Indonesian National Job Qualifications: Literature Review

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Abstract: The promise of the future can be anticipated by preparing superior and competent human resources. One effort can be made to build standards for developing Indonesian human resources. The Indonesian National Qualifications Framework (KKNI) is used as a reference to recognize work competencies by job structures in various sectors. This research aims to conduct a review of the KKNI. This study uses a qualitative method. The research approach was carried out descriptively, including policy and literature studies. Data comes from regulations, journal articles, and reference books. This research found that the KKNI refers to Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework. The KKNI consists of nine qualification levels, from level 1 as the lowest to level 9 as the highest. The KKNI drafting team needs to use this policy as a reference when preparing the KKNI.

Keywords: Indonesian National Qualifications Framework, competencies, human resources development, Indonesia.

Introduction

Initially, the Indonesian National Qualifications Framework (KKNI) was formulated by the Directorate of Learning and Student Affairs (BELMAWA) of the Ministry of Education and Culture at the end of 2009 (Santoso et al., 2015). Santoso et al. (2015) explained that the KKNI was prepared to respond to future problems and challenges Indonesia will face in the education and employment sectors. Some researchers e.g. Allais (2011), Stanway et al. (2023), and Yuwono (2019) argue that KKNI is a solution to many problems in the education and training system. It aligns with the Directorate of Instructor and Training Personnel Development, Ministry of Manpower and Transmigration, to develop the Indonesian National Qualifications Framework, abbreviated as KKNI. Furthermore, this becomes a reference in curriculum development (Solikhah, 2015).

KKNI was then promulgated through Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI). This regulation is a follow-up to Government Regulation Number 31 of 2006 concerning the National Job Training System. The KKNI is essential because it is a reference for someone who wants to gain recognition in the world of work (Putri & Putri, 2020; Solikhah, 2015). Putri & Putri (2020) explained that KKNI also embodies the quality and identity of the Indonesian nation in the education system, training and national work competency recognition system through its learning model. In the end, KKNI also becomes a reference in designing, implementing and evaluating the lecture process (Harahap et al., 2020). Therefore, KKNI needs to be of concern to all parties.

Based on Presidential Regulation Number 8 of 2012, KKNI is a framework for grading competency qualifications that can compare, equalize, and integrate the fields of education, job training, and work experience to provide recognition of work competencies in accordance with the job structure in various sectors. This KKNI is also an effort to increase other countries' recognition of Indonesian human resources qualifications without abandoning the Indonesian nation's characteristics and personality (Susilo, 2023).

However, the review of the KKNI has not been described optimally because it is still limited (Santoso et al., 2015). It needs to be done to provide instruments, methods and systems for recognizing workforce qualifications (Lubis, 2020; Susilo, 2023). This condition is due to
limited research on the KKNI. Finally, the KKNI picture could be more optimal. An overview of the KKNI is needed as a reference for the KKNI Formulation Team. One effort that needs to be made is to review the KKNI.

Various analyses discuss the KKNI. Solikhah (2015) discusses KKNI in a learning outcomes-based curriculum. Furthermore, Fatoni (2015) discussed the management of KKNI-based curriculum development. Meanwhile, comprehensive discussion regarding the KKNI is still limited. In line with this information, research on the KKNI review must be carried out because it can provide comprehensive information about the KKNI. Apart from that, the findings obtained can be used as a basis for research into the preparation of the KKNI in various sectors and technical agencies. The government and related stakeholders can also utilise the results to realise the government's vision of "Superior Human Resources for Advanced Indonesia," which will be achieved by building competent human resources with character and national commitment. Therefore, this research aims to conduct a review of the KKNI.

Method

This study uses a qualitative method. The approach used in this research is descriptive and literature study. A descriptive approach is used to explain the KKNI theme. Next, a literature study approach was used to obtain references from various regulations, articles and journals. Data comes from regulations, journals and reference books. Data was obtained through a search on Google Scholar. The research results are based on Indonesian National Job Qualifications, Career Development Theory, and Equality in Qualification Levels.

Result and Discussion

Indonesian National Job Qualifications

Presidential Regulation Number 8 of 2012, which introduced the Indonesian National Qualifications Framework, defines qualifications as a mastery of learning outcomes that position individuals within the KKNI. The qualification level, a nationally agreed level of learning/competency achievement, is a measure of education, training, or work experience (Susilo, 2023). Yuwono (2019) further explains that competency standards at each level of education are a benchmark for success in the world of work. This underscores the pivotal role of the National Qualifications Framework in shaping the education and job landscape, ensuring that Indonesia remains competitive in the global arena.

In its simplest form, the national qualification framework is a set of agreed qualification standards for a country (Moeliodihardjo et al., 2016). Based on Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework, the Indonesian National Qualifications Framework (KKNI) is a competency qualification grading framework that can compare, equalize and integrate the fields of education and the fields of work training and work experience in order to provide recognition of appropriate work competencies, with job structures in various sectors. Furthermore, Santosoto et al. (2015) explain that the KKNI is an embodiment of the quality and identity of the Indonesian nation related to the national education system, national job training system and national equality assessment system, which Indonesia has to produce human resources from learning achievements, which every Indonesian worker has in creating results and also quality work and contributions in their respective fields of work.

The basic principle developed in the KKNI is to assess a person's performance in scientific aspects, expertise and skills by the learning outcomes obtained through the education, training or experience process that they have completed, which is equivalent to a qualification descriptor for a certain level. Regarding the educational process, learning outcomes are the final result or accumulation of improving a person's knowledge, expertise and skills obtained through formal, informal or non-formal education. In a broader sense, learning outcomes are also defined as the final
result of improving a person's competency or career while working. This basic principle is the approach taken by other countries in developing their respective qualification frameworks (Santoso et al., 2015).

Susilo (2023) identified six objectives of the KKNI. First, the KKNI aims to ensure the availability of tools to measure the quality of human resources through education and training. Furthermore, the second goal is to equalize learning/competency outcomes through various means: education, training and experience. Next, the third goal is to increase academic mobility in the context of mutual understanding, solidarity and cooperation in higher education between countries worldwide. The fourth objective is to ensure the availability of instruments, methods and systems for recognizing the qualifications of workers from other countries who will work in Indonesia. Furthermore, the fifth goal is to facilitate the accessibility of Indonesian human resources to the national and international job market. Ultimately, the sixth goal is to increase the recognition of other countries (bilateral, regional and international) regarding the qualifications of Indonesian human resources without abandoning the characteristics and personality of the Indonesian nation.

In educational institutions, the KKNI-based curriculum is developed based on Presidential Decree No. 8 of 2012 concerning KKNI (Latif, 2017). Latif (2017) explains that the KKNI requires universities to produce alums with main competencies, supporting and additional competencies, and qualifications that are acceptable and relevant to the work skills accepted in the job market. Thus, the KKNI must be implemented in developing higher education curricula by referring to Minister of Education and Culture Regulation No. 73 of 2013 concerning the implementation of the KKNI.

Theory of Career

According to Widyanti (2018), a career is a direction of professional advancement. Widyanti (2018) explains that a career is also defined as a series of work experiences that progress. According to Krumboltz's Theory, career choices are caused by the surrounding environment, which shapes perceptions about a job (Sari et al., 2021). Sari et al. (2021) Krumboltz states that four categories of factors influence career decision-making: genetic factors, environment, learning, and skills in dealing with tasks or problems.

Equivalence of Qualification Levels

Qualification level is a nationally agreed level of learning/competency achievement, arranged based on measures of education, training or work experience (Susilo, 2023). Based on Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework, the KKNI consists of 9 Qualification Levels. In detail, the equality of Qualification Levels in the KKNI with Educational Levels, Job Training and/or Work Experience can be seen in Figure 1.
Based on Figure 1, KKNI consists of six levels, 1-9. KKNI can be achieved through Formal Education Learning Achievement Levels (JCP) and JCP through Job Training and/or Work Experience. The education level consists of science-based education, skills-based education, and professional programs. Furthermore, the job training and/or work experience level includes career development. Career development can start with operators, technicians/analysts, and experts.

Based on Figure 1, Levels 1 to 3 are grouped into operator positions occupied by elementary, middle and high school graduates. Furthermore, Levels 4 to 6 are grouped into technician or analyst positions, occupied by D1, D2, D3, D4 and Bachelor graduates. Next, Level 7 is grouped into expert positions occupied by professional education graduates. Level 8 comprises expert positions occupied by master's graduates or specialists 1. Finally, Level 9 is grouped into expert positions occupied by doctoral graduates or specialists. Thus, based on Krumboltz's Career Theory, in this research, KKNI becomes a reference and strategy for developing human resource careers in Indonesia.

Conclusion
This research has reviewed the SKKNI review procedures for the Professional Certification Scheme in Indonesia. The review of this research uses qualitative methods. The
A research approach was carried out descriptively, including policy and literature studies. Data comes from regulations, journal articles, and reference books. The results of this research found that the procedures for reviewing the SKKNI were carried out based on the Decree of the Directorate General of Training and Productivity Development of the Ministry of Manpower and Transmigration of the Republic of Indonesia Number Kep.280/Lattas/XI/2014 concerning Guidelines for Procedures for Reviewing the SKKNI. The SKKNI drafting team needs to use this policy as a reference when reviewing the SKKNI. The Drafting Team and stakeholders related to the implementation of the SKKNI Review need to use the SKKNI Review Procedure Guidelines as a reference. It is hoped that further research will be able to conduct studies related to the implementation of the SKKNI Review that has been carried out.

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References


