Why Measure Competencies?

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Intoduction (1)

- Relevance between higher education and the world of work
- Concept of competencies
- Government decrees on competencies
- Competencies measured in Indonesian Tracer study
- Possible analysis of competencies
- Conclusion

Introduction (2)

- Contribution of higher education to the labour market
  ➔ among others, competencies

- Graduates' competencies are debated concerning the readiness of higher education graduates to enter the labour market.

- Competencies are more important in the recruitment process than the degree itself.

- Measuring competencies of the graduates is a necessity

- Competency gaps between acquisition during study time and requirement by the labour market have to be narrowed down

Access of Higher Education:

- Something relating to the students' backgound: family, education prior to tertiary education, socio-economic backround, cultures, value of education

- Students' interest in certain study programs

- Students' environment, such as distance to educational institutions and the quality of education which encourages or discourages young people to advance to higher education.

- Other elements such as sex, ethnicity, caste and race, etc

Concepts of competency

- Simply understood as "the capacity of a person in handling certain assignment"
- In curriculum: it is understood as the ability to demonstrate skills required
- as areas of personal capability that enable people to perform successfully in their jobs by achieving outcomes or completing tasks effectively
- knowledge, skills, attitudes, values, or personal characteristics
- It evokes images of expertise, mastery, and excellence

(from various sources)

Chomsky (1965) on Competency and Performance

- Deep structure vs. surface stucture:

   → deep structures (the abstract representation of grammatical relations and syntactic organization)

   → the sentence, verb, noun phrase, and other labels

- In order to perform the language: the grammar rules which govern the performance and the way the words are put in a sentence and the meaningfulness of it

- To know a language: know how to use grammatical resources for sending meaningful messages in real life situations

- the performance of a language relies on the competency

- certain competencies dictate successful performance

Competencies in Indonesian education context

Stated in a decree number 232/U/2000: guidelines of curriculum development in higher education

A *Sarjana* (bachelor degree) program is aimed at preparing graduates with the following qualifications (Chapter 3, article 2):

- To possess the basic science and skills in certain expertise so he/she is able to find, understand, explain and solve problems in the area of his/her expertise;

- To be able to apply his/her scientific knowledge and skills in their productive activities and services to the community with attitude and behaviour which is agreeable to the norms of the society;

- To be able to show a good attitude and behaviour in his/her workplace and among the community;

- To be able to keep up with the advancement of science, technology, and/or arts in the area of his/her expertise.

Decree Number 45/u/2002 states:

- competency is "a set of intelligent and responsible acts possessed by a person as a requirement of the society to be deemed that he/she is capable when performing a certain kind of task.

- Competencies that students will gain in each study program cover:

  ➢core competency;

  ➢related competency; and

  ➢other competencies that support the core competency.

- Concerning the three competencies, the curriculum of a program should be designed in order that the graduates possess the five elements of competencies as follows (article 2):
  - foundation of personalities;
  - mastery of science and skills;
  - ability to work;
  - attitude and conduct at work according to the level of expertise based on the mastery of science and skills; and
  - understanding of the norms in the community where he/she works."

Curriculum of a study program should include competencies as follows
(Ministerial decree No. 045/U/2002):

- foundation of personalities;
- mastery of science and skills;
- ability to work;
- attitude and conduct at work according to the level of expertise based on the mastery of science and skills; and
- understanding of the norms in the community where he/she works."
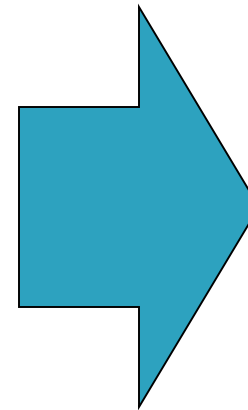
→ **Core competencies**

→ **Related competencies**

→ **Other competencies that support to core competencies**

Indonesian Qualification Framework (IQF/KKNI) on undergraduate competencies (level 6)

- It is a national standard, used to acknowledge a person's qualification or a degree (Eg. for certain work requirement)

- The level is determined by certain learning outcomes

- Level 6 (bachelor's degree holders), upon graduation, are expected to have obtained work competencies, knowledge and responsibilities which relates to their expertise and achievement of work performance

Phases in curriculum development in Indonesia

TAHAPAN PENYUSUNAN KURIKULUM

Analisis SWOT
(University values)
(Scientific vision Prodi)

Tracer study
(Need assessment)
(Market signal)

PROFIL LULUSAN

RUMUSAN
CAPAIAN PEMBELAJARAN
(KOMPETENSI LULUSAN)

Pemilihan bahan kajian :
Tingkat keluasan,
Tingkat kedalaman,
Tingkat kemampuan
yang ingin dicapai

Matriks bhn kajian dgn capaian pmbljrn

Konsep mata kuliah dan besarnya sks

Konsep mata kuliah terintegrasi

Struktur kurikulum dan rancangan pembelajaran

DOKUMEN KURIKULUM BARU

Kebijakan Universitas & Program Studi

Tugas Tim Pengembang Kurikulum Prodi

Kelompok Studi/ Bidang studi / Laboratorium

Peta keilmuan Program Studi

Keterlibatan semua Dosen

Ketetapan Program Studi

Masukan Asosiasi & Stake holders

Deskripsi KKNI & standar BSNP

4 pilar pendidikan UNESCO

Tugas Tim Pengembang Kurikulum Prodi

Konsep Kurikulum

Konsep dan Strategi Pembelajaran

Items of Competencies in Indonesian TS

- General knowledge
- Knowledge of their discipline
- Knowledge of other fields
- English
- Computer operation
- Critical thinking
- Communication
- Ability to do research
- Learning ability
- Working under pressure
- Time management
- Working independently
- Team working
- Problem solving ability
- Negotiation

- Analitical skills
- Tolerance
- Adaptability
- Loyalty
- Integrity
- Ability to work with people from different culture or background
- Leadership
- Ability to take responsibility
- Initiatives
- Program/project management
- Ability to present ideas/product/report
- Ability to document ideas & info
- Continuous learning ability

More to add to the list of competencies?

- There are 29 competencies
- What other competencies to add. Eg.: **Gender competency--** as job competency, promote balance in outcomes for men and women ➔ another item of competency **or** it is covered in one of the competency (e.g. Ability to work with people from different culture or background (?))
- Reducing the number of items?

A case study of Univ. Kristen Indonesia: What competencies are expected of HE graduates?

- Knowledge: general knowledge, knowledge of their study background or discipline, English, etc

- Personal competence or "personal attributes"

- Interpersonal competencies or organizational competencies

(sitepu, 2011)

Competencies

Knowledge
- General knowledge
- Knowledge of their discipline
- Knowledge of other fields
- English
- Computer operation (for office)

Personal Competencies
- Creativity
- Problem solving ability
- Learning ability
- Working under pressure
- Time management
- Fitness to work
- Loyalty and integrity
- Working independently
- Analytical ability
- Ability to take responsibility
- Initiative Loyalty and integrity
- Ability to present ideas/product/report
- Planning coordinating & execution,
- Ability to document ideas & info
- Ability to write reports, memos, docs
- Continuous learning ability

Interpersonal competencies
- Team working
- Negotiation
- Tolerance
- Adaptability
- Assertiveness
- Persistence
- Appreciating different points of views
- Understanding of the system values in the society
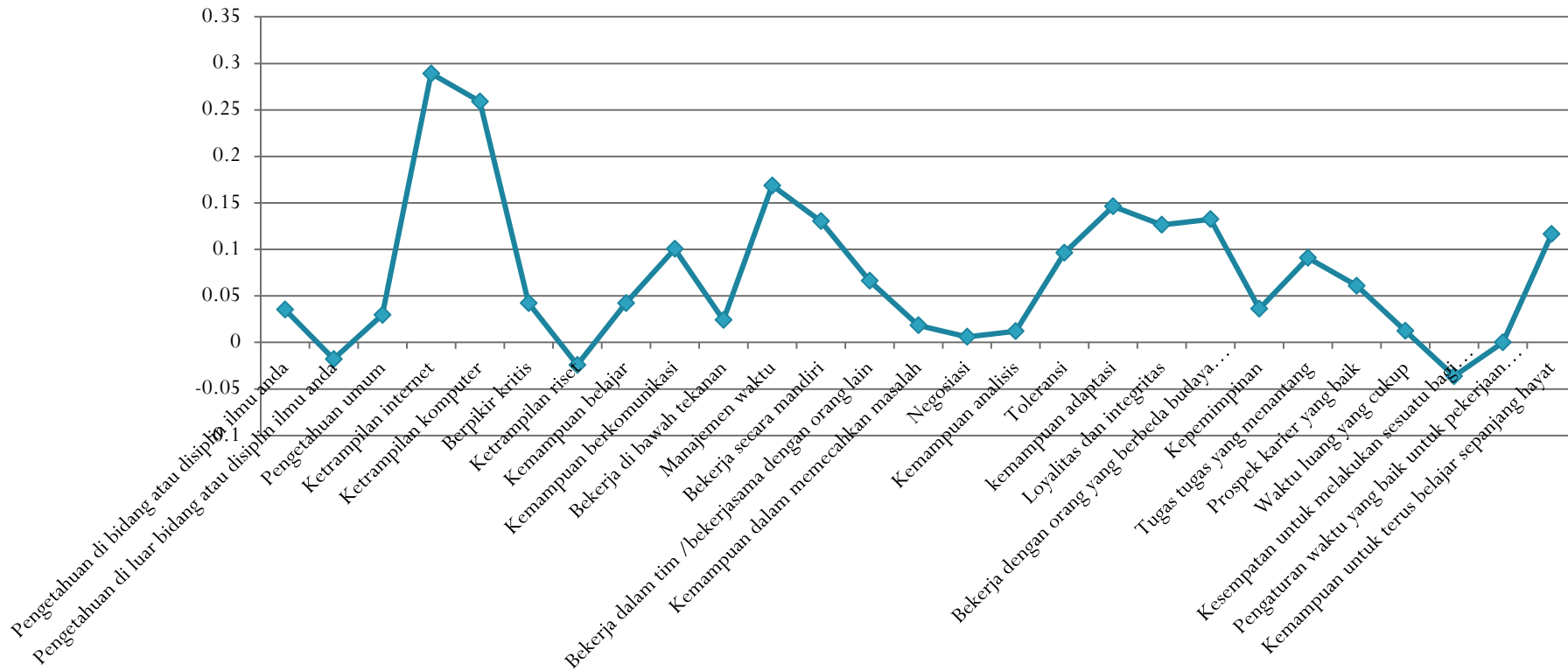- Leadership
- Communication skills

Eg: Strong vs. Weak competencies (TS UKI 2007)

- Strength:
    - 'toleransi/*tolerance*'
    - 'saling menghargai/*appreciating different point of views*'

- Weaknesses:
    - '*communication skills*'
    - '*working with other people/team working*'
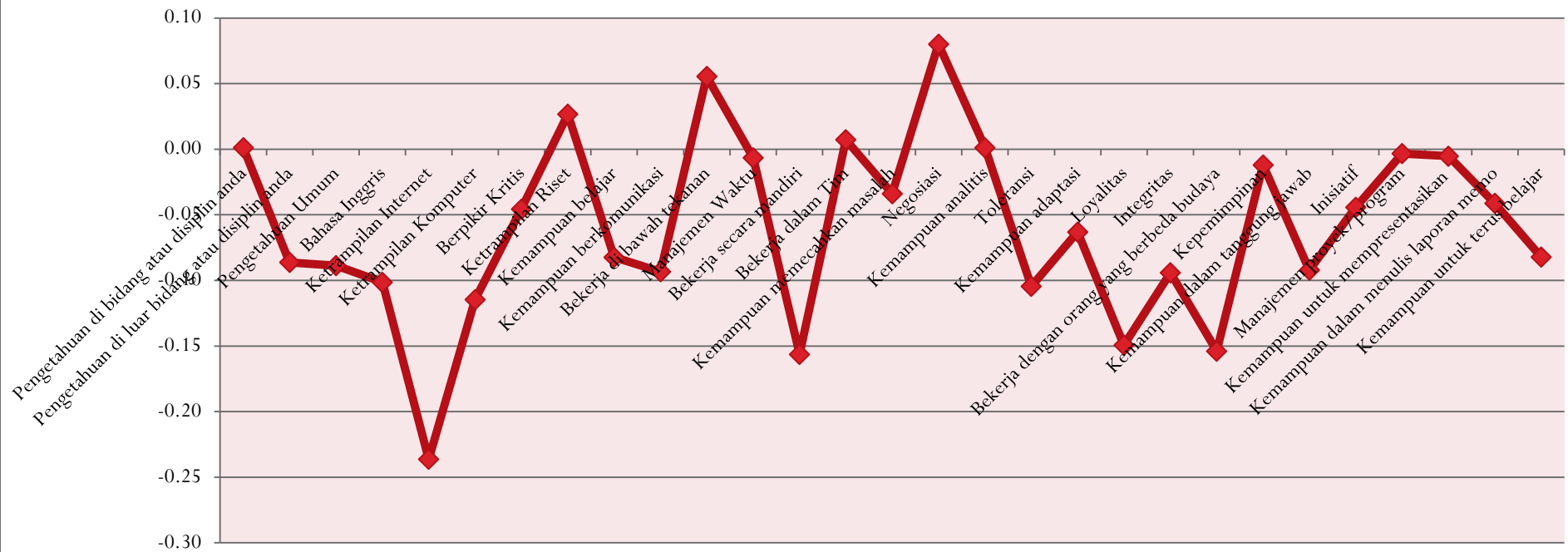   - '*negotiation*', *and*
    - '*leadership*'.

Competency gap (From UKI TS 2007)
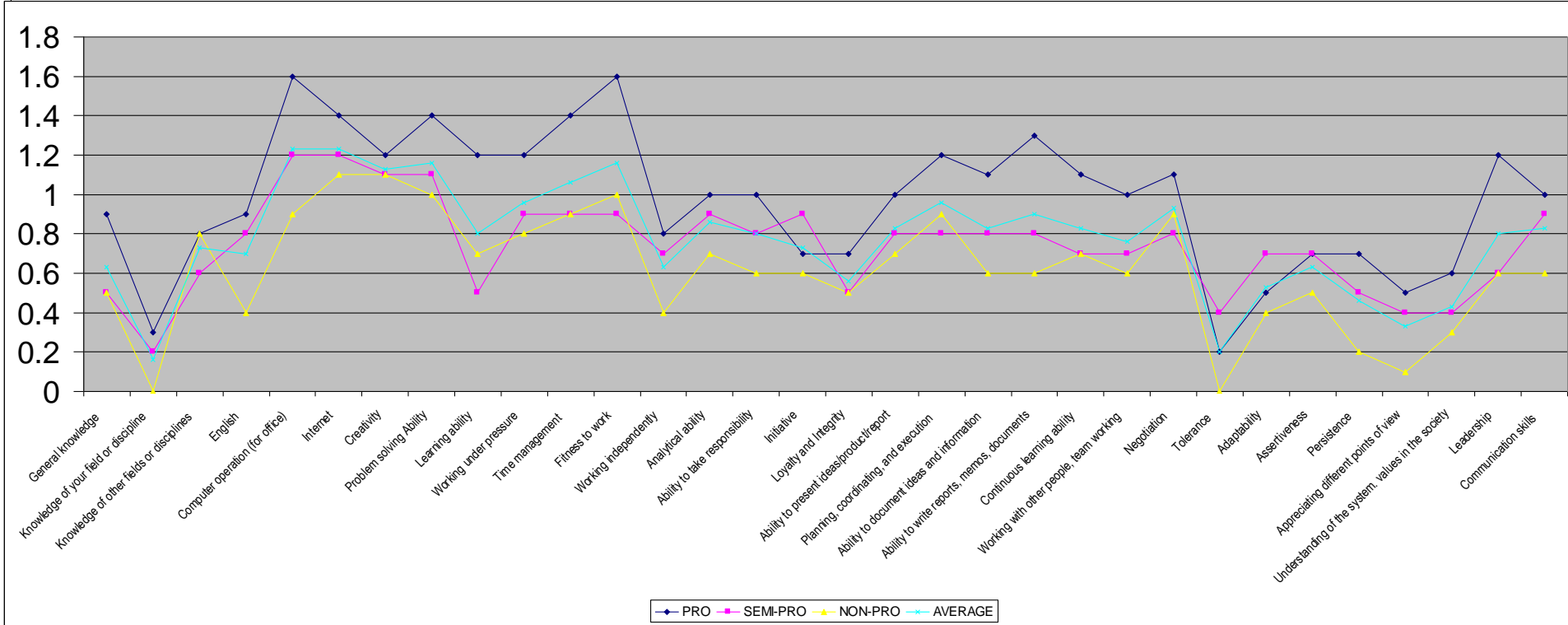
Competency Gap (TS 2013)

Competency gap from TS 2014

Some findings from analysis of competencies (from TS 2007)

- The gap does exist between acquisition at the time of graduation and job requirement

- The wider gap is personal attributes compared to knowledge and interpersonal competencies.

- Three important technical skills (knowledge) for work are English, computer operation and internet >> required by almost every job requirement.

- The more professional a study program, the less competent the graduates (i.e. English study program is higher in competencies compared to semi or professional study programs).

- Competencies of non-professional program > semi professional programs > professional programs.

Alternative Competency Analysis:

- (Decree Num 45/u/2002): (1) foundation of personalities, (2) mastery of science and skills; (3) ability to work; (4) attitude and conduct at work according to the level of expertise based on the mastery of science and skills; and (5) understanding of the norms in the community where he/she works

- (1) Personal and organisational competencies, (2) Leadership, (3) Field-related competencies, (4) Interpersonal competencies (Patria, 2014)

- (1) Knowledge, (2) personal competencies, (3) Interpersonal competencies (Sitepu, 2011)

- IQF Level 6 descriptors, which covers (1) the ability to apply knowledge and technology of their discipline in workplaces, (2) Problem solving in the area of their discipline, (3) Soft skills (related to achievement of work performance) ➔ *need to be formularized*

What more to analyse:

- Competencies of all graduates
- Competencies of certain study program (and compare it to others?)
- Why there narrow or wide gap of certain competencies. Is it because of the input or during education?
- For institutions which carries certain values: competencies expected of their graduates

Conclusion

- Priority must be given to competencies measurement due to the demand of the labour market

- Measuring competencies of the graduates are considered important in program or curriculum development

- For government (e.g. government regulations for closing and opening a study program, on national curriculum – welcoming the Asean Economic Community, etc.)

- Institution's promotion purposes

- … (and the list goes on)

Thank you