



INDONESIAN QUALIFICATION FRAMEWORKS: DEVELOPING RESEARCH PERSPECTIVES

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Abstract

The Indonesian Qualification Framework (IQF) is a pivotal tool for standardizing qualifications in Indonesia, ensuring that educational outcomes align with the needs of the workforce and industry standards. This study aims to explore the development of research perspectives within the context of the IQF, focusing on its implementation and the challenges faced. Employing a systematic literature review, the study analyzes existing research on the IQF, identifying gaps and areas for further investigation. The findings reveal a need for more empirical research on the practical application of the IQF, particularly in relation to workplace learning and human resource development. The study suggests that future research should address the integration of the IQF with industry requirements and the impact of this framework on lifelong learning and career progression.

Keywords: KKNI, IQF, HR Development, Workplace Learning, Systematic Literature Review

PENDAHULUAN

This paper takes a critical view of Indonesian Qualification Frameworks (IQF). The goal is to make important discoveries that are not made by strictly evaluative research¹. This critique focuses on IQF in the formal learning pathway specifically the higher education sector and the experiential learning pathway as regulated in Indonesia². The debate that has been less exposed around the 'use' of the Indonesian National Qualifications Framework on experiential learning pathways by industries in Indonesia in an effort to facilitate the recognition of their employees' work experience on the qualification of learning outcomes as in the IQF. The application of industry to facilitate the recognition of

experiential learning outcomes is the responsibility of industry³, where currently in Indonesia there are around 133 million Indonesians working⁴ who are in fact experiencing learning in the workplace in the form of working.

The first part of the paper describes and explores the purpose of the IQF globally and seeks to position it in a broader context. The second section explores and critiques the application of the IQF to the two pathways of formal and experiential learning. The third section proposes future research perspectives for the IQF. The paper concludes by calling for a more in-depth and critical analysis.

¹ Marvin C. Alkin and Sandy M. Taut, "Unbundling Evaluation Use," *Studies in Educational Evaluation* 29, no. 1 (March 1, 2002): 1–12, [https://doi.org/10.1016/S0191-491X\(03\)90001-0](https://doi.org/10.1016/S0191-491X(03)90001-0).

² PP 8, "Peraturan Presiden Republik Indonesia Nomor 8 Tahun 2012 Tentang Kerangka Kualifikasi Nasional Indonesia," Pub. L. No. 8 (2012).

³ ILO, "The New ILO Recommendation 195 Human Resources Development: Education, Training and Lifelong Learning," 2004.

⁴ BPS, "Jumlah Dan Persentase Penduduk Bekerja Dan Pengangguran 2021-2022," Badan Pusat Statistik, 2022, <https://www.bps.go.id/indicator/6/1953/1/jumlah-dan-persentase-penduduk-bekerja-dan-pengangguran.html>.



THEORETICAL BACKGROUND

National Qualification Frameworks (NQF)

With the current pace and growth of the National Qualification Framework (NQF)⁵ of which IQF is Indonesia's NQF, it seems that its development will last for a very long time. Additionally, NQF are linked to a broader political backdrop⁶, or characterises as a persistent push to massify the educational system. In the same vein, the goal of IQF is to generate highly qualified and productive national human resources⁷ by embodying Indonesia's "national identity"⁸. This is meant to highlight how learning pathways are the focus of all parties, not to cast doubt on the viability of the education system or criticize government policies. It can also be argued that the IQF is an alternative solution to improve the competitiveness of Indonesian industrial human resources, especially in relation to experiential learning outcomes in the workplace.

There is little previous research on the IQF that addresses workplace learning from an employee's perspective. Most of these studies have focused on formal learning pathways, addressing the appropriateness of undergraduate and professional qualifications⁹, independent study campus programs¹⁰ in higher education¹¹, and vocational education¹². Such studies provide support for further critical research to develop a more robust and effective IQF; or even, provide broader research opportunities for alternative policy directions.

NQF has many primary objectives, including expanding access to the education sector for lifelong learning and classification¹³; creating a strong exchange rate mechanism to support international student mobility¹⁴; facilitating the harmonisation of standards for equivalency in an international setting¹⁵; and creating a solid foundation for this harmonisation

⁵ Douglas Blackmur, "A Critique of the Concept of a National Qualifications Framework," *Quality in Higher Education* 10, no. 3 (2004): 267–84, <https://doi.org/10.1080/1353832042000299559>.

⁶ Marc Schäfer and Di Wilmot, "Teacher Education in Post-Apartheid South Africa: Navigating a Way through Competing State and Global Imperatives for Change," *Prospects* 42, no. 1 (March 2012): 41–54, <https://doi.org/10.1007/s11125-012-9220-3>.

⁷ Baharuddin Baharuddin, Ellychia Isnaini, and Lusiana Lusiana, "Islamic Education Curriculum That Is Relevant to the Challenges of the Times," *East Asian Journal of Multidisciplinary Research* 3, no. 3 (March 31, 2024): 1045–60, <https://doi.org/10.55927/eajmr.v3i3.8103>.

⁸ Kemnaker, "Tentang KKNi," 2018, <https://skkni.kemnaker.go.id/tentang-kkni/dokumen>.

⁹ George Smith, Ease Arent, and Emelda Thesalonika, "Teacher Professional Education Curriculum Reconstruction (PPG) (An Overview of the Integration Between Nasr's Perennialism with Tri Education Center KH. Dewantara)," *KnE Social Sciences*, June 5, 2023, <https://doi.org/10.18502/kss.v8i10.13434>.

¹⁰ Yuni Putri Utami and Budyi Suswanto, "The Educational Curriculum Reform in Indonesia: Supporting 'Independent Learning Independent Campus

(MBKM)," *SHS Web of Conferences* 149 (2022): 01041, <https://doi.org/10.1051/shsconf/202214901041>.

¹¹ Yori Andes Saputra, Fitri Novilia, and Heny Hendrayati, "Entrepreneurship Curriculum in Higher Education: A Systematic Literature Review (SLR)," *West Science Interdisciplinary Studies*, vol. 01, 2023.

¹² Bambang Heriyadi et al., "Literature Review: Study of the Relevance of the Mining Vocational Education Curriculum in the Preparation of the MBKM," 2023, 958–67, https://doi.org/10.2991/978-2-494069-35-0_116.

¹³ Yaw Owusu-Agyeman, "Expanding the Frontiers of National Qualifications Frameworks through Lifelong Learning," *International Review of Education* 63, no. 5 (October 1, 2017): 657–78, <https://doi.org/10.1007/s11159-017-9661-2>.

¹⁴ Baiba Rivza and Ulrich Teichler, "The Changing Role of Student Mobility," *Higher Education Policy* 20, no. 4 (December 2007): 457–75, <https://doi.org/10.1057/palgrave.hep.8300163>.

¹⁵ Ceren Pekdemir, "On the Regulatory Potential of Regional Organic Standards: Towards Harmonization, Equivalence, and Trade?," *Global Environmental Change* 50 (May 1, 2018): 289–302, <https://doi.org/10.1016/j.gloenvcha.2018.04.010>.



through quality assurance frameworks¹⁶. Even with such noble intentions, it is uncommon to find someone who believes that NQF will truly revolutionise education¹⁷. Conversely, it is contended that the IQF lacks transformative power. If NQF's primary goals are realised, though, NQF cannot be anything other than transformative; aiming for greater access, an exchange rate mechanism, and homogenization would suggest that these things were not previously provided through education, suggesting that perhaps education itself needs to change¹⁸.

NQF for higher education institutions is closely linked to existing primary and secondary educational frameworks and curricula¹⁹. In the UK, the National Curriculum, Learning and Teaching Scotland, and the International Baccalaureate are all part of the ongoing development of the European Qualifications Framework (EQF)²⁰. Any NQF must be

sensitive to these frameworks and take into account the knowledge and ability level of students studying the International Baccalaureate²¹. The EQF and NQF must work in a recursive relationship, ensuring a symbiotic relationship between them²².

Indonesian Qualification Frameworks (IQF)

IQF aims to represent the quality and identity of the Indonesian nation in education, training, and national work competency recognition²³. It determines learning achievement qualifications, establishes a scheme for recognizing these qualifications²⁴, equalizes qualifications between educational pathways and work experience²⁵, and develops methods for recognizing foreign workers²⁶. The IQF will increase quality and internationally competitive Indonesian human resources, contribute to national economic growth, increase academic mobility, and provide recognition from other countries without

¹⁶ Ronak Pansara, "MDM Governance Framework in the Agtech & Manufacturing Industry," 2023, www.ijstdcs.com.

¹⁷ Kjell Rubenson, "Assessing the Status of Lifelong Learning: Issues with Composite Indexes and Surveys on Participation," *International Review of Education* 65, no. 2 (April 15, 2019): 295–317, <https://doi.org/10.1007/s11159-019-09768-3>.

¹⁸ The World Bank, "Indonesia - National Qualifications Framework Summary," accessed May 26, 2024, <https://documents.worldbank.org/en/publication/document-reports/documentdetail/546521508745623197/indonesia-national-qualifications-framework-summary>.

¹⁹ Nugraha Nugraha et al., "Quality Assurance in Higher Educational Institutions: Empirical Evidence in Indonesia," *SAGE Open* 13, no. 4 (October 1, 2023), <https://doi.org/10.1177/21582440231203060>.

²⁰ Ashwin Jerome Fernandes, Balvinder Shukla, and Habib Fardoun, "Fostering Reputation of Higher Education Institutions in International Ranking by Means of Diversity of International Collaboration," *Information Sciences Letters* 11, no. 4 (July 1, 2022): 1137–43, <https://doi.org/10.18576/isl/110416>.

²¹ Blanca L. Delgado-Márquez, M. Ángeles Escudero-Torres, and Nuria E. Hurtado-Torres, "Being Highly

Internationalised Strengthens Your Reputation: An Empirical Investigation of Top Higher Education Institutions," *Higher Education* 66, no. 5 (November 2013): 619–33, <https://doi.org/10.1007/s10734-013-9626-8>.

²² Kiyoko Saito, "Expert Qualifications in Japan: The Role of Higher Education," *International Journal of Higher Education* 7, no. 3 (June 1, 2018): 183–96, <https://doi.org/10.5430/ijhe.v7n3p183>.

²³ Untung Yuwono, "Ideologies Underpinning the Indonesian National Qualification Framework (IQF) for Higher Education Website Text," *Indonesian Journal of Applied Linguistics* 8, no. 3 (2019): 668–77, <https://doi.org/10.17509/ijal.v8i3.15271>.

²⁴ Yuwono.

²⁵ Antoni Arif Priadi et al., "Recognition of Prior Learning for Master Marine with Indonesian Qualifications Framework," 2019.

²⁶ Zamtinah and E. Supriyadi, "Developing the Indonesian Qualifications Framework's Descriptors for Electrical Engineering as the Basis of the Recognition of Prior Learning (RPL)," in *Journal of Physics: Conference Series*, vol. 1140 (Institute of Physics Publishing, 2018), <https://doi.org/10.1088/1742-6596/1140/1/012025>.



ignoring Indonesia's unique characteristics²⁷.

The IQF outlines nine levels of qualifications for Indonesian human resources, considering learning achievements from formal, non-formal, informal, or independent experiences²⁸. These qualifications are adjusted to developments in science, technology, art, and sectors supporting the economy and welfare²⁹.

IQF is a system designed to align and integrate learning outcomes from formal education, job training, and work experience with work structures in various sectors. IQF consists of nine qualification levels, starting from level 1 as the lowest level to level 9 as the highest level³⁰. This system allows individuals to gain recognition for work competencies that comply with standards³¹ set in Indonesia. This equalisation process is important to ensure that the education and training a person receives is in line with

industry needs and standards, as well as assisting in career mobility and professional development. The IQF also facilitates transparency and better understanding of qualifications and competencies among employers and educational institutions, which in turn supports improving the quality of the workforce in Indonesia³².

RESEARCH METHODS

This bibliometric literature evaluation is grounded in concept mapping techniques that highlight the frontiers of knowledge³³ or systematic, explicit, and repeatable procedures³⁴.

Define keywords for search.

Literature searches were carried out in the last five years based on keywords³⁵ (KKNI, IQF). Google Scholar (GS) was chosen because it is currently the largest database³⁶ while Publish or Perish (PoP) was chosen because it has proven to be the most effective way to search for articles in GS³⁷.

²⁷ The World Bank, "Indonesia - National Qualifications Framework Summary."

²⁸ Peraturan Presiden Republik Indonesia Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia, "PP 8" (2012).

²⁹ Gati Gayatri, I. Gede Nyoman Mindra Jaya, and Vience Mutiara Rumata, "The Indonesian Digital Workforce Gaps in 2021–2025," *Sustainability (Switzerland)* 15, no. 1 (January 1, 2023), <https://doi.org/10.3390/su15010754>.

³⁰ Peraturan Presiden Republik Indonesia Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia, PP 8.

³¹ Lenka Girmanová et al., "Quality Management System in Education: Application of Quality Management Models in Educational Organization—Case Study from the Slovak Republic," *Standards* 2, no. 4 (October 17, 2022): 460–73, <https://doi.org/10.3390/standards2040031>.

³² Kemnaker, "Penyetaraan Jenjang," 2018, <https://skkni.kemnaker.go.id/tentang-kkni/penyetaraan-jenjang>.

³³ Shutao Wang et al., "Hot Topics and Frontier Evolution of Science Education Research: A Bibliometric Mapping from 2001 to 2020," *Science and*

Education 32, no. 3 (June 1, 2023): 845–69, <https://doi.org/10.1007/s11191-022-00337-z>.

³⁴ Sunan He et al., "Application and Problems of Emery Evaluation: A Systemic Review Based on Bibliometric and Content Analysis Methods," *Ecological Indicators* 114 (July 1, 2020), <https://doi.org/10.1016/j.ecolind.2020.106304>.

³⁵ Yongxin Liao et al., "Past, Present and Future of Industry 4.0 - a Systematic Literature Review and Research Agenda Proposal," *International Journal of Production Research* (Taylor and Francis Ltd., June 18, 2017), <https://doi.org/10.1080/00207543.2017.1308576>.

³⁶ Gali Halevi, Henk Moed, and Judit Bar-Ilan, "Suitability of Google Scholar as a Source of Scientific Information and as a Source of Data for Scientific Evaluation—Review of the Literature," *Journal of Informetrics* (Elsevier Ltd, August 1, 2017), <https://doi.org/10.1016/j.joi.2017.06.005>; Peter Jacso, "As We May Search-Comparison of Major Features of the Web of Science, Scopus, and Google Scholar Citation-Based and Citation-Enhanced Databases," 2005.

³⁷ Audrey Baneyx, "'Publish or Perish' as Citation Metrics Used to Analyze Scientific Output in the Humanities: International Case Studies in Economics,



Initial search results

This article was searched using PoP via the 'keyword' column, and the year '2020-2024'. The results are in spreadsheet format (XLSX) which contains all important article information such as author's name, article title, year of publication, and number of citations.

Search results improvements.

After the data is saved into XLSX format, related articles indexed in the GS database are then filtered. Only selected types of journal articles with top ten ranking criteria based on number of citations. Based on these ten articles, data tabulation was made regarding the author, article title, year of publication, research objectives, findings and research results.

Content analysis

A study technique for objectively and quantitatively characterising certain transmitted information is content analysis³⁸. The technique is a useful technical tool for methodically going through a sample of documents³⁹. Words can be reduced to a smaller number of content-related categories and the content of texts can be statistically analysed using content analysis⁴⁰.

RESULTS AND DISCUSSION

Research results are presented based on search output from PoP software and analyzed through the spreadsheet application feature. A spreadsheet application was used to visualize the data of the ten selected articles. Apart from that, descriptive interpretation is also carried out based on tabular data.

The initial PoP software generated 1.967 data points from various sources, including scientific journals, conference papers, books, and academic theses with publications from 2020-2024. Next, sorting was carried out by obtaining 175 articles published in 2020-2024. Improvements were made by identifying 10 clustered articles from the GS database according to the criteria. Data are presented in Table 1-3.

Table 1 Metric of PoP result

Metric data	Initial search	
	"IQF"	"KKNi
Publication year	2020-2024	2020-2024
Papers	983	984
Citations	3205	5838

Table 2 Metric of PoP sorted result

Metric data	Initial search	
	"IQF"	"KKNi
Publication year	2020-2023	2020-2024
Papers	80	95
Citations	239	599

Geography, Social Sciences, Philosophy, and History," *Archivum Immunologiae et Therapiae Experimentalis* 56, no. 6 (December 2008): 363–71, <https://doi.org/10.1007/s00005-008-0043-0>; Péter Jacsó, "Calculating the H-Index and Other Bibliometric and Scientometric Indicators from Google Scholar with the Publish or Perish Software," *Online Information Review* 33, no. 6 (2009): 1189–1200, <https://doi.org/10.1108/14684520911011070>.

³⁸ Philipp Mayring, "Qualitative Content Analysis: Theoretical Background and Procedures," 2015, 365–80, https://doi.org/10.1007/978-94-017-9181-6_13.

³⁹ Jianli Luo et al., "Agri-Food Supply Chain Management: Bibliometric and Content Analyses," *Sustainability (Switzerland)* (MDPI, May 15, 2018), <https://doi.org/10.3390/su10051573>.

⁴⁰ Mayring, "Qualitative Content Analysis: Theoretical Background and Procedures."



Table 3 Top 10 cited articles.

Author	Year	Purposes	Results and Findings	Further Suggestions
Abd. Syakur, H.M Zainuddin, M. Afif Hasan	2020	The study aims to analyze the requirements of English for Specific Purposes (ESP) courses for vocational pharmacy students in Indonesia, assisting lecturers in creating effective instructional materials.	The focus was on improving communication, grammar, reading, material, and writing skills, with a focus on essential topics like pharmacy, health, and medication, and utilizing English media and technology.	The study emphasizes the need for innovative, interactive English teaching methods that incorporate technology to meet students' professional needs and recommends further development and evaluation of teaching materials.
Majda El Muhtaj; M. Fahmi Siregar; Reh Bungana Beru PA; Fazli Rachman	2020	The study aims to analyze the curriculum of Citizenship Education in Indonesian higher education, specifically its focus on human rights literacy and democratic citizenship.	The study emphasizes the importance of improving and strengthening human rights literacy for building democratic citizenship, particularly among Indonesian youth, and suggests a curriculum paradigm shift.	The article suggests a need for further analysis of human rights content in Indonesian Citizenship Education textbooks and emphasizes the importance of empowering young citizens.
Salwa Rezeqi, Wasis Wuyung Wisnu Brata, Dina Handayani, Abdul Rasyid Fakhrun Gani	2020	To determine the needs of student teaching materials for KKNi-based learning outcomes in Low Level Organism Taxonomy courses	Understanding microscopic protists and eubacteria is challenging, while macroscopic fungi and pterydophyta are easier to comprehend. Instructional	The project involves creating teaching materials that combine practical work with theoretical concepts, and incorporating unknown organism

Author	Year	Purposes	Results and Findings	Further Suggestions
			l materials should be tailored to student needs.	examples to enhance contextual learning.
Wakhid Nashrudin and Hanna Azmi Zakiyyah Mustaqimah	2020	The study explores the use of critical literature review in interdisciplinary TEFL research, emphasizing the significance of novelty and the integration of neuroscience into ELT.	Critical literature review is crucial for acquiring new knowledge in TEFL, and interdisciplinary approaches can provide innovative perspectives in language teaching and learning.	The study explores the effectiveness of critical literature review in enhancing ELT learning and enhancing teaching by incorporating diverse field insights into ELT research.
Adlan Fauzi Lubis	2020	The study analyzed curriculum management at Muhammadiyah University's Islamic Education Department, focusing on planning, implementation, and evaluation of curriculum development using the Indonesian National Qualification Framework.	The curriculum has been approved in line with the KKNi curriculum, involving planning, implementation, and evaluation, but attention is needed for Standard Operational Procedures and curriculum arrangements.	Continuous quality improvement in managing the KKNi-based curriculum is crucial for global competitiveness of Islamic higher education institutions, requiring the commitment of leaders and stakeholders.
Rochmad Novian Inderanata and Thomas Sukardi	2023	To investigate the impact of integrated vocational guidance on the work readiness of mechanical engineering vocational school students	The study found that the demonstration method in vocational guidance significantly improved students' work readiness in terms of	The article recommends further research on vocational guidance in vocational schools, incorporating emerging technologies like AR/VR, and



Author	Year	Purposes	Results and Findings	Further Suggestions
			knowledge, attitudes, and skills compared to the explanation method	exploring its relationship with vocational learning and technological transformation in educational institutions.
Imelda Free Unita Manurung	2020	To determine creative thinking skills through project-based learning activities using Powtoon media in elementary science education.	Students demonstrated strong creative thinking skills, with percentages ranging from 18% to 30% across different groups.	The study suggests the potential for further exploration of creative thinking skills development through various project-based learning activities and media.
Yustinus Calvin Gai Mali, Thomas Lee Salsbury	2021	To understand how Indonesian EFL writing lecturers integrate technology in the writing process and their perceptions of its benefits and hindrances.	Lecturers utilized PowerPoint and online dictionaries to assist students in writing, with planning being most successful. However, plagiarism and inappropriate use of Google Translate affected writing quality.	The study investigates technology use in writing classes, focusing on diverse demographics, pandemic, and higher education, incorporating student perspectives and incorporating classroom observations and video recordings.
Bambang Panca Syahputra, Yusni	2021	The study aims to evaluate the quality of an	The study revealed that consecutive	Future research should focus on

Author	Year	Purposes	Results and Findings	Further Suggestions
Khairul Amri, Rakhmat Wahyudin Sagala		Indonesian Qualification Framework (IQF)-based translated textbook using the Consecutive Interpretation Model and design a textbook to enhance linguistic competency in consecutive interpreting.	interpreting significantly improved students' oral English translation performance, although some students used translation tools like Google Translate, resulting in inaccurate word-by-word translations.	developing effective consecutive interpreting techniques and investigating the impact of idiomatic dictionaries on student interpretation accuracy.
Ija Suntana and Tedi Priatna	2023	The study aims to identify and analyze four main obstacles affecting constitutional law education quality in Indonesia, examining their impact on law graduates' competence and job market competitiveness.	The study reveals that monotonous learning methods, lack of curriculum authority, insufficient materials, and uncertainty of legal topics hinder constitutional law teaching quality, leading to less competitive graduates.	The article advocates for legal education reform, recommending a student-centered approach, diverse teaching methods, and a combination of practical and theoretical knowledge.

The purpose of the IQF

The study by Abd. Syakur et al. aims to improve English skills specific to pharmacy, suggesting innovative teaching methods with technology to meet professional needs⁴¹. Majda El Muhtaj et al. focus on human rights literacy and democratic citizenship in higher education, advocating

⁴¹ Abd. Syakur, H.M Zainuddin, and M. Afif Hasan, "Needs Analysis English For Specific Purposes (ESP) For Vocational Pharmacy Students," *Budapest*

International Research and Critics in Linguistics and Education (BirLE) Journal 3, no. 2 (May 10, 2020): 724–33, <https://doi.org/10.33258/birle.v3i2.901>.



for a curriculum shift and empowerment of young citizens⁴². Salwa Rezeqi et al. aim to create IQF-based teaching materials for taxonomy courses, emphasizing practical work and contextual learning with unknown organisms⁴³. Adlan Fauzi Lubis analyzes curriculum management at Muhammadiyah University, highlighting the need for continuous quality improvement for global competitiveness⁴⁴. These studies align with the IQF's global objectives by focusing on professional and educational development, incorporating technology, and emphasizing quality improvement in curriculum management to enhance Indonesia's competitiveness in various fields.

Implementation of IQF in two formal and experiential learning pathways.

Based on the data, the IQF learning pathway perspective in these 10 studies still predominantly discusses formal learning. Several studies focus on vocational education, suggesting the application of learning in formal vocational training environments⁴⁵. Other studies emphasize the need for professional development and continuous improvement, which shows the application of learning in job training environments⁴⁶, in addition to highlighting the integration of technology in learning, which can be applied both in formal education and training in the workplace⁴⁷, and the remainder discusses curriculum reform and quality evaluation, suggesting the application of learning in the development of national qualifications frameworks and education policies⁴⁸.

⁴² Majda El Muhtaj et al., "Literasi Hak Asasi Manusia Dalam Kurikulum Pendidikan Kewarganegaraan Di Perguruan Tinggi," *Jurnal HAM* 11, no. 3 (December 11, 2020): 369.

<https://doi.org/10.30641/ham.2020.11.369-386>.

⁴³ Salwa Rezeqi et al., "ANALISIS KEBUTUHAN BAHAN AJAR TAKSONOMI ORGANISME TINGKAT RENDAH TERHADAP CAPAIAN PEMBELAJARAN BERBASIS KKNi," *Pelita Pendidikan*, vol. 8, 2020,

<https://jurnal.unimed.ac.id/2012/index.php/pelita/index>.

⁴⁴ Adlan Fauzi Lubis, "MANAJEMEN KURIKULUM BERBASIS KERANGKA KUALIFIKASI NASIONAL INDONESIA (KKNi) DI PERGURUAN TINGGI ISLAM," *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 4, no. 2 (September 28, 2020): 28–40, <https://doi.org/10.33650/al-tanzim.v4i2.1248>.

⁴⁵ Syakur, Zainuddin, and Hasan, "Needs Analysis English For Specific Purposes (ESP) For Vocational Pharmacy Students"; El Muhtaj et al., "Literasi Hak Asasi Manusia Dalam Kurikulum Pendidikan Kewarganegaraan Di Perguruan Tinggi"; Rochmad Novian Inderanata and Thomas Sukardi, "Investigation Study of Integrated Vocational Guidance on Work Readiness of Mechanical Engineering Vocational School Students," *Heliyon* 9, no. 2 (February 1, 2023), <https://doi.org/10.1016/j.heliyon.2023.e13333>.

⁴⁶ Rezeqi et al., "ANALISIS KEBUTUHAN BAHAN AJAR TAKSONOMI ORGANISME TINGKAT

RENDAH TERHADAP CAPAIAN PEMBELAJARAN BERBASIS KKNi"; Lubis, "MANAJEMEN KURIKULUM BERBASIS KERANGKA KUALIFIKASI NASIONAL INDONESIA (KKNi) DI PERGURUAN TINGGI ISLAM."

⁴⁷ Wakhid Nashruddin, Hanna Azmi, and Zakiyyah Mustaqimah, "CRITICAL LITERATURE REVIEW IN TEFL RESEARCH: TOWARDS INTERDISCIPLINARY STUDY," *ELT-Echo* 5, no. 2 (2020), www.scu.edu.au; Imelda Free and Unita Manurung, "52 PROJECT BASED LEARNING ACTIVITIES : MEDIA POWTOON DALAM PEMBELAJARAN IPA SD UNTUK MENGANALISIS KETERAMPILAN BERFIKIR KREATIF MAHASISWA," *ESJ (Elementary School Journal)*, vol. 10, 2020; Yustinus Calvin Gai Mali and Thomas Lee Salsbury, "TECHNOLOGY INTEGRATION IN AN INDONESIAN EFL WRITING CLASSROOM," 2021, <https://doi.org/10.15639/tefljournal.v32i2/243-266>.

⁴⁸ Ija Suntana and Tedi Priatna, "Four Obstacles to the Quality of Constitutional Law Learning in Indonesia," *Heliyon* (Elsevier Ltd, January 1, 2023), <https://doi.org/10.1016/j.heliyon.2023.e12824>; Bambang Panca Syahputra, Yusni Khairul Amri, and Rakhmat Wahyudin Sagala, "Linguistic Competency Analysis of Consecutive Interpreting Results for 6 Th Semester Students of FKIP UMSU," 2021, <https://doi.org/10.33258/birci.v4i3.2558>.



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Future research perspectives for the IQF

Based on the lack of discussion of experiential learning pathways in the IQF perspective, the following research gaps are identified in the research perspective for the future:

1. There has been no research that focuses on the application of IQF in workplace learning. This gap provides an opportunity to explore how IQF can be integrated into professional development and training in various industries.
2. Future research could aim to understand the effectiveness of training programs that are aligned with the IQF in improving employee competency, job performance and career advancement. It can also investigate the role of the IQF in standardizing and recognizing workplace learning in various sectors.
3. A mixed methods approach, combining quantitative and qualitative data, can be used to assess the impact of IQF-based learning initiatives. Surveys, interviews, and case studies can provide comprehensive insight into the program's experiences and outcomes.
4. This research can reveal best practices for implementing IQF in workplace learning, identify challenges and obstacles, and propose strategies to improve alignment between education, training and industry needs. It can also contribute to policy recommendations to improve the implementation of national frameworks in the workplace.

This perspective aims to bridge the current research gap and contribute to the development of a more competent and competitive workforce in Indonesia.

CONCLUSION

The Indonesian Qualifications Framework (IQF) aims to improve the quality of qualifications and clarify their levels,

providing a unified reference point for education and training providers in Indonesia. It allows for more effective manpower deployment in both formal and informal sectors of the economy and specifies equivalencies between Indonesian and foreign qualifications. The IQF encourages employees to upgrade their qualifications and aligns them with IQF requirements to improve quality. The IQF perspective in studies predominantly discusses formal learning, with some focusing on vocational education, while others emphasize professional development and continuous improvement. Technology integration in learning is also highlighted, and curriculum reform and quality evaluation are discussed.

Suggestion

Future research perspectives include exploring IQF integration into workplace learning for professional development, assessing the effectiveness of IQF-aligned training programs, using mixed methods to evaluate IQF-based learning initiatives, and identifying best practices for implementing IQF in workplace learning.

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HALAMAN INI SENGAJA DIKOSONGKAN