

REGULATION OF THE MINISTER OF EDUCATION AND CULTURE OF  
THE REPUBLIC OF INDONESIA NUMBER 73 OF 2013  
CONCERNING  
THE IMPLEMENTATION OF THE INDONESIAN NATIONAL QUALIFICATION  
FRAMEWORK FOR HIGHER EDUCATION

BY THE GRACE OF GOD ALMIGHTY

MINISTER OF EDUCATION AND CULTURE OF THE REPUBLIC OF INDONESIA,

Considering : that in order to implement the provisions of Article 9 of Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework, it is necessary to stipulate a Regulation of the Minister of Education and Culture concerning the National Qualifications Framework for Higher Education;

In view of : 1. Law Number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia of 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 4301);

2. Law Number 14 of 2005 concerning Teachers and Lecturers (State Gazette of the Republic of Indonesia of 2005 Number 157, Supplement to the State Gazette of the Republic of Indonesia Number 4586);

3. Law Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336);

4. Presidential Regulation Number 47 of 2009 concerning Formation and Organization of State Ministries as amended several times, most recently by Presidential Regulation Number 91 of 2011 concerning the Third Amendment to Presidential Regulation Number 47 of 2009 concerning Formation and Organization of State Ministries;

5. Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualification Framework (State Gazette of the Republic of Indonesia of 2012 Number 24);

6. Presidential Regulation Number 84/P of 2009 concerning the Formation of the Kabinet Indonesia Bersatu II as amended several times, the latest by Presidential Regulation Number 5/P of 2013;

HAS DECIDED:

To Stipulate : REGULATION OF THE MINISTER OF EDUCATION AND CULTURE CONCERNING THE IMPLEMENTATION OF THE INDONESIAN NATIONAL QUALIFICATIONS FRAMEWORK FOR HIGHER EDUCATION.

## Article 1

In this Ministerial Regulation what is meant by:

1. Minister is the Minister who administers government affairs in education.
2. Director General is the Director General of Higher Education.
3. Directorate General is the Directorate General of Higher Education.

## Article 2

- (1) The Indonesian National Qualifications Framework (KKNI) for higher education is a qualification level framework that can juxtapose, equalize, and integrate learning outcomes from non-formal education, informal education, and/or work experience into the types and levels of higher education.
- (2) The qualifications as referred to in paragraph (1) are intended to facilitate the education of someone who has work experience or has learning outcomes from non-formal education or informal education for:
  - a. pursue formal education to a higher level and/or;
  - b. obtain recognition of graduate qualifications for certain types of education from tertiary institutions.
- (3) Non-formal education as referred to in paragraph (1) includes courses or training conducted in a structured manner by course institutions or training institutions.
- (4) Informal education as referred to in paragraph (1) includes education that is carried out independently, by the family, or by the environment.

## Article 3

- (1) The learning outcomes of non-formal education, informal education, and work experience can be equated with certain qualification levels in higher education.
- (2) Equalization of the learning outcomes of non-formal education, informal education, and work experience in higher education as referred to in paragraph (1) is applied to the learning outcomes of students who already have SMA/SMK/MA/MAK/Paket C/Paket C Kejuruan certificates.
- (3) Equalization of learning outcomes for non-formal education, informal education, and work experience in higher education as referred to in paragraph (2) is applied starting from qualification level 3 (three) as the lowest level up to qualification level 9 (nine) as the highest level.
- (4) Qualification level 3 (three) to qualification level 9 (nine) as referred to in paragraph (3) is equivalent to the level of formal education as follows:
  - a. level 3 is equivalent to a diploma 1 graduate;

- b. level 4 equivalent to diploma 2 graduates;
  - c. level 5 equivalent to diploma 3 graduates;
  - d. level 6 is equivalent to diploma 4 graduates or applied undergraduate and undergraduate graduates;
  - e. level 7 is equivalent to a professional education graduate;
  - f. level 8 equivalent to graduate of applied master, master, or specialist one;
  - g. level 9 is equivalent to graduates of applied doctoral, doctoral or specialist education graduates.
- (5) The learning outcomes referred to in paragraph (1) are abilities obtained through the internalization of knowledge, attitudes, skills, competencies and work experience accumulation.
- (6) The learning outcomes produced by the higher education process refer to the competency standards of higher education graduates.

#### Article 4

- (1) Recognition of one's learning outcomes obtained from work experience, non-formal education, or informal education into the formal education sector is carried out through the recognition mechanism of past learning (RPL).
- (2) RPL as referred to in paragraph (1) is intended for:
- a. acknowledge the learning outcomes obtained by individuals through non-formal, informal education, and/or work experience as a basis for continuing formal education in the context of lifelong learning;
  - b. acknowledging learning outcomes carried out by tertiary institutions and/or education and training institutions organized by ministries and/or institutions outside the Ministry of Education and Culture and the Ministry of Religion as the basis for awarding equivalent degrees; and
  - c. recognize experts whose qualifications are equivalent to master's or doctoral qualifications as lecturers.

#### Article 5

- (1) Criteria for administrators authorized to implement RPL to facilitate lifelong learning as referred to in Article 4 paragraph (2) letter a:
- a. the study program has been conducted 2 (two) times in a row and at the time of the proposal was still accredited B from the authorized national accreditation body or equivalent international accreditation body;

- b. graduates absorbed in the **workforce or entrepreneurship** based on tracking studies for 3 (three) consecutive years;
  - c. obtain a letter of support from a professional association or industrial association that has a legal entity in accordance with laws and regulations and has been operating for at least 5 (five) years for the field of expertise in accordance with the study program; and
  - d. pass the RPL implementation planning portfolio test conducted by a team of experts assigned by the Director General.
- (2) The procedure for proposing an RPL operator permit to facilitate lifelong learning as referred to in Article 4 paragraph (2) letter a includes:
- a. Higher education institutions submit proposals for implementing RPL by attaching:
    - 1. self-evaluation documents of tertiary institutions and study programs;
    - 2. study program license decree;
    - 3. study program accreditation decree;
    - 4. graduate tracking study documents; and
    - 5. a letter of support from a professional association or industrial association that has a legal entity in accordance with laws and regulations and has been in operation for at least 5 (five) years for the field of expertise in accordance with the study program.
  - b. The Director General assigned a team of experts to conduct a feasibility test on the proposal.
  - c. The Director General determines universities that have passed the assessment/feasibility test as RPL organizers.
- (3) The Minister can assign certain tertiary institutions that meet the requirements to organize RPL.
- (4) Implementation of RPL is evaluated periodically every 3 (three) years by the Director General.
- (5) Based on the results of the evaluation referred to in paragraph (4), the Minister can revoke the implementation of the RPL.

#### Article 6

- (1) Higher education and/or education and training institutions as referred to in Article 4 paragraph (2) letter b must meet the following criteria:

- a. students who are prospective employees in the ministries/agencies that oversee the higher education and/or education and training institutions and have official ties;
  - b. the educational program has been conducted 2 (two) times in a row and at the time of application it is still accredited or certified from an equivalent national or international accreditation agency or certification body;
  - c. organizers can prove that the learning outcomes of their graduates match the qualifications at the KKN I level in certain higher education fields based on work competency tests and graduate performance evaluations;
  - d. the administrator has an academic information system that can be accessed by the Directorate General for academic evaluation purposes;
  - e. already have the resources to organize education in accordance with the ratio of lecturers and students of 1:12 (one to twelve) qualified masters or equivalent from the relevant study program;
  - f. pass the RPL implementation planning portfolio test conducted by a team of experts assigned by the Director General.
- (2) The procedure for proposing a license to administer RPL for higher education providers outside the Ministry of Education and Culture and the Ministry of Religion as the basis for awarding the title referred to in paragraph (1) includes:
- a. tertiary institutions and/or education and training institutions as referred to in Article 4 paragraph (2) letter b submits a proposal for the implementation of RPL for due diligence.
  - b. the proposal referred to in paragraph (2) letter a must contain:
    1. Self-evaluation of tertiary institutions and study programs;
    2. Documents of graduate learning outcomes in accordance with graduate competency standards in the national higher education standards;
    3. Analysis of the equivalence test on the learning outcomes of graduates that are equivalent to certain qualification levels in the KKN I for higher education.
    4. Attachments that at a minimum consist of:
      - a) student data documents are prospective employees/employees in the agency in charge of the tertiary institution and have an official bond;
      - b) a document stating that the education program has been conducted 2 (two) times in a row and at the time of application it was still accredited or certified from an equivalent national or international accreditation agency or certification body;
      - c) access to an academic information system that can be accessed by the Directorate General for academic evaluation purposes;

- d) data documents for lecturers with master qualifications or equivalent from relevant study programs with a ratio of lecturers and students of 1:12 (one to twelve).
  - c. The Director General assigns a team of experts to conduct a feasibility test of the proposal;
  - d. The Director General determines the tertiary institutions and/or educational and training institutions as referred to in Article 4 paragraph (2) letter b which have passed the due diligence as the organizers of the tertiary institutions and/or educational and training institutions that can award certain certificates and degrees.
- (3) Higher education institutions and/or educational and training institutions that can award certain diplomas and degrees as referred to in paragraph (2) letter d are periodically evaluated every 2 (two) years by the Director General.
- (4) Based on the evaluation referred to in paragraph (3), the Minister can revoke the permits of tertiary institutions and/or education and training institutions to grant degrees.

#### Article 7

- (1) Equalizing the learning outcomes of experts as lecturers as referred to in Article 4 paragraph (2) letter c can only be proposed by tertiary institutions which:
  - a. requires educators with certain rare expertise;
  - b. requires educators whose expertise cannot be produced by existing study programs;
  - c. requires educators with practical experience that is needed for the development of student competencies; and
  - d. pass the RPL implementation planning portfolio test conducted by a team of experts assigned by the Director General.
- (2) The procedure for proposing an RPL implementation permit to recognize experts as lecturers as referred to in Article 4 paragraph (2) letter c includes:
  - a. tertiary institutions submit RPL implementation proposals in accordance with the technical guidelines stipulated by the Directorate General for due diligence;
  - b. the proposal referred to in letter a must contain:
    - 1. Self-evaluation of tertiary institutions and study programs;
    - 2. Analysis of the needs of lecturers in accordance with the strategic plans of higher education institutions and laws and regulations;
    - 3. Lecturer development plan;

4. Analysis of the equivalence test of prospective lecturers conducted by the Academic Senate regarding learning outcomes that are equivalent to qualification levels 8 or 9 in the KKN I for higher education by attaching:
  - a) certificates of prospective lecturers from previous education;
  - b) evidence of the credibility of the higher education institution issuing the certificate in the form of a statement on the accreditation of the study program or the organizing higher education institution;
  - c) work competency certificate from a professional association or industrial association that has a legal entity in accordance with laws and regulations and has been in operation for at least 5 (five) years, for areas of expertise in accordance with the study program;
  - d) a letter of support from a professional association or industrial association that has a legal entity in accordance with laws and regulations and has been operating for at least 5 (five) years, for areas of expertise in accordance with the study program.
  - e) certificate of good behavior from prospective lecturers;
  - f) prospective lecturers with rare skills and no professional associations yet must include a statement of expertise from colleagues in the relevant profession.
- c. The Director General assigns a team of experts to conduct a feasibility test of the proposal;
- d. The Director General determines universities that have passed the due diligence as RPL organizers for experts.
- (3) Higher education institutions as referred to in paragraph (2) letter e are evaluated periodically every 3 (three) years by the Director General.
- (4) Based on the results of the evaluation referred to in paragraph (3), the Director General can revoke the permit of a tertiary institution as an RPL organizer for experts.

#### Article 8

- (1) Prospective students with formal, non-formal or informal education from a foreign country and who will continue their studies at higher education in Indonesia can equalize the learning outcomes they have obtained at tertiary institutions that have obtained permission to administer RPL.
- (2) Prospective lecturers with formal, non-formal or informal education from foreign countries and who will become lecturers at tertiary institutions in Indonesia may become lecturers at tertiary institutions after the tertiary institutions obtain permission to administer RPL equalization of experts as lecturers.

## Article 9

Further provisions regarding the implementation of this Ministerial Regulation shall be stipulated by the Director General.

## Article 10

- (1) In guaranteeing the quality of the KKNl for higher education, the Directorate General has the following duties and functions:
  - a. evaluating the suitability of KKNl instruments for higher education including regulations, descriptors, guidelines, socialization mechanisms, standard implementation documents and other supporting aspects, and making adjustments, changes or developments;
  - b. periodically reviewing descriptors for the 9 (nine) qualification levels contained in the KKNl for higher education by taking into account and anticipating developments that occur for manpower at home and abroad;
  - c. examine the equivalence of the international qualification system with the KKNl for higher education and submit the results of the studies to the Director General to be conveyed to interested parties;
  - d. carry out the process of referencing the positions of other countries' qualification frameworks or regional qualification frameworks against the KKNl for higher education;
  - e. carry out the process of referencing human resource qualifications in various sectors both nationally and internationally against the qualifications contained in the KKNl for higher education;
  - f. coordinate with technical ministries, the National Accreditation Board for Higher Education (BAN-PT) or other accreditation bodies recognized by the government both at the national and international levels, the National Education Standards Agency (BSNP), or other institutions that set educational standards or work competency standards and recognized by the government both at the national and international levels, competency certification bodies, professional certification bodies, professional associations, industry associations, both at the national and international levels as well as other bodies or institutions at the national level related to quality assurance of human resources at qualification level 3 up to 9.
- (2) In implementing the KKNl for higher education by stakeholders, the Directorate General has the following duties and functions:
  - a. carry out socialization of the KKNl for higher education and its implementation strategy to stakeholders and decision makers for human resource development;



- b. obliging tertiary institutions to issue certificates accompanying diplomas explaining the qualifications of graduates according to the KKNi level for higher education;
  - c. encourage technical ministries and stakeholders to reward university graduates based on qualifications;
  - d. compiling and disseminating a profile of Indonesian higher education which includes information on study programs whose graduate qualifications are in accordance with the level of qualifications in the KKNi for higher education;
  - e. coordinate with the Ministry of State Apparatus Empowerment, technical ministries and other state institutions.
- (3) In implementing the KKNi in the higher education curriculum, the Directorate General has the following duties and functions:
- a. providing input, consulting, mentoring/assistance, encouraging and facilitating the process of implementing the KKNi for higher education in tertiary institutions of higher education;
  - b. formulate policies, regulations, and guidelines regarding the preparation of study program curricula that refer to the KKNi for higher education;
  - c. evaluating the implementation of the curriculum by the study program towards achieving the qualification level at the KKNi for higher education;
  - d. evaluate the minimum learning achievement description proposed by the study program as the basis for setting competency standards for study program graduates by the Minister;
  - e. periodically evaluate the minimum learning achievement description proposed by the study program as the basis for setting competency standards for study program graduates by the Minister;
  - f. periodically evaluate the description of study program learning outcomes that have been set as competency standards for higher education graduates in the Higher Education Database to be used as a national reference for related education programs;
  - g. together with the expert team as referred to in Article 5 paragraph (2) letter b, Article 6 paragraph (2) letter c, and Article 7 paragraph (2) letter c, ensuring accountability and compatibility of the substance of the RPL implementation proposal and the proposed learning outcomes of the study program; and h. coordinate with BAN-PT or other accreditation bodies recognized by the government both at the national and international levels, BSNP, or other institutions that set educational standards or work competency standards and are recognized by the government at both the national and international levels, competency certification bodies, certification bodies professions, professional associations, industry associations, both at the national and international levels

as well as other bodies or institutions at the national level related to quality assurance of human resources at qualification levels 3 to 9.

- (4) In implementing the KKNi in higher education, tertiary institutions have the following duties and functions:
- a. Each study program is required to compile a minimum learning achievement description referring to the KKNi for higher education according to level.
  - b. each study program is required to prepare a curriculum, implement and evaluate the implementation of the curriculum referring to the KKNi for higher education in accordance with policies, regulations and guidelines regarding the preparation of study program curricula as referred to in paragraph (3) letter b.
  - c. each study program is required to develop an internal quality assurance system to ensure the fulfillment of study program learning outcomes.

#### Article 11

This Ministerial Regulation shall come into force on the date of promulgation.

So that everyone knows about it, ordered the promulgation of this Ministerial Regulation by placing it in the State Gazette of the Republic of Indonesia.

Stipulated in Jakarta on June 10, 2013

MINISTER OF EDUCATION AND CULTURE OF THE  
REPUBLIC OF INDONESIA,

Sealed & Signed

**MOHAMMED NUH**

Promulgated in Jakarta on 13 June 2013

MINISTER OF LAW AND HUMAN RIGHTS REPUBLIC OF INDONESIA,

Sealed & Signed

**AMIR SYAMSUDDIN**

STATE GAZETTE OF THE REPUBLIC OF INDONESIA OF 2013 NUMBER 831

Copy according to the original,  
Head of Legal and Organizational Bureau of the Ministry of Education and Culture,

Sealed & Signed

**Muslikh, S.H.**

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