

The Implementation of Recognition of Prior Learning at Lancang Kuning University

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Abstract: In today's complex and rapidly changing world, individuals need to be able to improve their competence quickly. However, recognition of learning outcomes outside formal educational institutions is still society's main focus. As a result, learning outcomes from non-formal, informal education, and work experience are not recognized as they should be, reducing individual motivation and confidence to continue learning throughout life. Lifelong education is a common phenomenon and involves learning through everyday experiences. Learning Recognition is a term that encompasses a range of learning assessment methods outside of formal educational institutions, including approaches such as portfolios, semester credit systems, and competency-based assessments. Improving the accessibility and quality of higher education is one of the national development goals, as mandated in the National Education System Law and the Higher Education Law. Therefore, Lancang Kuning University provides opportunities for the community to participate in education through the Past Learning Recognition (RPL) program. RPL is recognizing a person's learning achievements from formal, non-formal, and informal education, and work experience. The process of equalizing learning outcomes is carried out so that the community can continue their education to a higher level. This study used qualitative descriptive methods by collecting data from sources such as university policies, government regulations, guidebooks, assessment documents, and related literature. The results and discussion of this study revealed that Lancang Kuning University applies RPL Type A, which involves the recognition of part of the credits to continue higher education. Equalization of learning outcomes through RPL provides opportunities for people to learn for life.

Keywords: *Higher Education, Past Learning Recognition, Learning Outcomes*

At this time, in an increasingly complex and rapidly changing world, one must be able to quickly adjust his competence to face various challenges. Various ways and forms of learning can be taken to improve their competence. However, the recognition of qualifications by some people still focuses on formal learning in educational institutions. As a result, learning outcomes from non-formal, informal education, and work experience are not recognized as they should be, reducing individual motivation and confidence to continue learning throughout life (Dirjen Dikristek Kemdikbud RI, 2022).

Lifelong learning is a common occurrence. Humans always learn through events that occur in daily life or experiences that have been had through lifetime education. The principle of lifelong learning has no age restrictions (Isa & Napu, 2020).

Learning Recognition is a term used for a variety of learning assessment methods that take place outside of formal educational institutions but can be assessed to account for a variety of credentials including degrees. The term encompasses various types of learning assessment approaches such as previous learning assessment portfolios, Semester Credit Systems, competency-based education, and competency-based assessments (Klein-Collins & Travers, 2020).

Increasing affordability, equity, and guaranteed access to quality and relevant higher education is mandated in Law Number 20 of 2003 concerning the National Education System and Law Number 12 of 2012 concerning Higher Education (Presiden RI, 2012b).

National education development is an effort to educate the nation's life and improve the quality of the whole person, namely people who believe and fear God Almighty, have noble ethics, broad knowledge, are skilled, physically and spiritually healthy, have a stable personality, are independent, responsible, have society and nation, and are based on Pancasila and the 1945 Constitution (Simatupang. D, 2017).

Higher education is held in a systemic unity with the principle of an open and multi-meaningful system (Presiden RI, 2003), namely the implementation of education that has flexibility in: (1) Delivery Method, (2) Program Choice and Completion Time. (3) Cross units, paths, and types of education.

With the principle of this open system, learning opportunities are more open to being able to continue their education to a higher level. Efforts can be made through the Past Learning Recognition mechanism to equalize one's learning outcomes derived from job experience, non-formal education, and informal education into the formal education sector by government rules (Bagiastuti et al., 2020).

To support government policies to expand access to the public to attend education at universities, Lancang Kuning University has provided opportunities for the community to attend education in several Study Programs within Lancang Kuning University.

This policy refers to the Regulation of the Minister of Education, Culture, Research, and Technology No. 41 of 2021 regarding Recognition of Past Learning, and the Regulation of the Director General of Higher Education, Research, and Technology No. 162/E/KPT/2022, the Year 2022, About Technical Guidelines for Implementing Past Learning Recognition in Universities Organizing Academic Education.

RPL is the process of recognizing a person's Learning Outcomes (CP) obtained from formal, non-formal, informal, and/or work-related education or self-taught through experience as a foundation for continuing formal education and to equalize with certain

qualifications (Kemdikbudristek, 2021) (Ditjen Belmawa Kemenristekdikti RI, 2017) (Rustandi, 2020).

The process of matching and integrating learning outcomes gained from school, job training, and work experience is known as equalization (Kemdikbudristek, 2021) (Presiden RI, 2012a).

In the higher education industry, RPL is defined as the cognition or equalization of experience with the talents and/or competence held by a student at the preceding level of study. RPL is not the same as title recognition. RPL is used as a consideration for joining a higher-level educational program in several nations by decreasing the number of credits, transferring credits, or exempting some credits for particular courses (Rahmad Nasir, 2022).

The RPL program begins with an assessment procedure conducted by a team of assessors with linear experience to locate and determine the extent of work performed by prospective RPL participants that can be recognized and decided by the number of credits. The assessor team formed can be a combination of lecturers, associations, or from the industrial world. The assessment process will result in credit recognition so that RPL participants no longer need to take the course (Maria, 2020).

The community becomes more amenable to lifelong learning as formal, non-formal, and informal learning outcomes and/or work experience are equalized. Researchers are interested in discussing the application of Past Learning Recognition (RPL) at Lancang Kuning University for this RPL to achieve its goals of expanding access to higher education and increasing the relevance and quality of learning and competence of graduates.

METHOD

In conducting this research, the method used is the qualitative descriptive method. Qualitative research is an approach to conducting research that is oriented to natural phenomena or symptoms.

Qualitative research describes the 'meaning of data' or phenomena that researchers can capture by showing evidence (Abdussamad, 2021).

The research team carries out the research process within 3 (three) months, from research preparation to completion. The place where the author carried out the research was the Lancang Kuning University environment. The data sources used are as follows:

Data in the form of policies that have been implemented at Lancang Kuning University such as Rector Regulation Number 2 of 2023 concerning Academic Regulations of Lancang Kuning University, Rector's Decree Number: 047/Unilak/DK/2023 concerning the Establishment of Management of the Implementation of Past Learning Recognition (RPL) Type A of Lancang Kuning University, Rector's Decree Number: 050/Unilak/Ad/2023 concerning the Application of Past Learning Recognition (RPL) Type A University Lancang Kuning, Rector's Decree Number: 051/Unilak/Ku/2023 concerning Determination of Past Learning Recognition (RPL) Type A Fees of Lancang Kuning University, Rector's Decree Number: 051/Unilak/DK/2023 concerning the Appointment of Past Learning Recognition (RPL) Assessors Type A Lancang Kuning University, Guidebooks, Assessment Documents, and Standard Operating Procedures (SOP) for the Implementation of Past Learning Recognition (RPL) Type A Lancang Kuning University.

Namely secondary data collection techniques that will be examined through literature books, Law No. 20 of 2003 concerning the National Education System, Law No. 12 of 2012 concerning Higher Education, Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework, Regulation of the Minister of Cultural Education Number 73 of 2013 concerning the Application of the Indonesian National Qualifications Framework, Regulation of the Minister of Education and Culture Number 3 of 2020

concerning National Standards for Higher Education (State Gazette of the Republic of Indonesia of 2020 Number 47), Regulation of the Minister of Education, Culture, Research and Technology Number 41 of 2021 concerning Recognition of Past Learning (State Gazette of the Republic of Indonesia of 2021 Number 1414), Decree of the Director General of Higher Education, Research, and Technology, Number 162/E/KPT/2022 concerning Technical Guidelines for Recognition of Past Learning in Universities that organize Academic education and internet media that contain information related to the object of the problem studied.

RESULTS

The principle of implementing RPL is that information about RPL must be actively promoted and easily accessible to potential participants. The implementation of RPL must be accountable, transparent, and ready to be audited (Mendikbud RI, 2020). The implementation of RPL must be guaranteed the same quality as the process carried out in regular education, it is mandatory to carry out a quality assurance process which includes inputs, processes, and outputs. RPL can provide recognition of expected learning outcomes or competencies, which are equivalent to formal education credits in a program in whole or in part (some courses) (Prayogo, 2023).

Past Learning Recognition is classified into two forms, according to the Decree of the Director General of Higher Education, Research, and Technology, Number 162/E/KPT/2022 about Technical Guidelines for Past Learning Recognition in Universities that provide an academic education:

RPL Type A is a partial recognition of credits to continue to higher education based on individual initiative, with a diploma as the final output, whereas RPL Type B is a recognition of equality with certain KKNI qualifications based on university and community initiative, with

the Equalization Decree as the final output (Ditjen Belmawa Kemenristekdikti RI, 2017).

Lancang Kuning University is now using RPL Type A by partially recognizing learning outcomes, namely by recognizing learning outcomes gained from: (1) Previous university study programs; (2) Non-formal or informal education; and/or (3) Work experience after graduating from secondary school or other equivalent forms.

Recognition of assessment results takes the form of obtaining credits from multiple courses based on the assessment results (for recognition of Learning Outcomes from non-formal, informal education, or work experience to formal education) and/or credit transfer (for recognition of Learning Outcomes from previous formal education followed at the Higher Education level). The number of courses and credits recognized is a mix of the outcomes of credit transfer assessment and credit acquisition (Universitas Lancang Kuning, 2023a).

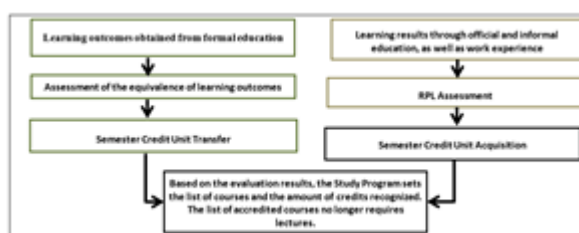


Figure 1. Learning Outcomes recognition scheme

The stages for implementing RPL type A at Lancang Kuning University (UNILAK) as described above schematically can be seen in Figure 1 below.

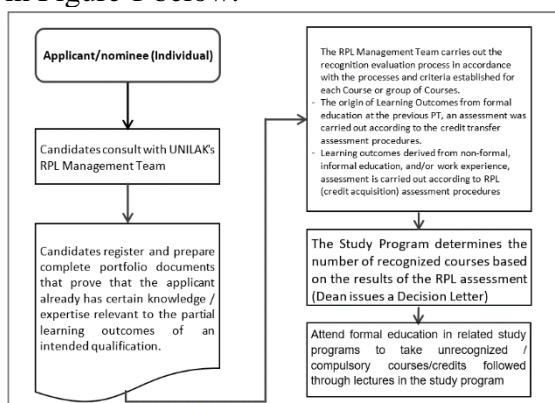


Figure 2. Stages of implementation of RPL type A Lancang Kuning University

Study programs at Lancang Kuning University that organize RPL Type A are as follows:

Table 1. Lancang Kuning University Study Program RPL Type A Organizer

No	Code	Courses	Ladder	Accreditation
1	20201	Electrical Engineering	S1	B
2	22201	Civil Engineering	S1	B
3	23201	Architecture	S1	B
4	54201	Agribusiness	S1	B
5	54211	Agrotechnology	S1	B
6	54251	Forestry	S1	B
7	55201	Informatics Engineering	S1	B
8	57201	Information System	S1	Very Good
9	61201	Management	S1	Very Good
10	62201	Accountancy	S1	A
11	63201	Public Administration	S1	B
12	71201	Library Science	S1	B
13	74201	Legal Studies	S1	A
14	79201	Indonesian literature	S1	B
15	79202	English literature	S1	B
16	79211	Regional Literature	S1	B
17	84205	Biology Education	S1	B
18	86207	Early Childhood Education	S1	B
19	88203	English Language Education	S1	B
20	61101	Management	S2	B
21	74101	Legal Studies	S2	B

Partially recognized learning results from past colleges that were organized by accredited study programs and produced graduates. Partially recognize learning outcomes gained through non-formal or informal education and/or job experience after graduating from secondary school or other equivalent forms held by the study program with the lowest Very Good or B accreditation level.

Partial recognition of learning outcomes is given in the form of obtaining semester credit units (credits) determined by the Rector of Lancang Kuning University. To ensure the quality of RPL Type A implementation, the Rector stipulates:

- 1) RPL implementation guidelines containing candidate requirements, registration, and assessment procedures, recognition schemes, a continuation of the learning process,

financing, and quality assurance of RPL implementation

- 2) Academic regulations that contain RPL student academic regulations which include a maximum limit of credits/credits that can be recognized and the length of study.

DISCUSSION

Lancang Kuning University implements RPL Type A reporting readiness for RPL implementation through verification of fulfillment of required documents independently in the RPL information system on the <https://sierra.kemdikbud.go.id> page managed by the Directorate General of Higher Education, Research, and Technology.

RPL Type A of Lancang Kuning University is divided into 5 types, namely (Universitas Lancang Kuning, 2023b):

- 1) Past Learning Recognition Type A1 is the equalization of course credits from high school graduates who have carried out non-formal and/or informal education and/or have competency/professional certification and/or work experience who wish to continue their studies to the S1 level. Assessment output in the form of obtaining credits that are converted into courses of a maximum of 100 credits with a minimum length of study of 3 semesters.
- 2) Past Learning Recognition Type A2 is an equalization of course credits from D1, D2, and D3 graduates who want to continue their studies to the S1 level. Assessment output in the form of credit transfer which is converted into a maximum of 100 credits with a minimum length of study of 3 semesters.
- 3) Past Learning Recognition Type A3 is the equalization of course credits from Diploma / Bachelor graduates who have attended Diploma / Bachelor level courses but have not graduated who have carried out non-formal and/or informal education and/or who have certification of competence/profession

and/or work experience who want to continue their studies back to the S1 level. Assessment output in the form of credit transfer and credit acquisition which is converted into a maximum of 120 credits with a study duration of 2 semesters.

- 4) Past Learning Recognition Type A4 is an equalization of course credits from D4/S1 graduates who have carried out non-formal and/or informal education and/or have competency/professional certification and/or work experience who wish to continue their studies to the S2 level. Assessment output in the form of credit acquisition which is converted into a maximum of 20 credits with a minimum study duration of 2 semesters.
- 5) Recognition of Prior Learning Type A5 is the equalization of course credits for people who have completed non-formal and/or informal education and/or have competency/professional certification and/or work experience and wish to continue their studies back to the S2 level. Assessment results in the form of Credit Transfer and Credit Acquisition, which are transformed into a maximum of 25 credits over two semesters.

Table 2. 5 Types of RPL Type A Lancang Kuning University

RPL Type A	Origin of Previous Learning	Recognition Methods	Recognition Results	Final Output
Type A1	Non-Formal Education through portfolio process, interviews, written examinations, work practices, and so on	Credit Acquisition	Decree on Determination of RPL Cement Results	Bachelor's Certificates
Type A2	Formal Education through evaluation of transcripts in previous Universities	Credit Transfer	Decree on Determination of RPL Cement Results	Bachelor's Certificates

Typ e A3	Formal Education through evaluation of transcripts at previous universities and Non- Formal Education through the process of the portfolio, interviews, written examinatio ns, work practices, and so on	Credit Transfer and Credit Acquisitio n	Decree on Determinati on of RPL Cement Results	Bachelor' s Certificat es
Typ e A4	Non- Formal Education through portfolio process, interviews, written examinatio ns, work practices, and so on	Credit Acquisitio n	Decree on Determinati on of RPL Cement Results	Master's Certificat es
Typ e A5	Formal Education through evaluation of transcripts at previous universities and Non- Formal Education through the process of the portfolio, interviews, written examinatio ns, work practices, and so on	Credit Transfer and Credit Acquisitio n	Decree on Determinati on of RPL Cement Results	Master's Certificat es

The procedures for implementing the RPL of Lancang Kuning University go through stages such as in Figure 3 below.

Figure 3. Procedures for implementing RPL Lancang Kuning University

1	<p>Registration and consultation: Prospective students register and consult with the RPL management unit. The RPL management unit can help applicants identify study program options so that they can find a program that matches the learning outcomes obtained by candidates from previous formal education obtained from other universities or derived from non-formal, in-formal education and/or work experience. The RPL Management gives a full explanation of the evidence required to complete the application file, as well as the</p>
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	RPL assessment methods that candidates must follow and the procedures for recognition/recognition.
2	<p>Submitting RPL Application: The applicant must fill out the Application Form and Self-Evaluation Form that has been provided by the RPL Management Unit accompanied by the collection of supporting evidence. Supporting evidence that must be prepared by the applicant is proof of portfolio and/or transcript. (Application Form and Self-Evaluation Form can be seen in the Appendix)</p>
3	<p>Assessment: RPL assessment is mainly carried out by the portfolio method, which includes the evaluation and validation of portfolio evidence files submitted by the applicant. <u>Evaluation and validation of evidence for submission of recognition derived from formal education (credit transfer/credit) include:</u> a. Verification of the legitimacy of academic transcripts from the home institution and the condition of the home college. b. Course equivalency assessment to determine the content and level of learning outcomes of courses from the original and intended universities. Level assessment is based on breadth and current knowledge, understanding critical thinking, problem-solving, relevance to practice, ability to work independently, concern for social and ethical problems, and innovation, while content equivalence assessment is based on acquired knowledge and skills covered in a course. <u>Evaluation and validation of evidence for submission of recognition generated from non-formal, informal learning outcomes and/or job experience (credit acquisition) include:</u> 1. Examination of the completeness of portfolio evidence, and 2. Evaluation of portfolio evidence, which includes (i) validity, namely that there is a clear relationship between the evidence required and the learning achievement indicators of the courses to be assessed, (ii) sufficiency, namely that the evidence submitted must demonstrate the fulfillment of the performance indicators of learning outcomes of the assessed courses, and (iii) currently, namely that the evidence submitted demonstrates the knowledge and skills possessed by candidates as of the most recent assessment. The next assessment method can be done if the portfolio assessment is still insufficient. The next assessment method can be a written assessment or observation of structured activities such as presentations, practices, or assignments.</p>
4	<p>Recognition: The assessor and RPL Management Unit notify the applicant of the assessment</p>

	<p>results. If the applicant feels objectionable to the result, then the applicant can file a rebuttal by submitting additional evidence required. Higher Education Leaders then issue a Learning Achievement Recognition Decree, which includes a list of courses and the number of credits certified to have passed the RPL examination.</p>
<p>5</p>	<p>Carry out learning in Higher Education: The applicant continues his education and completes the remaining credits that must be taken until graduation by the fulfillment of the CP study program.</p>

At this stage, the applicant/candidate registers and consults with the RPL manager of Lancang Kuning University. RPL managers help applicants identify study program options so that they can find a study program that matches the learning outcomes obtained by candidates from previous formal education obtained from other universities, non-formal, informal education, and/or work experience. The RPL Manager explains in full the evidence required to complete the application file, as well as the RPL assessment methods that candidates must follow and the procedures for recognition/recognition. At this stage, candidates can be explained the form as exemplified in Form 1/F01.

Next, the applicant prepares proof of portfolio and/or transcript. Portfolio evidence must be valid, authentic, current, and sufficient (Prayogo, 2023). At this stage, candidates fill out the application form as exemplified on Form 2/F02 and submit proof of portfolio

Portfolio evidence to obtain recognition of learning achievements from previous formal education is intended for prospective students who have attended college courses, either completed or not completed/dropped out, in the form of diplomas and/or transcripts of courses taken in previous higher education programs. Portfolio evidence supporting non-formal, informal, and job experience learning outcomes includes: (a) list of work history with details of tasks performed; (b) certificate of competency; (c) certificate/license by the job title; (d) documentation of work that has been done (photos/videos/products/test results, etc.); (e) diary/diary of work done at work; (f) task sheet/worksheet when working in the company; (g) analysis/design documents

(partial or complete) when working in the company; (h) logbook; (i) training certificate accompanied by a description of the training material and duration of training; (j) membership of the relevant professional association; (k) reference/certificate/third party verification report from employer/supervisor; (l) industry awards; (m) performance appraisal from the company; and/or n. other relevant documents. The evidence must be numbered and named so that it is easily traceable by the assessor.

RPL managers conduct assessments through assessment by RPL assessors from study programs that have expertise according to the field submitted by the applicant. Assessors come from permanent lecturers who have the qualifications to assess and recognize learning outcomes. In addition to permanent lecturers, universities can appoint practitioners from relevant professional organizations with certain qualifications to assess and recognize learning outcomes. Currently, Lancang Kuning University only takes assessors who come from home-based permanent lecturers.

Assessment is the process of gathering evidence and determining whether or not a person has acquired a specific competence. The assessor might use a variety of ways to assess RPL. Assignments in the form of projects, interviews / oral exams, exams such as regular learning, work simulations/observation of practical assignments (demonstrations), or portfolios are examples of these methods. RPL assessors have complete control over their assessments. Assessors may request that potential participants produce extra proof to back up their assertions, for as by taking an oral or written exam. Portfolio assessment is often the major element in the evaluation process for recognizing learning bacilli or learning outcomes obtained from non-formal, informal education, and/or work experience.

The following is the assessment provisions and processes for recognizing learning skills earned from earlier tertiary

study programs, non-formal or informal education, and/or work experience after graduating from secondary education or other equivalent forms:

Assessment of Learning Outcomes Derived from Previous Formal Education Obtained from Other Universities

It is an assessment for the recognition of learning outcomes from other universities similar to the credit transfer process (credit transfer). This type of RPL aims to facilitate students who move from one study program to another for reasons of changing locations, quitting for economic reasons, or quitting to work, then resume studying. Evidence that must be submitted to support claims for fulfillment of learning outcomes derived from formal education learning outcomes is a diploma and/or transcript or certificate of passing courses that have been taken at the previous higher education level. Evaluation of the basil recognition file learning from formal education by the assessor includes:

- 1) Checking the authenticity of academic transcripts from the home college and the status of the home college; and
- 2) Course equivalency assessment to determine the comparability, of course, of learning outcomes from the original and intended universities. The assessment of content equivalency is based on the gained information and skills covered in a course.

Evaluation of Non-formal, Informal, and/or Work Experience Education Learning Outcomes

The following phases are followed by procedures for assessing learning outcomes generated from non-formal, informal education, and/or work experience.

- 1) Self-Evaluation of Prospective Participants

At this stage, the self-evaluation form as exemplified in Form 3/F03 that has been submitted by the candidate on participant, is verified and validated by the assessor. With this self-evaluation form, prospective participants are allowed to determine the level of proficiency in knowledge and skills they already have, both from non-

formal, and informal education, and work experience in the relevant industry. Portfolio documents to support candidates' claims for statements of fulfillment, of course, learning achievement criteria must be verified and validated according to the principle of evidence, namely:

- a) Reliable; there is a clear link between the evidence required and the learning achievement indicators of the courses to be evaluated.
- b) Authentic, verifiable proof submitted at the workplace or elsewhere where the evidence is issued.
- c) Currently, the evidence supplied reflects the candidate's knowledge and skills at the most recent moment, and sufficient/adequate evidence submitted must exhibit performance indicators of learning outcomes of the assessed course.

- 2) Interview with Assessor

If, based on the information supplied in the self-evaluation, the candidate exhibits the potential to participate in the RPL, the next stage is the collection of additional evidence through an interview. Candidates and assessors have the opportunity to engage in professional talks about the knowledge and skills required during interviews.

This interview can consist of a series of direct questions or a list of topics for discussion chosen from a list of required skills and expertise. As previously stated, portfolio assessment is commonly used to evaluate learning outcomes generated from non-formal, informal education, and/or work experience. This interview can consist of a series of direct questions or a list of topics for discussion chosen from a list of required skills and expertise. As previously stated, portfolio assessment is commonly used to evaluate learning outcomes generated from non-formal, informal education, and/or work experience.

For this reason, portfolio assessment through self-evaluation of prospective participants and interviews can already provide an overview to the assessor to decide the results. If other evidence is still needed because the results of self-evaluation and interviews are still considered lacking, the assessor can continue the assessment stage to the stage of demonstrating knowledge and skills.

3) Demonstrate Knowledge and Skills

Lancang Kuning University's RPL process involves self-evaluation, interviews, and performance assessments. If a candidate's knowledge is inadequate, they are observed and assessed on their course-related skills. Assessments include written questions, assignments, and workplace observations. Practical assignments allow candidates to demonstrate their knowledge and skills. An observation checklist records the results of practical assessments.

The RPL assessor informs the RPL manager of the assessment results. Successful applications are forwarded to the university leader for approval. Approved applicants receive an official letter verifying their recognized learning outcomes and credits. They continue their education at the university, meeting the study program's learning outcomes. They must be registered in the higher education database (PDDIKTI) by the Bureau of Academic and Student Administration. The study period for RPL students is regulated by the university's academic regulations.

CONCLUSIONS

According to the research team's findings, Lancang Kuning University is currently implementing RPL Type A by partially recognizing learning outcomes, namely by recognizing learning outcomes obtained from previous universities' study programs, non-formal or informal education, and/or work experience after graduating from secondary school or other equivalent forms.

The implementation of RPL at Lancang Kuning University is based on the idea that RPL information must be actively

disseminated and freely accessible to prospective participants. The implementation of RPL must be guaranteed the same quality as the process carried out in regular education, it is mandatory to carry out a quality assurance process which includes inputs, processes, and outputs. RPL can provide recognition of expected learning outcomes or competencies, which are equivalent to formal education credits in a program in whole or in part (some courses).

In the current assessment process, Lancang Kuning University only takes assessors who come from home-based permanent lecturers, have not appointed practitioners from relevant professional organizations, and have certain qualifications to conduct assessments.

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