
Overview of the Instructor Professional Certification Scheme

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Abstract: *Instructors have a strategic role in developing superior human resources in Indonesia. This research aims to identify the Instructor Professional Certification Scheme in the Qualification Level category in the Field of Job Training and Certification in the Instructor Group Job Training Subfield. This study uses a qualitative method. The research approach was carried out descriptively and by literature study. Data comes from reference journal articles and regulations related to Instructors. Data was analyzed descriptively to explain the Instructor Professional Certification Scheme. This research found that the Qualification Levels in the Field of Job Training and Certification in the Instructor Group Job Training Subfield refer to the Decree of the Minister of Manpower of the Republic of Indonesia No. 3 of 2021. These Qualification Levels start from Qualifications 3 to 6. The government needs to provide support to increase the number of competent instructors.*

INTRODUCTION

Sutanta (2010) noted that the number of instructors in Indonesia reached 2,692,217. With a new professional category (certified educator), as many as 727,381 people (27%). Afrina et al. (2019) noted that in 2017, the number of instructors at the Vocational Training Centers (BLK) was 2,873. Furthermore, based on the latest data from sintala.kemnaker.go.id as of August 2023, the number of government instructors is 3,293, and private instructors are 6,803. Instructors have an essential role in developing Indonesia's superior human resources. Helmiyana (2017) identified three roles of instructors: educator, facilitator and motivator for training participants. This is supported by Deng & Tavares (2013) who state that instructors play a role in providing student motivation. Furthermore, Mukharromah et al., (2018) noted two roles of instructors: facilitation and education. Finally, Liu et al. (2019) and Thanasi-Boçe (2021) noted that there are four roles of the instructor: course designer, professional inspirer, feedback provider, and interaction facilitator.

The Instructor's role will be able to run optimally if he is competent as an Instructor. Several studies, e.g. Darmawan (2016) and Sudarwanto & Rahman (2021). Darmawan (2016) found that there was a significant influence on instructor competence. Darmawan's (2016) research results show that instructor competency has a significant effect on participants' vocational skills. Furthermore, Sudarwanto & Rahman (2021) found that instructor competency has an influence on customer satisfaction. Thus, proof of competency is important for an instructor.

As proof of the state's presence in developing Indonesia's superior human resources, a Ministerial Decree was issued by the Minister of Manpower of the Republic of Indonesia Number 3 of 2021 concerning the Determination of Indonesian National Qualification Levels

in the Field of Job Training and Certification. This decision has stipulated that Indonesian National Qualifications in the Field of Job Training and Certification consist of four sub-fields. First, the Sub-Sector of Work Training Groups of Instructors levels 3, 4, 5, and 6. Second, the Sub-Sector of Work Training of Groups of Trainees levels 3, 4, 5, and 6. Third, the Sub-Sector of Competency Certification of Assessor Groups levels 3, 4, 5, and 6. Fourth, Sub-sector of Competency Certification for Management Groups of Certification Institutions level 3, 4, 5, and 6. This decision becomes a reference in formulating the Instructor Professional Certification Scheme. Therefore, the Instructor Professional Certification Scheme must be the concern of all parties.

The Professional Certification Scheme is a central role carried out by the National Professional Certification Agency (BNSP) (BSNP, 2017). It aligns with RI Law No. 13 of 2003, which explains that work competence is related to each individual's workability, including knowledge, skills and work attitudes by established standards. The existence of a Professional Certification Scheme will direct human resources to work according to their expertise (Akbar & Zen, 2022). Ultimately, human capital investment will provide society success, including Asnaf (Nuryati & Bahri, 2022) and impact human resource activities (Khumaini et al., 2022).

BSNP (2017) states that Professional Certification Schemes can be prepared based on the KKNi Profession, national occupation, or cluster. In this study, a review was conducted related to the Instructor Professional Certification Scheme. Based on the Guidelines for the Development and Maintenance of a Certification Scheme, it can be explained that this Instructor Professional Certification Scheme is related to a package of competencies and specific requirements relating to certain job categories or skills of a person carrying out the Instructor Profession (BSNP 2017; Sutarna et al. 2023)

However, the Instructor Professional Certification Scheme picture has not been depicted optimally. This condition is due to a comprehensive Instructor Professional Certification Scheme description. Instructors are essential for achieving training success (Bernadetta & Utomo, 2017). Finally, the Instructor Professional Certification Scheme description could be more optimal. An overview of the Instructor Professional Certification Scheme is needed to advance and optimize the role of the Instructor Profession in Indonesia. One effort that needs to be done is to review the Instructor Professional Certification Scheme.

Various analyses discuss the Instructor Professional Certification Scheme. Bernadetta & Utomo (2017) analyzed the implementation of Minister of Manpower Regulation Number 5 of 2012 concerning the National Work Standardization System. Furthermore, Darmawan's (2016) research discusses instructor competency and its influence on the vocational skills of training participants. Zahra (2017) discusses the contribution of instructor competence to sewing courses. In the latest research, Sutarna et al. (2023) discusses the Review of the Formulation of the Professional Certification Scheme.

Meanwhile, comprehensive discussion regarding the Instructor Professional Certification Scheme still needs to be improved. In line with this information, research on the Instructor Professional Certification Scheme needs to be carried out because it can provide comprehensive information about it. In addition, the findings obtained can be used as a basis for research in developing instructor resources. The results can also be utilized by the Government and related stakeholders who want to increase the role of Instructors in developing human resources in various sectors. Therefore, this research aims to review the Instructor Professional Certification Scheme.

METODE

This study uses a qualitative method with a descriptive approach and a literature study. Pollio et al. (2017) explained that, according to Thomas & Pollio (2002), before conducting research, researchers must know what is already known — and not yet known — about the phenomenon of interest. The descriptive approach is used to explain the themes of the study related to the instructor professional certification scheme. Furthermore, a literature study approach is used to obtain references from journals, books, and policies regarding certification. The research data source related to the research theme comes from Google Scholar. Data is collected using publish or perish applications. In the end, the data were analyzed using a descriptive approach.

RESULT AND DISCUSSION

Instructor Competency

Nurhadi (2015) explains that competence is a person's ability, including knowledge, skills and work attitudes, that can be observed in completing a job or task per established performance standards. Some researchers, e.g. Heri & Andayani (2021), Moeheriono (2010), Mujiatun (2018), and Zahra (2017) explain Spencer's opinion that competence is a characteristic that underlies a person related to the effectiveness of individual performance in his work or essential characteristics of individuals that have a causal relationship or as a cause -as a result of the criteria used as a reference, effective or excellent or superior performance at work or in certain situations.

According to the Big Indonesian Dictionary (KBBI), an instructor is a person whose job is to teach something while providing training and guidance; a teacher is a coach (Jumariah, 2016). Law no. 13 of 2003 concerning Manpower explained the meaning of work competence: the workability of each individual, which includes aspects of knowledge, skills, and work attitudes by established standards. Furthermore, Instructor is a term commonly used for lecturers who teach skills (Saputra & Lisiswanti, 2015). Zahra (2017) explains that the Instructor is an ordinary human living alongside others. The existence of instructors is expected to be a role model that impacts students and their environment (Zahra, 2017).

Instructor Professional Certification Scheme

According to Sulistyaningsih (2005), the term Scheme has been introduced previously. Sulistyaningsih (2005) explains that the word schema comes from the English schema. Meanwhile, in the Big Indonesian Dictionary (KBBI), the word 'scheme' is the equivalent of chart, framework and design Sulistyaningsih (2005). According to the explanation of A Dictionary of Reading 1981 (Sulistyaningsih, 2005), the schema has three meanings. The first, A scheme is a generalized provision, a plan or structure, as used in the sentence, "It can be said that everyone's reading process scheme is never the same". Second, a schema is a conceptual system necessary to understand something. For example, person A's schema about culture can help his understanding of language. The third is that a schema is a story that gives birth to a reality stored in the mind but not transformed through thought (Piaget). In the end, BSNP (2017) explains that the Certification Scheme is a package of competencies (3.11) and specific requirements for a person's position category or particular skills.

Sulistyaningsih (2005) explained that in the Dictionary of Psychology, Chaplin (1981) identified four types of information about schemas. The first is A schema, a cognitive map consisting of several neatly arranged ideas. Then, the second Schema is a reference frame for recording various events or data. The third is the scheme as a model. In the end, the fourth Schema as a frame of reference consists of responses that have been given, which becomes the standard for subsequent responses.

Policy on Qualification Levels in the Field of Job Training and Certification

Based on the Decree of the Minister of Manpower of the Republic of Indonesia No. 3 of 2021 concerning Indonesian National Qualification Levels in the Field of Job Training and Certification, the Indonesian National Qualifications in the Field of Job Training and Certification consists of four sub-fields. The first is Group Work Training for Instructors at Levels 3, 4, 5 and 6. Then, the second Group Work Training for Training Personnel at Levels 3, 4, 5, and 6. The third Subdistrict Competency Certification for Assessor Groups at Levels 4, 5, and 6. Ultimately, the fourth Subfield Certification of Competency Group Certification Institutions Levels 3, 5, and 6. Decree of the Minister of Manpower of the Republic of Indonesia No. 3 of 2021 also explains that the implementation of the Indonesian National Qualification Levels in the field of Job Training and Certification is for the implementation of education or training, implementation of competency certification, development of human resources, and recognition of equivalence of qualifications.

In this research, the explanation of the Job Training and Certification Qualification Scheme is limited to the scope of the Instructor Group Job Training Subfield. In detail, the Qualification Levels for Job Training and Certification in the Instructor Group Job Training Sub-field can be seen in Tanel 1.

Table 1. Qualification Levels in the Field of Job Training and Certification in the Instructor Group Job Training Subfield

No	Qualification Level	Possibility of Position
A	Qualification Levels for 3 Instructor Groups	a. Workplace Trainer/Apprentice Mentor/Apprentice Mentor b. Skilled Instructor/Junior Instructor c. Assistant Instructor/Trainer Assistant d. Coach.Mentor
B	Qualification Levels for 4 Instructor Groups	a. Vocational Teacher b. First Instructor/Supervisory Instructor c. Instructor/Trainer/Facilitator
C	Qualification Levels for 5 Instructor Groups	a. Young Instructor b. Senior Instructor
D	Qualification Levels for 6 Instructor Groups	a. Associate Instructor b. Master Instructor

Source: Decree of the Minister of Manpower of the Republic of Indonesia No. 3 of 2021.

Based on Table 1, in the Qualification Levels for 3 Instructor Groups, it can be explained that this qualification includes the ability to plan and deliver training or learning material in a structured manner to achieve training or learning objectives and use tools based on several procedures or work principles. Next, be able to create general concepts related to facts in the training field. It is used to solve various prevalent problems with appropriate methods. Then, you can work together, communicate within your scope of work, and demonstrate performance with measurable quality and quantity.

At Qualification Level 4 of the Instructor Group, it can be explained that this qualification includes the ability to complete a broad scope of tasks and specific cases in the field of job training by analyzing limited information, choosing the appropriate method from several standard options, and being able to demonstrate performance with quality and quantity measurable. Master several basic principles in job training and align with factual problems in the field. Able to collaborate and communicate, prepare written reports within a limited scope, and have initiative.

At Qualification Level 5 of the Instructor Group, it can be explained that this qualification includes the ability to complete tasks in the field of job training by choosing the appropriate method from a variety of options that have been and are not standardized by analyzing data and being able to demonstrate performance with measurable quality and quantity. It was mastering theoretical concepts in standardization, job training and assessment in general. Able to manage workgroups and prepare comprehensive written reports.

In Qualification Level 6 of Instructor Group, this qualification includes the ability to apply and utilize science, technology and art in the work/vocational training field in solving problems and adapting to the situations faced. Master theoretical concepts in the field of Job Training and Certification in general and theoretical concepts in the field of Job/Vocational Training in-depth, and be able to formulate procedural problem-solving in the field of Job/Vocational Training. Able to make the right decisions based on information and data analysis and can guide in choosing various alternative solutions independently and in groups.

Based on the Decree of the Minister of Manpower of the Republic of Indonesia No. 3 of 2021, there are Qualification Levels in the Field of Job Training and Certification in the Instructor Group Job Training Subfield. The First is the Level of Qualification of 3 Instructor Groups. Possible Job Titles for this Scheme are Workplace Trainer/Apprentice Mentor/Apprentice Mentor, Skilled Instructor/Junior Instructor, Assistant Instructor/Trainer Assistant, Trainer, and Mentor. Second, Level of Qualification of 4 Instructor Groups. Possible Positions for this Scheme are Vocational Teacher, First Instructor/Supervisory Instructor, and Instructor/Trainer/Facilitator. Third, Qualification Levels of 5 Instructor Groups. Possible Positions for this Scheme are Junior Instructor and Senior Instructor. Fourth, Level of Qualification of 6 Instructor Groups. Possible Positions for this Scheme are Associate Instructor and Master Instructor.

CONCLUSION

Instructors have a strategic role in developing superior human resources in Indonesia. This research has identified the Instructor Professional Certification Scheme in the Qualification Levels in the Field of Job Training and Certification in the Instructor Group Work Training Sub-sector. This research has used qualitative methods. The research approach was carried out descriptively and by literature study. Data was obtained from reference journal articles and regulations related to the Instructor. Data was analyzed descriptively to explain the Instructor Professional Certification Scheme. The results of this study indicate that the Level of Qualifications in the Field of Job Training and Certification in the Sub-sector of Work Training for Instructor Groups refers to the Decree of the Minister of Manpower of the Republic of Indonesia No. 3 of 2021. These qualification levels range from Qualifications 3 to 6. The government needs to provide support to increase the number of competent instructors.

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