



World Data on Education Données mondiales de l'éducation Datos Mundiales de Educación

VII Ed. 2010/11



Indonesia

Updated version, May 2011.

Principles and general objectives of education

According to Law No. 2/1989 on the National Education System, the objectives of the national education system were: firstly, to establish a high-quality and self-reliant human being whose values are based on *Pancasila* (i.e. State ideology, spelled out in the five basic principles of the Republic of Indonesia: belief in one God; just and civilized humanity, including tolerance to all people; unity of Indonesia; democracy led by wisdom of deliberation among representatives of the people; and social justice for all); secondly, to support the Indonesian society, people and State. In the broad context of social and national development, the aim of education is, on the one hand, to keep and maintain Indonesia's cultural background and, on the other, to generate the knowledge, skills and scientific progress that will keep the nation abreast in the twenty-first century. National education should improve the life of the nation and develop the Indonesian people fully—i.e. intellectually, morally, spiritually, physically and socially.

On the basis of the new National Education System Law of July 2003, a national education system should ensure equal opportunity, improvement of quality and relevance and efficiency in management to meet various challenges in the wake of changes of local, national and global lives. In terms of Article 1, education means conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, for the community, for the nation, and for the State. National education means education based on *Pancasila* and the 1945 Constitution, and is rooted in the religious values, national cultures of Indonesia, and one that is responsive to the needs of the ever-changing era.

Article 3 stipulates that the national education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible. The principles of education provision are the following: (i) education is conducted democratically, equally and non-discriminatorily based on human rights, religious values, cultural values, and national pluralism; (ii) education is conducted as a systemic unit with an open system and multi-meanings; (iii) education is conducted as a lifelong process of inculcating cultural values and for the empowerment of learners; (iv) education is conducted based on the principles of modeling, motivation and creativity in the process of learning; (v) education is conducted by developing culture for reading and writing and arithmetic, for all members of the community; (vi) education is conducted by empowering all components of the community through their participation in the implementation and quality control of the education services.

Laws and other basic regulations concerning education

Article 31 of the **Constitution** of 1945 stipulates that every citizen has the right to education and that the government provides a national education system that is arranged by law.

The **National Education System Law No. 2/1989** provided the foundation for one national education system to be universally implemented in a complete and totally integrated manner: universal means open to all people and valid throughout the country; complete means to cover all channels, levels and types of education; and integrated means that there are mutual supporting links between all types and levels of national education, and development efforts. According to the new **National Education System Law No. 20** enacted in July 2003, the education system is organized into three levels: basic education, middle or secondary education, and higher education. Basic education consists of six years of elementary education and three years of junior secondary education. Middle or secondary education consists of three years of schooling at senior general secondary schools or senior vocational secondary schools. One of the main purposes of the Law is to inculcate in young minds the respect for human rights, for cultural pluralism and learning to live together, promote morals and character building as well as unity in diversity (*Bhinneka Tunggal Eka*) in the spirit of brotherhood and solidarity. Under this law all higher education institutions, public as well as private, shall be established as a legal entity. The national training system (preparation for work) is governed by the **Manpower Act No. 13** of 2003.

The **National Guidelines of the State Policy** of 1993 emphasize that national development is based on the trilogy of development, i.e. equity, economic growth and national stability. The **Presidential Decree** of 1994 on the Declaration of universal nine-year basic education marked the implementation of the new nine-year compulsory basic education programme.

The **Decision of the People's Consultative Assembly No. IV** of 1999 on the Broad Outlines of State Policy (known as GBHN 1999) reiterates the need to conduct a reform of the education system, including the curriculum reform which consists of: (i) diversification of curricula to cater to the different children needs; (ii) development of the national curriculum as well as local curricula to suit local interests; and (iii) diversification of the types of education according to varied professions.

The **Law No. 22 on Local Governance** of 1999 (effective since January 2001) is the legal basis for the decentralization of authority from the central government to the district/municipal governments. According to the **Government Regulation No. 25** of 2000, the central government is responsible for setting national policies, standards, supervision, and guidelines.

The **Government Regulation No. 60** of 1999 on higher education provides a wider basis for the autonomous management of resources and for the running of higher learning institutions. The **Government Regulation No. 61** of 1999 on Higher Education Institution as a State-owned Corporate Body (BHMN) gives the opportunity to any public higher education institution to propose a change in its legal



status in order to become a non-profit making BHMN or a corporate higher learning institution, with broader management autonomy including fund raising.

One of the main goals of the **Teacher Law UU/14** of 2005 is to improve the quality of education through a teacher certification process. The law and related regulations are intended to improve the quality of the teaching workforce by recognizing teacher competencies and professionalism. These goals are achieved through a series of professional and location incentives intended to encourage teachers to upgrade their qualifications and make serving in remote locations more attractive. (World Bank, 2010).

The **Presidential Instruction No. 5** of 9 June 2006 refers to the National Movement on the Acceleration of completion of Nine-year Compulsory Basic Education and Illiteracy Eradication.

The Equivalence Education Programme (e.g. non-formal elementary, junior secondary and upper secondary education provided through Package A, B and C, see below) adopts the curriculum of Equivalence Education Unit that refers to the standard of content stipulated in the **Ministry of Education Decrees No. 14** of 2007 and **No. 3** of 2008. The load of study in Package A, Package B, and Package C programmes is measured as competence credit unit stipulating the level of competence that must be achieved by every learner in pursuing the Equivalence Education programme, either through face-to-face training, vocational practice, and/or independent learning activity.

According to the Law No. 2/1989, the **Government Regulation No. 28/1990** and the National Education System Law of 2003, basic education is a general education programme covering nine years. The nine-year compulsory basic education programme will attempt to provide education for every Indonesian between the ages of 7-15 years. Compulsory education in Indonesia relies on the following specific characteristics: (a) the persuasive approach; (b) the moral responsibility of parents and students, so that they feel obliged to attend school; (c) regulations that are not based on compulsory education law; and (d) the use of measurement of success based on a macro view, i.e. increasing the rate of participation in basic education.

Article 33 of the 2003 Education System Law specifies that *Bahasa Indonesia* as the language of the nation shall be the medium of instruction in the national education. Local language can be used as a medium of instruction in the early stage of education, if needed in the delivery of particular knowledge and/or skills. A foreign language can be used as a medium of instruction to support the competency of the learners. About 700 languages are spoken in Indonesia, of which eight are considered the major ones (Javanese, Sundanese, Madurese, Batak, Minang, Balinese, Bugis, and Banjar). Local languages are mainly used at the oral level.

Administration and management of the education system

The **Ministry of National Education** (MONE, formerly the Ministry of Education and Culture) is responsible to the government for the planning and implementation of educational services. At the central level, the organizational structure of the MONE



consists of the following units: the Secretariat General; the National Institute for Educational Research and Development; the Inspectorate General; the Directorate General of Basic and Secondary Education; the Directorate General of Higher Education; the Directorate General of Non Formal and Informal Education; and the Directorate General for Quality Improvement of Teachers and Education Personnel (established in 2004).

At the lower level, the MONE is represented by a **Provincial Office of Education** in each of the 33 provinces (as of June 2009), and by a **District Office** in 483 districts and municipalities. The major task of the provincial and district offices, is to operationalize, manage, adapt and implement ministerial policies with respect to each of their distinctive features and local and environmental needs.

On the basis of article 56 of the National Education System Law of 2003, the community shall take part in the quality improvement of educational services, which include planning, monitoring and evaluation of educational programmes, through the **Board of Education** and the **School/Madrasah Committee**. The Board of Education, as an independent body, is established and participates in the quality improvement of education by providing advice, directions and support for personnel, facilities and equipment. The School Committee, as an independent body, shall be established to provide advice, directions and support for personnel, facilities and equipment, and monitoring of an educational unit. The **Ministry of Religious Affairs** (MORA) is responsible for the religious (Islamic) schools which offer kindergarten, basic and upper secondary education. “The *madrasah* school system managed by MORA is mainly private; only 6% of all schools and 18% of all students are enrolled in the public *madrasah* system.” (World Bank, 2010).

At the pre-primary education level, playgroups and daycare centres are generally organized by a foundation or a non- governmental organization. They are supervised by the **Ministry of Social Affairs** and the Ministry of National Education through their respective regional offices. The Ministry of Social Affairs is responsible for the development of the children welfare aspects and the Ministry of National Education is responsible for the development of its educational aspects. Other Ministries may also organize playgroups provided that they follow the regulations issued by the Ministry of National Education. Parenting programmes are supervised by the **Ministry of Women Empowerment and Child Protection**. Kindergarten education is mainly organized by society organizations (predominantly communities and the private sector), and is supervised by the MONE through its provincial and district/municipal offices together with professional associations represented by the **Association of Kindergarten Organizer** (GOPTKI) and the **Association of Indonesian Kindergarten Teachers-Indonesian Teachers Union** (IGTKIPGRI). (MONE, 2007).

Provision of higher education is managed by the MONE through the Directorate General of Higher Education, as well as by the Military Academy and the College for Civil Servants. Since 1994, the accreditation of higher education programmes has been carried out by the **National Accreditation Board for Higher Education** (*Badan Akreditasi Nasional Perguruan Tinggi*, BAN-PT).



The national training system (preparation for work) is governed by the Manpower Act of 2003 and further defined by the subsequent Regulation No. 31 of 2006 of the **Ministry of Manpower and Transmigration**. Competence certificates are issued by the **National Agency for Professional Certification**.

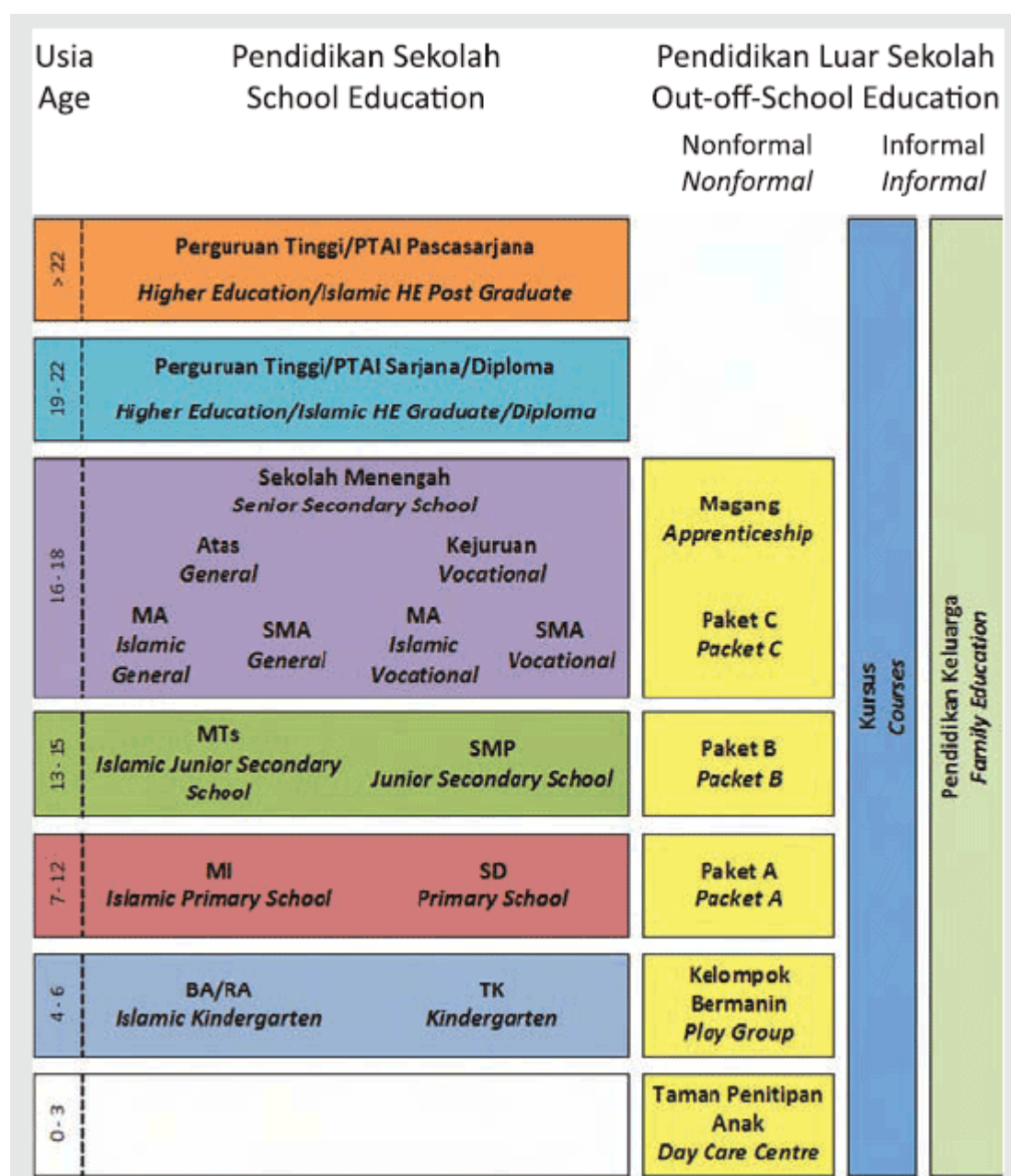
The Centre for Curriculum and Educational Facilities Development—or **Curriculum Development Centre** (CDC)—established in 1969, comes under the authority of the Ministry of National Education. The **Board of National Education Standards** (*Badan Standar Nasional Pendidikan*, BSNP), established in 2005, prepares curriculum guidelines and develops nationally-unified final examinations. The schools shall develop their own curricula based on the curriculum guidelines and in negotiation with local stakeholders. Curricula are then approved by the regional education administration. A **National Board of School Accreditation** (BAN) was also established for overseeing standards for formal, non-formal and higher education.

Structure and organization of the education system

The national education system consists of seven types of education: (a) general education focuses on the expansion of general knowledge and improvement of students skills; (b) vocational education prepares students for mastering a number of specific vocational skills needed for employment; (c) special education provides important skills and abilities for students with physical and/or mental disabilities; (d) in-service education aims at increasing abilities required for job preparation as an official or a candidate for a government department or a non-departmental government agency; (e) religious education prepares students to play a role which demands the mastery of religious knowledge and related subjects; (f) academic education focuses primarily on improving the mastery of sciences; and (g) professional education prepares students primarily for specialized or job-related knowledge and skills. The non-formal education system covers *Package-A* (equivalent to primary school), *Package-B* (equivalent to junior secondary school) and *Package-C* (equivalent to senior secondary school) with emphasis on the acquisition of knowledge and functional skills.

The structure of the education system according to the National Education System Law of 2003 is shown below:

Indonesia: structure of the education system



Source: Ministry of National Education, 2007.

Pre-school education

Preschool education is provided for children from 4 to 6 years of age and lasts one or two years. Preschool education is not compulsory. Article 28 of the National Education System Law of 2003 stipulates that early childhood education (ECE) is provided through formal, non-formal and/or informal education. Formal ECE is provided at kindergarten or similar institutions; non-formal ECE covers play groups, children daycare centres or similar types of provision. ECE provided through informal education can take the form of infants' family development, integrated health service



centre (*Posyandu*), or other equivalent forms. There are also religious (Islamic) preschools which have the same status as kindergartens.

Primary education

Primary education lasts six years and the entry age is 7. Primary education is part of the nine-year compulsory basic education. There are also religious schools providing primary and general secondary education. At the end of primary education (grade 6) pupils sit the national examination; access to lower secondary education also depends on the results of an academic and psychological test.

Secondary education

Lower or junior secondary education lasts three years and is part of the compulsory nine-year basic education programme. Upon completion of lower secondary education (grade 9) students sit the national examination and if successful are awarded the lower secondary school certificate; access to upper or senior secondary education also depends on the results of an academic and psychological test. Basic education graduates can enter senior general secondary or senior technical and vocational secondary schools, both offering a three-year programme. At the senior general secondary level (grades 10-12), the first year is common for all students and in grades 11 and 12 four specialization options are offered: natural sciences (IPA), social sciences (IPS), languages, and religious studies. Some senior vocational secondary schools offer four-year programmes leading to a Diploma 1 certificate. Technical and vocational education (TVE) is also offered in religious schools. TVE consists of about 40 programmes in the following fields: technology and engineering; health; arts, craft and tourism; information and communication technologies; agro-business and agro-technology; and business and management. Upon completion of senior (general, vocational or Islamic) secondary education students receive a certificate. They also sit a national examination and, if successful, they are awarded a national certificate which grants access to higher education, subject to the results of the entrance examination in state universities (also depending on the availability of places).

Higher education

Higher education institutions include academies, polytechnics, colleges, institutes and universities. Academies offer applied science education in one or part of a discipline, technology or the arts. Polytechnics offer applied science education in a variety of specific fields. Both of these forms of higher education are categorized as professional education. Colleges offer academic and professional education in one particular discipline. An institute consists of faculties offering academic and/or professional education in disciplines that belong to the same group of a professional field. A university consists of several faculties offering academic and/or professional education in several disciplines, technologies and/or the arts. At the university level (academic programmes), programmes normally lasting four years (equivalent to 140-160 credits) lead to the S1 degree, comparable to the bachelor's degree (four and a half years or 150-160 credits plus one year of internship or 36-40 credits in the case of medicine, dentistry, pharmacy and veterinary). Holders of the S1 degree can enroll in programmes lasting a minimum of two years (or 36-50 credits) plus 8-10 credits for the final paper leading to the award of the S2 degree, comparable to the master's



degree. Programmes leading to the award of the S3 degree, comparable to the doctoral degree, typically last three years (40-60 credits). There are also practically-oriented programmes leading to the award of Specialist 1 and Specialist 2 diplomas (40-70 credits), mainly in the field of medical specializations. Higher professional education institutions (academies, polytechnics, colleges, and institutes) as well as universities offer a range of practically-oriented programmes lasting one to four years leading to the award of a diploma (D1 to D4, the latter comparable to the bachelor's degree). (See NUFFIC, 2011).

At the basic and senior secondary levels, the school year consists of 38 working weeks on average, divided into two semesters.

The educational process

The 1989 National Education System Law was a landmark of change. First, it extended basic education from six to nine years of schooling at the primary and lower secondary schools. Second, it delegated from central government to regional offices the design of the local curriculum content. Third, it allowed teachers to have a more flexible adjustment of the national curriculum to the local situations and contexts. Fourth, the head teachers have been given more options to select supplementary textbooks for their schools. Fifth, local cultural preservation and development have been highly encouraged. Moreover, the teaching of English at the primary education level was introduced, particularly for schools in the tourism and urban areas. In terms of the National Education Law of 2003, curriculum means “a set of plans and regulations about the aims, content and material of lessons and the method employed as the guidelines for the implementation of learning activities to achieve given education objectives.”

The curricula for basic and secondary schools consist of national and local content. The national content is developed by the central government. The local content is developed at the provincial and, more ideally, at the district level. The development of the national curriculum has been the main function of the Curriculum Development Center (CDC), under the MONE National Institute for Educational Research and Development, in collaboration with the Directorate General of Basic and Secondary Education. The local content has been developed by the Provincial Office of Education based on the guidelines prepared by the CDC.

The curriculum is designed to achieve the goal of national education taking into account the stages of children's development as well as the local environments, in accordance with the type and level of each educational institution. The school curricula reflect the history of the nation and the political situation of the country. That is why in its earlier stages the curriculum strongly emphasized the teaching of subject matters that will inculcate the state ideology and beliefs (*Pancasila*) and develop in the students the spirit of nationalism, patriotism and unity. In the 1960s, emphasis was given to the teaching of national ideology; the focus of the curriculum was primarily to meet the needs of the rural society, and recognition of the importance of vocational skills and further education. The curriculum reform in the early 1970s placed emphasis on the teaching and development of science and technology. This reform resulted in the 1975 curricula for pre-primary, primary and secondary education. These curricula were later criticized for being overly objective-oriented,



too rigid and overloaded. The 1984 curricula attempted to eliminate the weaknesses identified through the adoption of a skill approach; the new syllabi were not too detailed so as to provide flexibility for teachers in managing the teaching-learning activities.

Another curriculum reform was started in 1999 in response to the messages contained in the National Education Law of 1989, which had resulted in the 1994 Curriculum (representing an effort to combine the previous curricula). Criticisms concerning the curriculum focused on three areas: curriculum overload, which determines that teachers are more concerned with completing curricular targets than making students learn and understand the curriculum content; too rigid curricula, thus not leaving room for flexibility in the educational process; and too academic curricula, tending to overlook students' differences in academic competences.

In this context, the government initiated the curriculum reform and by the end of the 1990s started developing a national competency-based curriculum and assessment framework designed to maintain unity yet allowing for diversity. The national competency-based curriculum is a framework that sets out what students are expected to achieve in each grade. Each level of competency is a step in the students' progress towards higher levels of competence in key areas. The definition of student competency at each grade is expressed in general terms, therefore allowing for provincial and local differences in subject matters as well as for differences in local facilities and students abilities. However, it is possible for students, schools, districts and provinces to measure their own performances against national standards of competence. The framework also considers reformed methods of assessing students' achievement, thus providing ways to strengthen teachers' abilities in the assessment of classroom activities. It will also continue to provide for examinations at key grade levels, based on the competencies expected of students. And it will enable regular monitoring of and research into the achievements of the national education system. To make the most of the curriculum's flexibility, there will be a planned introduction of school-based management concepts and principles. This will allow schools to choose and decide on the best ways to effectively use the available resources in meeting their particular needs, policies and priorities.

The contents emphasize subject matters that are able to face global challenges and the rapid development of science and technology, for example, mathematics and sciences in every type and level of education. In line with this, subject matters that concentrate on the whole development of personality of students, that are sports and arts, are also emphasized. Finally, the curriculum contents must have foundations of ethics and morals, which are developed into religious and other relevant subject matters. Besides those criteria, the national education curriculum is developed based upon the following:

- the curriculum is flexible and simple, adaptable to changes in the future due to the impact of development of science and technology and community claims;
- the curriculum must be a general guideline for students' active learning, with not too much detail so it can be developed individually and creatively by teachers appropriate to students' characteristics, conditions of resources, and other local contexts;



- curriculum development must be conducted simultaneously by the development of learning resources and teaching media;
- the curriculum must have global/regional standards, national insights, and be implemented locally;
- the curriculum must be one unity and have continuity with the next levels of education;
- curriculum development is no longer under authority of a central government—with the exception of the core curriculum, generally mathematics, sciences and languages—, but is a shared activity with the local government, and even community;
- curriculum development is not directed to create a single curriculum for all schools, but can be differentiated for various learning levels of students, also with different measurement for each group of students;
- the curriculum recognizes that education in school needs support from family and the community, where learning also occurs.

The national framework of competencies, by its nature, enables standards to be developed at key points in the students' progress through the various elements of the curriculum over grades 1 to 12. Standards summarize the typical performances of students in specific parts of the curriculum at certain grade levels. The implementation of the new competency-based curriculum (also referred to as Curriculum 2004) started in 2002.

Article 35 of the 2003 National Education System Law stipulates that the national education standards consist of the standard of the content, process, graduate outcomes, educational personnel, facilities and equipment, management, funding, and educational assessment, which should be improved systematically and regularly. National educational standards are used as a guideline for the development of curriculum, development of educational personnel, provisions of facilities and equipment, management, and funding. The development, monitoring, and reporting on the achievement of the national education standards are organized by a quality assurance body.

According to article 36, the development of curriculum is based on national education standards for the pursuit of national education goals. The curriculum at all educational levels and types of education is developed according to principles of diversifications, adjusted to the units of education, local and learners' potential. The curriculum development is organized in accordance with the level of education within the framework of the national unity of the Republic of Indonesia and takes the following into account: (a) the enhancement of faith and piety; (b) the enhancement of noble character; (c) the enhancement of learners' potential, intellect, and interests; (d) the diversity of the region's potential and environment; (e) demand for regional and national development; (f) requirement of labour market; (g) development in science, technology, and arts; (h) religion; (i) the dynamic of global development; and (j) the national unity and nation's values.

The curriculum for basic and secondary education must include: religious education; civic education; language; mathematics; science; social sciences; art and culture; physical education and sports; vocational skills; and local content. (Article 37). The Government determines the curriculum framework and structure for basic



and secondary education. The curriculum for basic and secondary education shall be developed in accordance with its relevance by each educational cluster or unit and school/madrasah committee under the coordination and supervision of the Ministry of National Education (MONE) or the Ministry of Religious Affairs at the district/city levels for basic education, and at the provincial level for secondary education. (Article 38). Community-based education providers shall design and implement curriculum, evaluate and manage education programmes and funds with reference to national education standards. (Article 55).

At the beginning of 2006, the piloting and implementation of Curriculum 2004 was discontinued and MONE started the application of a revised curriculum, known as school-based curriculum, on the basis of the Government Regulation No. 19 of 2005 on National Standards of Education and the Ministerial Regulations No. 22 and 23 of 2006 (on content standards and framework standards or graduate competence standards). Content standards encompass minimum materials and minimum competency levels to achieve minimum graduate competency. The curriculum basic framework refers to the different subjects and provides guidelines for developing and implementing the curriculum focusing on the potential, the development and needs of students and their surroundings. The curriculum structure also takes into account the competencies that students are expected to achieve (standard competencies and basic competencies, the latter being the minimum competencies that should be achieved by students, covering the affective, cognitive and psychomotor domains). Curriculum 2006 can be viewed as a further development of Curriculum 2004, as it still focuses on competency-based achievement. A major difference is that schools are given the freedom to develop their educational plans (taking into account the national standards set at the central level), and this includes the educational goals; the school's vision, mission and goals; the structure and content of the curriculum; the learning load; the syllabuses and the lesson plan. In developing the curriculum and syllabuses, the school should take into account the guidelines of the National Board of Educational Standards (BNSP, *Badan Nasional Standar Pendidikan*). The BNSP develops the content standards and the graduate competence standard which includes the basic framework and the curriculum structure.

The new policy on curriculum, among other things, is intended to empower teachers to develop learning activities relevant to the learners' need, actual condition of the school, as well as the necessity to link it to the environment. The central government provides guidance in developing the competency-based, school-level curriculum. The Curriculum Center at the Office of Educational Research and Development of the MONE helps the schools develop their own curriculum by providing curriculum models that can be implemented at school level. Training centers of the MONE have been conducting training sessions for school principals and teachers in developing the curriculum. The basic framework and structure of the curriculum of primary and secondary education are established by the central government. The elementary education curriculum is developed in accordance with its relevance by individual school/*Madrasah* Committee (school-level curriculum), coordinated and supervised by the district office of education (local government) and/or the district office of the Ministry of Religious Affairs. (Dharma, 2008).



Pre-primary education

As mentioned, article 28 of the National Education System Law of 2003 stipulates that early childhood education (ECE) is provided through formal, non-formal and/or informal education. Formal ECE is provided at kindergarten or similar institutions; non-formal ECE covers play groups, childcare centers or similar types of provision. ECE provided through informal education can take the form of infants' family development, integrated health service centre (*Posyandu*), or other equivalent forms. There are also religious (Islamic) preschools (*Raudlatul Athfal*) which have the same status as kindergartens and are under the supervision of the Ministry of Religious Affairs (MORA).

Kindergarten (TK) is a form of ECE provided through the formal channel. The objective of TK is to help establish the foundation for the development of attitudes, behavior, knowledge, skills and creativity of children for further development and growth. By attending TK, the children are expected to be better prepared to join primary education. Kindergartens cater to children of 4-6 years of age, normally divided into two groups based on age, i.e. Group A for 4-5-year-olds and Group B for 5-6-year-olds; normally they provide services two hours per day. Kindergarten education is supervised by the government (MONE and MORA) together with professional associations and the society.

Playgroup is an educational service provided to children from the age of 3 until they are ready for primary education. Playgroup activities aim at developing the children's potential to the optimum appropriate to their developmental stage through playing while learning and learning while playing activities. Playgroups target three age groups, i.e. 3-4-year-olds, 4-5-year-olds, and 5-6-year-olds; normally they are open for two hours per day, three times per week. Learning activities are classified into two broad categories: those whose objective is to instill basic values such as religious values and good conduct, and those whose objective is to develop language skills, broad and refined motor skills, sensitivity/emotion, socialization skills, and creativity across all the developmental aspects. Playgroups are generally organized by foundations or NGOs.

Children daycare centre (TPA) is a social welfare programme supporting families and children. The programme is implemented through socialization and preschool education for children aged between 3 months up to preschool age. Services are provided 8-10 hours per day, 5-6 days per week. TPA provides various services: (a) care, upbringing, education and health services; (b) family consultation, sensitization on children welfare programmes which covers topics such as children growth and development and preschool education; (c) community services in the form of sensitization on the importance of children upbringing, care and education, infant socialization, etc. TPAs are generally organized by foundations or NGOs. The Ministry of Social Affairs is responsible for the children welfare aspect and MONE is responsible for the educational aspect.

The purpose of infants' family development (BKB) programme is to provide the necessary knowledge and skills to parents and other family members on how to promote optimal infant growth and monitor their growth and development. BKB also serves as a means for parents and other family members to improve their



understanding and ability to provide care and education to their children. The main target of BKB is families with infants and preschool children (age group 0 to 6 years). In many places, BKB activities have been integrated with those of the *Posyandu*. For families who have children aged 5-6 years, an educational/counselling programme aimed at helping parents and other family members to prepare their children for primary school has also been established. This programme, called BKB *Kemas* or infants' family development programme for schooling readiness, involves both parents and their children. The BKB programme is under the Ministry of Women Empowerment which formulates the overall policy. The operational responsibilities rest with National Coordinating Body for Family Planning (BKKBN). Activities include counselling and home visits.

Health and nutrition services for children are provided by both the government through Community Health Centers (*Puskesmas*) and the community through Integrated Health Services Center (*Posyandu*). *Posyandu* is a welfare facility for mothers and children aged 0-5 years that functions as a center providing an integrated health and nutrition services with supervision from medical personnel. The *Posyandu* programme constitutes a basic intervention that is preventive in nature by providing services to improve the health and nutrition of children. The leading department for the development of *Posyandu* is the Ministry of Home Affairs while the technical responsibility lies with the Ministry of Health. The operational guidance is to be provided by the Family Empowerment and Welfare Motivational Team (TP-PKK) of the central government down to the lowest administrative unit of Neighborhood Associations. (MONE, 2007).

There has been significant expansion of non-formal ECE, including a remarkable growth of community-based playgroups. In 2006, the net enrolment ratio (NER) of 3-6 year old children in ECE was estimated at 19.5% with a gender parity index of 1. There are disparities between urban and rural areas (enrolment ratios of 25.4% and 15.4% respectively) and between the richest and poorest socioeconomic quintiles (enrolment ratios of 24.8% and 15.8% respectively). There are wide disparities in ECE access across the different provinces. The NER for 3-6 year old children ranges from 43.7% (Yogyakarta) to 6.1% (Maluku). Five provinces (Irian Jaya Barat, Maluku, Maluku Utara, Kalimantan Barat and Nusa Tenggara Timur) have a NER of less than 10%. Mothers' level of education and household socioeconomic status strongly correlate with access to ECE. There are also significant variations in the level of academic and professional qualifications of ECE teachers. Overall, only 28% of teachers have diploma/graduate qualifications. Less than 50% have received ECE professional training in teacher training schools or colleges. There are significant provincial variations. In Banten, almost 60% of ECE teachers have at least a diploma level qualification, compared to Maluku where only 9 out of 647 ECE teachers (or 1.4%) have a diploma or graduate qualifications. (*Ibid.*).

In 2003, the gross enrolment ratio (GER) of 5-6-year-olds in preschool was 45.3% in the urban areas and 24.1% in the rural areas. In 2003/04, 37.2% of the children entering primary education had previous preschool experience. At that time, there were 46,900 preschools, 1.85 million children enrolled, and 137,070 teachers at the kindergarten level. The average children/teacher ratio was estimated at 13:1 in 2004.



In 2006/07, there were 82,203 kindergartens in the country, of which 18,759 under the MORA (18,646 private) and 63,444 under the MONE (62,752 private). The total enrolment was 3,584,338 children (of whom 800,925 in kindergartens under MORA) and the number of teachers was 302,746 (of whom 69,183 in kindergartens under MORA). (World Bank, 2010).

Primary and junior secondary education (basic education)

Six years of compulsory education (elementary education, grades 1-6) were institutionalized in 1984. As a result, the participation rate at the primary level reached 92.1% in 1993, compared to 79.3% in 1983. As of 1994, the compulsory education programme has been extended to cover students at the junior secondary school (grades 7-9), and the policy has been recognized as the nine-year compulsory basic education programme. The major purpose of the extension has been to alleviate the problem of child labour and keep children in school up to the point where they are able to keep up with the changing demands of society, especially those who cannot afford to pursue a higher level of education.

There are also religious schools providing primary (*Madrasah Ibtidaiyah*), junior secondary (*Madrasah Tsanawiyah*) and upper secondary (*Madrasah Aliyah*) education under the supervision of the Ministry of Religious Affairs (MORA). At the end of primary education (grade 6) pupils sit the national examination; access to lower secondary education also depends on the results of an academic and psychological test.

Primary or elementary education provides general education. The core content of the basic education curriculum implemented in the second half of the 1990s consisted of: *Pancasila*, religion, civic education, Indonesian language, reading and writing, mathematics, introduction to science and technology, geography, national and general history, handicraft and arts, sports and health education, drawing, English language, and local content. The 1994 basic education curriculum was implemented in phases until the end of the 1996/97 academic year. The weekly lesson timetable is presented in the table below:

Basic education (primary and junior secondary school): weekly lesson timetable

Subject	Number of weekly periods in each grade								
	Primary						Junior secondary		
	I	II	III	IV	V	VI	VII	VIII	IX
<i>Pancasila</i> [Principles of the State's philosophy] education	2	2	2	2	2	2	2	2	2
Religious education	2	2	2	2	2	2	2	2	2
Indonesian language	10	10	10	8	8	8	6	6	6
Mathematics	10	10	10	8	8	8	6	6	6
Sciences	–	–	3	6	6	6	6	6	6
Social sciences	–	–	3	5	5	5	6	6	6
Handicraft and arts	2	2	2	2	2	2	2	2	2
Health and sports	2	2	2	2	2	2	2	2	2
English language	–	–	–	–	–	–	4	4	4
Local content	2	2	4	5	7	7	6	6	6
Total weekly periods	30	30	38	40	42	42	42	42	42

Note: Each teaching period lasts 30 minutes in Grades I–II, 40 minutes in Grades III–VI and 45 minutes at the junior secondary level.

Integrated or general science is taught at the primary level, while combined science (biology and physics) is taught in the lower secondary school. Social studies include history and geography. *Pancasila* education includes civic education.

The weekly lesson timetables for basic education (elementary and junior secondary education) according to the 2006 Curriculum are shown in the tables below:

Indonesia. Elementary education (first stage of basic education): weekly lesson timetable (national framework)

Subject	Number of weekly periods in each grade					
	1	2	3	4	5	6
Religious education				3	3	3
Civics				2	2	2
Bahasa Indonesia				5	5	5
Mathematics				5	5	5
Natural sciences				4	4	4
Social sciences				3	3	3
Arts, culture and skills				4	4	4
Physical education, sports and health				4	4	4
Local content				2	2	2
Total weekly periods	26	27	28	32	32	32
Personal development (two periods in each grade, grades 4-6)						

Source: Regulation of the Minister of National Education No. 22 dated 23 March 2006. In grades 1-3 a thematic approach is applied. Each teaching period lasts 35 minutes.

Indonesia. Junior secondary education (second stage of basic education): weekly lesson timetable (national framework)

Subject	Number of weekly periods in each grade		
	7	8	9
Religious education	2	2	2
Civics	2	2	2
Bahasa Indonesia	4	4	4
English	4	4	4
Mathematics	4	4	4
Natural sciences	4	4	4
Social sciences	4	4	4
Arts and culture	2	2	2
Physical education, sports and health	2	2	2
Skills/Information and Communication Technologies (ICT)	2	2	2
Local content	2	2	2
Total weekly periods	32	32	32
Personal development (two periods in each grade)			

Source: Regulation of the Minister of National Education No. 22 dated 23 March 2006. Each teaching period lasts 40 minutes.

‘Local content’ includes curricular activities aimed at developing competencies related to the unique local characteristics and potential, including local advantages where the content cannot be clustered into the existing subjects. The local content is determined by individual educational units. ‘Personal development’ is not a subject that must be taught solely by teachers. It is intended to provide an opportunity for learners to develop and express themselves corresponding to each learner’s needs, talent, and interests. Personal development activities can be facilitated by counsellors, teachers, or other educational staff and can be conducted in the form of extra-curricular activities. Personal development activities, among other things, can be performed through counselling services related to learners’ personal problems, social life, learning, and career development. (Dharma, 2008).

The standard competencies for elementary school graduates are to:

- act on their religious teachings according to their stage of development;
- know their weaknesses and strengths;
- obey social rules in their environment;
- appreciate religion, culture, ethnics, racial, and socio-economics differences in their environment;
- use information of their environment logically, critically, and creatively;
- demonstrate the ability to think logically, critically, and creatively with the guidance of their teachers;
- demonstrate high sense of inquiry and awareness of their potentials;
- demonstrate ability to solve simple problems in their daily life;
- demonstrate ability to identify natural and social phenomena in their environment;
- demonstrate affection and care about their environment;
- demonstrate affection and proud of their nation, state, and homeland;
- demonstrate ability in local art and cultural activities;
- demonstrate habits to live clean, healthy, fresh, and safe and to take advantage of spare time;
- communicate clearly and politely;
- work together in group, help each other, and protect themselves in their home and peer group;
- demonstrate eagerness to read and write;
- demonstrate skills in listening, speaking, reading, writing, and arithmetic. (*Ibid.*).

The standard competencies for junior high school graduates are to:

- act on their religious teachings according to their stage of development;
- demonstrate self-confidence;
- obey social rules in their broader environment;
- appreciate religious, cultural, ethnics, racial, and socio-economics differences in national scope;
- search and implement information from their environment and other sources logically, critically, and creatively;
- demonstrate the ability to think logically, critically, creatively, and innovatively;



- demonstrate the ability to learn independently on a par with their own potential;
- demonstrate the ability to analyze and solve daily life problems;
- describe natural and social phenomena;
- responsibly take advantage of their environment;
- implement values of togetherness in social and national life in order to realize the unity in the Unitary State of the Republic of Indonesia;
- appreciate art works and national culture;
- appreciate job tasks and be able to perform productively;
- live clean, healthy, fresh, and safe life and to take advantage of their spare time;
- communicate and interact effectively and politely;
- understand own and others' right and obligation in their social interaction;
- appreciate differences in opinion;
- demonstrate eagerness to read and write short and simple article;
- demonstrate skills in listening, reading, speaking, and writing in simple Indonesian language and English;
- master the knowledge required to continue study in secondary education. (*Ibid.*).

The annual promotion to the next grade in junior secondary education (and upper secondary education as well) is based on test results taken every semester to fulfil the minimum competency criterion, which is determined by the school itself. The school authority is responsible for the annual assessment. The junior secondary school exam taken at the end of grade 9 is on *Bahasa* Indonesia, English, mathematics, and science. (UNESCO Bangkok, 2010).

In 2002/03, there were 25.9 million pupils enrolled in elementary education, of whom 13.3 million were boys and 12.6 million were girls. In the same year, the total enrolment in junior secondary schools was 7.4 million students. In 2003/04, the overall percentage of repeaters at the primary level was 4%; the survival rate to the last grade of primary was 86%, and the transition rate from primary to junior secondary education was 81%. In 2004 the average pupil/teacher ratio was 20:1 at the primary and 15:1 at the lower secondary level.

In 2006, the NER at the elementary level was estimated at 95% and the GER at 114%. The overall percentage of repeaters at the primary level was 3% and the dropout rate was 2.2%; the survival rate to the last grade of primary was estimated at 89.3%, and the transition rate from primary to junior secondary education was estimated at 91%. At the junior secondary level the NER was estimated at 66.5% and the GER at 89%. Availability of classrooms and qualified teachers is a constraint on improving enrolment rates in primary and junior secondary schools. In more remote areas, with small school age populations, classrooms are frequently underutilized. In contrast, in more crowded urban areas, there is often a shortage of classrooms. As a result, there is significant variation in pupil per classroom rates. The challenge is to develop more effective school demand forecasting systems and capacity in order to ensure appropriate classroom provision. Since 2002 equal access to universal primary education both for boys and girls in urban and rural areas has been reached. Gender



Parity Index for both GER and NER at primary education already reached 1. (MONE, 2007).

In 2006/07, there were 165,755 primary schools in the country, of which 21,188 under the MORA (19,621 private) and 144,567 under the MONE (12,054 private). The total enrolment was 29,498,266 pupils (of whom 2,870,839 in schools under MORA) and the number of teachers was 1,666,183 (of whom 221,051 in schools under MORA). In the same year, there were 39,322 junior secondary schools in the country, of which 12,883 under the MORA (11,624 private) and 26,277 under the MONE (11,253 private). The total enrolment was 10,983,446 students (of whom 2,347,186 in schools under MORA), including 21,954 students enrolled in non-formal junior secondary education, and the number of teachers was 864,053 (of whom 242,175 in schools under MORA). As regards special education, in 2006/07 there were 982 special education schools under MONE (of which 789 private), with 47,670 students enrolled and 9,959 teachers. (World Bank, 2010).

Secondary education

Secondary education lasts three years and is for graduates of basic education. The types of secondary education include: (a) general secondary education, which gives priority to expanding knowledge, developing students' skills and preparing them to continue their studies at the higher education level; (b) vocational secondary education, which gives priority to expanding specific occupational skills and emphasizes the preparation of students to enter the world of work and expanding their professional attitudes; (c) religious secondary education (*Madrasah Aliyah*, managed, run and supervised by the Ministry of Religious Affairs–MORA), which gives priority to the mastery of religious knowledge; and (d) in-service secondary education, which emphasizes the training of service tasks for civil servants or candidates for civil service.

Secondary education aims at expanding and developing attitudes, knowledge and skills of the students for further education at the tertiary level or entry to the world of work. General secondary education is offered in senior secondary schools and religious secondary schools. General secondary education develops the students' knowledge in accordance with the progress of science, technology and the arts, and enables them to continue their studies at higher levels of education. It also develops the students' abilities as members of the community to interact with their social, cultural and natural environment.

The revised curriculum was implemented in phases and extended to all grades in 1996/97. The weekly lesson timetable is shown in the table below:

General senior secondary school: weekly lesson timetable

Subject	Number of weekly periods in each form				
	General		Specialist		
	Form I	Form II	Form III		
			Language	Science	Social
A. General					
<i>Pancasila</i> education	2	2	2	2	2
Religious education	2	2	2	2	2
Indonesian language and literature	5	5	3	3	3
General and national history	2	2	2	2	2
English language	4	4	5	5	5
Sports and health	2	2	(2)	(2)	(2)
Mathematics	6	6	–	–	–
Sciences:					
a. Physics	5	5	–	–	–
b. Biology	4	4	–	–	–
c. Chemistry	3	3	–	–	–
Social sciences:					
a. Economics	3	3	–	–	–
b. Sociology	–	2	–	–	–
c. Geography	2	2	–	–	–
Arts	2	–	–	–	–
<i>Sub-total</i>	42	42	14(16)	14(16)	14(16)
B. Specialist					
<i>Language:</i>					
Indonesian language and literature	–	–	8	–	–
English language	–	–	6	–	–
Foreign language(s)	–	–	9	–	–
History of culture	–	–	5	–	–
<i>Sciences:</i>					
Physics	–	–	–	7	–
Biology	–	–	–	7	–
Chemistry	–	–	–	6	–
Mathematics	–	–	–	8	–
<i>Social sciences:</i>					
Economics	–	–	–	–	10
Sociology	–	–	–	–	6
Civics	–	–	–	–	6
Anthropology	–	–	–	–	6
<i>Sub-total</i>			28	28	28
Total weekly periods	42	42	42(44)	42(44)	42(44)

Note: Each teaching period lasts 45 minutes.

The weekly lesson timetable for upper or senior general secondary education according to the 2006 Curriculum is shown in the tables below:

Indonesia. Upper general secondary education: weekly lesson timetable (national framework)

Subject	Number of weekly periods in each grade						
	10	IPA		IPS		Languages	
		11	12	11	12	11	12
Religious education	2	2	2	2	2	2	2
Civics	2	2	2	2	2	2	2
Bahasa Indonesia	4	4	4	4	4	5	5
Indonesian literature	–	–	–	–	–	4	4
English	4	4	4	4	4	5	5
Mathematics	4	4	4	4	4	3	3
Physics	2	4	4	–	–	–	–
Biology	2	4	4	–	–	–	–
Chemistry	2	4	4	–	–	–	–
History	1	1	1	3	3	2	2
Geography	1	–	–	3	3	–	–
Economics	2	–	–	4	4	–	–
Sociology	2	–	–	3	3	–	–
Anthropology	–	–	–	–	–	2	2
Arts and culture	2	2	2	2	2	2	2
Physical education, sports and health	2	2	2	2	2	2	2
ICTs	2	2	2	2	2	2	2
Skills/Foreign language	2	2	2	2	2	–	–
Skills	–	–	–	–	–	2	2
Foreign language	–	–	–	–	–	4	4
Local content	2	2	2	2	2	2	2
Total weekly periods	38	39	39	39	39	39	39
Personal development (two periods in each grade)							

Source: Regulation of the Minister of National Education No. 22 dated 23 March 2006. Each teaching period lasts 45 minutes. IPA = Natural sciences option; IPS = Social sciences option.



Indonesia. Upper general secondary education, grades 11 and 12 (option religious studies): weekly lesson timetable

Subject	Number of weekly periods in each grade	
	Grade 11	Grade 12
Religious education	2	2
Civics	2	2
Bahasa Indonesia	4	4
English	4	4
Mathematics	4	4
Interpretation of the Holy Qur'an	3	3
Knowledge related to the Prophet Mohammad	3	3
Understanding of Islam	3	3
Knowledge of God	3	3
Arts (music, dance, theatre, painting and sculpture)	2	2
Skills	2	2
Physical education, sports and health	2	2
ICTs	2	2
Local content	2	2
Total weekly periods	38	38
Personal development (two periods in each grade)		

Source: Regulation of the Minister of National Education No. 22 dated 23 March 2006. Each teaching period lasts 45 minutes.

The annual promotion to the next grade in senior secondary education is based on test results taken every semester to fulfil the minimum competency criterion, which is determined by the school itself. The school authority is responsible for the annual assessment. The senior secondary school exam taken at the end of grade 12 is on *Bahasa* Indonesia, English, mathematics, physics, chemistry and biology. (UNESCO Bangkok, 2010).

Technical and vocational education (TVE) is provided both in government and religious schools. TVE consists of about 40 programmes in the following fields: technology and engineering; health; arts, craft and tourism; information and communication technologies; agro-business and agro-technology; and business and management.

TVE curricula shall be based on the National Competence Standards for Work (SKKNI), which are developed with the contribution of industry and enacted by the Ministry of Manpower and Transmigration. The Board of National Educational Standards (BSNP) issues detailed curriculum guidelines and also develops nationally unified final examinations. The schools, however, shall develop their own curricula based on the curriculum guidelines and in negotiation with local stakeholders like companies and other parties. Curricula must be approved by the regional education



administration. Curricula contain a fair share of general education content since vocational secondary school shall also enable graduates to pursue higher education. The vocational part covers roughly 25% of the curriculum, not including basics of mathematics, sciences, and English language which are covered by the prescribed general education part. The training system is based on the Manpower Law of 2003 and further defined by the subsequent regulation of the Ministry of Manpower and Transmigration. The national training system stipulates the implementation of apprenticeship, which is organized in a dual form through the cooperation of companies and training centres. (*Source: UNESCO-UNEVOC website, 2011*).

In 2006/07, there were 22,383 senior secondary schools in the country, of which 10,239 general secondary schools (5,746 private) and 6,746 vocational secondary schools (4,998 private) under MONE, and 5,398 general secondary schools under the MORA (4,754 private). The total enrolment was 7,353,408 students, of whom 1,403,714 in general secondary schools and 1,826,528 in vocational secondary schools under MONE, and 548,324 students in general secondary schools under MORA. The total number of teachers was 512,735, of whom 305,852 in general education and 94,473 in vocational education under the MONE, and 112,410 teachers under MORA. (World Bank, 2010).

Assessing learning achievement nationwide

Overall student performance, as defined by average examinations scores, has improved significantly in both junior and senior secondary schools. For specific subjects, senior secondary examination scores have also improved. For Indonesian language, average scores have risen from between 5.3-5.9 in 2004 (across the different streams) to 7.3-7.8 in 2006. In English, scores have risen from 4.8-5.3 to 6.9-8.0 over the same period. For mathematics, scores have risen to 6.8-7.6 from 5.0-6.2 between 2004 and 2006. For junior secondary, the average score in *Bahasa Indonesia* has risen from 5.8 to 7.4. In English, the improvement has been from 5.2 to 6.6. In Mathematics, average scores have risen from 5.3 to 7.1 over the same period. (MONE, 2007).

“Although student outcomes have been improving, Indonesian students still rank low on international standardized tests. As a result of a focus on expanding enrollment over several decades, the education system has not consistently produced graduates with the high-quality knowledge and skills needed to build a strong society and a competitive economy. Standardized international exams demonstrate that Indonesia’s student outcomes are lower than those of students in other developing countries, even after taking family socioeconomic status into account. This fact suggests that deficiencies in the education system, rather than the socioeconomic backgrounds of students, are responsible for lower levels of performance. On the Programme for International Student Assessment (PISA) test in 2006, Indonesia improved its mathematics score substantially to 391 (from 360 in 2003). It also improved its reading score to 393 (from 382 in 2003). While Indonesia is now ahead of countries such as Argentina, Brazil, and Tunisia, it still ranks among the bottom 10 of the 56 countries that participated in the assessment. Among the teacher-related reasons that contribute to the low quality of Indonesia’s secondary school graduates are an ineffective learning process, with a heavy focus on theory and rote learning, and a high proportion of unqualified teachers without proper incentives to focus on



student achievement. The results for Indonesia show that among a recent cohort of children, 59% completed grade 9, yet only 46% actually had attained functional literacy. Thus, 54% of graduates of ninth grade had not achieved a level of basic competency. This fact demonstrates that in addition to improving access, Indonesia must now concentrate on ensuring that additional years of education are of high quality.” (World Bank, 2010).

In 2007, Indonesia ranked 36 out of 49 countries in the Trends in International Mathematics and Science Study (TIMSS) test. In science, it ranked 35. In the 2006 PISA, which uses a methodology that focuses on how well 15-year-olds are prepared for real-world situations, Indonesia ranked 48 out of 56 countries in reading, 52 in science, and 51 in mathematics. (*Ibid.*).

Teaching staff

In the past primary school teachers were graduates of a three-year education programme following junior secondary education. In order to improve the quality of primary school, the government decided that of primary school teachers are to be trained through a two-year diploma course (D2 programme) following senior secondary education. Teachers in junior secondary schools were to be graduates of at least a D2 programme. Senior secondary school teacher were to be graduates of at least a D3 programme. The qualification requirement for early childhood care and education educators (kindergarten teachers, including Islamic kindergartens, playgroups and childcare centres) was a two-year teacher-training college diploma in kindergarten education.

The Teacher Law of 2005 has transformed teacher management by establishing a much more stringent teacher certification system. According to this Law, by 2015 all teachers must complete the certification process, which requires a minimum qualification of a four-year higher education degree, e.g. a bachelor’s degree (S1 degree) or a four-year diploma (D4 degree). Teachers may also be eligible for key functional, professional (i.e., certification), and special-area allowances. The Teacher Law also mandates that, in the future, all teachers must be able to demonstrate competency in four groupings of essential competencies: pedagogical, personal, professional, and social. The National Standards Board (BSNP) has developed a set of standards for teachers, principals, and school supervisors. These standards are the basis of the instruments used to certify teachers. The National Accreditation Agency (BAN-PT) also requires universities to demonstrate that they have used these standards to revise existing courses and develop new teacher training courses, such as the new four-year S1 degree for primary teachers. The teacher training institutes within universities (the LPTKs), both public and private, remain the key teacher training agencies. The enactment of the Teacher Law of 2005 gave these bodies additional obligations. All LPTKs are required to provide the new four-year course for pre-service teachers that leads to the S1 qualification. A postgraduate course that qualifies participants for certification will also be implemented by these institutes (e.g. new teachers complete the postgraduate programme for specialist subject knowledge, as well as for age-specific pedagogical knowledge and practice, to gain certification before commencing work as teachers). (World Bank, 2010).



In 2006, only 37% of the teaching workforce had a four-year degree; the proportion was considerably higher at the senior secondary (80% of the teachers had a four-year university degree or more) and junior secondary (60%) levels, and lower at the primary (16%) and kindergarten (11%) levels. At the kindergarten level, 63% of the teachers had high school or less, 5% a D1 diploma, 19% a D2 diploma, and 2% a D3 diploma. At the elementary level, 35% of the teachers had high school or less, 2% a D1 diploma, 44% a D2 diploma, and 2% a D3 diploma. (*Ibid.*).

As part of the decentralization process begun in 2001, most responsibilities for teacher employment and deployment have been devolved from the national to the district level. The central education agencies, such as the Ministry of National Education (MONE), the Ministry of State Administration Reform, and the National Civil Service Board (BKN), still play a role in the hiring of civil servant teachers and in teacher management. The BKN sets a quota that governs the number of civil servant teachers that each district can hire. However, it is the districts themselves that manage the civil service exam and determine whom to hire. There are three main categories of teachers: civil servants (mainly in public schools), contract teachers, and school-hired teachers. In general, the gender of the teaching working force is very well balanced; 54% of teachers are female. However, most principals are male (59% of all principals). Also, the number of female teachers is disproportionately high in urban areas (61%), while males often dominate the teaching workforce in remote areas. Despite progress towards enhanced qualifications, concerns remain about the competency of Indonesian teachers. In 2004, MONE administered an examination to primary and secondary school teachers in order to obtain an indication of their competency. The tests were not necessarily administered in a rigorous, nationally representative manner; neither were they calibrated to a meaningful score. In many subjects, the average score for primary school class teachers was only 38%. For secondary school teachers, the average score across 12 subjects was only 45%, with average physics, mathematics, and economics scores at 36% or less. While it is important to keep in mind that the test was not calibrated, the scores were well below what the test developers had expected. The low competency level of teachers hampers their ability to provide the quality of teaching required by the country. (*Ibid.*).

Teacher workloads are low, particularly in junior and senior secondary schools. MONE has introduced a policy that requires all teachers who receive a professional allowance to work full time, with a minimum of 24 class period/‘hours’ (each of around 45 minutes in length) each week, for a total of 18 weekly hours of actual class time. In primary and secondary schools, 46% of all teachers already meet the 24-period/hour minimum. In primary schools, 70 percent of teachers meet the minimum, and another 18% have between 13 and 23 periods. The workloads of secondary school teachers are significantly lower: only 19% of junior secondary and 18% of senior secondary teachers teach the minimum required number of period/hours. Historically, teachers have been poorly paid. In 2004–2005, the average annual starting salary for primary teachers in Indonesia was less than \$3,000. In general, teacher salaries are 20% less than those of workers with similar qualifications. Accordingly, teachers often have a high rate of absenteeism because they take second jobs to make ends meet. This reality reduces their motivation and effectiveness in the classroom. School-hired teachers receive extremely low salaries, often 10–30% of a civil servant salary. These teachers are willing to accept low pay in the hope of eventually gaining a civil servant position. Small schools in general tend to have a much lower number of



qualified teachers. Smaller schools have a much higher proportion of teachers with only a high school diploma or less and a lower proportion of teachers with a four-year degree or higher qualification. There is a direct relationship between school size and the educational level of the teachers, often due to the fact that many teachers in small schools are locally-hired individuals, who may not be qualified. (*Ibid.*).

The Open University (Universitas Terbuka, or UT) has provided an important pathway for teachers who need to upgrade their training. Some 80% of students at the Open University are teachers who are undertaking additional training. Thus, the institution provides an important pathway for teachers, particularly those located in remote areas, to meet certification requirements. In August 2006, the UT had 37 regional offices in 26 provinces, with 225,000 active, enrolled students, of which half were funded by districts or regional governments and the other half were self-financed. The UT has an extensive network and working relationships with provincial universities. (*Ibid.*).

References

A. Dharma. *Indonesian basic curriculum. Current content and reform*. Paper Presented at the Roundtable Discussion in Retrac Governing Board Meeting at Institut Aminuddin Baki, Genting Highland, Malaysia, 27 August 2008.

Ministry of Education and Culture. *Education development in Indonesia. A country report*. Presented at the 45th session of the International Conference on Education, Geneva, 1996.

Ministry of Education and Culture. *Fifty years development of Indonesian education*. Jakarta, Office of Educational and Cultural Research and Development, MOEC, 1997.

Ministry of Education and Culture. *Education For All 2000 Assessment: country report of Indonesia*. (Under the co-ordination of Dr. Soedijarto). Jakarta, 1999.

Ministry of National Education. *National report on the development of education: Indonesia*. Presented at the 46th session of the International Conference on Education, Geneva, 2001.

Ministry of National Education. *The Background Report of Indonesia*. Prepared by the Directorate General of Out of School Education and Youth for the UNESCO/OECD Early Childhood Policy Review Project (ED/BAS/EIE/05/A). Paris, UNESCO/OECD, August 2004.

Ministry of National Education. *National report on the development of education: Indonesia. Quality Education for All Young People: Challenges, Trends, and Priorities in Indonesia*. Presented at the 47th session of the International Conference on Education, Geneva, 2004.

Ministry of National Education. *Country Report: Indonesia. Indonesian Public Policies on Inclusive Education*. Presented at the 48th session of the International Conference on Education, Geneva, 2008.



Ministry of National Education. *Country paper: Status and major challenges of literacy in Indonesia*. Presented at the Eighth E-9 Ministerial Review Meeting on Education for All “Literacy for Development”, Abuja, Nigeria, 21-24 June 2010.

Ministry of National Education. EFA Secretariat. *EFA Mid-decade Assessment: Indonesia*. Jakarta, September 2007.

NUFFIC (Netherlands organization for international cooperation in higher education). *Country module: Indonesia. Evaluation of foreign degrees and qualifications in the Netherlands*. Second edition, International Recognition Department, The Hague, February 2011.

UNESCO Bangkok. *Secondary education regional information base: Country profile, Indonesia*. Bangkok, 2010.

UNESCO International Bureau of Education. “Indonesia: goals and objectives of education”. Pp. 83-87 in *Globalization and Living Together: The Challenges for Educational Content in Asia*. Final report of the sub-regional course on curriculum development, New Delhi, India, 9-17 March 1999, organized by the International Bureau of Education and the Indian Ministry of Human Resource Development. Paris, Geneva, 2000.

UNESCO International Bureau of Education. *Indonesia Curriculum Reform – Situational Analysis 2002-2003*. Geneva, 2003.

UNESCO Office Jakarta. *Early childhood care and education in Indonesia: Current practice and future policy directions*. Final report prepared by Bachrudin Musthafa, Indonesia University of Education, Bandung, October 2007.

World Bank. *Education in Indonesia: Managing the transition to decentralization*. Volume I, Report No. 29506. Washington DC, August 2004.

World Bank. *Transforming Indonesia’s Teaching Force. From pre-service training to retirement: Producing and maintaining a high-quality, efficient, and motivated workforce*. Volume II, Report No. 53732-ID, World Bank Office Jakarta, April 2010.

Web resources

Board of National Education Standards: <http://bsnp-indonesia.org/id/> [In Bahasa Indonesia. Last checked: May 2011.]

Curriculum Development Center: <http://www.puskur.net> [In Bahasa Indonesia. Last checked: May 2011.]

Directorate General of Higher Education: <http://www.dikti.go.id/> [In Bahasa Indonesia. Last checked: May 2011.]

Ministry of National Education: <http://www.kemdiknas.go.id/> [In Bahasa Indonesia. Last checked: May 2011.]



Ministry of Religious Affairs: <http://www.kemenag.go.id/eng/> [In Bahasa Indonesia and English. Last checked: May 2011.]

Ministry of Women Empowerment and Child Protection: <http://www.menegpp.go.id/> [In Bahasa Indonesia and English. Last checked: May 2011.]

National Agency for Professional Certification: <http://www.bnsp.go.id/> [In Bahasa Indonesia. Last checked: May 2011.]

National Standardization Agency of Indonesia: <http://www.bsn.go.id/bsn/> [In Bahasa Indonesia. Some information in English. Last checked: May 2011.]

For updated links, consult the Web page of the International Bureau of Education of UNESCO: <http://www.ibe.unesco.org/links.htm>