

Direktorat Pembelajaran dan Kemahasiswaan
Direktorat Jendral Pendidikan Tinggi
Kementerian Pendidikan dan Kebudayaan
Republik Indonesia



SOSIALISASI BAGIAN I
KERANGKA KUALIFIKASI NASIONAL INDONESIA

Tim Sosialisasi KKNi : Ahmad Rifandi, Ardhana Putra, Dharnita Chandra, Endrotomo, Hudiyo Firmanto, Junaedi Muhidong, Megawati Santoso, Rahayu Retno Sunarni, SP Mursid, Susetiwawan

1. Wake up calls – Global

**ASEAN ECONOMIC COMMUNITY 2015
(Single Market and Production Base)**

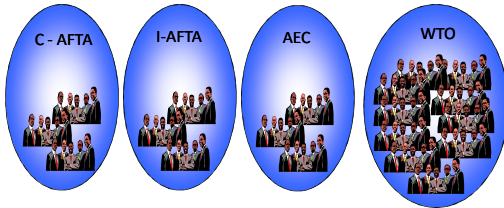
- Free Flow of Goods
- Free Flow of Services
- Free Flow of Investment
- Free Flow of Capital
- Free Flow of Professionals and Skilled Labors

Slide oleh: M.Moedjiman-DPKN

Lingkup Bahasan

1. The wake up calls
2. KKNi sebagai Solusi Strategis
3. Implementasi KKNi di lingkungan Kementerian Pendidikan dan Kebudayaan

FORA KERJASAMA GLOBAL



China-A-countries 2010 India-A-countries 2011 A-E-countries 2015 130 countries 2020

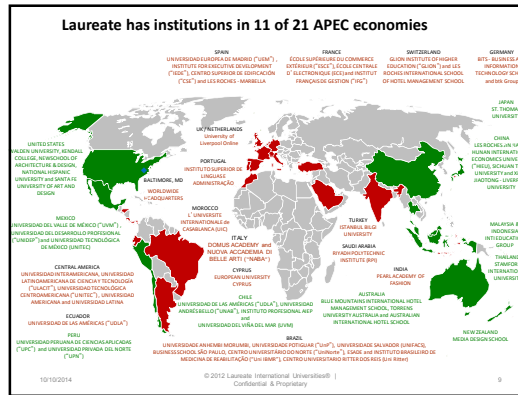
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ROADMAP MOBILITAS BEBAS TENAGA KERJA KOMPETEN & PROFESIONAL

2008-2009	2010-2011	2012-2013	2014-2015
<ul style="list-style-type: none"> ▪Harmonisasi regulasi ▪Perbaikan sistem dan penguatan institusi 	Persiapan dan pelaksanaan MRA	Pelaksanaan MRA untuk okupasi yang sdh disepakati	Perluasan, penyiapan & pelaksanaan untuk bidang profesi lain.

BIDANG PROFESI YANG TELAH MEMILIKI MRA

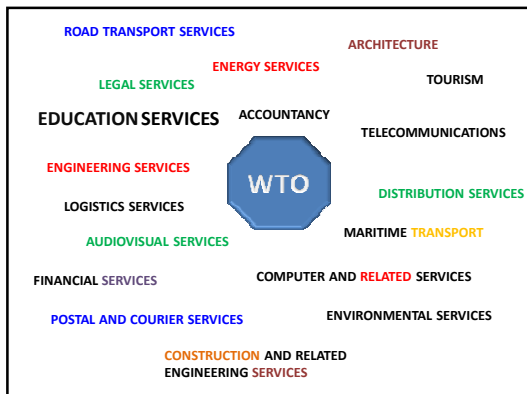
NO	BIDANG PROFESI	NO	MRA TAHUN
1	ENGINEERS	5	MEDICAL DOCTOR
2	ARCHITECT	6	DENTIST
3	ACCOUNTANT	7	NURSES
4	LAND SURVEYORS	8	LABORS IN TOURISM



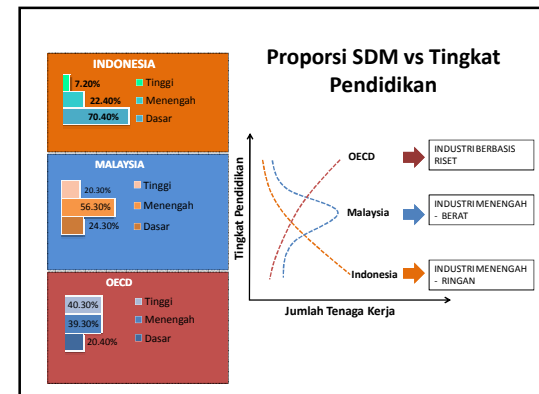
KONDISI SDM INDONESIA

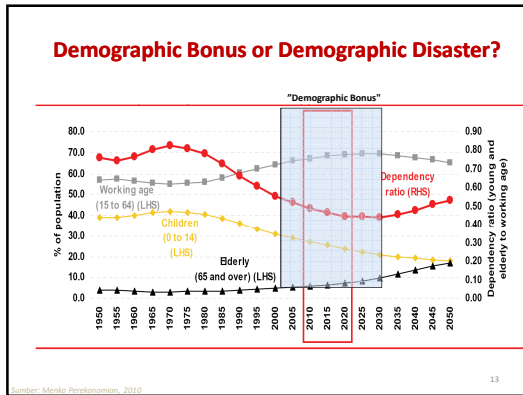
Pendidikan	2001	2006	2010
Sekolah Dasar	63.0%	55.5%	51.5%
SMP	17.7%	20.2%	18.9%
SMA	10.3%	12.7%	14.6%
SMK	5.5%	6.2%	7.8%
Diploma I,II,III	1.6%	2.2%	2.7%
S1/D IV keatas	1.8%	3.2%	4.6%

11



Wake up calls – National





Towards GATS and AFTA

Australian Qualification Framework

Level	Level 1	Level 2	Level 3	Level 4	Level 5
Summary	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning.	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.	Graduates at this level will have theoretical and practical knowledge and skills for work, and/or further learning.	Graduates at this level will have theoretical and practical knowledge and skills for professional work and/or further learning.	Graduates at this level will have associated knowledge and skills for advanced professional work and/or further learning.
Qualification Type	Certificate I	Certificate II	Certificate III	Certificate IV	Diploma
Level	Level 6	Level 7	Level 8	Level 9	Level 10
Summary	Graduates at this level will have broad knowledge and skills for specialised and highly skilled work and/or further learning.	Graduates at this level will have broad and advanced knowledge and skills for professional work and/or further learning.	Graduates at this level will have advanced knowledge and skills for professional, highly skilled work and/or further learning.	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.	Graduates at this level will have systematic and critical understanding of a complete field of learning and specialist research skills for the advancement of learning and/or for professional practice.
Qualification Type	Advanced Diploma Associate Degree	Bachelor Degree	Bachelor Honours Degree Graduate and Vocational Graduate Certificate	Master Degree	Doctoral Degree

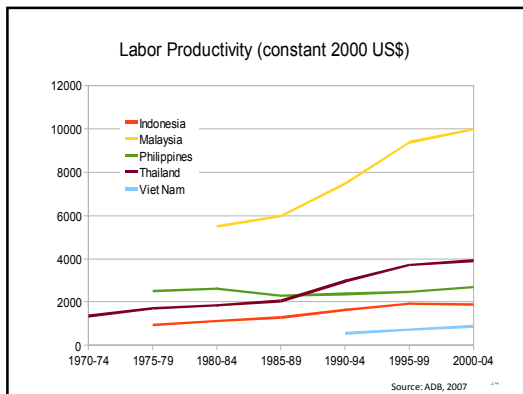
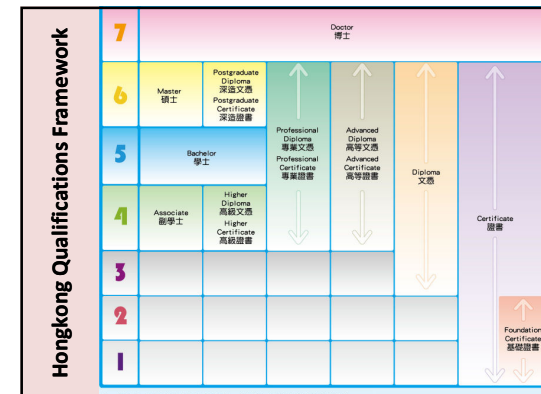
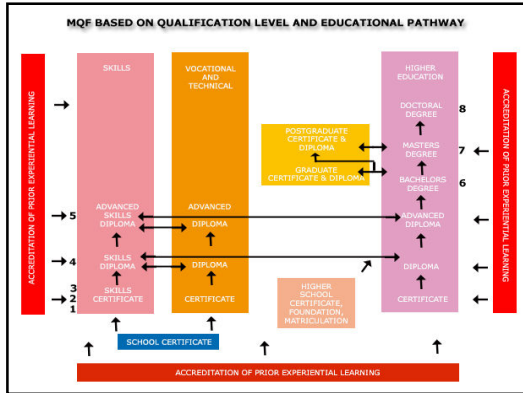


Table 1: Extent of NQFs worldwide

1 st Generation (implementation started between the late 1980s and the mid-1990s)	2 nd Generation (implementation and development started in the late 1990s or early 2000s)	3 rd Generation (currently under consideration)
Australia; New Zealand; Scotland; South Africa; UK (excl. Scotland)	Ireland; Malaysia; Maldives; Mauritius; Mexico; Namibia; the Philippines; Singapore; Trinidad and Tobago; Wales	Albania; Angola; Barbados; Bosnia and Herzegovina; Botswana; Brazil; Chile; China; Colombia; Democratic Republic of Congo; Jamaica; Lesotho; Macedonia; Malawi; Mozambique; Romania; Serbia; Slovenia; Uzbekistan; Tanzania; Turkey; Uganda; Zambia; Zimbabwe

* An Introductory Guide to National Qualifications Frameworks: Conceptual and Practical Issues for Policy Makers, by Ron Tuck (2007)





South Africa Qualifications Framework

Level	Description
1	Grade four to Grade Nine (Standard two to Standard Seven)
2	Grade Ten (Standard Eight)
3	Grade Eleven (Standard Nine)
4	Grade Twelve (Standard Ten / Matric) Trade Certificate
5	National Certificate National Diploma Occupational Certificate
6	Bachelors Degree (Three Years) Higher Diploma
7	Honours Degree Post Graduate Certificate
8	Doctorate Masters

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

SCQF Levels	SQA Qualifications	Qualifications of Higher Education Institutions	Scottish Vocational Qualifications
12		Doctoral Degree	
11	Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readytorecognise	Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	SVQ 3
10		Honours Degree, Graduate Diploma, Graduate Certificate	
9		Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	SVQ 4
8	Higher National Diploma	Diploma of Higher Education	
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate	Certificate of Higher Education
6	Higher		SVQ 3
5	Intermediate 2 Credit Standard Grade		SVQ 2
4	Intermediate 1 General Standard Grade	National Certificate	SVQ 1
3	Foundation Standard Grade	National Progression Award	
2	Access 2		
1	Access 1		

New Zealand Qualifications Framework

Level	Qualifications Type
10	Doctorate
9	Masters Degrees
8	Postgraduate diplomas and certificates, Bachelors degrees with Honours
7	Bachelors Degree, Graduate diplomas and certificates
6	Diplomas
5	
4	Certificates
3	
2	
1	

Thailand Qualifications Framework

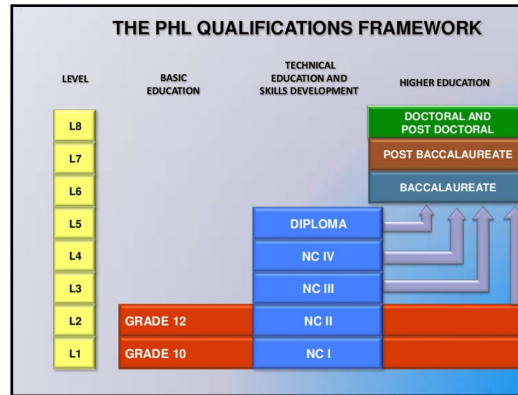
These three components come together in a framework structure as shown in the following table.

Levels	Minimum Credits	Domains of Learning Outcomes				
		Ethical and Moral Development	Knowledge	Cognitive Skills	Interpersonal Skills and Responsibility	Analytical and Communication Skills
1. Advanced Diploma	90	XX	XX	XX	XX	XX
2. Bachelor	120 150 180	XXX	XXX	XXX	XXX	XXX
3. Grad Dip	24 after bachelor		XXXX	XXXX	XXXX	XXXX
4. Master	36 after Bachelor		XXXXX	XXXXX	XXXXX	XXXXX
5. Higher Graduate Diploma	24 after Master	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
5. Doctor	48 after Master, or 72 after Bachelor		XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX

UK Qualifications Framework

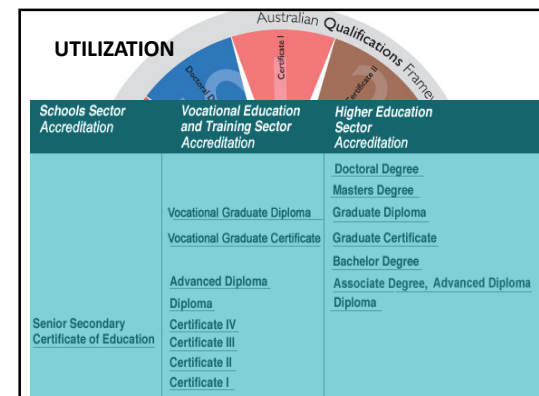
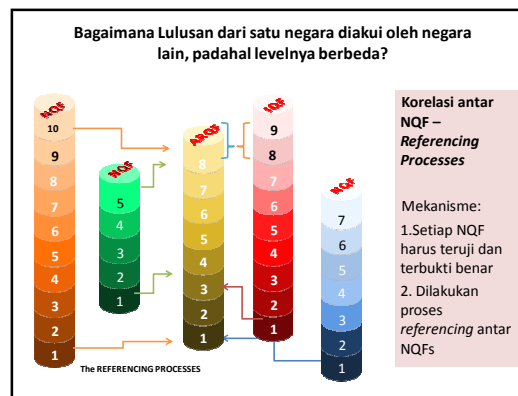
LEVEL	UNIVERSITY	SCHOOL / 6TH FORM
LEVEL 8	Doctorate PhD	
LEVEL 7	Master's Degree MA, MSc, MPhil	
LEVEL 6	University Degree BA, BSc	
LEVEL 5	Foundation Degree FdA, FdSc	HND
LEVEL 4		HNC
LEVEL 3	A-Level A2 AS	L3 Extended Diploma (National Diploma) L3 Diploma (National Certificate)
LEVEL 2	GCSE Grades A-C	L2 Diploma (1st Diploma)
LEVEL 1	GCSE Grades D-G	L1 Diploma (Foundation)
ENTRY LEVEL 3	Key Stage 3	E3 Diploma (Foundation)

The European Qualification Framework				
Level	Knowledge	Skills	Competence	Example
Level 1	Basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context	
Level 2	Basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy	lower secondary school (E)
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to generate and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems	(GCSE Grades A*-C UK)
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	Abitur, vocational school



Outcome based education
PARADIGMA BARU PENDIDIKAN DI TATARAN GLOBAL

Level	Knowledge	Skills	Competence	Example
level 5	Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others	HNQ
level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups	Honours Bachelor Degree, vocational university German State-certified Engineer, Business Manager and Designer (Fachhochschule) Bachelor City and Guilds Graduateship (GGI), German Fachwirt, German Qualitative Professional
level 7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research	specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams	Masters, vocational university (Fachhochschule) Masters, City and Guilds (MGI)
level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research	Doctorate City and Guilds Senior Awards - Fellowship

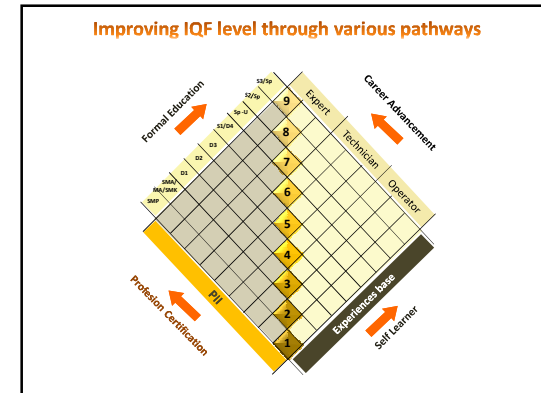
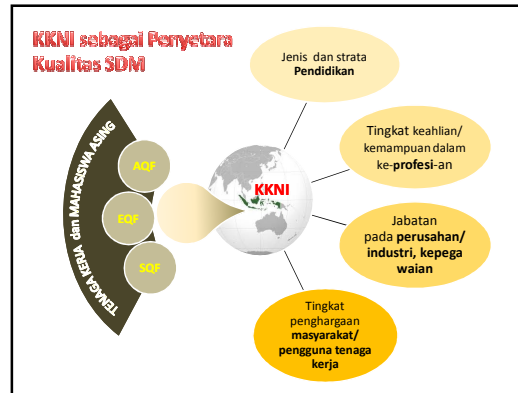


Contoh SQF (FORMAL EDUCATION)

Table 2: Example of an NQF

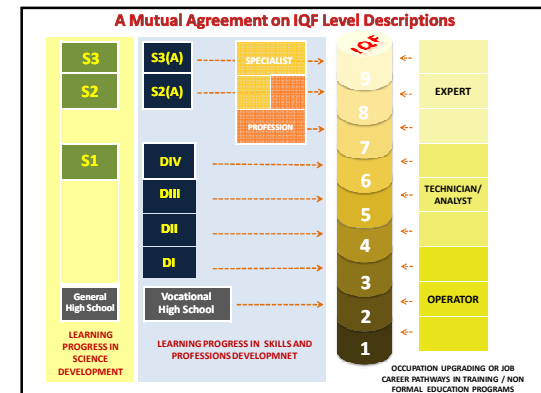
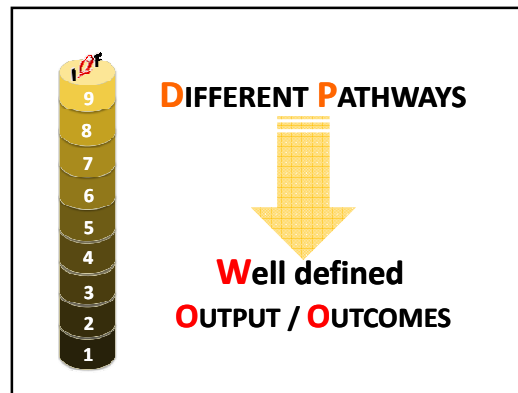
SCQF level	SQA National Units, Courses and Group Awards	Higher Education	Scottish Vocational Qualifications	SCQF level
12		Doctorates		12
11		Masters	SVQ 5	11
10		Honours degree		10
9		Graduate diploma Ordinary degree Graduate certificate		9
8		Higher National Diploma Diploma in Higher Education	SVQ 4	8
7	Advanced Higher	Higher National Certificate Certificate in Higher Education		7
6	Higher		SVQ 3	6
5	Intermediate 2 Credit Standard Grade		SVQ 2	5
4	Intermediate 1 Credit Standard Grade		SVQ 1	4
3	Access 3 Foundation Standard Grade			3
2	Access 2			2
1	Access 1			1

* An Introductory Guide to National Qualifications Frameworks: Conceptual and Practical Issues for Policy Makers, by Ron Tuck



Indonesian Qualification Framework

PRESIDENTIAL DECREE NO. 8 – 2012
LAW NO 12 – 2012
MINISTERIAL DECREE NO. 73 – 2013



Capaian pembelajaran KIKNI dirumuskan dalam capaian pembelajaran



Deskripsi Umum

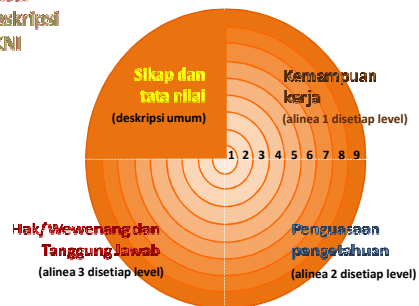
Sesuai dengan ideologi Negara dan budaya Bangsa Indonesia, maka implementasi sistem pendidikan nasional dan sistem pelatihan kerja yang dilakukan di Indonesia pada setiap level kualifikasi mencakup proses yang menumbuhkembangkan afeksi sebagai berikut :

- Bertaqwa kepada Tuhan Yang Maha Esa
- Memiliki moral, etika dan kepribadian yang baik di dalam menyelesaikan tugasnya
- Berperan sebagai warga negara yang bangga dan cinta tanah air serta mendukung perdamaian dunia
- Mampu bekerja sama dan memiliki kepekaan sosial dan kepedulian yang tinggi terhadap masyarakat dan lingkungannya
- Menghargai keanekaragaman budaya, pandangan, kepercayaan, dan agama serta pendapat/temuan orisinal orang lain
- Menjunjung tinggi penegakan hukum serta memiliki semangat untuk mendahulukan kepentingan bangsa serta masyarakat luas.

LEVEL 2

- Mampu melaksanakan satu tugas spesifik, dengan menggunakan alat, dan informasi, dan prosedur kerja yang lazim dilakukan, serta menunjukkan kinerja dengan mutu yang terukur, di bawah pengawasan langsung atasannya.
- Memiliki pengetahuan operasional dasar dan pengetahuan faktual bidang kerja yang spesifik, sehingga mampu memilih pemecahan yang tersedia terhadap masalah yang lazim timbul.
- Bertanggung jawab pada pekerjaan sendiri dan dapat diberi tanggung jawab membimbing orang lain.

Unsur Deskripsi KIKNI



LEVEL 1

- Mampu melaksanakan tugas sederhana, terbatas, bersifat rutin, dengan menggunakan alat, aturan dan proses yang telah ditetapkan, serta di bawah bimbingan, pengawasan dan tanggung jawab atasannya.
- Memiliki pengetahuan faktual.
- Bertanggung jawab atas pekerjaan sendiri dan tidak bertanggung jawab atas pekerjaan orang lain

LEVEL 3

- Mampu melaksanakan serangkaian tugas spesifik, dengan menerjemahkan informasi dan menggunakan alat, berdasarkan sejumlah pilihan prosedur kerja, serta mampu menunjukkan kinerja dengan mutu dan kuantitas yang terukur, yang sebagian merupakan hasil kerja sendiri dengan pengawasan tidak langsung.
- Memiliki pengetahuan operasional yang lengkap, prinsip-prinsip serta konsep umum yang terkait dengan fakta bidang keahlian tertentu, sehingga mampu menyelesaikan berbagai masalah yang lazim dengan metode yang sesuai.
- Mampu kerjasama dan melakukan komunikasi dalam lingkup kerjanya; Bertanggung jawab pada pekerjaan sendiri dan dapat diberi tanggung jawab atas hasil kerja orang lain

LEVEL 4

- Mampu menyelesaikan **tugas berlingkup luas** dan **kasus spesifik** dengan **menganalisis informasi** secara terbatas, **memilih metode yang sesuai** dari beberapa pilihan yang baku, serta mampu menunjukkan kinerja dengan mutu dan kuantitas yang terukur.
- **Menguasai** beberapa **prinsip dasar bidang keahlian tertentu** dan mampu **menyaraskan** dengan permasalahan faktual di bidang kerjanya.
- Mampu bekerja sama dan melakukan komunikasi, **menyusun laporan tertulis dalam lingkup terbatas**, dan **memiliki inisiatif**; Bertanggung jawab pada pekerjaan sendiri dan dapat diberi tanggung jawab atas kuantitas dan mutu hasil kerja orang lain

LEVEL 6

- Mampu **mengaplikasikan bidang keahliannya dan memanfaatkan IPTEKS pada bidangnya dalam penyelesaian masalah serta mampu beradaptasi terhadap situasi yang dihadapi.**
- **Menguasai konsep teoritis bidang pengetahuan tertentu secara umum dan konsep teoritis bagian khusus dalam bidang pengetahuan tersebut secara mendalam**, serta mampu memformulasikan penyelesaian masalah prosedural.
- **Mampu mengambil keputusan yang tepat berdasarkan analisis informasi dan data, dan mampu memberikan petunjuk dalam memilih berbagai alternatif solusi secara mandiri dan kelompok;** Bertanggung jawab pada pekerjaan sendiri dan dapat diberi tanggung jawab atas pencapaian hasil kerja organisasi.

LEVEL 8

- Mampu **mengembangkan** pengetahuan, teknologi, dan atau seni di dalam bidang keilmuannya atau praktek profesionalnya melalui riset, hingga menghasilkan karya **inovatif dan teruji.**
- Mampu memecahkan permasalahan sains, teknologi, dan atau seni di dalam bidang keilmuannya melalui **pendekatan inter atau multidisipliner**.
- Mampu **mengelola** riset dan pengembangan yang bermanfaat bagi masyarakat dan keilmuan, serta mampu mendapat pengakuan nasional dan internasional.

LEVEL 5

- Mampu menyelesaikan **pekerjaan** berlingkup luas, memilih metode yang sesuai dari **beragam pilihan** yang sudah maupun belum baku dengan **menganalisis data**, serta mampu menunjukkan kinerja dengan mutu dan kuantitas yang terukur.
- **Menguasai konsep teoritis** bidang pengetahuan tertentu secara umum, serta mampu memformulasikan penyelesaian **masalah prosedural.**
- Mampu **mengelola kelompok kerja** dan **menyusun laporan tertulis secara komprehensif**; Bertanggung jawab pada pekerjaan sendiri dan dapat diberi tanggung jawab atas pencapaian hasil kerja kelompok

LEVEL 7

- Mampu **merencanakan dan mengelola sumberdaya di bawah tanggung jawabnya**, dan **mengevaluasi secara komprehensif** kerjanya dengan **memanfaatkan IPTEKS** untuk menghasilkan **langkah-langkah pengembangan strategis organisasi.**
- Mampu memecahkan permasalahan sains, teknologi, dan atau seni di dalam bidang keilmuannya melalui **pendekatan monodisipliner.**
- Mampu **melakukan riset** dan **mengambil keputusan strategis** dengan **akuntabilitas** dan **tanggung jawab penuh** atas semua aspek yang berada **di bawah tanggung jawab bidang keahliannya.**

LEVEL 9

- Mampu **mengembangkan** pengetahuan, teknologi, dan atau seni **baru** di dalam bidang keilmuannya atau praktek profesionalnya melalui riset, hingga menghasilkan karya **kreatif, original, dan teruji.**
- Mampu memecahkan permasalahan sains, teknologi, dan atau seni di dalam bidang keilmuannya melalui **pendekatan inter, multi, dan transdisipliner.**
- Mampu **mengelola, memimpin, dan mengembangkan** riset dan pengembangan yang bermanfaat bagi ilmu pengetahuan dan kemaslahatan umat manusia, serta mampu mendapat **pengakuan nasional dan internasional.**

Expected Impact

- Flourishing academic mobilities and higher education collaboration to improve mutual understanding and solidarity among scholars in preserving world peace;
- To bilaterally, regionally and internationally gain recognition of other countries without leaving Indonesian characteristics and self-identity;
- Motivating quality improvement and accessibilities of Indonesian workforces to both national and international job markets;
- Stimulating the reciprocal mobility of qualified students and manpower among countries;
- Providing references for users to adapt competency or qualification in developing *lifelong learning programs*;



Global Competition

Every morning in Africa a gazelle wakes up. It knows it must outrun the fastest lion or it will be **KILLED**

Every morning in Africa a lion wakes up. It knows it must run faster than the slowest gazelle or it will **STARVE**

It doesn't matter whether you're a lion or a gazelle--when the sun comes up you'd better be **RUNNING**



Slide oleh: M.Moedjiman-DPKN



Implementasi KKNi di lingkungan Kementerian Pendidikan dan Kebudayaan

- Meningkatkan akuntabilitas penyelenggaraan pendidikan - CAPAIAN PEMBELAJARAN** dituangkan dalam Permendikbud no 49 tahun 2014
- REKOGNISI PEMBELAJARAN LAMPAU (RPL)** – dituangkan dalam Permendikbud no 73 tahun 2013
- SKPI** dituangkan dalam dalam Permendikbud no 73 tahun 2013 dan Permendikbud no 81 tahun 2014

Knowledge comes, but wisdom lingers. It may not be difficult to store up in the mind a vast quantity of facts within a comparatively short time, but the ability to form judgments requires the severe discipline of hard work and the tempering heat of experience and maturity.
(Calvin Coolidge US President)



TERIMA KASIH