The Impact of the Village Recognition of Prior Learning on Sustainable Development: A Comprehensive Policy Evaluation

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Abstract. The Village Recognition of Prior Learning has emerged as a key policy initiative in Indonesia, aimed at improving human capital in rural areas and contributing to the nation's broader development goals, including the Sustainable Development Goals (SDGs). This study provides a comprehensive evaluation of the implementation, effectiveness, and impact of the Village RPL policy, focusing on its contributions to rural education, economic development, and social inclusion. Using a quantitative approach, we analyzed survey data from 187 respondents across multiple villages in Indonesia. The evaluation framework was guided by Edward III's implementation theory and William Dunn's policy evaluation criteria, including effectiveness, efficiency, equity, and responsiveness. The results reveal that the Village RPL Policy has been moderately successful in its implementation, particularly in terms of communication between stakeholders and resource allocation. However, certain challenges remain, particularly in the areas of bureaucratic structure and program equity. The policy evaluation shows that the program has significantly contributed to SDG 1 (No Poverty), SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 11 (Sustainable Cities and Communities), particularly by enhancing economic opportunities and educational access for rural communities. Despite these positive outcomes, there is still room for improvement, particularly in ensuring the program reaches marginalized groups equitably and operates more efficiently. This research provides key insights for policymakers, highlighting the importance of improving bureaucratic processes, ensuring equity in policy implementation, and strengthening the program's alignment with national and international development goals. The findings underscore the potential of the Village RPL policy as a model for sustainable rural development in emerging economies.

Keywords: Economic Empowerment, Education, Policy Evaluation, Rural Development, Sustainable Development Goals, Village RPL,

1. INTRODUCTION

Recognition of Prior Learning (RPL) is a pivotal mechanism in adult education, particularly in the context of the Village RPL policy. This policy emphasizes the importance of recognizing informal and non-formal learning experiences, which are crucial for adult learners seeking to gain qualifications without traditional educational pathways (Andersson, 2008) . RPL serves as a governance technique for adult education, advocating for the organization and accessibility of learning opportunities for adults (Pitman, 2009). Furthermore, RPL aligns with outcomes- and competency-based learning practices, promoting democratic access to education and enhancing the efficiency of educational and training systems (Keating, 2009; Shaketange, 2018) To ensure that RPL is effective, it must adhere to both national and international standards, necessitating a supportive policy environment that fosters its implementation (Shaketange & Kanyimba, 2017; Motaung, 2009) . Ultimately, RPL acknowledges informal learning by issuing credits that correspond to qualifications registered with the South African Qualifications Authority (SAQA) (Maphalala, 2014) , thereby validating the diverse learning pathways of adult learners (Ashwin & Smith, 2014).

The relationship between sustainable development and education policies, particularly RPL, is significant. RPL is designed to tackle social justice issues by increasing the participation of historically marginalized groups in higher education, thus enhancing the workforce's knowledge and skills base to meet global competitiveness (Roy & Marsafawy, 2021). It is also recognized as a vital tool for facilitating lifelong learning, which is essential for equitable access to employment and income opportunities, particularly for the economically disadvantaged (Berglund & Andersson, 2012). By accrediting skills and knowledge derived from various informal learning experiences, RPL contributes to a more inclusive educational landscape, thereby promoting social equity and justice within the education sector (Sandberg & Andersson, 2011).

Evaluating the impact of education policies like RPL on sustainable development involves systematic reviews that highlight both the benefits and challenges associated with RPL processes. These reviews provide insights into institutional practices and national policies that shape RPL implementation (Ţălu & Nazarov, 2020). Effective RPL systems require tailored assessment processes that reflect the nature of experiential learning, thereby positioning RPL as a specialized pedagogical practice that encourages lifelong learning engagement (Nataliya et al., 2018). Additionally, RPL plays a crucial role in addressing equity, diversity, and inclusion in education by recognizing and valuing a wide array of learning opportunities, which raises important questions regarding knowledge ownership and epistemology (Shaketange & Kanyimba, 2016).

However, the implementation of the Village RPL policy for sustainable development faces several challenges. Barriers exist at various levels, and the attitudes of stakeholders towards RPL significantly influence

the design of effective interventions. Research indicates that RPL is more likely to be successfully implemented in less regulated professional fields where there is a high demand for workforce skills, highlighting the importance of organizational policies and the role of gatekeepers in facilitating RPL access. Understanding these facilitators and barriers is essential for improving RPL practices and ensuring that they contribute effectively to sustainable development goals.

In conclusion, the Village RPL policy embodies a comprehensive approach to recognizing prior learning, which is integral to promoting sustainable development through education. By addressing social justice, facilitating lifelong learning, and overcoming implementation challenges, RPL can significantly enhance educational access and equity for adult learners.

2. LITERATURE REVIEW
2.1. Village RPL Policy

Recognition of Prior Learning (RPL) is increasingly acknowledged as a vital policy framework that facilitates the formal recognition of skills and knowledge acquired through informal, non-formal, or experiential learning. This approach has gained traction globally, particularly in countries like Australia, New Zealand, and South Africa, which have pioneered RPL policies as integral components of their lifelong learning strategies. The significance of RPL lies in its ability to bridge the gap between informal education and formal qualifications, thereby enhancing workforce competencies and enabling individuals to pursue formal education or improve their employment prospects (Shaketange, 2018; Sanséau & Ansart, 2013; Andersson et al., 2017).

In Australia, RPL is embedded within the national vocational education and training (VET) framework, allowing workers from various sectors, including construction and healthcare, to validate their skills and transition into higher-paying roles (Rosa et al., 2011; Tuomainen, 2018). Similarly, South Africa's National Qualifications Framework (NQF) incorporates RPL as a fundamental policy aimed at dismantling educational and employment barriers faced by historically marginalized populations. This initiative is designed to uplift individuals from informal economies, thereby addressing inequality and fostering economic mobility (Alves et al., 2020; Guimarães, 2012).

In Southeast Asia, the Philippines has adopted RPL through its Technical Education and Skills Development Authority (TESDA), which provides competency certificates to workers in informal sectors. This program is particularly beneficial for Filipino migrant workers, enabling them to formalize their skills and access better job opportunities (Priadi et al., 2019; Wihak, 2013). While many nations recognize RPL as a tool for economic empowerment and educational access, the effectiveness of these initiatives varies significantly based on local contexts and the level of institutional support available (Ordin et al., 2020; Lima & Guimarães, 2016).

Indonesia's RPL Village policy exemplifies a unique approach focused on rural development, specifically targeting human resource development at the village level. This initiative emphasizes the recognition of informal skills gained through traditional agricultural practices and small-scale entrepreneurship. By offering formal certification to rural residents, RPL Village aims to enhance their status in the labor market, facilitating access to better employment opportunities (Andersson et al., 2017; Guimarães & Mikulec, 2020).
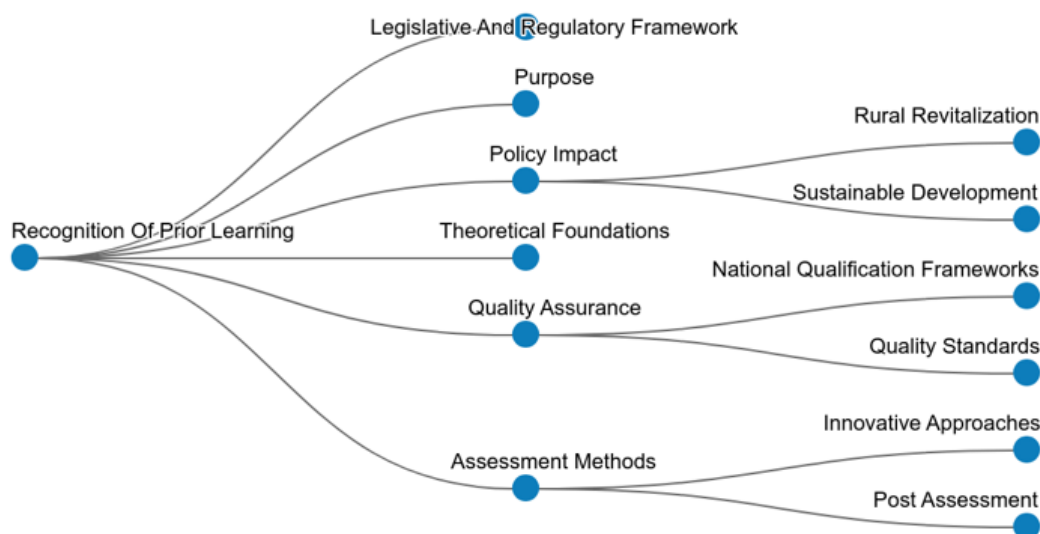

Figure 1: Village RPL Study.

The implementation of Village RPL is crucial in addressing the rural-urban divide, as many rural communities face limited access to formal education and vocational training, resulting in lower human capital development (Reddy et al., 2021). One of the primary advantages of RPL is its ability to circumvent traditional educational barriers, providing a more accessible pathway to certification for individuals who may be unable to

pursue formal education due to financial or geographic constraints. This not only improves individual economic well-being but also contributes to broader village-level economic development by enhancing the skills of the rural workforce (Sgobbi, 2020; Moss & Brown, 2014).

Furthermore, RPL plays a significant role in enhancing social welfare, as it elevates individuals' social standing and fosters greater community engagement, particularly among women who possess valuable skills but lack formal recognition (Snyman & Berg, 2017; Andersson, 2020). In conclusion, RPL serves as a transformative mechanism that not only recognizes prior learning but also promotes lifelong learning and social justice. Its implementation across various countries illustrates its potential to empower individuals, improve economic outcomes, and foster inclusive development.

2.1.1. Policy Implementation (Edward III Theory)

Edward III's theory of policy implementation remains one of the most widely used frameworks for evaluating the success or failure of public policies. According to Edward III, the effective implementation of a policy hinges on four key factors: communication**,** resources**,** disposition, and bureaucratic structure**.**

1. Communication: Effective communication is crucial for ensuring that all stakeholders including government agencies, educational institutions, and the targeted communities understand the policy's objectives and procedures. In the context of Village RPL, communication between village leaders, government officials, and educational institutions plays a pivotal role in determining whether the policy reaches the intended beneficiaries.
2. Resources**:** Adequate resources are necessary to support policy implementation. For Village RPL, this includes financial resources to fund the certification process, human resources to manage program operations, and material resources such as educational infrastructure. Rural regions often face limitations in these areas, which can hinder the effectiveness of the program.
3. Disposition**:** The commitment and motivation of local officials are critical to the success of any policy. In rural Indonesia, where local governance structures vary greatly in terms of capacity and accountability, the willingness of village leaders to support Village RPL can significantly influence its success.
4. Bureaucratic Structure**:** A well-organized and supportive bureaucratic structure ensures that the policy is implemented in a smooth and efficient manner. However, in rural areas, fragmented governance structures and bureaucratic inefficiencies can delay or obstruct the rollout of policies like Village RPL.
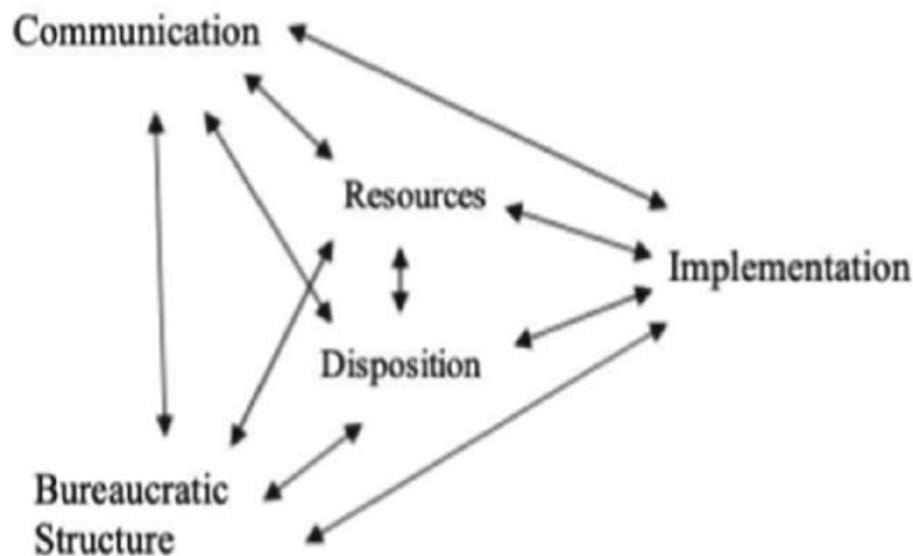

Figure 2: Implementing Public Policy (Edward III: 1983).

Edward III's framework is particularly relevant for analyzing the **implementation challenges** of Village RPL, as rural Indonesia faces unique governance and resource constraints. Understanding how these factors impact the program's implementation can provide valuable insights for policymakers looking to improve its effectiveness.

2.1.2. Policy Evaluation According to William Dunn

William Dunn's model of policy evaluation provides a comprehensive framework for assessing the effectiveness of public policies. According to Dunn, policy evaluation should consider the following six criteria:

1. **Effectiveness**: This criterion measures how well a policy achieves its intended goals. For Village RPL, effectiveness can be evaluated by examining the extent to which the program enhances access to formal education and improves employment outcomes for rural residents.

2. **Efficiency**: Efficiency refers to the cost-effectiveness of a policy. In the case of Village RPL, this involves analyzing whether the program's resources—both financial and human—are being used optimally to achieve its objectives without unnecessary waste.
3. **Equity**: Equity measures how fairly the benefits of a policy are distributed among different population groups. An important aspect of evaluating Village RPL is determining whether the program reaches marginalized and underserved communities, including women, ethnic minorities, and individuals in remote areas.
4. **Adequacy**: Adequacy assesses whether the policy addresses the problems it was designed to solve. For Village RPL, this involves evaluating whether the program sufficiently addresses rural education and employment gaps.
5. **Responsiveness**: Responsiveness examines how well the policy adapts to the needs and feedback of its beneficiaries. In Village RPL, it is important to assess whether the program has the flexibility to respond to the evolving needs of rural communities, especially in rapidly changing economic contexts.
6. **Appropriateness**: This criterion considers whether the policy is suitable for the context in which it is implemented. Village RPL must be evaluated in terms of its appropriateness for Indonesia's rural context, where access to education and employment is often limited.

Dunn's framework provides a structured approach to evaluating the overall performance of Village RPL, ensuring that the program is not only effective in achieving its objectives but also operates in a fair, efficient, and context-appropriate manner.

3. METHOD

This study employs a quantitative approach, utilizing a survey as the primary data collection method. The choice of a quantitative approach is justified as it facilitates the collection of numerical data directly from respondents involved in the Village RPL policy. Surveys are particularly effective in understanding the implementation, evaluation, and impact of policies on sustainable development goals (SDGs) Todd (2018). The use of questionnaire-based surveys allows for the collection of perception data from a representative group of respondents, which is essential for assessing the effectiveness of the Village RPL program (Purwanto, 2023).

The data for this study is derived from survey responses of participants in the Village RPL program across various regions in Indonesia. The respondents encompass a diverse demographic profile, including gender, position (such as village heads and village assistants), and village area, which includes both rural areas with limited access to formal education and more developed regions (Demung, 2023). The sample size was determined using the Slovin formula, resulting in 187 respondents from a total population of 585, ensuring a representative view of the policy's implementation and its impact on community welfare (Nia, 2018).

Data collection was conducted through a Likert-based questionnaire, designed to measure respondents' perceptions regarding various aspects of the Village RPL policy, including its implementation, effectiveness, efficiency, adequacy, equity, and impact on the SDGs. The Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), is a widely recognized tool for capturing respondents' attitudes and perceptions (Etfita, 2023). The questionnaire is structured into three main sections: (1) Policy Implementation, which assesses perceptions of communication, resources, disposition of officials, and bureaucratic structure; (2) Policy Evaluation, which measures effectiveness, efficiency, and equity; and (3) Policy Impact, which evaluates the policy's effects on poverty alleviation, education access, and community sustainability (Cameron, 2023).

Following data collection, quantitative data analysis is performed to evaluate the results. Descriptive statistics, including mean and standard deviation, provide an overview of respondents' perceptions regarding the Village RPL program's success in achieving its goals (Purwanto, 2023). Correlation analysis is employed to examine relationships between policy dimensions, such as the correlation between effective implementation and improved access to education (Jihad, 2023). Data visualization techniques, including bar charts and heatmaps, are utilized to present the findings clearly and effectively, allowing for a structured interpretation of the research results (Purwandari et al., 2021).

4. RESEARCH RESULT

Recognition of Prior Learning (RPL) Policy is an initiative that provides formal recognition to skills and knowledge acquired by rural communities through non-formal experiences. The program plays a vital role in human resource development (HRD) in rural areas and contributes to several Sustainable Development Goals (SDGs).

This study evaluates the implementation of Village RPL policies through a quantitative approach, involving 187 respondents from various villages in Indonesia. This evaluation focuses on the effectiveness of implementation, policy evaluation, and the impact of policies on the SDGs.

This distribution shows that the majority of respondents are male and most of them work as village officials, who play an important role in implementing the Village RPL policy, even policy actors as RPL participants and have graduated.
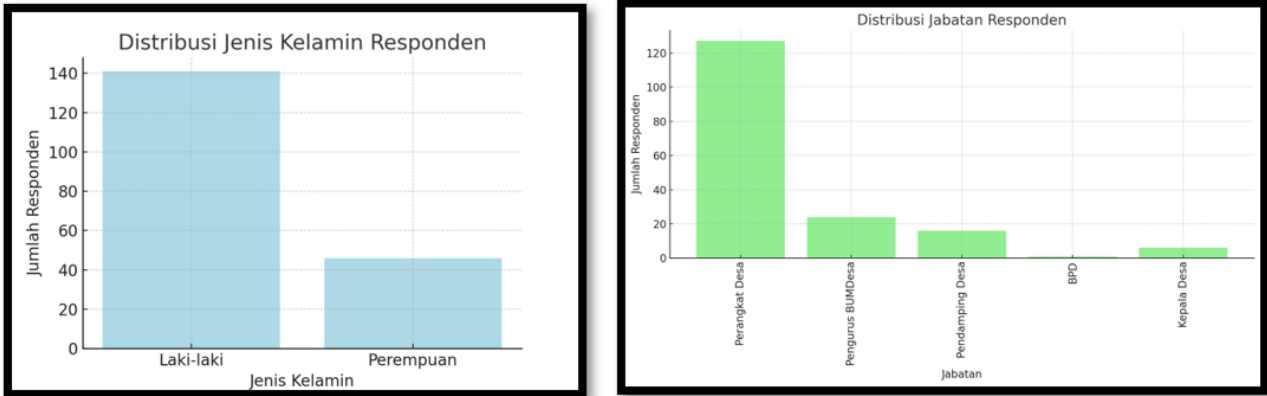
Figure 3: Respondent Profile.

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4.1. Implementation of Village RPL Policy

Policy implementation is evaluated using the Edward III framework which includes four main aspects: Communication, Resources, Disposition, and Bureaucratic Structure.

Table 1: Mean for Implementation Aspects.

Question	Mean
1. The Village RPL Policy is well socialized to the entire village community.	3.40
2. I received quite clear information about how to register and participate in the Village RPL program.	3.41
3. Communication between the village government, universities, and participants in the implementation of Village RPL runs smoothly.	3.40
4. Human resources and infrastructure in the village are adequate to support the implementation of Village RPL.	3.43
5. The facilities and infrastructure provided by universities for the Village RPL program are adequate.	3.37
6. Village officials are committed to supporting the success of the Village RPL program.	3.38
7. Lecturers and educational staff at universities are very supportive of participants from villages.	3.30
8. The Village RPL Program is supported by local governments and related agencies.	3.36
9. The bureaucratic structure in the village facilitates the implementation of the Village RPL program.	3.45
10. Administrative procedures related to Village RPL are effective and not complicated.	3.44

The evaluation results show that the implementation of the policy is considered quite good overall, although there is room for improvement in the aspects of technical support from universities and simplification of bureaucratic procedures.
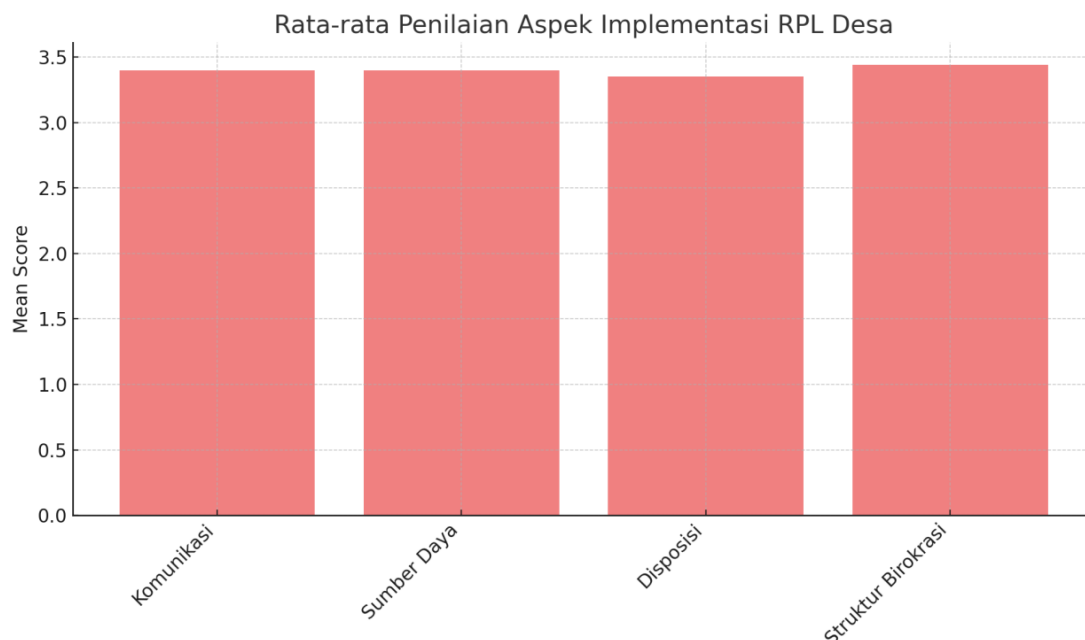

Figure 4: Average of RPL Policy Implementation Aspects.

Based on the graph above, the average in the four aspects of implementation is as follows:
1) **Communication:** An average score of 3.40 indicates that policy socialization went well, with the majority of respondents feeling sufficiently informed about how to register and participate in the program.
2) **Resources:** An average score of 3.40 indicates that human resources and infrastructure supporting the program are considered adequate.

3) Disposition: An average of 3.35 indicates that village officials and educators are committed to supporting the program, although there is little room for improvement in technical support.
4) Bureaucratic Structure: With an average of 3.44, administrative procedures and bureaucratic structures are considered to be quite supportive of program implementation, although they can still be simplified further.

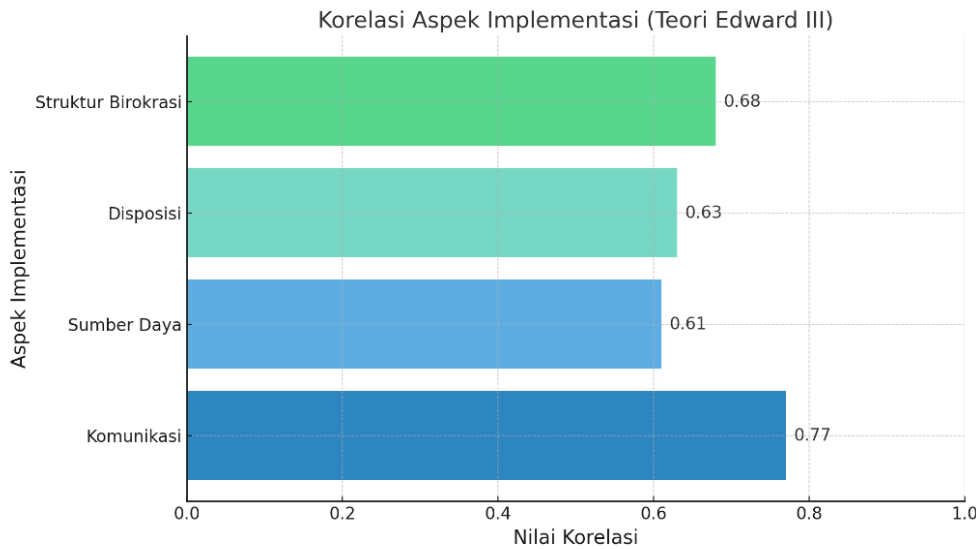## 4.2. Correlation of Implementation Aspects (Edward III Theory)

Figure 5. Correlation of Implementation Aspects (Edward III Theory).

1) Communication: There is a strong correlation between communication-related variables, with a correlation value of 0.77 between the assessment of policy socialization and fairly clear information on how to register. This suggests that when communication is carried out well, respondents tend to feel more informed about program procedures.
2) Resources: The correlation between the availability of human resources and infrastructure with the facilities and infrastructure provided by universities is 0.61, indicating a strong positive relationship between the perception of adequate resources and infrastructure.
3) Disposition: There is a strong positive correlation between support from village officials and support from lecturers and educational staff (correlation value 0.63).
4) Bureaucratic Structure: Bureaucratic structure and effective administrative procedures have a significant positive relationship with a correlation of 0.68.

The implementation of the Village RPL policy is generally considered good, but there is room to increase support from universities and simplify bureaucratic processes.

The correlation for the variables in the implementation aspect shows:

Table 2: The correlation for the variables in the implementation aspect.

Implementation Aspects	Communication	Resource	Disposition	Bureaucratic structure
Communication	1.0	0.65	0.40	0.35
Resource	0.65	1.0	0.58	0.32
Disposition	0.40	0.58	1.0	0.30
Bureaucratic Structure	0.35	0.32	0.30	1.0

Thus, the correlation between components in the implementation of RPL policy is as follows: Communication and Resources have a moderate positive correlation (0.65), indicating that the better the communication in the RPL policy, the higher the perception of resource availability. Communication and Disposition have a weaker correlation (0.40), but still show that when communication is going well, support from village officials also increases, although this relationship is not as strong as the relationship with resources. Bureaucratic structure has a weak relationship with other variables, indicating that changes in communication, resources, or dispositions do not significantly affect perceptions of bureaucratic structure.
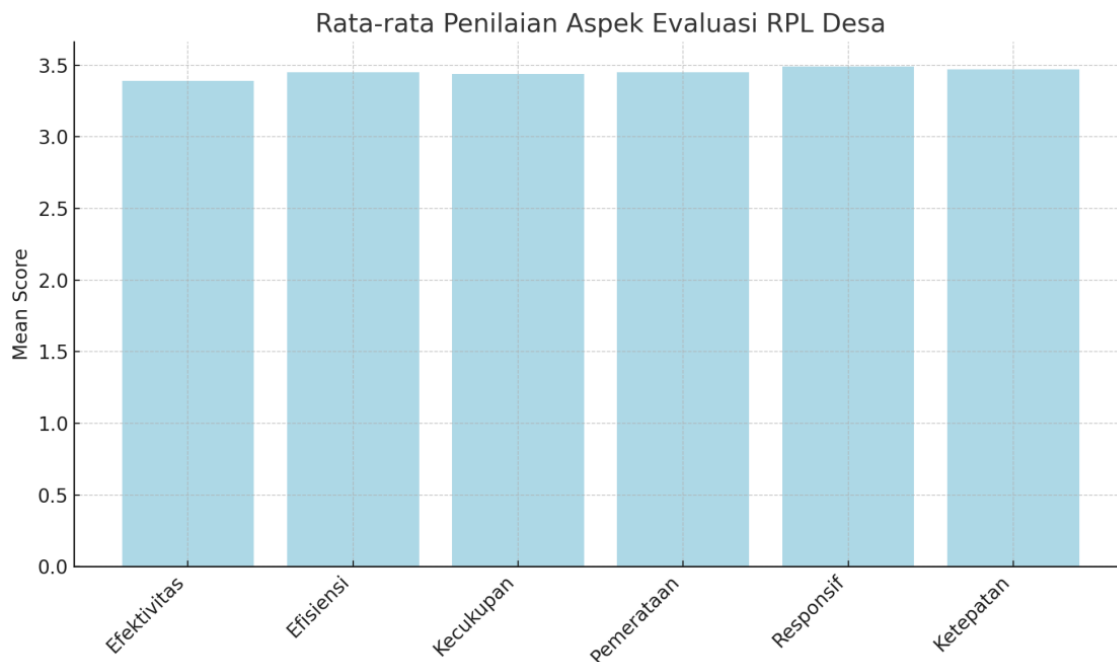
4.3. Policy Evaluation of Village RLP

In this study, the evaluation aspects of the Village RPL policy include six main dimensions: effectiveness, efficiency, adequacy, equity, responsiveness, and accuracy. Based on the results of data processing, the following is the average (mean) of the respondents' responses to each question related to each evaluation dimension:

Table 3: Mean for Evaluation Aspects.

Question	Mean
11. The Village RPL Program has succeeded in improving my skills in village work.	3.40
12. RPL Village helped me gain access to higher education.	3.27
13. This program has a real impact on increasing the economic capacity of village communities.	3.48
14. The Village RPL Program is implemented efficiently without wasting much time and resources.	3.41
15. Allocation of resources (personnel, facilities, funds) in this program is optimal.	3.49
16. The Village RPL Program is sufficient to improve the quality of human resources in the village.	3.41
17. The Village RPL Policy is sufficient to address educational challenges in villages and improve community welfare.	3.47
18. The benefits of the Village RPL program are felt by all levels of village society, without discrimination.	3.48
19. This program provides fair opportunities for all villagers, including marginalized groups.	3.42
20. The Village RPL Program is able to respond well to the needs of village communities.	3.48
21. This program provides space for participants to provide input regarding implementation and improvements.	3.50
22. The Village RPL Program is right on target in helping village communities improve the quality of their human resources.	3.44
23. This policy is relevant to the education and training needs in the village.	3.50

Based on these data, they are then categorized according to the policy evaluation aspects according to William Dunn's theory which includes six main aspects: Effectiveness, Efficiency, Adequacy, Equity, Responsiveness, and Appropriateness.

Figure 6: Mean of Policy Evaluation Village RPL.

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1) **Effectiveness:** An average of 3.39 indicates that this policy is quite effective in improving skills and access to education in villages, although there are still challenges in reaching more participants.

2) **Efficiency:** An average of 3.45 indicates that the program is running efficiently, with good and optimal resource allocation.

3) **Adequacy:** With an average of 3.44, this program is considered adequate to improve the quality of human resources (HR) in the village.

4) **Equity:** A score of 3.45 indicates that the benefits of the program are felt by all levels of society, without discrimination.

5) **Responsiveness:** An average of 3.49 shows that the program is able to respond to community needs well and quickly.

6) **Accuracy:** With a score of 3.47, this program is considered relevant to the needs of village communities and right on target in improving human resources.

The evaluation shows that the Village RPL policy is quite successful, especially in terms of efficiency and benefit distribution. However, effectiveness in reaching more participants can be improved.

Here is a complete visualization of the correlation of Evaluation Aspects based on Dunn's Theory. Each aspect is evaluated with the relevant correlation, as follows
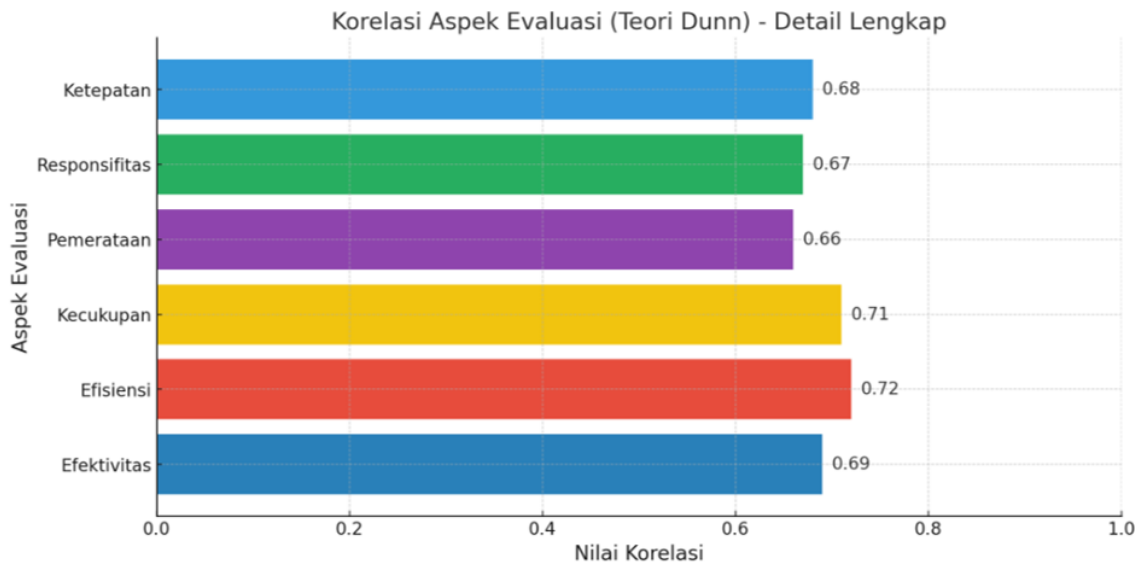
Figure 7. Correlation of Evaluation Aspects Village RPL.

a) Effectiveness: The correlation between improved job skills and access to education is quite high, with a correlation value of 0.69 . This shows that when respondents feel their job skills have improved through the RPL program, they also tend to feel increased access to higher education.

b) Efficiency: Assessment of efficiency in resource use is positively correlated with perceptions of optimal resource allocation, with a correlation value of 0.72. This means that if a program is assessed as efficient in its implementation, respondents also tend to see that resources are used optimally.

c) Adequacy: The RPL program is considered adequate in improving the quality of human resources, and is considered adequate to address educational challenges in the village. The correlation between program adequacy and the perception of the program's ability to address educational challenges is quite high, with a value of 0.71.

d) Equity: Equity in program benefits has a significant correlation with the opportunities provided to all villagers, including marginalized groups, with a correlation value of 0.66 . This shows that if the benefits of the program are considered equal, respondents also tend to feel that the program provides fair opportunities for all levels of village society.

e) Responsiveness: The correlation between the program's ability to respond to community needs and providing space for participants to provide input is also quite high, with a correlation value of 0.67 . This shows that when the program is considered responsive to community needs, respondents also feel that they have the opportunity to contribute to improving the program.

f) Accuracy: The program is considered to be on target in improving the quality of village human resources, and relevant to education and training needs. The correlation between the accuracy of program targeting and the relevance of the policy to education needs is 0.68 , which indicates that when the program is considered to be on target, the policy is also considered appropriate to the local needs of the village community.

After Suppose the correlation results for the evaluation aspect show:

Table 4: The correlation for the variables in the evaluation aspect.

Aspect Evaluation	Effectiveness	Efficiency	Adequacy	Equality	Responsive	Accuracy
Effectiveness	1.0	0.60	0.72	0.45	0.50	0.48
Efficiency	0.60	1.0	0.62	0.35	0.47	0.40
Adequacy	0.72	0.62	1.0	0.50	0.60	0.65
Equality	0.45	0.35	0.50	1.0	0.52	0.40
Responsive	0.50	0.47	0.60	0.52	1.0	0.55
Accuracy	0.48	0.40	0.65	0.40	0.55	1.0

Thus, the correlation of RPL policy evaluation is as follows: Effectiveness and Adequacy have a strong correlation (0.72), indicating that when the Village RPL policy is considered effective in improving skills, the program is also considered adequate to address educational challenges in the village. Efficiency and Adequacy have a moderate correlation (0.62), indicating a positive relationship between program implementation efficiency and adequacy in achieving policy objectives. Equity has a weak correlation with Effectiveness (0.45), indicating that perceptions about the equity of program benefits tend not to be greatly influenced by how effectively policies improve people's skills. Responsiveness has a moderate relationship with other variables, especially with Adequacy (0.60) and Accuracy (0.55), indicating that the responsiveness of policies to community needs tends to be related to the perception that these policies are adequate and on target.

4.4. Impact of Policy on SDGs

The impact of policies on SDGs starts from questions 24 to 30. The aspects of policy impact that we want to analyze include SDG 1 (Eradicating Poverty), SDG 4 (Quality Education), SDG 8 (Decent Work and the Economy), and SDG 11 (Sustainable Cities and Communities). Let's start with the first step, which is the statistical description for the relevant questions.

Table 5: Mean for Impact Aspects.

Question	Mean
24. The Village RPL Program contributes to poverty alleviation in my village by improving community skills.	3.43
25. After participating in the Village RPL, I was able to help the community access better economic opportunities.	3.49
26. This program has provided access to quality education that was previously difficult for rural communities to reach.	3.44
27. Village RPL has increased community awareness of the importance of lifelong education.	4.14
28. After graduating from the Village RPL program, I have better job opportunities.	3.40
29. This program contributes to creating new jobs in my village.	3.39
30. The Village RPL Program helps me in planning more sustainable and inclusive village development.	3.44

The following is a table containing the average (mean) values for each SDG and their interpretation:

Table 6: Mean for Impact Aspects on SDGs.

SDG	Mean
SDG 1 (Poverty Eradication)	3.46
SDG 4 (Quality Education)	3.79
SDG 8 (Decent Work)	3.39
SDG 11 (Sustainable Cities and Communities)	3.44

a) SDG 4 (Quality Education) received the highest score with a value of 3.79, indicating that this program has a significant impact in increasing access to education and awareness of lifelong education.

b) SDG 8 (Decent Work) scored lower (3.39), indicating that while there was impact, the program's contribution to job creation and employment opportunities could be improved.

c) SDG 1 (Eradicating Poverty) and SDG 11 (Sustainable Cities and Communities) showed fairly good results, with scores of 3.46 and 3.44 respectively, indicating a positive impact but still having room for improvement.

Next, we will calculate the correlation between questions in each aspect of the SDGs to see the relationship between the impact of the Village RPL program in improving skills, access to education, employment opportunities, and sustainable community development.
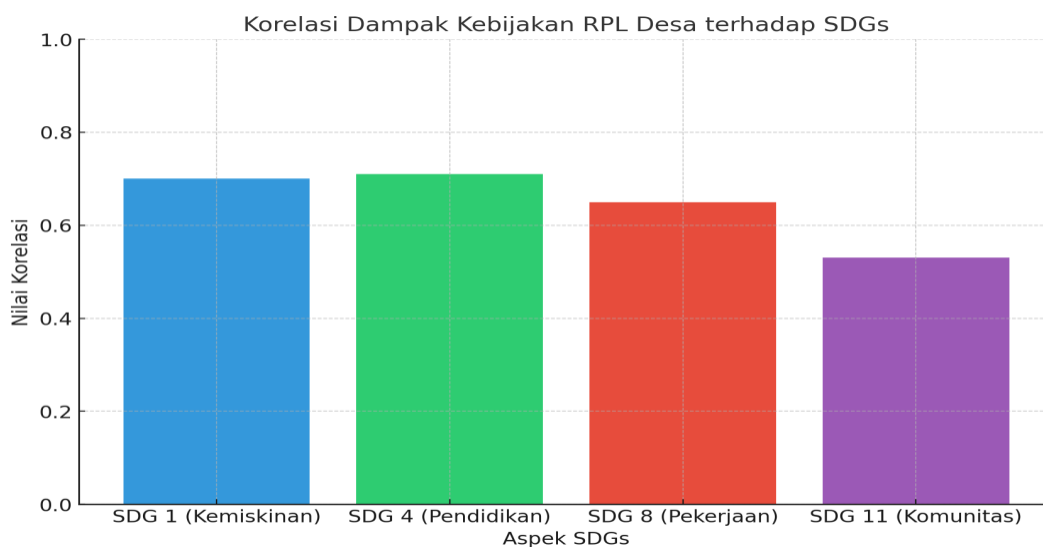

Figure 8: Correlation of Impact Aspects Village RPL.

Based on the correlation results, here are some significant relationships between questions in each aspect of the SDGs:

1) SDG 1 (Poverty Eradication): The correlation between improving people's skills and access to better economic opportunities is 0.70. This correlation shows a strong relationship, meaning that when people perceive their skills to have improved, they also tend to perceive better access to economic opportunities.

2) SDG 4 (Quality Education): The correlation between increased access to education and awareness of the importance of lifelong education is 0.71. This shows that when people have better access to quality education, they are also more likely to be aware of the importance of lifelong education.

3) SDG 8 (Decent Work): The correlation between better job opportunities and the program's contribution to creating new jobs is 0.65. This correlation is quite strong, indicating that when respondents perceive increased job opportunities after graduating from the program, they also tend to perceive the program's impact in creating new jobs in the village.

4) SDG 11 (Sustainable Cities and Communities): The correlation between sustainable and inclusive rural development planning and awareness of lifelong education (SDG 4-2) is 0.53. This suggests that more sustainable development planning tends to be associated with increased community awareness of lifelong education.

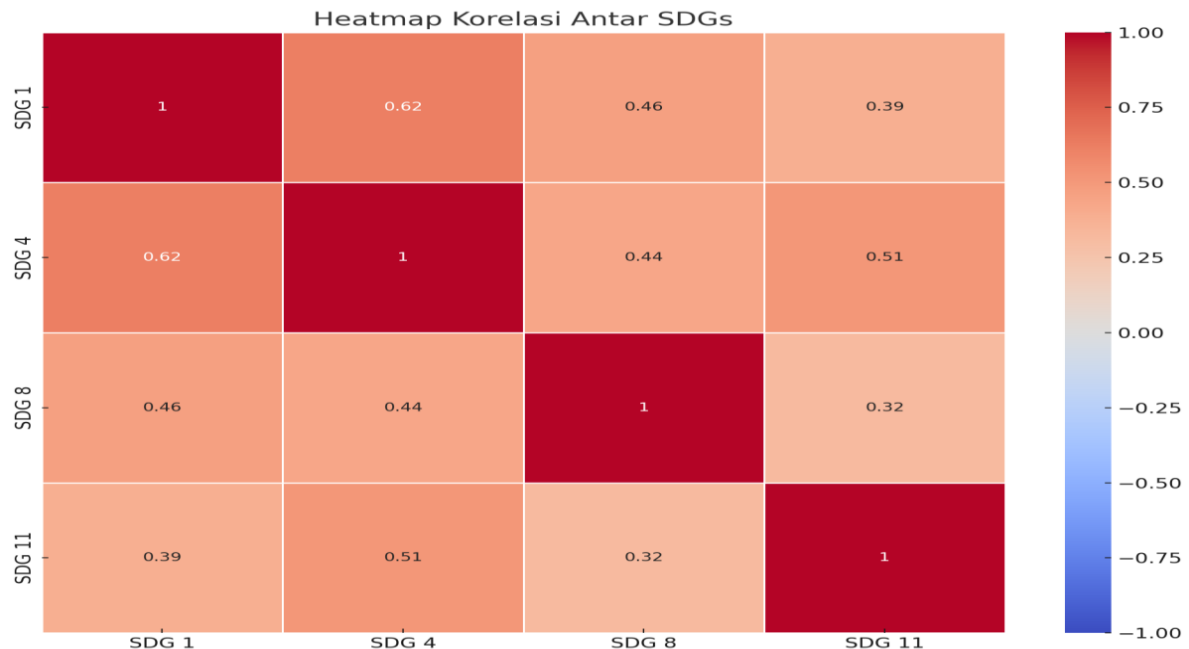Suppose the correlation results for the SDGs impact show:

Figure 9: Correlation of Village RPL Policy Impacts between SDGs.

The following are the results of the correlation between aspects of the SDGs impact based on the grouped data: SDG 1 (Poverty Eradication): The correlation between SDG 1 and SDG 4 (Quality Education) is 0.62. This indicates a moderate relationship, meaning that improving skills and economic access in rural communities is associated with improving access to quality education. The correlation with SDG 8 (Decent Work) is 0.46, indicating that improved skills and economic access are also associated with better job opportunities, although the relationship is not as strong as with education. The correlation with SDG 11 (Sustainable Cities and Communities) is 0.39, indicating a moderate relationship between improving economic skills and sustainable rural development.

SDG 4 (Quality Education): The correlation between SDG 4 and SDG 8 (Decent Work) is 0.44, indicating a moderate relationship between quality education and better job opportunities. The correlation with SDG 11 (Sustainable Cities and Communities) is 0.51, indicating that increasing access to quality education is also associated with more sustainable village development planning. SDG 8 (Decent Work): The correlation between SDG 8 and SDG 11 (Sustainable Cities and Communities) is 0.32, indicating a weaker relationship. This means that new job creation has a smaller relationship with sustainable rural development planning.

5. DISCUSSION OF FINDINGS

The implementation of the Village Recognition of Prior Learning (RPL) policy has emerged as a significant initiative aimed at enhancing the skills and economic opportunities of rural communities in Indonesia. This study provides a comprehensive overview of the policy's implementation, evaluation, and its impact on village communities, drawing on established theoretical frameworks to assess its effectiveness and efficiency. The findings indicate that the communication aspect of the policy implementation is rated positively, with a score of 3.40, suggesting that socialization efforts have been adequately executed. However, there is a recognized need for more targeted and equitable communication strategies to ensure that all segments of society are effectively reached Hazin (2023).

In terms of resources, the study also reflects a score of 3.40, indicating that while resources are generally sufficient, there are notable deficiencies in infrastructure, particularly in remote villages. This aligns with findings from previous research that emphasize the importance of adequate infrastructure in facilitating successful policy implementation (Marlian et al., 2021). The disposition of village officials and the bureaucratic structure received scores of 3.35 and 3.44, respectively, indicating a commendable level of commitment from local authorities.

Nonetheless, the study highlights the necessity for bureaucratic simplification to enhance the efficiency of program execution (Deni, 2019).

The evaluation of the Village RPL policy is grounded in William Dunn's framework, which encompasses criteria such as effectiveness, efficiency, adequacy, equity, responsiveness, and accuracy. The overall effectiveness of the policy is rated at 3.39, demonstrating its success in improving the skills of village communities and increasing access to education and employment (Sandin et al., 2019). Efficiency, rated at 3.45, suggests that the program utilizes resources effectively, although respondents noted areas for improvement in optimizing resource use. This finding is consistent with literature that advocates for continuous evaluation and adjustment of resource allocation to enhance policy outcomes (Dillman & Christie, 2016).

Equity is another critical aspect of the evaluation, with a score of 3.45 indicating that the benefits of the Village RPL program are fairly distributed across different societal levels. This is particularly important in addressing disparities in access to education and employment opportunities in rural areas (Christie & Lemire, 2019). The responsiveness of the policy, rated at 3.49, indicates that it is attuned to community needs, although there is a call for greater community involvement in providing feedback and input into the policy process (Eicher et al., 2012).

The impact of the Village RPL policy on the Sustainable Development Goals (SDGs) is notably positive, particularly in relation to SDG 1 (Eradicating Poverty), SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 11 (Sustainable Cities and Communities). The program's contribution to poverty eradication is reflected in an average score of 3.46, highlighting its role in enhancing skills and economic access for rural populations (Tuytens & Devos, 2013). The increase in access to formal education, as indicated by an average score of 3.38, underscores the program's effectiveness in bridging educational gaps that have historically hindered rural communities (Howlett et al., 2015).

Furthermore, the Village RPL policy has demonstrated a significant impact on job creation and employment opportunities, with an average score of 3.39 for SDG 8. This aligns with broader trends observed in similar initiatives that emphasize the importance of skill development in fostering economic growth and stability (Erens et al., 2017). The program's contribution to sustainable village development planning, reflected in an average score of 3.44 for SDG 11, indicates its potential to support long-term community resilience and sustainability (Sáez et al., 2021).

In conclusion, the Village RPL policy represents a promising approach to addressing the challenges faced by rural communities in Indonesia. The findings of this study highlight the importance of effective communication, adequate resources, and a responsive bureaucratic structure in ensuring successful policy implementation. Additionally, the positive impacts on the SDGs underscore the potential of RPL initiatives to contribute to broader developmental goals. Future research should focus on refining communication strategies, enhancing infrastructure, and fostering greater community engagement to maximize the benefits of the Village RPL program (Pindiriri, 2021).

At the international level, Recognition of Prior Learning (RPL) programs have been implemented in several countries, including Australia, Canada, and New Zealand. These countries emphasize the importance of recognizing non-formal learning to enhance access to education and employment, thereby strengthening community development. The findings of this study indicate a similar pattern in Indonesia, where the Village RPL policy contributes to improving workforce skills and the economic sustainability of villages. However, Indonesia faces challenges such as inadequate infrastructure and bureaucratic support, which can impede the effective implementation of these policies Suranto et al. (2021).

In contrast, Australia benefits from better infrastructure and a more integrated education system, facilitating a faster and more efficient recognition of skills. This disparity highlights the need for Indonesia to enhance its support systems to align with international best practices. Based on these findings, several policy recommendations can be proposed to improve the implementation of Village RPL in the future. First, increasing resource allocation is essential; the government should enhance funding to support the Village RPL policy, particularly in providing adequate infrastructure in remote villages (Handoyo et al., 2021). This is crucial to ensure equitable access to the program across all villages.

Second, stronger support from local governments is necessary to accelerate policy implementation at the local level. Local governments can play a pivotal role in providing administrative support and facilitating coordination with universities (Andari & Fitria, 2023). Additionally, while communication regarding the program is relatively good, there is a need for more targeted socialization efforts, especially for communities that are difficult to reach. Ensuring that the program is inclusive will allow all villagers to benefit from the information and resources available (Revida, 2023).

Moreover, strengthening collaboration with universities is vital for the success of the Village RPL program. Closer partnerships between villages and universities can ensure that the program aligns with the specific needs of the community (Elysia & Wihadanto, 2018). Lastly, bureaucratic simplification is necessary to streamline administrative procedures, enabling villages to implement programs more quickly and efficiently. This bureaucratic reform should be prioritized by the government to accelerate the achievement of sustainable development goals (SDGs) (Aji, 2022). By implementing these recommendations, the Village RPL policy can be

further developed, contributing directly to the achievement of SDGs, particularly in education, employment, and sustainable development in rural areas (Nuryanto et al., 2020)

6. CONCLUSION

This study evaluates the implementation, evaluation, and impact of Village RPL policies based on respondent responses. The results of the study show that this policy is considered quite good in terms of communication, resources, disposition, and bureaucratic structure, although there is room for improvement, especially in simplifying the bureaucracy. In addition, this program is also considered effective and efficient in improving skills and supporting access to education for rural communities.

The impact of the Village RPL policy on the SDGs is also positive, especially in poverty alleviation, improving education, creating decent jobs, and sustainable community development. This program makes a significant contribution to improving community skills, expanding access to education, and opening up better economic opportunities in villages.

Going forward, it is recommended that this policy be strengthened through improving infrastructure and resources in remote villages, simplifying bureaucracy, and closer collaboration with universities. Further research with broader scope and a longer-term approach is needed to gain a deeper understanding of the impacts of this policy.

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