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RESEARCH ARTICLE

INDONESIAN NATIONAL QUALIFICATIONS FRAMEWORK (INQF) AND THE AUTONOMY OF NATION

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ABSTRACT

Indonesian National Qualifications Framework (INQF) is the frameworks for leveling learning outcomes that can be equate outcomes of formal, non-formal, and informal education or work experience in order to acknowledgment the work competence in accordance with the the structure of employment in various sectors. Building the nation's autonomy means understanding the process of autonomy as one of the efforts to build a nation that able to resolve any issues in order to build an equitable, prosperous, and dignified society.

INTRODUCTION

Level qualification is the level of learning outcomes agreed nationally, compiled based on the size of the achievement of learning acquired through formal, non-formal, and informal education or work experience. Indonesian National Qualifications Framework (INQF) is the manifestation of quality and identity of Indonesia related to national education and training system in Indonesia country. INQF consists of 9 (nine) qualification level, started with qualification I as the lowest qualification and qualification IX as the highest qualification. With general description according to the country ideology and culture of Indonesia, the implementation of the national education system and work training systems at Indonesia in every level qualifications include a process to develop affection as follows: devoted to God Almighty; have a good moral, ethical, and personality in completing its tasks; have a role as citizens who take pride and love of the homeland and supporting world peace; able to work together and have a high social sensitivity and concern towards society and the environment; appreciate cultural, views, beliefs, and religion diversity and diversit of opinion/ original findings of others; uphold the rule of law and have the spirit to put the interests of the nation and the wider community. The proportion of Human Resources vs Education Level 70.40%, 22.40%, 7.20%. Higher, Midle, Elementary in Indonesia 24.30%, 56.30%, 20.30%.

Higher, Midle, Elementary in Malaysia 20.40%, 39.30%, 40.30% Higher, Midle, Elementary in the Organisation for Economic Co-operation and Development (OECD) Indonesia Malaysia OECD quantity of workers of research based industry, medium-heavy industry, medium-light industry. Daily life of Indonesian nation is in the era of globalization, characterized by free trade, where the product of a country freely, can enter and sold in other countries. That fact certainly poses a challenge for all countries to be able to compete in improving the quality of industrial products. The Indonesian nation is inseparable from the challenge. In the midst of the effort to improve the nation economics Indonesia also challenged to strive to put the Indonesian people equal with other nations. Therefore, we as citizens of Indonesia who certainly have a sense of pride to domestic products are not inferior to foreign products. We must be aware and proud that domestic production is not inferior to foreign production. In the era of globalization, competition is so tight and sharp on all aspects of life. In the field of ideology, the collapse of communism in Eastern Europe enable liberalism, capitalism dominates the world. In the political field, the influence of large countries difficult to circumvented. In the economic field, free trade causes local production lost the competition. In the field of socio-cultural, hedonistic lifestyle and culture exist at all levels of society and the environment. While in the field of defense and security, mastery of weapons technology is no longer guarantee security but rather tend to be a threat. In such conditions, the only people, communities, nations, and countries that have good quality alone are likely to win this

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competition. The key to achieving that goal is the human resources of high quality and supported by firmly establishment, loyal to the nation and the country. Determination, love of duty and all of it is done as a form of love for the homeland. Autonomy according to Sutari Imam Barnadib (1982) dalam Mu'tadin, Z include "Ability to take the initiative, able to overcome the problems / obstacles, have confidence and be able to do things on their own without the help of others." The opinion was also in line with the Kartini and Dali, who said that "autonomy is a desire to do everything for yourself." In short it can be concluded that the autonomy implies a situation where a person has the desire to compete to move forward for the good of all. Thus, it will behave:

- Able to make decisions and initiatives to solve the problems ahead,
- Have confidence in doing its work,
- Take responsibility for what he did.

DISCUSSION

A. Indonesian National Qualifications Framework

Human Development Report 2013 issued by the United Nations for the Development Program, UNDP, as reported by Voice of America, shows that Indonesia has achieved significant progress in each indicator the Human Development Index in the last 40 years. Indonesia's HDI value in 2012 increased to 0,629, making it climbed three places to rank 121 from rank 124 in 2011 (0,624), out of 187 countries. That figure could be seen by the level of expectation of years in school has increased from 8.3 years in 1980 to 12.9 years in 2012. This means that school-age children in Indonesia are expected to attend the education for 12.9 years. The issuance of Presidential Decree No. 8 of 2012 on Indonesian National Qualifications Framework (INQF) is so that there is equality between competences formed during the lectures with the qualifications required at every level in INQF. Thus there is a match between the competence and qualification. It also had an impact on the management of the curriculum in each study program. The curriculum that was originally refers to the achievement of competence be referring to the achievement of learning outcomes. Learning Outcomes formulation referring to the Decree of the Minister of National Education Decree number 045 / U / 2002, and Government Regulation No. 17 Year 2010 on the Management and Operation of Article 97 paragraph (3) which states that the graduates must meet 5 (five) elements of competence, namely:

- Personality Base (Attitude);
- Mastery of science, technology, art, and / or sports; (Knowledge-Skills);
- The ability and skills to work (Knowledge-Skills);
- Attitudes and behaviors in the work according to skill level based on the knowledge and skills mastered (Attitude); and
- Mastery of the rules of social life in accordance with the choice of expertise in the work (Attitude).

In paragraph (1) and (2) of this government regulation is stated also that the curriculum of higher education developed and implemented based on competence, and curriculum unit level of education for each Program is a study in universities developed and established by each college refers National Education Standard.

All elements of these competencies can be classified into major elements of competence [*knowledge (A), Skill (S) dan Attitude (A) = KSA*]. Each level and type of education will have a unique pattern of different elements. Suppose for doctorate education, will emphasize the elements 1, 2, and 5. Element of bachelor's degree is loaded with elements 2, 3, and 4. It is highly influenced by the vision and mission of institutions of higher education is concerned. While the diploma 3 program will emphasize the 1, 2, and 4. After the Government Regulation No. 8 of 2012 on Indonesian National Qualifications Framework (INQF) issued on January 17, 2012, the learning outcomes should be based on this government regulations and it examine the qualifications of each program of study at qualification level description attached to the regulation. Elements of competence based on INQF consists of 3 (three) elements of learning outcomes, namely; (1) the ability of field work; (2) The essential knowledge and; (3) managerial skills. The formulation of the learning outcomes should start from general outcomes of the university that embodies the course, as a characteristic of a university. Program Learning Outcomes should refer to those learning outcomes of the university in order to achieve its vision. Learning outcomes of study program in addition to rely on the results of tracer studies and need analysis of stakeholders should also refer to the descriptors of levels set in Presidential Decree No. 8 Year 2012. INQF qualification level in paragraph (1) shall consist of: Level 1 to Level 3 are grouped in operator positions; Level 4 to Level 6 are grouped in office technician or analyst; Level 7 to Level 9 grouped in skilled positions.

Further described in chapter 5, equalizing learning outcomes generated through education with the level of qualification at INQF consists of: basic education graduates equivalent level 1; secondary education graduate equivalent to the lowest level of 2; diploma 1 graduate equivalent to the lowest level of 3; diploma 2 graduate equivalent to lowest level 4; Diploma 3 graduate is equivalent to the lowest level of 5; Diploma 4 or Bachelor's Degree lowest level equivalent to 6; Masters graduates and Masters of applied science lowest level equivalent to 8; Applied Doctoral graduates and Doctoral level equivalent to 9; professional education graduate equivalent to the level of 7 or 8; specialist training graduate equivalent to level 8 or 9. An outline of the curriculum development outlined at the Workshop on Social Sciences Education INQF dated March 9, 2013 at the Jakarta State University include: *First*, a profile of graduates is the answer to the question what kind of graduates to be produced by the study program after completing a whole series of studies (outcomes). The formulation of the profile, it is advisable contains about professional roles and a set of competences (learning outcomes) to be possessed by graduates in performing the role professionally, accountable, and noble. *Secondly*, Program Learning Outcomes (PLO) refers to the descriptor level 5 for diploma 3 program, Level 6 and 7 for the bachelor's degree program, level 8 to level 9 master and doctoral programs formulated for INQF. Specifically demonstrate fulfillment of qualifications required by working world. It would be better if considering the results of tracer studies and need analysis. PLO is also known as Main Competencies. *Third*, Course Learning Outcomes (CLO) or Intended Learning Outcomes (ILO) or Module Learning Outcomes (MLO) refers to any PLO which provide specific descriptions of cognitive, psychomotor and affective as well as content knowledge or which can be observed and measured during the learning process. CLO also called Special Competence. *Fourth*, the key concept is used to

define a form of learning activities (pedagogical content knowledge) required to achieve the Learning Outcomes in each CLO placed on learning experience in the field of Program and Learning Activity Plan per Semester (Rencana Program dan Kegiatan Pembelajaran Semester/ RKPPS). *Fifth*, Key Concept used to formulate competency mastery (mastery level) as a guide to choose the form of assessment and evaluation in accordance with the character of competence to be achieved.

B. Autonomy of Nation

In the context of nationality, autonomous nation means a nation that is able to stand on his own strength with all available resources, able to solve the problems they face, and are able to develop innovation and research in science and technology that ultimately has advantages and competitiveness. This was confirmed by Robert Havighurst (1972) that the autonomy consists of several aspects, namely:

- *Emotion*, this aspect are described in the form of the ability to control your emotions and emotional needs that are not depend on others,
- *Economy*, this aspect is shown by the ability to regulate the economy and economic needs that are not depend on others,
- *Intellectual*, this aspect is shown by the ability to overcome the various problems encountered and the ability to develop creativity and innovation,
- *Social*, this aspect is shown with the ability to hold interaction with other people and not wait for the action of others.

Noting the above aspects means that autonomy is an attitude that earned cumulatively during life, in which a nation will continue to learn to be autonomy in dealing with various situations. With autonomy, a nation can choose his way of life to be able to develop better and more sustainable. Indonesia is a great nation with a wealth of natural resources that very abundant. But in reality, the wealth is not proportional to the society in which the poor are still around 30% of the population, the unemployment rate still high and opportunities for education has not touched all levels of society. In other words, the country has not been able to meet as a whole people's needs, such as food prices that soar due to high world oil prices, cooking oil becomes increasingly expensive, the cost of education is increasingly unaffordable and electric energy crisis mainly a matter of time. Our question is whether the nation will be dropped on the condition of food bans, homes bans, schools bans, and other kind of bans? Seeing the condition of the abundant natural resources in the country, to be honest it was not likely to occur but the reality shows that will happen like that. What should we do? The answer is let's begin to be autonomous. The autonomy of the nation is the nation's greater awareness to be discipline, ability to administer and manage the nation by its own power, not dependent on other nations. According to Ma'arif (2010), the autonomy of the nation has five components, namely: initiative, freedom, progressiveness, resilient, and stability. In factor of initiative, autonomy means the ability and willingness to think and act originally and creatively. While the meaning of the free in the autonomy is the behavior/ action taken on its own will, not because the other party, and not dependent on other parties. Progressive and resilient shown by their efforts for achievement and manage potential on their own without foreign interference.

That the autonomy which we expected, include the personal ability of the nation, the nation's ability to control themselves, manage their own nature, to finance the nation with the results of his own nature without the intervention of other parties. Other component of the autonomy is the plan, consistent with the objectives, feeling sure that can make it happen, and to know the assets to be managed. So with the planning of the stakeholders, as well as consistency to make it happen, we believe this nation can be autonomous. With the nation's autonomy, prosperity expected to be realized equally for all citizens. To foster self-reliance and creativity of the nation, the main foundation is the willingness and ability that synergistic between elements of society and government. It takes an understanding of coaching and guidance, as well as habituation that this great nation has a good quality in facing the future better, is: *First*, to set up an autonomous generation requires peoples who have the high willingness and ability, to foster the autonomous generation becomes so strong that the nation's autonomy can be realized. *Second*, in shaping the autonomy of the nation required a personality that is free from mental dependency, in the sense that the nation has a sense of security and believe that this nation can be autonomous and prosper. *Third*, it is not only because the younger generation is still in the peak of its productivity, as well as the younger generation is a component of the nation's most strategic position in the process of transformation of character and values in the middle of the swift liberalization of the information in the era of globalization. So the nation's autonomous expectations is come from the young people and will tried to realize by the young people as well. According to Prof. Dr. M. Amien Rais (2003), the autonomy of the nation can be measured by three (3) aspects.

First, its ability to create the ideology of nationality in a straightforward and assertive. Straightforward can be understood by other nations that we have, believe, and apply the view of our own philosophy of life. Assertive in the sense not affected the various challenges and ideologies dictation from other nations that are not in line with ours. Ideology that is firmly believed by all can prevent this nation vacillate, not self-supporting (stand on its own feet), in the increasingly struggle between nations. We believe that the values, norms contained in the fifth principles of our Pancasila are the basic philosophy and way of life of our nation. Our straightness and assertiveness to apply it in everyday life is a necessity, if our goal is the essentials autonomy of the nation.

Second, autonomy of the nation can also be seen from the skill in formulating, deciding and implementing country policies without excess interference from other parties. Autonomous nation policy is the symbol of the nation's capability in solving their own problems. The country policy in the field of economics that is too much dictated by the other party will fail in its application. That's because the other party's interests in helping to resolve our economic problems is not always the same as our needs.

Third, autonomy of the nation of course is measured by its ability to maintain and practice the sovereignty of the territory, population and all the resources that exist in it. Country's ability to maintain the integrity of the territory from external threats and internal threats of separatism is an essential requirement in the nation's autonomy. The country's ability to maintain assets or resources that exist in it is also a necessity.

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