

3rd High Officials Meeting on SEA-TVET
*21st Century TVET in Southeast Asia:
Advancing towards Harmonisation and Internationalisation*
23-25 May 2017, Swiss-Garden Hotel and Residences, Kuala Lumpur, Malaysia

COUNTRY PAPER FOR INDONESIA

BY

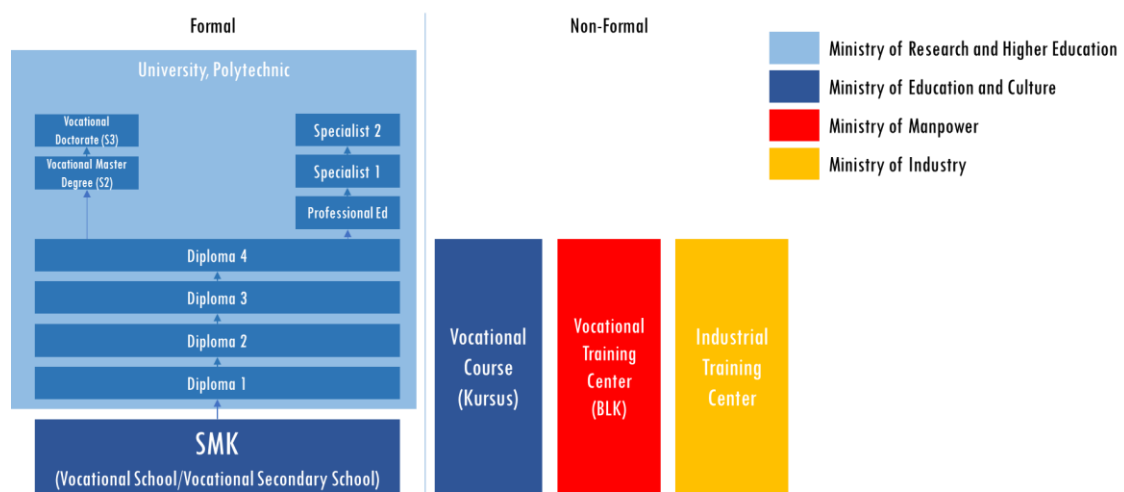
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A. TVET in Indonesia

Indonesia is the one of biggest country in the world and the biggest country in South East Asia region. Indonesia an 13.000 islands 1,904,569 sq km archipelago is home for more than 258 million peoples. Those large population is a great potential to bring this country become developed country.

Today, as a high-demand skilled worker country, Indonesia government is highly focusing on Vocational and Technical Education and Training development especially on Vocational School or SMK. SMK is a three or four year formal secondary education which prepares its graduates to fulfil industry needs of operator or junior technician as well as creating young entrepreneur. As information, there are more than 4.6 million SMK students in 13,694 institution across the nation and supplies averagely 1.2 million graduates each year.



TVET System in Indonesia

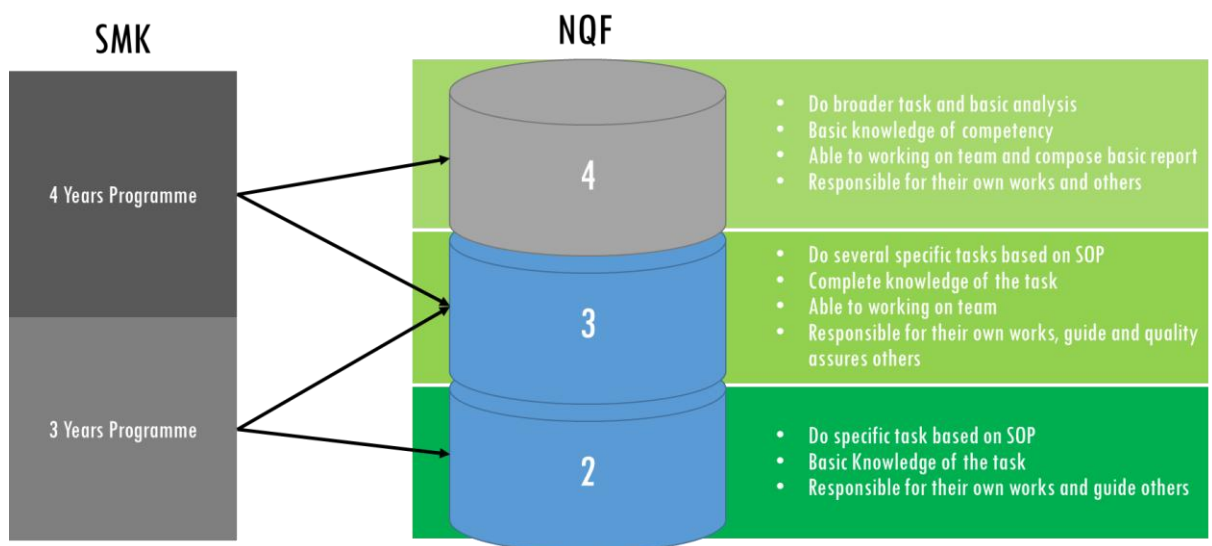
Besides working in industry, SMK graduates can also continue their study in vocational formal path to Polytechnic to get diploma in 1 until 4 years study and take professional path to get specialization or vocational post graduate (master or doctoral) programs.

B. National Policies in TVET

To meet skilled worker needs, Indonesia has regulated in the national qualification framework (KKNI) that SMK graduates are in minimum level 2 or qualify as operators, diploma level in level 3 unit 6, professional and specialist in level 7 until 9. Ministry of Education and Culture defined SMK graduates level in Graduates Competency Standards is on level 2 until 4. Level 2-3 or operator and operator supervisor level for 3-years SMK programme, and level 3-4 or operator supervisor and junior technician level for 4-years programme.

Expert	Level 9	Doctorate (S3)	Specialist 2	
	Level 8	Master Degree (S2)	Specialist 1	
	Level 7		Professional Education	
Technician	Level 6	University Degree (S1)	Diploma 4	
	Level 5		Diploma 3	
	Level 4		Diploma 2	Vocational School/ Vocational Secondary School (SMK)
	Level 3		Diploma 1	
Operator	Level 2	Senior High School/General Secondary School (SMA)		
	Level 1	Junior High School		
ACADEMIC			VOCATIONAL	

National Qualification Framework in DTVE perspective



SMK graduates qualification level based on programme

This qualification framework implementation also supported by related ministries by drafting occupational mapping, revising Indonesia National Competency Standard (SKKNI), and revising current vocational school curriculum.



AREA FUNGSI TUJUAN UTAMA PENGEMBANGAN TIK (TEKNOLOGI INFORMASI & KOMUNIKASI)														
AREA FUNGSI (KATEGORI)	DATA MANAGEMENT AND SOFTWARE DEVELOPMENT	PROGRAMMING AND SOFTWARE DEVELOPMENT	HARDWARE AND DIGITAL EQUIPMENT	NETWORK AND INFRASTRUCTURE	OPERATION AND SYSTEM TOOLS	INFORMATION SYSTEM AND TECHNOLOGY DEVELOPMENT	IT GOVERNANCE AND MANAGEMENT	IT PROJECT MANAGEMENT	IT INFRASTRUCTURE ARCHITECTURE	IT SECURITY AND COMPLIANCE	IT SERVICE MANAGEMENT SYSTEM	IT DATA COMMUNICATION FACILITIES MANAGEMENT	IT SERVICES	IT QUALITY AND SECURITY OF SERVICES
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	DATA ENTRY CLERK													
2	SERVER CLERK (DATA ENTRY)													
3	SERVER CLERK (DATA ENTRY)	SOFTWARE TECHNICIAN												
4	SERVER CLERK (DATA ENTRY)	SOFTWARE TECHNICIAN												
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Occupational mapping on ICT area

The National Economic and Industrial Committee (KEIN) of Indonesia and Minister of Education and Culture as follow-up of President instruction, start in 2017 focusing on vocational secondary education development on agriculture, maritime, tourism and hospitality, and creative industry area. This priority of vocational development areas is also in line with four priority study areas or industry sectors as agreed by the 1st HOM on SEA-

TVET held in Chiang Mai, Thailand in August 2015 (Hospitality and Tourism; Agriculture and Fisheries; Electronic, Mechatronics, and Manufacturing; and Construction).

C. Collaboration with South East Asia Countries

As follow-ups of 2nd High Officials Meeting on SEA-TVET in Bali, several initiatives has been taken by government with SEA-TVET supports including supporting cooperations between institutions in Indonesia and South East Asia countries consisting school-to-school student and teacher exchange programme, and credit recognition based on national qualification framework mapping between two countries using the AQRF. Another cooperation includes the BIMP-EAGA (Brunei Darussalam-Indonesia-Malaysia-Philippines East ASEAN Growth Area) sub-regional cooperation on TVET area, Trilateral cooperation between Indonesia-Germany-Myanmar, etc.

D. Issues

Issues and challenges in cooperation among Southeast Asian countries in Indonesia's perspective are :

- No official Indonesia NQF-AQRF map as reference
- Language barrier
- Maintaining cooperation sustainability between institutions in term of funding, local government supports, and availability of human resource

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