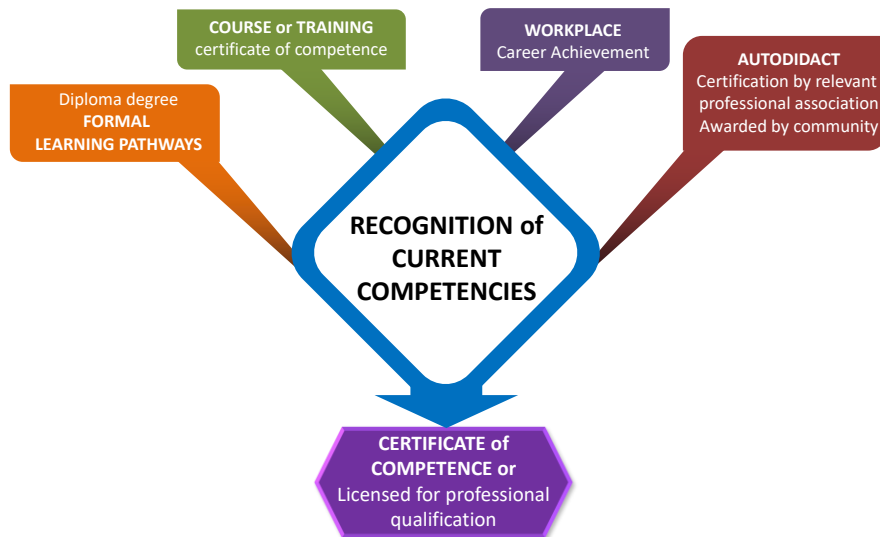
AGENCIES	HIGHER EDUCATION INSTITUTIONS																										
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	
AUN-QA	25		23	18	17	12	13			3				3				3									
ABET	4	13		1		1					1	3															
IABEE-EG	10	1	3	1		6		2	5		2	2							1	1							
IABEE-EP		1				1		5					5		3		3			1	2	2					1
IABEE-CG																											
IABEE-CP								1							1												
ASIIN	5	14			5																						
JABEE		1	1	1							1																
ABETS21		6	1	1	1		3	1	7					1	3				1					1	1		
RSC	1	1																									
KAAB		2									2																
IFPA				1																							
IMarEST				1																							
SWST				1																							
IFT				1			1																				
IUFoST				1																							
IChemE	1																										
AACSB	9																										
PAASCU	1																										
IMIA	1																										
ACCA							1				1																1
ASIC								6		2																	
AASBI							1																				
TedQual										3																	
APACPH			1																								
EPAS												1															
<b>TOTAL</b>	<b>57</b>	<b>39</b>	<b>29</b>	<b>27</b>	<b>23</b>	<b>20</b>	<b>19</b>	<b>15</b>	<b>12</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	

**Note:**

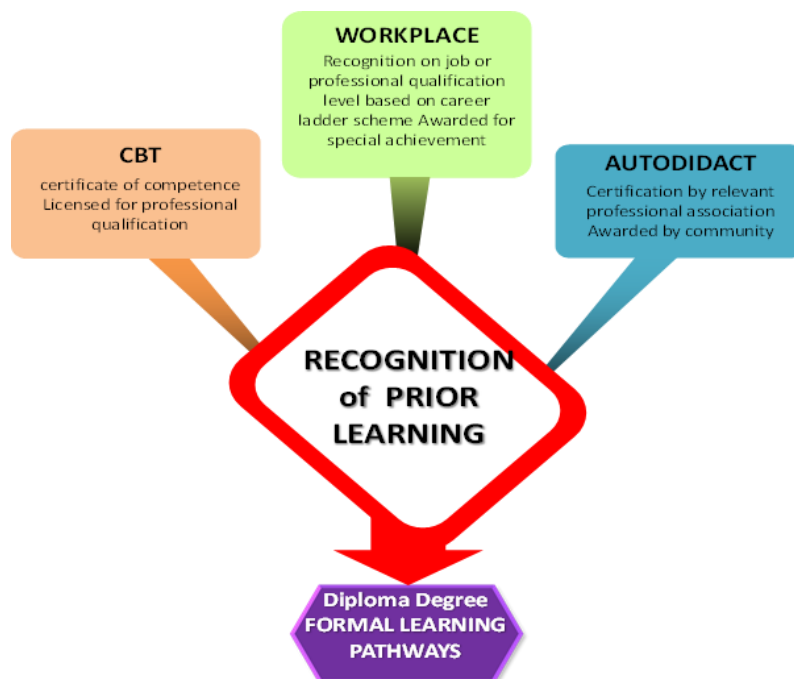
Universitas Gajah Mada. B. Institut Teknologi Bandung. C. Universitas Indonesia. D. Institut Pertanian Bogor. E. Universitas Airlangga. F. Institut Teknologi Sepuluh November. G. Universitas Brawijaya. H. Universitas Telkom. I. Universitas Diponegoro. J. Universitas Pendidikan Indonesia. K. Universitas Islam Indonesia. L. Bina Nusantara. M. Universitas Trisakti. N. Universitas Hasanuddin. O. Universitas Surabaya. P. Universitas Padjajaran. Q. Universitas Andalas. R. Universitas Muhammadiyah Malang. S. Universitas Negeri Sebelas Maret. T. Universitas Tarumanegara. U. Universitas Atmajaya. V. Universitas Sumatera Utara. W. Universitas Muhammadiyah Yogyakarta. X. Universitas Lampung. Y. Universitas Parahyangan. Z. Universitas Kristen Indonesia.

### 3.7. Inclusion of Qualifications from Work Experience by RPL and RCC

Inclusion of qualifications from various learning modes, particularly learning outcomes yielded by work experience can be channeled through RCC as shown in **Exhibit 3.8** or RPL in **Exhibit 3.9**.

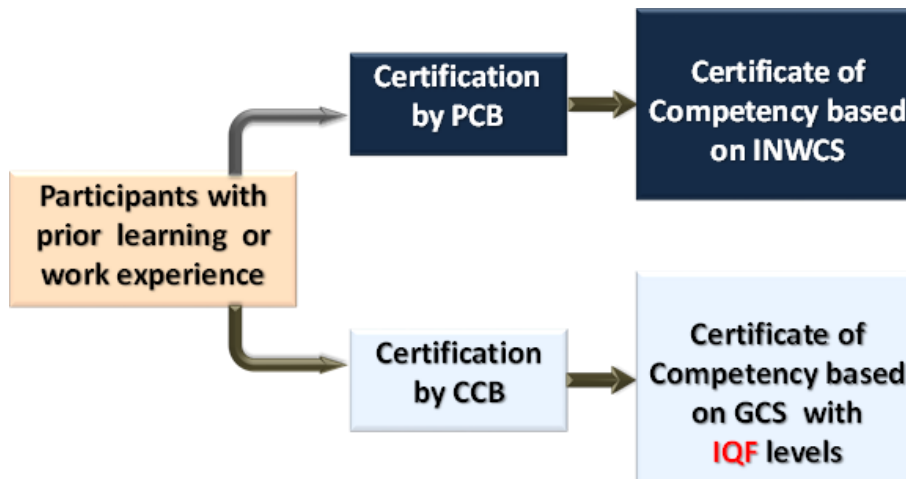


**Exhibit 3.8.** *Recognition of Current Competency/RCC as a tool to recognize individual competences, obtained from formal, non-formal, and informal learning modes.*



**Exhibit 3.9.** *Recognition of Prior Learning/ RPL as a tool to recognize individual education, obtained from formal, non-formal, and informal learning modes.*

In Indonesia, RPL and RCC are specifically designated with different target recognition. Individuals with working experience have a choice whether they would like to gain recognition for their current competences or for their education attainment. If they would like to obtain recognition for their current competences, they have to take various RCC tests conducted and awarded by PCB, CCB, or other professional bodies. The process of RCC is shown in **Exhibit 3.10**.



**Exhibit 3.10.** *Process of Recognition of Current Competencies*

For recognition of education attainment, a person with working experience will go to a higher education institution that processes RPL applications. The RPL process was trialed at seven polytechnics, prior to promulgation of Regulation of the Minister of Research, Technology, and Higher Education 26 of 2016 on Recognition of Prior Learning. The regulation legalizes recognition and equalization of all types of non-formal and informal learning outcomes by higher education institutions with IQF Levels three to nine.

The immediate result of the RPL process is a credit exemption, whilst a degree and diploma are the end result of RPL, after the applicant has achieved all the required credits.

Currently there are 40 Polytechnics that process RPL applications. Each polytechnic may have one or two study programs that support RPL. Mapping between certificate competence results in non-formal learning towards formal learning and is the backbone for assessing any credit waiver.

Below is best practice delivered by Professional Bachelor of Road and Bridge Construction at Bandung State Polytechnic that correlates 21 relevant INWCS(s) with education processes in the study program, as shown in **Table 3.19**.

### 3.8. Retention of Records for Public Reference of IQF Levels

- for non-formal education (Work Training): records of INWCS are retained by the MoM (<https://skkni.kkni.kemnaker.go.id>). The list of INWCS can also be obtained from the IPCA (<https://bnsp.go.id/skk?namaskk=skkni>) and related ministerial websites.
- for non-formal education (Courses): records of GCS are retained by the Directorate of Courses and Training Empowerment, Directorate General of Early Childhood and Community Education – MoEC (<https://kursus.kemdikbud.go.id/index.php/skl/>).
- for formal education (Secondary education): Not yet available. The standards themselves are not yet based on the IQF.
- for formal education (higher or tertiary education): records of programs and their relevant qualifications are retained by the Higher Education Data Base Unit (*Pangkalan Data Pendidikan Tinggi*) – MoRTHE (<https://forlap.ristekdikti.go.id>).

**Table 3.19.** Recognition of INWCS Based Certificates and Professional Bachelor of *Road and Bridge Construction at Bandung State Polytechnic*

Recognition of Certificates by the PROFESSIONAL BACHELOR OF ROAD AND BRIDGE CONSTRUCTIONS IQF LEVEL 6			
No	Occupation	SKKNI Registry	Competency Units based on SKKNI
<b>THE MEASUREMENT IMPLEMENTATION OF ROAD AND BRIDGE STRUCTURE (YEAR ONE OF THE PROGRAM)</b>			
<b>1</b>	<b>Road and Bridge Draftsman (F 45 02 22 1 02 3 III 1)</b>	SPL.KS21.231.00	Draw/plot Map, Diagram and Profile Make the draft of Building scaffolding, Installation and Construction Project
		SPL.KS21.232.00	Apply the Sketch of Draft, Specification and Technical Data
		SPL.KS21.233.00	Identify the Symbols on Topographical Map Survey
		SPL.KS21.234.00	Input the Topographical Data (Survey Results/Artificial Engineer) To be Processed to Be a Draft/Map
		SPL.KS21.235.00	Identify lack of Data of Construction Draft to Revise the Draft to be submitted to Direct Superior
		SPL.KS21.236.00	Complete, Duplicate and Document the Draft in accord to Supported Structures and Required Specifications
<b>2</b>	<b>Junior Expert of Road Measurement (M.711000.01)</b>	M.711000.001.01	Manage the Rule Implementation of Construction Services Law (UUJK), Work Ethics, Occupational Health and Safety Management System and Environment (SMK3L) dan Quality Management System (SMM)
		M.711000.002.01	Manage the Introduction Survey ( <i>Reconnaissance</i> ) Before Other Survey Details for Road Alignment Determination
		M.711000.003.01	Manage the Topography Survey for the Stages of Road Geometric Plan
		M.711000.004.01	Manage the making of Topography Map/Planimetry Map for the Stages of Geometrical Road Plan
		M.711000.005.01	Manage the Measurement Preparation and Pegging (Stake Out) Road Work Based on the Geometric Design

Recognition of Certificates by the PROFESSIONAL BACHELOR OF ROAD AND BRIDGE CONSTRUCTIONS IQF LEVEL 6			
No	Occupation	SKKNI Registry	Competency Units based on SKKNI
		M.711000.006.01	Manage the Measurement Results and Pegging (Stake Out) Road Work Based on the Geometrical Design at the Fieldwork (Measurement Profile of Longitudinal and Transversal)
		M.711000.007.01	Manage the Measurement Result for Volume Calculation of Road Work Implementation on Each Stage
		M.711000.008.01	Manage the Measurement Results Together ( <i>Mutual Check</i> ) Along the Built Road Alignment
		M.711000.009.01	Manage the Report of Road Measurement Results
<b>THE GENERAL DESIGN OF ROAD CONSTRUCTION/ROAD SYSTEM (YEAR TWO OF THE PROGRAM)</b>			
3	<b>Road Material Expert (325 Year 2013/F.421110)</b>	F.421110.001.01	Implement the Law Legislation related to Road Material Activity Plan
		F.421110.002.01	Implement the Occupational Health and Safety Management System (SMK3) and Environmental Management System (SML) on the Road Material Activity Plan
		F.421110.003.01	Communicate at the Workplace
		F.421110.004.01	Do the Work Planning in Road Material Plan
		F.421110.005.01	Identify Material for Paved-RoadPlan
		F.421110.006.01	Analyze the Planned-Material Necessity of Flexible Pavement Road
		F.421110.007.01	Analyze the Planned-Material Necessity of Rigid Pavement Road
		F.421110.008.01	Analyze the Material Necessity of Recycled-Paved Road
		F.421110.009.01	Make the Road Material Planning Report
4	<b>Asphalt Concrete Laboratorium Technician (MINISTRIAL DECREE.196/2013)</b>	M.712020.001.01	Implement the Occupational Health and Safety and Environment (K3-L)
		M.712020.002.01	Prepare the Test of Asphalt Concrete
		M.712020.003.01	Test the Asphalt Material
		M.712020.004.01	Test the Coarse Aggregate Material
		M.712020.005.01	Test the Fine Aggregate Material
		M.712020.006.01	Test the Filler Material
		M.712020.007.01	Make the Mixed Formula of Asphalt Concrete Work



Recognition of Certificates by the PROFESSIONAL BACHELOR OF ROAD AND BRIDGE CONSTRUCTIONS IQF LEVEL 6			
No	Occupation	SKKNI Registry	Competency Units based on SKKNI
		M.712020.008.01	Test the Sample of Asphalt Concrete
		M.712020.009.01	Overlaid and Compact Result at the Fieldwork
		M.712020.010.01	Make the Report of Asphalt Concrete Testing Implementation Activity
5	QS Engineer (006 Year 2011 - F4500014V01)	SPL.QS01.001.00	Implement the Laws and/or the legislation of Construction Services Business (UUKJ), Occupational Health and Safety Management System and Environment (SMK3L) and Code Ethics of Surveyor Quantity Professional
		SPL.QS02.001.00	Make the Study Fees and Alternative Solutions
		SPL.QS02.002.00	Do the Budget Plan (Cost Plan) Based on Design Draft in Schematical Stages and Design Development Stages
		SPL.QS02.003.00	Make the Final Budget Plan (Owner Estimate)
		SPL.QS02.004.00	Count the Bills of Quantities (BQ) based on SMM SMM (Standard Method of Measurement)
		SPL.QS02.005.00	Make the Tender Document/Proposal
		SPL.QS02.006.00	Make the Contract Document
		SPL.QS02.007.00	Do the Work Progress Evaluation Periodically (Interim Valuation)
		SPL.QS02.008.00	Count the Work Changes(Workload Estimation)
		SPL.QS02.009.00	Make the Financial Report Periodically (Cost Report)
		SPL.QS02.010.00	Do the Final Calculation (Final Account)
		SPL.QS03.001.00	Process the Constructional Cost Analysis/Feedback Cost Data (Cost Analysis)
6	Road-Plan Expert (INA.5211.113.0 1)	INA.5211.113.01.07	Implement the Laws of Construction Services Business (UUKJ)
		INA.5211.113.02.07	Update the Basic Data of Road System
		INA.5211.113.03.07	Survey the Traffic Road for the Planning Needs and Road Handling Programming
		INA.5211.113.04.07	Do the Road Condition Survey and coordinate the bridge data collection for the planning needs and road handling programming
		INA.5211.113.05.07	Make the road system analysis by using the technical principles and economy for the planning needs and road handling programming
		INA.5211.113.06.07	Make the General Report Plan of Road System

Recognition of Certificates by the PROFESSIONAL BACHELOR OF ROAD AND BRIDGE CONSTRUCTIONS IQF LEVEL 6			
No	Occupation	SKKNI Registry	Competency Units based on SKKNI
7	Soil Mechanics of Road Construction Engineer (INA.5211.113.0 5)	INA.5211.113.05.01.07	Implement the LCS, OHS, and the legislation of work-environmental control
		INA.5211.113.05.02.07	Do the desk study and coordinate the beginner survey in the form of soil investigation of the road
		INA.5211.113.05.03.07	Make the work planning of soil investigation of the road
		INA.5211.113.05.04.07	Control the soil mechanical work at the fieldwork and at the laboratorium of the road
		INA.5211.113.05.05.07	Make the analysis and interpretation of investigation results of the road
		INA.5211.113.05.06.07	Make the report of investigation results of the road
8	Foundation-Plan Expert (KEP.277/MEN/ XII/2010)	SPL.KS13.111.01	Implement the Occupational Health and Safety Management System and Environment (SMK3L).
		SPL.KS23.111.01	Identify the Calculation Result of Upper Load Structure
		SPL.KS23.112.01	Do the Fieldwork Survey
		SPL.KS23.113.01	Determine the Fieldwork Tester and Laboratorium.
		SPL.KS23.114.01	Make the Foundation of Detail Engineering Design (DED)
		SPL.KS23.115.01	Make the Foundation Draft-Plan
		SPL.KS23.116.01	Arrange the Technical Specifications
		SPL.KS23.117.01	Make the Foundation Report-Plan
		SPL.KS23.118.01	Find the Alternatives of Foundation Types
<b>IMPLEMENTATION, MAINTENANCE AND REPAIRMENT OF ROAD AND BRIDGE (YEAR THREE OF THE PROGRAM)</b>			
9	Manager of Road/Bridge Fieldwork Implementatio n (371 Year 2013/ F.421110.02 and KEP.350 /MEN/IX/2014 )	F.421110.001.02	Implement the Laws of Construction Services (UUJK) and Professional Ethics
		F.421110.002.02	Implement the Occupational Health and Safety Management System in the Construction Industry
		INA.5220.213.06.01.05	Implement the rule and laws of and related to OHS construction
		INA.5220.213.06.02.05	Analyze the contract document and the work methods of construction implementation
		INA.5220.213.06.03.05	Plan and arrange the OHS program
		INA.5220.213.06.04.05	Make the work procedures and work instruction of the regulation of OHS

Recognition of Certificates by the PROFESSIONAL BACHELOR OF ROAD AND BRIDGE CONSTRUCTIONS IQF LEVEL 6			
No	Occupation	SKKNI Registry	Competency Units based on SKKNI
			implementation
		INA.5220.213.06.05.05	Do the socialization, implementation and controlling of work implementation, work procedures and OHS work instructions
		INA.5220.213.06.06.05	Evaluate and make report of OHSE implementation and OHS construction technical guidances
		INA.5220.213.06.07.05	Propose the improvement of work methods of OHS basis if it is needed
		INA.5220.213.06.08.05	Handle the work accidents and illnesses as well as emergency situations
		F.421110.003.02	Implement the Controlling of Environmental Impacts and Traffic Controls
		F.421110.004.02	Control the Technical Aspect of Work Implementation
		F.421110.005.02	Control the Logistic and Equipment
		F.421110.00602	Control the Road Work Implementation
		F.421110.001.04	Implement the Occupational Health and Safety and Environment (K3-L)
		F.421110.002.04	Implement the Communication and Collaboration at the Workplace
		F.421110.003.04	Do the Drainage Work
		F.421110.004.04	Do the Land Work
		F.421110.005.04	Do the Grained-Paved Work
		F.421110.006.04	Do the Asphalt-Paved Work
		F.421110.007.04	Do the Cement-Concrete Pavement Work
		F.421110.008.04	Do the Road-Supported Work
		SPL.KS11.221.00	Implement the Law Legislation of Building and Construction Failure
		SPL.KS11.222.00	Implement the Occupational Health and Safety Management System consistently
		SPL.KS21.221.00	Do the work based on the constructional management procedures
		SPL.KS21.222.00	Provide data for draft making of concrete-paved road work
		SPL.KS21.223.00	Implement the technical specifications of concrete-paved road implementation
		SPL.KS21.224.00	Carry out the concrete-paved road work
		SPL.KS21.225.00	Implement the time and quality control in the implementation of concrete-paved road

Recognition of Certificates by the PROFESSIONAL BACHELOR OF ROAD AND BRIDGE CONSTRUCTIONS IQF LEVEL 6			
No	Occupation	SKKNI Registry	Competency Units based on SKKNI
		SPL.KS21.226.00	Control the environmental pollution and traffic
		SPL.KS21.227.00	Carry out the measurement and calculation result of concrete-paved road work
		SPL.KS21.228.00	Make the report of concrete-paved road implementation
		F.421110.008.02	Manage the Administration and Financial of Road/Bridge Work
10	Road Safety Expert (324 Year 2013/F.421110 )	F.421110.001.01	Implement the law legislation related to Road Safety Activity Plan
		F.421110.002.01	Implement the Occupation Health and Safety Management System (SMK3) and Environment Management System (SML) on the Road Safety Activity Plan
		F.421110.003.01	Do the Communication at the Workplace
		F.421110.004.01	Do the Inventory Data of Accident-Prone Location, Traffic Accident Rate and Road Condition and/or New Road Technical Data Plan
		F.421110.005.01	Analyze the Data of Accident-Prone Location, Traffic Accident Rate, and Road Condition and/or New Road Technical Data Plan
		F.421110.006.01	Evaluate the Technical Survey Result implemented at the Accident-Prone Location
		F.421110.007.01	Make the Recommendation of Technical Road Repairment Plan
		F.421110.008.01	Make Final Report
11	Bridge Construction Structure Expert (INA.5212.212.212.20)	INA.5212.212.20.01.06	Implement the Law Legislation of LCS, control the implementation of OHS and monitor the environment during the bridge work implementation
		INA.5212.212.20.02.06	Do the fieldwork survey to make sure the compability of draft plan with the bridge location at the field
		INA.5212.212.20.03.06	Do the coordination with the staff/laboratorium technician at the field in terms of soil testing and material for foundation work, ground-building work and top-building work
		INA.5212.212.20.04.06	Arrange the detailed-work schedule of bridge structure based on implementation sequences

Recognition of Certificates by the PROFESSIONAL BACHELOR OF ROAD AND BRIDGE CONSTRUCTIONS IQF LEVEL 6			
No	Occupation	SKKNI Registry	Competency Units based on SKKNI
		INA.5212.212.20.05.06	Review the compability of work draft with the implementation methods which will be used in the attempt of fulfilling the required specifications
		INA.5212.212.20.06.06	Prepare the calculation of work volume, tools utilization, material and required workforce for the benefit of work implementation
		INA.5212.212.20.07.06	Solve the construction problems which may occur based on the implementation methods during the work progress
		INA.5212.212.20.08.06	Organize tools, materials and workforce of bridge structure and make the implementation report
12	<b>Quality Engineer MINISTRIAL DECREE NO.333/2013)</b>	M.711000.001.01	Implement the Laws of Construction Services, Occupational Health and Safety Management System (SMK3) as well as Work Environment and Quality Assurance
		M.711000.002.01	Analyze the Scope of Work, Specifications and Implementation Methods
		M.711000.003.01	Make the Quality Outcome Plan of Construction Implementation
		M.711000.004.01	Control the Quality Component/Material and Processing Material/Fabrication
		M.711000.005.01	Control the Tool Capacity Quality
		M.711000.006.01	Control the Quality of Construction Implementation Process
		M.711000.007.01	Make the Report of Quality Control Result
13	<b>Quality Control Engineer (MINISTRIAL DECREE NO.387/2013)</b>	M.711000.001.01	Implement the Occupational Health and Safety Management System (SMK3) and Environment at the Workplace
		M.711000.002.01	Communicate with the Related Parties
		M.711000.003.01	Arrange the Quality Activity Plan Based on Contract (Quality Plan)
		M.711000.004.01	Socialize the Quality Manual, Procedures and Work Instructions
		M.711000.005.01	Do the Quality Control
		M.711000.006.01	Material and Work Results Based on Technical Specifications
		M.711000.007.01	Do the Reviewing of Quality Assurance Implementation
		M.711000.008.01	Make the Report

Recognition of Certificates by the PROFESSIONAL BACHELOR OF ROAD AND BRIDGE CONSTRUCTIONS IQF LEVEL 6			
No	Occupation	SKKNI Registry	Competency Units based on SKKNI
14	Road and Bridge Maintenance Expert (112 Year 2015)	F.421110.001.01	Implement the Law Legislation and Occupational Health and Safety Management System and Environment on Road and Bridge Maintenance Activity
		F.421110.002.01	Communicate at the Workplace
		F.421110.003.01	Inventarize the Road Performance Data, Bridge Performance, Road and Bridge Equipment
		F.421110.004.01	Analyze the Data of Road Performance Inventory Result, Bridge Performance, Road and Bridge Equipment
		F.421110.005.01	Make the Maintenance Implementation Plan
		F.421110.006.01	Make the Final Report of Maintenance Implementation Plan
15	Bridge Maintenance Implementation (MINISTRIAL DECREE NO.94/2015)	F.421120.001.01	Implement the Law Legislation and Occupational Health and Safety Management System and Environment (SMK3-L) on Bridge Maintenance Activity
		F.421120.002.01	Communicate at Workplace
		F.421120.003.01	Do the Work of Bridge Maintenance Preparation
		F.421120.004.01	Do the Field Survey
		F.421120.005.01	Make the Plan of Bridge Maintenance Implementation
		F.421120.006.01	Carry out the Work of Bridge Maintenance
		F.421120.007.01	Make the Temporary Bridge
		F.421120.008.01	Do the Bridge Component Repairment
F.421120.009.01	Make the Work Final Report of Bridge Maintenance		
<b>ROAD AND BRIDGE CONSTRUCTION DESIGN (YEAR FOUR OF THE PROGRAM)</b>			
16	Road Design Expert(INA.5211.312.28)	INA.5211.312.28.01.05	Do the preparation of road plan
		INA.5211.312.28.02.05	Do the survey coordination (primary data collection)
		INA.5211.312.28.03.05	Coordinate the drainage plan, building-equipped road, road equipment, traffic engineering, geotechnical engineering and follow-up the recommendation of Analysis of Environmental Impact (AMDAL) results
		INA.5211.312.28.04.05	Do the road-paved plan
		INA.5211.312.28.05.05	Do the road geometrical plan

Recognition of Certificates by the PROFESSIONAL BACHELOR OF ROAD AND BRIDGE CONSTRUCTIONS IQF LEVEL 6			
No	Occupation	SKKNI Registry	Competency Units based on SKKNI
17	<b>Bridge Technical-Plan Expert (INA.5212.113)</b>	INA.5212.113.01.01.07	Implement the Laws of Construction Services ( <i>UUJK</i> )
		INA.5212.113.01.02.07	Do the coordination to collect and use technical data
		INA.5212.113.01.03.07	Plan the building over the bridge and or implement the standards of bridge technical plan
		INA.5212.113.01.04.07	Plan the building under the bridge
		INA.5212.113.01.05.07	Plan the bridge foundation
		INA.5212.113.01.06.07	Plan the oprit (structure which intermediates between main road and bridge), supporting structures and bridge safety
		INA.5212.113.01.07.07	Make the report of bridge technical plan
18	<b>Precast-Concrete Plan Junior Expert for Bridge Structure</b>	<i>F.410200.001.01</i>	Implement the Rules and Laws related to Construction Services and Occupational Health and Safety Management System and Environment ( <i>SMK3L</i> )
		<i>F.410200.002.01</i>	Do the Preparation Work of Precast-Concrete Plan
		<i>F.410200.003.01</i>	Do the Precast-Concrete Component Plan for Bridge Structures
		<i>F.410200.004.01</i>	Implement the Standard Parameter of Precast-Concrete Fabrication Drawing
		<i>F.410200.005.01</i>	Arrange the Technical Specifications of Precast-Concrete Work
		<i>F.410200.006.01</i>	Make the Fee Budgeting Plan of Precast-Concrete Components for Bridge Structures
		<i>F.410200.007.01</i>	Do the Production Monitoring of Precast-Concrete Structure Components
		<i>F.410200.008.01</i>	Prepare the Report Plan of Precast-Concrete Components for Bridge Structures
		<i>F.410200.009.01</i>	Use the Computer Application Program of Precast-Concrete Structure Calculation
19	<b>Steel-Bridge Plan Expert (130 Year 2015)</b>	F.421120.001.01	Implement the Law Legislation, Occupational Health and Safety Management System ( <i>SMK3</i> ) and Environmental Management System ( <i>SML</i> ) on Steel-Bridge Activity Plan
		F.421120.002.01	Do the Communication at Workplace
		F.421120.003.01	Do the Work Preparation
		F.421120.004.01	Make Pre-Design (Preliminary Design) of Steel Bridge
		F.421120.005.01	Plan the Structure of Steel Bridge

Recognition of Certificates by the PROFESSIONAL BACHELOR OF ROAD AND BRIDGE CONSTRUCTIONS IQF LEVEL 6			
No	Occupation	SKKNI Registry	Competency Units based on SKKNI
		F.421120.006.01	Prepare the Auction Document
		F.421120.007.01	Make the Final Report
20	<b>Bridge Rehabilitation Expert (MINISTRIAL DECREE no. 93 Year 2015)</b>	F.421120.001.01	Implement the Law Legislation and Occupational Health and Safety Management System and Environment (SMK3-L) on the Bridge Rehabilitation Activity
		F.421120.002.01	Do the Communication at the Workplace
		F.421120.031.01	Do the Preparation Work of Bridge Rehabilitation
		F.421120.004.01	Do the Checking of Damaged Bridge
		F.421120.005.01	Do the Analysis of Damaged Bridge
		F.421120.006.01	Make the Implementation Plan of Bridge Rehabilitation
		F.421120.007.01	Do the Work of Bridge Rehabilitation
		F.421120.008.01	Make the Recommendation Report of Bridge-Rehabilitation Implementation
21	<b>Value-Engineering Expert (Value Engineering)</b>	M.702091.001.01	Implement the Law Legislation related to Work Construction, Quality Management System (SMM) and Occupational Health and Safety Management System and Environment (SMK3L)
		M.702091.002.01	Do the Communication at the Workplace
		M.702091.003.01	Do the Work Orientation
		M.702091.004.01	Identify the Information of Construction Work
		M.702091.005.01	Do the Review of Function Analysis System Tasking (FAST)
		M.702091.006.01	Evaluate Function and Fee of Every Alternative- Expense
		M.702091.007.01	Make the Report of Value Engineering
		M.702091.008.01	Do the Auditing of ValueEngineering Implementation



## CRITERION IV

### INDONESIAN QUALIFICATIONS FRAMEWORK STRUCTURE AND COMPARISON TO THE ASEAN QUALIFICATIONS REFERENCE FRAMEWORK

The referencing process of the Indonesian Qualifications Framework/*Kerangka Kualifikasi Nasional Indonesia* (IQF/KKNI) to the ASEAN Qualifications Reference Framework/*Kerangka Referensi Kualifikasi ASEAN* (AQRF/KRKA) is based on four pillars:

1. learning outcomes descriptors in each IQF level;
2. involvement of key stakeholders in inclusion process of qualifications into IQF;
3. national standards of education in all three learning modes; and
4. quality assurance supporting assessment of achievement the targeted learning outcomes.

These four pillars are described in Criterion III for the first and second pillars, and **Criteria IV** and **V** for pillars 3 and 4, respectively.

The procedure of comparing, associating, linking, equating or equaling descriptors IQF with level descriptors of the AQRF was robust and transparent using professional judgement. The process was conducted with a best fit method, and the following procedures:

1. Alignment of the four domains of IQF to the two domains of AQRF by examining the aspects of cognitive, affective and psycho-motor skills implied in the descriptors of the respective domains.
2. Exclusion of the moral and ethics domain from the level linking process; this domain is not leveled in the IQF.
3. Linking of the IQF levels to the AQRF levels by:
  - a. Comparing the aligned domains side by side for all levels;
  - b. Matching explicit keywords;
  - c. Deducing the implicit competences; and
  - d. Deciding the equivalent level between the IQF and the AQRF.
4. Review of the linking of levels by exercising the actual implementation in educational and professional contexts.

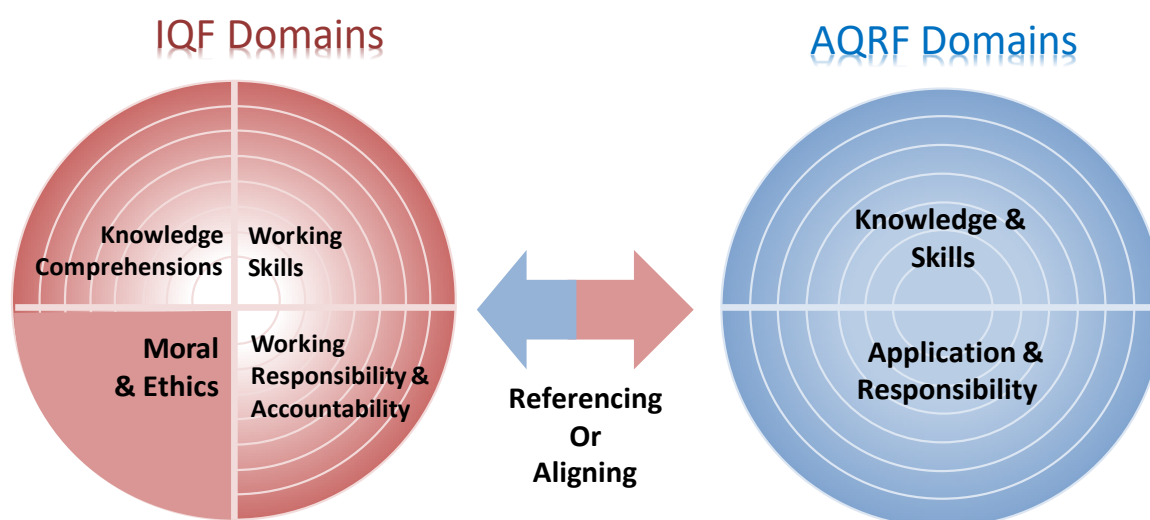
The above procedure was an administrative process and desk analysis of the descriptors. A more robust procedure was initiated so the information in this criterion was not treated as an independent chapter, but meticulously linked with information in **Criteria III, IV** and **V**, particularly in terms of evidence to support qualification inclusion in the IQF and quality assurance in awarding the qualifications. The requirement for transparency was fulfilled by information dissemination, the soliciting of input and focus-group discussion among relevant stakeholders, as mentioned in **Criteria II** and **VII**.

The best-fit in analyses were conducted by experts from universities, professional societies, and government leaders. All have in-depth knowledge on the implementation of the IQF in various sectors both nationally and internationally, as well as an understanding of the quality assurance system in education, training and work experience, and a comprehensive and integrative insight into Indonesian human resource development.

#### 4.1. Best-Fit In Domain Analysis

In line with the fundamental state ideology and in harmony with the culture of Indonesian people, the IQF embraces the process of an emergent character and identity of Indonesian people by defining four domains and nine competence levels. The IQF domains are (1) Moral and Ethics, (2) Knowledge Comprehension, (3) Working Responsibility and Accountability, and (4) Working Skills. At the same time, the AQRf defines eight competence levels within two domains, which are (1) Knowledge and Skills and (2) Application and Responsibility. The referencing process of IQF into the AQRf was conducted using the **best-fit in** method.

Firstly, the IQF domains were aligned with the AQRf domains as illustrated in **Exhibit A** in the executive summary and reposted below in **Exhibit 4.1**.



**Exhibit 4.1.** *IQF and AQRf domain alignment.*

The alignment between the IQF domains and the AQRf domains is examined side by side in the **Table 4.1**. The alignment shows that the four domains of IQF almost perfectly match the two domains of AQRf. Thus, the AQRf's knowledge and skills domain (B) is closely equaled by the IQF's knowledge and comprehension (3) and working skills (4) domains. Meanwhile, the AQRf's application and responsibility domain (A) is closely similar to the IQF's responsibility and accountability domains (1 and 2), although from different perspectives. In this case, the AQRf is focused on the process (application), while for the IQF it is the expected result (accountability). The notable addition is the IQF explicitly stated domain (1) of moral and ethics; this domain is the embodiment of Indonesia. The AQRf has allowed this specific inclusion as ethical competence is valued by ASEAN member states for enhancing the capacity of people to gain other competences.

**Table 4.1. The Alignment of IQF Domains with AQRF Domains.**

IQF Domains Descriptions		AQRF Domain Descriptions	
1	<b>Moral and ethics</b> is a general description describing characteristics, personalities, working attitude, ethics, and morality of every Indonesian and applied to every level.	A	<b>The Application and Responsibility</b> domain defines the context in which the knowledge and skills are used in practice; as well as the level of independence including the capacity to make decisions and the responsibility for oneself and others.
2	<b>Working Responsibility &amp; Accountability</b> individual management skills, attitudes and responsibility as well as autonomy required in carrying out a job.		
3	<b>Knowledge comprehension</b> reflect the breadth, depth and complexity of a given science or knowledge that should be comprehended by individuals in undertaking a job.	B	<b>The Knowledge and Skills</b> domain includes the various kinds of knowledge such as facts and theories as well as the skills used, such as practical and cognitive skills.
4	<b>Working skills</b> comprise the individual's competence in undertaking a specific or an array of tasks covered or required at a certain job level and the capacity to select and apply methods and knowledge is competence of individuals to utilize science, knowledge, know-how, and methods in carrying out a given task or job.		

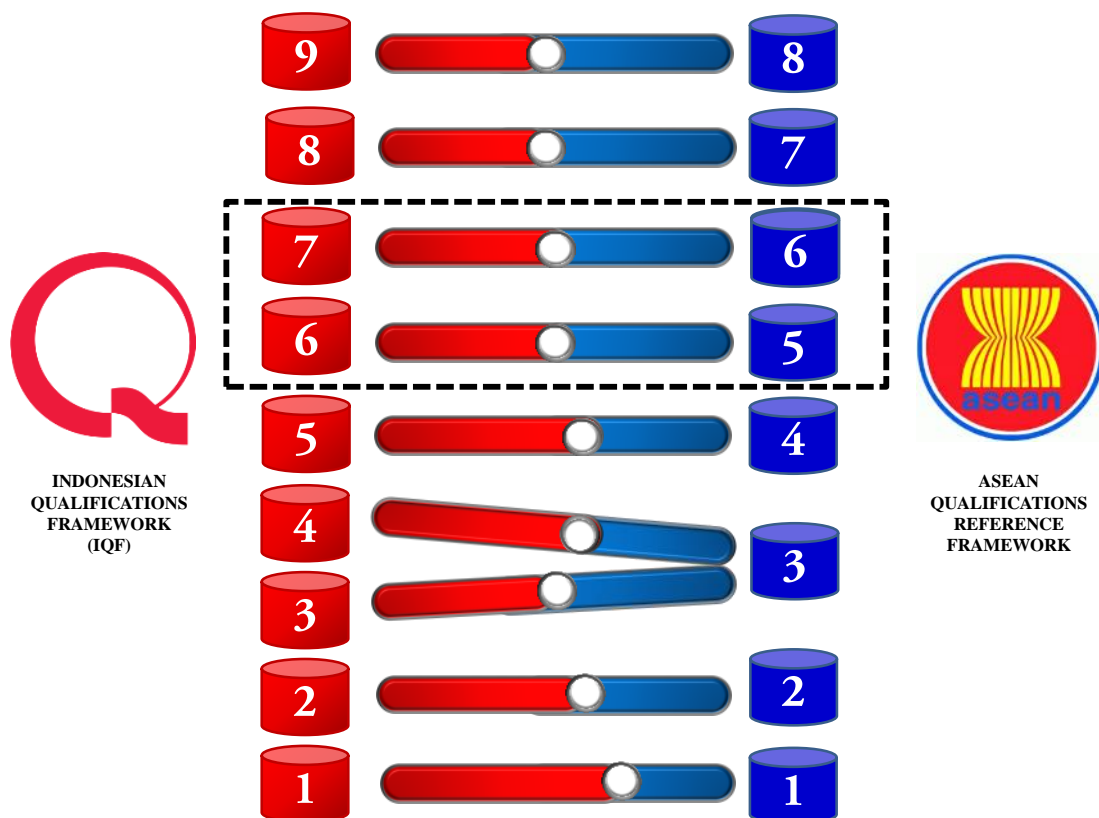
## 4.2. Best-Fit In Level Alignment Analysis

The definition of IQF leveling was formally stated in the Presidential Regulation for the IQF. It states that the moral and ethics domain is essential for all people regardless of education and work experience, thus a level is not required. It is elaborated into the following competences:

Moral and Ethics Competences
1. To have faith in God Almighty.
2. To have good morals, ethics and disposition in completing their duties.
3. To act as a proud citizen with love for the country and support for world peace.
4. Ability to work together and have social sensitivity and deep concern for the community and the environment.
5. To respect the diversity of cultures, views, beliefs, and religions and other people's original opinions/findings.
6. To uphold the rule of law and have the spirit to prioritize the interests of the nation and the wider community.

Except for the aforementioned moral and ethics aspect, the IQF defines nine levels for the other three domains which can be aligned with the eight levels of AQRF as illustrated in **Exhibit B** and reposted at this part of document as **Exhibit 4.2**.

The red and blue arrows indicate the weight proportion of the IQF and AQRf description respectively. The longer the red arrow, the more dominant IQF is compared to the AQRf; and vice versa if the blue arrow is longer. The above mentioned is factually describing the best-fit in method utilized in comparing, associating, linking, equating or equaling descriptors IQF and AQRf.



**Exhibit 4.2.** IQF and AQRf level descriptor alignment

Exhibit 4.2 shows the final result of IQF referencing to AQRf levels. In general, only two levels are equivalent between IQF and AQRf; IQF level 6 equals AQRf level 5 and IQF level 7 is equal to AQRf level 6. Apart from those common levels, levels 8 and 9 of IQF are comparable to levels 7 and 8 of AQRf respectively, with little difference since the AQRf scope is fuller than IQF. The AQRf describes the accountability and responsibility of a person with qualifications of 7 and 8 to be sounder compared to the respective qualifications of level 8 and 9 of IQF.

In contrast, the IQF level 5 has greater scope than AQRf level 4. There are also significant differences among the lower levels. As can be seen in Exhibit 4.2, IQF levels 3 and 4 are combined to align with AQRf level 3. Similarly, IQF level 2 is aligned together with AQRf level 2. There was a dual proposal in regard to the IQF and AQRf level 1. The detailed comparison of each level and the respective domains are given in Tables 4.2 to 4.8.

**Table 4.2. The IQF Level 9 Compared to AQRF Level 8**

IQF Level			AQRF Level		
Level	Domain	Description	Level	Domain	Description
9	3	Capable of organizing, leading and cultivating research and development useful to science and valuable to human civilization as well as obtaining national and international recognition.	8	B	<ul style="list-style-type: none"> <li>Requires authoritative and expert judgment in management of research or an organization and significant responsibility for extending professional knowledge and practice and creation of new ideas and or processes.</li> </ul>
	2	Capable of cultivating new knowledge, technology, or/and art within their expertise or professional domain through research; producing creative, original and reputable designs.		B	<ul style="list-style-type: none"> <li>are highly specialized and complex involving the development and testing of new theories and new solutions to resolve complex, abstract issues</li> </ul>
	4	Capable of solving science, technology or/and art problems within their scientific expertise through inter-, multi- and trans-discipline approach.		A	<ul style="list-style-type: none"> <li>is at the most advanced and specialized level and at the frontier of a field</li> <li>involves independent and original thinking and research, resulting in the creation of new knowledge or practice.</li> </ul>

### Analysis

From the AQRF perspective, this level is associated with that of a doctoral degree, in which a person is expected to conduct emerging scientific research; however, although the nature of level qualifications is closely relevant, such qualifications can be achieved through various pathways in the IQF perspective. Some people in Indonesia who do not have a formal higher education degree, have conducted research or designed innovative inventions that can solve complex problems and abstract issues.

By comparing the domain 3 of IQF to the B domain of AQRF, it can be seen that the qualifications of IQF level IX capable of organizing, leading and cultivating research and development useful to science and valuable to human civilization is comparable to undertake authoritative and expert judgment in management of research or an organization. The remainder of domain B of AQRF appears in domain 2 and 4. The IQF domain 2 and 4 also are well within the AQRF domain A. Therefore, the IQF **level 9** is deemed equivalent with the AQRF **level 8**.

**Table 4.3. The IQF Level 8 Compared to AQRF Level 7**

IQF Level			AQRF Level		
Level	Domain	Description	Level	Domain	Description
8	3	Capable of organizing research and development useful to science and society as well as obtaining national and international recognition.	7	B	<ul style="list-style-type: none"> <li>Requires expert judgement and significant responsibility for professional knowledge, practice and management.</li> </ul>
	2	Capable of developing knowledge, technology, or/and art within their expertise or professional domain through research; producing innovative and reputable designs.		B	<ul style="list-style-type: none"> <li>are complex and unpredictable and involve the development and testing of innovative solutions to resolve issues</li> </ul>
	4	Capable of solving science, technology or/and art problems within their scientific expertise through inter- or multi-discipline approaches.		A	<ul style="list-style-type: none"> <li>is at the forefront of a field and shows mastery of a body of knowledge</li> <li>Involves critical and independent thinking as the basis for research to extend or redefine knowledge or practice.</li> </ul>
<p><b>Analysis</b></p> <p>This level associated with a person expected to conduct professional tasks include a specialist, or director of a company, able to exhibit mastery in their knowledge and comprehension.</p> <p>The IQF domain 2 is reflected in part of domain B in terms of undertaking a task (<u>organizing research and development useful to society that can obtain international recognition</u>); a person should require <u>expert judgement and significant responsibility for professional knowledge, practice and management</u>.</p> <p>The rest of AQRF domain B and all descriptions in domain A are within IQF domains 2 and 4. Therefore, the IQF <b>level 8</b> is justifiably linked to the AQRF <b>level 7</b>.</p>					

**Table 4.4** The IQF **Level 7** Compared to AQRF **Level 6**

IQF Level			AQRF Level		
Level	Domain	Description	Level	Domain	Description
7	3	Capable of carrying out planning and managing resources under their responsibility and comprehensively evaluating their performance by using science, technology and art to establish the organization's strategic developmental steps.	6	B	<ul style="list-style-type: none"> <li>are complex and changing</li> <li>Require initiative and adaptability as well as strategies to improve activities and to solve complex and abstract issues.</li> </ul>
	2	Capable of carrying out research and making strategic decisions with accountability and full responsibility on all aspects under their expert domain.		A	<ul style="list-style-type: none"> <li>is specialized technical and theoretical within a specific field</li> <li>Involves critical and analytical thinking.</li> </ul>
	4	Capable of solving science, technology or/and art problems within their scientific expertise through a mono-discipline approach.			

**Analysis**

The IQF **level 7** was thoroughly matched with the AQRF **level 6** by carefully comparing all key words and their contextual utilization in workplaces, as follows:

<p>Capable of carrying out planning and <u>managing resources</u> under their responsibility and comprehensively evaluating their performance by using science, technology and art to <u>establish the organization's strategic developmental steps</u>.</p>	<ul style="list-style-type: none"> <li><u>are complex and changing</u></li> <li>require initiative and adaptability as well as <u>strategies to improve activities</u> and to solve complex and abstract issues</li> <li>is specialized technical and theoretical within a specific field</li> <li>involves critical and analytical thinking</li> </ul>
<p>Capable of carrying out <u>research and making strategic decisions</u> with accountability and full responsibility on all aspects <u>under their expert domain</u>.</p>	<ul style="list-style-type: none"> <li>are complex and changing</li> <li>require initiative and adaptability as well as strategies to improve activities and to solve complex and abstract issues</li> <li><u>is specialized technical and theoretical within a specific field</u></li> <li><u>involves critical and analytical thinking</u></li> </ul>

<p>Capable of solving science, technology or/and art problems within their scientific expertise through a mono-discipline approach.</p>	<ul style="list-style-type: none"> <li>• are complex and changing</li> <li>• <u>require initiative and adaptability as well as strategies to improve activities and to solve complex and abstract issues</u></li> <li>• <u>is specialized technical and theoretical within a specific field</u></li> <li>• <u>involves critical and analytical thinking</u></li> </ul>
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**Table 4.5. The IQF Level 6 Compared to AQRF Level 5**

IQF Level			AQRF Level		
Level	Domain	Description	Level	Domain	Description
<b>6</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Capable of making strategic decisions based on information and data analysis and providing direction in choosing several alternative solutions.</li> <li>• Responsible for their own job and can be assigned responsibility of the attainment of organization's performances.</li> </ul>	<b>5</b>	<b>B</b>	<ul style="list-style-type: none"> <li>• are often subject to change</li> <li>• Involve independent evaluation of activities to resolve complex and sometimes abstract issues</li> </ul>
	<b>2</b>	Mastering in-depth general and specific theoretical concepts of specific knowledge and capable of formulating related problem-solving procedures.		<b>A</b>	<ul style="list-style-type: none"> <li>• has detailed technical and theoretical knowledge of a general field</li> <li>• involves analytical thinking</li> </ul>
	<b>4</b>	Capable of applying science, technology and art within their expertise and is adaptable to various situations faced when solving a problem.			

**Analysis**

Of all levels, the IQF level 6 is the pivotal link to the AQRF level 5, as statements from IQF and AQRF use the same keywords and both imply that the qualified person should be able to independently understand the problems, find the optimal solution, and then if necessary, lead other people to accomplish targeted organization's performance.

- |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Capable of making <u>strategic decisions</u> based on <u>information and data analysis</u> and <u>providing direction in choosing several alternative solutions</u>.</li> <li>• Responsible for their own job and can be assigned responsibility of <u>the attainment of organization's performances</u>.</li> </ul> | <ul style="list-style-type: none"> <li>• has detailed technical and theoretical knowledge of a general field</li> <li>• involves <u>analytical thinking</u></li> <li>• are often subject to change</li> <li>• involves <u>independent evaluation</u> of activities to <u>resolve complex and sometimes abstract issues</u></li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



Mastering in-depth <u>general and specific theoretical concepts of specific knowledge</u> and capable of formulating related problem-solving procedures.	<ul style="list-style-type: none"> <li>• <u>has detailed technical and theoretical knowledge of a general field</u></li> <li>• involves analytical thinking</li> <li>• are often subject to change</li> <li>• <u>involves independent evaluation of activities to resolve complex and sometimes abstract issues.</u></li> </ul>
Capable of applying science, technology and art within their expertise and is <u>adaptable to various situations</u> faced during solving a <u>problem.</u>	<ul style="list-style-type: none"> <li>• has detailed technical and theoretical knowledge of a general field</li> <li>• <u>involves analytical thinking</u></li> <li>• <u>are often subject to change</u></li> <li>• involves independent evaluation of activities to resolve complex and sometimes abstract issues.</li> </ul>

**Table 4.6. The IQF *Level 5* Compared to AQRF *Level 4***

IQF Level			AQRF Level		
Level	Domain	Description	Level	Domain	Description
5	3	<ul style="list-style-type: none"> <li>• Possess capacity to <b><u>manage teamwork</u></b> and <b><u>construct comprehensive written reports.</u></b></li> <li>• Responsible for their own job and <b><u>can be assigned responsibility of the attainment of teamwork performances.</u></b></li> </ul>	4	B	<ul style="list-style-type: none"> <li>• are generally predictable but subject to change</li> <li>• Involve broad guidance requiring some self-direction, and coordination to resolve unfamiliar issues.</li> </ul>
	2	Mastering <b><u>general theoretical concepts</u></b> of a specific knowledge and capable of formulating related problem-solving procedures.		A	<ul style="list-style-type: none"> <li>• is technical and theoretical with general coverage of a field</li> <li>• Involve adapting processes.</li> </ul>
	4	Capable of completing wide coverage job tasks, <b><u>choosing appropriate methods from a variety of undefined and defined selections</u></b> by analyzing data and demonstrating performance with			

IQF Level			AQRF Level		
Level	Domain	Description	Level	Domain	Description
		measurable quality.			
<b>Analysis</b>					
<p>This level represents senior supervisors in professional fields with the capability project management along with in-depth technical knowledge and broad insight. In this case, the description of IQF <b>level 5</b> shows higher competences and knowledge and comprehension than the respective AQRF <b>level 4</b>, as the highlighted key words indicate in the above table. For instance, the explicit requirement of managing and writing report capabilities.</p>					

**Table 4.7. The IQF Level 4 and 3 Compared to AQRF Level 3**

IQF Levels			AQRF Levels		
Level	Domain	Description	Level	Domain	Description
4	3	<ul style="list-style-type: none"> <li>• <b>Capable of cooperating and exhibiting effective communication, constructing written reports within limited scope and demonstrating initiative.</b></li> <li>• Responsible for their own job and <b>can be assigned responsibility of other peoples' performances.</b></li> </ul>	3	B	<ul style="list-style-type: none"> <li>• is stable with some aspects subject to change</li> <li>• Involves general guidance and require judgement and planning to resolves some issues independently.</li> </ul>
	2	Mastering several basic principles of specific know-how and capable of aligning them with factual problems within their job coverage.		A	<ul style="list-style-type: none"> <li>• includes general principles and some conceptual aspects</li> <li>• involves selecting and applying basic methods, tools, materials and information</li> </ul>
	4	Capable of carrying out tasks with a wide scope as well as specific tasks by <b>analyzing limited information, selecting the correct method from several standardized choices, and demonstrating performance with measurable quality and quantity.</b>			
3	3	<ul style="list-style-type: none"> <li>• <b>Capable of cooperating and exhibiting effective communication skills within their job coverage.</b></li> </ul>	3	B	<ul style="list-style-type: none"> <li>• is stable with some aspects subject to change</li> <li>• Involves general guidance and</li> </ul>

IQF Levels			AQRF Levels		
Level	Domain	Description	Level	Domain	Description
		<ul style="list-style-type: none"> <li>Responsible for their own job and <u>can be assigned responsibility of other peoples' performances</u>, both in quantity and quality.</li> </ul>			require judgement and planning to <u>resolve some issues independently</u> .
	2	Possesses complete operational knowledge, <u>general principles and concepts related to specific factual knowhow</u> , and capable of completing a variety of common problems using appropriate methods.		A	<ul style="list-style-type: none"> <li>includes <u>general principles and some conceptual aspects</u></li> <li>involves selecting and <u>applying basic methods, tools, materials and information</u></li> </ul>
	4	Capable of carrying out a series of <u>specific tasks by translating information and using tools</u> , based on a number of working procedures, and capable of demonstrating performance with measurable quality in which some are their own performances under indirect supervision.			

### Analysis

Partial description of IQF **level 4**, particularly in domain 3 and 4 shows higher competences and knowledge and comprehension than the respective AQRF **level 3**, as indicated by the highlighted key words in the above table. For instance, the qualifications describe capability to analyze limited information and ability to select a correct method from several standardized choices. However, domain 2 of IQF description closely fits within the description of AQRF **level 3**.

Partial description of IQF **level 3**, particularly in domain 3 represents the capability of cooperating and exhibiting effective communication skills within their job coverage which is higher than the description of AQRF **level 3**, nonetheless, the remainder of domains 2 and 4 in the IQF **level 3** have close similarity with the respective description of AQRF **level 3**, as shown by the underlined key words.

Therefore, using the best-fit in methods, it can be concluded that IQF **Level 4 and 3** are linked to **level 3** of AQRF.

**Table 4.8. The IQF Level 2 Compared to AQRF level 2**

IQF Level			AQRF Level		
Level	Domain	Description	Level	Domain	Description
2	3	Responsible for their own job and can be assigned responsibility in supervising other people	2	B	<ul style="list-style-type: none"> <li>involves structured processes</li> <li>involves supervision and some discretion for judgment on resolving familiar issues</li> </ul>
	2	Possesses basic operational and factual knowledge, <b>capable of choosing available solutions</b> suitable for commonly existing problems		A	<ul style="list-style-type: none"> <li>is general and factual</li> <li>involves use of standard actions</li> </ul>
	4	Capable of <b>carrying out specific tasks using tools, information and commonly defined working procedures, and demonstrating performance with measurable quality</b> under direct supervision of their supervisor.			

**Analysis**

Description of all domains in IQF level 2 are higher than descriptions of AQRF level 2, for instance the capability of choosing available solutions which is above the competences involving structured processes in level 2 AQRF. Furthermore, the capacity to carry out specific tasks with demonstration of measurable quality performance also shows higher working competences compared to the description of AQRF qualifications level 2. However, the description of IQF level 2 is less contented compare to level 3 AQRF. In conclusion, IQF Level 2 is linked to level 2 of AQRF.

**Table 4.9. The IQF Level 1 Compared to AQRF level 1 and 2**

IQF Level			AQRF Level		
Level	Domain	Description	Level	Domain	Description
1	3	Responsible only for their own job and not for another person's job	2		
	2	Possesses <b>factual</b> knowledge (KE DUA)		A	<ul style="list-style-type: none"> <li>is general and <b>factual</b></li> <li>involves use of <b>standard actions</b></li> </ul>

	4	Capable of carrying out <u>simple tasks</u> with a <u>limited range of scope</u> and routine attributes <u>using tools, known methods and processes under supervision</u> , monitoring and responsibility of their supervisor.	1	B	<ul style="list-style-type: none"> <li>involves <u>structured processes</u></li> <li>involves <u>supervision</u> and some <u>discretion for judgment</u> on resolving familiar issues</li> </ul>
				B	<ul style="list-style-type: none"> <li>involves structured routine processes</li> <li>involves close levels of support and supervision</li> </ul>
				A	<ul style="list-style-type: none"> <li>is basic and general</li> <li>involves simple, straightforward and routine actions</li> </ul>

#### Analysis

Description of IQF **level 1** is very intently linked to the **level 2** AQRF descriptor, and above that the **level 1** of AQRF, as shown by underlined key words. However, it was also noted that two of the three dimensions of IQF **level 1** appear to correlate with **level 1** of AQRF, while the 3<sup>rd</sup> is implicit that a learner or trainee at this level cannot be responsible for others and will be closely supervised. Thus, analyses on **level 1** of IQF leading to either **level 1** or **level 2** of AQRF.

In the version 4 of the Indonesian Referencing Report, IQNC submitted the first choice that linked **level 1** of IQF with **level 2** of AQRF. Then, suggestion was offered by Malaysia to link **levels 1** of IQF to **level 1** of AQRF. IQNC brought the comment to the attention of the National Training Council (Dewan Pelatihan Kerja Nasional) – MoM and the Directorate of Courses and Training Empowerment (Direktorat Pembinaan Kursus dan Pelatihan) – MoEC. After careful deliberation, IQNC agreed with the suggestion and changed the alignment.

To follow up the aforesaid change, IQNC work collaboratively with Directorate of Standardization of Competency and Work Training - MoM and Directorate of Courses and Training Empowerment – MoEC, to carried out a series of stakeholder consultations with dissemination of relevant information. Meetings were carried out with the following stakeholders:

- Staff, employees and practitioners in the field of health, namely: cardiovascular engineering, radiographers, and blood services (Jakarta, September 5, 2019),
- Speech therapists (Jakarta, September 19, 2019),
- Provincial Government of South Sulawesi (sectors of industry, manpower, education, and tourism), companies, Indonesian Business Association, training centers, mining, and banking (Makassar, August 26, 2019),

- Provincial Government of North Sumatera (sectors of industry, manpower, education, and tourism), companies, Indonesian Business Association, training centers, mining, banking (Medan),
- Automotive-body manufacturing practitioners (Semarang, on October 2, 2019),
- The Indonesian Vocational Higher Education Forum (Bandung, on October 5, 2019),
- Association of Tourism Higher Education Institution of Indonesia (Jogjakarta, on October 12, 2019),
- higher education institutions in Regional Office of Higher Education and attended by AMS observers (Bali, on October 17, 2019),
- Vocational Training Center, Provincial Office of Manpower; Province Local Employment Agencies, Regional Development Planning Agency and also attended by AMS observers (Bali, on October 17, 2019).

In all meetings, none of audiences placed objection to aligned **level 1** of IQF with **level 1** of AQRF.

### 4.3. Engendering Mutual Trust

The four domains of IQF are well aligned with the four domains of AQRF. Moreover, the IQF has properly defined the moral and ethics domain, which is not explicitly stated by the AQRF, but it is recommended to be detailed according to each country.

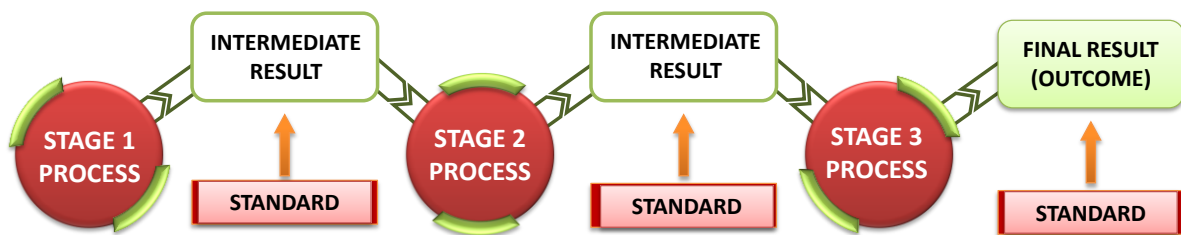
Nevertheless, the IQF defined 9 levels of qualifications, as defined by IQF are equivalent to 8 AQRF levels, with **level 4 and 3** of IQF align with the same **level 3** of AQRF . Thus, the Indonesian workforce can assume this competence level by default. To engender mutual trust with other AMS in the matter of IQF implementation and referencing consequences, Indonesia has committed to improve significantly its education system and respected quality assurance system, in accord with vision stated by the elected President for 2019 – 2025.

# CRITERION V

## NATIONAL STANDARDS FOR THE INDONESIAN QUALIFICATIONS SYSTEM

A successful learning program, no matter whether it is delivered through a formal, non-formal or informal learning process, is one that leads to the achievement of the targeted and quality assured, learning outcomes. For its part, the quality assurance system must insure that the input, output and learning stages of the learning process comply with required specified standards.

Process, stages, and standards, as illustrated in **Exhibit 5.1**, are required for the quality assurance mechanism and implemented at each stage. By using standards as reference, the deviation could be carefully measured and used for improving the process.



**Exhibit 5.1.** *Required mechanism in quality assurance.*

Learning outcomes are achieved after the completion of several stages of a learning process. A simple example is the process of a three-year Diploma in a formal education context. The targeted learning outcomes are established by setting up relevant descriptors. In order to achieve the prescribed learning outcomes, a curriculum with a set of required courses is designed and implemented. Each course has its own learning output that directly supports the overall targeted learning outcomes ultimately achieved through an accumulation of the learning outputs.

Nevertheless, the mechanism to identify the stages to measure the achievement of targeted learning outcomes is not easy, particularly in an informal process, such as Recognition of Prior Learning/*Rekognisi Pembelajaran Lampau* (RPL). In order to identify the stages as well as intermediate outputs, rigorous consultancy with the relevant stakeholders is essential. Once the stages are determined, the next challenging task is to determine the standards.

## 5.1. Defining Standards: IQF as a Unified Standard Instrument

Standards are set by the authority as mandated by the prevailing Law 20 of 2003 on the National Education System and Article 52 paragraph (3) Law 12 of 2012 on Higher Education. The Agency for National Standards in Education (ANSE/BSNP) is responsible for the development of the National Standards in Education encompassing formal, non-formal, and informal education pathways. Nonetheless, in non-formal education, the detailed descriptions of standards are set based on agreements between courses providers and the users and employers. Meanwhile in work training, , the Ministry of Manpower/*Kementerian Ketenagakerjaan* (MoM/*Kemenaker*) initiates the process of developing standards with other technical Ministries, relevant public and private organizations, as well as related businesses and industries.

In defining standards, the IQF is used as a unification standard instrument for all endeavors in assuring quality. Schematic process in producing the national standards and their alignment with IQF can be summarized in the following diagram.



**Exhibit 5.2.** Schematic process in producing the national standards and their alignment with IQF

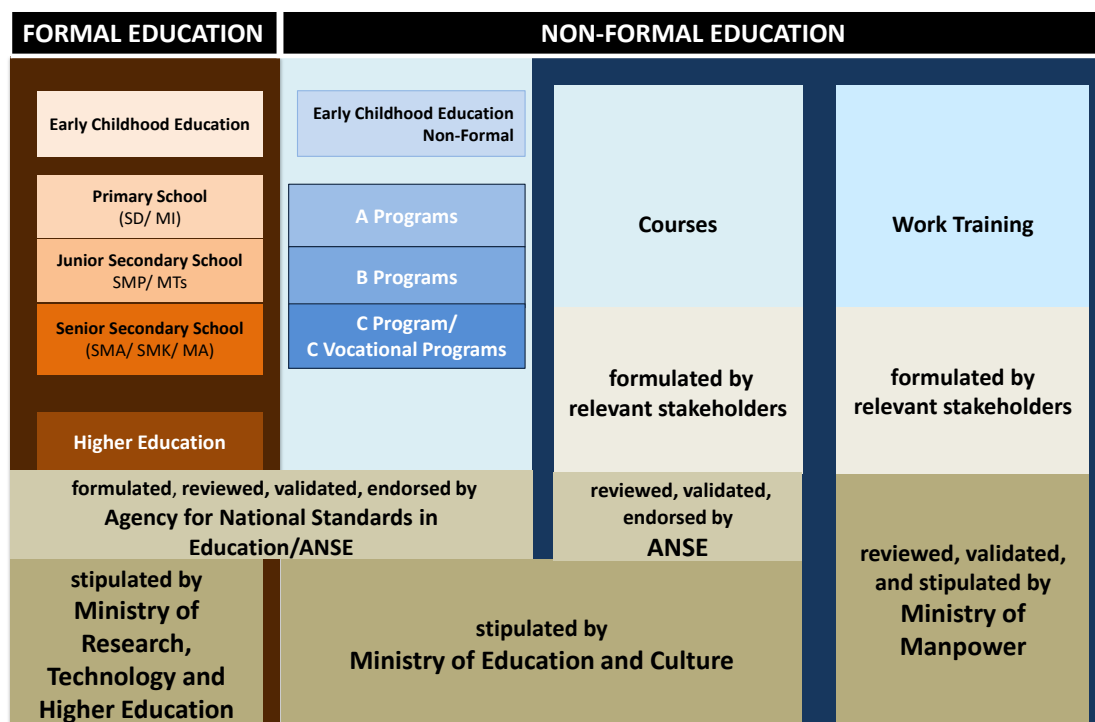
From the aforementioned diagram, IQF is the foundation of establishment of the National Standard for Higher Education/*Standar Nasional Pendidikan Tinggi* (NSHE/SN-Dikti) with IQF **level 3 to 9** and Graduate Competences Standard/*Standar Kompetensi Lulusan* (GCS/SKL) of Vocational Secondary School learners with IQF **level 2 or 3**. The flow of deriving standards start from the IQF level and descriptors as stipulated in Presidential Regulation 8 of 2012 on the IQF. Derivation of the IQF level and descriptors into a designated higher education program or vocational high school curriculum is in the form of description of minimum learning outcomes. This minimum learning outcome will then become the base for deriving the other seven standards.



Different from NSHE, the GCS of courses and the Indonesian National Work Competency Standard/*Standar Kompetensi Kerja Nasional Indonesia* (INWCS/SKKNI) are established from demand-pull mechanisms. Standards are formulated based on the needs of stakeholders. Courses GCS is designed with IQF level qualifications, whilst INWCS alone does not directly exhibit an IQF qualification. The work training program can be designed to yield an IQF qualification by combining various INWCS.

## 5.2. Authorized Agencies

Agencies responsible in formulating, validating, and promulgating national standards are summarized in the following exhibit.



**Exhibit 5.3.** *Agencies responsible in formulating, reviewing, validating, endorsing, and stipulating national standards.*

Agency for National Standards in Education, Ministry of Research, Technology, and Higher Education/*Kementerian Riset, Teknologi, dan Pendidikan Tinggi* (MoRTHE/Kemendikdik), Ministry of Education and Culture/*Kementerian Pendidikan dan Kebudayaan* (MoEC/Kemendikbud), and Ministry of Manpower/*Kementerian Ketenagakerjaan* (MoM/Kemenaker) are key players in setting the national standards of education.

### 5.2.1 Authorization for Establishing Standards in Formal Education

If qualifications are to be valued by the holders of qualifications (the graduates), the labor market (employers of both professional and skilled human resources and labor unions), governments and the community, and have credibility internationally, a country needs a set of standards for its qualifications that are nationally acceptable and internationally compatible.

As mandated by the Law on the National Education System, the government issued Government Regulation 19 of 2005 on National Education Standards, establishing the Agency for National Standards in Education or ANSE/BSNP (*Badan Standar Nasional Pendidikan*).

ANSE is an independent and professional body with a mandate to develop the national standards of education, and monitor and evaluate its implementation. In 2015, the National Education Standards was amended by Government Regulation 13 of 2015. **Table 5.1** presents the set of standards, the authority, and the related regulation.

***Table 5.1. List of Standards under the National Education Standards***

<b>Standards</b>	<b>Authority</b>	<b>Regulation/Year</b>
National Standards for Content in Basic and Secondary Education	Ministry of National Education	22/2016
National Standards for Graduate Competences in Basic and Secondary Education	Ministry of National Education	23/2016
National Standards for Vocational Secondary Schools	Ministry of Education and Culture	34/2018
National Standards for Second Chance Education	Ministry of National Education	14/2007
National Standards for Principals in Basic and Secondary Education	Ministry of National Education	13/2007
National Standards for Administrative Staff in Basic and Secondary Education	Ministry of National Education	24/2008
National Standards for Librarians in Basic and Secondary Education	Ministry of National Education	25/2008
National Standards for Laboratory Staff in Basic and Secondary Education	Ministry of National Education	26/2008
National Standards for Counselors in Basic and Secondary Education	Ministry of National Education	111/2014
National Standards for Examiners in Vocational Education	Ministry of National Education	40/2009
National Standards for Instructors in Vocational Education	Ministry of National Education	41/2009
National Standards for Training Providers in Vocational Education	Ministry of National Education	42/2009
National Standards for Administrative Staff in Vocational Education	Ministry of National Education	27/2008
National Standards for Higher Education	Ministry of Research, Technology, and Higher Education	44/2015
Amendment to the National Standards for Higher Education	Ministry of Research, Technology, and Higher Education	50/2018

The national standards, which were developed by ANSE, are used as the national benchmark for quality in the education process. Members of the ANSE are appointed by the MoEC representing relevant stakeholders, i.e. schoolteachers, professors, experts in education, industries, employers, and other concerned community. In developing the national standards, ANSE was thorough in its consultation with relevant stakeholders, who are non ANSE members. The national standards set by the Regulation of the Minister of National Education are for basic and secondary education, as well as for non-formal education.

The National Standards were developed as a follow up to Law 20/2003 of the National Education System, which stipulates that it is mandatory for all education providers to comply with the national standards. Standards were developed through a lengthy and rigorous process of consultation with the relevant stakeholders, i.e. MoEC, MoRTHE, university lecturers, school teachers and principals, practitioners, experts in education, employers, businesses, and industries. This was a sequential process completed by ANSE in stages rather than simultaneously. Each stage was devoted to developing one particular path and level, i.e. basic education, vocational education, higher education, non-formal education, and informal education.

The existing national standards were weighted on input and process, rather than output and outcome. The qualification framework, on the other hand, focuses on descriptors for outcomes. Consequently, ANSE is currently revising the national standards to accommodate this requirement, with implementation partially completed.

Regulations of the Minister of Research, Technology, and Higher Education set the standards for the National Standards for Higher Education/*Standar Nasional Pendidikan Tinggi* (NSHE/SN-Dikti). These standards were developed after issuance of Presidential Regulation 8 of 2012 on the Indonesian Qualifications Framework/*Kerangka Kualifikasi Nasional Indonesia* (IQF/KKNI), and have already shifted from standardizing input and process to output, and also a focus on learning outcomes. To date, Curriculum of 285 study programs have been revised to comply with the IQF.

## 5.2.2 Authorization in Establishing Standards in Non-Formal Education

Standards of competency in non-formal education comprise knowledge, skills, and attitudes. Non-formal education uses the following three standards for levels of competency:

1. National standards:
  - a. Indonesian National Work Competency Standards/*Standar Kompetensi Kerja Nasional Indonesia* (INWCS/SKKNI)<sup>7</sup>; or
  - b. Graduate Competency Standards/*Standar Kompetensi Lulusan* (GCS/SKL)<sup>8</sup>;
2. International standard(s); and
3. Special standard(s).

The INWCS/SKKNI is a description of competences required by a person to perform for a particular occupation, position, or job title, and is regulated under Regulation of the Minister of Manpower 2 of 2016 on Standardization System for National Work Competences and Regulation of the Minister

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<sup>7</sup> The guidelines stipulated by Regulation of the Minister of Manpower and Transmigration PER.21/MEN/X/2007 on Guidelines in Establishing the Indonesian National Work Competency Standard (*Standar Kompetensi Kerja Nasional Indonesia*), which was later revised by Regulation of the Minister of Manpower and Transmigration 8 of 2012.

<sup>8</sup> As stipulated by Regulation of the Minister of Education and Culture.

of Manpower 3 of 2016 on Guidelines in Establishing INWCS. INWCS/SKKNI covers knowledge, skills, and attitude, and shall be used as a national reference in developing a competency. INWCS/SKKNI could be arranged as a set consisting of clusters of competences and/or units of competences (*unit kompetensi*) for an occupation or job title (*jabatan*).

GCS are developed by ANSE and enacted by Regulations of the Minister of Education and Culture. The descriptors used in these standards are similar to the descriptors used in INWCS, and refer to the IQF levels of qualifications, international standards, as well as special standards. Regulations of the Minister of Education and Culture 131 of 2014, 5 of 2016, 27 of 2017, and 11 of 2019 on Standards of Graduate Competences govern 74 different fields in courses. From these 74 fields, to-date, 140 qualifications have been defined and enacted. National standards in other aspects, as described in section 5.3.1, are also applied in training and courses conducted under the MoEC.

### 5.3. The Establishment of the National Education Standards

The common understanding is that standards should be set by external parties. However internally set standards are as important as the externally set standards, as described in the following sections.

#### 5.3.1. Externally Set Standards

##### *Standards in the MoEC and the MoRA*

External quality assurance arrangements, sufficiently robust to satisfy stakeholders and social partners, are essential if confidence and trust in qualifications are to be established. External evaluation requires standards set by external parties as stakeholders. The following standards are considered the core framework of standards developed by the ANSE, as stipulated in Government Regulation on the National Education Standards:

1. **Graduate competency:** standards for graduate qualifications of competences, including attitude, knowledge, and skills.
2. **Content:** standards for the scope of topics and levels of competency to achieve graduate competency at a particular education level.
3. **Learning process:** standards for the implementation of learning processes at one particular educational unit to achieve graduate competency.
4. **Assessment:** standards for mechanisms, procedures, and instruments used in assessing student achievement.
5. **Teachers and supporting staff:** standards for pre-service training, mental and physical qualifications, and in-service training.
6. **Infrastructure:** standards for classrooms, sport facilities, prayer rooms, libraries, laboratory, workshops, playgrounds, recreation halls, and other facilities as required to support learning processes, e.g. ICT facilities.
7. **Management:** standards for planning, implementing, and supervising education activities at education units, districts/municipalities, provinces, and at national for efficient and effective achievement.
8. **Financing:** standards for components and value of operational costs in each education unit, applicable for one year.

Based on the framework, ANSE has developed various standards for most types of education provided in Indonesia, including:

1. **The National Standards for Basic and Secondary Education**

Currently, ANSE is in the process of revising the aforementioned eight standards in order to cope with current challenges, with a particular emphasis on output and outcome.

2. **The National Standards for Vocational Secondary Schools**

The MoEC has recently enacted Regulation of the Minister of Education and Culture 34 of 2018 on the National Standards for Vocational Secondary Schools. If learning outcome standard is achieved, graduates entitle IQF **level 2**.

3. **National Standards for Other Types of Education**

In the implementation, special standards are needed to assure quality for students who have special needs. The Law on the National Education System identifies the following groups with special needs:

- a. **Special education:** focused on students commonly categorized as Students with Special Needs (*Peserta Didik Berkebutuhan Khusus* or PDBK). For these groups additional standards refer to Regulation of the Minister of National Education 33 of 2008 on Standards for Infrastructure for Special Schools. These students face learning difficulties, as a consequence of limited physical, emotional, mental, social, and/or special intellectual abilities. However, requirements for students with special needs are not limited to infrastructure. Their special needs require other special standards, i.e. the other 6 standards, as a reference. Students with special needs also include those who have extraordinary intelligence. To-date the needs of this group have not been properly accommodated in the ministerial regulations with ANSE currently developing relevant standards, to be issued this year.
- b. **Special services:** focused on students located in remote and poorly served areas, e.g. those in isolation, victims of natural and social disasters, and economically disadvantaged<sup>9</sup>. Special standards for these groups are yet to be developed. A single regulation covering such group is the Regulation of the Minister of Education and Culture 67 of 2016 on the Provision of Special Services Education. ANSE is currently developing relevant standards, to be issued this year.
- c. **Education units based on cooperation:** is an education unit established and organized in cooperation with accredited foreign education unit<sup>10</sup>. Regulation of the Minister of Education and Culture 31 of 2014 on Cooperation in the Provision and Management of Education between Foreign and Indonesian Education Institutions shall comply with the prevailing regulations on the eight education standards, though accommodates specific characteristics of the cooperating partners.

### **Standards in the MoRTHE and the MoRA**

The National Standards in Higher Education is a national reference for minimum services in higher education and set by Regulation of the Minister of Research, Technology, and Higher Education 44 of 2015. The national standards as stipulated by the Law on Higher Education include the following eight aspects: content, graduate competency, lecturers and support staff, infrastructure, learning processes, management, assessment, and finance.

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<sup>9</sup>Law 20 of 2003 on the National Education System

<sup>10</sup>Regulation of the Minister of Education and Culture 31 of 2014 on Cooperation in the Provision and Management of Education between Foreign and Indonesian Education Institutions.

Particular attention is given to graduate competency, whereby standards shall refer to descriptors for learning outcome in IQF. Furthermore, the qualifications set shall take into account the equivalency with the qualification levels in the IQF. The formulation of skills set by the MoRTHE applies to all similar study programs, consisting of generic skills developed by each higher education institution, and specific skills developed by the group of similar study programs.

The current NSHE is widely considered to be overly concerned with input and process. Consequently, the NSHE is currently being revised to focus more attention on output and outcome. In addition to the NSHE, additional standards are also applicable as explained here:

1. **Standards set by higher education Institutions**

Since the national standards are considered the minimum, higher education institutions can set their own standards at a higher level than the national standards. It is common for more established institutions to use international standards as reference. Some institutions implement benchmarking strategies by adopting best practices implemented at internationally reputable institutions.

2. **Standards for content**

Some study programs at certain higher education institutions also develop their own curriculum and syllabus based on international standards, or standards set by related international professional associations, in so far as they do not conflict with national standards.

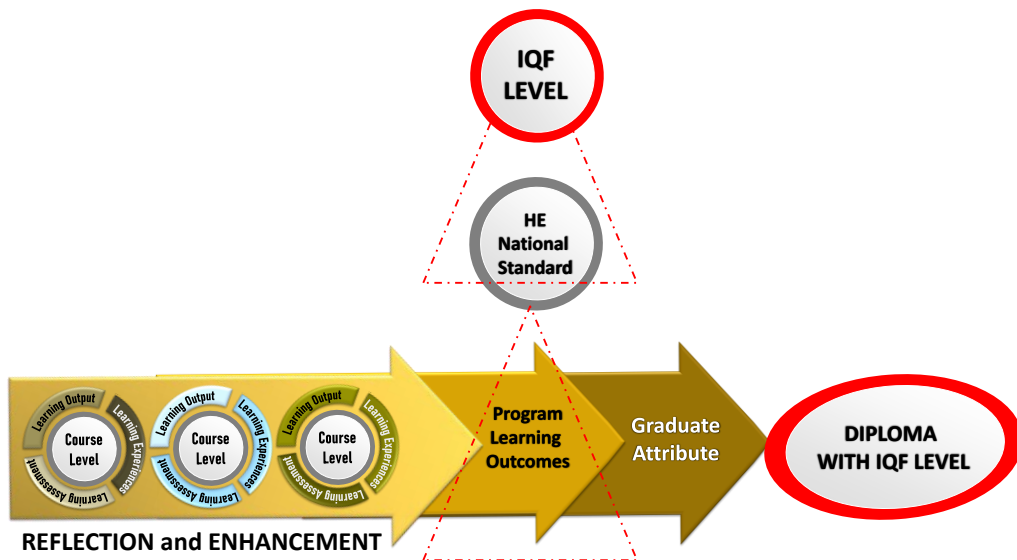
3. **Standards in learning outcomes**

A Presidential Regulation on the IQF requires all study programs, as well as courses and skill training offerings, to adjust their learning outcomes in reference to the IQF.

Study programs existed before the enactment of the IQF should undergo curriculum transformation and had to adjust and enhance the targeted learning outcomes towards the designated IQF level as stated in the NSHE. The formulation of learning outcomes, post enactment of the IQF was described previously in **Exhibit 5.2**. The preparation of learning outcomes in formal education was a top-down process utilizing the authority given within the NSHE to directly yield Higher Education Institution programs to IQF levels. In contrast, courses and work training are bottom-up processes, where the GCS are directly linked to the IQF levels, whilst INWCS does not directly yield to IQF levels.

Correlation of higher education program outcomes with national standards and their alignment to IQF is illustrated in **Exhibit 5.4**. Reflection, enhancement, and accumulation of learning outputs have to produce program outcomes that are in accord with HE-NSE. In such situations, the graduate attribute can hold an IQF qualification.

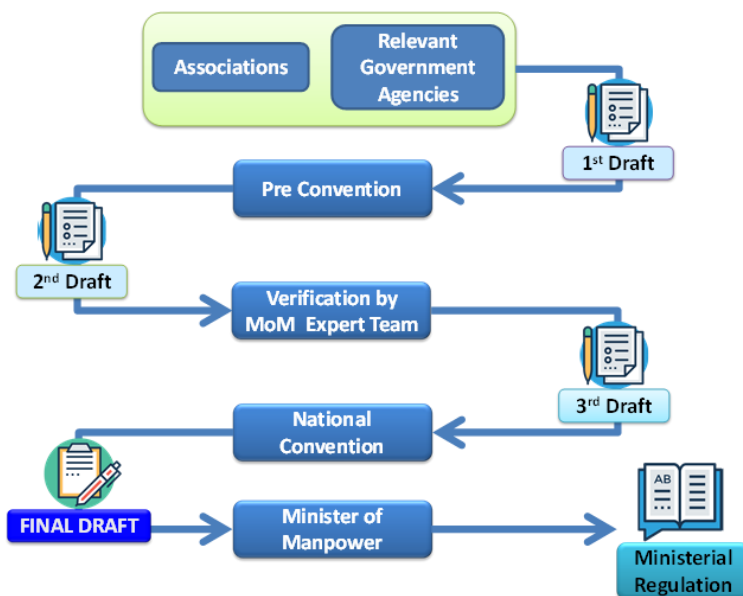
In order to improve transparency, the qualifications and competences of a graduate should be published in a Diploma Supplement document (*Surat Keterangan Pendamping Ijasah*), as required by Regulation of the Minister of Education and Culture 81 of 2014 on Higher Education Diplomas, Certificates of Competency, and Professional Certificates. Since the reputation of the issuing institution is crucial in evaluating the competence of the graduate, using a Diploma Supplement provides additional information to improve the stakeholders' trust and confidence of graduate outcomes.



**Exhibit 5.4.** *Correlations of higher education program outcomes with national standards and their alignment to IQF*

### Work Training Standards

The INWCS/SKKNI is commonly used as a reference for training providers outside the MoEC and MoRTHE. According to the Law 13 of 2003 on Manpower and Regulation of the Minister of Manpower 3 of 2016 on Guidelines in Establishing INWCS, the standards are developed by relevant Sectoral Committees of Competency Standard under the coordination of MoM. The development of INWCS will involve relevant industries, worker organizations, professional associations, education and training providers, as well as other relevant agencies, facilitated by relevant government agencies. The process of developing standards for work training is given in **Exhibit 5.5**.



**Exhibit 5.5.** *Developing standards for work training*

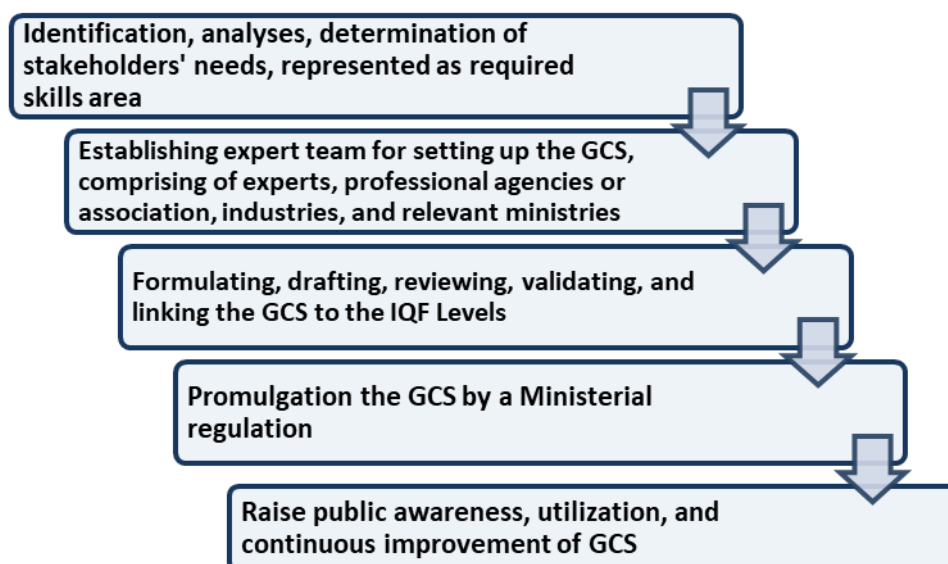
July 2019, 815 packages/units of competency (*unit kompetensi*) had been defined in the main economic sectors. Due to rapid technological development, to-date, 98 packages/units have been revoked and removed as reference points. **Table 5.2** details the 815 Packages currently used as reference. A very large number of packages/units of competences are yet to be developed taking into consideration the rapid changes in businesses and industries. Jobs in logistics are an example of a new occupation in the market that requires definitions of competency standards.

**Table 5.2. Packages/Units of Competency Defined in 2019**

Sector	Number of Standards
Agriculture	80
Mining and energy	49
Manufacturing	125
Electricity, gas, water	42
Construction	118
Trade, tourism & restaurants	20
Transportation and communication	56
Finance, real estate, and company services <sup>11</sup>	203
Services & Others	122
<b>TOTAL</b>	<b>815</b>

### Course Standards

According to Government Regulation 19 of 2005 on National Education Standards, course learning outcomes are defined as Standards for Graduates Competences/Standar Kompetensi Lulusan (GCS/SKL). The GCS is utilized as the basis for the curriculum as used in the courses programs. The steps for setting up the GCS are explained in **Exhibit 5.6**.



**Exhibit 5.6. Procedures for setting up the GCS.**

<sup>11</sup> Company services are a company that provides outsourced solution services for other companies



The GCS is formulated systematically and transparently. It should be acceptable to society as a whole and all parties involved should be mindful of any misinterpretation.

GCS learning outcomes have adopted the following IQF domains and level descriptors:

1. Morals and Ethics.
2. Knowledge in accordance with IQF levels.
3. Work competencies that refer to INWCS, international standards, industrial standards, or other specific standards. These work competence must describe specifically the ability to do the job properly and within the required quality standard.
4. Autonomy and Responsibility given to the person bestowing the morals, ethics, knowledge, as well as the work competences.

### **Standards related to the Credit System**

The common practice is to use credits as a tool to measure volume or workload of study in formal education. However, this method is not compatible across different education pathways, i.e. formal, non-formal, and informal education. In other words, credits are used within one particular pathway but cannot be used uniformly across pathways. Alternatively, learning outcomes are considered more suitable in equivalency.

#### **5.3.2. Internally Set Standards**

Internal evaluation uses either internally or externally set standards. It is the core activity in the quality assurance process that ensures sustainability. Therefore, the existence of a quality assurance unit within an organization, its procedures and implementation mechanism, as well as its implementation in the field, is the essence of an entire quality assurance process. External evaluation is always needed as a mechanism for feedback allowing the organization to continuously improve on quality.

External evaluation focuses its attention on the quality of the final result of the entire process, or the learning outcome, whilst the internal evaluation considers the intermediate results as important as the learning outcome. For this reason, the level of detail for internal evaluation must be comprehensive. This is particularly true when a diagnostic process is carried out to identify root causes and a program designed to rectify them.

Internal evaluation begins with self-evaluation, conducted in an honest, comprehensive, and transparent manner. Self-evaluation aims to find weaknesses, the causes, and design actions for rectification thereof.

Periodic internal evaluation is conducted by first **setting** the standards. This stage is carried out when the entire standard is designed, developed, and finally set by the highest authority within the organization. It is followed by **implementation** of standards, whereby all efforts are devoted by all members of the organization to achieve the standards set.

**Evaluation** is carried out when a certain set of activities have reached their final step, to check whether the results match with the standards used as a reference. **Standards have to be controlled** through monitoring, implementing the necessary corrective actions, evaluating, properly documenting all actions, as well as compliance with all reporting procedures.

**Adjustment of standards** is the final step when standards are evaluated, and the decision is made to keep or adjust the standards.

In some organizations, monitoring is carried out by an appointed supervisor or super ordinate. This monitoring process could be considered an external evaluation by an implementing unit, though it is carried out by a unit within the larger organization.

### ***Establishment of Standards for undertaking Internal QA***

1. **For non-formal education (Work Training):** The internal standards are formulated and practiced by training providers and certification agencies to assure the achievement of training targets and quality certificates.
2. **for non-formal education (Courses):** The internal standards are formulated and practiced by courses providers and certification agencies to assure the achievement of training targets and quality certificates.
3. **for formal education (Vocational High School):** The internal standards of Vocational High School programs that can lead to certain qualifications are established in accord with the national standards for secondary education and implemented by schools.
4. **for formal education (Higher or Tertiary Education):** The internal standards are formulated and implemented by higher education institutions. The internal standards should at least be at the same level as NS-HE and should be above the NSHE if the institutions would like to gain a higher accreditation rank/status. The institutions are demanded to manage the internal QA.

### **5.3.3. Benchmarking**

National Standards indicate the minimum standards for achievement. Therefore, each educational unit could develop its own standards beyond the national standards. Benchmarking is the process of comparing an organizational performance with the available best practices, which have been implemented by other organizations considered as “better”. In this case, the national standards are no longer used as reference, having been replaced by international standards.

As presented in Table 3.19, to-date there are 296 programs from 19 higher education institutions that have acquired international accreditation from 26 different professional organizations. All except one organization implemented outcome-based criteria in its accreditation process, in compliance with the IQF and AQRf approach. Since accreditation by NAA-HE/BAN-PT is mandatory by law, these international accreditations are supplementary to the NAA-HE/BAN-PT process. Nonetheless, NAA-HE/BAN-PT could consider applying a waiver for some steps of its assessment process on a case by case basis.

## 5.4. Documentation of Process

Recognition of the final result of an education and training process depends on the reputation, confidence, and credibility of the implemented quality assurance mechanism. Credibility and confidence are important both nationally and internationally if the qualifications are to be recognized as having value.

Quality assurance must cover the approval processes of the programs of study leading qualifications (often referred to as accreditation), approval of providers authorized to deliver, assess and issue the qualifications (often referred to as accreditation or registration). Consequently, the quality assurance system needs to be well documented and sufficiently detailed. The availability of documentation that is well written is essential in the process of evaluating the quality assurance system.

Without good, detailed, and professionally managed documentation, an excellent certification, accreditation, education, and training process could fail in capitalizing the opportunity to be recognized by the relevant stakeholders and public at large. The documentation should include the guidelines, standards, stages in the process, and an archive of activities carried out according to the guidelines. Such documentation needs to be well circulated within the organization. Failure to do this may result in many activities and events not being documented.

## 5.5. Resume of IQF Implementation Related to National Standards

The implementation of IQF can be explained in terms of outcome-based national education standards, outcome-based QA systems, and education outcomes measured by the national education standards and QA system as a base for qualification inclusion to IQF. The QA system will be discussed in the next criterion, while a summary of the IQF implementation in terms of outcome-based national education standards is given here:

1. For non-formal education (Work Training): Indonesian National Work Competency Standards/*Standar Kompetensi Kerja Nasional Indonesia* (INWCS/SKKNI) are **formulated** by industrial practitioners and professionals. The process is managed by Sectoral Committees of Competency Standards under the coordination of the Ministry of Manpower/*Kementerian Ketenagakerjaan* (MoM/*Kemenaker*). The draft is **reviewed** by all relevant stakeholders, **validated** and **endorsed** by an expert team appointed by the MoM, and **stipulated in regulations** by the MoM. Occupational Map Standards established by relevant ministries and **endorsed** by the MoM.

### **Current state of implementation**

INWCS are formulated based on units of competency, and not directly related to the IQF qualifications. Users in industries can design job position qualifications by selecting appropriate INCWS that can support workers holding the position. Similarly, training centers can design training programs that are specifically targeted towards the completing of a single, several, or clusters of INWCS. A group of INCWS selected by users in industries or training centers can result in an IQF qualification. The qualification must be endorsed by users in industries and stipulated by the pertinent ministry.

2. **for non-formal education (Courses):** The National Education Standards, in particular GCS are **formulated** by all relevant stakeholders managed by the Directorate of Courses and Training Empowerment (*Direktorat Pembinaan Kursus dan Pelatihan*), Directorate General of Early Childhood and Community Education (*Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat*) – MoEC. The proposed GCS are then **reviewed, validated, and endorsed** by ANSE and **stipulated** under a Regulation of the Minister of Education and Culture.

#### **Current state of implementation**

All GCS produced after the enactment of IQF in 2012 are outcome-based and refer to the IQF.

3. **for formal education (Early childhood, Primary, and Secondary education):**

The National Education Standards, in particular GCS are **formulated, reviewed, validated, and endorsed** by the ANSE and **stipulated** under a Regulation of the Minister of Education and Culture.

#### **Current state of implementation**

Not all GCS are fully outcome-based. It is important to note, however, that the ANSE is currently in the process of revising both aforementioned standards to better suit current civil advancements and needs of the nation, including better referencing towards the IQF. Following the enactment of Regulation of the Minister of Education and Culture 34 of 2018 on National Standards for Vocational Secondary Schools, the new format introduced for Standards for Graduate Competences as well as Standards for Content will be consistently reapplied to other Basic and Secondary Education levels. The new format includes a new framework consisting of the following seven competency areas: (1) faith and piety toward the One and Only God; (2) nationalism and love for the country; (3) personal and social character; (4) literacy; (5) physical and mental health; (6) creativity; and (7) esthetics. The new standards aim to provide a better understanding of learning outcome demands with plain language statements and improved structure.

4. **for formal education (higher education):**

The National Education Standards, in particular Standards for Learning Outcomes/*Standar Capaian Pembelajaran* are **formulated, reviewed, validated and endorsed** by the ANSE, and **stipulated** in Regulation of the Minister of Research, Technology, and Higher Education.

#### **Current state of implementation**

The curricula of 285 different study programs (out of a possible 900) have been revised to comply with standardized learning outcomes (numbers constantly change due to continual opening of new programs and closing of existing programs).

## CRITERION VI

### QUALITY ASSURANCE SYSTEMS FOR INDONESIAN EDUCATION

Quality Assurance (QA) is an essential aspect of a qualifications system, and the foundation for implementation of a national qualifications framework. It provides confidence in the qualifications issued. The implementation of a national qualification framework depends on quality assurance arrangements to provide credibility for the qualifications in the framework and confidence in users of the qualifications awarded.

QA is a component of quality management and is *“focused on providing confidence that quality requirements will be fulfilled”*. QA activities are established by the ‘relevant authorities or bodies to ensure that educational services satisfy customer requirements in a systematic, reliable fashion’[Bateman 2009]. In QA, the quality standard is met when each stage in the production process meets the agreed upon standard. A QA system requires two related aspects: quality standards and stages of process or standard operating procedures.

The quality standard for each stage is defined first. The standard is essential as a reference in measuring quality, without which measuring is not possible. Stages in the process need to be defined, as well as the quality standard for each stage. The QA mechanism consolidates the measured results at all stages and determines whether the quality standards for the entire process have been met.

#### 6.1. Objectives

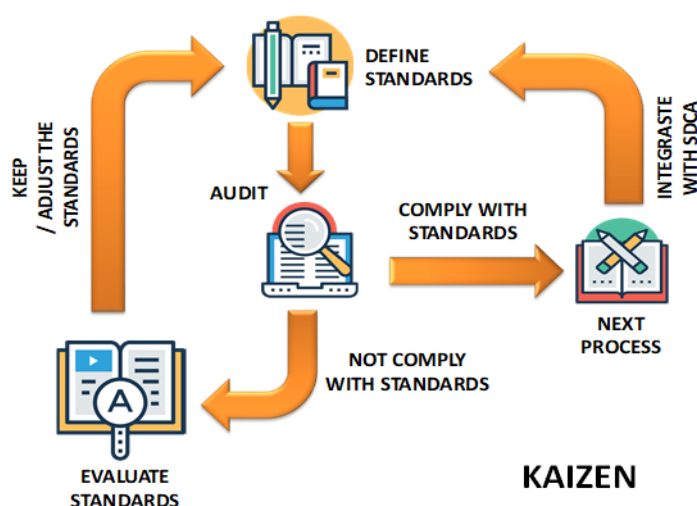
The ultimate and long-term objectives of a quality assurance system are to develop a **quality culture** within the implementing organization. The main characteristic of an organization which possesses a quality culture is its aspiration to continuously improve quality, even without the existence of any pressure from external parties. Such aspiration is not only seen in each unit within the organization, but also demonstrated by the attitude of each individual member of the organization.

A quality assurance mechanism is needed for all organizations, including those with an established strong quality culture. QA is essential as a feedback mechanism to continuously improve quality.

The aspiration to improve quality should be internally driven, rather than to meet the requirements set by external parties, e.g. accreditation, certification, or qualification by agency.

The concept of continuous improvement was adopted from the *Kaizen* principle, commonly implemented in Japanese industries. **Exhibit 6.1** illustrates the quality assurance mechanism based on the *Kaizen* principle. The standards are continuously evaluated for maintaining or adjusting. The adopted standards integrated into a *Standard, Do, Check, Act (SDCA)* system.

The quality assurance mechanism must be imbedded in each organizational unit. The audit mechanism conducted by the Internal Quality Assurance Unit feeds back to the relevant unit. Similar consideration is also applied for the audit mechanism conducted by external parties (accreditation). These conditions are only demonstrated when all units within the organization have independently implemented *Kaizen* principles.



**Exhibit 6.1.** *Continuous quality improvement (Kaizen).*

## 6.2. Measuring Quality

Competency testing is considered an effective method to maintain standards that are implemented by some professional associations including medical doctors and accountants. Similar principles of exit tests or examinations are also used in all tests leading to certification.

Other cases, where similar principles are applied, are final examinations at school level and the system of entrance examinations for university. In both cases, the decision of pass or fail is almost entirely dependent on a one-time observation. In these cases, the reward of passing the exam is significantly high which may motivate some candidates to cheat the system or use other manipulative measures.

Therefore, training providers must ensure a sustainable quality assurance system that is rigorously implemented internally and externally through accreditation, and other mechanisms. In assuring quality, performance is measured by comparing the achievement against set standards. An internal unit within the organization or an external party can conduct the measurement.

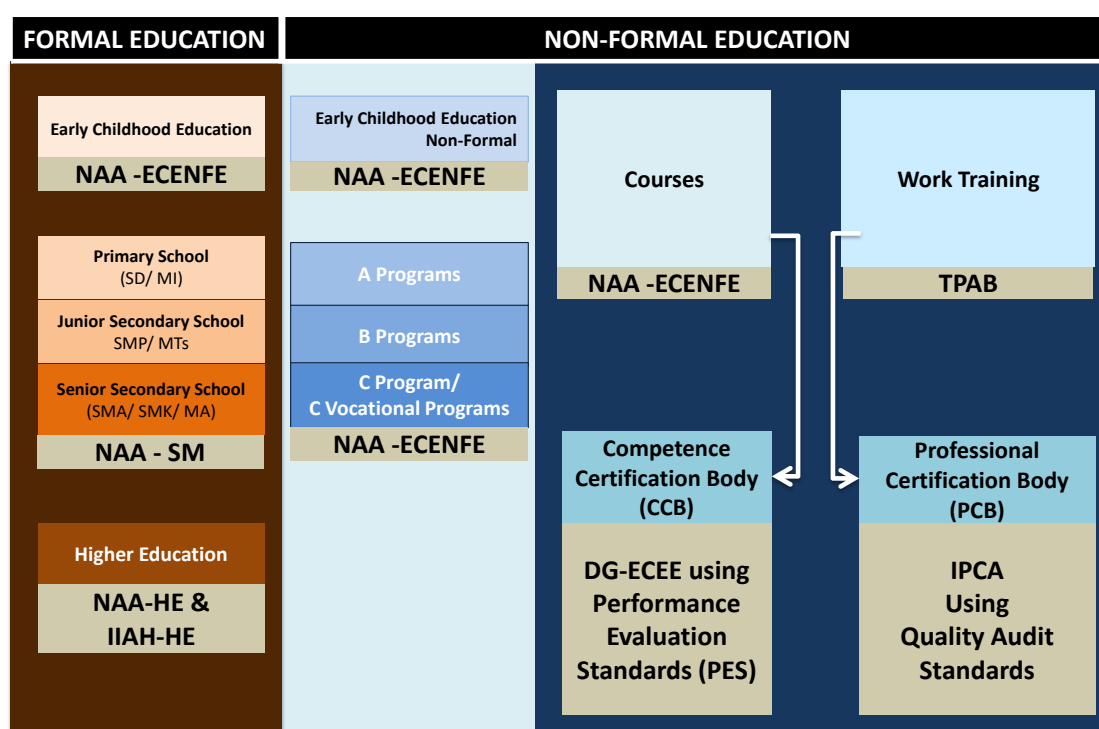
To promote quality assurance of education and training across the region, the AQR is underpinned by a set of agreed upon quality assurance principles and broad standards related to:

1. The functions of the registering and accrediting agencies;
2. Systems for the assessment of learning and the issuing of qualifications; and
3. Regulation of the issuance of certificates.

The AQRF requires ASEAN Member States (AMSs) to refer to one or more established quality assurance frameworks as the basis for the agreed quality assurance principles and broad standards. These frameworks are used as the benchmark for evaluating the quality assurance systems for the relevant education and training sectors.

### 6.3. Authorized QA Agencies

Agencies that responsible to ensure that the standards are achieved is given in **Exhibit 6.2**.



**Exhibit 6.2. Agencies responsible to ensure that standards are achieved<sup>12</sup>.**

Notes:

- **NAA-ECENFE**/BAN-PAUD PNF: National Accreditation Agency for Early Childhood Education and Non-Formal Education (*Badan Akreditasi Nasional – Pendidikan Anak Usia Dini dan Pendidikan Non Formal*)
- **NAA-SM**/BAN-S/M: National Accreditation Agency for Schools and Madrasahs (*Badan Akreditasi Nasional – Sekolah dan Madrasah*)
- **NAA-HE**/BAN-PT: National Accreditation Agency for Higher Education (*Badan Akreditasi Nasional – Pendidikan Tinggi*)
- **IIAHHE**/LAM-PTKes: Independent Institute for Accreditation of Health Higher Education (*Lembaga Akreditasi Mandiri-Pendidikan Tinggi Kesehatan*)

<sup>12</sup> Look up **Criterion I** for further explanations of this diagram.

- **DG-ECEE/** DJ PAUD-DIKMAS: Directorate General of Early Childhood and Community Education
- **TPAB/LA-LPK:** Training Provider Accreditation Body (*Lembaga Akreditasi Lembaga Pelatihan Kerja*)
- **IPCA/BNSP:** Indonesian Professional Certification Authority (*Badan Nasional Sertifikasi Profesi*)

*For non-formal education (Work Training):*

External QA for state and private training providers is carried out by the Training Provider Accreditation Body/*Lembaga Akreditasi Lembaga Pelatihan Kerja* (TPAB/LALPK). Whilst, external QA for certification processes is carried out by the Indonesian Professional Certification Authority/*Badan Nasional Sertifikasi Profesi* (IPCA/ BNSP).

*For non-formal education (Courses):*

External QA is carried out by the National Accreditation Agency for Early Childhood Education and Non-formal Education/*Badan Akreditasi Nasional PAUD dan Non-Formal* (NAA-ECENFE/BAN-PNF).

*For formal education (Early childhood, Primary, and Secondary education):*

External QA is carried out by the National Accreditation Agency for Schools and *Madrasahs/Badan Akreditasi Nasional Sekolah/Madrasah* (NAA-SM/BAN-SM).

*For formal education (higher or tertiary education):*

External QA is carried out by the National Accreditation Agency for Higher Education/*Badan Akreditasi Nasional Pendidikan Tinggi* (NAA-HE/BAN PT) and the Independent Accreditation Institutes/*Lembaga Akreditasi Mandiri* (IAI/ LAM).

## 6.4. Quality Assurance in Formal Education

As described in Criterion I, formal education consists of basic and secondary education and higher education. This section will explain the quality assurance system carried out for each formal education sub sector.

### 6.4.1 Basic and Secondary Education

Quality assurance in basic and secondary education is carried out by internal evaluation as well as external evaluation, as described in the following sections.

#### 6.4.1.1 Internal evaluation

Internal evaluation is carried out through a set of assessments in the learning process, which for some is defined as exclusively part of the learning assessment, beyond quality assurance. The internal standards of Vocational High School programs that can lead to certain qualifications are established in accord with the national standards for secondary education and implemented by schools.



In the context of IQF, internal evaluation directly contributes to the achievement of the final result or learning outcomes as mandated by the GCS. With implementation of a robust internal QA system, providers have confidence in producing graduates that can meet the targeted IQF level qualifications.

Assessment processes as important part of undertaking internal QA should be properly conducted to ensure quality and are deliberated in the following sections.

➤ **Monitoring by Principal and Teachers**

Monitoring includes observation by a principal and teachers of a student's daily behavior, including spiritual and social attitudes.

➤ **School examination**

School Examinations are organized internally by accredited Schools/Madrasah, and aim to measure learning outcomes and student competency, by using the national standards for graduate competency as a reference. In addition to the national standards, final results are considered assessment as conducted by teachers.

➤ **School Examination based on national standards**

School Examinations based on national standards aim to measure learning outcomes and student competency by using the national standards for graduate competency as a reference. The examinations internally managed by all accredited basic and secondary schools, including *Madrasah* at all levels, vocational schools, and schools for students with special needs. In order to be recognized, examinations must refer to the national standards for graduate competency. Students with special needs at primary schools are required to take this examination, whilst this requirement is waived at secondary level.

➤ **Competency test**

Competency tests aim to measure learning outcomes and student competency according to the level of competency targeted during the learning process at a vocational secondary school. The practical test is conducted to test knowledge and attitude in one event. The test is conducted by the school and refers to the standards set by industries, professional certification bodies, and instruments set by the MoEC.

#### 6.4.1.2 External evaluation

External evaluation in Indonesia is usually conducted to ensure quality of programs that receive public funds. The program must state input, process, output, and outcomes accountable to the greater society.

➤ **Licensing**

The management of basic and secondary education is decentralized at a regional government level, giving the authority to establish schools to the respective Regional Education Office or *Satuan Kerja Perangkat Daerah (SKPD) Pendidikan*. This unit is structured under the Head of the Regional Government (Province, District, or Municipality).

➤ **Monitoring by School/Madrasah Supervisor**

A school supervisor is a functional position with a scope of duties, responsibilities, and the authority to supervise the academic and managerial aspects of an education unit<sup>13</sup>. The academic and managerial aspects include developing supervision program, implementing supervision, monitoring the implementation of National Education Standards; assessing, advising, and training of teachers; evaluating the result of supervised programs; and conducting supervision in specific regions. The school supervisor is required to have eight years of experience as a teacher, or four years' experience as a principal at a relevant level of school.

The scope of work of the school supervisor at basic and secondary education includes supervising primary schools and *madrasah ibtidaiyah*, clusters of courses at secondary schools, general supervising and counseling. The school supervisor supervises schools under their supervision, which can be located in one province/district/municipality or across districts/municipalities, as set by an authorized official.

➤ **Monitoring by School Committee**

A school committee is an independent entity of parents of students, the school community, and community leaders who are concerned with education. This committee is established to improve the quality of education services by providing recommendations, direction, and support in terms of man-hours and infrastructure, as well as supervision of the school.

➤ **Monitoring by Education Council**

An education council is an independent entity of members from various community groups who are concerned with education. The council is established and active in improving the quality of education services by providing recommendations, direction, and support in terms of man-hours and infrastructure, as well as supervision at national, provincial, district/municipal levels, and does not have a hierarchical structure.

➤ **National examination**

The national examination, organized nationally by the Ministry of Education and Culture, aims to measure learning outcomes and student competency rather than an evaluation of the learning process. It uses national standards of graduate competences developed by ANSE for a particular course as a reference. The three courses included in the examination are Indonesian Language (Bahasa Indonesia), English, and Mathematics.

➤ **Institute of Quality Assurance in Education**

The Institute of Quality Assurance in Education/*Lembaga Penjaminan Mutu Pendidikan (IQAE/LPMP)* is a technical implementation unit of the MoEC. A unit is in each province, with responsibility to provide assistance to the Regional Government in supervising, directing, as well as providing recommendations and technical support to schools. Its particular focus is quality assurance in schools in terms of the achievement of national standards in education.

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<sup>13</sup> The decree of the Ministry of Education and Culture 143/2014 on School Supervisor.

Activities carried out include:

- a. Mapping the quality of basic and secondary education in the respective region
- b. Developing and managing of quality information systems
- c. Supervising schools in achieving the national standards in education
- d. Facilitating efforts to improve school quality
- e. Implementing cooperation to ensure quality in education

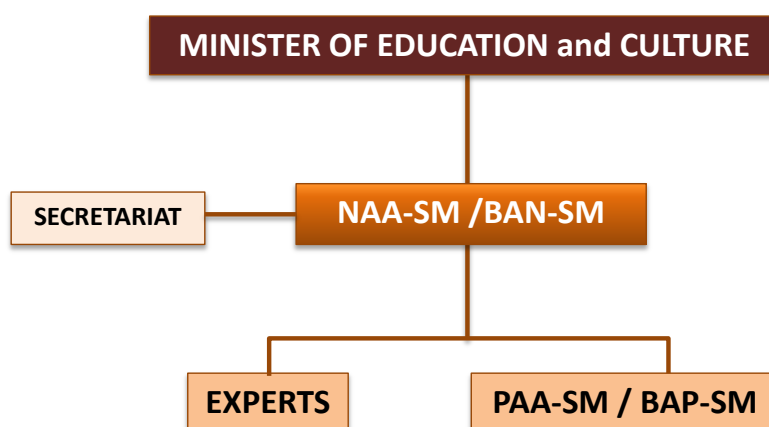
➤ **Accreditation by the National Accreditation Agency for Schools and Madrasahs**

The Regulation of the Minister of Education and Culture 13 of 2018 on the National Accreditation Agency for Schools and *Madrasahs* and the National Accreditation Agency for Early Childhood Education and Non-formal Education stipulates that schools for basic and secondary education must be accredited by the National Accreditation Agency for Schools and *Madrasahs*/*Badan Akreditasi Nasional Sekolah/Madrasah* (NAA-SM/*BAN-SM*).

NAA-SM/*BAN-SM* was established by the Regulation of the Minister of Education and Culture No. 59 in 2012. The mandate given to NAA-SM/*BAN-SM* is to,

- define the accreditation policies for schools and madrasah;
- define the accreditation criteria and instruments to be submitted to the MoEC and MoRA;
- disseminate accreditation policies, criteria, and instruments to schools/madrasah;
- conduct accreditation process for schools and madrasah;
- evaluate the process and result of accreditation of schools/madrasah;
- recommend follow up actions;
- announce nationally the accreditation result of schools/madrasah;
- report the accreditation result to MoEC and MoRA; and
- properly manage activities carried out by NAA-SM/*BAN-SM*.

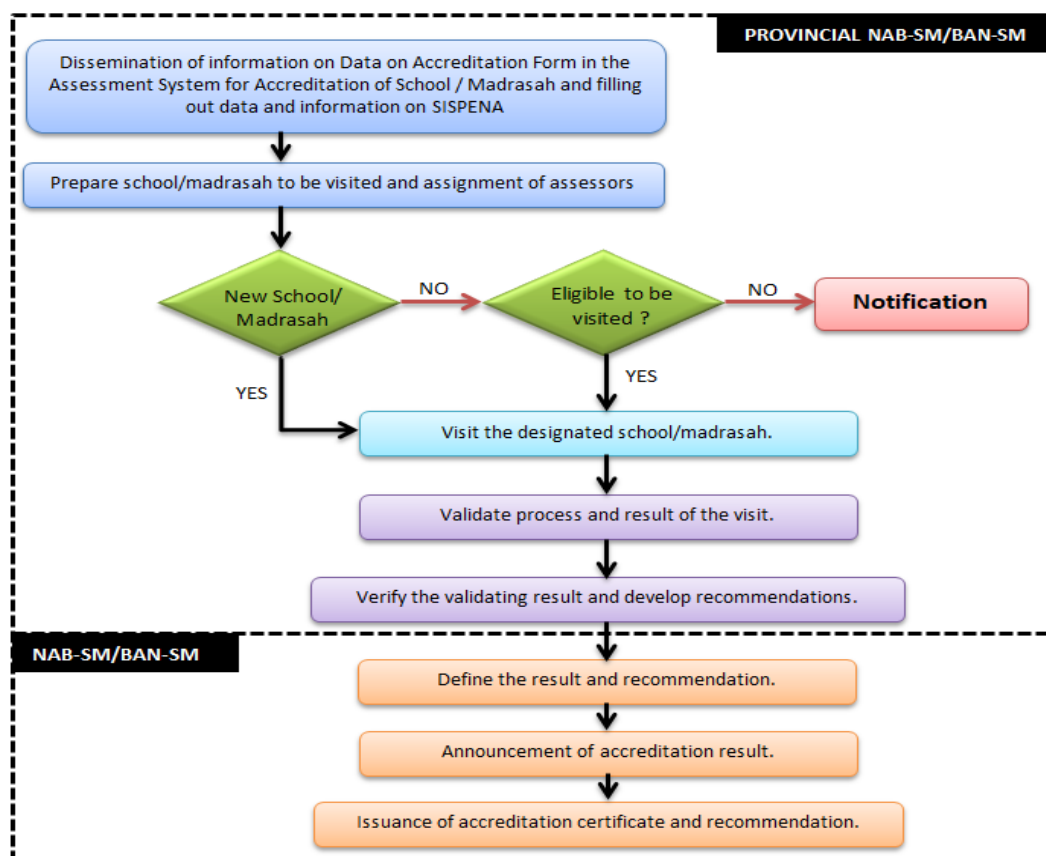
In carrying out its activities, NAA-SM/*BAN-SM* is supported in each province by a Provincial Accreditation Agency or PAA-SM/*BAP-SM*. NAA-SM/*BAN-SM* is also assisted by a team of experts recruited based on ad-hoc basis and a Secretariat for managing the necessary administrative matters. The organization of NAA-SM/*BAN-SM* is shown in **Exhibit 6.3**.



***Exhibit 6.3. Organization of the NAA-SM/*BAN-SM****

In general, accreditation is conducted every five years. In certain cases, accreditation could be conducted more frequently than five years, on an assessee's request. Accreditation by NAA-SM has eight steps, as presented in **Exhibit 6.4**.

At least two assessors visit each designated school/*madrasah*. Assessors are 30-58 years old, hold at least a four-year college degree, have sufficient work experience, relevant education background, and possess adequate ICT skills. For teachers, they are required to come from an accredited school/*madrasah*. Assessors are expected to have appropriate social skills and warm personality.



**Exhibit 6.4. Accreditation for schools and madrasahs.**

The accreditation status is either accredited or not accredited. The accredited status has three levels, namely A (excellent), B (accredited), and C (sufficient). Results of accreditation are announced concurrently by NAA-SM and PAA-SM.

➤ **The Indonesian National Assessment Program/Aesmen Kompetensi Siswa Indonesia (INAP/AKSI)**

INAP is a survey to monitor school quality at national level. The longitudinal survey gathers data from basic and secondary schools, and aims to acquire valid information on student competency and its affecting factors. Data and information acquired provides input for policy making and program improvement.

The sample included in the INAP includes students from Grades 4, 8, and 11 from primary, junior secondary, and senior secondary schools, as well as *madrasahs* from all provinces. The basic

competences for students in Grade 4 are reading, writing, and counting. The competences for students in Grades 8 and 11 are their levels of readiness to achieve graduate competences and life skills.

The following three fields are included in the survey:

- a. literacy in reading: understanding text, implementing text, reflecting text, and relating the content of the text to the social context;
- b. literacy in mathematics: formulating, applying, and interpreting mathematics in various contexts; and
- c. literacy in science: understanding knowledge in the sciences, and with scientific thought becoming a learning and responsible citizen.

## 6.4.2 Higher Education

Quality assurance in higher education is considered a central issue, demonstrated by the establishment of the Directorate of Quality Assurance under Directorate General of Learning and Student Affairs, at the MoRTHE. The following sections elaborate the quality assurance aspects in higher education.

### 6.4.2.1 Internal evaluation

Internal evaluation is conducted for assuring quality, based on internal regulations set by the higher education institution. The implementation is carried out by an internal quality assurance unit at the institution and faculty level. Senior lecturers with sufficient experience are assigned to manage these QA units. Evidence of their qualifications is demonstrated by certificates issued by the MoRTHE. Study programs at the institution are periodically audited as well as evaluated by these units. In addition to the evaluation conducted by QA units, regular assessment is also embedded within the learning process.

The internal standards are formulated and implemented by higher education institutions. The internal standards should at least be at the same level as NSHE and should be above the NSHE if the institutions would like to gain a higher accreditation rank/status. The institutions manage the internal QA.

#### Support of Internal QA towards IQF implementation

In the context of IQF, internal evaluation directly contributes to the achievement of the final result or learning outcomes as mandated by the GCS at NSHE. With implementation of a robust internal QA system, providers have confidence in producing graduates that can meet the targeted IQF level qualifications.

The policy for internal QA is stipulated in Regulation of the Minister of Research, Technology, and Higher Education 62 of 2016 on Internal QA that mandates all higher education institutions (HEI) to implement QA.

The Directorate of Quality Assurance - DGLSA – MoRTHE, has arranged for the dissemination of information, workshops, and focus group discussions on internal QA mechanisms for 4665 HEI across the nation (<http://spmi.ristekdikti.go.id>).

During the first phase in implementing internal QA, HEIs are able to choose between establishing specific units for internal QA or embedding the internal QA in the daily management of HEI. If HEI choose to establish an internal QA unit, HEI may form:

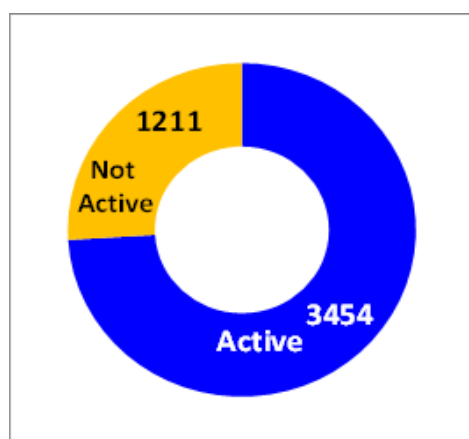
- HEI Standards units – functions as a unit that derives NSHE to the HEI Standards in all aspects, not only academic aspects; and/or
- HEI internal QA units – functions as a unit that monitors HEI in achieving the HEI Standards produced by HEI Standards unit. If some of the HEI Standards are not achieved even the HEI operating within a genuine QA pathway, this unit can analyze the performance of HEI Standards unit in establishing the HEI Standards; and/or both units can report directly to the HEI Leaders as an early warning mechanism concerning the HEI management performance.
- Audit Council - functions as a unit that monitors the whole HEI management performance. This unit reports directly to the Board of Trustees of State HEI with autonomous and private university status. For other State HEI, an academic audit is carried out by an external QA, whilst a financial management audit is conducted by the General Inspectorate from the Ministry.

The second phase focuses on establishing policy, regulation, guidelines, and standard operating procedures for implementing the internal QA, signed by HEI leaders.

The third phase is focused on managing internal QA implementation consisting of planning, executing the monitoring and evaluation, and providing feedback to HEI leaders.

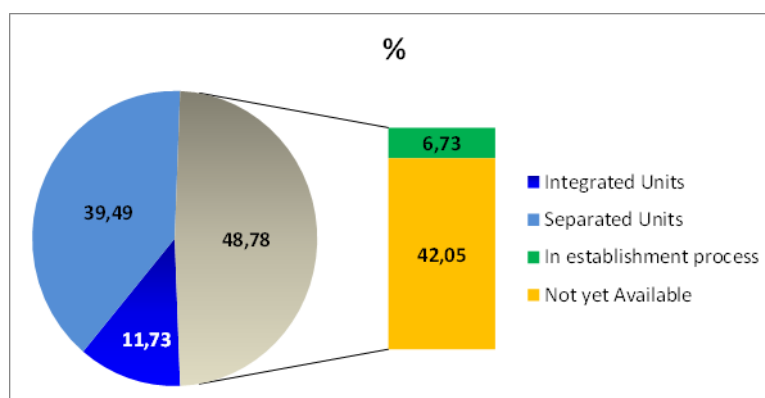
Quantitative data supporting Internal QA implementation – HE case is presented in [Exhibits 6.5, 6.6, and 6.7](#).

Based on monitoring by MoRTHE, 1211 units (25.9%) are not active, indicated by the lack of periodic report submission.



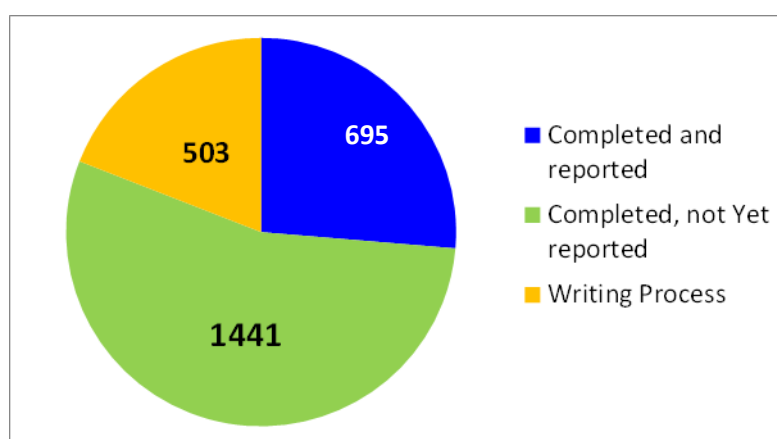
***Exhibit 6.5. Active engagement of HEIs with an internal QA system managed by the Directorate of Quality Assurance***

Although Internal QA unit is mandatory to be established in HEI, almost half (48.8%) HEIs have not established it yet, as illustrated in exhibit 6.6. A minority (6.73%) HEIs, the unit is in the process of establishment, whilst in the remaining 42.05% HEIs the units are considered non-existence.



***Exhibit 6.6. Percentage of HEI with established internal QA units.***

Only half HEIs have submitted their reports to the MoRTHE. 695 HEIs have completed and submitted their reports to the MoRTHE, 1441 HEIs have completed the QA process but have not submitted its report yet, whilst 503 HEIs is still in the process of preparing its report.



***Exhibit 6.7. Voluntary report of internal QA activities to the Directorate of Quality Assurance.***

#### 6.4.2.2 External evaluation

External evaluation in higher education is carried out through an accreditation process by the National Accreditation Agency for Higher Education/*Badan Akreditasi Nasional – Perguruan Tinggi* (NAA-HE/BAN-PT), Independent Accreditation Institutes (*Lembaga Akreditasi Mandiri*), and international accreditation bodies. In addition to accreditation, a certification process is also carried out by various professional associations. The government is also responsible for the provision of a license prior to the establishment of an institution and a program, except for autonomous universities.

##### ➤ **Licensing**

The procedure to establish an education and training program is stipulated in the Decree of the Minister of National Education 234/U/2000 on Guidelines in Establishing Higher Education Institutions and Directorate General of Higher Education Decree 108/DIKTI/Kep/2001 on

Guidelines in Opening Study Programs and/or Majors based on the Decree of the Minister of National Education 234/U/2000. A certain set of criteria must be met as a requirement to establish an institution as well as an education program. Autonomous universities are waived from such requirements. List of the universities are given in **Table 6.1**.

***Table 6.1. List of Autonomous Universities***

No.	Higher Education Institutions	Year of Being Granted the Autonomy Status
1	Universitas Indonesia	2000
2	Universitas Gajah Mada	2000
3	Institut Pertanian Bogor	2000
4	Institut Teknologi Bandung	2000
5	Universitas Sumatera Utara	2003
6	Universitas Pendidikan Indonesia	2003
7	Universitas Airlangga	2003
8	Universitas Padjadjaran	2014
9	Universitas Diponegoro	2014
10	Universitas Hasanuddin	2014
11	Institut Teknologi Sepuluh Nopember	2014

From the perspective of academic programs, autonomous HEI have the right to open and close degree programs without prior permission from the Government. However, national standards and national accreditation systems still apply as with other HEI. Even though autonomous HEI can pursue an international accreditation for their programs, they are nevertheless subjected to the national accreditation system.

➤ **Accreditation by the NAA-HE**

Accreditation is mandatory by Law, and the responsibility of the NAA-HE is to accreditate all higher education institutions and all study programs. Exception is only applied for fields that are already covered by Independent Accreditation Institutes.

As the first accreditation board in the country, NAA-HE/BAN-PT was established by the MoEC 's decree in 1994 as an implementation of the Law 2/1989 on National Education System. Initially the accreditation process is voluntary and limited to study programs in higher education institutions. The decree was revised several times before the Law 12/2012 on Higher Education was enacted, requiring accreditation process as mandatory for all higher education institutions. **Exhibit 6.8** shows the current organization structure of NAA-HE/BAN-PT.

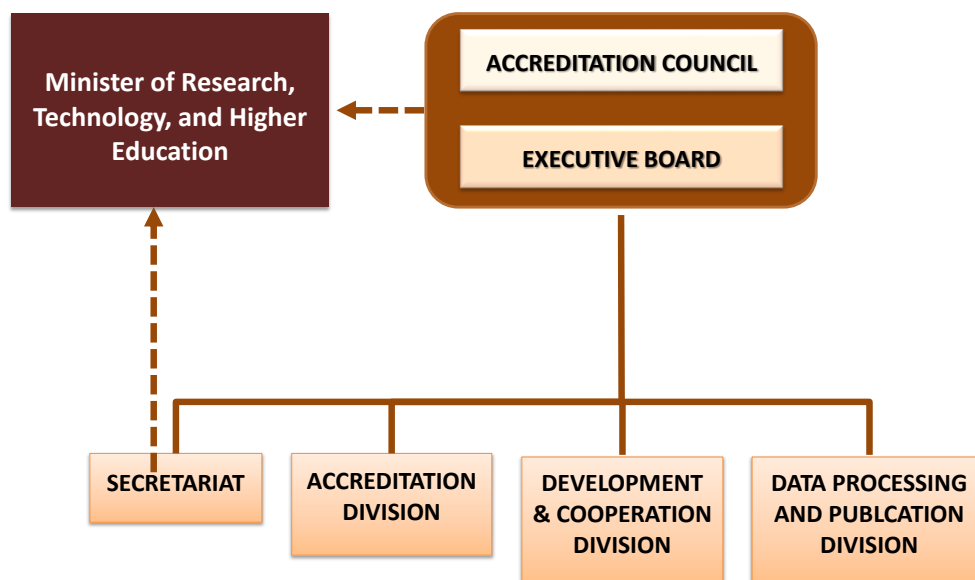
The specific mandate of NAA-HE/BAN-PT is to,

- develop a national accreditation system, for higher education;
- conduct accreditation process for higher education institutions;
- assess whether the assessee has met all requirements needed;
- recommend the establishment of an Independent Accreditation Institute or IAI/LAM for a specific discipline;



- evaluate the performance of IAI/LAM; and
- conduct accreditation process for study programs which do not have an IAI/LAM.

To date only IAI/LAM for programs in health sector has been established, whilst accounting, education, business, logical sciences, and mathematics, are currently in still in progress.



**Exhibit 6.8.** Organization structure of NAA-HE/BAN-PT

Higher education institutions under the jurisdiction of other Ministries, such as MoF and MoRA, shall also be accredited by NAA-HE. **Table 6.2** presents regulations on quality assurance and its related issues.

**Table 6.2.** Relevant Regulations in QA

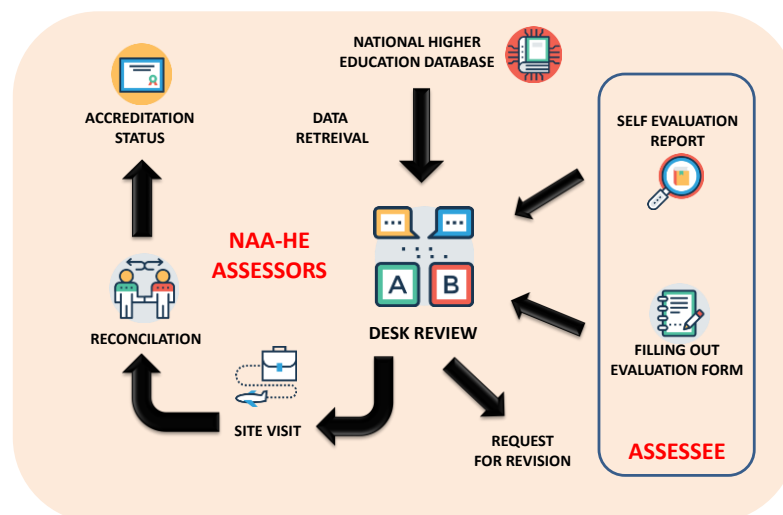
Issue in QA	Authority	Regulation/Year
Accreditation of basic and secondary schools	MoEC	13/2018
Accreditation of study programs and higher education institutions	MoRTHE	32/2016
Higher Education National Data Base/ <i>Pangkalan Data Pendidikan Tinggi</i> (HENDB/PDDikti)	MoRTHE	61/2016
QA systems in higher education	MoRTHE	62/2016
Establishment of public higher education institutions and private higher education institutions	MoRTHE	51/2018
Procedure of establishment of private higher education institutions, study programs, and joint programs	MoRTHE	52/2018
Foreign higher education institutions	MoRTHE	53/2018

The accreditation process is carried out by assessors, who are experienced lecturers. Assessors are selected through administrative (paper based) selection and training and if considered qualified are awarded a certificate.

According to Regulation of the Minister of Research, Technology, and Higher Education on Quality Assurance System in Higher Education, the accreditation process comprises two stages:

1. Evaluation of data and information which include:
  - a. Review of the submitted self-evaluation report;
  - b. Computer based (online) completion of the evaluation form by higher education institution or study program; and
  - c. Site visitation by at least three assessors for the assessee who has fulfilled all written requirements. Evaluation includes, among others, comparing samples of assigned scores with the examination problem, class observation, and sessions with students, lecturers, support staff, and employers without management’s participation.
2. Based on these steps, the status and level of accreditation is assigned. The status and level of accreditation is periodically evaluated.

Process of HEI accreditation is shown in **Exhibit 6.9**.



**Exhibit 6.9.** Accreditation process of HEIs.

Accreditation process is conducted by using these nine criteria: (1) governance and management, (2) students, (3) human resources, (4) finances, (5) infrastructure, (6) education, (7) research, (8) community services, and (9) learning outcomes. Accreditation results are grouped into three categories, namely A (excellent), B (good), and C (sufficient).

Previously, the accreditation process focused more on aspects related to input. Recently, the NAA-HE has shifted its emphasis more to learning outcomes, from 16% to 45% of its accreditation instruments are now based on learning outcome.

**Table 6.3** illustrates the number of institutions and study programs that have been accredited to March 2019 by the NAA-HE and the Independent Institute for Accreditation of Health Higher Education/*Lembaga Akreditasi Mandiri Perguruan Tinggi Kesehatan* (IIAHHE/LAMPTKes). The accreditation status is valid for five years and must complete a reaccreditation process before its expiration date.

**Table 6.3. Number of Accredited Institutions and Programs**

Institution Accreditation				
Total Institution	A status	B status	C status	Total Accredited
4,708	91	777	1,206	2,074
Study Program Accreditation				
Total Institution	A status	B status	C status	Total Accredited
27,984	3,083	9,568	4,629	17,280

➤ **Accreditation by an Independent Accreditation Institute**

Independent Accreditation Institutes are established by the Decree of the Minister of Research, Technology, and Higher Education to accreditate study programs in certain professions. The only Independent Accreditation Institute that is operating to-date is IIAHHE, whilst the Independent Accreditation Institute for other fields such as accounting, education, sciences and mathematics are currently in the pipeline.

Independent Accreditation Institutes are funded and operated independently, but report to the NAA-HE for their results. IIAHHE also provides supervision for study programs in the health sector to achieve the minimum and national standards. As yet, instruments used by the IAI are not learning outcome based.

**Table 6.4** illustrates the number of accredited study programs in the health sector. IIAHHE only accreditates study programs, not institutions.

**Table 6.4. Number of Accredited Programs in the Health Sector**

Study Program Accreditation				
Total Program	A Status	B Status	C Status	Total Accredited
4016	523	1888	706	3117

➤ **International Accreditation**

International accreditation is carried out on a voluntary basis, based on a special request submitted by the study program. International accreditation aims to improve the reputation of the provider and increase the opportunities for graduates to be globally employable.

Since accreditation is mandatory by law, international accreditation cannot substitute or replace the accreditation process conducted by the NAA-HE. The accreditation by international agencies is carried out with the purpose of gaining recognition from international scientific communities. Many of those international agencies use outcome-based instruments in undertaking the accreditation process. As such, the information is useful for providing supporting evidence of outcome-based achievements.

➤ **International Evaluation**

Some regional organizations, such as the ASEAN University Network (AUN), conduct external evaluations based on requests for study programs. Since this is a voluntary evaluation, the study program has to submit a formal request to AUN. Assessors are recruited from the ASEAN member states. AUN does not have any mandate or authority to conduct an accreditation process. The external evaluation aims to provide feedback to the assessee in terms of its weaknesses and strengths.

➤ **Professional Certification**

In the context of Indonesia, the higher education sector also includes vocational education conducted by polytechnics and in some cases by universities and colleges as well. Many of these providers are also licensed to certify graduates of the study programs on behalf of relevant professional associations. In some fields, the professional certification brings significant benefits to the graduates so that many also put effort into acquiring it, either through their higher education institution or directly from the professional association.

In specific sectors such as health and accounting, a national exit examination is organized by the relevant professional association. Only examinees that pass this examination are certified, without which a graduate is not eligible to acquire the license to practice. Such national exit examinations have been imposed for medical doctors, nurses, and accountants.

While an important means of checking competences, exit checks or tests should be accompanied by the assessment of educational input through accreditation because experience indicates that over reliance on exit examinations can encourage manipulation of the testing process.

## 6.5 Quality Assurance in Non-Formal Education

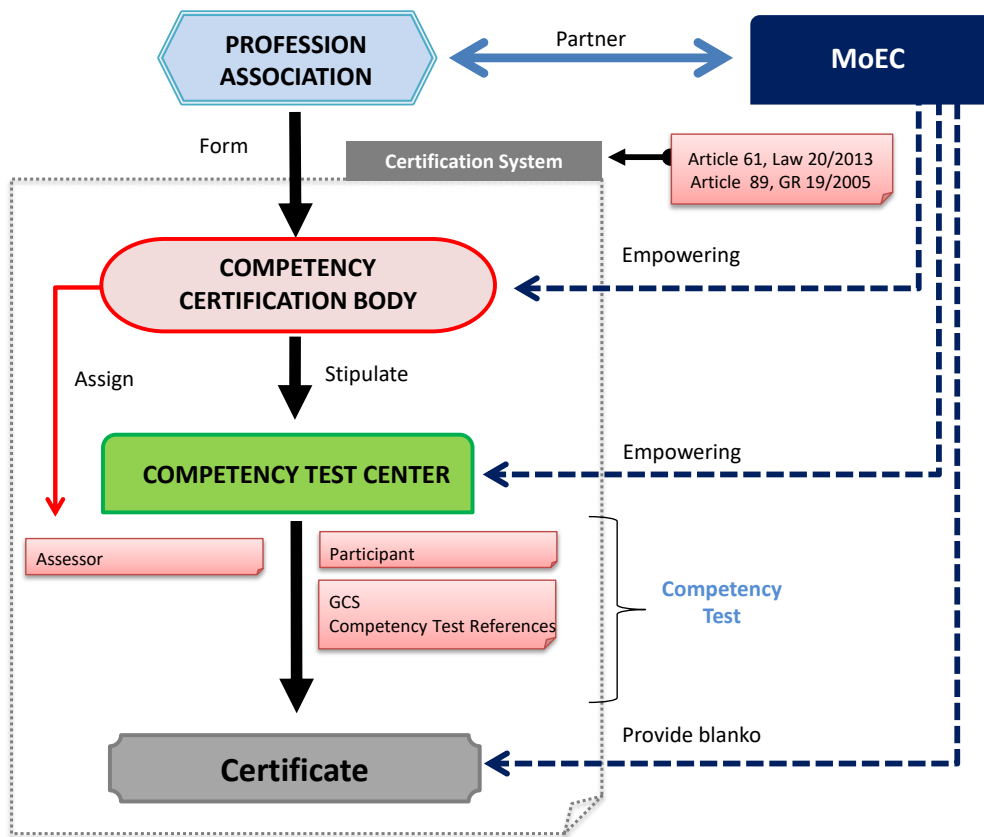
The vocational skills training programs are mostly administered under the auspice of the Directorate General of Early Childhood Education and Non-Formal Education in the MoEC and the Directorate General of Training and Productivity in the MoM. Nonetheless, various technical Ministries and industries also undertake skills training, e.g. the College of Aviation and the College of Maritime under the the Ministry of Transportation/*Kementerian Perhubungan* (MoT/Kemenhub), vocational training programs under the Ministry of Industry/*Kementerian Perindustrian* (Mol/Kemenperin), and training provided by higher education institutions under the MoRTHE.

Programs under the MoEC and the MoRTHE use the National Education Standards developed by ANSE, whilst programs under the MoM mostly use standards developed by the professional associations and coordinated by relevant ministries. An extensive consultancy process with an intensive involvement of representatives of the relevant professional associations is carried out in developing the standards by both Ministries. Both types of programs award certificates of competency for its graduates.

### 6.5.1 External Evaluation for Courses

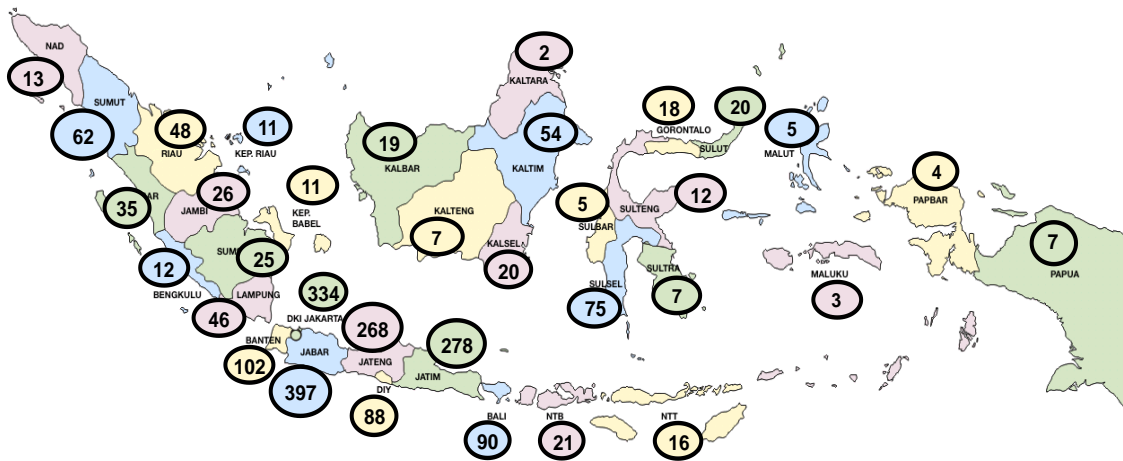
In course programs certificates of competencies are issued by accredited and certified a Competency Certification Body/*Lembaga Sertifikasi Kompetensi* (CCB/LSK) as stipulated in Article 61 Law on the National Education System, as deliberated in criterion 3. A CCB is licensed to conduct tests at a Competency Test Center (CTC) in various areas.

Currently there are 1,329 national CTCs in all provinces and two international CTCs, located in Singapore and Hongkong. Competency assessments are performed in registered CTCs supported by qualified assessors who have both pedagogical and technical competences. The procedure of awarding qualifications in the form of Courses Competency Certificates is shown in **Exhibit 6.10**.



**Exhibit 6.10.** Procedure of awarding qualification for courses.

In some CTCs, assessment is carried out by general assessors who conduct competences assessment, and master assessors who validate the result of the assessment. Currently there are 2,156 certified assessors operating in all provinces in Indonesia (**Exhibit 6.11**).



**Exhibit 6.11.** *Distribution of CCB assessors across Indonesia.*

Although the ratio of assessors is moderately good in terms of CTC, as presented in **Table 6.5**, the total number is fairly limited for the provision of services for the total number of courses participants.

**Table 6.5.** *Ratio of Assessors per CTC for Each Province in Indonesia*

NO	Province	Assessors	CTC	Ratio	NO	Province	Assessors	CTC	Ratio
1	Aceh	13	13	1.00	19	Central Java	268	185	1.45
2	North Sumatera	62	56	1.11	20	DIY	88	50	1.76
3	West Sumatera	35	33	1.06	21	East Java	278	236	1.18
4	South Sumatera	25	18	1.39	22	Bali	90	40	2.25
5	Lampung	46	26	1.77	23	West Nusa Tenggara	21	17	1.24
6	Riau	48	24	2.00	24	East Nusa Tenggara	16	12	1.33
7	Riau Island	11	18	0.61	25	West Sulawesi	5	2	2.50
8	Bengkulu	12	9	1.33	26	South Sulawesi	75	47	1.60
9	Jambi	26	21	1.24	27	Central Sulawesi	12	16	0.75
10	Bangka Belitung	11	8	1.38	28	Southeast Sulawesi	7	9	0.78
11	Banten	102	46	2.22	29	North	20	14	1.43

NO	Province	Assessors	CTC	Ratio	NO	Province	Assessors	CTC	Ratio
						Sulawesi			
12	West Kalimantan	19	16	1.19	30	Gorontalo	18	7	2.57
13	South Kalimantan	21	7	3.00	31	Maluku	3	7	0.43
14	Central Kalimantan	7	13	0.54	32	North Maluku	5	1	5.00
15	East Kalimantan	54	35	1.54	33	Papua	7	2	3.50
16	North Kalimantan	2	2	1.00	34	West Papua	4	2	2.00
17	West Java	397	228	1.74	35	Singapore	15	2	7.50
18	DKI Jakarta	334	96	3.48	<b>Total</b>		<b>2156</b>	<b>1328</b>	<b>1.62</b>

The following groups of training providers in non-formal education are:

1. Vocational Training Centers/*Balai Latihan Kerja* (VTC/BLK) under the MoM and other relevant ministries.
2. Community colleges under the MoRTHE.
3. Non-degree programs offered by higher education institutions under the MoRTHE.
4. The national apprenticeship system under the MoM.
5. Private training and course providers:
  - a. Vocational Training Institutions (*Lembaga Pelatihan Kerja, LPK*) registered at and accredited by the MoM; and
  - b. Training and Short Course providers/*Lembaga Kursus dan Pelatihan* (TSC/LKP) and Community Learning Program/*Program Kegiatan Belajar Masyarakat* (CLP/PKBM) registered at and accredited by the MoEC.

External evaluation for courses consists of the following aspects

➤ **Certification**

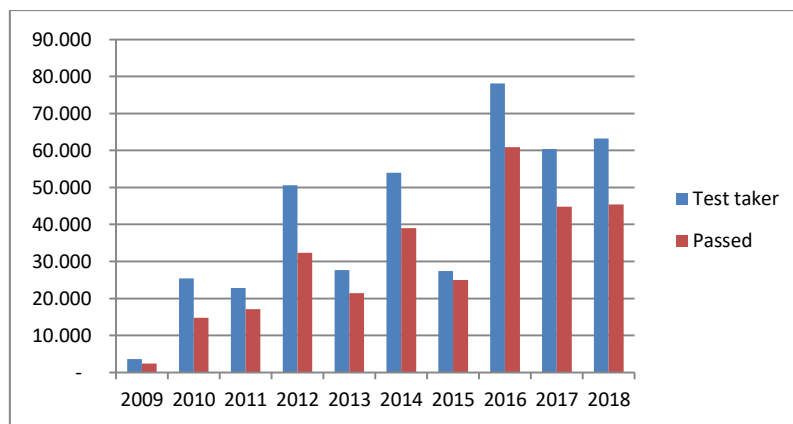
A certification process is conducted by CCB, which is evaluated annually by independent assessors under the MoEC. Assessors are recruited from industries, professional associations, and are practitioners. In some sectors, however, the existing professional and industrial associations are not sufficiently equipped to carry out the responsibility. Some providers, therefore, are also licensed as CCB to conduct the certification on behalf of the respective professional association and industries.

A competence test is conducted at the designated locations, which are set by the respected CCB. In order to facilitate migrant workers to participate in the test, Hong Kong and Singapore are also accepted as test locations. A *test master* is selected and examined by a panel of relevant experts assigned by MoEC, and they are then assigned to train, prepare, and test the examiners. Up to 2018, 1,908 examiners had been certified and 143 test masters had been selected for 33 CCBs. Currently 38 CCBs have been accredited and recognized, as depicted in **Table 6.6**.

**Table 6.6. Accredited Agency for Certification of Competences**

Acupuncture	Public relations	Hotel management & cruising	Fashion design
English	Master of ceremony	Taxation	Beautician
Mandarin	Driving	Florist	Bridal makeup
Embroidery	Dried and artificial flowers	Reflexology	ICT
Broadcasting	Music	Secretary	Accounting technician
Electronics	Health technicians	Gymnastics	Motorcycle technician
Export/import	Early childhood teacher	Chinese medicine (sinshe)	Light vehicle
Gift Packaging	Baby sitter	Spa	Batik
Photography	Traditional therapist	Food business	Masseur
Landscape	Acupressure		

MoEC provides a subsidy for test takers who cannot afford the cost of the competence tests. The tests have been conducted since 2009 by CCBs, and the number of test takers is shown **Exhibit 6.12** as an increasing trend.



**Exhibit 6.12. Number of test takers and passing rate (MoEC 2019).**

➤ **Accreditation by the National Accreditation Agency for Early Childhood Education and Non-Formal Education**

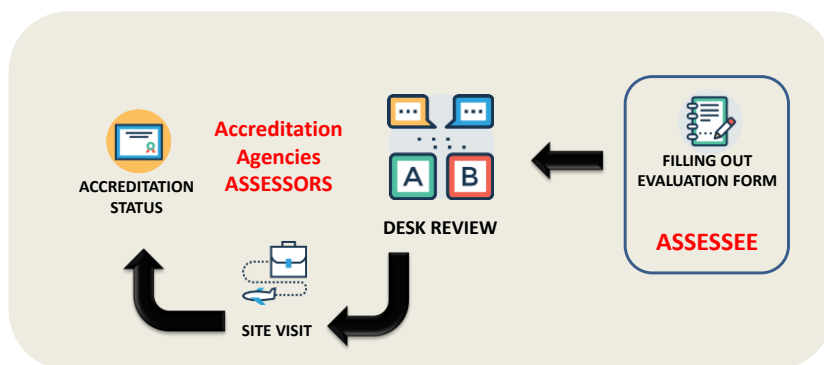
Accreditation of providers in Early Childhood Education and Non-Formal Education is conducted by the NAA-ECENFE/BAN-PAUDPNF. In carrying out its task, the NAA-ECENFE is assisted by the provincial level PAA-ECENFE/BAP-PAUDPNF, which is established by the Chairperson of NAA-ECENFE/BAN-PAUDPNF as a non-structural entity. In general, accreditation is conducted every five years. In certain cases, accreditation could be conducted before five years, on assessee's request.



Accreditation by the NAA-ECENFE is carried out according to the following steps:

- a. Online submission of the self-evaluation report by the provider.
- b. Review conducted by the NAA-ECENFE, and only those who meet the criteria will be nominated to be visited.
- c. Visitation by the NAA-ECENFE.
- d. Process of validation and verification, followed by development of recommendations.
- e. Plenary session to reconcile differences followed by the final decision of issuance of the accreditation certificate by the NAA-ECENFE.

The process of accreditation has been conducted since 2008, and in 2017 only 3,887 providers, representing 23 percent of the existing providers, have been accredited. Schematically, the process of accreditation of non-formal education (Courses and Work Training) and formal education (Vocational High School) is shown in **Exhibit 6.13**.



**Exhibit 6.13.** *Accreditation process of non-formal education (Courses and Work Training) and formal education (Vocational secondary school)*

### ➤ Evaluation of Providers

External QA for state and private training providers is conducted by the Training Provider Accreditation Body/*Lembaga Akreditasi Lembaga Pelatihan Kerja* (TPAB/LALPK). TSCs are regularly evaluated covering four main aspects, namely (a) institutional, cooperation, and partnership; (b) productivity of human resources; (c) marketing, management, post training services; and (d) finances.

Evaluation is a two-step process:

- a. A special team is established by the MoEC to conduct online verification. The team verifies the report and data is submitted by the TSC.
- b. Field verification is conducted for the TSC who has passed the online verification process.

In the last eight years, 9,560 TSCs have been evaluated, which represents 47.44 percent of the registered TSCs in Indonesia (2018). Based on the evaluation process, providers are grouped into four different performance categories, namely A (best), B, C, and D (worst).

The data collected to October 2018 show that only 1.04 percent is considered in group A (best), 11.96 percent in group B, 45.12 percent in group C, and 36.04 percent in group D. The remaining 5.86 percent (560 providers) are considered “does not meet the criteria”.

➤ **Quality Mapping**

Quality mapping is carried out by the MoEC to measure the TSC’s level of achievement, with the National Education Standards used as the threshold for the minimum service standard. The process of mapping is conducted by supervisors (*penilik*)<sup>14</sup>, heads of the MoEC units at district or municipality level, and assessors. Activities include observation of the available physical location (buildings, classrooms, administration offices, and other infrastructure), non-physical processes (management and learning processes), as well as interviews with responsible staff. Aspects observed include the level of achievement of National Standards’ indicators, obstacles, commitment, and preparation toward accreditation.

## 6.5.2 External evaluation of work training

➤ **Indonesian Professional Certification Authority**

The Indonesian Professional Certification Authority/*Badan Nasional Sertifikasi Profesi* (IPCA/ BNSP) is an independent agency which reports to the President and has the mandate to conduct certification of professional competency for workers. IPCA provides licenses to Professional Certification Bodies/*Lembaga Sertifikasi Profesi* (PCB/LSP), which are legal entities established by industry and/or professional associations, to carry out the certification process.

To date, IPCA has licensed 1,497 PCBs, mostly in education, manufacturing, services, tourism, ICT, and general workers (including migrant workers).

➤ **Competency-Based Training**

In early 2000 a Memorandum of Understanding among the Chamber of Commerce and Industries/*Kamar Dagang dan Industri* (CCI/KADIN), the MoM, the MoEC, and the MoI was signed to promote a competency-based training system. Based on this agreement, the concept of competency-based training was developed, and the principles were later accommodated in the Law on Manpower.

The Law provides the right for every worker to acquire competences, which can be obtained either through training programs (includes apprenticeship) and competency certification, or directly through competency certification (particularly for experienced workers). A competency is defined as a worker’s ability to perform a job as required by an employer. It should be noted that this Law was enacted 9 years before the Presidential Regulation on the IQF was issued.

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<sup>14</sup> A supervisor (*penilik*) is responsible to supervise TLC/LKP and assigned at the provincial office. Qualifications include 5 years experience as official in non-formal education, or school supervisor for formal education; academic qualifications and competence as learning agent; certified as an education supervisor; and pass the selection process.

➤ **Certification**

Until May 2019, the PCBs had certified 4,126,128 workers. However, the number of workers that need to be certified is much larger, and the accumulated number does not take into account those who need to regularly renew their certification. Moreover, the quality of PCBs is also diverse, with stringent measures being applied in some fields, whilst more lenient measures are applied in other fields. Quality assurance in the certification process is indeed necessary, with the IQNC assuming this responsibility.



**Exhibit 6.14.** Certification and accreditation by IPCA/BNSP<sup>15</sup>

The competency certification system relies on single unit of competency standards which are grouped into certain qualifications of competency, e.g. occupational qualifications, IQF qualifications, a cluster of competency units. The following are the 6 subsystems under the Indonesian competency certification system,

- certification process subsystem;
- certification bodies subsystem;
- licensing subsystem;
- certification quality control assurances subsystem;
- information and communication subsystem, and
- harmonization and recognition of certification subsystem.

Competency certification can be accessed by graduates of competency-based education and training programs, as well as those who have sufficiently work experiences in certain occupations. Table 6.7. summarizes the process and organizations responsible for quality assurance.

<sup>15</sup> INWCS = Indonesian National Work Competency Standards, SWCS = Specific Work Competency Standards, IWCS = International Work Competency Standards, CCB = Competency Certification Body

**Table 6.7. Summary of quality assurance processes**

FORMAL EDUCATION				
Types	Licensing	Supervision	Accreditation	Regulation
Early childhood	MoEC	MoEC	NAA-ECENFE	MoEC
Basic education	MoEC	MoEC	NAA-SM	MoEC
Secondary education	MoEC	MoEC	NAA-SM	MoEC
Higher education	MoRTHE	MoRTHE	NAA-HE	MoRTHE
NON-FORMAL EDUCATION				
Types	Licensing	Supervision	Accreditation	Regulation
Courses	MoEC	MoEC	NAA-ECENFE	MoEC
Work training	MoM	MoM/ Associations	IPCA/PCB	MoM
INFORMAL EDUCATION				
Types	Licensing	Supervision	Accreditation	Regulation
	MoEC	MoEC	NAA-ECENFE	MoEC
SPECIAL EDUCATION				
Types	Licensing	Supervision	Accreditation	Regulation
	MoEC	MoEC	NAA-ECENFE	MoEC

Quality assurance mechanisms carried out by MoEC and MoM for non-formal education are explained more fully in the following illustration.

### 6.5.3. Internal evaluation for Courses and Work Training

Internal evaluation is carried out by the provider itself during the period of the course or work training process. The result of the evaluation process is the main input to continuous improvement of the learning process. It also benefits students in their preparation for taking the certification test.

#### Establishment of Internal QA for Work Training

The internal standards are formulated and practiced by training providers and certification agencies to ensure the achievement of training targets and quality certificates.

#### Establishment of Internal QA for Courses

The internal standards are formulated and practiced by course providers and certification agencies to ensure the achievement of training targets and quality certificates.

## 6.6 Recognition of Prior Learning (RPL)<sup>16</sup>

Although RPL has been widely practiced in industries to recognize employee competences for promotion, a national standard procedure is relatively new for Indonesia.

<sup>16</sup> This section quotes the report on “Support to the development of the Indonesian Qualifications Framework”, supported by ACDP 2015 (ACDP-24)

The recent initiative to implement RPL in Indonesia aims to widen education access by providing the opportunity for employed workers to pursue a further qualification by reentering formal education. Their prior experiences can be assessed against some of the mandatory course work. RPL benefits participants who intend to continue their study (Path A) and participants who intend to acquire recognition of equivalence to a certain IQF level (Path B).

Similar procedures are applicable for supporting qualification improvement of faculty members who apply for higher status faculty membership. There is an important benefit for capitalizing the expertise of industrial practitioners who, without an RPL procedure, will not be eligible to become lecturers in vocational programs. In order to facilitate RPL implementation in higher education, Regulation of the Minister of Education and Culture 73 of 2013 on Recognition of Prior Learning was issued. The decree promotes RPL for life-long learning and facilitates RPL for recognizing professionals with qualification levels VIII and IX to become lecturers.

Methodologies used in RPL are direct, indirect, and supplementary assessments. The assessments are based on the principles of validity, reliability, fairness, and flexibility. They are carried out by a panel of lecturers and relevant experts and resulting in the exemption of credits. Policy, regulations, guidelines, and SOP of RPL are available at <http://rpl.ristekdikti.go.id/>

The Presidential Instruction 9 of 2016 on Revitalization of Vocational Education revives the concept of competency standards in courses and training. Courses and training that previously used competency standards emphasizing education achievement need to be adjusted to skills formation and allow such information available to the public. In order to improve transparency, the qualifications and competences of a graduate are described in the Diploma Supplement document, as required by Regulation of the Minister of Education and Culture 81 of 2014 on Higher Education Diplomas, Certificates of Competency, and Professional Certificates. Although the reputation of the issuing institution is currently crucial in appreciating a graduate's competences, the use of the Diploma Supplement provides additional information to improve stakeholder trust and confidence in graduate outcomes.

Beyond the education sector, in relation to IQF, it is essential for an RPL program to clearly develop and ensure the relevance attainment of RPL against qualification levels and learning outcomes of the IQF procedures. The IQF itself is generally designed to accommodate a multi entry and multi exit approach in which each qualification level can be attained from various endeavors of learning and training.

Consequently, RPL programs established by any RPL concerned party should ensure the same policy framework as the IQF. In addition, the assessment approach should also consider recognizing and valuing any kind of achievement relevant to the requirement of an award. The implementation of RPL involves the following stakeholders:

1. **Higher education institutions:** academics are usually required to be the facilitators of the reflective process and to conduct RPL assessments. RPL assessment is labor-intensive and requires more staff and staff-time per learner than mainstream assessment procedures.

2. **Professional bodies and employee representatives:** Professional bodies and trade unions are important stakeholders in terms of policy and practice as it is vital that they have confidence in qualifications and standards. Where RPL is utilized in the context of apprenticeships, training schemes and professional qualifications, the participation of professional bodies is necessary to assist in the definition of skills and competences for use in assessment.
3. **Employers:** Much like professional bodies, the success of RPL requires that existing and prospective employers have faith in the process and confidence in the resulting qualifications. As noted above, employers have an incentive to participate in RPL as it supports efficient recruitment and training processes. While the participating employers are often large-scale, small to medium enterprises could potentially group together to engage RPL. From the learner's perspective, the awareness of RPL among employers is important to assist learners in providing documentary evidence of their prior learning and experiences.
4. **Learners:** The learner plays a central role in the RPL process as he/she finds and presents relevant evidence of prior learning and seeks to progress in work or education. Outlined bellows are good practice mechanisms for mentor/facilitators to support the learner as he/she proceeds through the RPL process. Furthermore, it may be noted that learners benefit from being socialized into the process through interaction with personnel and other learners and through constructive feedback, which allows them to plan ahead and progress confidently.
5. **The policy community:** Establishing a firm legislative basis for RPL engages structures and systems that operate appropriate mechanisms for standards, transparency and consultation. This means that agencies and governing bodies have clearly defined roles, functions and processes within the overall education system.

## 6.7 National Coordination and International Benchmarking

In Indonesia, various organizations and agencies are tasked with conducting quality assurance in education and training. It is undeniable that some organizations are not yet to the standard required for this responsibility. Certificates and Accreditation Results are only meaningful when the issuing organizations possess adequate credibility and reputation.

One of the most important, and yet difficult, duty of the recently established Indonesian Qualifications National Committee (Regulation of the Minister of Research, Technology, and Higher Education 49 of 2018 on the IQNCI, October 2018) is to build a quality culture, and to earn the public trust as well as confidence.

The main responsibilities of IQNC are to:

1. harmonize and synchronize cross-recognition of learning outcomes in education, training, and work experience; and
2. conduct quality assurance in the implementation of IQF.

The ex-officio Chair of IQNC is the Director General of Learning and Student Affairs at MoRTHE, and ex-officio Secretary of the IQNC is the Director of the Quality Assurance at MoRTHE. Members of IQNC represent relevant stakeholders.

In the context of international benchmarking, NAA-HE has an extensive international network for benchmarking the quality assurance process. The main objective of international benchmarking is aligning, referencing, harmonizing, and mutually recognizing, as well as exchanging of assessors. The Director of the NAA-HE/BAN-PT plays active roles in various international quality assurance organizations, i.e. President of the ASEAN Quality Assurance Network (AQAN), President of the Association of Quality Assurance Agencies of the Islamic World (AQAAIW), member of the Board of Directors of the International Quality Assurance Agencies in Higher Education (INQAAHE), and Board Member of the Asia Pacific Quality Network (APQN). In October 2019 NAA-HE/BAN-PT hosted the International Conference on Quality Assurance in the Islamic World, organized by the AQAAIW.

As an active member of those aforementioned ASEAN-QA organizations, NAA develops and strengthens the capacity through dialogue and training events for professionals based on regional standards. The capacity building covers Internal Quality Assurance (IQA) and External Quality Assurance (EQA) at ASEAN level. Higher education governance, leadership, management, resources, and QA-Officers are the main topics in peer discussion of IQA, whilst discussion on national QA agency governance, leadership, management, resources, and QA-assessors are considered the domain of EQA .

New initiatives supporting the implementation of AQRF, are the inception, endorsement, and implementation of ASEAN Quality Assurance Framework (AQAF) – (<https://www.share-asean.eu/sites/default/files/AQAF.pdf>). AQRF and AQAF do not automatically secure mobility and recognition of qualifications across the region, nonetheless, both frameworks are building common set of core principles, values and practices to foster confidence and to build a zone of trust, enhance comparability and foster mobility.

Both AQAF and AQRF are translation devices useful in communicating AMS qualification and quality assurance systems to other regional partners, such as Asia-Europe Meeting (ASEM), ASEAN+3 (China, Korea and Japan), ASEAN– Australia/New Zealand (ASEAN +2), East Asia Summit, APEC and other QF and QA dialogue partners in Europe and elsewhere.

AQAF was approved in 2015 by AQAN with specific purposes:

1. To promote regional HE harmonization with a QA framework
2. To assist enhancement of quality of education
3. To facilitate regional recognition of degrees and qualifications.
4. To support ASEAN Qualifications Reference Framework in establishing zone of trust /recognition of qualifications within and outside ASEAN (<http://www.aun-ga.org/views/front/pdf/files-news09/01.%20Session%201%20-%20DR.%20ZITA.pdf>).

At present, AQAF has not been developed to all education levels and pathways, and only covers the higher education sector. Therefore, benchmarking to AQAF is done only by the NAA-HE. AQAF is composed of four sets of interrelated principles, namely:

- Q1. External Quality Assurance Agencies (EQAA)
- Q2. External Quality Assurance (EQA) Standards and Processes
- Q3. Institutional Quality Assurance (IQA)
- Q4. National Qualifications Framework (NQF)

The NAA-HE has been through the Q1 and Q2 review with results available for access at <https://www.banpt.or.id/?p=1049>. For institutional review or Q3, Universitas Surabaya and State Polytechnics of Bandung were two institutions have been reviewed.

## 6.8 Resume of QA Implementation to Support Qualifications Inclusion to IQF

It was initially mentioned in Criterion V that implementation of IQF-based learning outcomes was explained through outcome-based national education standards, an outcome-based QA system, and education outcomes measured by the national education standards and QA system as a base for qualification inclusion to IQF. Described below is the implementation of the IQF in the QA system (particularly the external QA system) and the education outcomes measured by the national education standards and QA system as a base for qualification inclusion to IQF:

### *Current state of implementation of QA at Work Training.*

INCWS is a competency based standard and is not designed to have direct qualification level, therefore the QA instrument is not a learning outcome based. In developing instruments and mechanism for assessment, the MoM and IPCA have adopted the eight assessment instruments used by the Australian Quality Training Framework (AQTF).

### *Current state of implementation of QA at Courses Program*

The national standards for courses are outcome based and link to qualifications with designated IQF levels. However, QA instrument is not yet learning outcome based. In developing instruments for assessment, the NAA-ECENFE closely interacts and consults with similar agencies in various countries, such as the Accrediting Council for Continuing Education and Training (ACCET) in the United States.

### *For formal education (Early childhood, Primary, and Secondary education):*

The national standard for Early Childhood education is not yet outcome based. The primary and secondary education standards are currently being revised towards outcome based. For vocational higher education, the national standard is link to IQF qualifications level 2 or 3. However, the QA instrument for all this education category is not yet learning outcome based.

### *For formal education (higher education):*

Previously, the accreditation process focused more on aspects related to input. Recently, the NAA-HE has shifted its emphasis more on learning outcomes, with aspects of outcome have been increased from 16% to 45% in its instruments. On the other hand, instruments of the IAI are not yet learning outcome based.

Previous description of the outcome-based national education standards (section 5.5) and QA system (section 6.7.1) stated that the education standards and the external quality assurance instruments are not fully learning outcome based. However, this does not automatically mean that the related provision of education does not meet the IQF qualifications level. Several best practices as shown in sections 3.4.3; 3.5.3; and 3.6.3 indicate the implementation of the IQF qualifications.



# CRITERION VII

## REFERENCING PROCESS MANAGEMENT

Referencing process of the Indonesian Qualifications Framework/*Kerangka Kualifikasi Nasional Indonesia* (IQF/KKNI) to the ASEAN Qualifications Reference Framework/*Kerangka Referensi Kualifikasi ASEAN* (AQRF/KRKA) was carried out by the Indonesian Qualifications National Committee/*Komite Nasional Kompetensi Indonesia* (IQNC/KNKI) as the main authorized body in Indonesia responsible for the undertaking of the referencing process of IQF to AQRF as described in **Criterion II**.

IQNC is responsible for the provision of a valid, reliable, and trusted outcome of referencing. For this, several key processes are designed:

1. IQNC established objectives, targets, funding mechanisms, and agreed upon processes required to deliver the desired results including the timeline.
2. IQNC targeted the referencing processes as follows:
  - a. To produce a quality referencing document, consisting of Criteria I to III, and ready for submission to the AQRF Committee in April 2019.
  - b. To yield a quality referencing document, consisting of Criteria I to VII, and ready for submission to the international reviewers on August 17, 2019.
  - c. If there was revision suggested by International reviewers, the revised document was to be submitted prior to the AQRF Committee meeting in October 2019.
  - d. Process of validation by all concerned parties and submission of official document to the ASEAN Secretariat was targeted for September 17, 2019.
3. IQNC established the collaborative source of funding for the referencing process as follows:

Supporting funds for all referencing activities in national scope from the Ministry of Research, Technology, and Higher Education/*Kementerian Riset, Teknologi, dan Pendidikan Tinggi* (MoRTHE/*Kemenristekdikti*), the Ministry of Education and Culture/*Kementerian Pendidikan dan Kebudayaan* (MoEC/*Kemendikbud*), the Ministry of Manpower/*Kementerian Ketenagakerjaan* (MoM/*Kemenaker*), the Ministry of Industry/*Kementerian Perindustrian* (MoI/*Kemenperin*), and the Ministry of Transportation/*Kementerian Perhubungan* (MoT/*Kemenhub*).

EU-SHARE Management Program supported the funding for one international reviewer. The Government of Indonesia acknowledges the support and expresses its gratitude to Mr. Arjan Koeslag, Mr. Michael Hörig, and Mr. Sebastian Gries for their continuous support .
4. IQNC Committee formed a task force for referencing.

- a. The criteria of the task force was in-depth knowledge on the implementation of the IQF in various sectors both nationally and internationally, as well as an understanding of the quality assurance systems in education, training and work experience, and a comprehensive and integrative insight into Indonesian human resource development.
  - b. The task force was established in two phases. The first, immediately after the establishment of IQNC in December 2018 with the target of submitting the first referencing draft to the AQRF Committee in April 2019. The second phase was established after the Sixth AQRF Committee Meeting in Laos (May 2019).
  - c. The experts who were assigned as task force members are from universities (Mssrs. Hudiyo Firmanto, Lukas, Eko Mursito Budi, Sumini Salem, Funny Mustika), professional societies (Mssrs. Bagyo M. Moeliodihardjo, Daryl Neng Wirakartakusumah, Luluk Sumiarso, Abdul Wahab Bangkono, Krisdaryadi, and M. Moedjiman), and government representatives (Mssrs. Raden Wijaya Kusuma Wardhana, Asril, Retno Rahayu Sunarni, Agus Salim, Yusuf Muhyiddin, Victor Kahimpong, Fitria Yolanda, Sukiyo, Muchtar Azis, Youshy Fahreiza, Jonni Afrizon, Setyoko Pramono, Alman Pawzy). The team is led by the Chair of IQNC, Prof. Ismunandar, with technical coordination by Ms. Megawati Santoso.
5. Task force planned all activities using a weekly performance indicator, undertook necessary preparation for writing a report, and placed special attention particularly in determining relevant stakeholders, ways of involving them, and the provision of criteria for international reviewers.
  6. Task force executed activities according to a weekly plan with small adjustments made based on gathered and analyzed data in order for the team to work more effectively and efficiently.
  7. Data and results gathered from No. 6 were evaluated in order to ensure the achievement of expected output according to the weekly target. Gaps between target and process, problems, non-conformities, inefficiencies and other issues were scaled down by the head of IQNC and supporting ministries.
  8. Documentation process and output was completed by the task force, office of IQNC, staff from the Directorate of Quality Assurance – the MoRTHE, staff from the Directorate of Competency Standardization and Training Programs – the MoM, as well as staff from the Directorate of Courses and Training Development – the MoEC.

## 7.1. Stakeholders and Their Roles in the Referencing Process

The process of referencing was performed inclusively and transparently. A series of meetings on the process of referencing were held with relevant parties. This was initiated during discussions on the formation of IQNC. Subsequent meetings were conducted for the referencing process and the preparation of the referencing document. Lists of those meetings and associated documentation are shown in **ANNEXES K** and **L** respectively.

Stakeholders from various groups as reported in the **Criterion II** were thoroughly involved in the referencing process in terms of communication and consultations. The main agenda for the meetings was to disseminate the referencing process with, input and feedback also obtained at this time.

### 7.1.1. Public Education Providers

The Indonesian government has the responsibility to provide education. There are 37 ministries, government institutions and agencies that provide education with formal and non-formal learning pathways, as detailed previously in [Table 2.1](#). The aforesaid government institutions provide education services to (1) civil servants, in order to support the ministerial or government institution needs such as police, military, nurses in government hospitals, or workers in technical government sectors; and (2) the general public and regular students.

For specific technical competence development for civil servants, institutions will develop targeted learning outcomes and relevant curricula based on their needs. The learning outcome standards can be designed at national level or adopt international standards.

There are six ministries that act as leading sectors for learning outcome standardization and their respected curricula, which are the Coordinating Ministry for Human Development and Culture/*Kementerian Koordinator Bidang Pembangunan Manusia dan Kebudayaan* (CMHDC/KemenkoPMK), MoEC, MoRTHE, MoM, Mol, and MoT. These ministries have been actively supporting the referencing process. Responsible bodies within these six ministries were also consulted and engaged in the referencing process.

MoEC, MoRTHE, MoM, Mol facilitated various FGDs in order for the referencing process to reach a wide audience. The representatives from these ministries also actively reviewed and endorsed the document.

During the referencing process, communication with other technical sector ministries and government agencies was conducted with the dissemination of the referencing process documents utilizing bureaucracy channels. The disseminated material was mostly centered on qualification level comparisons between IQF and AQR. However, Indonesian Education System, IQF concept, regulation, IQF implementation including Recognition of Current Competences/*Rekognisi Kompetensi terKini* (RCC/RKK) and Recognition of Prior Learning/*Rekognisi Pembelajaran Lampau* (RPL), as well as quality assurance system documents were also disseminated in an attempt to build awareness on standards, outcomes, quality culture, links and matches, and other issues related to qualifications.

### 7.1.2. Private Education Providers

Similar to public education institutions serving regular students, private education providers undertake education in accordance with the leading sector ministries. Education providers of religious education are regulated by the the Ministry of Religious Affairs/*Kementerian Agama* (MoRA/Kemenag). Under the new Government Regulation 46 of 2019 on Religious Higher Education, the MoRA are also eligible to provide general and religious education. At tertiary education levels, education providers are governed by the MoRTHE. Implementation of non-formal education by private providers complies with all the regulations from MoEC; while training providers must conform to regulations from MoM.

Communication with private higher education institutions concerning the referencing process was conducted by online dissemination of the referencing process documents. Various training and course centers were invited to meetings.

### **7.1.3. Workforce Users Represented by Industries (Companies)**

Industries represent employers of graduates and can provide feedback on their needs in terms of graduate qualifications, diplomas, certificates, market indicators, industrial relevance, quality of graduates, and future development of human resources as well as human capital planning. Although industries were involved in the IQF referencing process, this was limited to the dissemination of qualification level comparisons between IQF and AQRf, through meetings and social media. This indicates that industries remain only basically informed about the implementation of IQF.

### **7.1.4. Professional Certification Associations and Bodies**

The referencing process involved professional certification associations and bodies with input from this group of stakeholders being an exploration of workforce professionalism. Referencing process documentation was explained and disseminated to the group. For their part, these professional associations and bodies emphasized two issues. The first is the need for assurance of the professional workforce to support and comply with internal company regulations. They also highlighted the importance of the workforce to build working capacity based on implemented standards. However, the main issue discussed with these professional bodies is the effect of certificate issuances which needs to be strengthened by a robust quality assurance system.

### **7.1.5. Quality Assurance Bodies**

QA bodies from all range of education sectors, private and public agencies were the most important stakeholders in the referencing process, since their role is to ensure that qualification awarding process is done with full accountability. With this group of stakeholders, information on the practice of learning outcome-based education was explored. Incorporation of the IQF into quality assurance was also discussed and emphasized. The importance of relating quality assurance processes based on outcomes was highlighted. Information on the process of referencing and associated documents were disseminated to the group to build awareness of the referencing from IQF to AQRf so that the competitiveness of Indonesian workforce is raised.

### **7.1.6. Institution Responsible for National Education Standards**

The institution that is responsible for education standards suggested the practice of a national standard related to a qualifications framework. With higher education standards, learning outcomes as referred to in IQF have been endorsed rather than standards in other factors. This is not the case in basic education and vocational education with current standards still emphasizing the process, infrastructure, and graduate competences. Currently, the ANSE is in the process of revising the standards with more attention on output and outcome.

### 7.1.7. Academic Community and Society in General

For the academic community and public in general, communication regarding the referencing process was carried out using social media; (<https://bit.ly/Kualifikasi-SDM-Indonesia-ASEAN>) for the academic community and (<https://bit.ly/Kualifikasi-SDM-Indonesia-di-ASEAN>) for the non-academic community. The feedback revealed a good understanding by this community on the IQF. The importance of referencing IQF to AQRF was also confirmed. Feedback from the community showed that learning outcome-based curriculum refer to in IQF has been implemented. Internal quality assurance in higher educations has been carried out based on outcomes referring to IQF levels. However, the community admitted that they still lacked knowledge on the implementation of RPL and RCC.

## 7.2. Stakeholders Meeting and Discussion

IQNC held several meetings with stakeholders to promote an interactive approach to the referencing process. The invited participants who could not attend meetings were invited to give feedback through online media. The list of stakeholder meetings and invited participants is given in **Table 7.1**.

**Table 7.1** *List of Stakeholders Meetings and the Invited Participants*

Date	Invited Participants
<b>Regulatory Authorities on June 28, 2019</b>	<ol style="list-style-type: none"> <li>1. Ministry of Education and Culture</li> <li>2. Ministry of Research, Technology, and Higher Education</li> <li>3. Coordinating Ministry for Human Development and Cultural Affairs</li> <li>4. Ministry of Industry</li> <li>5. Ministry of Manpower</li> <li>6. Ministry of Public of Work and Housing</li> <li>7. Ministry of Administrative and Bureaucratic Reform</li> <li>8. Ministry of National Development Planning/National Development Planning Agency</li> </ol>
<b>Professional Association on July 29, 2019</b>	<ol style="list-style-type: none"> <li>1. Himpunan Profesi Tenaga Konstruksi Indonesia – Hiptasi</li> <li>2. Himpunan Ahli Konstruksi Indonesia (HAKI)</li> <li>3. Asosiasi Profesi Hukum Indonesia</li> <li>4. Asosiasi Profesi Dental Asisten Indonesia</li> <li>5. Himpunan Psikologi Indonesia</li> <li>6. Ikatan Psikologi Klinis Indonesia</li> <li>7. Ikatan Akuntan Indonesia</li> <li>8. Ikatan Arsitek Indonesia (Indonesian Institute of Architects)</li> <li>9. Ikatan Quantity Surveyor Indonesia.</li> <li>10. Ikatan Ahli Kesehatan Masyarakat Indonesia (IAKMI)</li> <li>11. The Indonesian Public Health Association</li> <li>12. Ikatan Nasional Konsultan Indonesia (INKINDO)</li> <li>13. Ikatan Apoteker Indonesia</li> <li>14. Perhimpunan Dokter Hewan Indonesia</li> <li>15. Persatuan Insinyur Indonesia</li> </ol>

	<ol style="list-style-type: none"> <li>16. Ikatan Pekerja Sosial Profesional Indonesia</li> <li>17. Perhimpunan Advokat Indonesia</li> <li>18. Ikatan Advokat Indonesia</li> <li>19. <i>Persatuan Perawat Nasional Indonesia/Indonesian National Nurses Association (PPNI/INNA)</i></li> <li>20. Ikatan Bidan Indonesia</li> <li>21. Ikatan Cendekiawan Pariwisata Indonesia (ICPI).</li> <li>22. Himpunan Pramuwisata Indonesia (HPI)</li> <li>23. Indonesian Tour Leaders Association</li> <li>24. Persatuan Terapis Gigi Dan Mulut Indonesia</li> <li>25. Indonesia Risk Management Professional Association (IRMAPA)</li> <li>26. ICoPI – Institute of Compliance Professional</li> <li>27. Indonesia Professional in Audit and Control Association (IPACA)</li> <li>28. Persatuan Ahli Gizi Indonesia (PERSAGI)</li> </ol>
<p><b>Quality Assurance and Standard Agencies on July 29, 2019</b></p>	<ol style="list-style-type: none"> <li>1. National Accreditation Agency for Higher Education (<i>Badan Akreditasi Nasional – Pendidikan Tinggi</i>) BAN-PT/NAA-HE</li> <li>2. National Accreditation Agency for Basic and Secondary Education (<i>Badan Akreditasi Nasional – Pendidikan Dasar dan Menengah</i>) BAN-SM/NAA-BSE</li> <li>3. National Accreditation Agency for Non-Formal Education (<i>Badan Akreditasi Nasional – Pendidikan Non-Formal</i>) BAN-PNF/NAA-NFE</li> <li>4. National Agency for Professional Certification (<i>Badan Nasional Sertifikasi Profesi</i>) BNSP/NAPC</li> <li>5. Agency for National Standards in Education (<i>Badan Standar Nasional Pendidikan</i>) BSNP/ANSE</li> <li>6. Independent Institute for Accreditation of Health Higher Education (Lembaga Akreditasi Mandiri - Pendidikan Tinggi Kesehatan) LAM-PTKes/IIAHHE</li> <li>7. Indonesian Accreditation Board for Engineering Education (IABEE)</li> <li>8. Skills Training Accrediting Body (Lembaga Akreditasi Lembaga Pelatihan Kerja)</li> <li>9. National Accreditation Committee (KAN/NAC)</li> <li>10. Geospatial Information Agency (GIA)</li> </ol>
<p><b>Course and Training Providers on July 29, 2019</b></p>	<ol style="list-style-type: none"> <li>1. Himpunan Penyelenggara Kursus Indonesia (HIPKI)</li> <li>2. Himpunan Lembaga Pelatihan Seluruh Indonesia (HILLSI)</li> <li>3. Forum Penyelenggara Lembaga Kursus dan Pelatihan (FPLKP)</li> <li>4. SAE Institute Jakarta</li> <li>5. Pertamina Maritime Training Center</li> <li>6. Mitra Bahtera Segara Sejati Tbk. PT. – Crewing and Training Center</li> <li>7. National Training Center Daikin</li> <li>8. PPM Manajemen</li> <li>9. Lembaga Pendidikan Manajemen Transpor (LPMT) Jakarta Semesta</li> <li>10. Internusa Computer Learning Center Jakarta</li> <li>11. Pusat Training Pengadaan Barang Jasa Pemerintah</li> <li>12. Pusat Pelatihan Kerja Pengembangan Industri (PPKPI) Pasar Rebo Jakarta</li> <li>13. Centre for Vocational and Extention Service Training (CEVEST), Bekasi</li> <li>14. Pusat Pelatihan Kerja Daerah Jakarta Pusat</li> </ol>

	<ol style="list-style-type: none"> <li>15. Lembaga Pelatian Kerja Astra Group</li> <li>16. Pusat Pendidikan dan Pelatikan Kerja ISKI</li> <li>17. Johnson Indonesia – Training Provider</li> <li>18. Pusat pelatihan Traktor Nusantara, PT.</li> <li>19. Traktor Nusantara/FG Wilson Generators</li> <li>20. Toyota Training Center</li> <li>21. Garuda Training Center (GTC)</li> <li>22. Apyque Laundrymart</li> <li>23. PT. Rekayasa Cakrawala Resources</li> <li>24. Netcampus Training Center</li> <li>25. PT. Tekno Logika Utama</li> <li>26. Training Center (Human Capital) PT. Krakatau Steel</li> <li>27. Training Center PT. Trakindo Utama</li> <li>28. Training Center PT. Unilever</li> <li>29. Training Center PT. Bank Mandiri</li> <li>30. Pertamina Geothermal Indonesia (Bagian Training)</li> <li>31. Chevron Geothermal Indonesia (Bagian Training)</li> </ol>
<p><b>Industry Partners on July 30, 2019</b></p>	<ol style="list-style-type: none"> <li>1. PT. Bank Mandiri</li> <li>2. BCA</li> <li>3. PT. Astra Internasional Tbk.</li> <li>4. PT. Pertamina</li> <li>5. PT. Adaro Energi</li> <li>6. PT. Unilever Indonesia</li> <li>7. PT. Kalbe Farma Tbk.</li> <li>8. PT. Indofood Sukses Makmur Tbk.</li> <li>9. PT. Semen Indonesia</li> <li>10. PT. Metrodata Electronics Tbk.</li> <li>11. PT. Xerindo Technology</li> <li>12. PT. Bluebird Tbk.</li> <li>13. PT. Aston Internasional</li> <li>14. PT. Express Transindo Utama</li> <li>15. PT. Grahawita Santika</li> <li>16. PT. Abama</li> <li>17. PT. Krakatau Steel</li> <li>18. PT. Ultrajaya</li> <li>19. PT. Haliburton Indonesia</li> <li>20. PT. KHI Pipe Industries</li> <li>21. Bakri Pipe Industries</li> <li>22. PT. Rahayu Sentosa</li> <li>23. PT. Titan Petrokimia Nusantara</li> <li>24. PT. Pupuk Kujang</li> <li>25. PT. Komatsu Indonesia Tbk.</li> </ol>

A consultation meeting with regulatory authorities was conducted on June 28, 2019. The meeting was attended by ministries under the CMHDC, i.e. the MoRTHE, the MoEC, the MoM, the MoRA, and the MoI, the Ministry of Supervision of State Apparatus and Bureaucratic Reform/*Kementerian*

*Pembinaan Aparatur Negara dan Reformasi Birokrasi (MoSSABR/KemenPANRB)* that issues policies and regulations of civil employment, and the Ministry/Agency of National Development Planning/*Kementerian/Badan Perencanaan Pembangunan Nasional (MoNDP/Bappenas)* that is responsible for the formulation of the national development plan. The purpose of the meeting was to assess the incorporation of the IQF into the policies of human resource development in their areas. Dissemination of the referencing process was also on the agenda.

Important notes obtained from the meeting are written as follow:

1. Development of human resources in every sector has been conducted through outcome-based training.
2. Indonesia has not incorporated the IQF in recruitment, placement, and remuneration of civil servants.
3. Internal qualification systems have been developed in the ministries; however, the systems are not yet in line with the IQF.
4. The referencing process of IQF to AQRF was understood and endorsed by the participants.
5. Alignment of qualification systems in each ministry with IQF for any kind of purpose is required.

The referencing process was also disseminated in a focus group discussion of the insurance education community. Eighty participants (academics and insurance practitioners) attended the discussion on July 22, 2019.

Other meetings were conducted on July 29, 2019 separately with stakeholders from skills training providers; the standards and quality assurance agency (Higher Education, Basic and Secondary Education, Early Childhood Education, Non-formal Education, Skills Training) and professional associations. On July 30, 2019, another meeting was held with industrial partners.

### 7.3. Consultation Using Online Media Mechanism

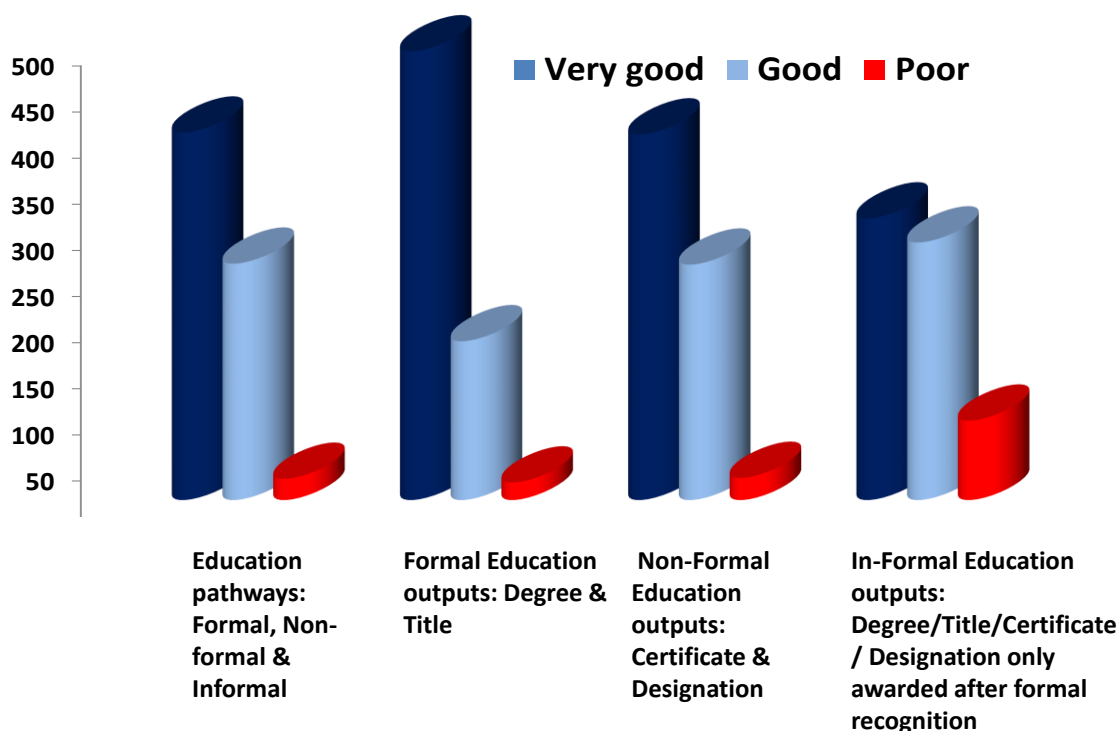
Communications with stakeholders were also attempted through online media. Online feedback mechanisms were designed for two main group of the stakeholders, namely: the academic (<https://bit.ly/Kualifikasi-SDM-Indonesia-ASEAN>) and non-academic communities (<https://bit.ly/Kualifikasi-SDM-Indonesia-di-ASEAN>).

Summary of the referencing document was delivered to the stakeholders using these websites. The media was also used to invite feedback from the stakeholders. The sites were spread out using all kinds of media (e.g. formal sites of MoRTHE, social media) with an endorsement letter from the head of the IQNC. The online questionnaire was to assess the understanding of the stakeholders on the educations system, IQF, and referencing. The participants who completed the questionnaire certainly read the resume of the referencing process that was incorporated in the sites. Hence, distribution of the online media acted also as dissemination of the referencing process.

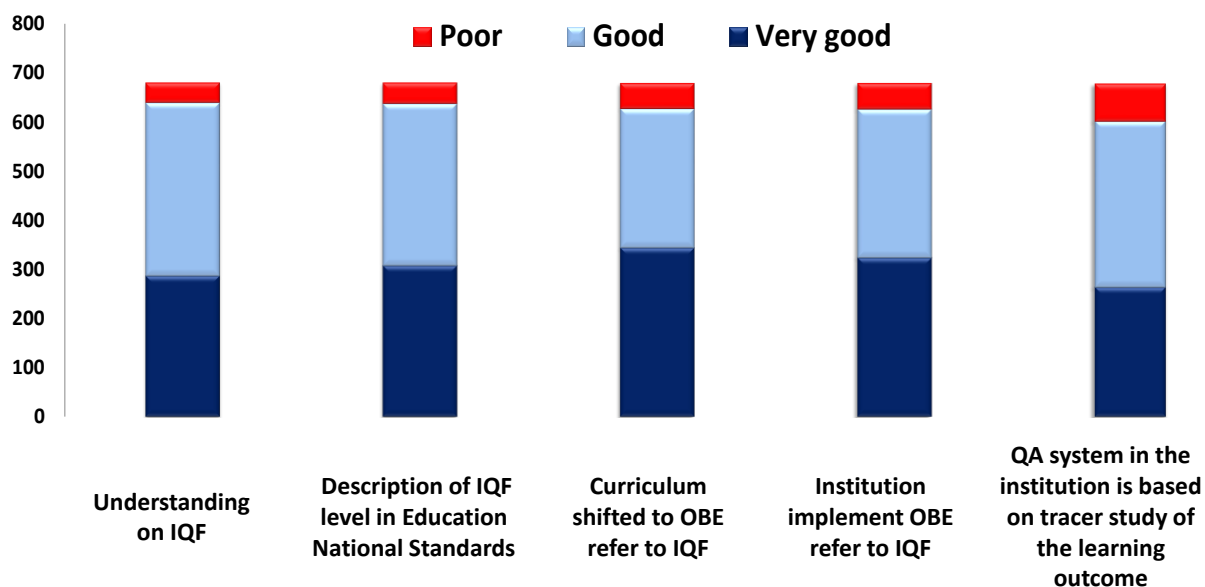
The target number for reading the information was 500 people. During the period July 21 to August 13, 2019, tracking mechanisms on the websites showed that information in the links was read by 2,354 people from the academic community and 275 from the non-academic (general) community. The feedback forms were completed by 685 academic respondents and 197 general respondents. The results of the feedback from the questionnaire are shown in **Exhibit 7.1** with indication that the



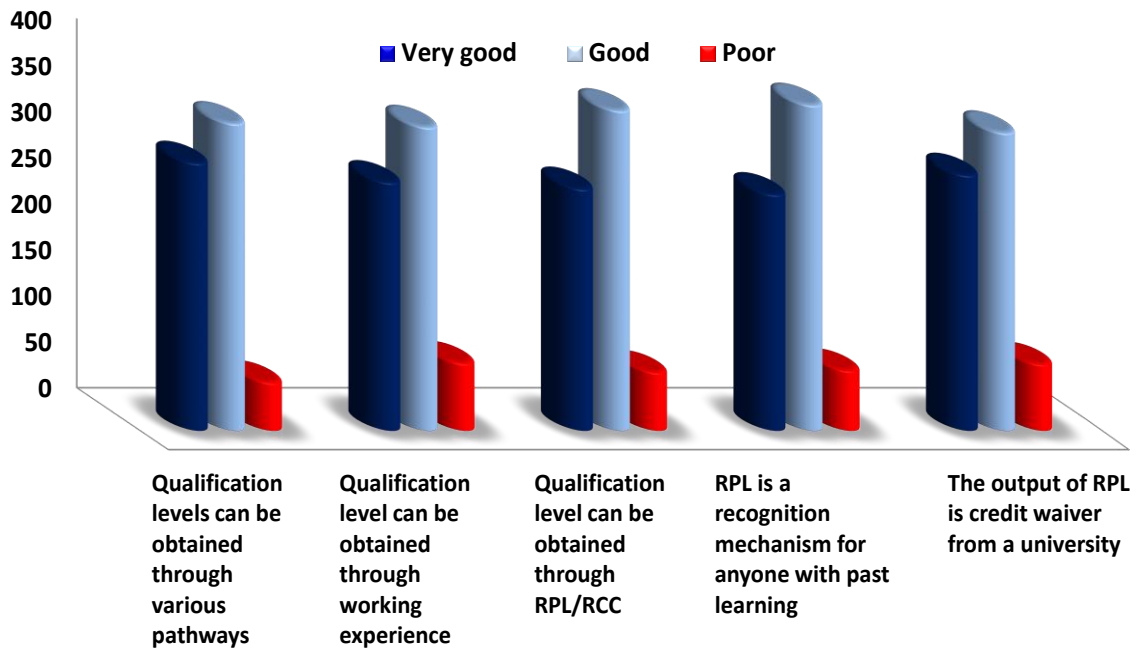
Indonesian education system is well understood by most of the respondents. In addition, most of the respondents gave the answers of “good” or “very good” for the questions regarding issues of IQF and its implementation in higher education curricula, as illustrated in the [Exhibit 7.2](#). Several responses of “poor” to the questions were noted; however, those are less significant compared to “good” or “very good” answers. The learning outcome-based curriculum that is referred to in the IQF is also implemented widely as shown by the chart in [Exhibit 7.2](#). Regarding RPL and RCC, most respondents understand the issues, as indicated by the chart in [Exhibit 7.3](#).



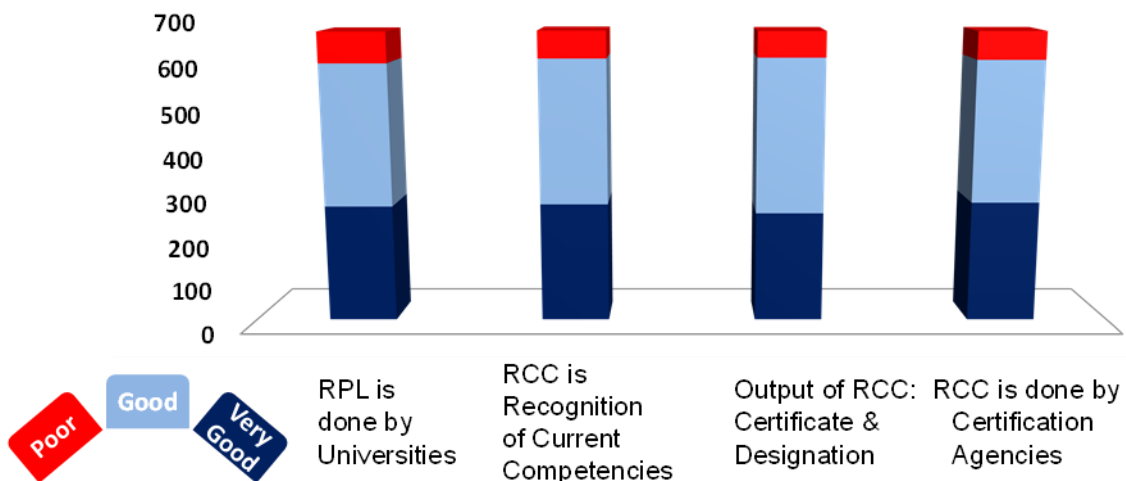
**Exhibit 7.1.** *The understanding of stakeholders of the education system*



**Exhibit 7.2.** *The understanding of stakeholders of the IQF.*



**Exhibit 7.3.** *The understanding of stakeholders of the IQF and the RPL.*

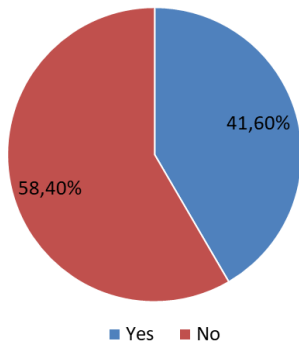


**Exhibit 7.4.** *The understanding of the stakeholders of the RPL/RCC mechanism.*

The implementation of RPL/RCC was also explored using the online questionnaire and responses to RPL/RCC are indicated in [Exhibit 7.4](#).

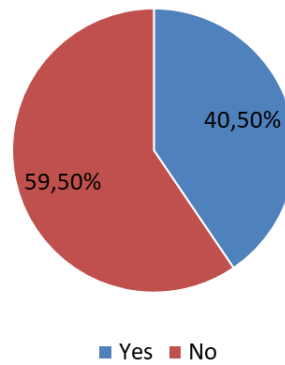
RPL and RCC have been carried out by various institutions that have special units to conduct the processes. The detailed results indicated that most of the RPL/RCC processes have been quality assured by the QA units, as illustrated in [Exhibit 7.5 \(a\) to \(f\)](#).

The university carries out RPL ?



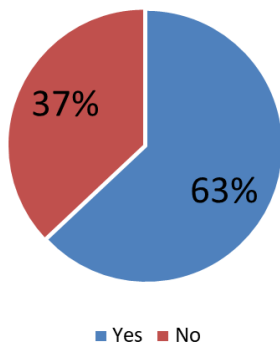
**7.5-(a)**

There is a special unit that takes care the RPL in the instituion



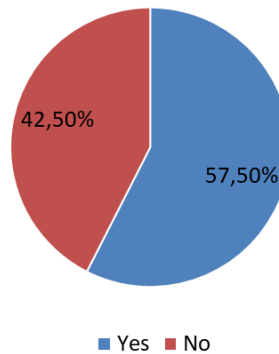
**7.5-(b)**

The RPL process is assured by the QA unit



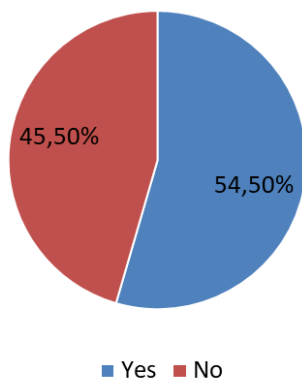
**7.5-(c)**

The number of RPL applicants up to now is less than 100 people

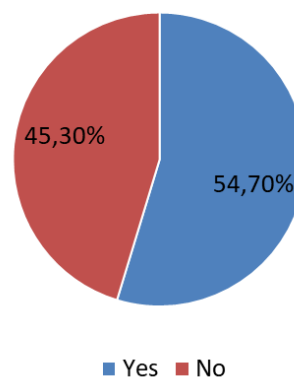


**7.5-(d)**

The university act as a first party to conduct RCC for students

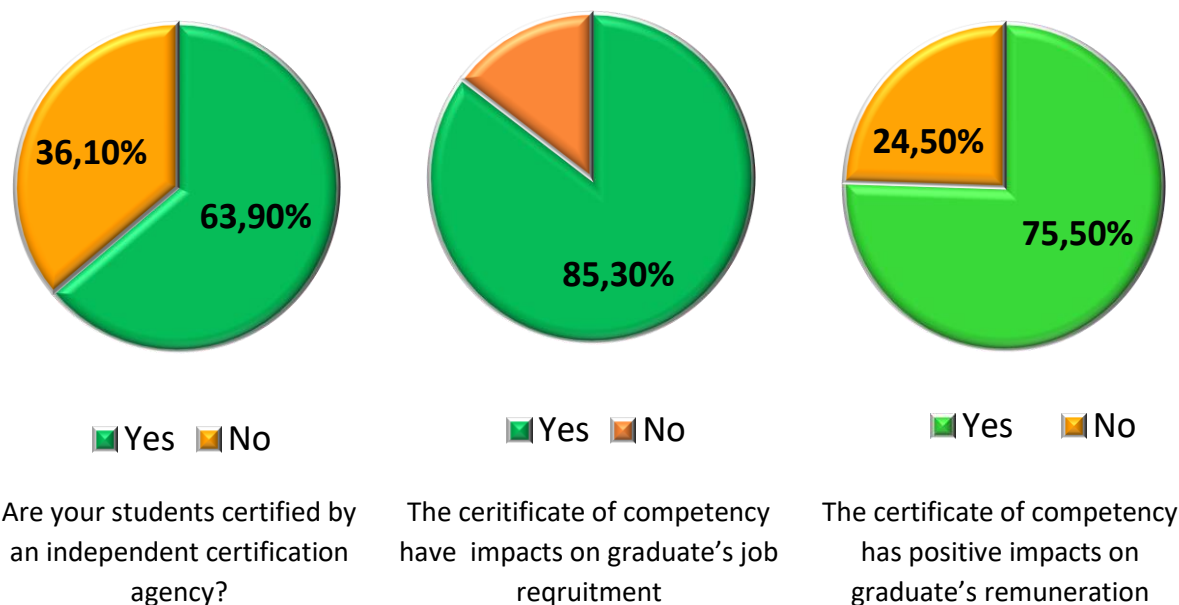


The QA unit assures the quality of the RCC process



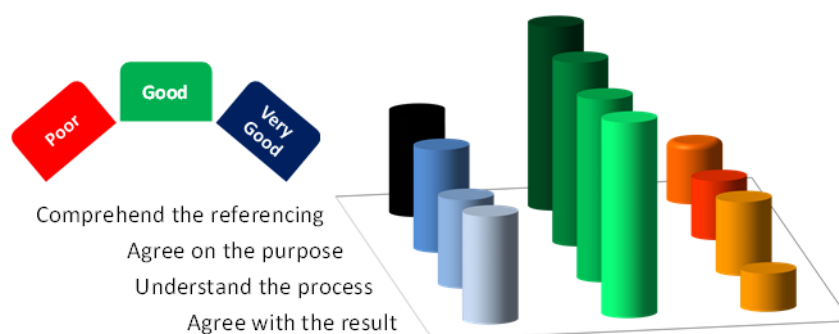
**Exhibit 7.5 (a) to (f). The situation of RPL and RCC implementation.**

Besides the implementation of RPL/RCC, information on certification programs for students was also explored. The results reveal that significant numbers of students have obtained the certificate competency by an independent agency. Those yield to a positive influence for the students as identified in [Exhibit 7.6 \(a\) to \(c\)](#).



***Exhibit 7.6 (a) to (c). The RPL and RCC certification.***

The information gained from the communication with the stakeholders is meaningful for the referencing process and was used during the process of referencing. The results show that the IQF and RPL/RCC have been implemented widely, especially in the academic community. In regard to the referencing process, [Exhibit 7.7](#) shows responses from the wider society, both academic and public in general.



***Exhibit 7.7. The understanding and agreement of the stakeholders on the referencing.***

As shown in the above chart, most participants understand the concept, purpose, process, as well as the output of referencing, with a total of 89 percent indicating this and positively supporting the result, with only 11 percent indicating otherwise.

## 7.4. Review and Endorsement by the National Primary Institutions

With the purpose to increase the legitimacy and ownership of the referencing process and output, IQNC requested endorsement from nationally respected institutions who are key stakeholders, i.e.:

1. Human Resource Development Institution – MoI
2. National Training Council – MoM
3. Higher Education Board – MoRTHE
4. Directorate General of Early Childhood and Community Education – MoEC
5. Coordinating Ministry of Human Resource and Culture Development

Human Resource Development Institution – MoI endorsed the document and agreed with the referencing results, as specified in **ANNEX M**. The peer review at MoI focused carefully on industries and business communities' interest in the referencing process and results. MoI acknowledged those industries' and business communities' affiliations with education sectors is smoother, flexible, and fluid. Thus, the report can be utilized as a baseline to improve the market analyses of manpower required by industries.

National Training Council focused their review on **Criterion IV** and agreed with the referencing report with two suggestions (See **ANNEX N**), i.e.:

1. The exhibit of level comparisons should be made easier for the general community to understand.
2. IQNC should plan mechanisms for disseminating of the referencing results to a larger scope of stakeholders and the community in general. A thorough disseminating process is recommended.

Development Council of the Higher Education Board provided full reviewers' comments as specified in **ANNEX O** with a conclusion that the report fully met the standards or all criteria of the referencing guidelines. The report was appraised as a report that shows the actual condition of the Indonesian qualifications system and is in consensus with the AQRF Referencing Guidelines.

The Council recommended the IQNC elaborate the section regarding the legal basis of IQF and its implementation to show the scope of IQF coverage in various sectors. The referencing report will be utilized by the Development Council of the Higher Education Board as essential reference in formulating policies and improvement strategies concerning higher education qualifications systems.

Directorate General of Early Childhood and Community Education reviewed the document thoroughly and checked the availability of every topic as required by the AQRF Referencing Guidelines. The comments enclosed in the **ANNEX P** refer to referencing document version 3, thus the pages documented in the comment have changed accordingly in this version.

The reviewers commented that the report is in line with the guidelines, fully meeting all criteria. All items are available as recorded and the descriptions meet the substantial requirements. The institution congratulated the collaborative team consisting of at least six ministerial representatives working hand in hand meritoriously and effectually in producing this comprehensive report, as this process marked a harmonization and coordination activity as missioned by the IQNC.

Review from the Coordinating Ministry of Human Resource and Culture Development as specified in the **ANNEX Q** in the main provided guidance for the role of IQNC in the near future. The two important notes specified in the comments are:

1. The existing Indonesian National Working Competency Standard/*Standar Kualifikasi Kompetensi Nasional Indonesia* (INWCS/SKKNI) and Graduate Competences Standard/*Standar Kompetensi Lulusan* (GCS/SKL) need to be developed both in quantity and quality to meet both IQF and AQR levels. In addition, job titles between clusters and occupations need to be better harmonized with their qualifications.
2. The existence of IQNC that is institutionalized through the MoRTHE needs to be urgently optimized. This important phase is needed with the sole purpose of enabling IQNC to resolve many strategic issues in the qualifications system as well as in following up the AQRFC meeting outcomes.

Currently, there are more than twenty regulations under various ministries and government bodies/agencies/institutions, respectively. This number will grow significantly as the elected President focuses heavily on the human resource and human capital development.

## 7.5. Documentations of Activities

Documentation of the referencing process and output is enclosed in the **ANNEX L**.

The documentation was completed by a task force, office of IQNC, staff from the Directorate of Quality Assurance – MoRTHE, the Directorate of Courses Development – MoEC, and the Directorate of Competency Standardization and Training Programs – MoM.

## CRITERION VIII

### INDEPENDENT EXPERT REVIEW

To gain legitimacy and acceptability of the referencing process, as well as to improve the quality of the referencing document, the Indonesian Qualifications National Committee/*Komite Nasional Kualifikasi Indonesia* (IQNC/KNKI) underwent both **public consultations** and **independent reviews**. As mentioned in Criterion VII, the public consultation gave the key stakeholders the opportunity to review the process and results from their point of interest, in order to:

- Incorporate stakeholders' needs and new evidence;
- Minimize gaps between expectancy and evidence of real conditions;
- Minimize and manage controversial issues; and
- Improve acceptability of results.

**The independent review** provides feedback from expert(s) with perspectives that may not be represented in the targeted group for public consultation purposes. The significant tangible benefit from the independent review process is that the expert does not have an interest as a key stakeholder, thus the reviewer's comments will provide better quality of the evidence on which the referencing result(s) are based. A consensus of international perspectives can also be attained from a reviewer with international qualifications.

#### 8.1. International Independent Review

Acknowledging the important role, IQNC put a great effort into recruiting an independent reviewer. To secure the utmost objectivity, IQNC applied for funding from the EU-SHARE Program to support the review process by an independent expert. IQNC is grateful for DAAD and the British Council for their support in this matter (See **ANNEXES L** and **M**). The call for reviewers was published at <https://www.share-asean.eu/news/request-proposals-independent-international-reviewer>.

The Terms of Reference stated the main objective of this consultancy work was to conduct an independent review of the referencing reports submitted by Indonesia, as an ASEAN Member State. The specific objectives were to:

- provide comments and recommendations on the structure of the report;
- identify weaknesses of the report and recommend actions to rectify it;
- identify issues missing from the report;
- commend the strengths of the report; and
- provide input on other aspects as necessary to strengthen the report.

The outcomes and expected output of this assignment is a comprehensive review, the aforementioned points.

An expert or consultant in Qualifications Framework Referencing, preferable experience in the field of:

1. qualification frameworks or education and training systems in Indonesia or ASEAN countries;
2. design development of regional framework, including level descriptors and referencing processes;
3. recognition of prior learning

The procedure for selecting the international expert was as follows:

1. IQNC determined the qualifications criteria for the international reviewer, i.e. expert or consultant in Qualifications Framework Referencing, preferable in having experience in the field of:
  - a) qualifications frameworks or education and training systems in Indonesia or ASEAN countries;
  - b) design and development of a regional framework, including level descriptors and referencing process;
  - c) recognition of prior learning;
  - d) experience in the development of a National Qualifications Framework in Europe; and
  - e) experience as member of a referencing committee.
2. IQNC also defined the scope of work of the international reviewer, consisting of:
  - a) desk review of the submitted reports (first and revised version);
  - b) Conduct discussion sessions via video conference (e.g. Skype, Zoom, Google) with the Indonesian NQF team at a minimum of three meetings;
  - c) Intensive interaction with the EU SHARE and IQNC team through email; and
  - d) Submit a comprehensive review report by 16 September 2019;
  - e) Attend the AQRFC Workshop in October 2019 in Indonesia, with the specific task of presenting the review process (methods and criteria of the document's assessment) to the AQRFC.
3. To ensure independency, IQNC applied for funding from the EU SHARE Consortium (which British Council and DAAD are main contributors) to hire an international reviewer.
4. Once EU SHARE Consortium agreed to support the funding of the expert, the Consortium management published the REQUEST FOR PROPOSALS for Review of the Indonesian referencing report to the ASEAN Qualifications Reference Framework (AQRFC) and the corresponding Terms of Reference for an independent international reviewer (see <https://www.share-asean.eu/news/request-proposals-independent-international-reviewer>)
5. EU SHARE Consortium managed the evaluation and selection of experts who responded to the aforementioned open tender that was done in compliance with the General Data Protection Regulation (GDPR) of the European Union.
6. Ms. Maria Slowey signed the technical expert contract with EU SHARE Consortium to review the document.

Requisition Letter to International Reviewer and Comments on the Preliminary Review are presented in the **ANNEXES T** and **U**, respectively. The concluding statement from the reviewer is very encouraging. The suggestion for improvement and the revision is stated in the **Table 8.1**.



**Table 8.1** Resume of Document Revision Based on the Reviewer’s Comment

Reviewer’s Comment	Responses
<b>2.1 Structure</b>	
Executive Summary	The Executive Summary is added.
The Glossary of acronyms at the beginning of the report is not necessary to repeat at start of each section	The document is revised accordingly.
The numbering of Tables and Exhibits	
A relatively minor point, but very important for presentational consistency in using Roman numerals (I, II, III...IX) or Arabic (1,2,3... ).	
The Exhibits C, D and E (first introduced in the Executive Summary pp.24-26) and then in the main text under <b>Criterion IV</b> (pp157-159) are clear and central to the referencing process. The connections are well drawn between the four domains of the IQF and their alignment with the AQRF, and the best-fit of levels between the IX of the IQF and the VIII of the AQRF.	The figures are moved to the Executive summary, but they are still displayed in the Criterion IV.
<b>3. Additional comments/suggestions</b>	
<p>3.1 <b>Criterion I:</b> (pp.30-70).</p> <p>The Indonesian system comprises important and distinctive forms of education and training, including pathways defined as Non-formal and Informal In the context of a document aimed at a wider audience perhaps some of the detail in this part might be summarized?</p>	Some part of early childhood education has been summarized; some tables moved into Annexes.
A considerable strength of the Report lies in the reflection on challenges being faced – for example, the perceived lack of relevance of some vocational education, and issues in the implementation of quality assurance/quality enhancement processes. These reflections are important in terms of building trust with international partners: no system is perfect and recognition of where the challenges exist, and steps being planned to address them, provide evidence of serious intent to take action for improvement.	The major revision has been applied to the <b>Criterion II</b> in order to better reflect the present condition.
From time to time the Report uses terms such as ‘will’ ‘shall’ and the like, in relation to future developments/reform of education and training. (This also applies to higher education p.125). It is clear from the context what is meant but, as mentioned above, perhaps a proof	The major revision has been made in <b>Criterion II</b> in order to better reflect

Reviewer's Comment	Responses
<p>read through the whole document would be useful as it is evident that Indonesian policy is seeking a thorough reform/upgrading in a number of areas of education and training including a shift to learning outcomes as work in progress. (c/f for example: p.112, p. 141).</p>	<p>the present condition.</p> <p>Proof reading will be performed before submission to the AQRFC.</p>
<p>In relation to higher education, there is reference to the proposal that HE 'should' restate programs in terms of learning outcomes (p.125) but the process through which this might be accomplished is unclear. An interesting example is provided of outcomes at Bachelor through the full range to Doctoral degrees in Engineering (pp.126-8). (It is obvious from the context of where these sit on the IQF but it may be useful to insert the relevant level- as is the case in the following Table).</p>	<p>The restatement of programmes in terms of learning outcomes is mandatory through implementation of Higher Education Standards (<b>Criterion III</b>).</p>
<p>A useful example is provided of INWCS- based certificates for Professional Road Builders: it would be interesting to know if these are placed yet on the IQF?</p>	<p>Level of IQF is added accordingly.</p>
<p>A useful example is provided of INWCS- based certificates for Professional Road Builders: it would be interesting to know if these are placed yet on the IQF?</p>	<p>The information has been added in the Annex D</p>
<p>In relation to the IQNC, from p.195 onwards, the document indicates that, although only recently established and, at present a Committee, not a Board, impressive progress has been made in a short space of time. This is the case both in the development of the IQF, referencing against the AQF, and more widely in securing 'buy in' from senior levels of different Ministries and stakeholders. (Although it seems perhaps more time and clarity may be needed in relation to MoEC and Manpower input (p79)). If possible, it would be helpful if the status and membership might be confirmed by the time of the October 2019 AQF Meeting.</p>	<p>The Ministerial decree regarding the core membership in accord to establishment of the IQNC is included in the ANNEX D.</p> <p>Currently the Directorate General of Learning and Students Affairs is deriving the decree to involve all <i>honorary members</i> and referencing commission</p>

After revision was submitted on September 5, 2019, the final review comment is presented in **ANNEX V**.

## 8.2. Involvement of Observers in the Referencing Process

As required by the guidelines, IQNC invited two AMS representatives from Cambodia and Vietnam as observers. His Excellency Mr. Pen Sithol, Deputy Secretary General of the Accreditation Committee of Cambodia and His Excellency Mr. Le Dong Phuong, PhD., Director Center for Higher Education Studies, Vietnam Institute of Educational Sciences were proposed by AQRFC Cambodia and Vietnam to observe part of the IQF referencing process to AQRF. Dissemination and sanctioning of the referencing results were phases to be observed with specific topic of demonstrating link between the qualifications levels in the IQF and the level descriptors of the AQRF. Invitation letters for both observers are given in **ANNEX W**.

The event was held on October 17, 2019 with the following agenda:

1. Referencing process with TVET Stakeholders was presented in a coordination meeting as an empowering program for the vocational training centers of central and eastern Indonesia hosted by the Directorate General Training and Productivity Development, Ministry of Manpower, at the Mercure Hotel Harvestland Kuta, Bali. About 200 participants attended the referencing dissemination.
  - Most of the audiences were aware of IQF. On this occasion, these regional/district officers from many provinces of Indonesia were informed of the urgency and needs of IQF referencing process towards AQRF, i.e. to achieve mutual recognition among AMS, and facilitate the professional workers' and students' mobility. One of the respected ASEAN observers, Mr. Pen Sithol, took the opportunity to discuss with the audience the development and referencing of IQF, especially in terms of regional government offices.
2. The Higher Education Service Institution (LLDIKTI) Regional VIII, of the Ministry of Higher Education, has organized the Dissemination of Indonesian Qualification Framework to the leaders of 70 Higher Education Institutions (universities, colleges, polytechnics) in Bali province.
  - It is confirmed that the audience from the higher education institutions across Bali province are familiar with the IQF. This event further ensured the support and involvement of the stakeholders toward the referencing process of IQF to AQRF. The IQNC warmly welcomed questions and feedback of the wider implementation of IQF. An interesting note from the event was a testimony from participant come from Politeknik Negeri Bali, who explained the efforts being made towards outcome-based education (OBE). The activity also involved the update of the programs' learning outcomes which reference to IQF, such that the profile of its graduates is relevant to international working environments.

Data of the meetings, invited participants, photos of the events are shown in **ANNEXES X, Y, and Z**.

# CRITERION IX

## PUBLICATION OF THE REFERENCING REPORT

The Indonesia Referencing Report was prepared and developed by the IQNC. The report has been endorsed by AMS during The Seventh ASEAN Qualifications Reference Framework Committee Meeting and Workshop, held on 28-30 October 2019 in Yogyakarta, Indonesia.

The report is a comprehensive document that describes the Indonesian education system, IQF and its referencing to AQRFC, and QA for Indonesian Education. The document also reported the referencing process management, the involvement process of stakeholders, as well as the international reviewer's comments.

The document was uploaded on the IQF website, namely: <http://kkni.kemdikbud.go.id/dokumen>. Currently the website is still in Indonesian language, however, the document was published in English.

The related documents of The Indonesia Referencing Report that were uploaded on the website are:

1. Letter to ID on Endorsement of Referencing Report
2. LOI Submission of IQF Referencing Report version 01
3. Indonesia Referencing Report version 01 – April 2019
4. Indonesia Referencing Report version 02 – August 2019
5. Indonesia Referencing Report version 03 – September 2019
6. Indonesia Referencing Report version 04 – September 2019 – This document was submitted prior to the 7<sup>th</sup> AQRFC meeting in October 2019.
7. Indonesia Referencing Report version 05 A – November 2019 - This document contained revision that accommodate reviews from all AMS during prior and during the 7<sup>th</sup> AQRFC meeting in October 2019.
8. Indonesia Referencing Report version 05 B – December 2019 – This document was approved by the AQRFC Committee after proof read by the professional proof reader.
9. Indonesia Referencing Report version 06 – December 2019 – This document was approved by the AQRFC Committee, consisting Criteria I to VIII.
10. Indonesia Referencing Report Final Version – June 2020 - This document consists of Criteria I to XII.

# CRITERION X

## OUTCOMES OF THE REFERENCING

The referencing report will be published in the AQRFC website under ASEAN Secretariat. IQNC as the main national public body for IQF will published the final document in the IQF website as stated in **Criterion IX**. The website will also be promoted through the formal website of related institutions, i.e:

- a) Ministry of Education and Culture
- b) Coordinating Ministry for Human Development and Cultural Affairs
- c) Ministry of Health
- d) Ministry of Industry
- e) Ministry of Manpower
- f) Ministry of Public of Work and Housing
- g) Ministry of Administrative and Bureaucratic Reform
- h) Ministry of National Development Planning/National Development Planning Agency
- i) National Accreditation Agency for Higher Education (*Badan Akreditasi Nasional – Pendidikan Tinggi*) BAN-PT/NAA-HE
- j) National Accreditation Agency for Basic and Secondary Education (*Badan Akreditasi Nasional – Pendidikan Dasar dan Menengah*) BAN-SM/NAA-BSE
- k) National Accreditation Agency for Non-Formal Education (*Badan Akreditasi Nasional – Pendidikan Non-Formal*) BAN-PNF/NAA-NFE
- l) National Agency for Professional Certification (*Badan Nasional Sertifikasi Profesi*) BNSP/NAPC
- m) Agency for National Standards in Education (*Badan Standar Nasional Pendidikan*) BSNP/ANSE
- n) Independent Institute for Accreditation of Health Higher Education (*Lembaga Akreditasi Mandiri - Pendidikan Tinggi Kesehatan*) LAM-PTKes/IIAHHE

Socialization and dissemination of The Referencing Report of Indonesia will be carried in cooperation with those relevant ministries and other stakeholders, among others are quality assurance agencies, various professional associations, as well as course and training providers in societies and relevant industries. The most important expected outcome from these activities is the empowerment of quality culture in producing the human resources in Indonesia.

# CRITERION XI

## DIPLOMAS AND CERTIFICATES REFERENCED TO THE ASEAN QUALIFICATIONS REFERENCE FRAMEWORK LEVELS

IQNC or the Indonesian Qualifications National Committee was established in response to the national needs and regional as well as global requirements. As an ASEAN Member State, Indonesian qualifications could be endorsed by the AQR Committee, when a certain set of criteria are met.

An essential aspect of a qualifications system, and the foundation for implementation of a national qualifications framework, is quality assurance which provides confidence in the qualifications issued. External quality assurance arrangements, robust enough to satisfy stakeholders and social partners, are essential if confidence and trust in qualifications is to be established. Successful implementation of a national qualifications framework is underpinned by robust quality assurance arrangements to provide credibility for the qualifications in the framework and users' confidence in qualifications awarded.

Credibility and confidence are important both nationally and internationally if the qualifications are to be recognized as having value. Quality assurance must cover the approval processes of the programs of study leading to qualifications (often referred to as accreditation), approval of providers authorized to deliver, assess and issue the qualifications (often referred to as accreditation or registration). Therefore it is insufficient to limit consideration to outcomes, and leaving the process as well as licensing issues unchecked.

CRITERIA should be,

- Objective, avoiding as much as possible bias, conflict of interest, and ambiguity in implementation;
- Measureable, demonstrated by a set of relevant indicators;
- Understandable, demonstrated by a sufficient description explaining the rationale behind each criterion;

Possible criteria to be considered:

a) Accreditation of the training organization:

- the process of accreditation,
- the eligibility, credibility, as well as the reputation of the accrediting agency.

b) Certification of individuals:

- the process of certification;
- the legality (legally licensed), credibility, as well as the reputation of the issuing agency.

c) Compatibility:

- the intensity of using AQRF as the main reference

In developing the criteria, IQNC held consultation meetings with stakeholders representing various relevant sectors. The following list of stakeholders illustrates the broad and depth of interests covered.

1. Regulatory authorities
  - o) Ministry of Education and Culture
  - p) Coordinating Ministry for Human Development and Cultural Affairs
  - q) Ministry of Health
  - r) Ministry of Industry
  - s) Ministry of Manpower
  - t) Ministry of Public of Work and Housing
  - u) Ministry of Administrative and Bureaucratic Reform
  - v) Ministry of National Development Planning/National Development Planning Agency
  
2. Professional associations, representing among others the following sectors,
  - a) Construction, including civil engineers and architects
  - b) Legal, including lawyer and other legal practitioners,
  - c) Medical, including Doctors, Dentists, Psychologists, Pharmacists, Public health, Nurses, Midwives, Dental technicians, Nutritionists,
  - d) Financial, including Accountants
  - e) Veterinary doctors
  - f) Engineering in general
  - g) Hospitality, including tourism.
  
3. Quality assurance agencies
  - a) National Accreditation Agency for Higher Education
  - b) National Accreditation Agency for Basic and Secondary Education
  - c) National Accreditation Agency for Non-Formal Education
  - d) National Agency for Professional Certification
  - e) Board of National Education Standards
  - f) Independent Institute for Accreditation of Health Higher Education
  - g) Indonesian Accreditation Board for Engineering Education
  - h) Skills Training Accrediting Body
  - i) National Accreditation Committee
  
4. Course and training providers
  - a) Associations of Training providers
  - b) Selected private training and course providers
  - c) Selected state's training providers
  
5. Selected industries





## ANNEX A: General Description of the Provision of Early Childhood Education by Province

No	Province	School			Participant			Principal + Teacher		
		State	Private	Total	State	Private	Total	State	Private	Total
1	DKI Jakarta	22	2.446	2.468	2.689	129.913	132.602	168	9.484	9.652
2	West Java	99	8.346	8.445	6.898	409.348	416.246	622	33.758	34.380
3	Banten	63	2.046	2.109	6.368	173.416	179.784	339	9.280	9.619
4	Central Java	149	13.864	14.013	20.506	691.610	712.116	1.062	46.526	47.588
5	Yogyakarta	39	2.099	2.138	5.610	92.928	98.538	329	8.914	9.243
6	East Java	148	18.006	18.154	21.259	926.379	947.638	1.173	67.633	68.806
7	Aceh	221	2.067	2.288	15.393	96.772	112.165	1.415	9.590	11.005
8	North Sumatra	181	2.248	2.429	16.570	183.090	199.660	893	8.062	8.955
9	West Sumatra	83	2.255	2.338	8.865	84.774	93.739	500	7.139	7.639
10	Riau	82	2.067	2.149	8.699	99.065	107.764	660	7.981	8.641
11	Riau islands	65	556	621	5.765	41.752	47.517	450	2.474	2.924
12	Jambi	79	1.141	1.220	8.061	37.077	45.138	524	3.849	4.373
13	South Sumatra	137	1.691	1.828	12.124	68.587	80.711	814	7.143	7.957
14	Bangka Belitung	98	250	348	9.609	23.000	32.609	644	1.308	1.952
15	Bengkulu	45	923	968	3.783	35.220	39.003	292	3.319	3.611
16	Lampung	106	2.721	2.827	6.319	118.138	124.457	599	10.720	11.319
17	West Kalimantan	124	609	733	10.379	49.086	59.465	613	2.597	3.210
18	Central Kalimantan	66	1.604	1.670	5.538	60.167	65.705	373	5.150	5.523
19	South Kalimantan	83	2.231	2.404	10.227	94.772	104.999	699	9.505	10.204
20	East Kalimantan	73	1.242	1.315	4.374	51.329	55.703	571	5.146	5.717
21	North Kalimantan	18	145	163	1.678	12.051	13.729	168	712	880
22	North Sulawesi	62	1.531	1.593	5.028	66.355	71.383	165	2.553	2.718
23	Gorontalo	71	693	764	9.081	21.786	30.867	217	1.847	2.064
24	Central Sulawesi	63	1.901	1.964	7.173	81.306	88.479	345	5.923	6.268
25	South Sulawesi	176	3.844	4.020	29.890	194.216	224.106	936	13.149	14.085
26	West Sulawesi	76	686	762	2.884	19.718	22.602	325	1.896	2.221
27	Southeast Sulawesi	105	1.677	1.782	10.082	91.679	101.761	533	5.019	5.552
28	Maluku	95	515	610	7.842	15.131	22.973	279	969	1.248
29	North Maluku	70	469	539	4.655	19.450	24.105	226	1.108	1.334
30	Bali	68	1.500	1.568	10.623	76.747	87.370	538	5.543	6.081
31	West Nusa Tenggara	144	1.554	1.698	17.075	101.381	118.456	1.054	6.646	7.700

No	Province	School			Participant			Principal + Teacher		
		State	Private	Total	State	Private	Total	State	Private	Total
32	East Nusa Tenggara	192	1.318	1.510	14.152	73.518	87.670	786	3.076	3.862
33	Papua	66	525	591	5.414	37.105	42.519	178	1.837	2.015
34	West Papua	38	314	352	2.135	12.095	14.230	100	650	756
	Indonesia	3.207	85.174	88.381	316.848	4.288.961	4.605.809	18.596	310.506	329.102

(Source: Center of Education data and statistics, Ministry of Education and Culture 2017/2018)

## ANNEX B: Ministerial Decree for the Establishment of the IQNC

SALINAN

KEPUTUSAN MENTERI RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
REPUBLIK INDONESIA  
NOMOR 217/M/KPT/2019  
TENTANG  
KOMITE NASIONAL KUALIFIKASI INDONESIA

MENTERI RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
REPUBLIK INDONESIA,

Menimbang : bahwa untuk melaksanakan ketentuan Pasal 2 ayat (6) Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Nomor 49 Tahun 2018 tentang Komite Nasional Kualifikasi Indonesia, perlu menetapkan Keputusan Menteri Riset, Teknologi, dan Pendidikan Tinggi tentang Komite Nasional Kualifikasi Indonesia;

Mengingat : 1. Undang-Undang Nomor 13 Tahun 2003 tentang Ketenagakerjaan (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 39, Tambahan Lembaran Negara Republik Indonesia Nomor 4279);  
2. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);  
3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2012 Nomor 158, Tambahan Lembaran Negara Republik Indonesia Nomor 5336);

4. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi (Lembaran Negara Republik Indonesia Tahun 2014 Nomor 16, Tambahan Lembaran Negara Republik Indonesia Nomor 5500);
5. Peraturan Presiden Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia (Lembaran Negara Republik Indonesia Tahun 2012 Nomor 24);
6. Peraturan Presiden Nomor 13 Tahun 2015 tentang Kementerian Riset, Teknologi, dan Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2015 Nomor 14);
7. Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Nomor 62 Tahun 2016 tentang Sistem Penjaminan Mutu Pendidikan Tinggi (Berita Negara Republik Indonesia Tahun 2016 Nomor 1462);
8. Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Nomor 49 Tahun 2018 tentang Komite Nasional Kualifikasi Indonesia (Berita Negara Republik Indonesia Tahun 2018 Nomor 1495);

MEMUTUSKAN:

- Menetapkan : KEPUTUSAN MENTERI RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI TENTANG KOMITE NASIONAL KUALIFIKASI INDONESIA.
- KESATU : Menetapkan keanggotaan Komite Nasional Kualifikasi Indonesia dengan susunan sebagaimana tercantum dalam Lampiran yang merupakan bagian tidak terpisahkan dari Keputusan Menteri ini.
- KEDUA : Susunan keanggotaan Komite Nasional Kualifikasi Indonesia sebagaimana dimaksud dalam Diktum KESATU terdiri dari:
- a. ketua merangkap anggota;
  - b. sekretaris merangkap anggota; dan
  - c. anggota.
- KETIGA : Komite Nasional Kualifikasi Indonesia beranggotakan 11 (sebelas) orang yang terdiri atas:

- a. 3 (tiga) orang dari Kementerian Riset, Teknologi, dan Pendidikan Tinggi;
- b. 4 (empat) orang dari kementerian/lembaga lain yang relevan mencakup:
  - 1. Kementerian Koordinator Bidang Pembangunan Manusia dan Kebudayaan;
  - 2. Kementerian Ketenagakerjaan;
  - 3. Kementerian Pendidikan dan Kebudayaan; dan
  - 4. Kementerian Perindustrian;
- c. 4 (empat) orang dari pakar terkait.

- KEEMPAT : Komite Nasional Kualifikasi Indonesia mempunyai tugas dan fungsi sesuai dengan ketentuan peraturan perundang-undangan.
- KELIMA : Dalam melaksanakan tugas dan fungsinya Komite Nasional Kualifikasi Indonesia dapat membentuk subkomite sesuai dengan kebutuhan.
- KEENAM : Masa tugas anggota KNKI selama 3 (tiga) tahun dan dapat diangkat kembali untuk masa tugas 3 (tiga) tahun berikutnya.
- KETUJUH : Biaya yang timbul akibat pelaksanaan Keputusan Menteri ini dibebankan pada anggaran Direktorat Jenderal Pembelajaran dan Kemahasiswaan yang relevan dan penggunaan bersama sumber daya dari kementerian lain yang tercantum sebagai anggota.
- KEDELAPAN : Keputusan Menteri ini mulai berlaku pada tanggal 2 Januari 2019.

Ditetapkan di Jakarta  
pada tanggal 26 Agustus 2019

MENTERI RISET, TEKNOLOGI, DAN  
PENDIDIKAN TINGGI  
REPUBLIK INDONESIA,

Salinan sesuai dengan aslinya  
Plt. Kepala Biro Hukum dan Organisasi  
Kementerian Riset, Teknologi,  
dan Pendidikan Tinggi,

TTD.

TTD.

MOHAMAD NASIR

Ani Nurdiani Azizah  
NIP 195812011985032001

SALINAN  
LAMPIRAN  
KEPUTUSAN MENTERI RISET, TEKNOLOGI,  
DAN PENDIDIKAN TINGGI REPUBLIK INDONESIA  
NOMOR 217/M/KPT/2019  
TENTANG  
KOMITE NASIONAL KUALIFIKASI INDONESIA

SUSUNAN KEANGGOTAAN KOMITE NASIONAL KUALIFIKASI INDONESIA

NO.	NAMA/JABATAN KEDINASAN	INSTANSI/PAKAR	JABATAN KOMITE
1.	Direktur Jenderal Pembelajaran dan Kemahasiswaan	Kementerian Riset, Teknologi, dan Pendidikan Tinggi	Ketua merangkap anggota
2.	Direktur Penjaminan Mutu	Kementerian Riset, Teknologi, dan Pendidikan Tinggi	Sekretaris merangkap anggota
3.	Kepala Subdirektorat Kompetensi Lulusan	Kementerian Riset, Teknologi, dan Pendidikan Tinggi	Anggota
4.	Asisten Deputi Pendidikan Menengah dan Keterampilan Bekerja	Kementerian Koordinator Bidang Pembangunan Manusia dan Kebudayaan	Anggota
5.	Kepala Subdirektorat Pengembangan dan Harmonisasi Standar Kompetensi	Kementerian Ketenagakerjaan	Anggota
6.	Direktur Pembinaan Kursus dan Pelatihan	Kementerian Pendidikan dan Kebudayaan	Anggota
7.	Kepala Pusat Pengembangan Pendidikan Kejuruan dan Vokasi Industri	Kementerian Perindustrian	Anggota
8.	Megawati Santoso	Pakar	Anggota
9.	Illah Sailah	Pakar	Anggota

NO.	NAMA/JABATAN KEDINASAN	INSTANSI/PAKAR	JABATAN KOMITE
10.	Widijanto S. Nugroho	Pakar	Anggota
11.	Hudiyo Firmanto	Pakar	Anggota

MENTERI RISET, TEKNOLOGI, DAN  
PENDIDIKAN TINGGI  
REPUBLIK INDONESIA,

TTD.

MOHAMAD NASIR

Salinan sesuai dengan aslinya  
Plt. Kepala Biro Hukum dan Organisasi  
Kementerian Riset, Teknologi, dan Pendidikan Tinggi,

TTD.

Ani Nurdiani Azizah  
NIP 195812011985032001

## ANNEX C: Number of Indonesian National Competency Standards/ Standar Kompetensi Kerja Nasional Indonesia (INWCS/SKKNI)

INWCS based on Sectors		NUMBER		
No.	SECTORS	Promulgated	In Effect	Not In Effect
1	Agriculture, forestry, and fishing	80	76	4
2	Mining and quarrying	49	39	10
3	Manufacturing	124	111	13
4	Electricity and Gas	9	8	1
5	Water supply, sewerage, waste management, remediation activities	29	20	9
6	Construction	106	103	3
7	Wholesale and retail trade, repair of motor vehicles and motorcycles	11	9	2
8	Transportation and Storage	12	10	2
9	Accommodation and food service activities	7	6	1
10	Information and communication	43	34	9
11	Financial and insurance activities	25	18	7
12	Real Estate Activities	1	1	0
13	Business Activities	170	146	24
14	Public administration and defense, compulsory social security	5	5	0
15	Education	9	7	2
16	Human Health and social work activities	10	10	0
17	Other Services Activities	79	71	8
	<b>Total</b>	<b>769</b>	<b>674</b>	<b>95</b>
INWCS based on Government Bodies		NUMBER		
No	Regulated	Promulgated	In Effect	Not In Effect
1	Ministry of Religious Affairs	2	2	0
2	Ministry of Home Affairs	1	1	0
3	Ministry of Village, Development of Underdeveloped Area and Transmigration	1	1	0
4	Ministry of Energy and Mineral resources	112	93	19
5	Ministry of Maritime and Fisheries	44	40	4
6	Ministry of Health	5	5	0
7	Ministry of Manpower	36	27	9
8	Ministry of Finance	3	2	1
9	Ministry of Communication and Informatics	45	36	9
10	Ministry of Cooperatives and SMES	6	5	1
11	Ministry of Environment and Forestry	19	18	1
12	Ministry of Tourism	49	40	9



INWCS based on Sectors		NUMBER		
No.	SECTORS	Promulgated	In Effect	Not In Effect
13	Ministry of Education and Culture	41	39	2
14	Ministry of Trade	7	6	1
15	Ministry of Transportation	4	4	0
16	Ministry of Industry	124	111	13
17	Ministry of Agriculture	44	41	3
18	Ministry of Public Works and Human Settlements	185	174	11
19	Coordinating Ministry for Economics	1	1	0
20	National Archives	1	1	0
21	Geospatial Information Agency	3	1	2
22	National Disaster Management Agency	2	2	0
23	Food and Drug Supervisory Agency	2	1	1
24	Financial supervision and Development Agency	1	1	0
25	National Development Planning Agency	1	1	0
26	Bank of Indonesia	1	1	0
27	Corruption Eradication Commission	2	2	0
28	State Administration Institute	1	1	0
29	Government Policy Institute for Procurement of goods/services	2	1	1
30	Financial Services Authority	21	14	7
31	National Library	1	1	0
32	Police	2	1	1
	<b>Total</b>	<b>769</b>	<b>674</b>	<b>95</b>

**(Source: Book of Information on Training and Productivity of the Ministry of Manpower, May 2019)**

## ANNEX D: Number of Indonesian National Competency Standards/ Standar Kompetensi Kerja Nasional Indonesia (INWCS/SKKNI) Based on Occupational, Cluster, or Occupation

INWCS based on Sectors		NUMBER		
No.	SECTORS	Promulgated	In Effect	Not in Effect
1	Agriculture, forestry, and fishing	80	76	4
2	Mining and quarrying	49	39	10
3	Manufacturing	124	111	13
4	Electricity and Gas	9	8	1
5	Water supply, sewerage, waste management, remediation activities	29	20	9
6	Construction	106	103	3
7	Wholesale and retail trade, repair of motor vehicles and motorcycles	11	9	2
8	Transportation and Storage	12	10	2
9	Accommodation and food service activities	7	6	1
10	Information and communication	43	34	9
11	Financial and insurance activities	25	18	7
12	Real Estate Activities	1	1	0
13	Business Activities	170	146	24
14	Public administration and defense, compulsory social security	5	5	0
15	Education	9	7	2
16	Human Health and social work activities	10	10	0
17	Other Services Activities	79	71	8
	<b>Total</b>	<b>769</b>	<b>674</b>	<b>95</b>
INWCS based on Government Bodies		NUMBER		
No	Regulated	Promulgated	In Effect	Not In Effect
1	Ministry of Religious Affairs	2	2	0
2	Ministry of Home Affairs	1	1	0
3	Ministry of Village, Development of Underdeveloped Area and Transmigration	1	1	0
4	Ministry of Energy and Mineral resources	112	93	19
5	Ministry of Maritime and Fisheries	44	40	4
6	Ministry of Health	5	5	0
7	Ministry of Manpower	36	27	9
8	Ministry of Finance	3	2	1
9	Ministry of Communication and Informatics	45	36	9
10	Ministry of Cooperatives and SMES	6	5	1

INWCS based on Sectors		NUMBER		
No.	SECTORS	Promulgated	In Effect	Not in Effect
11	Ministry of Environment and Forestry	19	18	1
12	Ministry of Tourism	49	40	9
13	Ministry of Education and Culture	41	39	2
14	Ministry of Trade	7	6	1
15	Ministry of Transportation	4	4	0
16	Ministry of Industry	124	111	13
17	Ministry of Agriculture	44	41	3
18	Ministry of Public Works and Human Settlements	185	174	11
19	Coordinating Ministry for Economics	1	1	0
20	National Archives	1	1	0
21	Geospatial Information Agency	3	1	2
22	National Disaster Management Agency	2	2	0
23	Food and Drug Supervisory Agency	2	1	1
24	Financial supervision and Development Agency	1	1	0
25	National Development Planning Agency	1	1	0
26	Bank of Indonesia	1	1	0
27	Corruption Eradication Commission	2	2	0
28	State Administration Institute	1	1	0
29	Government Policy Institute for Procurement of goods/services	2	1	1
30	Financial Services Authority	21	14	7
31	National Library	1	1	0
32	Police	2	1	1
	<b>Total</b>	<b>769</b>	<b>674</b>	<b>95</b>

(Source: Book of Information on Training and Productivity of the Ministry of Manpower, May 2019) – Except for data with IQF levels, other terminology is not translated into English.

## ANNEX E: Occupational Map for the Communication Sector

IQF BASED OCCUPATIONAL MAPPING ON COMMUNICATION FUNCTIONAL AREA OF 2018 (1 OF 2)										
IQF		Position Rank		Functional Area On Communication Field						
Level	Category	Bureaucrats	Private	Animation (AN)				Visual Communication Design (DV)		
				Technical (1)	Motion (2)	Visual (3)	Managerial (4)	Information Graphics Design (1)	Identity Graphics Design (2)	Persuasion & Presentation Graphics Design (3)
9		Lead Expert	General Director; President Director; CxO; Managing Director					Desain Director (Dv000901)		
								Creative Director (Dv000902)		
								Executive Creative Director/Chief Creative Officer (Dv000903)		
								Chief Design Officer/Design Director (Dv000903)		
8		Senior Expert	Director; Vice President; General Manager; Scientist	Technical Director (An010801)	Animation Director (An020801)	Art Director / Production Designer (An30801)	Animation Producer (An040801)	Design Manager (Dv000801)		
								Associate Creative Director (Dv000802)		
								Creative Group Head (Dv000803)		
								Design Project Manager (Dv000804)		
7	Expert	Junior Expert	Expert Manager	Rigger System Supervisor (An010701)		Asset Supervisor/ Visual Development	Animation Proction Manager (An040701)	Senior Designer (Dv000701)		
				Crowd				Desainer Grafis Senior (Dv000702)		

**IQF BASED OCCUPATIONAL MAPPING ON COMMUNICATION FUNCTIONAL AREA OF 2018 (1 OF 2)**

<b>IQF</b>		<b>Position Rank</b>		<b>Functional Are On Communication Field</b>						
<b>Level</b>	<b>Category</b>	<b>Bureaucrats</b>	<b>Private</b>	<b>Animation (AN)</b>				<b>Visual Communication Design (DV)</b>		
				<b>Technical (1)</b>	<b>Motion (2)</b>	<b>Visual (3)</b>	<b>Managerial (4)</b>	<b>Information Graphics Design (1)</b>	<b>Identity Graphics Design (2)</b>	<b>Persuasion &amp; Presentation Graphics</b>
				Simulation Supervisor (An010702)		Supervisor/ Modeling/ Layout/Previz/ Set Dressing (An030701)		Design Manager (Dv000703)		
				SLR Supervisor (An010703)				Senior Publication Designer (Dv010701)	Senior Packaging Designer (Dv020701)	Senior Visual Merchandizing Designer (Dv0307)
							Senior Infographics Designer (Dv010702)	Senior Art Director (Dv030702)		
							Senior Signage Designer (Dv010703)	Senior Exhibition Designer (Dv03703)		
								Senior User Interface Designer (Dv010704)	Brand Identity Designer (Dv020702)	Environmental Graphics Designer (Dv030704)

## IQF BASED OCCUPATIONAL MAPPING ON COMMUNICATION FUNCTIONAL AREA OF 2018 (1 OF 2)

IQF		Position Rank		Functional Are On Communication Field						
Level	Category	Bureaucrats	Private	Animation (AN)				Visual Communication Design (DV)		
				Technical (1)	Motion (2)	Visual (3)	Managerial (4)	Information Graphics Design (1)	Identity Graphics Design (2)	Persuasion & Presentation Graphics
								Senior Web Designer (Dv0107015)		Experience/Ux Designer (Dv030705)
				Technical System Admin Supervisor (An010704)				Senior Apps Desaigner (Dv010706)	Character Designer (Dv020703)	Senior Illustrator (Dv030706)
			Senior Typeface Designer (Dv010707)		Senior Photographer (Dv030707)					
6	Technician / Analyst	Middle Technician / Analyst	Asisten Manager;Deputy Manager Deputy Manager;Advisor	Rigger System Designer (An010601)	3D Animation Development Artist (An020601)	Character Designer/ Environment Designer/ Property Designer/ Concept Artist (An010601)	Junior Designer (Dv000601)			
				Junior Graphics Designer (Dv000602)						
				Crowd Simulation Sys. Designer (An010602)	Pupeteer Development Artist/Cuu-Out (An020602)		Junior Publication Designer (Dv010601)	Junior Packaging Designer (Dv020601)	Junior Visual Merchandizing Designer	

## IQF BASED OCCUPATIONAL MAPPING ON COMMUNICATION FUNCTIONAL AREA OF 2018 (1 OF 2)

IQF		Position Rank		Functional Area On Communication Field						
Level	Category	Bureaucrats	Private	Animation (AN)				Visual Communication Design (DV)		
				Technical (1)	Motion (2)	Visual (3)	Managerial (4)	Information Graphics Design (1)	Identity Graphics Design (2)	Persuasion & Presentation Graphics
				SLR System Designer (An010603)				Desainer Infografis Junior (Dv010602)		Junior Visual Content Designer
				Technical System Admin Designer (An010604)	2D Animation Development Artist (An020603)			Junior Signage Designer (Dv010603)		Junior Art Director
						Junior User Interface Designer (Dv010604)		Junior Exhibition Designer (Dv030604)		
						Junior Web Designer (Dv010605)		Junior Illustrator (Dv030605)		
						Junior Apps Designer (Dv010607)		Junior Photographer (Dv030606)		
						Junior Typeface Designer (Dv010608)		Motion Graphic Designer (Dv030607)		

## IQF BASED OCCUPATIONAL MAPPING ON COMMUNICATION FUNCTIONAL AREA OF 2018 (1 OF 2)

IQF		Position Rank		Functional Are On Communication Field						
Level	Category	Bureaucrats	Private	Animation (AN)				Visual Communication Design (DV)		
				Technical (1)	Motion (2)	Visual (3)	Managerial (4)	Information Graphics Design (1)	Identity Graphics Design (2)	Persuasion & Presentation Graphics
5		Junior Technician / Analyst	Supervisor	Lead Rigger Artist (An10501)	Lead 3D Animator / 3D Character Animation (An020501)	Lead Layout/ Set Dressing/ 3D Asset/ 3D Character Modeler	Production Coordinator/ Animation Coordinator/ Layout Coordinator/ Technical Coordinator/ Story Coordinator/ Editorial Coordinator (9an020501)	Senior Assistant Designer (Dv000501)		
				Lead Crowd Simulation Artist (An010502)	Lead Puppeteer/ Lead Cut-Out Animator (An020502)	Lead nprevis/ Lead		Senior Visualizer (Dv000502)		
				Lead SLR System Artist (An010503)	Lead 2D Animator /2D Layout & Rought Animator/ 2D Tech Animator	Lead 2D Asset/ 2D Character/ Asset 2D Character Er Rig/ 2D Background Asset/ 2D Property Asset/ Lead Matte		Senior Drafter (Dv000503)		
				Lead Technical System Admin / Lead Technical Artist (010504)		Senior Layout Artist (Dv000504)				
						Image Editor				
4		Intern	Specialist	Senior Rigger	Senior 3d Key	Senior	Junior Assistant Designer			



## IQF BASED OCCUPATIONAL MAPPING ON COMMUNICATION FUNCTIONAL AREA OF 2018 (1 OF 2)

IQF		Position Rank		Functional Area On Communication Field						
Level	Category	Bureaucrats	Private	Animation (AN)				Visual Communication Design (DV)		
				Technical (1)	Motion (2)	Visual (3)	Managerial (4)	Information Graphics Design (1)	Identity Graphics Design (2)	Persuasion & Presentation Graphics
		Technician / Analyst	Coordinator	Artist	Animator	Modeler		Junior Visualizer		
				Senior SLR	Senior 2d Cut-Out / Puppeteer / 2d Rigged Animator	Senior 3d Ppreviz/ Senior 3d Layout				
				Senior Technical System Admin	Senior 2D Animator	Senior Concept Art/Visual Development/ Designer/Stor yboard/Chara cter Puppet Rigger				
				Senior 3D Key Animator						
3	Operator	Middle Operator	Staff	Junior Rigger Artist	Junior 3D Animator	3D Junior Modeler		Senior Operator		
				Junior Slr /	Junior 2D	3D Junior				

## IQF BASED OCCUPATIONAL MAPPING ON COMMUNICATION FUNCTIONAL AREA OF 2018 (1 OF 2)

IQF		Position Rank		Functional Area On Communication Field						
Level	Category	Bureaucrats	Private	Animation (AN)				Visual Communication Design (DV)		
				Technical (1)	Motion (2)	Visual (3)	Managerial (4)	Information Graphics Design (1)	Identity Graphics Design (2)	Persuasion & Presentation Graphics
2				Reander Wrangler Artist	Puppeter/ Junior Cut-Out Animator	Layout/ Junior 3D Previz				
				Technical Support/ Technical Assistant (An010201)	3D Animation Entry Level	Illustrator				Junior Operator
					2D Cut Out/ Puppete Eranimation Entry Level					
1		Intern Operator	Clerk							

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN THE COMMUNICATION FUNCTION AREA OF 2018 B (1 OF 3)

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN THE COMMUNICATION FUNCTION AREA OF 2018 B (1 OF 3)									
IQF		Position Strata		Communication Function Area					
Level	Category	Bureaucration (Government)	Industry (Private)	Radio Broadcaster		TV Network			
				Programing & Production (1)	Broadcast Engineering/ Technical Operations (2)	Engineering (1)	Business (2)	News (3)	Programing (4)
9	Expert	Lead Expert	Main Director; President Director; Cxo; Managing Director						
8		Senior Expert	Director; Vice President; General Manager; Scientist	General Manager		General Manager (Pt000801)			
7		Junior Expert	Manager; Expert	Station Manager					
6	Analyst	Technical / Middle Analyst	Assistant Manager; Deputy Manager; Advisor	Marketing and Promotion Manager		Director of Broadcasting (Pt000601)			
				Sales Manager					
				Program Director/ Content Director/	Chief Engineer				
5		Technician /	Supervisor; Inspector	Music Director		Chief Engineer	Business	News Director	Program

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN THE COMMUNICATION FUNCTION AREA OF 2018 B (1 OF 3)

IQF		Position Strata		Communication Function Area					
Level	Category	Bureaucration (Government)	Industry (Private)	Radio Broadcaster		TV Network			
				Programing & Production (1)	Broadcast Engineering/ Technical Operations (2)	Engineering (1)	Business (2)	News (3)	Programing (4)
4		Junior Analyst		News Director		(Pt010501)	Manager (Pt020501)	(Pt030501)	Manager (Z9pt040501)
				Variety/Speciality Broadcaster					
	Technician / Intern Analyst	Coordinator; Specialist	Account/Sales Executive		Assistant Chief Engineer (Pt010401)	General Sales Manager (Pt020401)	Assistan. News Director (Pt030401)	Production Manager	
			Event/Off-Air Manager					Executive Producer (040402)	
			Traffic Manager					Operation Manager (Pt040404)	
			Show Producer					Producer (Pt040404)	
								Director	

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN THE COMMUNICATION FUNCTION AREA OF 2018 B (1 OF 3)

IQF		Position Strata		Communication Function Area						
Level	Category	Bureaucration (Government)	Industry (Private)	Radio Broadcaster		TV Network				
				Programing & Production (1)	Broadcast Engineering/ Technical Operations (2)	Engineering (1)	Business (2)	News (3)	Programing (4)	
3	Operator	Middle Operator	Staff	Reporter / News Reporter	Broadcast Technician/ Broadcast Engineer	Maintenance Engineer	Assistant Sales Manager	Desk (Pt030301)	Associate Producer	
						Transmitter Engineer	Bookkeeper (Pt020302)	Anchorperson	Assistant Director (Pt040302)	
				Video Engineer				Sales Coordinator	News Writer	Floor Director/ Floor Manager (Pt040303)
						Audio Engineer	Adversting Salesperson		Desk Assistant	Unit Production
										Audio & Video Librarian
				It Engineer		Editor Engineer	Advertising	Announcer		

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN THE COMMUNICATION FUNCTION AREA OF 2018 B (1 OF 3)

IQF		Position Strata		Communication Function Area					
Level	Category	Bureaucration (Government)	Industry (Private)	Radio Broadcaster		TV Network			
				Programing & Production (1)	Broadcast Engineering/ Technical Operations (2)	Engineering (1)	Business (2)	News (3)	Programing (4)
							Copy Writer		Production Designer
						Lighting Engineer/ Lighting Director	Account Executive		Art Director
					Director Of Photography			Scenic Designer	
								Graphic Artist Specialist	
								Property Master	
						Makeup Artist			
				Presenter/ Announcer		Videographer	Director of Publicity	Reporter	Custom Designer

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN THE COMMUNICATION FUNCTION AREA OF 2018 B (1 OF 3)

IQF		Position Strata		Communication Function Area											
Level	Category	Bureaucration (Government)	Industry (Private)	Radio Broadcaster		TV Network									
				Programing & Production (1)	Broadcast Engineering/ Technical Operations (2)	Engineering (1)	Business (2)	News (3)	Programing (4)						
2						Camera Operator	Traffic/ Continuity Specialist	Sportscaster	Music Director						
									Tv Writer						
									Casting Director						
									Performer						
									Acrtor						
						Radio Promotion Staff		Engineer Technician	Production Secretary						
									Radio Event / Off-Air Staff		Production Assistant				
												Radio Traffic Staff			
														Program Staff / Staff Siaran	

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN THE COMMUNICATION FUNCTION AREA OF 2018 B (1 OF 3)

IQF		Position Strata		Communication Function Area					
Level	Category	Bureaucration (Government)	Industry (Private)	Radio Broadcaster		TV Network			
				Programing & Production (1)	Broadcast Engineering/ Technical Operations (2)	Engineering (1)	Business (2)	News (3)	Programing (4)
1		Intern Operator	Clerk						

National Occupation Map In Indonesia National Qualification Framework In The Communication Function Area Of 2018 B (2 Of 3)

IQF		Position Strata		Communication Function Area			
Level	Category	Bureaucration (Government)	Industry (Private)	Advertising			
				Strategic Planning (1)	Account Service (2)	Kreatif (3)	Media
							Media Massa (A)
9	Expert	Lead Expert	Main Director; President Director; Cxo; Managing				



**National Occupation Map In Indonesia National Qualification Framework In The Communication Function Area Of 2018 B (2 Of 3)**

IQF		Position Strata		Communication Function Area			
Level	Category	Bureaucration (Government)	Industry (Private)	Advertising			
				Strategic Planning (1)	Account Service (2)	Kreatif (3)	Media Media Massa (A)
8		Senior Expert	Director				
			Director; Vice President; General Manager; Scientist	Strategic Planning Director (P1p1p801)	Group Account Director (Pi020801) Client Service Director (Pi020802)	Chief Creative Officer/ Executive Creative Director (Pi030801)	Media Director (Pi04a0801)
7		Junior Expert	Manager; Expert	Strategic Planning Manager	Account Director (Pi020701)	Creative Director (Pi030701)	Media Buying Director Media Planning Director (Pi04a0702)
			Assistant Manager; Deputy Manager; Advisor	Strategic Planner (Pi010601)	Account Manager (Pi020601)	Creative Group Head (Pi020601)	Media Planning Manager (Pi04a0601) Media Buying Manager (Pi04a602)
6	Analyst	Technical/Middle Analyst	Assistant Manager; Deputy Manager; Advisor	Strategic Planner (Pi010601)	Account Manager (Pi020601)	Creative Group Head (Pi020601)	Media Planning Manager (Pi04a0601) Media Buying Manager (Pi04a602)
5		Technician/ Junior	Supervisor;		Account	Copy Writer (Pi030501)	Media Planner/ Digital

**National Occupation Map In Indonesia National Qualification Framework In The Communication Function Area Of 2018 B (2 Of 3)**

IQF		Position Strata		Communication Function Area			
Level	Category	Bureaucration (Government)	Industry (Private)	Advertising			
				Strategic Planning (1)	Account Service (2)	Kreatif (3)	Media Media Massa (A)
4	Operator	Analyst	Inspector		Executive/ Project Manager (Pi020501)	Graphic Designer/3D Designer (Pi030502)	Media Planner(Pi04a501)
							Art Director (Pi030503)
3	Operator	Middle Operator	Staff			Studio Manager (Pi030401)	
						Print Peoducer/Radio Producer/Digital Producer(Pi030402)	
2	Operator	Junior Operator	Junior Staff			Visualizer	
1	Operator	Intern Operator	Clerk			Final Artwork Artist	

**National Occupation Map in Indonesia National Qualification Framework In The Communication Function Area Of 2018 B (3 Of 3)**

IQF		Position Strata		Communication Function Area					
Level	Category	Bureaucration (Government)	Industry (Private)	Post					
				Media	Sales & Marketing (1)	Collecting (2)	Processing (3)	Transporting (4) N	Delivery (5)
				Media Digital (B)					
9	Expert	Lead Expert	Main Director; President Director; Cxo; Managing Director		Main Director (Pp010901)				
8		Senior Expert	Director; Vice President; General Manager; Scientist		Director (Pp010801)	Operation Director (Pp020801)			
					Senior Vice President (Pp010802)				
7		Junior Expert	Manager; Expert		General Manager/Vice President (Pp010701)				
					Junior Post Expert (Junior Expert) (Pp0702)				
					Senior Manager/ Area Manager/ Region Head	Senior Manager/Area Manager/Regional Head/Operational Regional Head/Gm/Vp(Pp020703)			

**National Occupation Map in Indonesia National Qualification Framework In The Communication Function Area Of 2018 B (3 Of 3)**

IQF		Position Strata		Communication Function Area						
Level	Category	Bureaucration (Government)	Industry (Private)	Post						
				Media	Sales & Marketing (1)	Collecting (2)	Processing (3)	Transporting (4) N	Delivery (5)	
				Media Digital (B)						
					/Regional Head (Pp010703)					
6	Analyst	Technical/Middle Analyst	Assistant Manager; Deputy Manager; Advisor	Digital Strategist/ Social Media Manager (Pi04b0601)	Head of Main Branch(In Province Province/Gateway Office/National Transport Manager(Pp010601)					
					Branch Office Head/Office Head/Branch Manager/Representative Head (Pp010602)					
5	Analyst	Technician / Junior Analyst	Supervisor; Inspector	Content Manager	Sales Manager / Marketing Manager (Pp010501) (Pi04b0601)	Collecting Manager/Pick Up Manager/ Counter Manager (Pp020501)	Processing Manager (Pp030501)	Transportation Manager / Traffic Manager / Gateway Manager / Transport Head / Transportation Manager	Delivery Manager / Delivery Manager / Expedition Head (Pp050501)	
				Content Writer/ Social Media Writer (Pi04b05)						
				Digital Air Director (4i04b05)						

**National Occupation Map in Indonesia National Qualification Framework In The Communication Function Area Of 2018 B (3 Of 3)**

IQF		Position Strata		Communication Function Area					
Level	Category	Bureaucration (Government)	Industry (Private)	Post					
				Media	Sales & Marketing (1)	Collecting (2)	Processing (3)	Transporting (4) N	Delivery (5)
				Media Digital (B)					
				Graphic Designr/Web Designer (Pi04b0504)				(Pp040501)	
				Digital Media Planner (Pi04b05)	Customer Service Manager (Pp010502)				
				Digital Media Buyer					
				Community Manager					
				Programmer/ Technologi					
<b>4</b>		Technician / Intern Analyst	Coordinator; Specialist	Digital Producer (Pi04b0401)	Assistant Sales & Marketing/	Assistant Manager/ Collecting	Assistant Manager/ Inbound-	Assistant Manager/ Transportatio	Assistant Manager/ Delivery

**National Occupation Map in Indonesia National Qualification Framework In The Communication Function Area Of 2018 B (3 Of 3)**

IQF		Position Strata		Communication Function Area					
Level	Category	Bureaucration (Government)	Industry (Private)	Post					
				Media	Sales & Marketing (1)	Collecting (2)	Processing (3)	Transporting (4) N	Delivery (5)
				Media Digital (B)					
					Sales & Marketing Spv (Pp01040)	Supervisor/ Pick-Up Spv/ Counter Spv/ Locket Supervisor (Pp020401)	Outbound Supervisor	n Supervisor (Pp040401)	Supervisor (Pp050401)
				Costumer Service Supervisor (Pp010402)					
3	Operator	Middle Operator	Staff		Sales & Marketing Coordinator/ Leader	Assistan Counter Coordinator	Pengawas Pemrosesan	Traffic Staff/ Dispatcher	Delivery Group Head
2		Junior Operator	Junior Staff		Account Officer	Counter Officer	Operator/ Data Entry Staff	Post Driver	Delivery Man /Courier
				Costumer Service	Collection Driver				

**National Occupation Map in Indonesia National Qualification Framework In The Communication Function Area Of 2018 B (3 Of 3)**

IQF		Position Strata		Communication Function Area					
Level	Category	Bureaucration (Government)	Industry (Private)	Post					
				Media	Sales & Marketing (1)	Collecting (2)	Processing (3)	Transporting (4) N	Delivery (5)
				Media Digital (B)					
1					Officer				
		Intern Operator	Clerk			Helper (Pp0202010)		Helper/Loader Officer (Pp040101)	Helper (Pp050101)

## ANNEX F: Occupational Map for the ICT Sector

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN INFORMATION AND COMMUNICATION TECHNOLOGY FUNCTION AREA (1 of 2)											
IQF		Position Hierarchy		Information and Communication Technology Function Area							
Level	Category	Bureaucrat (Government)	Industry (Private)	Data Management System	Programming and Software Development	Hardware and Digital Peripherals	Network and Infrastructure	Operation and System Tools	Information System and Technology Development	IT Governance and Management	IT Project Management
	9	Expert	Main Expert	Chief Director; President Director;  CXO;  Managing Director	Chief of Knowledge Officer	Business Applications Director  System Programming Director	Technology Director	IT Infrastructure Director  Telecommunication Service Director  Network Service Director	Chief Operator Officer	Chief Technology Officer  Information System Officer	Chief Technology Officer  Information Technology Officer



NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN INFORMATION AND COMMUNICATION TECHNOLOGY FUNCTION AREA (1 of 2)

IQF		Position Hierarchy		Information and Communication Technology Function Area							
Level	Category	Bureaucrat (Government)	Industry (Private)	Data Management System	Programming and Software Development	Hardware and Digital Peripherals	Network and Infrastructure	Operation and System Tools	Information System and Technology Development	IT Governance and Management	IT Project Management
	8		Senior Expert	Director; Vice President Director; General Manager; Scientist	Data Warehouse Director	Senior Programmer	Digital Computer Technology Scientist	Technical Service Vice President	Operation and Technology Director	Vice President Information Services	Vice President Human Resources
IT Deployment Director											IT Project Portfolio Director
7		Junior Expert	Manager; Expert	Big Data Scientist	System Application Development Manger	Digital Computer Technology Expert	Telephone and Wireless Services Manger	Operating System Production Manager	Information Architecture Manager	Disaster Recovery Manager	Network Technical Services Project Manager
					System and Programmer Manger		Cloud Computing Manager				Distributed

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN INFORMATION AND COMMUNICATION TECHNOLOGY FUNCTION AREA (1 of 2)

IQF		Position Hierarchy		Information and Communication Technology Function Area							
Level	Category	Bureaucrat (Government)	Industry (Private)	Data Management System	Programming and Software Development	Hardware and Digital Peripherals	Network and Infrastructure	Operation and System Tools	Information System and Technology Development	IT Governance and Management	IT Project Management
						System Development Team Head		Cloud Application Manger			
				Data Warehouse Manager	Applications Programming Manager	Computer Operation Manager	Advance Network Administrator	Computer Operation Manager	Business Development Manager	Disaster Recovery and Business Continuity Manager	IT Contracts Manager
					Implementation Project Manager		Senior Network Administrator	Operation System Engineer			Senior Project Manager
					Object Programmer Expert		Network Manager	IT Operations System Manager			Lead Project Manager
					Software Development Expert		Network Engineer	IT Outsourcing Manager			Project Manager Applications
			Data System Manager	Site Software /	Microcomputer Technology Manager	System	Transaction	Availability/ Automated Operations	Training and Documentatio n Manager		

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN INFORMATION AND COMMUNICATION TECHNOLOGY FUNCTION AREA (1 of 2)

IQF		Position Hierarchy		Information and Communication Technology Function Area							
Level	Category	Bureaucrat (Government)	Industry (Private)	Data Management System	Programming and Software Development	Hardware and Digital Peripherals	Network and Infrastructure	Operation and System Tools	Information System and Technology Development	IT Governance and Management	IT Project Management
						Device Services Manager		Engineer	Processing Manager	Manager	
					Software Engineering Manager		Data Communications Manager	Administration and Facilities Manager			ICT Project Manager
					Application Development Manager		Network and Infrastructure Expert	Technical Operation Manager			IT Training Project Manager
				Help Desk Support Manager	Application Technology Manager	Controller Manager	Network Service Manager	Desktop/Computer Support Manager	Production Support Manager	Re-Engineering Manager	System Project Manager
					System Software Manager		Wireless System Manager	Help Desk Manager			Customer Account Manager
					System and Programming Manger		Telecommunication Manager	Operation System Development			

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN INFORMATION AND COMMUNICATION TECHNOLOGY FUNCTION AREA (1 of 2)

IQF		Position Hierarchy		Information and Communication Technology Function Area							
Level	Category	Bureaucrat (Government)	Industry (Private)	Data Management System	Programming and Software Development	Hardware and Digital Peripherals	Network and Infrastructure	Operation and System Tools	Information System and Technology Development	IT Governance and Management	IT Project Management
	6	Technician / Assistant Manager	Technician / Assistant Manager	Assistant Manager; Deputy Manager;	Data Model Administrator	Expert Programmer	Computer Operation Manager	Voice Communication Manager	Store Information System Manager	Property Management Manager	IT Human Resource Manager
Applications Manager						Voice /Wireless Communication Manager					
Office Automation Applications Manager						Telephone and Wireless Services Manager					
Lead Software Manager						Metrics Manager	Accounting Information System Manager	Information System Manager	Information System Manager	Implementation Deployment Project Manager	
				Senior Software		Network and Computing Services Manager					
6	Technician / Assistant Manager	Technician / Assistant Manager	Assistant Manager; Deputy Manager;	Data Model Administrator	Lead Programmer	Digital Computer	Network Administrator	Senior Computer	Senior System	Key Performance	ICTPM Deputy

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN INFORMATION AND COMMUNICATION TECHNOLOGY FUNCTION AREA (1 of 2)

IQF		Position Hierarchy		Information and Communication Technology Function Area									
Level	Category	Bureaucrat (Government)	Industry (Private)	Data Management System	Programming and Software Development	Hardware and Digital Peripherals	Network and Infrastructure	Operation and System Tools	Information System and Technology Development	IT Governance and Management	IT Project Management		
				Advisor		Program Analyst	Technology Advisor		Technician Specialist	Analyst	Indicator Analyst	Manager	
					Object Programmer				Information System Generalist				
					Database Programmer					Contract Management Analyst			
				Senior System Analyst	Web Developer	Network Control Analyst	System Administrator	Senior Production Control Analyst	IT Planning Analyst		ICTPM Deputy Manager		
					Software Engineer				Network Designer			Information Technology Associate	Operation Analyst
					Senior Programmer								
				Data Architect	Lead Application Programmer	Network Security Analyst	Data Communication Assistant	Metrics Measurement Analyst	System Analyst	Planning Integration and Control	IT Maintenance Contract		

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN INFORMATION AND COMMUNICATION TECHNOLOGY FUNCTION AREA (1 of 2)

IQF		Position Hierarchy		Information and Communication Technology Function Area										
Level	Category	Bureaucrat (Government)	Industry (Private)	Data Management System	Programming and Software Development	Hardware and Digital Peripherals	Network and Infrastructure	Operation and System Tools	Information System and Technology Development	IT Governance and Management	IT Project Management			
	5					Senior Application Programmer		Manager			Administrator	Manager		
Database Administrator					Senior System Programmer	LAN Applications Support Analyst		Middle Network Administrator		PCI-DSS Administrator	Production Control Analyst			
					Senior Unix Programmer									
Senior Operation Analyst					Business Analyst	Middle Network Technician	Procurement Administrator	Change Control Analyst						
					Business System Analyst									
Junior Technician / Analyst					Supervisor; Inspector	Data Analyst	Programmer	Microcomputer Support Supervisor		Chief Network Technician	Computer Technician Supervisor	Information System Supervisor	Change Control Supervisor	IT Project Supervisor
							Database			Junior				

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN INFORMATION AND COMMUNICATION TECHNOLOGY FUNCTION AREA (1 of 2)

IQF		Position Hierarchy		Information and Communication Technology Function Area							
Level	Category	Bureaucrat (Government)	Industry (Private)	Data Management System	Programming and Software Development	Hardware and Digital Peripherals	Network and Infrastructure	Operation and System Tools	Information System and Technology Development	IT Governance and Management	IT Project Management
					Data Management Supervisor	Programmer Supervisor	Computer Maintenance Supervisor	Network Technician	Word Processing Supervisor	Information Management Supervisor	Capacity Planning Supervisor
					Junior Web Programmer	Senior Network Specialist					
				Data Entry Supervisor	Junior Programmer	Hardware Installation Supervisor	Junior Network Administrator		POS Supervisor		
				Technical Engineer	Object Programmer	Communication Supervisor	Network Services Administrator	Computer Operation Supervisor	POS Training Supervisor	Human Resource Generalist	
				System Integrator	System Programmer		Network Services Supervisor	Help Desk Supervisor	Production Service Supervisor		

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN INFORMATION AND COMMUNICATION TECHNOLOGY FUNCTION AREA (1 of 2)

IQF		Position Hierarchy		Information and Communication Technology Function Area							
Level	Category	Bureaucrat (Government)	Industry (Private)	Data Management System	Programming and Software Development	Hardware and Digital Peripherals	Network and Infrastructure	Operation and System Tools	Information System and Technology Development	IT Governance and Management	IT Project Management
	4		Intern Technician / Analyst	Coordinator; Specialist	Data Entry Coordinator	Primary Object Programmer	Hardware Installation Coordinator	Junior Network Administrator	Specialist Computer Technician	Record Management Coordinator	IT Management Coordinator
Primary Programmer						Junior Computer Technician					
						Junior Web Developer	Desktop/Computer Support Technician				
Junior Mobil Programmer							POS Hardware Coordinator	Voice Wireless Communication Coordinator	Help Desk Coordinator		
						Computer Maintenance Coordinator			Lead Computer Operator	Green IT Management Coordinator	
								Technical	TH GL		



NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN INFORMATION AND COMMUNICATION TECHNOLOGY FUNCTION AREA (1 of 2)

IQF		Position Hierarchy		Information and Communication Technology Function Area																			
Level	Category	Bureaucrat (Government)	Industry (Private)	Data Management System	Programming and Software Development	Hardware and Digital Peripherals	Network and Infrastructure	Operation and System Tools	Information System and Technology Development	IT Governance and Management	IT Project Management												
	3	Operator	Middle Operator	Staff	Data Management Staff	Programmer Assistant	Computer Maintenance Staff	Network Technician	Quality Control Computer Operator	Information Management Staff	IT Management Staff	IT Project Management Staff											
Software Quality Control Tester													Voice Communication Specialist	Communication Coordinator	Service Specialist	Desktop/Computer Support Specialist	Computer Operation Specialist						
																		Junior Programmer	Network Specialist	Wireless Coordinator	Technical Specialist	Information Management Coordinator	Human Resource Specialist

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN INFORMATION AND COMMUNICATION TECHNOLOGY FUNCTION AREA (1 of 2)

IQF		Position Hierarchy		Information and Communication Technology Function Area							
Level	Category	Bureaucrat (Government)	Industry (Private)	Data Management System	Programming and Software Development	Hardware and Digital Peripherals	Network and Infrastructure	Operation and System Tools	Information System and Technology Development	IT Governance and Management	IT Project Management
						Design Computer Operator Assistant Documenter Quantity Surveyor Computer Operator Citizenship Computer Operator Interface Programmer Assistant Network Control Analyst Staff Telecommunication Technician Statistics Computer Operator Advanced Office Operator					

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN INFORMATION AND COMMUNICATION TECHNOLOGY FUNCTION AREA (1 of 2)

IQF		Position Hierarchy		Information and Communication Technology Function Area							
Level	Category	Bureaucrat (Government)	Industry (Private)	Data Management System	Programming and Software Development	Hardware and Digital Peripherals	Network and Infrastructure	Operation and System Tools	Information System and Technology Development	IT Governance and Management	IT Project Management
						Coder			Computer Repair Specialist		
								Word Processing Lead Operator			
								Computer Operator			
					Program Documenter			Desktop Specialist			
								Help Desk Specialist			
								Computer Technician			

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN INFORMATION AND COMMUNICATION TECHNOLOGY FUNCTION AREA (1 of 2)

IQF		Position Hierarchy		Information and Communication Technology Function Area							
Level	Category	Bureaucrat (Government)	Industry (Private)	Data Management System	Programming and Software Development	Hardware and Digital Peripherals	Network and Infrastructure	Operation and System Tools	Information System and Technology Development	IT Governance and Management	IT Project Management
	2		Junior Operator	Junior Staff	Data Entry Operator	Assistant Programmer Trainee	BYOD Support Specialist	Technical Support	Junior Computer Operator	Information System and Technology Administration	IT Governance and Management Administration
Coder Trainee						Senior Office Operator					
Junior Assistant Programmer						Personal Computer Specialist	Network Support Technician	Helpdesk			
Junior Coder								Computer Operator			
Novice Programmer								Operational Support Technician	Word Processing Operator		

NATIONAL OCCUPATION MAP IN INDONESIA NATIONAL QUALIFICATION FRAMEWORK IN INFORMATION AND COMMUNICATION TECHNOLOGY FUNCTION AREA (1 of 2)

IQF		Position Hierarchy		Information and Communication Technology Function Area							
Level	Category	Bureaucrat (Government)	Industry (Private)	Data Management System	Programming and Software Development	Hardware and Digital Peripherals	Network and Infrastructure	Operation and System Tools	Information System and Technology Development	IT Governance and Management	IT Project Management
	1		Intern Operator	Clerk	Data Entry Clerk	Software Development Clerk	Computer Maintenance Clerk	Junior Technical Support Technical Support Clerk	Junior Office Operator Basic Office Operator Computer Technician Computer Operator Assistant Print Operator	Information Management Clerk	IT Management Clerk

## ANNEX G: Occupational Map for the Travel Services in Tourism Industry

OCCUPATIONAL MAP OF TRAVEL SERVICES (TOURISM)							
TOUR OPERATION				IQF LEVEL	TRAVEL AGENCIES		
RESERVATION & TICKETING	GUIDING	SALES AND FINANCE	ECO TOUR		RESERVATION AND TICKETING	SALES AND SERVICE	OPERATION
Not Applicable				9	Not Applicable		
Not Applicable				8	Not Applicable		
Not Applicable				7	Not Applicable		
Product Manager: Travel Planner, Product Designer				6	General Manager; Branch Manager; Travel Manager,		
Supervision and Administration: Branch Manager; Agency Leader				6	Travel Supervisor; Assistant General Manager; Assistant Branch Manager		

OCCUPATIONAL MAP OF TRAVEL SERVICES (TOURISM)							
TOUR OPERATION				IQF LEVEL	TRAVEL AGENCIES		
RESERVATION &TICKETING	GUIDING	SALES AND FINANCE	ECO TOUR		RESERVA-TION AND TICKETING	SALES AND SERVICE	OPERATION
Ticketing supervisor; Reservations manager; Manager	Senior Tour Guide; Tour Leader; Resort Representatives; Guide Captain; Tour Manager; Manager	Sales Manager; Credit controller; Marketing Manager, Sales Manager; Promotions Manager;	Eco-Tour Driver; Senior Eco-Tour Guide,	4	Senior Ticketing Office; Senior Reservations Staff; Senior Outbound Tour Reservations Staff; Senior Inbound Tour Reservations Staff; Senior Domestic Tour Reservations Staff; Senior Booking Agent	Senior Travel Advisor; Senior Domestic Travel Consultant; Senior Domestic International Consultant; Senior Corporate Travel Consultat; Senior Reservations Sales Agent; Senior Travel Information Officer	Senior Ticketing Officer; senior Reservations Clerk; Senior Ticketing Clerk; Senior Inbound Tour Reservations Clerk; Senior Domestic Tour Reservations Clerk; Senior Booking Agent; Senior Travel Advisor; Senior Domestic International Consultant; Senior Corporate Travel Consultant; Senior Reservations Sales Agent; Senior Travel Information Officer

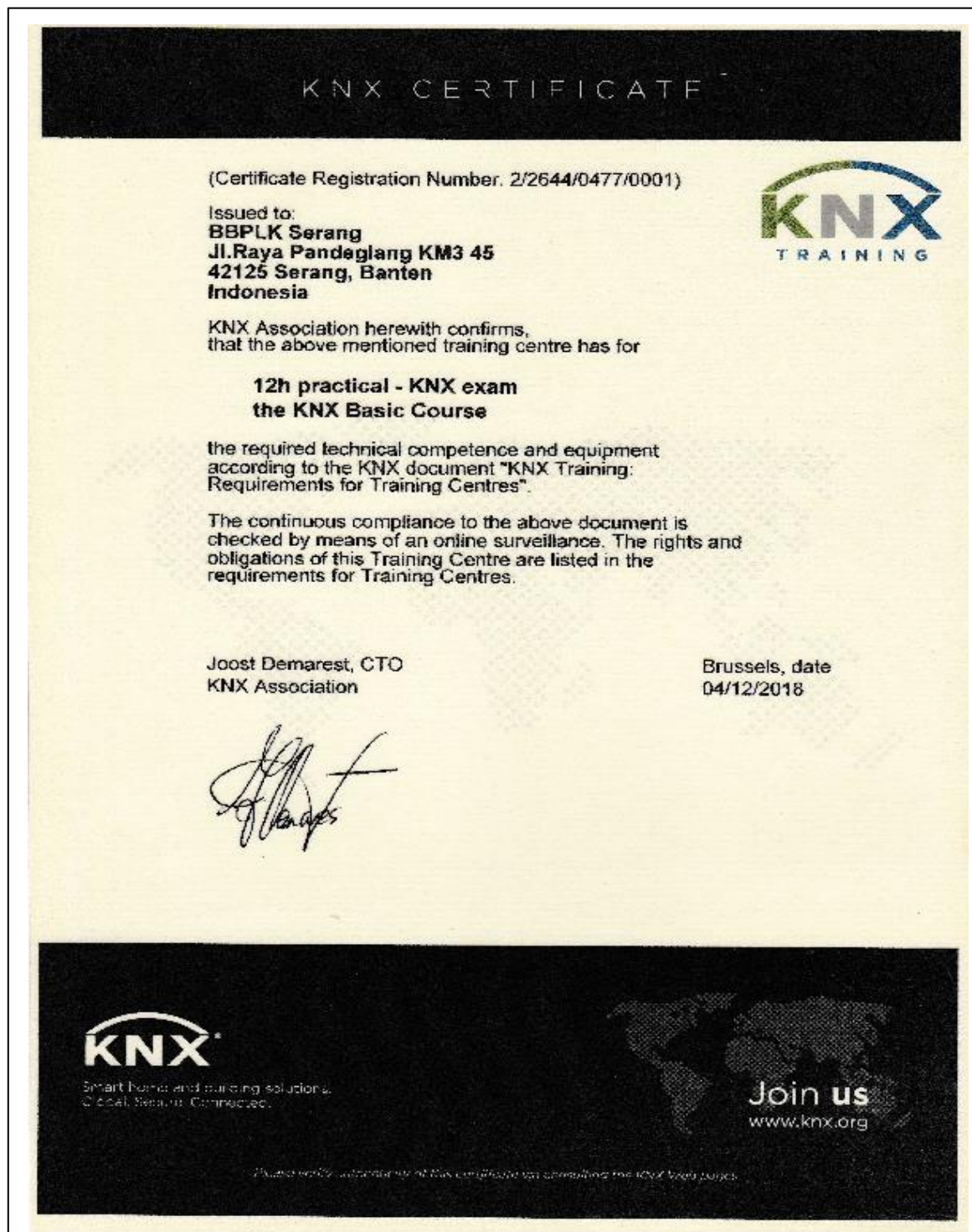
OCCUPATIONAL MAP OF TRAVEL SERVICES (TOURISM)							
TOUR OPERATION				IQF LEVEL	TRAVEL AGENCIES		
RESERVATION & TICKETING	GUIDING	SALES AND FINANCE	ECO TOUR		RESERVATION AND TICKETING	SALES AND SERVICE	OPERATION
Trainee Ticketing Officer; Trainee Reservations Clerk; Trainee Ticketing Clerk Ticketing Officer; Reservations Clerk; Ticketing Clerk; Clerk	Tour Guide; Tour Leader; Local Guide; Eco-Tour Guide; Driver Guide; Supervisor	Assistant Reservations Manager Assistant Sales Manager; Assistant Contracts Manager; Assistant Promotions Manager; Supervisor		3	Ticketing Officer; Reservations Clerk; Ticketing Clerk; Inbound Tour Reservations Clerk; Domestic Tour Reservations Clerk; Booking Agent	Travel Advisor; Domestic Travel Consultant; International Consultant; Corporate Travel Consultant; Reservations Sales Agent; Travel Information Officer	Ticketing Officer; Reservations Clerk; Ticketing Clerk; Inbound Tour Reservations Clerk; Domestic Tour Reservations Clerk, Booking Agent; Travel Advisor ; Domestic Travel Consultant; Domestic International Consultant; Corporate Travel Consultant; Reservations Sales Agent; Travel Information Officer
Trainee Ticketing Officer; Trine			Camp Assistant; Assistant Camp Cook;		2	Junior Officer Assistant; Trainee Ticketing Officer;	Trainee Travel Advisor; Trainee Domestic Travel
				1			



**ANNEX H: Certificate as Approved Training Body International Institute of Welding for BBPLK Serang**



## ANNEX I: Permit for Undertaking the Practical KNX Exam on the KNX Basic Course for BBPLK Serang



## ANNEX J: Regulations of the Minister of Education and Culture for GCS Based on IQF

NO	Name of Courses/ Training	Regulation Number/Year
<b>IQF Level 2</b>		
1	Accounting Technician	131/2014
2	Animation	5/2016
3	Babysitter	11/2019
4	Batik Making with Eco-Friendly Coloring	27/2017
5	Batik Making with Synthetic Coloring	27/2017
6	Packed Gift	131/2014
7	Brick Installation	27/2017
8	Bridal Makeup	131/2014
9	Construction Woodworking	27/2017
10	Dried Flowers and Artificial Flowers	131/2014
11	Driver	131/2014
12	Export Import	131/2014
13	Fashion	131/2014
14	Florist	131/2014
15	Food Business Services	131/2014
16	Game Development	11/2019
17	Graphic Design	5/2016
18	Gymnastics	131/2014
19	Hair Beauty	131/2014
20	Hand Embroidery	131/2014
21	Hand-Drawn Spouted Pot Making	27/2017
22	Health Workers	5/2016
23	Housekeeping	131/2014
24	Indonesian Modern Dance	11/2019
25	Machine Embroidery	131/2014
26	Machine Operation	11/2019
27	Massage Acupressure	11/2019
28	Motorcycle Mechanics	131/2014
29	Park Keeper	27/2017
30	Private Vehicle Driver	131/2014
31	Public Transport Driver	131/2014
32	Reflexology Treatment Massage	131/2014
33	Scaffolding	27/2017
34	Secretary	131/2014
35	Skin Beauty	131/2014
36	Spa	131/2014
37	Technical light vehicle	5/2016
38	Welding	5/2017

NO	Name of Courses/ Training	Regulation Number/Year
<b>IQF Level 3</b>		
39	Indonesian and Oriental Delights	5/2016
40	Accounting Technician	131/2014
41	Acupuncture	131/2014
42	Air Conditioner repair	11/2019
43	Aircraft Cabin Crew	11/2019
44	Animation	5/2016
45	Babysitter	11/2019
46	Basic Electronics	5/2016
47	Batik Wax Making	27/2017
48	Packed Gift	131/2014
49	Brick Installation	27/2017
50	Cake Decoration and Chocolate	5/2019
51	Cakes and Bread	5/2018
52	Continental Delights	5/2017
53	Care Giver	27/2017
54	Cellphone technician	11/2019
55	Computer Aided Design (CAD)	11/2019
56	Computer Engineering	5/2016
57	Computer Networks	5/2016
58	Computer Office Applications	11/2019
59	Copper Stamp Tool Making	27/2017
60	Digital Marketing	11/2019
61	Dried Flowers and Artificial Flowers	131/2014
62	ELC Programming	11/2019
63	Export Import	131/2014
64	Fashion	131/2015
65	Florist	131/2014
66	Food Business Services	47/2010
67	Game Development	11/2019
68	Graphic design	5/2016
69	Gymnastics	131/2014
70	Hair Beauty	131/2014
71	Hand Embroidery	131/2014
72	Heavy Equipment Mechanics	27/2017
73	Interior design	11/2019
74	Japanese Language	131/2014
75	Journalism	11/2019
76	Land Operations	11/2019
77	Machine Embroidery	131/2014
78	Master of Ceremony	131/2014
79	Motorcycle Mechanics	11/2019
80	Park Construction Practitioner	27/2017

<b>NO</b>	<b>Name of Courses/ Training</b>	<b>Regulation Number/Year</b>
81	Photography	5/2016
82	Piano Pop and Jazz	131/2014
83	Piping	11/2019
84	Plumbing Installation	27/2017
85	Radio Announcer	11/2019
86	Reflexology Treatment Massage	131/2014
87	Regional Taxes and Regional Levies	131/2014
88	Robotics	11/2019
89	Scaffolding	27/2017
90	Secretary	131/2014
91	Skin Beauty	131/2014
92	Spa	131/2014
93	Tax Deductions and Income Tax	131/2014
94	Technical Light Vehicle	5/2016
95	Television Broadcaster	131/2014
96	Traditional Care for Women and Babies	11/2019
97	Traditional Chinese Doctor	131/2014
98	Traditional Fitness Masseuse	11/2019
99	Travel Guide	27/2017
100	TV Cameraman	131/2014
101	Video Editing	131/2014
102	Welding	5/2016
<b>IQF Level 4</b>		
103	Multimedia	Legal drafting
104	Accounting Technician	131/2014
105	Animation	5/2016
106	Cellular phone technician	11/2019
107	Digital Marketing	11/2019
108	Dried Flowers and Artificial Flowers	131/2014
109	ELC Programming	Legal drafting
110	Export Import	131/2014
111	Food Business Services	47/2010
112	Gymnastics	131/2014
113	Hair Beauty	131/2014
114	Income Taxation	131/2014
115	IT Security	Legal drafting
116	Massage Acupressure	11/2019
117	Master of Ceremony	131/2014
118	Mobile Application Programming	Legal drafting
119	Motorcycle Mechanics	131/2014
120	Personal Income Tax Taxation	131/2014
121	Reflexology Treatment Massage	131/2014
122	Skin Beauty	131/2014

NO	Name of Courses/ Training	Regulation Number/Year
123	Spa	131/2014
124	Tax for Non-luxury Goods	131/2014
125	Technical Light Vehicle	5/2016
126	Television Directing	11/2019
127	Traditional Dance	11/2019
128	Web Design	11/2019
129	Web Programming	11/2019
<b>IQF Level 5</b>		
130	Accounting Technician	131/2014
131	Customs and Excise	131/2014
132	Domestic Income Tax in Manufacturing Sector	131/2014
133	Domestic Income Tax in Services and Trade	131/2014
134	Export Import	131/2014
135	Food Business Services	47/2010
136	Income Tax Taxation	131/2014
137	Photography	5/2016
<b>IQF Level 6</b>		
138	Export Import	131/2014
139	Indonesian Modern Dance	11/2019
140	Acupuncture	Legal drafting

## ANNEX K: List of Meetings of the Referencing Process and Document Development

Meeting Agenda	Invited Participants
<p><b>Consultative Conference in the Draft AQRF Referencing Report</b></p> <p><b>Academic Document on National Qualification Board (Formation of IQF Board)</b></p> <p><b>October 17, 2017; Atria Hotel Gading – Serpong, Jakarta</b></p>	<ol style="list-style-type: none"> <li>1. Deputy Assistant of Middle Education and Work Skill, Coordinator Ministry of Man and Culture Development</li> <li>2. Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>3. Subdirector of Curriculum, Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>4. Agency for Human Resource Development, Ministry of Transportation</li> <li>5. Directorate of Quality Assurance, Ministry of Research, Technology and Higher Education</li> <li>6. Bandung Institute of Technology, Ministry of Research, Technology and Higher Education</li> <li>7. Education and Training Centre of Industry, Ministry of Industry</li> <li>8. National Training Council, Ministry of Manpower</li> </ol>
<p><b>Consultative Conference in the Draft AQRF Referencing Report</b></p> <p><b>Criterion 1: The Structure of the Education and Training System</b></p> <p><b>October 26-27, 2018; Directorate General of Training and Productivity Development, Ministry of Manpower</b></p>	<ol style="list-style-type: none"> <li>1. Deputy Assistant of Middle Education and Work Skill, Coordinator Ministry of Man and Culture Development</li> <li>2. Subdirector of Curriculum, Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>3. Directorate of Quality Assurance, Ministry of Research, Technology and Higher Education</li> <li>4. Higher Education Board, Ministry of Research Technology and Higher Education</li> <li>5. Subdirector of Graduates Competency, Directorate of Quality Assurance, Ministry of Research Technology and Higher Education</li> <li>6. Bandung Institute of Technology, Ministry of Research, Technology and Higher Education</li> <li>7. Padjadjaran University, Ministry of Research, Technology and Higher Education</li> <li>8. Cooperation Sector of Manpower Development, Ministry of Industry</li> <li>9. Education and Training Centre of Industry, Ministry of Industry</li> <li>10. Subdirector of, Development and Harmonization of Competency Standard, Ministry of Manpower</li> <li>11. National Training Council</li> <li>12. Competency Society</li> </ol>
<p><b>Consultative Conference in the Draft AQRF Referencing</b></p>	<ol style="list-style-type: none"> <li>1. Deputy Assistant of Middle Education and Work Skill, Coordinator Ministry of Man and Culture Development</li> <li>2. Directorate of Quality Assurance, Ministry of Research, Technology and Higher Education</li> <li>3. Subdirector of Graduates Competency, Directorate of Quality</li> </ol>

Meeting Agenda	Invited Participants
<p><b>Report</b></p> <p><b>November 1, 2018;</b></p> <p><b>Swiss Bell Residence Hotel Kalibata - Jakarta</b></p>	<p>Assurance, Ministry of Research Technology and Higher Education</p> <ol style="list-style-type: none"> <li>4. Subdirectorate of Curriculum, Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>5. Bandung Institute of Technology, Ministry of Research, Technology and Higher Education</li> <li>6. Subdirectorate of Development and Harmonization of Competency Standard, Ministry of Manpower</li> <li>7. Cooperation Sector of Manpower Development, Ministry of Industry</li> <li>8. Directorate of Negotiation of Service Trade, Ministry of Trade</li> <li>9. National Agency for Education Standard, Ministry of Education and Culture</li> <li>10. National Training Council</li> <li>11. Competency Society</li> </ol>
<p><b>Consultative Conference in the Draft AQR Referencing Report</b></p> <p><b>Criterion 1: The Structure of the Education and Training System</b></p> <p><b>November 9-10, 2018;</b></p> <p><b>El Royale Hotel – Jakarta</b></p>	<ol style="list-style-type: none"> <li>1. Deputy Assistant of Middle Education and Work Skill, Coordinator Ministry of Man and Culture Development</li> <li>2. Subdirectorate of Curriculum, Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>3. Subdirectorate of Infrastructure, Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>4. Subdirectorate of Institution and Partnership, Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>5. National Agency for Education Standard, Ministry of Education and Culture</li> <li>6. Directorate of Quality Assurance, Ministry of Research, Technology and Higher Education</li> <li>7. Higher Education Board, Ministry of Research Technology and Higher Education</li> <li>8. Subdirectorate of Graduates Competency, Directorate of Quality Assurance, Ministry of Research Technology and Higher Education</li> <li>9. Bandung Institute of Technology, Ministry of Research, Technology and Higher Education</li> <li>10. Padjadjaran University, Ministry of Research, Technology and Higher Education</li> <li>11. Cooperation Sector of Manpower Development, Ministry of Industry</li> <li>12. Competency Certification Practitioner, Ministry of Industry</li> <li>13. Education and Training Centre of Industry, Ministry of Industry</li> <li>14. Subdirectorate of, Development and Harmonization of Competency Standard, Ministry of Manpower</li> <li>15. National Training Council</li> <li>16. Competency Society</li> </ol>
<p><b>Consultative Conference in the Draft AQR Referencing</b></p>	<ol style="list-style-type: none"> <li>1. Deputy Assistant of Middle Education and Work Skill, Coordinator Ministry of Man and Culture Development</li> <li>2. Bandung Institute of Technology, Ministry of Research, Technology and Higher Education</li> </ol>



Meeting Agenda	Invited Participants
<b>Report; Criterion 1-3; November 16-17, 2018; Saka Premiere Hotel - Medan</b>	<ol style="list-style-type: none"> <li>3. Subdirectorate of Development and Harmonization of Competency Standard, Ministry of Manpower</li> <li>4. Cooperation Sector of Manpower Development, Ministry of Industry</li> <li>5. Directorate of Negotiation of Service Trade, Ministry of Trade</li> <li>6. National Training Council</li> <li>7. Competency Society</li> </ol>
<b>Consultative Conference in the Draft AQRF Referencing Report Criterion 6: The National Quality Assurance System for Education and Training; November 10-11, 2018; Golden Boutique Hotel Melawai – Jakarta</b>	<ol style="list-style-type: none"> <li>1. Deputy Assistant of Middle Education and Work Skill, Coordinator Ministry of Man and Culture Development</li> <li>2. Subdirectorate of Curriculum, Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>3. National Agency for Education Standard, Ministry of Education and Culture</li> <li>4. Directorate of Quality Assurance, Ministry of Research, Technology and Higher Education</li> <li>5. Higher Education Board, Ministry of Research Technology and Higher Education</li> <li>6. Subdirectorate of Graduates Competency, Directorate of Quality Assurance, Ministry of Research Technology and Higher Education</li> <li>7. Bandung Institute of Technology, Ministry of Research, Technology and Higher Education</li> <li>8. Padjadjaran University, Ministry of Research, Technology and Higher Education</li> <li>9. Cooperation Sector of Manpower Development, Ministry of Industry</li> <li>10. Competency Certification Practitioner, Ministry of Industry</li> <li>11. Education and Training Centre of Industry, Ministry of Industry</li> <li>12. Subdirectorate of, Development and Harmonization of Competency Standard, Ministry of Manpower</li> <li>13. Directorate of Negotiation of Service Trade, Ministry of Trade</li> <li>14. National Training Council Competency Society</li> </ol>
<b>Consultative Conference in the Draft AQRF Referencing Report; May 9, 2019; Directorate General of Training and Productivity Development, Ministry of Manpower</b>	<ol style="list-style-type: none"> <li>1. Deputy Assistant of Middle Education and Work Skill, Coordinator Ministry of Man and Culture Development</li> <li>2. Directorate of Quality Assurance, Ministry of Research, Technology and Higher Education</li> <li>3. Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>4. National Agency for Education Standard, Ministry of Education and Culture</li> <li>5. Subdirectorate of Graduate Competence, Directorate of Quality Assurance, Ministry of Research, Technology and Higher Education</li> <li>6. Higher Education Board, Ministry of Research Technology and Higher Education</li> <li>7. Bandung Institute of Technology, Ministry of Research, Technology and Higher Education</li> <li>8. Atma Jaya Catholic University, Ministry of Research, Technology and</li> </ol>

Meeting Agenda	Invited Participants
	<p>Higher Education</p> <ol style="list-style-type: none"> <li>9. Surabaya University, Ministry of Research, Technology and Higher Education</li> <li>10. Subdirectorate of Development and Harmonization of Competence Standard, Ministry of Manpower</li> <li>11. Subdirectorate of Curriculum, Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>12. Ministry of Industry</li> <li>13. Ministry of Trade</li> <li>14. National Training Council, Ministry of Manpower</li> </ol>
<p><b>Consultative Conference of IQF Referencing to the AQRF;</b> <b>June 8, 2019</b></p>	<ol style="list-style-type: none"> <li>1. Deputy Assistant of Middle Education and Work Skill, Coordinator Ministry of Man and Culture Development</li> <li>2. Directorate of Quality Assurance, Ministry of Research, Technology and Higher Education</li> <li>3. Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>4. National Agency for Education Standard, Ministry of Education and Culture</li> <li>5. Subdirectorate of Graduate Competence, Directorate of Quality Assurance, Ministry of Research, Technology and Higher Education</li> <li>6. Higher Education Board, Ministry of Research Technology and Higher Education</li> <li>7. Bandung Institute of Technology, Ministry of Research, Technology and Higher Education</li> <li>8. Atma Jaya Catholic University, Ministry of Research, Technology and Higher Education</li> <li>9. Surabaya University, Ministry of Research, Technology and Higher Education</li> <li>10. Subdirectorate of Development and Harmonization of Competence Standard, Ministry of Manpower</li> <li>11. Subdirectorate of Curriculum, Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>12. Ministry of Industry</li> <li>13. Ministry of Trade</li> <li>14. National Training Council, Ministry of Manpower</li> </ol>
<p><b>Consultative Conference in the Draft AQRF Referencing Report</b> <b>Criterion 6: The National Quality Assurance System for Education and</b></p>	<ol style="list-style-type: none"> <li>1. Director of Quality Assurance, Ministry of Research, Technology and Higher Education</li> <li>2. Subdirectorate of Graduate Competence, Directorate of Quality Assurance, Ministry of Research, Technology and Higher Education</li> <li>3. Bandung Institute of Technology, Ministry of Research, Technology and Higher Education</li> <li>4. Atma Jaya Catholic University, Ministry of Research, Technology and Higher Education</li> <li>5. Surabaya University, Ministry of Research, Technology and Higher</li> </ol>

Meeting Agenda	Invited Participants
<p><b>Training</b></p> <p><b>June 15-16, 2019</b></p> <p><b>Aston Pasteur Hotel – Bandung</b></p>	<p>Education</p> <ol style="list-style-type: none"> <li>6. Higher Education Board, Ministry of Research Technology and Higher Education</li> <li>7. National Training Council, Ministry of Manpower</li> <li>8. Subdirectorate of Development and Harmonization of Competence Standard, Ministry of Manpower</li> <li>9. National Agency for Education Standard, Ministry of Education and Culture</li> <li>10. Subdirectorate of Curriculum, Directorate of Course and Training Development, Ministry of Education and Culture</li> </ol>
<p><b>Consultative Conference in the Draft AQR Referencing Report</b></p> <p><b>Criterion 6: The National Quality Assurance System for Education and Training</b></p> <p><b>June 25-26, 2019;</b></p> <p><b>Le Meridien Hotel – Jakarta</b></p>	<ol style="list-style-type: none"> <li>1. Subdirectorate of Graduate Competence, Directorate of Quality Assurance, Ministry of Research, Technology and Higher Education</li> <li>2. Bandung Institute of Technology, Ministry of Research, Technology and Higher Education</li> <li>3. Atma Jaya Catholic University, Ministry of Research, Technology and Higher Education</li> <li>4. Surabaya University, Ministry of Research, Technology and Higher Education</li> <li>5. National Agency for Education Standard, Ministry of Education and Culture</li> </ol>
<p><b>Consultative Conference in the Draft AQR Referencing Report</b></p> <p><b>Criterion 6: The National Quality Assurance System for Education and Training</b></p> <p><b>June 28-29, 2019;</b></p> <p><b>Sapphire Sky Hotel &amp; Conference – South Tangerang</b></p>	<ol style="list-style-type: none"> <li>1. Deputy Assistant of Middle Education and Work Skill, Coordinator Ministry of Man and Culture Development</li> <li>2. Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>3. Subdirectorate of Curriculum, Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>4. National Agency for Education Standard, Ministry of Education and Culture</li> <li>5. Subdirectorate of Graduate Competence, Directorate of Quality Assurance, Ministry of Research, Technology and Higher Education</li> <li>6. Higher Education Board, Ministry of Research Technology and Higher Education</li> <li>7. Bandung Institute of Technology, Ministry of Research, Technology and Higher Education</li> <li>8. Atma Jaya Catholic University, Ministry of Research, Technology and Higher Education</li> <li>9. Surabaya University, Ministry of Research, Technology and Higher Education</li> <li>10. Astra Manufacturing Polytechnic, Ministry of Research, Technology and</li> </ol>

Meeting Agenda	Invited Participants
	<p>Higher Education</p> <p>11. Industrial Education and Training Center, Ministry of Industry</p> <p>12. Subdirectorate of Development and Harmonization of Competence Standard, Ministry of Manpower</p> <p>13. National Training Council, Ministry of Manpower</p> <p>14. National Competence Society of Indonesia, Ministry of Manpower</p> <p>15. Agency of Human Resource Development, Ministry of Public Works and Housing</p> <p>16. Deputy Secretary of Human Resource Apparatus, Ministry of State Apparatus Empowerment and Bureaucratic Reform</p> <p>17. Directorate of Education and Religion, Ministry of National Development Planning</p>
<p><b>Consultative Conference in the Draft AQR Referencing Report</b></p> <p><b>July 10, 2019;</b></p> <p><b>Best Western Hotel Cawang – Jakarta</b></p>	<ol style="list-style-type: none"> <li>1. Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>2. Subdirectorate of Graduate Competence, Directorate of Quality Assurance, Ministry of Research, Technology and Higher Education</li> <li>3. Subdirectorate of Development and Harmonization of Competence Standard, Ministry of Manpower</li> <li>4. Higher Education Board, Ministry of Research Technology and Higher Education</li> <li>5. Bandung Institute of Technology, Ministry of Research, Technology and Higher Education</li> <li>6. Atma Jaya Catholic University, Ministry of Research, Technology and Higher Education</li> <li>7. Surabaya University, Ministry of Research, Technology and Higher Education</li> <li>8. National Agency for Education Standard, Ministry of Education and Culture</li> </ol>
<p><b>Consultative Conference in the Draft AQR Referencing Report</b></p> <p><b>July 18, 2019;</b></p> <p><b>Harris Hotel FX Sudirman – Jakarta</b></p>	<ol style="list-style-type: none"> <li>1. Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>2. Subdirectorate of Graduate Competence, Directorate of Quality Assurance, Ministry of Research, Technology and Higher Education</li> <li>3. Subdirectorate of Development and Harmonization of Competence Standard, Ministry of Manpower</li> <li>4. Higher Education Board, Ministry of Research Technology and Higher Education</li> <li>5. Bandung Institute of Technology, Ministry of Research, Technology and Higher Education</li> <li>6. Atma Jaya Catholic University, Ministry of Research, Technology and Higher Education</li> <li>7. Surabaya University, Ministry of Research, Technology and Higher Education</li> <li>8. National Agency for Education Standard, Ministry of Education and Culture</li> </ol>

Meeting Agenda	Invited Participants
<p><b>Consultative Conference in the Draft AQRF Referencing Report</b></p> <p><b>July 22, 2019;</b></p> <p><b>Best Western Hotel Senayan – Jakarta</b></p>	<ol style="list-style-type: none"> <li>1. Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>2. Subdirectorate of Graduate Competence, Directorate of Quality Assurance, Ministry of Research, Technology and Higher Education</li> <li>3. Subdirectorate of Development and Harmonization of Competence Standard, Ministry of Manpower</li> <li>4. Higher Education Board, Ministry of Research Technology and Higher Education</li> <li>5. Bandung Institute of Technology, Ministry of Research, Technology and Higher Education</li> <li>6. Atma Jaya Catholic University, Ministry of Research, Technology and Higher Education</li> <li>7. Surabaya University, Ministry of Research, Technology and Higher Education</li> <li>8. National Agency for Education Standard, Ministry of Education and Culture</li> </ol>
<p><b>Consultative Conference in the Draft AQRF Referencing Report</b></p> <p><b>July 28, 2019;</b></p> <p><b>Savero Hotel – Depok</b></p>	<ol style="list-style-type: none"> <li>1. Directorate of Course and Training Development, Ministry of Education and Culture</li> <li>2. Higher Education Board, Ministry of Research Technology and Higher Education</li> <li>3. Bandung Institute of Technology, Ministry of Research, Technology and Higher Education</li> <li>4. Atma Jaya Catholic University, Ministry of Research, Technology and Higher Education</li> <li>5. Surabaya University, Ministry of Research, Technology and Higher Education</li> <li>6. National Agency for Education Standard, Ministry of Education and Culture</li> </ol>

## ANNEX L: Documentations of the Referencing Process



Meeting with regulatory authorities; 28<sup>th</sup> Juni 2019



Meeting with course and training providers, 29<sup>th</sup> July 2019



**Meeting with professional associations, 29<sup>th</sup> July 2019**



**Meeting with industry partners, 30<sup>th</sup> July 2019**



**Meeting with quality assurance and standard agencies, 30<sup>th</sup> July 2019**

## ANNEX M: Endorsement Letter from Industrial Human Resources Development Agency/Badan Pengembangan Sumber Daya Manusia Industri (IHRDA/BPSDMI)



### BADAN PENGEMBANGAN SUMBER DAYA MANUSIA INDUSTRI

Jalan Widya Chandra VIII No. 34 Kebayoran Baru, Jakarta Selatan 12190  
Telp : 5712619, 5703300, 5268620, 5737389 Fax : 5253040, 5271378

September 13<sup>th</sup> - 2019

No. : 541 /BPSDMI.2/IX/2019  
Re : Review of the Referencing Document

To. Professor Ismunandar  
Chair of the Indonesia Qualifications National Committee  
Ministry of Research, Technology, and Higher Education

Dear Prof. Ismunandar,

In consideration of your request for our institutional review on the referencing IQF to AQRF report as mentioned in your letter number B/17/B.B4/KKNI/2019, we would like to express our appreciation for involving us as your valued stakeholder.

Concerning the report, we look carefully on certain aspects such as involvement of main stakeholders (industries and business communities) in the referencing process. Views of business sectors regarding the qualifications and description range of occupation standards that are currently used in the qualifications system is our main focus.

We found that IQNC placed a significant effort to outline the aforesaid matters, despite the relationship between supply-push manpower (education providers) and demand-pull (industries or companies) workforces is still minimum. The report can be utilized as baseline to improve the market analyses of man power required by industries.

For other criterion, the report meeting the criteria and the explanations are relevant. We congratulate the team for producing this quality report and look forward to further collaboration.

Thank you.

Yours Sincerely,



Dr. Afrizon  
Head of Center of Education and Training – Ministry of Industry



## **ANNEX N: Endorsement Letter from National Training Council/ Dewan Pelatihan Kerja Nasional (DPKN) – MoRTHE**



### **DEWAN PELATIHAN KERJA NASIONAL**

Secretariat: Direktorat Bina Kelembagaan Pelatihan  
Ditjen Pembinaan Pelatihan dan Produktivitas - Kementerian Ketenagakerjaan RI.  
Jalan Jenderal Gatot Subroto Kaveling 51 Lantai Gedung A, - Jakarta Selatan 12950

#### **Letter of Endorsement**

To. Chair of Indonesia Qualifications National Committee

Referring to your letter number B/17/B.B4/KKNI/2019 concerning review of the referencing document of IQF to the AQRF, we would like to express our appreciation to your team in preparing the document. We focus only on the Criterion IV (**INDONESIAN QUALIFICATIONS FRAMEWORK STRUCTURE AND COMPARISON TO THE ASEAN QUALIFICATIONS REFERENCE FRAMEWORK**)

The procedure of comparing, associating, linking, equating or equaling descriptors IQF with level descriptors of the AQRF is carried though a robust and transparent by professional judgements.

The application of the 'best fit' method on IQF to AQRF descriptors is equipped with strong evidence involving various stakeholders.

Herein, we agree with the result with two notes:

- 1) The exhibit of levels comparison should be made easier to community in general understand the meaning.
- 2) IQNC should plan mechanism for disseminating the referencing results to larger scope stakeholders and community in general. The disseminating process has to be carried out intensively.

September 11 - 2019

Chair of National Training Council

H.M. Moedjiman

## **ANNEX O: Endorsement Letter from Higher Education Board/Dewan Pendidikan Tinggi (HEB/DPT)**



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI

### **DEWAN PENDIDIKAN TINGGI**

Jalan Jenderal Sudirman Pintu Satu, Senayan, Gedung D, Lantai 7  
Jakarta 10270, Telepon (02157946100 (Hunting))

---

September 13<sup>th</sup> – 2019

No.:  
Re: Review of the Referencing Document  
Enclosure: 1 Document

To. Professor Ismunandar  
Chair of the Indonesia Qualifications National Committee  
Ministry of Research, Technology, and Higher Education

Dear Prof. Ismunandar,

Referring to your letter number B/17/B.B4/KKNI/2019 concerning review of the referencing document of IQF to the AQRF, we appreciate your request to our institution. We acknowledge our position in enhancing the quality of your document and to evaluate whether this document has fulfilled all criteria stated in the AQRF Referencing Guidelines.

Enclosed is the review comment for your perusal. Once the document is approved by the AQRF Committee, we kindly suggest and urge you to disseminate the referencing results to higher education institutions and industries, intensively.

From our side, we will assess current policies regarding the qualifications in higher education in order to respond an addition of the appropriate AQRF level to new qualification or diplomas issued. The policy will look at indicating an AQRF level on our diplomas as adding international currency to our national qualifications.

Prof Ismunandar, your consideration is highly appreciated.

Yours Sincerely,  
Chair of the Development Council – Higher Education Board  
Ministry of Research, Technology, and Higher Education



Professor Aman Wirakartakusumah

CC. Chair of Higher Education Board - Ministry of Research, Technology, and Higher Education

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KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI

**DEWAN PENDIDIKAN TINGGI**

Jalan Jenderal Sudirman Pintu Satu, Senayan, Gedung D, Lantai 7  
Jakarta 10270, Telepon (02157946100 (Hunting))

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**Review on Document of Referencing Process of  
Indonesian Qualifications Framework to the  
ASEAN Qualifications Reference Framework**

<b>Reviewer</b>	<b>Development Council - Higher Education Board Ministry of Research, Technology, and Higher Education</b>
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Higher Education Board was established in 1996 by Education and Culture Ministerial Decree 0121/U of 1996. The board is a non-structural body under the ministry that responsible to address current

policy and development of new policies in accordance with the functions and objectives of higher education. In undertaking the process, the board must include a community participation, particularly in formulating a new policy. The board consists of Education, Research, and Development Councils. The review of the referencing document is carried out by the Development Council based on the requisition letter submitted by the chair of Indonesia Qualifications National Committee (IQNC).

### **General comments on the referencing report**

Referencing of IQF to AQRF is regarded as one of important tools that may induce reforms in the near future, particularly in enhancing learning outcomes, curricula, and quality assurance system of higher education programs. It may even yield to improvement of IQF level descriptors' competitiveness, and drafting of a new presidential decree. In addition, the referencing process will definitely prompt the quality enhancement, transparency, accountability of delivering output and outcomes of the programs.

The report is written in a comprehensive manner and fully meeting the standards and all criteria of referencing guidelines. All items required by the AQRF Referencing Guidelines are available and the descriptions meet the substantial requirements. Statistical data is very useful in providing clear picture of our education condition, particularly the relevance and quality. Development Council of Higher Education Board expresses its appreciation to IQNC for producing such detailed and comprehensive document.

### **EXECUTIVE SUMMARY AND INTRODUCTION**

The executive summary and introduction are well written in accord with the target of these two sections.

IQF was designed to covers all sectors of education system (formal, non-formal, and informal education). Nonetheless, regulation system in Indonesia has a strong tradition to place one particular matter in one top-down direction. Although two main sectors (education providers and graduates' users) are both equally important, the Indonesian Qualifications Framework was not being able to be included in both laws. Thus, the regulation regarding IQF was firstly entitled in the Man Power Law 13 Year 2003, since the National Education Law 20 Year 2003 was issued later. To cover the other main sector, the Presidential Decree 8 year of 2012 was enacted and it mandates all other sectors to implement the IQF. The higher education sector thus promulgated the IQF into Higher Education Law 12 Year 2012. This information should be more elaborated in the document.

### **CRITERION I: THE STRUCTURE OF THE EDUCATION AND TRAINING SYSTEM.**

- 1.1 Basic structure of the current education and training system is comprehensively described and fitted out with the systematic diagram covering three learning modalities (formal, non-formal, and informal). The diagram also includes ISCED levels for easy references.
- 1.2 Information of the education and training system is equipped with relevant and updated statistical data. This updated information provides clear picture of the current condition of Indonesia education system.

- 1.3 Reforms in education system, particularly in shifting the national standards from input-proses-output to the outcome-based education is briefly mentioned and reiterated in Criteria V and VI.
- 1.4 Linkages between formal education and training sectors are presented very briefly in terms of RPL and RCC and are more elaborated in Criterion III.
- 1.5 Pathways and major progression routes, including non-formal and informal is blended in policy of a multi-entry, multi-exit approach; which mandates an education system with that allow individual to take one type of education then proceed to a higher level of education in another type of education. The type of education transfer program adopted by the education system in Indonesia also reflects the concept of seamless pathways in the realm of education and training.

**CRITERION II: THE RESPONSIBILITIES AND LEGAL BASIS OF ALL RELEVANT NATIONAL BODIES INVOLVED IN THE REFERENCING PROCESS ARE CLEARLY DETERMINED AND PUBLISHED BY THE MAIN PUBLIC AUTHORITY RESPONSIBLE FOR THE REFERENCING PROCESS.**

- 2.1 This section describes vision and mission of IQNC and its future role developments. Indonesia needs IQNC due to large scale of providers and various qualifications produced. There are 32 ministries and institutions involved in producing qualifications, in such the IQNC role in harmonization and synchronization of qualifications becomes extremely important.
- 2.2 There are six ministries actively supporting referencing process (Coordinating Ministry of Culture and Human Development, Ministry of Education and Culture, Ministry of Research, Technology, and Higher Education, Ministry of Manpower, Ministry of Industry, and Ministry of Trade). This kind of work mechanism is very new to Indonesia, and we would like to see more of collaborative works among ministries.
- 2.3 Responsible bodies were consulted and engaged (or were provided with the opportunity to engage) in the referencing process was clearly evident by utilizing social media, carried out various FGDs, as well as requesting aforesaid ministries representatives to review the document.
- 2.4 Lesson learnt of partial referencing process between Indonesia and Malaysia, Indonesia and Australia, and Indonesia with New Zealand evidently shows the obstacle of this partial referencing. Mutual recognition based on volume or years of education analyses should be accompanied by learning outcomes examinations.

**CRITERION III: THE PROCEDURES FOR INCLUSION OF QUALIFICATIONS IN THE NATIONAL QUALIFICATIONS FRAMEWORK OR FOR DESCRIBING THE PLACE OF QUALIFICATIONS IN THE NATIONAL QUALIFICATIONS SYSTEM ARE TRANSPARENT.**

- 3.1 The council appreciates the team in describing criterion III since it requires wide-ranging information concerning policy, regulations, guidelines, and standard operating procedures in qualifications inclusion into IQF, all in three education pathways.
- 3.3 The general structure, scope and status of the implementation of IQF is explained in Introduction, but allocating qualifications to levels of the IQF is explained comprehensively in this section, particularly regulating bodies, criteria and procedures used to make the decisions on the inclusion and the level of individual qualifications or qualification types in IQF.

- 3.3. Evidence on stakeholders or users' involvement in inclusion process is done indirectly through a market analyses.

**CRITERION 4: THERE IS A CLEAR AND DEMONSTRABLE LINK BETWEEN THE QUALIFICATIONS LEVELS IN THE NATIONAL QUALIFICATIONS FRAMEWORK OR SYSTEM AND THE LEVEL DESCRIPTORS OF THE AQRF.**

- 4.1. The four pillars (learning outcomes descriptors in each IQF level, involvement of key stakeholders, national standards of education in all three learning modalities, and quality assurance) are described as base for undertaking the **best fit in** methodology. Beside of involving professional judgment, exercising the actual implementation on the educational and professional fields is explained as most significant factor to validate the analyses.
- 4.2. There is structural difference between IQF and AQRF domains as well as levels. Thus activities in the area of strengthening the quality assurance system are needed to engender full trust in the outcome.

**CRITERION 5: THE BASIS IS AGREED STANDARDS OF THE NATIONAL FRAMEWORK OR QUALIFICATIONS SYSTEM AND ITS QUALIFICATIONS IS DESCRIBED.**

- 5.1. The most essential parts in this section are (i) National standards of Education in Indonesia, both formal and non-formal, are supported by strong regulation; and (ii) shifting of the national standards for short-courses and higher education to the outcome-based standards. Due to current shifting, ensuring consistency of the quality of qualifications has been stated in the higher education and short-courses (non-formal) education standards.
- 5.2. Validation of informal learning outcomes is only recognized through formal RPL and RCC mechanism, thus it does not bear exclusive national standards.
- 5.3. Utilization of IQF to support validation processes and credit systems is embedded inside the curricula.

**CRITERION 6: THE NATIONAL QUALITY ASSURANCE SYSTEM(S) FOR EDUCATION AND TRAINING THAT REFER(S) TO THE NATIONAL QUALIFICATIONS FRAMEWORK OR SYSTEM ARE DESCRIBED. ALL OF THE BODIES RESPONSIBLE FOR QUALITY ASSURANCE STATE THEIR UNEQUIVOCAL SUPPORT FOR THE REFERENCING OUTCOME**

- 6.1. The report describes the Indonesian quality assurance systems for education and training been described in systematic manner, explaining both internal and quality assurance policy, regulations, agencies, and implementation aspects.
- 6.2. The report is also righteous in describing various obstacles and results in QA implementation by work training, courses, secondary as well as tertiary education sectors.
- 6.3. The benchmarking of national QA system to other system is imperative in improving our system. Currently the benchmarking was carried out to the ASEAN Quality Assurance Network (AQAN), the Association of Quality Assurance Agencies of the Islamic World (AQAAIW), the International Quality Assurance Agencies in Higher Education (INQAAHE), and the Asia Pacific Quality Network (APQN). This good practice is expected to be continued and involving other world wide excellent systems.

**CRITERION 7: THE PROCESS OF REFERENCING HAS BEEN DEVISED BY THE MAIN PUBLIC AUTHORITY AND HAS BEEN ENDORSED BY THE MAIN STAKEHOLDERS IN THE QUALIFICATIONS SYSTEM.**

- 7.1. Establishment of IQNC as main public authority in charged for this referencing process is justly appreciated, giving the very large scale of stakeholders involved in producing and utilizing qualifications.
- 7.2. Even though the percentage is still minimal, participation of general public in the referencing process was intensely done using social media platform. The method is efficient and quite effective in reaching larger audiences.
- 7.3. Four ministries take in the referencing process intensively and validate the report either through institutional review of the document or by endorsing the report.

**CRITERION 8: PEOPLE FROM OTHER COUNTRIES WHO ARE EXPERIENCED IN THE FIELD OF QUALIFICATIONS ARE INVOLVED IN THE REFERENCING PROCESS AND ITS REPORTING.**

Selection of international reviewer, carried out and funded by the EU SHARE, shows the degree of high independency. The qualification and role of international expert is relevant for the reviewing processes.

**CONCLUDING REMARKS:** The report brings about actual condition of Indonesia qualifications system and is in consensus with the AQRF Referencing Guidelines. The Development Council of Higher Education Board will utilize this referencing report as an essential reference in formulating policies and improvement strategies concerning higher education qualifications system.

## ANNEX P: Endorsement Letter from Directorate General of Early Childhood and Community Education – MoEC



**MINISTRY OF EDUCATION AND CULTURE  
DIRECTORATE GENERAL OF EARLY CHILDHOOD  
EDUCATION AND COMMUNITY EDUCATION**

Jalan Jenderal Sudirman, Building E, 3<sup>rd</sup> Floor, Senayan, Jakarta 10270

Phone (+62 21) 5725061, Facsimile (+62 21) 5725484

Homepage: [www.paud-dikmas.kemdikbud.go.id](http://www.paud-dikmas.kemdikbud.go.id)

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Ref. : 2433 /C/KS/2019 17 September 2019  
Subject : Review of the referencing report of Indonesia to AQRF  
Enclosure : 1 Document

**Professor Ismunandar**

Chair of the Indonesia Qualifications National Committee

Ministry of Research, Technology, and Higher Education

Jakarta

Dear Professor Ismunandar,

With reference to your letter number B/17/B.B4/KKNI/2019 on the Referencing Report of Indonesia to the ASEAN Qualifications Reference Framework (AQRF), please allow me congratulate you and your team for accomplishing such a well-written document. Being collaboratively constructed by various ministries and agencies in Indonesia, the report has successfully portrayed the convergence between the AQRF and the Indonesian Qualifications Framework (IQF). This is a crucial element that needs a credit at the first place.

On behalf of the Directorate of Early Childhood Education and Community Education, the Ministry of Education and Culture, Republic of Indonesia, I would also like to thank you and your team for sharing the final output with my end. It was an honour and a pleasure to read the report, as well as raise some comments on it.

Given its quality and consistency, the followings are some points of attention that I would like to deliver:

1. My overall assessment towards the content and messages of the report is that it has thoroughly accommodated the standards and criteria delineated in the AQRF Referencing Guidelines, and hence, it is wise to say that the document is in good quality.
2. The report has impartially elucidated a holistic spectrum of qualification system in Indonesia that encompasses formal, non-formal and informal education in which the last two pathways are often slightly discounted.
3. Recognition of Prior Learning (RPL) and Recognition of Current Competences (RCC) have lightly been discussed in the report. This is another credit given that these notions are relatively new mechanisms that could lead to the inclusion of formal qualifications. In addition, from a lifelong learning perspective, they signify the acknowledgement towards the importance of non-formal and informal learning. I hope this aspect would be further elaborated in future documents.
4. There are some other minor comments on the report, please consult the attachment for more details.



Based on the quality of the report, time of urgency and points of assessments raised earlier, I strongly recommend the document “ASEAN Qualifications Reference Framework: Referencing Report of Indonesia” to be officially submitted to the AQRF Committee at the earliest convenience.

Thank you.

Yours sincerely,  
  
**Harris Iskandar**  
 Director General

Cc:

1. Secretary Directorate General of Early Childhood and Community Education
2. Director of Courses and Training Development

<b>Criteria 1: The structure of the education and training system is described.</b>		
<b>General Comments:</b>		
<b>GOOD:</b> Fully meeting the standards or criteria (all items are available and the descriptions meet the substantial requirements)		
<b>Consideration</b>	<b>Essential information related to the consideration</b>	<b>Page.</b>
1. Does the description cover the basic structure of the current education and training system?	Non Formal Education - Early Childhood Education - Equivalency Education - Homeschooling - Courses - Work Training - Comparison between Courses and Work Training	Page. 36 Page. 36 Page. 38 Page. 41 Page. 43 Page. 45 Page. 47
2. Is the overview an accurate reflection of the current status of the education and training system including current reforms?	The Indonesian Education System	Page. 15-19
3. Is the description of the education and training system clear and is the level of detail appropriate for a reader from outside your country?	The Indonesian Education System	Page. 15-50
4. Does the overview include a diagrammatical representation of the system? If so, is it clear and easily understood?	The National Education System of Indonesia	Page. 15-18

5. Are statistical data included so that the relative size of the sectors and levels of participation and qualification are clear?	<b>Formal Education</b> Early Childhood Education Level, ( <i>Current state of implementation</i> )	Page. 20
	Basic Education Level ( <i>Current state of implementation</i> )	Page., 23-24
	Secondary Education Level ( <i>Current state of implementation</i> )	Page. 28
	Higher Education Level ( <i>Current state of implementation</i> )	Page. 35
	<b>Non-Formal Education</b> Early Childhood Education ( <i>Current state of implementation</i> )	Page. 38
	Equivalency Education ( <i>Current state of implementation</i> )	Page. 41
	Homeschooling ( <i>Current state of implementation</i> )	Page. 43
6. Does the overview accurately describe the linkages between the education and training sectors?	Courses ( <i>Current state of implementation</i> )	Page. 44-45
	Work Training ( <i>Current state of implementation</i> )	Page. 46-47
7. Does the overview outline the pathways and major progression routes, including non-formal and informal learning?	An overview accurately describing the links between the educations and training sectors is in exhibits 1.1. and 1.2 Criterion I	Page. 15-19
7. Does the overview outline the pathways and major progression routes, including non-formal and informal learning?	Informal Education	Page. 47
	- Homeschooling	Page. 48
	- Work Experiences	Page. 49
	- Other Forms	Page. 50

**Criteria 2: The responsibilities and legal basis of all relevant national bodies involved in the referencing process are clearly determined and published by the main public authority responsible for the referencing process.**

**General Comments:**

**GOOD:** Fully meeting the standards or criteria (all items are available and the descriptions meet the substantial requirements)

**Some Questions to Consider:**

**Essential information related to the consideration**

**Page**

1. Does the report list the bodies that have been involved in the referencing process?	Representation of the Key Stakeholders in Referencing Process	Page. 59-62
2. Are responsibilities of these bodies clear, especially those of the lead bodies?	Representation of the Key Stakeholders in Referencing Process	Page. 59-62
3. Is the representation on the key committees/ panels/working groups explained?	Indonesian Qualifications National Committee	Page. 51-53
4. Does the report demonstrate that all the responsible bodies were consulted and engaged (or were provided with the opportunity to engage) in the referencing process?	Representation of the Key Stakeholders in Referencing Process	Page. 59-62
5. As required by the AQRF, has the referencing process included at least one of the other AMS? Does the report outline the reason for selecting the participating AMS representative and clarify their role in the referencing process?	Representation of other country related to the Referencing Process	Page. 62

**Criteria 3: The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualifications system are transparent.**

**General Comments:**

**GOOD:** Fully meeting the standards or criteria (all items are available and the descriptions meet the substantial requirements)

<b>Some Questions to Consider:</b>	<b>Essential information related to the consideration</b>	<b>Page</b>
1. Does the report explain the structure, scope and status of the implementation of an NQF?	The National Agreement in Establishing IQF Levels and Descriptors	Page. 63-67
2. Does the report make clear the current implementation status of allocating qualifications to levels of the NQF?	Empowering the Nation's Human Resources through IQF Implementation	Page. 70-71
3. Does the report clearly outline the criteria and procedures used to make the decisions on the inclusion and the level of individual qualifications or qualification types in the NQF?	Inclusion Qualifications of Work Training to IQF Levels	Page. 73-77

4. Does the report outline which body is responsible for this role, including any legal arrangements?	The National Agreement in Establishing IQF Levels and Descriptors	Page. 64-65
5. Does the report explain inclusion of the qualifications from an education sector in the NQF?	Inclusion Qualifications of Work Training to IQF Levels Inclusion Qualifications of Courses to IQF Levels Inclusion Qualifications of Higher Education to IQF Levels	Page. 73-86 Page. 86-100 Page. 101-120
6. Does the report outline the technical evidence that supports the decisions of allocating qualifications to levels?	Evidence of Qualifications Recognition Work Training Evidence of Qualifications Recognition Courses Institution Awarding Qualifications and the Supporting Evidence	Page. 83-86 Page. 95-100 Page. 117-120
7. Does the report explain the extent to which the learning outcomes embedded in qualification specifications and in level descriptors are used to allocate qualifications to levels?	Inclusion Qualifications of Work Training to IQF Levels Inclusion Qualifications of Courses to IQF Levels Inclusion Qualifications of Higher Education to IQF Levels	Page. 73-86 Page. 86-100 Page. 101-120
8. Does the report include any other evidence used to support such decisions? For example, social factors such as the views of business sectors, the national traditions in qualifications levels or the analysis of actual progression pathways?	Yes, it does	Page 95-100
9. If social evidence is used, does the report explain how the evidence from different sources is combined, perhaps involving the best-fit principle, to formulate a single decision about the level of a qualification?	Not found in the document	
10. Is the report describing the allocation of qualifications to NQF levels in a way which is clear to a reader from another country?	Clear Procedures for Inclusion of Qualifications in the Indonesian Qualifications Framework	Page. 63-131

**Criteria 4: There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the AQRF.**

**General Comments:**

**GOOD:** Fully meeting the standards or criteria (all items are available and the descriptions meet the substantial requirements)

**Some Questions to Consider:**

**Essential information related to the consideration**

**Page**

1. Does the report explain the basis of linking levels in the national qualification system or NQF to the AQRF level descriptors?	In line with the Level Alignment Analysis	Page. 134-143
2. Are these structural differences between the AQRF and the national system of NQF that need to be underlined, for example differences in numbers of levels, differences in the number and nature of domains of level descriptors?	Indonesian Qualifications Framework Structure and Comparison To The Asean Qualifications Reference Framework	Page. 132-134
3. Is the procedure for the linking of qualification levels in the AMS to the AQRF levels clearly described?	In line with the Level Alignment Analysis	Page. 134-143
4. Does the procedure include an explanation of assumptions, approximations and professional judgements?	Indonesian Qualifications Framework Structure and Comparison to the Asean Qualifications Reference Framework	Page. 132-134
5. If it was necessary to use best-fit, is there an explanation of any issues that could not be resolved?	There is no description of the problem that cannot be solved in this criteria 4.	
6. Is there confidence in the established links between the NQF (or qualifications system) levels and the AQRF levels? If not, why not? What work needs to be completed to engender full trust in the outcome?	Yes  Best Fit in Level Alignment Analysis	Page. 134-143

**Criteria 5: The basis is agreed standards of the national framework or qualifications system and its qualifications is described.**

**General Comments:**

**GOOD:** Fully meeting the standards or criteria (all items are available and the descriptions meet the substantial requirements)

**Some Questions to Consider:**

**Essential information related to the consideration**

**Page**

1. Has the report clearly described the range of standards that are currently used in the qualifications system, for example, published educational and occupation standards, assessment or qualification standards, standards used by businesses?	National Standards for the Indonesian Qualifications System	Page. 145-148
2. Does the report explain how the sets of standards are applied to ensure consistency of the quality of qualifications?	Benchmarking	Page. 148-153
3. Does the report clearly describe the role learning outcomes in the standards used?	Setting Standards	Page. 148-153
4. Has the report explained the plans for continuous improvement of the quality of qualifications?	Yes	Page. 148-153
5. Has the report clearly outlined how non-formal and informal learning is validated so that outcomes can be recognised alongside those from other routes to qualifications?	Setting Standards	
6. Has the report clearly described the use of credits and outlined the level of implementation of a credit system?	Utilization of credits and outlined the level of implementation of a credit system is not common for education system in Indonesia	
7. Has the report adequately outlined how the NQF is used to support validation processes and credit systems?	Yes	
<b>Criteria 6: The national quality assurance system(s) for education and training that refer(s) to the national qualifications framework or system are described. All of the bodies responsible for quality assurance state their unequivocal support for the referencing outcome.</b>		
<b>General Comments:</b> <b>GOOD:</b> Fully meeting the standards or criteria (all items are available and the descriptions meet the substantial requirements)		
<b>Some Questions to Consider:</b>	<b>Essential information related to the consideration</b>	<b>Page</b>

<p>1. Have the quality assurance systems for education and training been described in a way which is likely to be understood by someone from another country? In particular, have the quality assurance systems for qualifications included in the NQF been fully described?</p>	<p>Quality Assurance Systems of Indonesian Education</p>	<p>Page. 154-167</p>
<p>2. Have all the stages of internal or external checking against standards been described, including any informal or implicit arrangements?</p>	<p>QA in Formal Education (Internal &amp; External evaluation) Basic and Secondary Education Higher Education QA in Non-Formal Education (Internal &amp; External evaluation) QA in informal Education Not yet information.</p>	<p>Page. 156-160 Page. 160-163 Page. 163-167</p>
<p>3. Does the referencing report explain how the quality assurance systems work in practice, including reference to the use of learning outcomes and educational and/or occupational standards in planning and reviewing?</p>	<p>QA in Formal Education (Internal &amp; External evaluation) Basic and Secondary Education Higher Education QA in Non-Formal Education (Internal &amp; External evaluation)</p>	<p>Page. 156-160 Page. 160-163 Page. 163-167</p>
<p>4. Have all of the bodies that are responsible for quality assurance, including those indirectly involved in the NQF processes, such as teacher training institutions and the financing of educational institutions, been identified and are their roles explained?</p>	<p>QA in Formal Education (External evaluation) Basic and Secondary Education Higher Education QA in Non-Formal Education (External evaluation)</p>	<p>Page. 157-160 Page. 160-163 Page. 164-167</p>
<p>5. Has each body expressed its full support for the proposed level-to-level match between the NQF for qualification system and the AQR as it is described in the referencing report?</p>	<p>Yes</p>	<p>Page 157-167</p>
<p>6. Have the quality assurance processes been benchmarked against an international quality assurance system such as the ASEAN Quality Assurance Framework?</p>	<p>Yes</p>	<p>Page 157-167</p>

**Criteria 7: The process of referencing has been devised by the main public authority and has been endorsed by the main stakeholders in the qualifications system.**

**General Comments:**

**GOOD:** Fully meeting the standards or criteria (all items are available and the descriptions meet the substantial requirements)

<b>Some Questions to Consider:</b>	<b>Essential information related to the consideration</b>	<b>Page</b>
1. Has the main public authority devised the process for referencing?	Referencing-Process Management	Page. 170- 172
2. Are the main stakeholders clearly identified?	IQNC establishes the collaborative source of funding for the referencing process as follows:	Page. 170
3. Is the endorsement of the main stakeholders groups explicit in the report?	Stakeholders and Their Roles in the Referencing Process	Page. 171- 172
4. Do any major stakeholder groups sit outside the referencing process?	Yes	Page. 171- 172

**Criteria 8: People from other countries who are experienced in the field of qualifications are involved in the referencing process and its reporting.**

**General Comments:**

**GOOD:** Fully meeting the standards or criteria (all items are available and the descriptions meet the substantial requirements)

<b>Some Questions to Consider:</b>	<b>Essential information related to the consideration</b>	<b>Page</b>
1. Has the referencing process included an international expert?	Independent Expert Review	Page. 186-188
2. Has the report clearly outlined the characteristics sought in an international expert and show how the person was selected?	Independent Expert Review	Page. 186-187
3. Has the report clearly outlined the role and level of participation of the international expert?	Independent Expert Review	Page. 187-188



## ANNEX Q: Endorsement Letter from Coordinating Ministry of Human Resource and Culture Development



**KEMENTERIAN KOORDINATOR  
BIDANG PEMBANGUNAN MANUSIA DAN KEBUDAYAAN  
REPUBLIK INDONESIA**

JALAN MEDAN MERDEKA BARAT NOMOR.3, JAKARTA PUSAT 10110  
TELEPON: 021-3459444 (HUNTING), FAKSIMILE: 021-3843768  
SITUS: [www.kemenkopmk.go.id](http://www.kemenkopmk.go.id)

September 16<sup>th</sup>, 2019

No. : B.1991 /D-IV/PAG.02.00/9/2019  
Re : Review of the Referencing Document

To. Professor Ismunandar  
Chair of the Indonesia Qualifications National Committee  
Ministry of Research, Technology, and Higher Education

Dear Prof. Ismunandar,

Thank you for your letter (reference number B/17/B.B4/KKNI/2019) concerning the referencing report of Indonesia to AQRFC and your request for our institution to review the document. We noticed that this step is to fulfil a requirement of referencing process which all the responsible bodies were consulted and engaged in the referencing process.

First of all we would like to congratulate you for successfully leads multi sectoral ministries and agencies in constructing this comprehensive document, showing a high degree of coordination as missioned by our Ministry.

We hereby convey our response to your report as follows:

1. The document contain information concerning a full aspect of qualifications system in Indonesia, ranging from qualifications in formal, non-formal, and informal education pathways.
2. Although Recognition of Prior Learning (RPL) and Recognition of Current Competences (RCC) leading to inclusion of a qualification are new mechanism in our education system, the document has managed to discuss it in an accurate mode.
3. The existing Indonesian National Working Competency Standard (INWCS) and Graduate Competency Standard (GCS) need to be developed both in quantity and quality that met both IQF and AQRFC level. In addition, job titles between clusters and occupations need to be better harmonized with their qualifications.
4. The existence of IQNC that is institutionalized through the Ministry of Research, Technology and Higher Education needs to be urgently optimized. This important phase is needed with the sole purpose of enabling IQNC to resolve many strategic issues in qualifications system as well as in following up the AQRFC meeting outcomes.
5. The content and format of the report are in accordance with the requirements specified in the AQRFC Referencing Guidelines, thus our general assessments point to a good quality of report.

✓

Based on the aforesaid statements, we recommend the document "ASEAN Qualifications Reference Framework: Referencing Report of Indonesia" to be submitted to the AQRF Committee.

Thank you for your attention and cooperation.

Yours sincerely,



  
Prof. Dr. R. Agus Sartono, MBA

Deputy Coordinating Minister for Education and Religious Affairs.  
The Coordinating Ministry for Human Development and Culture.

## ANNEX R: Appreciation Letter to British Council



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI

KOMITE NASIONAL KUALIFIKASI INDONESIA

Jalan Jenderal Sudirman Pintu Satu, Senayan, Gedung D, Lantai 7  
Jakarta 10270, Telepon (02157946100 (Hunting)

<http://kkni.ristekdikti.go.id>



No. : B/09/B.B4/KNKI/2019

Jakarta August 17th 2019

Enclosure : -

Re. : Thank You for the Support

To. Mr Arjan Koeslag  
EU SHARE Team Leader  
British Council  
Jakarta

Dear Mr. Koeslag,

Greetings from the Indonesia Qualifications National Committee.

I hope this letter finds you well. On behalf the Indonesia Qualifications National Committee, We would like to express our sincere gratitude for your institutional support by providing a professional and independent reviewer for assessing our referencing report..

With this valuable support, We hope that outcomes of the referencing process of IQF to AQRF will benefit towards greater mobilization of professionals not only among ASEAN member states, but also among ASEAN and EU.

Again, thank you so much and looking forward to stronger collaboration between us.

Thank you very much.

Yours sincerely,

ISMUNANDAR

Chair of Indonesia Qualifications National Committee  
Director General of Learning and Students Affairs  
Ministry of Research, Technology and Higher Education

## ANNEX S: Appreciation Letter to DAAD



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
KOMITE NASIONAL KUALIFIKASI INDONESIA  
Jalan Jenderal Sudirman Pintu Satu, Senayan, Gedung D, Lantai 7  
Jakarta 10270, Telepon (02157946100 (Hunting))



<http://kkni.ristekdikti.go.id>

No. : B/09/B.B4/KNKI/2019

Jakarta August 17th 2019

Enclosure : -

Re. : Thank You for the Support

To. Mr Thomas Zettler  
SHARE Programme Director  
DAAD  
Jakarta

Dear Mr. Zettler,

Greetings from the Indonesia Qualifications National Committee.

I hope this letter finds you well. On behalf the Indonesia Qualifications National Committee, We would like to express our sincere gratitude for your institutional support by providing a professional and independent reviewer for assessing our referencing report..

With this valuable support, We hope that outcomes of the referencing process of IQF to AQRF will benefit towards greater mobilization of professionals not only among ASEAN member states, but also among ASEAN and EU.



Again, thank you so much and looking forward to stronger collaboration between us.

Thank you very much.

Yours sincerely,

ISMUNANDAR  
Chair of Indonesia Qualifications National Committee  
Director General of Learning and Students Affairs  
Ministry of Research, Technology and Higher Education

## ANNEX T: Requisition Letter to International Reviewer

	<p>KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI</p> <p>KOMITE NASIONAL KUALIFIKASI INDONESIA</p> <p>Jalan Jenderal Sudirman Pintu Satu, Senayan, Gedung D, Lantai 7 Jakarta 10270, Telepon (02157946100 (Hunting)</p> <p><a href="http://kkni.ristekdikti.go.id">http://kkni.ristekdikti.go.id</a></p>	
<p>No. : B/09/B.B4/KNKI/2019 <span style="float: right;">Jakarta August 16th 2019</span></p> <p>Enclosure : -</p> <p>Re. : Request on Independent and Professional Review of the draft AQRFC Referencing Report</p> <p>To. Ms. Maria Slowey Higher Education Research Centre Dublin City University - IRELAND</p> <p>Dear Ms. Slowey</p> <p>Greetings from the Indonesia Qualifications National Committee.</p> <p>With reference to our intention to submit the referencing report to ASEAN Qualifications Reference Committee, we would like to request an independent review of our referencing report, with specific objectives:</p> <ul style="list-style-type: none"><li>• provide comments and recommendations on the structure of the report;</li><li>• identify weaknesses of the report and recommends actions to rectify it;</li><li>• identify issues missing from the report;</li><li>• commend the strengths of the report; and</li><li>• provide inputs on other aspects as necessary to strengthen the report.</li></ul> <p>The outcomes and expected output of this assignment is a comprehensive review report that at least includes the aforementioned points, at August 31<sup>st</sup>-2019.</p> <p>We will submit the revision if there is any unclear matter from our referencing document on September 5<sup>th</sup>-2019, and we expect to receive the final review report on September 16<sup>th</sup> – 2019. We look forward to have you attending the AQRFC Workshop which is held back to back with the AQRFC Meeting at Jogjakarta, as a resource person or expert.</p> <p>We hope a mutual collaborative work between you and our team can be established. For easy communication, you can contact Ms. Megawati Santoso and Mr. Bagyo M. Moeliodihardjo.</p> <p>Thank you very much. Yours sincerely,</p> <p>ISMUNANDAR Chair of Indonesia Qualifications National Committee Director General of Learning and Students Affairs Ministry of Research, Technology and Higher Education</p>		

## **ANNEX U: Preliminary Comments from the International Reviewer**

**Preliminary review on draft report**

**Professor Maria Slowey**

**31 August 2019**

ASEAN Qualifications Reference Framework Referencing Report of Indonesia

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI KOMITE NASIONAL  
KUALIFIKASI INDONESIA.

IQF Referencing Document Version 02, **17 August 2019**

Independent review supported by EU SHARE and DAAD Regional Office, Jakarta

## **1. General comments on draft Report**

1.1 This is a thorough and comprehensive Report which describes in some detail the major steps which have been taken by relevant Indonesian authorities in the development of the Indonesian Framework of Qualifications (IFQ) and its referencing with the AQF.

1.2 Given the complexity of the education and training systems in a country the size of Indonesia, the progress which has been made in a short space of time is a most positive development.

1.3 It is evident from the Report that extensive discussions have taken place with many stakeholders from a variety of perspectives with an interest in education and human resource development.

1.4 The IQF Committee was established in December 2018. The fact that the Referencing Report has been developed under the jurisdiction of the IQFC in such a short space of time is remarkable, and a tribute to the dedication of the expert team and the commitment of a number of different Ministries and other major stakeholders involved.

1.5 The Report explicitly addresses the ASEAN Qualifications Referencing Framework Guidelines and considers clearly and coherently each of the Criteria.

1.6 It is clear from the Report that major reforms are in train at various levels of education and training in Indonesia with a view to enhancing quality and standards: reference to these strategies and the potential significant impact of the implementation of the IQF- and its positive relationship with partner ASEAN countries- is well described in the text.

1.6 A theme throughout the document relates to a commitment to internationalization which, of course, includes ASEM, but goes beyond this to accreditation by international agencies in various forms (for example, p. 141, p. 296 study programmes).

1.7 It is important that the discussion on Criterion 4 reflects on the fact that the 'best fit' analysis is not simply an administrative exercise, but one based on in-depth engagement by stakeholders on education and training learning outcomes.

## 2. Specific observations for consideration

Taking the role of an international 'critical friend', the following observations and queries are suggested for consideration in any further reformulation of the final version of the Report.

These are based on the Referencing Guidelines which aim to build trust within the ASEAN Community of each Asia Member States' qualifications. These should: (i) be easy to understand; (ii) not attempt to disguise problem areas; and (iii) engage stakeholders (adapted from ASEAN QF Guidelines 2016: p.6, para 2.1).

The following comments/queries are not in order of priority.

### 2.1 Structure

The structure of the Report correctly follows the ASEAN QF Guidelines. However, it is suggested it might be made clearer to (external) readers if the chapters titles reflect this as indicated below.

**Executive summary** (this could be based on the chapter currently entitled 'Referencing Process'). Then...

**Criterion 1: The Indonesian Education system**

**Criterion 2: Indonesian National Qualifications Committee**

**Criterion 3: Procedures etc**

Etc.,

2.1 The Glossary of acronyms at the beginning of the report is *most* helpful: but perhaps not necessary to repeat at start of each section?



2.2 The numbering of Tables and Exhibits (in English the latter are more usually called 'Figures') needs to be checked in the document against the list in Table of Contents (not consistent at present).

2.3 A relatively minor point, but very important for presentational consistency to an external readership: sometimes the IQF Levels in the Tables/Figures/'Exhibits' are given in Roman numerals (I, II, III...IX): other times in Arabic (1,2,3... ). (For example, pp. 89,90,91.)

I advise a thorough 'proof read' can easily be undertaken to ensure consistency.

2.4 The Exhibits C, D and E (first introduced in the Executive Summary pp.24-26) and then in the main text under Criterion IV (pp.157-159) are clear and central to the referencing process. The connections are well drawn between the four domains of the IQF and their alignment with the AQRF, and the best fit of levels between the IX of the IFQ and the VIII of the AQRF.

### **3. Additional comments/suggestions**

3.1 Criterion 1: (pp.30-70).

The Indonesian system comprises important and distinctive forms of education and training, including pathways defined as Non-formal and Informal.

In the context of a document aimed at a wider audience perhaps some of the detail in this part might be summarized?

At around 200 pages plus Appendices, the Report at present is rather lengthy and this section is somewhere where perhaps it might be possible to convey the information more briefly.

3.2 A considerable strength of the Report lies in the reflection on challenges being faced – for example, the perceived lack of relevance of some vocational education, and issues in the implementation of quality assurance/quality enhancement processes. These reflections are important in terms of building trust with international partners: no system is perfect and a recognition of where the challenges exist, and steps being planned to address them, provide evidence of serious intent to take action for

improvement.

In this regard, it is clear from the Report that the IQF itself is seen as a key driver for reform and quality enhancement in education and training at a number of levels. Thus, the Committee (future Board) will have a meta role in 'holding QA agencies accountable' (p.81) for their quality systems and overall purposes.

3.3 It is welcome that the importance of RPL features prominently in the Report. Some polytechnics and other institutions have systems in place for RPL mapped onto the IQF- which is in advance of many other countries. There is also an appropriate recognition in the Report of the potential for assisting with upgrading skills and knowledge of those sections of the population which are most likely to be unemployed. (As noted in the Report, these are likely to be those with no, or with low levels, of qualifications).

3.4 From time to time the Report uses terms such as 'will' 'shall' and the like, in relation to future developments/reform of education and training. (This also applies to higher education p.125). It is clear from the context what is meant but, as mentioned above, perhaps a proof read through the whole document would be useful as it is evident that Indonesian policy is seeking a thorough reform/upgrading in a number of areas of education and training including a shift to learning outcomes as work in progress. (c/f for example: p.112, p. 141).

3.5 In relation to higher education, there is reference to the proposal that HE 'should' restate programmes in terms of learning outcomes (p.125) but the process through which this might be accomplished is unclear. An interesting example is provided of outcomes at Bachelor through the full range to Doctoral degrees in Engineering (pp.126-8). (It is obvious from the context of where these sit on the IQF but it may be useful to insert the relevant level- as is the case in the following Table).

3.6 A useful example is provided of INWCS- based certificates for Professional Road

Builders: it would be interesting to know if these are placed yet on the IQF? (As an aside, to double check if some Tables are duplicated- in the text and also as an Appendix?)

3.7 In relation to the IQNC, from p.195 onwards, the document indicates that, although only recently established and, at present a Committee, not a Board, impressive progress has been made in a short space of time. This is the case both in the development of the IQF, referencing against the AQF, and more widely in securing 'buy in' from senior levels of different Ministries and stakeholders. (Although it seems perhaps more time and clarity may be needed in relation to MoEC and Manpower input (p79)).

If possible, it would be helpful if the status and membership might be confirmed by the time of the October 2019 AQF Meeting.

#### **4. Concluding comment**

Page 6, paragraph 2.2 of the *AQRF Referencing Guidelines* outlines four requirements for the referencing process:

- (i) consultation with stakeholders on proposed links between NQF and AQRF levels;
- (ii) reporting national referencing outcomes to the AQRF committee;
- (iii) engagement with a peer review; and
- (iv) reporting a 'single official linkage of an ASM's NQF with the AQRF'.

While stakeholder consultation is inevitably an on-going process, my assessment is that the draft Report submitted on 17 August 2019 demonstrates compliance with these requirements.

All involved are to be congratulated in achieving such progress in a short timescale. The referencing report reveals a high degree of expertise, commitment and collaborative working.

## ANNEX V: Final Comments from the International Reviewer

**Maria Slowey**

**Report of International Expert, Review of AQF Reference Framework Referencing Report of Indonesia.**

16 September 2019

**Introduction**

Once again I commend the Indonesian QF Committee, and those working on its behalf, on their impressive work.

In my Preliminary Report (31<sup>st</sup> August 2019) I had opportunity to comment on the Draft Referencing Report, and many of the observations and suggestions which I made have been taken addressed and taken into consideration in the revised document (5<sup>th</sup> September).

In the following, I do not repeat previous points but focus directly on the core requirements of the AQRF Referencing Criteria, concluding a few practical suggestions.

**Criterion 1. The structure of the education and training system**

The AQF Referencing Guidelines highlight that for interested parties from other countries to be able to ‘appreciate’ national responses to the referencing criteria, it is essential that they should readily be able to understand ‘how the national qualifications system is currently structured and how it operates within the broader education and training system’. All national systems are different and the scale and complexity of the Indonesian system with its distinctive forms of Formal, Non-Formal and In-formal provision perhaps make it inevitably rather difficult to summarize for external audiences.

Reference is well made to relevant structures, each domain is mapped onto the IQF and this section is comprehensive as includes work training and skills development which lie under the Ministry of Manpower.

Evaluation: Criterion 1 is met.

**Criterion 2. The responsibilities and legal basis of all relevant national bodies involved in the referencing process are clearly determined and published by the main public authority responsible for the referencing process**

The legal base for the Indonesian National Qualifications Committee (INQC) is clearly established, with the Committee as the single entity responsible for governing the processes, managing and maintaining the Indonesian Qualifications Framework. This section of the Referencing Report is lucid, concise and thus, in my view, crucial in establishing the trust required

1

by international partners in the Referencing process.

The Committee is currently Chaired at a senior level (DG) with representatives from all relevant Ministries. The Report provides evidence of extensive engagement by the INQC with a wide range of stakeholders, including providers, employers, accreditation bodies and quality agencies. This role is central in assuring quality by 'holding the quality assurance agencies accountable for their own performance'.

This section provides a rationale as to why, to-date, another AMS has not been involved in the referencing process.

It appears that in due course the aim is that the work facing the Committee will be supported by a body or agency specifically dedicated for this purpose.

Evaluation: Criterion 2 is met.

**Criterion 3. The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualifications system are transparent**

This section of the Report describes extensive work which has been undertaken in both the development of policy and the systematic involvement of a wide range of interested parties. The steps taken are well described and there is an evident openness to learn with, and from, international experience including ASEAN countries, Hong Kong, Ireland, Australia, New Zealand, Germany, United Kingdom, Hungary, Ireland, France, and Japan.

This section also makes clear that the IQF is indeed comprehensive- covering general, vocational education and training, higher education and other subsystems. Examples are offered: while sometimes the detail makes for difficult reading, on the other hand it provides evidence of the logic and procedures involved.

Evaluation: Criterion 3 is met.

**Criterion 4. There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the AQRF**

This is one of the most important criteria and attempts to be fully transparent in the rationale for the linking between the IQF and the AQRF. The point is well made that this is not simply a technical exercise, so needs to be linked with information in other Criteria (3,4 and 5) particularly relating to evidence to support the inclusion of qualifications in the IQF and quality assurance in awarding the qualifications. The Indonesian expert team is to be commended on the extensive engagement with stakeholders which was undertaken in advance of the formal setting up of the

IQFC through focus groups, workshops and the like.

The matching approach is described in detail with a good rationale provided as to how the four domains of IQF are aligned with the two domains of the AQRF.

Evaluation: Criterion 4 is met.

**Criterion 5. The basis in agreed standards of the national framework or qualifications system and its qualifications is described**

This section outlines policies and processes across the range of different domains.

Evaluation: Criterion 5 is met.

**Criterion 6. The national quality assurance system(s) for education and training refer(s) to the national qualifications framework or system are described.**

This section describes in detail QA systems across all relevant domains (formal, non-formal, informal). The Report makes a complex arena of QA systems and agencies as clear as might be expected in order to inform an international readership. As I mentioned in my previous report the developing role here for the IQFC is to be strongly endorsed. It is recognised that this will form 'one of the most important, and yet difficult' duties of the Committee.

Both the principles and underlying regulatory frameworks for the application of RPL across different domains are described here. As in most countries, this is a developing area of activity in Indonesia and the underlying strength of QA systems are obviously crucial to ensure trust and confidence in standards.

Evaluation: Criterion 6 is met.

**Criterion 7. The process of referencing has been devised by the main public authority and has been endorsed by the main stakeholders in the qualifications system**

The range of stakeholders endorsing the Report is impressive.

Evaluation: Criterion 7 is met.

**Criterion 8. People from other countries who are experienced in the field of qualifications are involved in the referencing process and its reporting.**

Evaluation: Criterion 8 is met.

**Minor suggestions**

I reiterate the need for a thorough proof read in due course for English to check for duplication and the like. Also, as noted in my preliminary report, in most places the IQF Levels are provided in Roman numerals (I to IX) but there are occasions when numerals 1-9 are used (eg Table 3.10). The intention is obvious and the numbering is consistent, but I think it should be corrected as the way in which Levels are referred to lies at the core of the document.

**Overall evaluation**

In my view, the Referencing Report meets all the Criteria under consideration (1-8) and I commend the Referencing Report to the AQRFC.

## ANNEX W: Invitations for the Observers



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
KOMITE NASIONAL KUALIFIKASI INDONESIA  
Jalan Jenderal Sudirman Pintu Satu, Senayan, Gedung D,  
Lantai 7 Jakarta 10270, Telepon (02157946100 (Hunting)  
<http://kkni.ristekdikti.go.id>



October 8<sup>th</sup>-2019

No. B/41/B.B4/KNKI/2019

Subject: Invitation to observe referencing process of IQF to AQRF

To. His Excellency Mr. Pen Sithol  
Deputy Secretary General of  
The Accreditation Committee of *Cambodia*

Dear Mr. Sithol  
Greetings from the Indonesia Qualifications National Committee.

With reference to our intention to submit the referencing report to ASEAN Qualifications Reference Committee, we would like to request your present to observe part of the IQF referencing process to AQRF. The specific phases of the referencing process that will be observed are dissemination and sanctioning of the referencing results (demonstrable link between the qualifications levels in the IQF and the level descriptors of the AQRF).

The event will be carried out at October 17<sup>th</sup> 2019 and consist of:

1. Referencing process with TVET Stakeholders at Mercure Hotel Harvestland Kuta - Bali
2. Referencing process with Higher Education Institutions – Regional Office of Ministry of Research, Technology, and Higher Education, - Trengguli I no. 22, Penatih – Denpasar, Bali

To better facilitate your participation in the event, Ms. Retno Sunarni (rretnosunarni@yahoo.com, mobile No. +62-811-1993-492) will contact you with travel and accommodation arrangement.

Again, we thank you for your kind support to our referencing process.

Yours sincerely,

ISMUNANDAR  
Chair of Indonesia Qualifications National Committee  
Director General of Learning and Students Affairs  
Ministry of Research, Technology and Higher Education





KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
KOMITE NASIONAL KUALIFIKASI INDONESIA  
Jalan Jenderal Sudirman Pintu Satu, Senayan, Gedung D,  
Lantai 7 Jakarta 10270, Telepon (02157946100 (Hunting)  
<http://kni.ristekdikti.go.id>



October 8<sup>th</sup>-2019

No. B/41/B.B4/KNKI/2019  
Subject: Invitation to observe referencing process of IQF to AQRF

To. His Excellency Mr. Le Dong Phuong, PhD.  
Director Center for Higher Education Studies  
Vietnam Institute of Education Sciences  
101 Tran Hung Dao - Hanoi - VIETNAM

Dear Mr. Phuong  
Greetings from the Indonesia Qualifications National Committee.

With reference to our intention to submit the referencing report to ASEAN Qualifications Reference Committee, we would like to request your present to observe part of the IQF referencing process to AQRF. The specific phases of the referencing process that will be observed are dissemination and sanctioning of the referencing results (demonstrable link between the qualifications levels in the IQF and the level descriptors of the AQRF).

The event will be carried out at October 17<sup>th</sup> 2019 and consist of:

1. Referencing process with TVET Stakeholders at Mercure Hotel Harvestland Kuta -Bali
2. Referencing process with Higher Education Institutions – Regional Office of Ministry of Research, Technology, and Higher Education, - Trengguli I no. 22, Penatih – Denpasar, Bali

To better facilitate your participation in the event, Ms. Lola (cooperation.ina@gmail.com, mobile No. +62-857-8075-1749) will contact you with travel and accommodation arrangement.

Again, we thank you for your kind support to our referencing process.  
Yours sincerely,

**ISMUNANDAR**

Chair of Indonesia Qualifications National Committee  
Director General of Learning and Students Affairs  
Ministry of Research, Technology and Higher Education

## ANNEX X: Focused Group Discussion on the Referencing Process with Higher Education Institutions



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
DIREKTORAT JENDERAL PEMBELAJARAN  
DAN KEMAHASISWAAN

Jalan Jenderal Sudirman, Pintu Satu, Senayan, Jakarta 10270  
Pintu Informasi dan Layanan Terpadu (PINTU) 126  
Laman : <http://www.belmawa.ristekdikti.go.id>

Nomor : B/ 707/B4.3/JM.00.00/2019  
Lampiran : 1 berkas  
Hal : Pelaksanaan Sosialisasi KKNI

7 Oktober 2019

Kepada Yth.  
Kepala L2Dikti Wilayah VIII

Bersama ini kami sampaikan bahwa sesuai dengan tugas Komite Nasional Kualifikasi Indonesia (KNKI) sesuai dengan Keputusan Menteri Riset, Teknologi dan Pendidikan Tinggi No. 217/M/KPT/2019 tentang Komite Nasional Kualifikasi Indonesia, di mana salah satu tugasnya adalah menyusun dokumen *referencing* KKNI terhadap AQRF yang harus disampaikan kepada Komite ASEAN. Salah satu syarat sebelum dokumen diserahkan ke Komite ASEAN harus dilakukan sosialisasi kepada para stakeholders.

Terkait dengan hal tersebut, kami mohon bantuan Saudara dapat bisa menjadi tempat pelaksanaan sosialisasi sekaligus mengundang pimpinan perguruan tinggi di wilayah L2Dikti VIII yang berdomisili di propinsi Bali untuk hadir pada

hari, tanggal : Jumat, 18 Oktober 2019  
waktu : 08.00 – 12.00 WITA  
tempat : Kantor L2Dikti Wilayah VIII  
Tembau, Jl. Trengguli I No.22, Penatih, Kec. Denpasar  
Tim., Kota Denpasar, Bali 80238  
agenda : Sosialisasi dan Workshop Dokumen *Referencing* KKNI  
kepada ASEAN Qualification Reference Framework  
(AQRF)

perlu disampaikan bahwa acara ini juga dihadiri oleh tim KNKI dan *International Observer* dari Komite ASEAN.

Untuk koordinasi pelaksanaan ini dan informasi lebih lanjut dapat menghubungi ibu Rahayu Retno Sunarni (Kasubdit Kompetensi Lulusan) melalui HP: 08111993492 (selama jam kerja)

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasama Saudara kami ucapkan terimakasih.



Direktur Penjaminan Mutu,

Atis Jumaidi

NIP: 196306041989031022

Tembusan  
Direktur Jenderal Pembelajaran dan Kemahasiswaan,

Lampiran Nomor : B/ 707 /B4.3/JM.00.00/2019  
Tanggal 7 Oktober 2019

**Daftar Perguruan Tinggi**

No	Pimpinan Perguruan Tinggi
1.	Universitas Udayana
2.	Universitas Pendidikan Ganesha
3.	Institut Seni Indonesia Denpasar
4.	Politeknik Negeri Bali
5.	Universitas Mahendradatta
6.	Universitas Ngurah Rai
7.	Universitas Mahasaraswati Denpasar
8.	Universitas Pendidikan Nasional
9.	Universitas Dwijendra
10.	Universitas Tabanan
11.	Universitas Warmadewa
12.	Universitas Panji Sakti Singaraja
13.	Universitas Hindu Indonesia
14.	Universitas Teknologi Indonesia
15.	Universitas Dhyana Pura
16.	Universitas Bali Dwipa
17.	Universitas Triatma Mulya
18.	IKIP Saraswati
19.	IKIP PGRI Bali
20.	Institut Ilmu Kesehatan Medika Persada Bali
21.	Institut Teknologi dan Kesehatan Bali
22.	Institut Teknologi dan Bisnis STIKOM Bali
23.	Sekolah Tinggi Ilmu Administrasi Denpasar
24.	Sekolah Tinggi Ilmu Manajemen Handayani
25.	Sekolah Tinggi Ilmu Sosial Politik Wira Bhakti
26.	STKIP Agama Hindu Singaraja
27.	STISIP Margarana
28.	STKIP Agama Hindu Amlapura
29.	Sekolah Tinggi Manajemen Taman Pendidikan 45
30.	Sekolah Tinggi Ilmu Ekonomi Satya Dharma
31.	Sekolah Tinggi Ilmu Ekonomi Triatma Mulya
32.	STIE Bali Internasional Institute of Tourism Management
33.	STMIK - STIKOM
34.	Sekolah Tinggi Bahasa Asing Saraswati
35.	STMIK Bandung Bali
36.	Sekolah Tinggi Ilmu Teknik Jembrana
37.	Sekolah Tinggi Ilmu Kesehatan Bali
38.	STMIK Denpasar
39.	STIKES Bina Usada Bali
40.	Sekolah Tinggi Pariwisata Bali Internasional
41.	STIKES Wira Medika Bali
42.	Sekolah Tinggi Ilmu Kesehatan Jembrana
43.	STMIK STIKOM Indonesia

No	Pimpinan Perguruan Tinggi
44.	Sekolah Tinggi Pariwisata Triatma Jaya
45.	STKIP Suar Bangli
46.	STIKES Advaita Medika Tabanan
47.	Sekolah Tinggi Desain Bali
48.	STMIK Primakara
49.	STIKES Panca Atma Jaya
50.	Sekolah Tinggi Ilmu Kesehatan Buleleng
51.	STKIP Jembrana
52.	Sekolah Tinggi Farmasi Mahaganesha
53.	STIKES Rana Wijaya
54.	Sekolah Tinggi Bisnis Putra Harapan
55.	Sekolah Tinggi Ilmu Kesehatan Bali Wisnu Dharma Denpasar
56.	Akademi Akuntansi Denpasar
57.	Akademi Pariwisata Denpasar
58.	Akademi Keuangan Dan Perbankan Denpasar
59.	Akademi Kebidanan Bali Wisnu Dharma
60.	Akademi Keperawatan Mandiri
61.	AKTEK Radiodiagnostik Dan Radioterapi Bali
62.	AMIK New Media
63.	Akademi Keperawatan Kesdam IX/Udayana
64.	Akademi Farmasi Saraswati Denpasar
65.	Akademi Kesehatan Bintang Persada
66.	Politeknik Nasional
67.	Politeknik Ganesha Guru
68.	Politeknik Internasional Bali
69.	Politeknik Kesehatan Kartini Bali
70.	Akademi Komunitas Manajemen Perhotelan Indonesia



**Dissemination meeting of the referencing process with  
Higher Education – Regional Office of MoRTHE**



**Attendance of AMS observers in the dissemination meeting**

## ANNEX Y: Dissemination of the Referencing Process to TVET Stakeholders



KEMENTERIAN KETENAGAKERJAAN RI  
DIREKTORAT JENDERAL  
PEMBINAAN PELATIHAN DAN PRODUKTIVITAS  
Jalan Jenderal Gatot Subroto Kav 51 Lt. 6A Telp/Fax. (021) 5262643 Jakarta Selatan 12950

10 Oktober 2019

Nomor : 2/ 430/LP.00.03/XI/2019  
Lampiran : 3 (tiga) lembar  
Hal : Undangan Rapat Koordinasi  
Pelatihan Kerja

Yth. (Daftar Undangan Terlampir)

Dalam rangka meningkatkan koordinasi dan sinergitas antara Pemerintah Pusat dan Pemerintah Daerah serta stakeholder dalam menyiapkan tenaga kerja yg terlatih, terampil dan siap kerja serta untuk meningkatkan pemahaman tentang pentingnya peningkatan produktivitas dan kemampuan untuk menerapkan pelatihan kerja di lembaga pelatihan kerja, maka Direktorat Bina Standardisasi Kompetensi dan Pelatihan Kerja Ditjen Binalattas akan menyelenggarakan Rapat Koordinasi Pelatihan Kerja. Sehubungan dengan hal tersebut kami mohon kepada saudara dapat menugaskan salah satu pejabat baik eselon II atau III untuk menghadiri kegiatan dimaksud yang akan dilaksanakan pada :

Hari/tanggal : Rabu s/d Jumat, 16 s/d 18 Oktober 2019

Chek In : 16 Oktober 2019, jam 14.00 WIB

Tempat : Hotel Mercure Bali Harvestland Kuta  
Jl. Bypass Ngurah Rai No.8 Kuta-Bali  
Tep. (866) 238-4218

Perlu kami informasikan bahwa biaya akomodasi, konsumsi dan transport pp peserta ditanggung oleh Direktorat Standardisasi Kompetensi dan Pelatihan Kerja, maka untuk transport pp silakan membeli sendiri dengan ketentuan tidak boleh melebihi standar biaya maksimum (SBM). Lembar Konfirmasi Kesiediaan peserta agar diisi dan disampaikan kepada penyelenggara paling lambat hari Jumat tanggal 11 Oktober 2018 melalui fax (021) 5262782 atau email [ppepk.stankom@gmail.com](mailto:ppepk.stankom@gmail.com). Untuk Informasi lebih lanjut dapat menghubungi : **Rini Hardwiyanti HP.081542271252 dan Eka Cahyana HP.081287789999**.

Demikian disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.



Direktur  
Bina Standardisasi Kompetensi  
Pelatihan Kerja

Drs. Sukiyo, MMPd  
NIP. 19591006 198612 1 001

Tembusan :

1. Dirjen Binalattas (sebagai laporan);

**DAFTAR LAMPIRAN SURAT UNDANGAN :**

1. BAPPEDA PROVINSI PAPUA
2. BKD PROVINSI PAPUA
3. DISNAKER PROVINSI PAPUA
4. BLK PROVINSI PAPUA
5. BAPPEDA KABUPATEN MERAUKE
6. BKD KABUPATEN MERAUKE
7. DISNAKER KABUPATEN MERAUKE
8. LLK UKM MERAUKE
9. BAPPEDA PROVINSI NUSA TENGGARA TIMUR
10. BKD PROVINSI NUSA TENGGARA TIMUR
11. DISNAKERTRANS PROVINSI NUSA TENGGARA TIMUR
12. UPT PK KUPANG
13. BAPPEDA KABUPATEN ENDE
14. BKD KABUPATEN ENDE
15. DISNAKERTRANS KABUPATEN ENDE
16. LLK UKM KABUPATEN ENDE
17. BAPPEDA PROVINSI NUSA TENGGARA BARAT
18. BKD PROVINSI NUSA TENGGARA BARAT
19. DISNAKER PROVINSI NUSA TENGGARA BARAT
20. BLK PROVINSI NUSA TENGGARA BARAT
21. BAPPEDA KABUPATEN SELONG
22. BKD KABUPATEN SELONG
23. DISNAKER KABUPATEN SELONG
24. LLK UKM KABUPATEN SELONG
25. BAPPEDA KABUPATEN BIMA
26. BKD KABUPATEN BIMA
27. DISNAKER KABUPATEN BIMA
28. LLK KABUPATEN BIMA
29. BAPPEDA KABUPATEN LOMBOK TENGAH
30. BKD KABUPATEN LOMBOK TENGAH
31. DISNAKER KABUPATEN LOMBOK TENGAH
32. BLK KABUPATEN LOMBOK TENGAH
33. BAPPEDA KABUPATEN SUMBAWA
34. BKD KABUPATEN SUMBAWA
35. DISNAKER KABUPATEN SUMBAWA
36. LLK KABUPATEN SUMBAWA
37. BAPPEDA KABUPATEN SUMBAWA BARAT
38. BKD KABUPATEN SUMBAWA BARAT
39. DISNAKER KABUPATEN SUMBAWA BARAT
40. BLK KABUPATEN SUMBAWA BARAT
41. BAPPEDA KABUPATEN LOMBOK UTARA
42. BKD KABUPATEN LOMBOK UTARA
43. DISNAKER KABUPATEN LOMBOK UTARA
44. BLK KABUPATEN LOMBOK UTARA
45. BAPPEDA KABUPATEN LUWU
46. BKD KABUPATEN LUWU
47. DISNAKER KABUPATEN LUWU
48. BLK KABUPATEN LUWU

49. BAPPEDA KABUPATEN PINRANG
50. BKD KABUPATEN PINRANG
51. DISNAKER KABUPATEN PINRANG
52. BLK KABUPATEN PINRANG
53. BAPPEDA KABUPATEN WAJO
54. BKD KABUPATEN WAJO
55. DISNAKER KABUPATEN WAJO
56. BLK KABUPATEN WAJO
57. BAPPEDA KABUPATEN GOWA
58. BKD KABUPATEN GOWA
59. DISNAKER KABUPATEN GOWA
60. BLK KABUPATEN GOWA
61. BAPPEDA KABUPATEN BULUKUMBA
62. BKD KABUPATEN BULUKUMBA
63. DISNAKER KABUPATEN BULUKUMBA
64. BLK KABUPATEN BULUKUMBA
65. BAPPEDA KABUPATEN JENEPONTO
66. BKD KABUPATEN JENEPONTO
67. DISNAKER KABUPATEN JENEPONTO
68. BLK KABUPATEN JENEPONTO
69. BAPPEDA KABUPATEN LAINEA
70. BKD KABUPATEN LAINEA
71. DISNAKER KABUPATEN LAINEA
72. BLK KABUPATEN LAINEA
73. BAPPEDA KABUPATEN KOLAKA
74. BKD KABUPATEN KOLAKA
75. DISNAKER KABUPATEN KOLAKA
76. BLKK KABUPATEN KOLAKA
77. BAPPEDA KABUPATEN BITUNG
78. BLK KABUPATEN BITUNG
79. DISNAKER KABUPATEN BITUNG
80. BLK KABUPATEN BITUNG
81. BAPPEDA KABUPATEN TONDANO
82. BKD KABUPATEN TONDANO
83. DISNAKER KABUPATEN TONDANO
84. BLK KABUPATEN TONDANO
85. BAPPEDA KOTA PALU
86. BKD KOTA PALU
87. DISNAKER KOTA PALU
88. BLK KOTA PALU
89. BAPPEDA KABUPATEN TOLI TOLI
90. BKD KABUPATEN TOLI TOLI
91. DISNAKER KABUPATEN TOLI TOLI
92. BLK KABUPATEN TOLI TOLI
93. BAPPEDA KABUPATEN PARIGI MOUTONG
94. BKD KABUPATEN PARIGI MOUTONG
95. DISNAKER KABUPATEN PARIGI MOUTONG
96. BLK KABUPATEN PARIGI MOUTONG
97. BAPPEDA KABUPATEN DONGGALA
98. BKD KABUPATEN DONGGALA



99. DISNAKER KABUPATEN DONGGALA
100. BLK KABUPATEN DONGGALA
101. BAPPEDA KABUPATEN TOJO UNA UNA
102. BKD KABUPATEN TOJO UNA UNA
103. DISNAKER KABUPATEN TOJO UNA UNA
104. BLK KABUPATEN TOJO UNA UNA
105. BAPPEDA PROVINSI GORONTALO
106. BKD PROVINSI GORONTALO
107. DISNAKER PROVINSI GORONTALO
108. BLK PROVINSI GORONTALO
109. BAPPEDA KABUPATEN POHUWATO
110. BKD KABUPATEN POHUWATO
111. DISNAKER KABUPATEN POHUWATO
112. BLK KABUPATEN POHUWATO
113. BAPPEDA KOTA GORONTALO
114. BKD KOTA GORONTALO
115. DISNAKER KOTA GORONTALO
116. LLK UKM KOTA GORONTALO
117. BAPPEDA KABUPATEN KUTAI TIMUR
118. BKD KABUPATEN KUTAI TIMUR
119. DISNAKER KABUPATEN KUTAI TIMUR
120. BLK MANDIRI KABUPATEN KUTAI TIMUR
121. BAPPEDA KABUPATEN PASER
122. BKD KABUPATEN PASER
123. DISNAKER KABUPATEN PASER
124. BLK KABUPATEN PASER
125. BAPPEDA KABUPATEN BONTANG
126. BKD KABUPATEN BONTANG
127. DISNAKER KABUPATEN BONTANG
128. BLK KABUPATEN BONTANG
129. BAPPEDA KOTA TARAKAN
130. BKD KOTA TARAKAN
131. DISNAKER KOTA TARAKAN
132. BLK KOTA TARAKAN
133. BAPPEDA KABUPATEN NUNUKAN
134. BKD KABUPATEN NUNUKAN
135. DISNAKER KABUPATEN NUNUKAN
136. BLK KABUPATEN NUNUKAN
137. BAPPEDA KABUPATEN MASOHI
138. BKD KABUPATEN MASOHI
139. DISNAKER KABUPATEN MASOHI
140. LLK UKM KABUPATEN MASOHI
141. BAPPEDA KABUPATEN PULAU BURU
142. BKD KABUPATEN PULAU BURU
143. DISNAKER KABUPATEN PULAU BURU
144. LLK UKM KABUPATEN PULAU BURU
145. BAPPEDA KABUPATEN KEPULAUAN ARU
146. BKD KABUPATEN KEPULAUAN ARU
147. DISNAKER KABUPATEN KEPULAUAN ARU
148. BLK KABUPATEN KEPULAUAN ARU

149. BAPPEDA KABUPATEN HALMAHERA BARAT
150. BKD KABUPATEN HALMAHERA BARAT
151. DISNAKER KABUPATEN HALMAHERA BARAT
152. BLK KABUPATEN HALMAHERA BARAT
153. BAPPEDA PROVINSI JAWA TIMUR
154. BKD PROVINSI JAWA TIMUR
155. DISNAKER PROVINSI JAWA TIMUR
156. BAPPEDA KABUPATEN PROBOLINGGO
157. BKD KABUPATEN PROBOLINGGO
158. DISNAKER KABUPATEN PROBOLINGGO
159. BLK KABUPATEN PROBOLINGGO
160. BAPPEDA KABUPATEN PASURUAN
161. BKD KABUPATEN PASURUAN
162. DISNAKER KABUPATEN PASURUAN
163. LKD KABUPATEN PASURUAN
164. BAPPEDA KABUPATEN BANGKALAN
165. BKD KABUPATEN BANGKALAN
166. DISNAKER KABUPATEN BANGKALAN
167. BLK KABUPATEN BANGKALAN
168. BAPPEDA KABUPATEN PAMEKASAN
169. BKD KABUPATEN PAMEKASAN
170. DISNAKER KABUPATEN PAMEKASAN
171. BLK KABUPATEN PAMEKASAN
172. BAPPEDA KABUPATEN SAMPANG
173. BKD KABUPATEN SAMPANG
174. DISNAKER KABUPATEN SAMPANG
175. BLK KABUPATEN SAMPANG
176. BAPPEDA KABUPATEN GRESIK
177. BKD KABUPATEN GRESIK
178. DISNAKER KABUPATEN GRESIK
179. BLK KABUPATEN GRESIK
180. BAPPEDA KABUPATEN PACITAN
181. BKD KABUPATEN PACITAN
182. DISNAKER KABUPATEN PACITAN
183. BLK KABUPATEN PACITAN
184. BAPPEDA KABUPATEN NGANJUK
185. BKD KABUPATEN NGANJUK
186. DISNAKER KABUPATEN NGANJUK
187. BLK KABUPATEN NGANJUK
188. BAPPEDA KABUPATEN TUBAN
189. BKD KABUPATEN TUBAN
190. DISNAKER KABUPATEN TUBAN
191. BLK KABUPATEN TUBAN
192. BAPPEDA KABUPATEN TULUNGAGUNG
193. BKD KABUPATEN TULUNGAGUNG
194. DISNAKER KABUPATEN TULUNGAGUNG
195. BLK KABUPATEN TULUNGAGUNG
196. BAPPEDA PROVINSI BALI
197. BKD PROVINSI BALI
198. DISNAKER PROVINSI BALI

199. BAPPEDA KOTA DENPASAR
200. BKD KOTA DENPASAR
201. DISNAKER KOTA DENPASAR
202. BLKIP DENPASAR
203. BAPPEDA KABUPATEN TABANAN
204. BKD KABUPATEN TABANAN
205. DISNAKER KABUPATEN TABANAN
206. LLK UKM KABUPATEN TABANANAN
207. BAPPEDA KABUPATEN BULELENG
208. BKD KABUPATEN BULELENG
209. DISNAKER KABUPATEN BULELENG
210. LLK UKM SINGARAJA / BULELENG
211. BAPPEDA KABUPATEN JEMBRANA
212. BLK KABUPATEN JEMBRANA
213. DISNAKER KABUPATEN JEMBRANA
214. BLK KABUPATEN JEMBRANA
215. BAPPEDA KABUPATEN KARANGASAM
216. BKD KABUPATEN KARANGASAM
217. DISNAKER KABUPATEN KARANGASAM
218. BLK KABUPATEN KARANGASAM
219. BAPPEDA KABUPATEN BANGLI
220. BKD KABUPATEN BANGLI
221. DISNAKER KABUPATEN BANGLI
222. BLK KABUPATEN BANGLI
223. BAPPEDA KABUPATEN GIANYAR
224. BKD KABUPATEN GIANYAR
225. DISNAKER KABUPATEN GIANYAR
226. BLK KABUPATEN GIANYAR
227. UPTP BLK SAMARINDA
228. UPTP BLK LOMBOK TIMUR
229. UPTP BLK MAKASSAR
230. UPTP BLK BANTAENG
231. UPTP BLK AMBON
232. UPTP BLK SORONG
233. UPTP BLK BANYUWANGI
234. UPTP BLK SIDOARJO



**Dissemination meeting of the referencing process with TVET Stakeholders**



**Attendance of AMS observers in the dissemination meeting**