# INDONESIAN QUALIFICATION FRAMEWORK

*(Kerangka Kualifikasi Nasional Indonesia)*

**Presidential Decree No. 8/2012**

**Implication and Implementation Strategies**

**Directorate General of Higher Education**
**Ministry of Education and Culture**
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# Preface

After an extensive work and study, the Implication and Implementation Strategies of the Indonesian Qualification Framework (IQF) finally ready for publication. The IQF is purposely prepared as one of national standards in the education sector from which graduates, education and training institutions under the authority of the Ministry of Education and Culture could assess their associated learning outcomes or certificates' proficiency in conjunction with one of relevant qualification levels specified by the IQF. In order to achieve comprehensive results, the IQF has been developed by the Directorate General of Higher Education, in collaboration with the Directorate General of Elementary and Secondary Education Management, the Directorate General of Early Childhood, Nonformal and Informal Education - within the Ministry of Education and Culture and the Directorate General of Training and Productivity Development - within the Ministry of Manpower and Transmigration.

This booklet describes the development trajectory of IQF substance and implementation strategy from which readers would be able to comprehend the fundamental vision of the IQF in improving quality of Indonesia's manpower and nation competitiveness in facing the open global trade challenges. Therefore the IQF is also expected to push education and training institutions, especially those belonging to higher education classification, to accelerate quality improvement both for national and international contexts. Nonetheless, as an interfacing entity towards internationalization of Indonesian education, the IQF should be seen as a continuously progressing concept that will be continuously developed to achieve the highest standards of excellence.

**Djoko Santoso**
Director General of Higher Education
Ministry of Education and Culture - Republic of Indonesia

# INDONESIAN QUALIFICATION FRAMEWORK

## *The Basic Concept*

The Indonesian Qualification Framework (IQF) is an instrument for leveling framework qualifications and competence of Indonesia's manpower. It compares balances and integrates education and training sectors, as well as job experiences, in a scheme of competence acknowledgement for specific occupational requirement. It also appropriately reveals the Indonesia's manpower quality and personality related to the outcomes of national education and training system, as well as job career development system in producing qualified and productive human resources.

The IQF consists of 9 levels of qualifications, comprehensively considering two important job-related aspects - i.e. highly competent employees in carrying out specific job assignment and relevant learning outcomes possessed by graduates coming from education institutions. The descriptors of each qualification level described in the IQF system includes the combination of job competence and learning outcomes composed by the on going development of knowledge, technologies, and arts as well as the cultivation of nation character building that is strongly based on a complete respect to the Pancasila, Indonesian Constitution of 1945, and Bhineka Tunggal Ika (Unity in Diversity), i.e. commitment to always acknowledge diversities of religions, ethnicities, cultures, languages and arts in Indonesia.

The Level 9 of IQF that is considered as the highest level of qualification is associated with level 8 of the European qualification, level 7 of the

Hongkong's qualification or level 10 of the New Zealand qualification systems. Similarly, level 1 of the IQF is associated with the lowest qualification level of those countries. This indicates that the qualification levels between level 1 and level 9 of the IQF system may not exactly the same as the qualification systems of those countries. However, it can be noted that the same learning outcomes or descriptor of the IQF and of the European, the Hongkong and the New Zealand systems should point to the same level of qualification.

Basically, each qualification level incorporated with the IQF system, may be obtained through each or a combination of four different pathways i.e. (1) education pathway of both formal or non formal education systems, (2) job experience pathway in the work place based on a career ladder or occupational leveling system, (3) accredited training with nationally recognized certification system, as well as (4) individual experience or self learning ensured by an authorized assessment system. Figure 1 illustrates individual and combination of the four pathways through which a person would be recognized or eligible to hold a certain qualification level within the IQF system. Furthermore, Figure 1 also suggests that the IQF can be employed as a sole reference to prepare a quality assurance system for all manpower related organizations from which learning outcomes of education and training processes, competence augmentation and career ladder procedure in industries or occupational leveling procedure in offices can be appropriately managed. As a result, quality improvement of Indonesian human resources may be accomplished as a whole by all nation components.

The IQF can also be considered as a mere orientation for the national professional associations in determining assessment criteria of competence or expertise for new members or members who will be promoted to a higher grade of membership. Other organizations, such as government bureaucracy, industries, enterprises and other institutions also require IQF as a reference for a more comprehensive recruitment pattern, remuneration scheme, quality management, and career improvement of human resources.



**Figure 1.**
Alternative Pathways to obtain a certain qualification level in the IQF system.
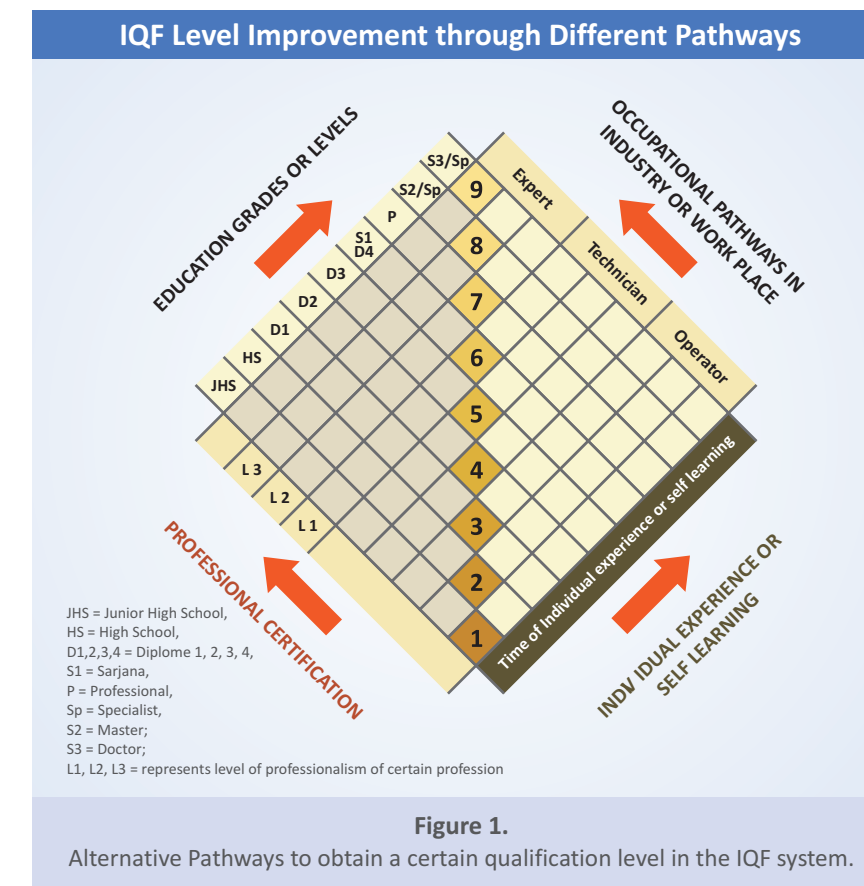
### The Legal Basis

The IQF holds a legal endorsement in the form of a Presidential Decree No.8/2012, in conjunction directly with Law No. 13/2003 pertaining to the manpowership, and Government Regulation N0 31/2006 regarding the National Job Training System, as well as indirectly with Law No. 20/2003 concerning the National Education System. Overall, the IQF is also in line with other existing regulations that concern with manpower quality, competence certification, of manpowership endorsed by other ministries and authorized intuitions.

Essentially, the IQF is designed as a response to the Indonesian ratification on the International Convention of the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific signed on December 16, 1983 and renewed on January 30, 2008. The ratification has also been legalized through the Presidential Decree Number 103, 2007 (November 16, 2007). It is worth noting that the legal basis of qualification framework is strategically selected as presidential decree and not in the form of a government regulation or law since level of qualifications are expected to be improved by time.

### The Benefits of IQF

The IQF is meant as a sole reference for:

a. stipulating qualification for the learning outcomes of formal, nonformal, informal education or job experiences;

b. stipulating qualification for the recognition scheme of learning outcomes achieved through formal, nonformal, informal education or job experiences;

c. equating qualification of learning outcomes across formal, nonformal, informal education or job experiences;

d. developing recognition qualification methods and systems for foreign manpower who are seeking jobs in Indonesia.
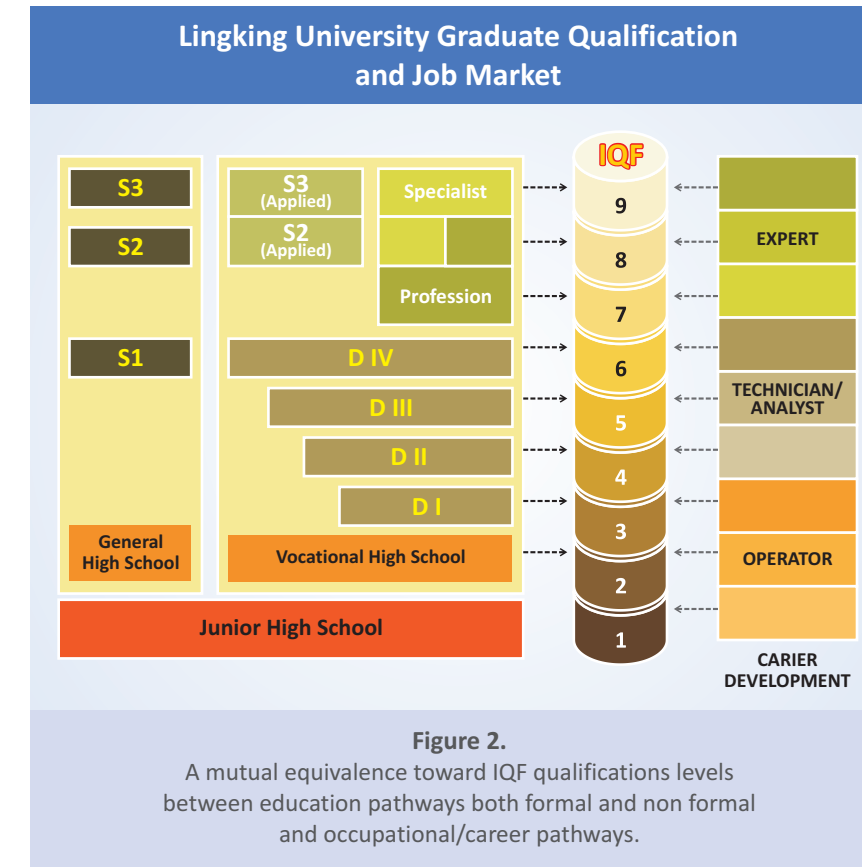
### The Implications of IQF

1. Increasing the quantity of Indonesian manpower with high quality and internationally competitive capabilities that granting greater access into national and international job markets.

2. Increasing the contribution of learning outcomes achieved through formal, nonformal, informal education or job experiences into the national economic growth.

3. Increasing academic mobility for improving mutual understanding, solidarity and collaboration between universities across countries in the world.

4. Increasing other country's recognition of Indonesia both regionally or internationally, without abandoning the national identity and personality.

## Implementation Strategies

In the globalization era, a cross-country movement of manpower is increased. Accordingly, demands on quality management and improvement of national manpower as well as its qualifications impartiality with the foreign manpower are becoming a main challenge toward the Indonesian economic development policy. It is therefore unquestionable that the IQF should be able to act as a reference for managing the Indonesian manpower in all economic development activities of both formal and informal economy sectors by determining clear qualification levels and their equivalences to qualifications of other countries in the world. (see Figure 2)

Due to quality diversity in education outputs from formal, non-formal as well as informal streams, the IQF plays an important role as a sole reference for all education and training providers responsible to prepare the Indonesian human resources into qualified manpower as well as convey the jobless population in the direction of potential job seekers afterward. The current employees can therefore be assessed to equate a suitable qualification level of the IQF. On the other hand, those who have not fitted an expected level of qualification may improve their qualification by enrolling in education or training rightfully meet the IQF requirement. In addition, education or training providers in which their learning outcomes or certificate statement have not met qualification descriptions of the IQF can carry out internal quality improvement in line with the IQF requirement.



**Lingking University Graduate Qualification and Job Market**

**Figure 2.**
A mutual equivalence toward IQF qualifications levels between education pathways both formal and non formal and occupational/career pathways.

## The Establishment of Indonesian Qualification Board (IQB)

The establishment of the Indonesian Qualification Board (Badan Kualifikasi Nasional Indonesia) is necessary as there are a wide range of qualifications, a variety of concerned parties, and a lot of international relations that needs to be handled parallel with the development and implementation of the IQF. This board is expected to be able to arrange and manage the IQF-related programs and responsible for the success of the IQF implementation. In addition; the IQB should perform its internal roles to ensure the continuation of IQF development and implementation, whereas its external roles deal with coordinating and developing the implementation mechanism of the IQF with institutions or other parties related and relevant to the IQF implementation.

As an institution providing input, consultation, guidance/assistance; supporting and facilitating the properly process of the IQF application, it is important for the IQB to be given appropriate authority to implement the task. The IQB internally and periodically observes the IQF instrument such as regulations, descriptors, guidelines, socialization mechanism, implementation standard documents, and other supporting aspects. The IQB furthermore carries out adaptation, modification, development, and quality assurance stages to maintain that the IQF will always meet stakeholder's needs and performs its relevant functions.

Partnership between the IQF and the National Accreditation Board (NAB), the National Standard of Education Board (NSEB), the National Professional Certification Board (NPCB), and professional associations, should lead to the establishment of a symbiotic mutual coordination.

The IQF should also be considered as the basis for the development the National Standards of Education, and the Professional Competency Standards, which can then be further applied as a point of reference for implementing a body of accreditation, standardization and certification institutions, such as NAB, NPCB, private accreditation bodies, professional certification institutions, and competence certification boards.

The following diagram (Figure 3) describes the authorities and responsibilities of the IQB, and its relation to NAB, NPCB, and NSEB.



**Figure 3.**
Establishment of Indonesian Qualification Board
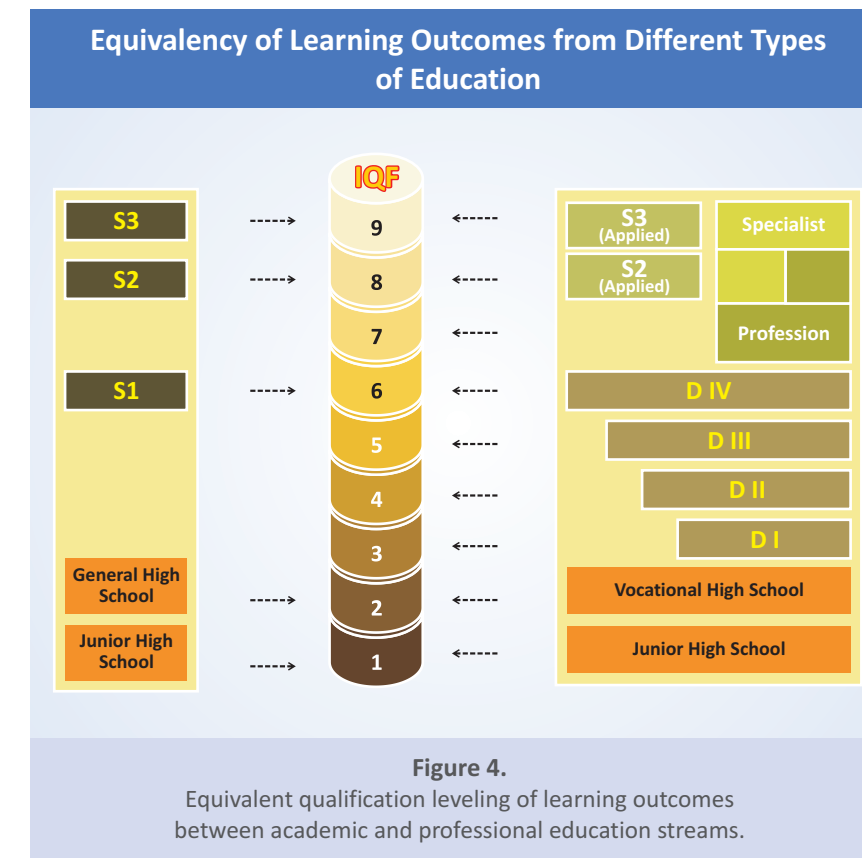to manage the implementation of IQF.
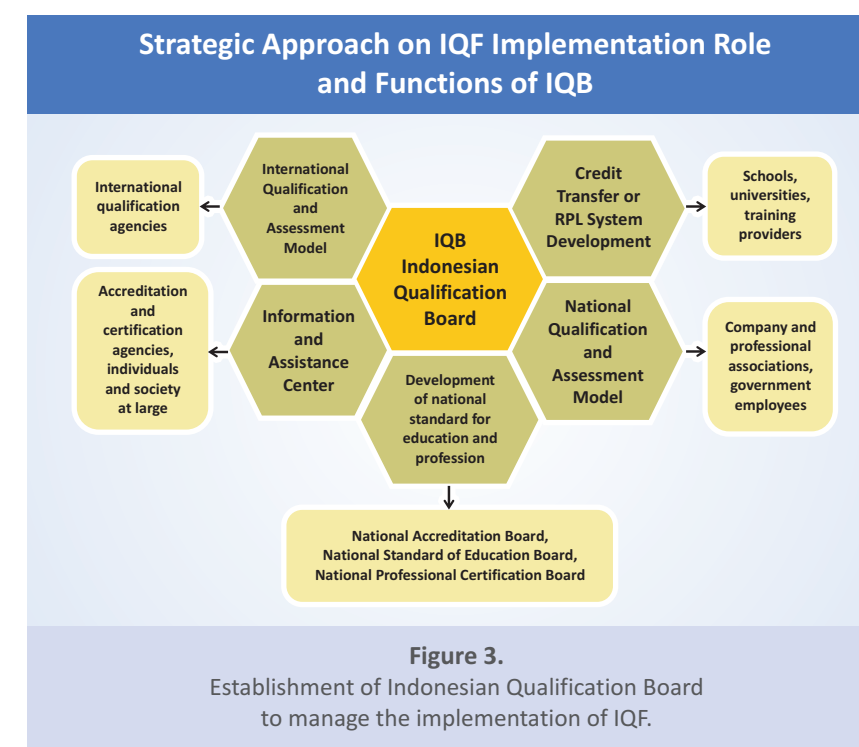
## Implementation Strategies within the Ministry of Education and Culture

Within the Ministry of Education and Culture, four implications are identified as a result of the IQF implementation, e.g. (1) requirement to carry out accountable processes of producing graduates from a certain formal education stage with learning outcomes that in line with its IQF leveling, (2) the needs to establish Recognition of Prior Learning (RPL) policies, (3) access arrangement across different education streams (academic, vocational and professional streams) that in line with multi entry and multi exit policies, and (4) development of quality assurance system that is relevant to the IQF requirement.

The referencing processes between the learning outcomes of higher education and the qualification levels of the IQF was carried out by analyzing the learning outcome descriptions from more than 1000 study programs with A or B accreditation category in 97 Higher Education institutions all over Indonesia. The selection of 97 higher education institutions was based on a consideration that those institutions have implemented an appropriate Internal Quality Assurance System as well as having a good track record in international collaborations. The results of such intensive analyses on learning outcomes of the 97 higher education institutions have also been enriched with comparative studies carried out to qualification agencies in various countries as well as rigorous discussions with professional associations, scientific collegiums, and users of university graduates in Indonesia. The following Figure 4 illustrates the referencing scheme between learning outcomes of different education streams and the IQF qualification levels. The requirement to carry out accountable processes of producing graduates in lining with its IQF leveling will follow such scheme.



**Equivalency of Learning Outcomes from Different Types of Education**

**Figure 4.**
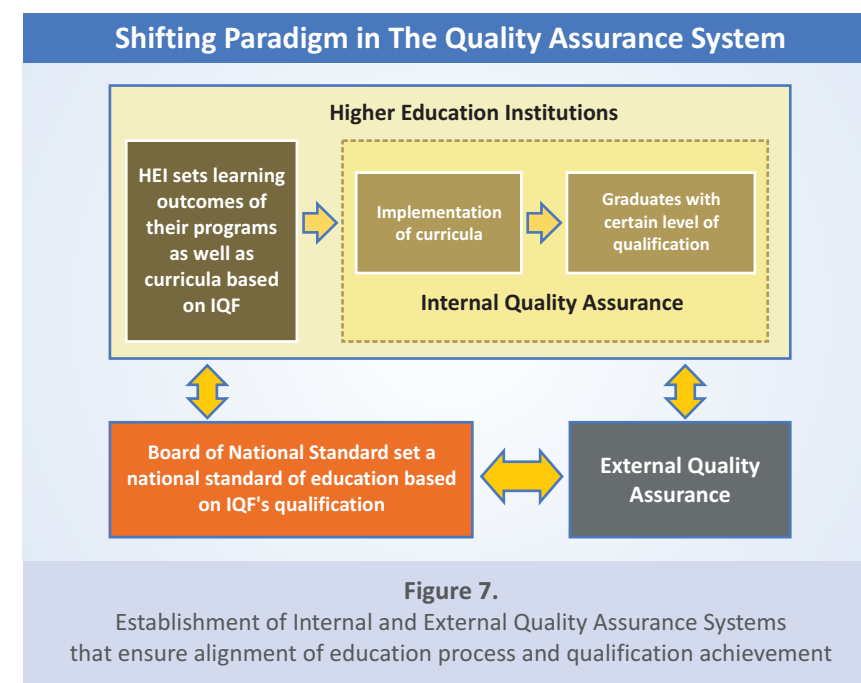Equivalent qualification leveling of learning outcomes between academic and professional education streams.

Recognition of Prior Learning (RPL) is a process of recognizing learning outcomes of self learning processes - that can be obtained through life experiences, nonformal or informal education - by the formal education sectors. RPL is aimed to (a) provide wider access to individuals into the education pathway to fulfill the legal mandate authorized by the National Education Law for the purpose of lifelong learning or career advancement, (b) recognizing learning outcomes from other education outside the Ministry of Culture and Education system for the purpose of equivalency of degree awarded, (c) recognizing experts as lecturer in formal higher education based on Law No. 14/2005 pertaining to Teacher and Lecturer.

The implementation strategy of the RPL is based on the philosophy that recognition toward self learning process should be conducted through appropriate grading on related education pathways (see Figure 5), based on a proper and measurable process, and carried out by credible institutions.
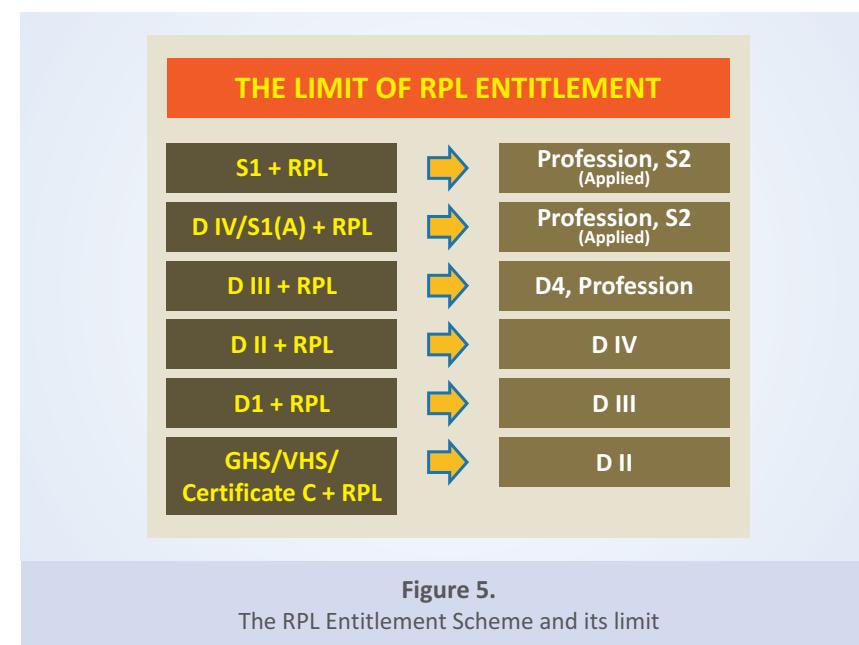
The arrangement across different education streams (academic, vocational and professional streams) that in line with multi entry and multi exit policies is aimed to facilitate learners for having chances to pursue higher level of education. The transfer scheme across different education streams is depicted in Figure 6.

The transfer scheme across education streams is designed to improve specific expertise of individuals in specific competence rather than to produce generalist. In addition, individuals who enter the education transfer scheme may require to take a bridging program to increase either academic or skill performance whenever the minimum requirement of the targeting institution cannot be attained.



**Figure 5.**
The RPL Entitlement Scheme and its limit



**Figure 6.**
The transfer scheme across different education streams.
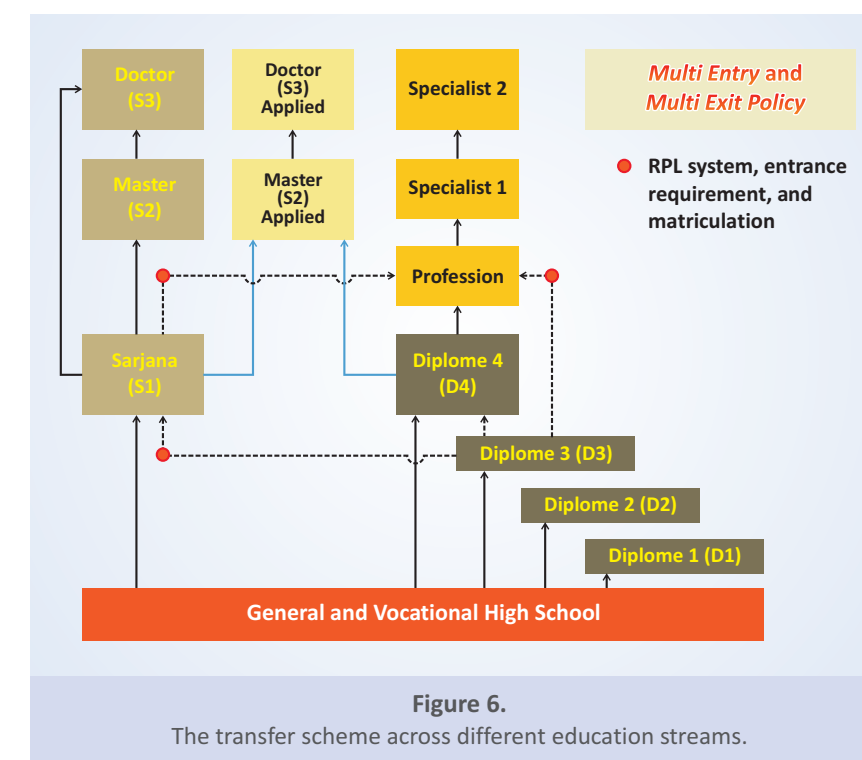
The quality assurance system and the assessment procedures based on the IQF should be designed to develop continuous quality improvement leading to an increase of both national and international communities' trusts. The system should also meet the efficiency criteria and consider various interests. The National Standard of Education Board should adopt the IQF description of each qualification level as a reference of designing the National Standards of Education. Furthermore, the internal quality assurance system of the education institutions should create a quality assurance system in line with the learning outcomes of their graduates. The National Accreditation Board, as an external quality assurance body, is expected to expand its current assessment aspects by covering the learning outcomes criterion as described in the IQF system. The following figure illustrates the quality assurance scheme required for the IQF implementation process.



**Figure 7.**
Establishment of Internal and External Quality Assurance Systems that ensure alignment of education process and qualification achievement

## The Closing Remarks

*"No person was ever honored for what he received. Honor has been the reward for what he gave." (Calvin Coolidge)*

The completion of this preliminary version of IQF description is greatly indebted to the following dedicated people, supportive executives as well as chairmen of associations and related institutions who have put bottomless interests in contributing to improve the quality of Indonesian manpower. Therefore, the Directorate General of Higher Education kindly list tributes to the followings:

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17. List of participants of Education and Job Market Alignments:

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## Additional Notes about the IQF Descriptors for Every Qualification Level

The IQF descriptors consist of two parts - i.e. general description describing characteristics, personalities, working attitude, ethics, morality of every Indonesian human being and applied to every level; and specific description describing science, knowledge, know-how, skills, and competencies mastered by a person depending on his level. The specific descriptors comprises of four main elements - i.e. (a) skills in fullfiling the job and competence; (b) coverage of science and/knowledge; (c) methods and levels of competence in applying science/knowledge; and (d) management skills (see Figure 8). In this matter, the IQF provides an equal and proportional acknowledgement to the four elements in determining every level of qualification consisting of level-1 to level-9.



**IQF Descriptors based on Learning Outcomes**

**IQF Descriptors** of each level reflects the learning outcomes that can be demonstrated by a person after completing programs or experiences on the following pathways,
- education
- training
- on the job experience
- self learning

**Learning Outcomes** is internalization and accumulation of science, knowledge, know how, skills, affective aspects, and competencies acquired through education, training, job experience or self learning processes.

The share of science, knowledge, knowhow and skills in each IQF level may vary according to the national qualification assessment establised by all concerned parties.

**Figure 8.**
The parameters of each level IQF Descriptor

## ESSENTIAL DESCRIPTION for all levels

In line with the fundamental state ideology and in harmony with the culture of Indonesian people, the implementation of national education system and work training program in Indonesia that distinguish each level of qualification in the Indonesian Qualification Framework, will embrace the process of emergent character and identity of Indonesian people as follows,

- devoted to One All Mighty God
- possesses excellent moral, ethics and personal identity in carrying out her/his duties
- acts as citizen who is proud of and loves her/his nation and has faith in world peace
- capable of working in teams and attests compassion to social, community and environmental issues
- values diversity in culture, vision, beliefs and religion as well as appreciates patent and property rights
- esteems law enforcement and demonstrates spirit to put priority to national and public needs.

**LEVEL 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.
- Possess factual knowledge.
- Responsible only for her/his own job and not for other person's job.

**LEVEL 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.
- 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.

**LEVEL 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.
- 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.

**LEVEL 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.
- 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.

**LEVEL 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.
- 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.

**LEVEL 6**

- Capable of applying science, technology and art within her/his expertise and is adaptable to various situations faced during solving a problem.
- 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 provides direction in choosing several alternative solutions.
- Responsible for her/his own job and can be assigned responsibility of the attainment of organization's performances.

**LEVEL 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.
- 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.

**LEVEL 8**

- Capable of developing knowledge, technology, or/and art within her/his expertise's or professional domain through research; producing innovative and reputable creations
- 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.

**LEVEL 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.
- 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.