INDONESIA National Education System

An Introduction

Prof. Aris Junaidi, Ph.D

For Higher Education

Law Number 12 of 2012

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Concerning Higher Education
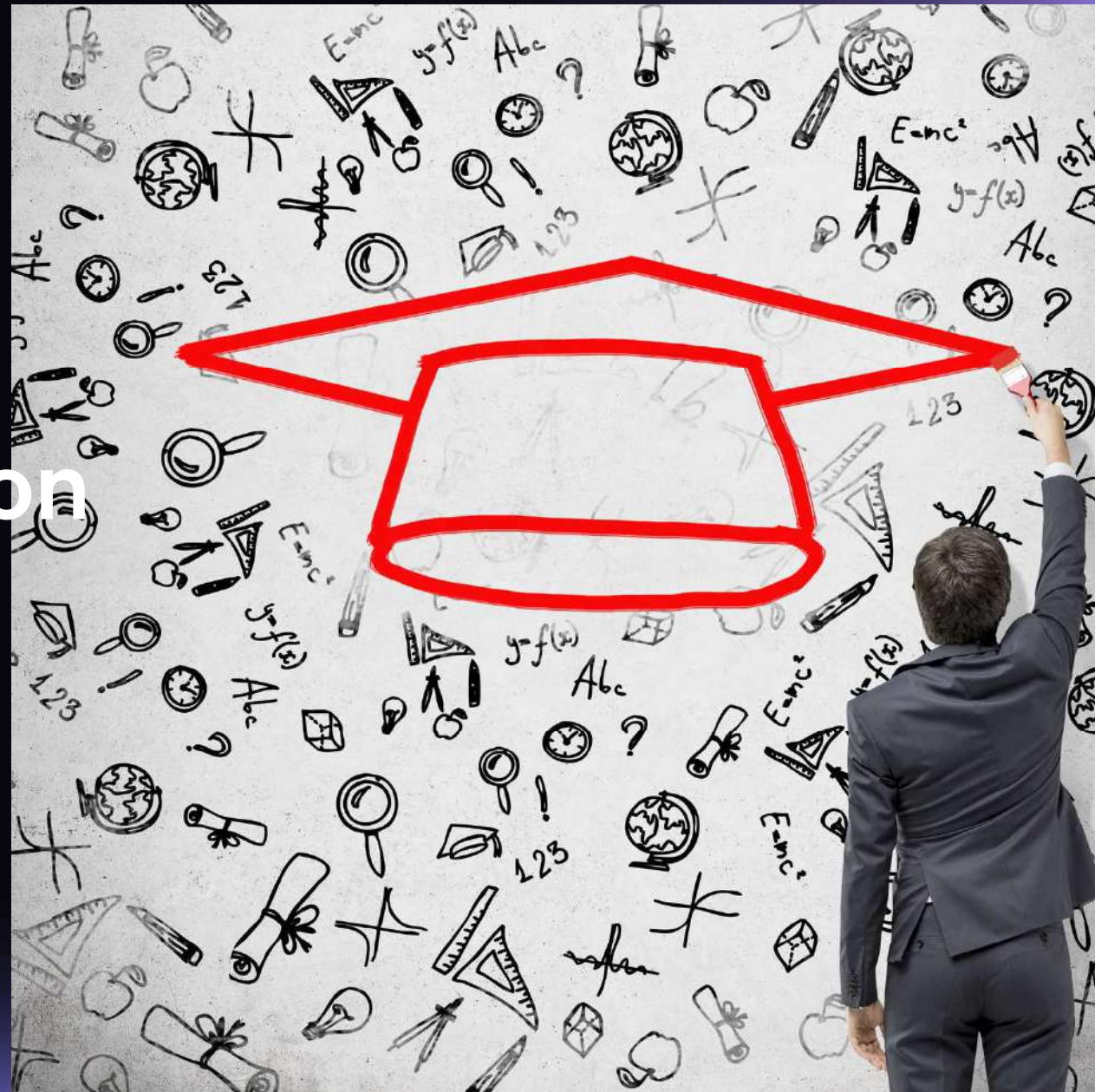
Law Number 20 of 2003

—

Concerning about National Education System for all level

Base Regulation

Minister of Education and Culture Number 3 of 2020

—

Concerning Higher Education National Standards

The Standard

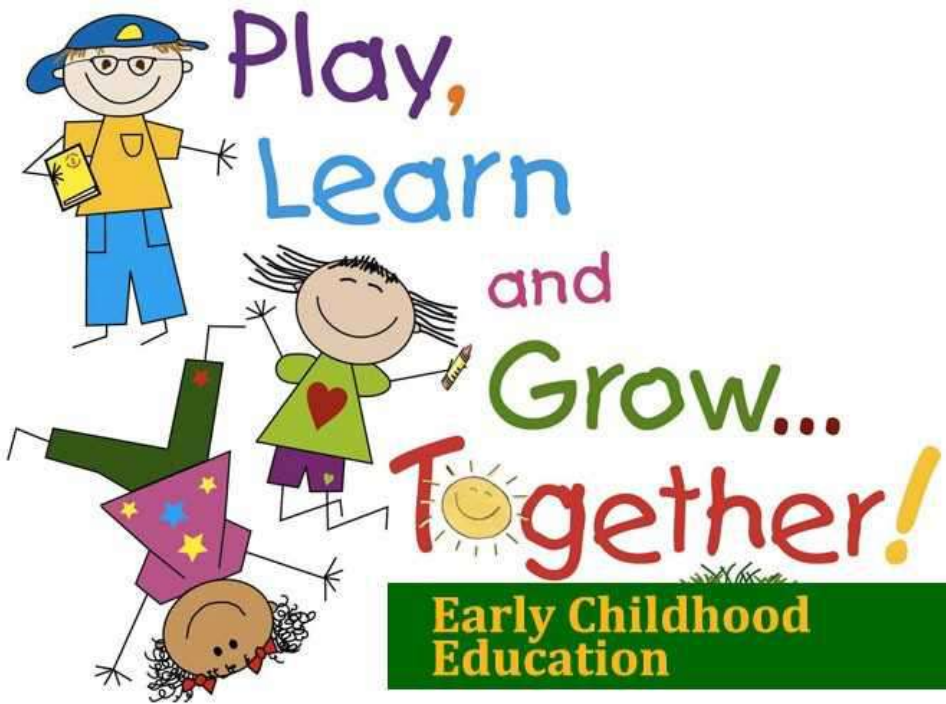# Level of Education

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

Early Childhood Education (ECE) Level

1 ECE, is only provided for learners from 4-6 years in kindergartens

2 Learning Outcomes

a. religious and moral values;

b. physical status and motor skills (gross, fine, and health and safety behavior);

c. cognitive skills (learning and problem solving, logical thinking, and symbolic thinking);

d. language skills (understanding, expressing, and characters);

e. social skills and emotional status (self-awareness, sense of self- responsibility and responsibility for others, and socialized behavior); and

f. art skills (ability to enjoy music and sounds and interest in artistic activities).

3 2 years of study with a minimum of 180 minutes/session and a minimum of 5 sessions/week.

Basic Education Level

1 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).

2 Learning Outcomes

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;
7) esthetics.

3
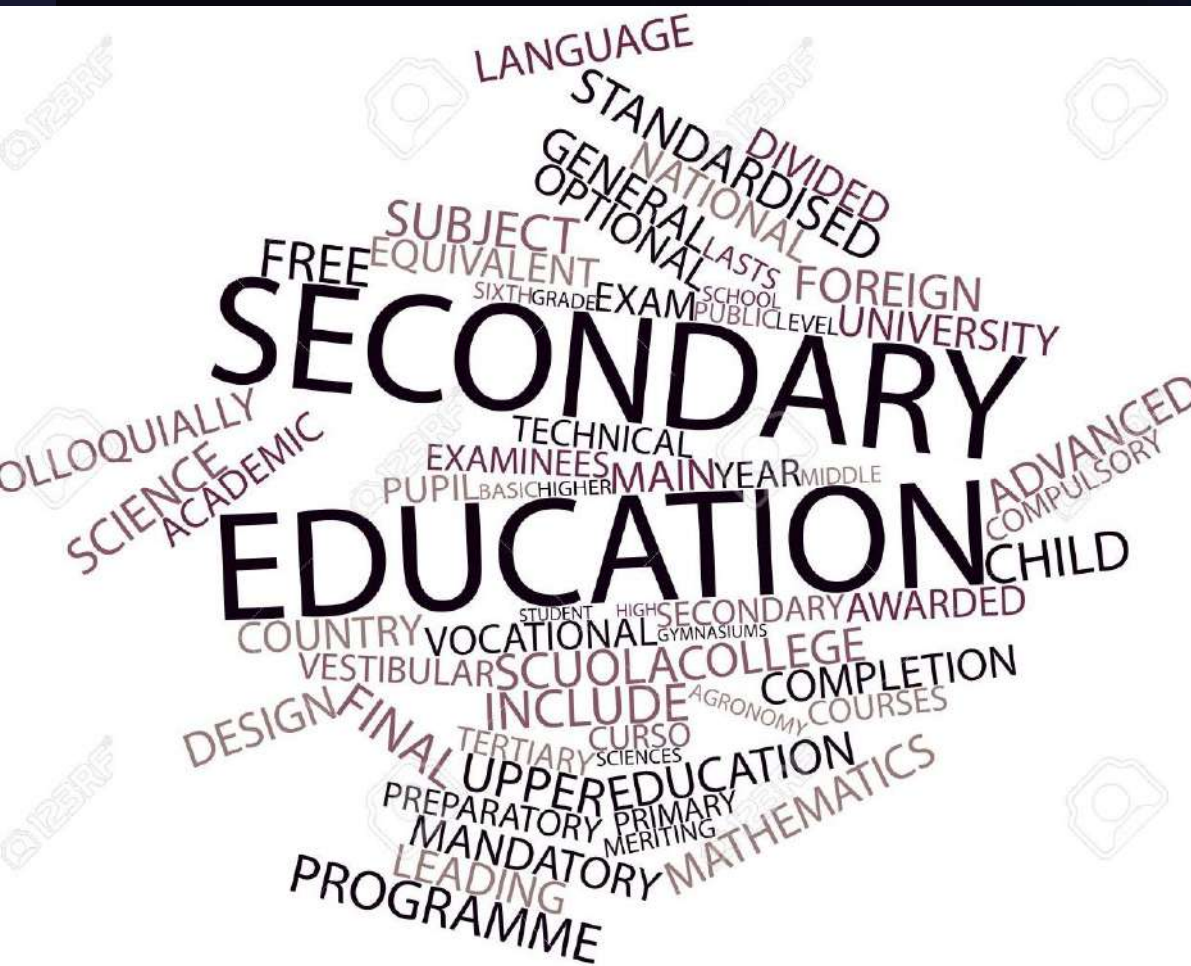- there are 148,244 primary schools providing education for 25,021,517 learners
- 38,960 junior secondary schools providing for 9,916,641 learners

Secondary Education Level

| 1	Provision
2	Learning Outcomes
3	Length of Study & IQF Level

1. Provision

a. Formal secondary education, delivered for 3 / 4 years, consists of general and vocational secondary education.
b. Senior secondary provide general secondary education,
c. Vocational secondary schools (under the supervision of the MoECRT) provide 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.

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.
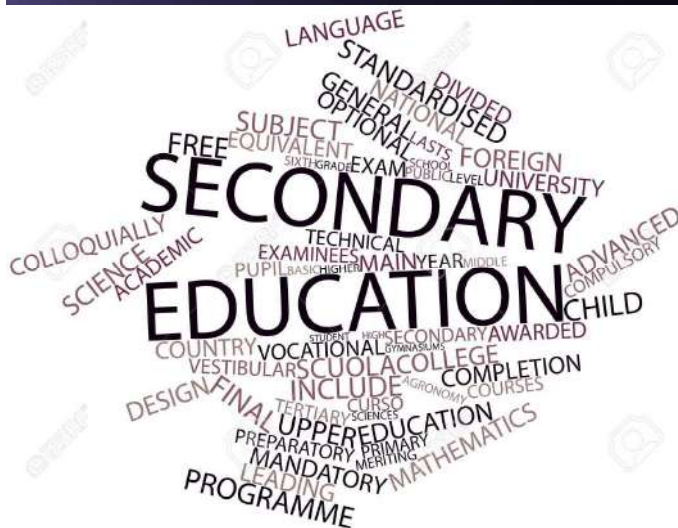
2. Learning Outcomes

As with basic education, the learning outcomes are typically designed to cover three aspects of competences, which are behavior, knowledge, and skills.

9 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;
(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).
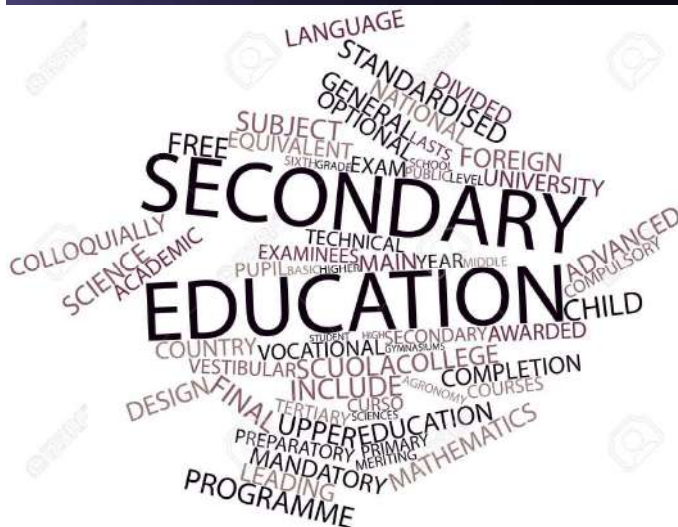
BASIC EDUCATION UNDER The Ministry of Religion

01 **Raudhatul Athfal** | Islamic-based basic education providers equal to Early Chilhood educaton

02 **Madrasah Ibtidiyah** | Islamic-based basic education providers equal to primary school.

03 **Madrasah Tsanawiyah** | Islamic-based basic education providers equal to junior secondary school.

04 **Madrasah Aliyah** | Islamic based secondary education providers equal to senior secondary school.

MoECRT held Minimum Competency Assessment (AKM) for Basic and Secondary Education. AKM is an assessment of the basic competencies needed by all students to be able to develop their own capacity and participate positively in society.

The Higher Education System

1	**The Type**
2	**Learning Outcomes**
3	**Length of Study**
4	**Pathways Entering HE**

Higher Education in Numbers

STUDENTS

8,704,354

Proportion

Academic : 84.8 %
Professional : 15.2 %

LECTURERS

286,081

Proportion

Doctors & Professor : 78,495
Master : 207,586

STUDY PROGRAMS

34,171

Proportion

Exact Science : 9,872
Non-Exact Science : 24,299

HEI'S

4,593

Types

University, Institute, Polytechnic, Academy

source: https://pddikti.kemdikbud.go.id/
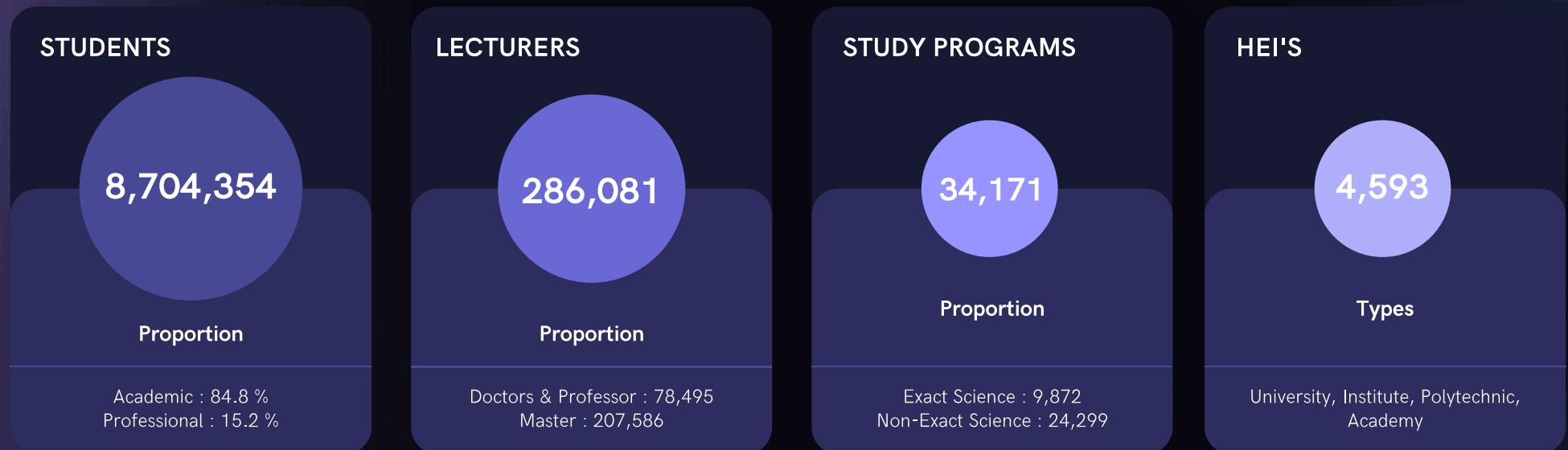
1. Type of Education

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	a. Bachelor with Honors b. Master c. Applied Master d. Doctor e. Applied Doctor
Specific	higher education that is directed toward the mastery and development of specific skills	Basic: a. 1-year Diploma b. 2-year Diploma (Associate) c. 3-year Diploma (Bachelor) d. Professional Bachelor Advanced: e. General Profession f. Specialist g. Subspecialist

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

SPADA
Online Learning in Indonesia

SPADA Indonesia

In numbers

SPADA			ONLINE COURSES	
Open Content	Open Courses	Online Courses	Online Courses 7in1	Online Courses Student Exchange
320	**588**	**382**	**102**	**29**

434 Provide Universities

316 Partner Universities

> 65,000 students

> 252 Share Content by University

Professional Education for Teachers (PPG) (/2019)

Study Program	Students Batch I	Students Batch II	Students Batch II additional
53	**6775**	**10596**	**732**

Total **18103**

Passed **16567**	No passed **804**

Model of ICE-Institute

- HEIs
- Industry/Private sectors
- MOOCs
- Institution/organization
- Individual/Community

4 Enroll in a course and do the study

2 Verify and curate e-learning/digital courses

1 Apply and submit e-learning course for verification and curation

Resources for e-learning

username

ICE INSTITUTE

Marketplace of Online courses

3 Search and select e-learning course
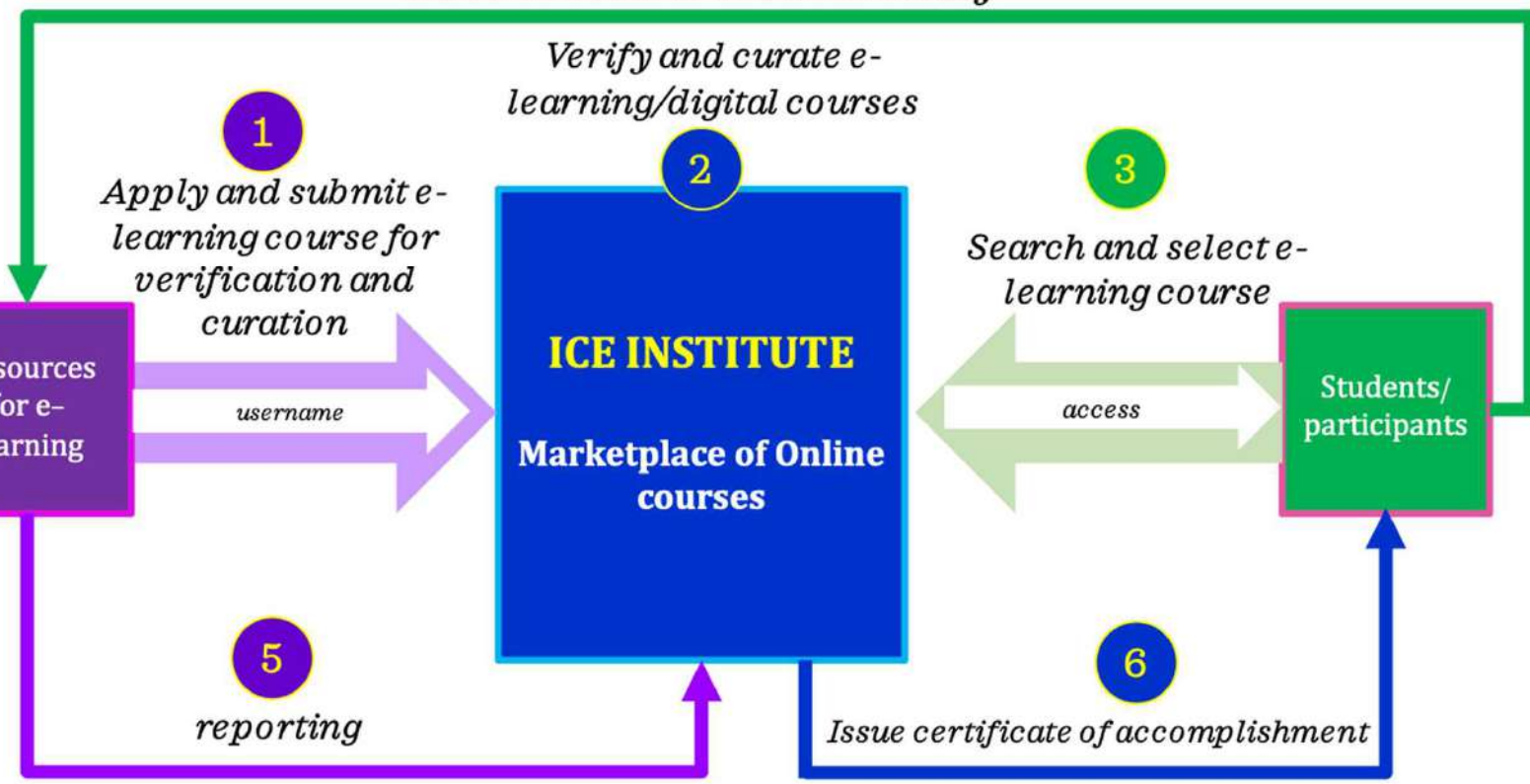
access

Students/participants

5 reporting

6 Issue certificate of accomplishment

16

ICE Institute – Online Courses Marketplace

A gallery of all online courses being offered in Indonesia (national e-learning registry) through a process of verification and curation.
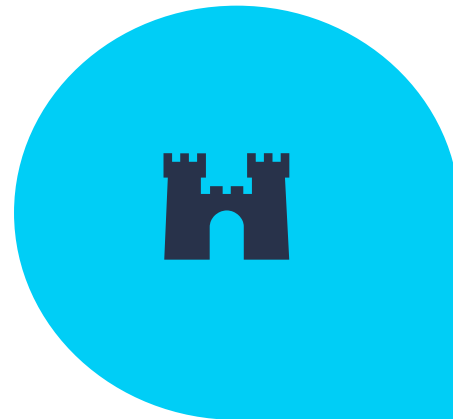
Microcredentialing/digital badges → certificate of accomplishment per online course

Flexible learning – freedom of learning – anytime, anywhere, anybody – access, equity, and quality across time and space
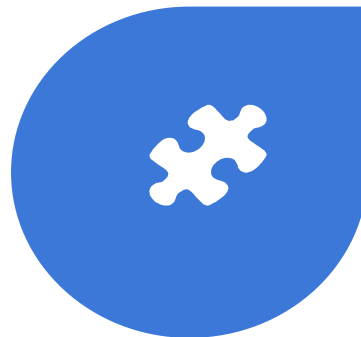
Transferrable for credit earning/ transfer scheme

2. Learning Outcomes (LO)

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

the description on higher education learning outcomes will be illustrated in general by comparisons among types of education and types of program

The Categorized of Work Experience

In higher education, the acquirement of competencies in attitude, knowledge, and skills is partially obtained through work experience

Internship

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.

Apprenticeship

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 a more experienced worker/laborer in the process of goods or services produced in a company to master particular skills or expertise

Field Work Practice

a 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.

Community Service Studies

a 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.

Comparison of Learning Outcomes (LO) between Academic and Specific Higher Education (1) ...

Aspect of LO	Specific	Academic
General Outcome	Competent to apply specific science, engineering, and technology in order to skillfully support manufacturing products or provide service 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	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.	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.

Comparison of Learning Outcomes (LO) between Academic and Specific Higher Education (2)
...

Aspect of LO	Specific	Academic
Nature of Learning	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. 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 4. Testing or certification of specific work competences is not a graduation requirement.	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. 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. 4. Testing or certification of specific work competences is not a graduation requirement

Comparison of Learning Outcomes (LO) and Indonesia Qualifications Framework (IQF) among Types of Higher Education Programs …

Type of Program	Minimum Depth and Width of Learning Outcomes	IQF Level
1-year Diploma	Masters all concepts, knowledge, and operations skills in general	3
2-year Diploma	Masters the basic principles of knowledge and skills in a particular field of skill	4
3-year Diploma	Masters the general theoretical concept of a particular field of knowledge and skills	5
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	6
General Profession	Masters the application theories of particular field of knowledge and skills	7
Master, Applied Master, and Specialist	Masters the theories and application theories in a particular field of knowledge and skills	8
Doctor, Applied Doctor, and Subspecialist	Masters the scientific philosophy of a particular field of knowledge and skills	9

3. Length of study and learning load

...

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 student's 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.

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		

4. Pathways Entering Higher Education

in formal education starting from the C Program or Senior Secondary Education before entering higher education

FORMAL – HIGHER EDUCATION

- 1-year Diploma
- 2-year Diploma
- 3-year Diploma
- Bachelor with Honors
- Professional Bachelor
- General Profession
- Master
- Specialist
- Doctor
- Subspecialist

SENIOR SECONDARY and C PROGRAM

- Senior Secondary School — SMA   SMK   MA
- C Program
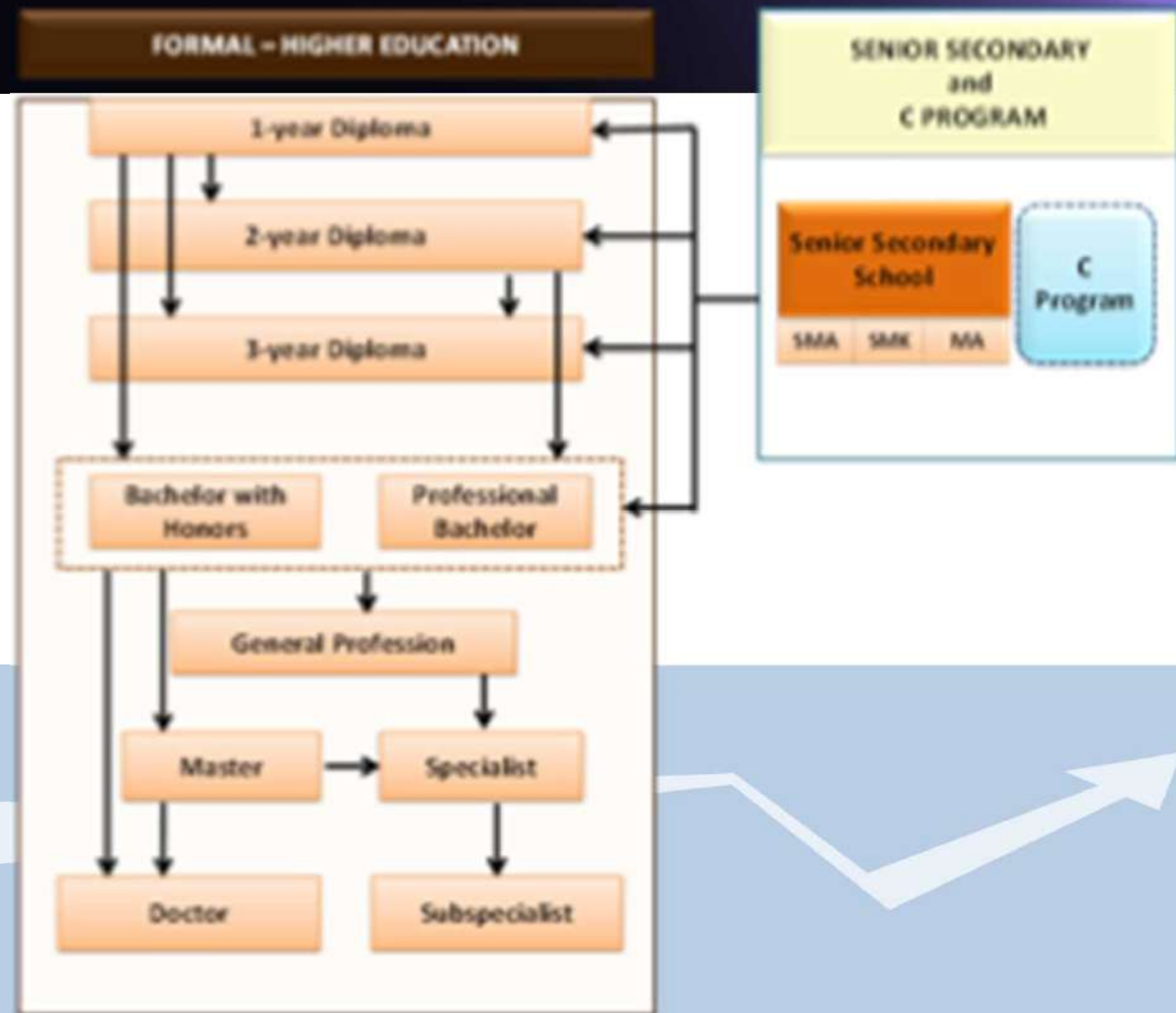
4. Pathways Entering Higher Education

Work training and courses participants, as well as persons with autodidact learning outcomes can enter higher education through RPL Mechanism.

FORMAL – HIGHER EDUCATION

- 1-year Diploma
- 2-year Diploma
- 3-year Diploma

Bachelor with Honors	Professional Bachelor
Master	Specialist
Doctor	Subspecialist

RPL

SENIOR SECONDARY, C PROGRAM, and OTHER EDUCATION MODALITIES

Senior Secondary School			C Program
SMA	SMK	MA	

+ Work Experiences OR

+ Self Learning OR

+ Work Training / Courses

Government Role

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)** and **Lembaga Akreditasi Mandiri**

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 37,556 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**

The Ministry Own Higher Education Institution

In addition to the MoECRT, there are other Ministries that provide education at secondary to higher education.

The Ministry of Religion

The Ministry of Home Affairs

The Ministry of Transportion

The Ministry of Law and Human Rights

The Ministry of Industry

The Ministry of Health

THANK YOU

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# NATIONAL POLICY
Higher Education Quality Assurance System and Internal Quality Assurance

Based on the Law No. 12 Year of 2012 about Higher Education
and Regulation of the Minister of Research, Technology and Higher Education

Directorate of student and Learning Affairs
Directorate General of Higher Education, Research and Technology
Ministry of Education, Culture, Research, and Technology
2021
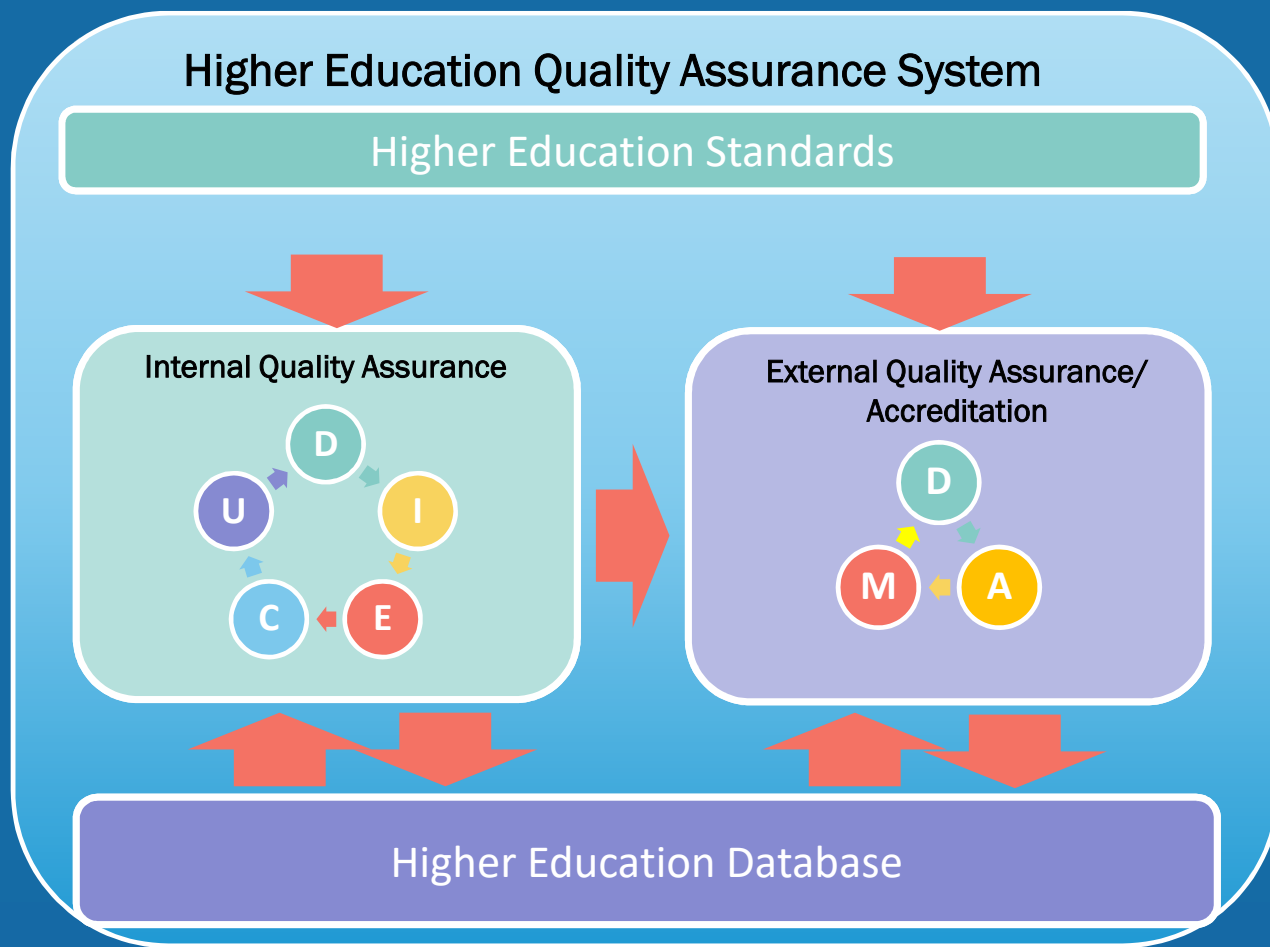
Quality **Assurance System** Higher Education

Higher Education Quality Assurance System

Higher Education Standards

Internal Quality Assurance

D
U I
C E

External Quality Assurance/ Accreditation

D
M A

Higher Education Database

Quality Culture
- Mindset
- Attitude
- Behavior
Based on Higher Education Standard

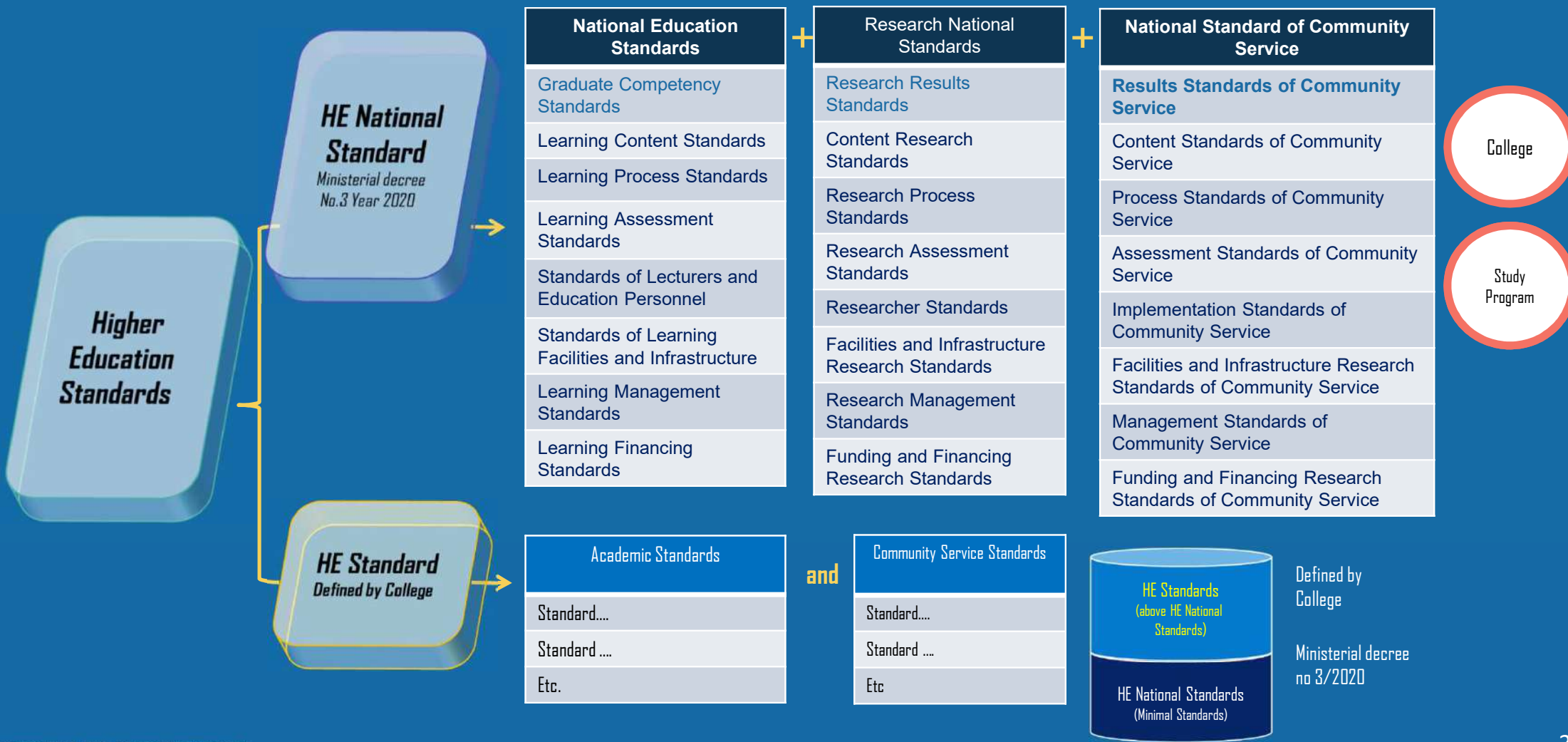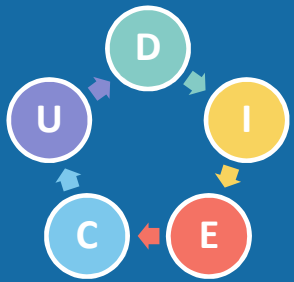**D**etermination of Higher Education Standards;
Implementation of Standards of Higher Education;
Evaluation (implementation) of Higher Education Standard;
Control of Duties Standard; and
Upgrading of Higher Education Standard.

Data Evaluation and Information
Accreditation Status and Accredited Rank
Monitoring and Evaluation Status Accreditation and Accredited Rank
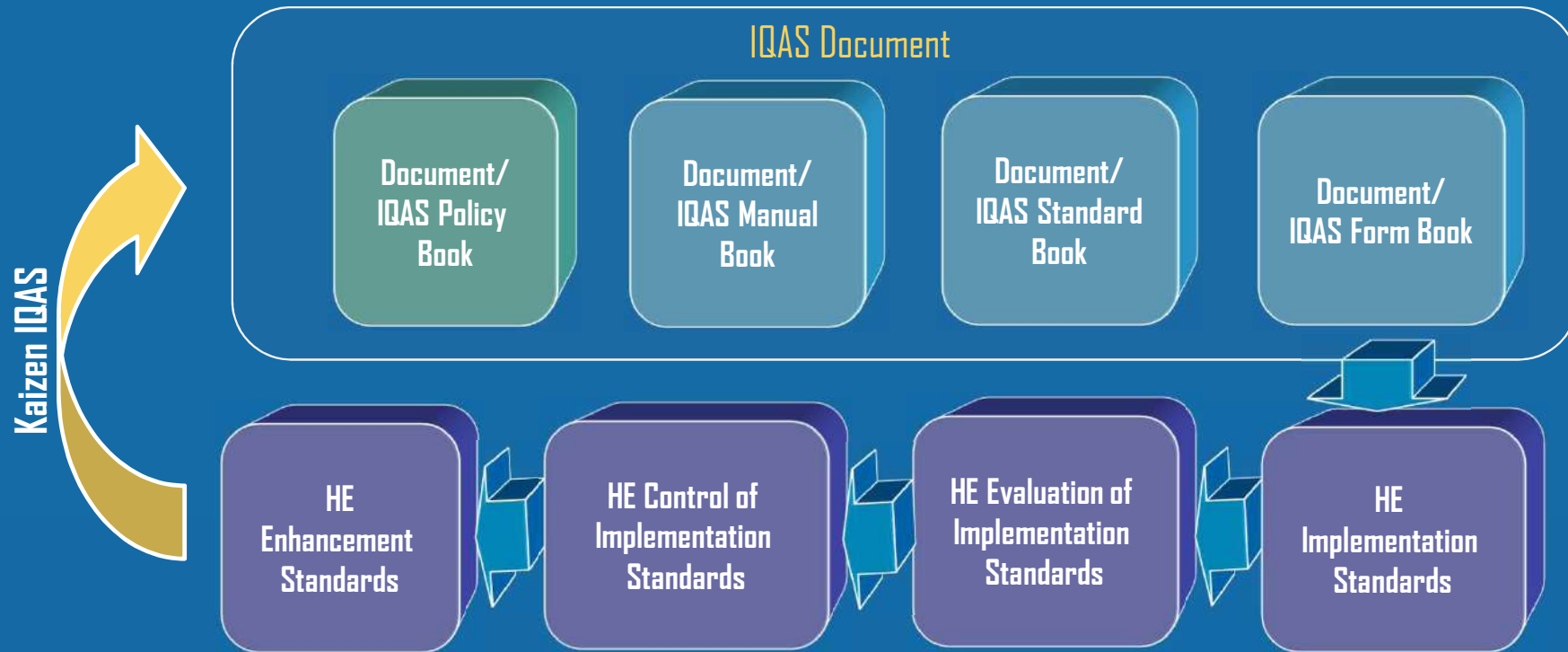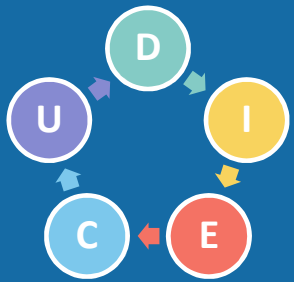
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HIGHER EDUCATION STANDARDS

Higher Education Standards

HE National Standard
Ministerial decree No.3 Year 2020

HE Standard
Defined by College

National Education Standards	+	Research National Standards	+	National Standard of Community Service
Graduate Competency Standards		Research Results Standards		Results Standards of Community Service
Learning Content Standards		Content Research Standards		Content Standards of Community Service
Learning Process Standards		Research Process Standards		Process Standards of Community Service
Learning Assessment Standards		Research Assessment Standards		Assessment Standards of Community Service
Standards of Lecturers and Education Personnel		Researcher Standards		Implementation Standards of Community Service
Standards of Learning Facilities and Infrastructure		Facilities and Infrastructure Research Standards		Facilities and Infrastructure Research Standards of Community Service
Learning Management Standards		Research Management Standards		Management Standards of Community Service
Learning Financing Standards		Funding and Financing Research Standards		Funding and Financing Research Standards of Community Service

College

Study Program

Academic Standards	**and**	Community Service Standards
Standard….		Standard….
Standard ….		Standard ….
Etc.		Etc

HE Standards (above HE National Standards)

HE National Standards (Minimal Standards)

Defined by College

Ministerial decree no 3/2020

Designed © MA, 2018, Direktorat Penjaminan Mutu

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D Determination of Higher Education Standards

Development Phase of IQAS

Kaizen IQAS

IQAS Document

- Document/ IQAS Policy Book
- Document/ IQAS Manual Book
- Document/ IQAS Standard Book
- Document/ IQAS Form Book

- HE Enhancement Standards
- HE Control of Implementation Standards
- HE Evaluation of Implementation Standards
- HE Implementation Standards

Permenristekdikti No 62 Year 2016 Article 8 Paragraph 4 (b)

4

E Evaluation (implementation) of Higher Education Standards

EVALUATION / CHECK
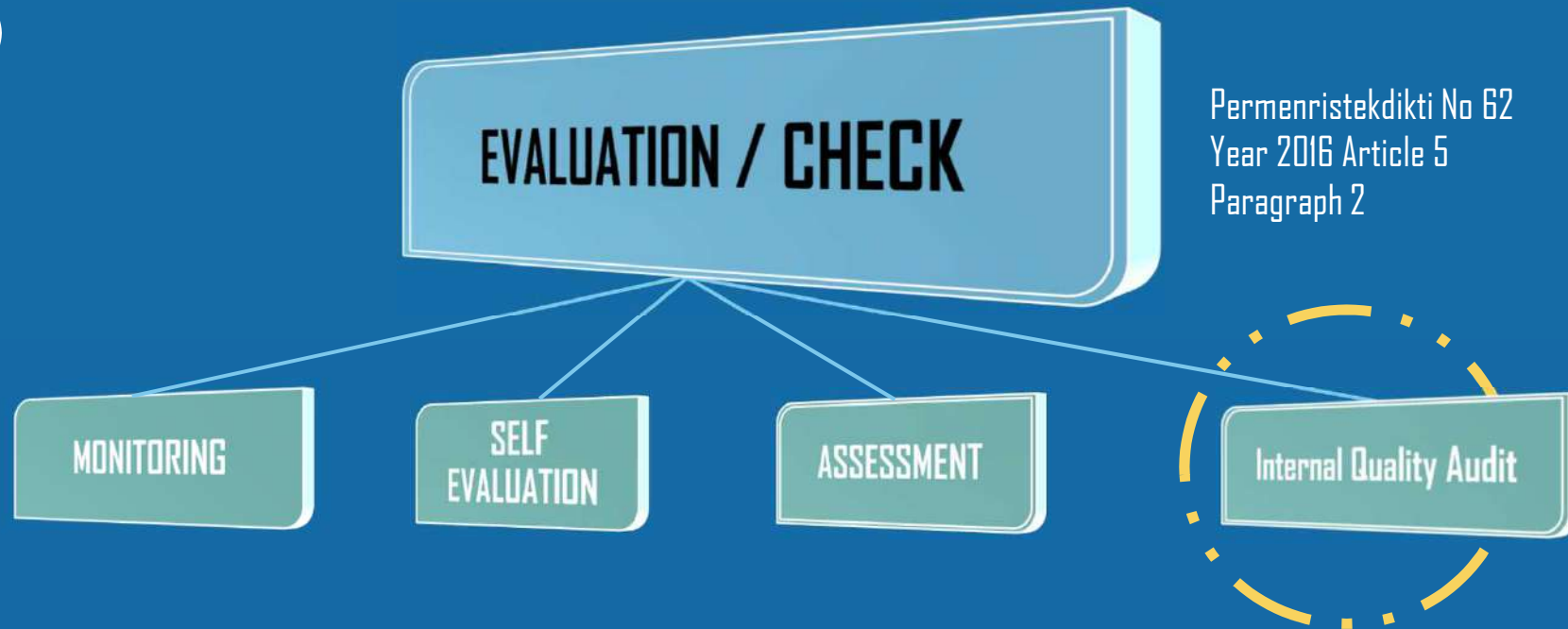
Permenristekdikti No 62
Year 2016 Article 5
Paragraph 2

MONITORING

SELF EVALUATION

ASSESSMENT

Internal Quality Audit

✓ Self Evaluation (Self Assessment Report) → important
✓ Internal Quality Audit → by Internal Team
✓ Auditor Internal Quality Audit → meet the requirements set by the leader of college.

5

35
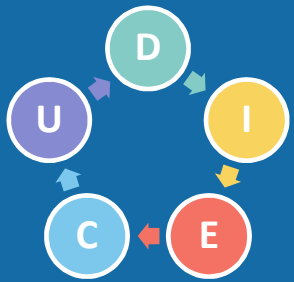
U Upgrading of Higher Education Standard

DIECU each HE Standards will produce kaizen or *continuous quality improvement* (CQI) on all HE Standards → Quality Culture

Kaizen/Continuous Quality Improvement

DIECU
DIECU
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DIECU
DIECU
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DIECU
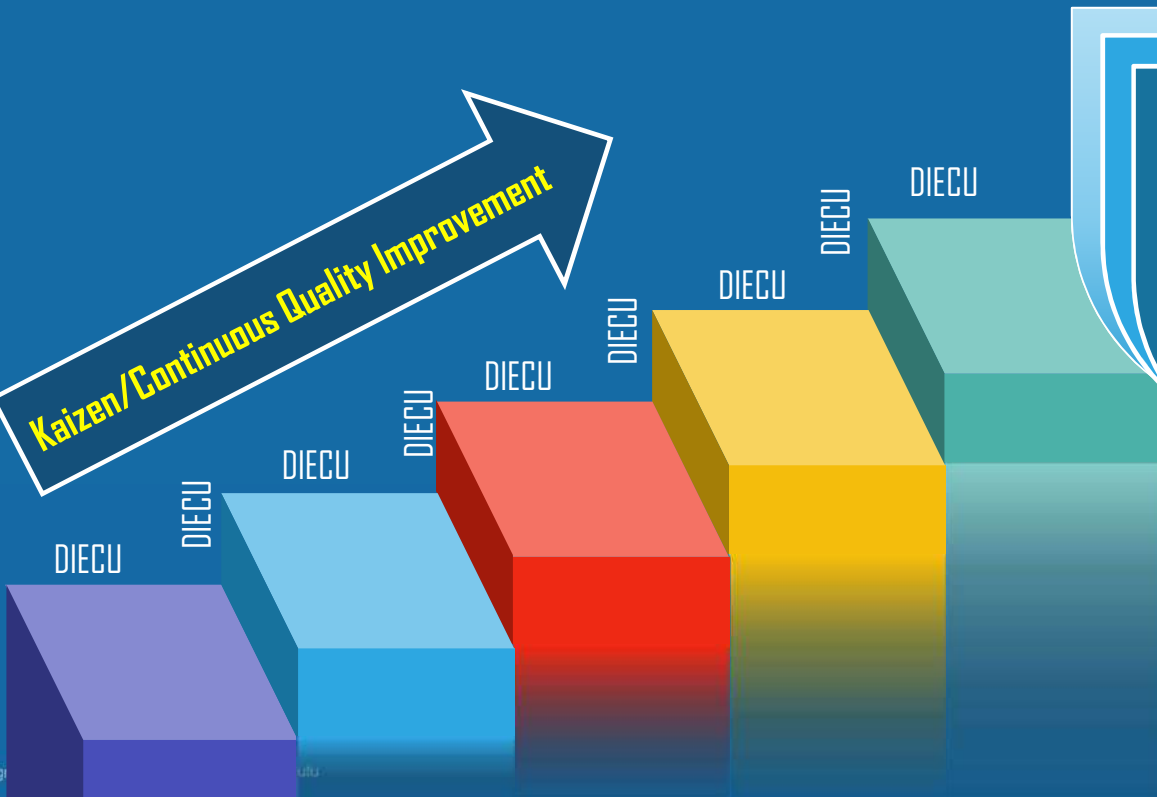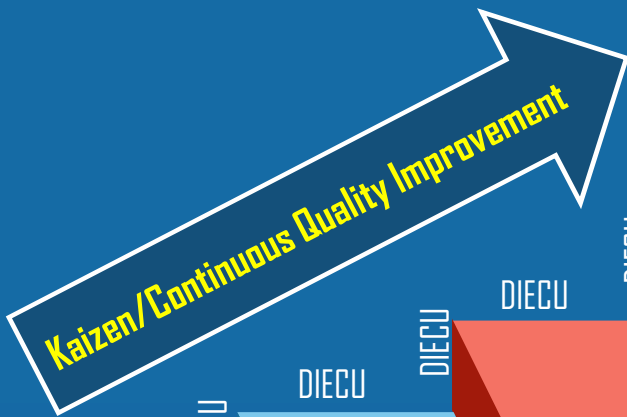
Quality Culture
- Mindset
- Attitude
- Behavior

Based on Higher Education Standard

Mental Attitude of Organizing IQAS
Quality first
1. Stakeholder in the next processes is our stakeholder
2. Speak with data
3. Upstream management

6

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Phase

Quality Culture Development
Higher Education

Government's Role

College's Role

Phase I
2015 - 2017

Phase II
2017 - 2018

Phase III
2018 - 2020

Quality Culture
- Mindset
- Attitude
- Behavior
Based on Higher
Education Standard

Government's Role: *Externally driven*
College's Role: *Internally driven*

Accreditation in Indonesia

Government assurances in fulfilment of expected competencies for learners in formal higher education based on National Standard of Higher Education/ *Standar Nasional Pendidikan Tinggi (SNDIKTI)* are mainly performed through the accreditation process by the **National Accreditation Agency for Higher Education/ Badan Akreditasi Nasional Perguruan Tinggi (NAA-HE/BAN-PT)** and Independent Accreditation Board/ **Lembaga Akreditasi Mandiri (LAM)**

For Institution

Accreditation process by NAA-HE / BAN-PT

BAN-PT

If the LAM has not been established, then Accreditation for Study Programs is given by BAN-PT.

For Study Program

Accreditation process by LAM

Accreditation Rating

Good   Very Good   Excellent

Source : Ministerial Regulation of Education and Culture Number 5 Year 2020

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Accreditation Extension

The validity period of Accreditation for Study Programs or Institutions is **Five years.**

Institutions are **no longer need to apply** for an accreditation extension.

Accreditation Extended automatically

Accreditation Extension is carried out after evaluation by BAN-PT, using data and information obtained from the Ministry and Community Reports

The accreditation rating **can be reviewed by BAN-PT before the accreditation period ends.**

If there is a **decrease** in quality in the implementation of higher education

One indicator of quality decline is the decrease in the number of applicants/registrants or graduates in **existing Study Programs for 5 (five) consecutive years based on data from PDDIKTI.**

Source : Ministerial Regulation of Education and Culture Number 5 Year 2020

Independent Accreditation Board
for Study Programs

Operasional

➡️ **Indonesian Accreditation Agency for Health Higher Education (IAAHHE)**

Diakui

➡️ **Education (LAM Kependidikan)**

➡️ **Science and Formal Science (LAMSAMA)**

➡️ **Economics, Management, Business and Accountancy (LAMEMBA)**

➡️ **Engineering (IABEE and LAM Teknik)**

➡️ **Informatics and Computer (LAM INFOKOM)**

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International Accreditation Policy
of Indonesian Higher Education Institution

Ministerial Decree of Education and Culture No. 5/2020 : Accreditation of Study Program and HEI

Article 6: Accreditation – Extension Policy

The Accreditation Validity Period for Study Program or Higher Education Institution by BAN-PT is 5 (five) years

The Accreditation is Automatically Extended

The Accreditation Rating that has been given can be reviewed by BAN-PT before the Accreditation period ends

HEI no longer need to apply for accreditation extension.

The Accreditation Extension is carried out after evaluation by BAN-PT, using data and information obtained from the Ministry and Public Reports

If there is a decrease in quality in the administration of higher education.

PDDikti
Pangkalan Data Pendidikan Tinggi

The Decreased number of applicants / registrants and / or graduates in existing Study Programs for 5 (five) consecutive years based on data from PDDIKTI.

Ministerial Decree of Education and Culture No. 83/2020 :
International Accreditation Agency recognized by the MoECRT

International Approval

1. The European Quality Assurance Register for Higher Education (EQAR)
2. Council for Higher Education Accreditation (CHEA)
3. U.S. Department of Education (USDE)
4. Washington Accord
5. World Federation for Medical Education (WFME)
6. Sydney Accord
7. Dublin Accord
8. Seoul Accord
9. Canberra Accord
10. Asia Pacific Quality Register (APQR)

International Agreement

1. Hong Kong Council for Accreditation of Academic & Vocational Qualifications (HKCAAVQ)
2. Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT)
3. Tertiary Education Quality and Standards Agency (TEQSA)
4. The Association to Advance Collegiate Schools of Business (AACSB)
5. The Association of MBAs (AMBA)
6. EFMD Quality Improvement System (EQUIS)
7. International Accreditation Council for Business Education (IACBE)
8. Association of Asia-Pacific Business Schools (AAPBS)
9. Accreditation Council for Business Schools and Programs (ACBSP)
10. Royal Society of Chemistry (RSC)
11. The Rehabilitation Council of India (RCI)
12. Council for the Accreditation of Educator Preparation (CAEP)

Directorate of Learning and Student Affairs

Ministerial Decree of Education and Culture No. 754/2020 :
Main Performance Indicators of Public HEI 2020

Specifically for Vocational & Art and Cultural Public HEI: accreditation or institutional certification provided by an internationally recognized and reputable institution.

Other international accreditation bodies:

1. British Accreditation Council (BAC)
2. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
3. The Quality Assurance Agency (QAA)
4. The Association to Advance Collegiate Schools of Business (AACSB International)
5. Accreditation Board for Engineering and Technology (ABET)
6. Accreditation Council for Pharmacy Education (ACPE)

THANK YOU

Focus on Quality