

**QUALITY EDUCATION FOR ALL YOUNG PEOPLE:
CHALLENGES, TRENDS, AND PRIORITIES
IN INDONESIA**

COUNTRY REPORT

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I. INTRODUCTION

A. Geographic and Demographic Characteristics

The Republic of Indonesia is an archipelago with a total land area of 1.9 million square kilometers. It consists of five main islands (Java, Sumatera, Kalimantan, Sulawesi and Papua) and about 30 other smaller groups of islands totaling some 17,000 islands, of which approximately 6,000 are inhabited. Situated along the equator between the Malay peninsula and Australia, Indonesia's territory extends over 5,000 kilometers from east to west and 1,750 kilometers from north to south. After China, India and the United States, Indonesia is the world's fourth most populous country. The 1995 population was estimated at 195.6 million, up from 147.5 million in 1980, and 119.2 million in 1971. This means that the average annual population growth had decreased from 2.32 percent in the 1970s to 1.98 percent in the 1980s. In 1995, the basic population structure was comprised of 32 percent in the young-age group of 0-14 years; 62 percent in the productive or potentially active age bracket of 15-64 years; and 4 percent in the old-age group of 65 years and above. The fertile islands of Java and Bali, which together constitute only some 7 percent of the total land area, accommodate almost 60 percent of the population. Java, with an average density of 814 persons per square kilometer (up from 575 in 1971), is among the most densely populated areas in the world. By contrast, Papua has the lowest density among the country's 30 provinces, with only 4 persons per square kilometer.

The urban population of Indonesia grew from 32.8 million in 1980 to 55.4 million by 1990, an increase of almost 1.7 times, while the total population increased 2 times during 1980-90. The proportion of urban population increased from 22 percent in 1980 to 31 percent in 1990. Between 1980 and 1990, the annual urban growth was 5.4 percent, compared to 0.8 percent per year for the rural areas. This means that although the rural population is still 2.2 times larger than the urban population, the latter has grown 6.7 times faster than the former. Furthermore, of an almost 31.9 million total population increase during 1980-90, 22.6 million, or 71 percent, was due to urban growth alone.

Indonesia's geographic and demographic characteristic and development policies are among the determinants of the Government's policies to enhance the people's welfare, including the provision of basic educational services towards" *Education for all*.

B. National Education of Indonesia

The national education is education which finds its roots in the culture of the Indonesian nation and which is based on the *Pancasila* (the *Five Principle State Philosophy*, i.e. *Believe in God the Almighty, Just and civilized humanity, Unity of Indonesia, Democracy which is guided by the inner wisdom of deliberation of representatives, and Social justice for the whole people of Indonesia*) and the 1945 Constitution.

The goal of national education in Indonesia is to enhance the intellectual life of the people and develop a complete Indonesian man or woman. i.e. one who believes in God the Almighty and has supreme conducts, has knowledge and skills, is physically and mentally healthy, has strong personality and is independent and has the sense of responsibility to the society and the nation as well.

C. Education System and Levels of Education

The education system is organized in two different paths, i.e. school and out-of-school education. School education is organized in schools through teaching and learning activities that are gradual, hierarchical, and continuous. Out-of-school education is organized outside the formal schooling through teaching and learning activities that may or may not be hierarchical and continuous. Education in the family as an important part of the national education system is an out-of-school education and provides religious, cultural and moral values and skills.

The education system consists of seven types of education, they are: (1) general education prioritizes expansion of general knowledge and improvement of skills for the

students. Specialization is also needed in the last grade; (2) Vocational skill needed for employment; (3) Special education provides important skills and abilities for students with physical and/or mental disabilities; (4) Service-related education aims at increasing abilities required for a government official or a candidate to implement a certain task; (5) Religious education prepares students to play a role which demand the mastery of specific knowledge about religion and related subject; (6) Academic-oriented education focuses primarily on improving the mastery of science; and (7) Professional education prepares students primarily on mastering specialized or job-related knowledge and skills.

The level of education that includes formal school system consists of the following levels of education, i.e. basic education, secondary education, and higher education. Apart from the levels of education mentioned above, pre-school education is also provided. Out-of-school education can be held at the outside schools and provided by governmental and non-governmental agencies of private sector and the community.

Type of Out-of-School Education consists of general education, religious education, service-related education, and vocational education. Out-of-School Education may include courses, group learning such as packet A, B, Income Generating Program, or any other option like apprenticeship.

Pre-school education aims at stimulating physical and mental growth of children outside of the family circle before entering primary education that can be held in formal school system or out-of-school education. Among the types of pre-school education available, there are Kindergarten at the formal school and Play Groups and Day-care Centers at the out-of-school. Kindergarten is provided for children age 5 to 6 years for one to two years of education, while play groups and day-care centers are attended by children at least 3 years old.

Basic Education is a general education of nine years, i.e. six years of primary and three years of junior secondary school. Junior secondary school consists of two different types of education, i.e. general junior secondary school and professional junior secondary

school. The goal of basic education is to develop students as individuals, members of society, citizens and members of mankind, as well as to prepare them to pursue study in secondary education. Basic education is a compulsory education that providing the learners with basic knowledge and skills.

In addition to the Basic Education, there are also an Islamic Primary School called Madrasah Ibtidaiyah, equivalent to Primary School and an Islamic General Junior Secondary School called Madrasah Tsanawiyah, equivalent to General Junior Secondary School managed and run by the Ministry of Religious Affairs.

Secondary Education is available to graduates of basic education. The paths of secondary education include general secondary school, vocational secondary school, religious secondary school, service-related secondary school, and special secondary school. Secondary education gives priority to expanding knowledge and developing student's skills and preparing them to continue their studies to the higher level of education or the preparation of students to enter the world of work and expanding their professional attitude. The length of secondary education is three years for general secondary education and three or four years for vocational education.

In addition to the Secondary Education, there is also an Islamic General Senior Secondary School called Madrasah Aliyah, equivalent to General Senior Secondary School managed and run by the Ministry of Religious Affairs.

Higher education is an extension of secondary education consisting of academic and professional education. Academic education is mainly aimed at mastering science, technology, and research, whereas professional education is more aimed at developing practical skills. Institutions involved in higher education are the following types: academics, polytechnics, school of higher learning, institutes, and universities. The length of higher education is three years for diploma program and four years for graduate program. After graduate program students can continue to master program for two years and finally to doctorate program for three years.

Graduates from general senior secondary school can continue to diploma or graduate program or to type of higher education such as university, institute, school of higher learning, academic, and polytechnic. If they choose diploma program, they can continue to specialist program.

D. Data of Number of Schools, Students, and Teachers in 2002/2003 Academic Year

Indonesia's school system is large, spread out over many islands, and is diverse in the types of populations that it serves.

Kindergarten

In Kindergarten, there are 46.9 thousand schools, 1.85 million pupils, and 137.07 thousand teachers.

Special Schools

In Special School, there are 1,010 schools and 10.905 thousand teachers.

Special schools in Indonesia tend to be concentrating on some provinces. There are 1,338 special schools in Indonesia, comprising public and private schools. At least 65% of the schools are located in five provinces; they are Jakarta, West Java, Central Java, and West Sumatera. The remaining 35% are located in the other 25 provinces in Indonesia. The distribution of special education teachers tends to follow that of the special schools. The special education teachers account for 12,086 persons. At least 68% of all special education teachers teaching in special schools are concentrated in Jakarta, West Java, Central Java, East Java, and South Sulawesi. The remaining 32% are scattered through the other 25 provinces in Indonesia.

The number of special students is 49,609 students. It consists of 45% hearing impairment, 30% visual impairment, 13% mild intellectual disability, 3% moderate intellectual disability, 3% moderate physical disability, 3% multiple disability, 2% behavioral difficulty, and 1% mild physical disability.

Primary Schools

In Primary School, there are 146.1 (in 1999/2000 was 150.6) thousand schools, 4.3 million new entrants and 25.9 million pupils whose consists of 13.3 million male pupils and 12.6 million female pupils. From those pupils, 84.8% is in the official age of primary school level (7-12 years) or 21.9 million pupils. In addition the biggest pupils having Moslem religion are 22.38 million or 86.4 percent. Number of male graduates is bigger than those of female graduates, these are 50.9 percent compared to 49.1 percent. On the other hand, female teachers are bigger than those of male teachers; these are 666.3 thousand and 568.6 thousand.

In Primary School, if it assumes that class teachers should be the same as classes, it has been calculated that there was shortage of 212.03 thousand class teachers.

The number of classes is 871.5 thousand and classrooms in 2002/2003 academic year are 370.7 thousand with 42.5 percent in good condition, 34.4 percent in fair condition, and 23.1 percent in bad condition.

Junior Secondary Schools

In Junior Secondary School, the number of schools is 20.9 thousand with public schools bigger than those of private schools; these are 10.9 thousand and 10 thousand. Number of new entrants to grade 1 is 2.5 million pupils and 95.05 percent are graduated of primary schools. From those schools, it can be gathered 7.4 million pupils who are 3.8 million male pupils and 3.6 million female pupils. In age group, 78.38 percent pupils are in the official school age of Junior Secondary School level (13 – 15 years). Besides, Moslem students are biggest; they are 6.2 million or 83.6 percent. Number of male graduates is bigger (50.5 percent) than those of female graduates (49.5 percent).

The same as graduates; the number of male teachers is 53.7 percent or 239.7 thousand, also bigger than those of female teachers are 46.3 percent or 206.1 thousand. If it is calculating the need of teachers based on learning hours and teachers working load per week is 18 hours, so it is needed 445.8 thousand teachers so that there are a shortage of

24.77 thousand subject matter teachers. In addition, it is also needed 2 more headmasters. About 60.9 percent teachers are civil servant status, 66.3 percent are qualified teachers, and about 224.8 thousand or 51.7 percent are 30 – 39 years old. If it is compared between classes and owned classrooms in Junior Secondary School, there are 8.3 percent of classrooms that are used more than once.

Senior Secondary Schools

In Senior Secondary School, the number of schools was 12.9 thousand with General Senior Secondary Schools are bigger than Vocational Senior Secondary Schools; these are 8.03 compared to 4.9 thousand. Number of new entrants to grade 1 is 1.8 million pupils with 90.3 percent are graduated of junior secondary school. From those schools, it can be gathered 5.2 million pupils who are 2.8 million male pupils and 2.4 million female pupils. In age group, 81.1 percent pupils are in the official school age of Senior Secondary School level (16 – 18 years). Besides, Moslem students are the biggest; these are 4.3 million or 82.6 percent. Number of male graduates is bigger 52.7 percent or 806.9 thousand compared to female graduates, which are 722.5 thousand or 47.2 percent.

The same as graduates, number of male teachers is 59.6 percent 217.5 thousand, and it is also bigger than female teachers, which are 147.5 thousand or 40.4 percent. If it is calculating the need of headmasters based on number of schools, there were 274 schools do not have their headmasters. About 43.7 percent teachers are civil servant status, 69.4 percent are qualified teachers, and about 171.8 thousand or 47.1 percent are 30 – 39 years old. If it is compared to classes (124.417 thousand) and classrooms in Senior Secondary School, there are 5.4 percent classrooms that are used more than once.

Higher Education

In Higher Education, number of institutions is 1.9 thousand with schools of higher learning are bigger; these are 844 or 45.9 percent than that of other types of higher education. Number of new entrants in teacher training level is 13.3 percent and in non-teacher training level are 86.7 percent. From those institutions, it can be gathered that 3.1 million students are 1.7 million male students and 1.4 million female students. If it divided into

study program, 70.8 percent students in teacher training program are in Social Sciences and 31.8 percent students in non-teacher training program are in economics and business. Number of male graduates is 51.4 percent, bigger than those of female graduates. The same as graduates; number of male lecturers is 71.4 percent bigger than those of female lecturers.

E. Financing of Education

In general, there are several sources of funds for financing of education in Indonesia. These are government, society and foundations. Schools run by the government are financed by the government, while the foundations and the parents finance the private schools. Private schools get only a subsidy based on the volume of the government budget.

The government subsidy may come from central, provincial, and district governments. It may take the form of salaries and assistance for the rehabilitation of buildings, books, equipment and consumables. The government subsidy is usually given to public schools on a regular basis, whereas the subsidy for private schools is not available regularly. The regional and district government assist finance school expenses based on the policy of the local government.

The second source is community contributions. These contributions may come from parents in the form of monthly fees (tuition fess), building construction donations and fees for other activities, such as student activities, and laboratory activities, and examinations. Another community contributions or source of revenues are donations such as from alumni who are sympathetic to education, etc.

The school (tuition) fees for every type and level of different private schools are not similar. In some cases, school fees are partially covered by the foundation and in other cases are paid solely by the students.

Foundations are also sources of funds for schools. For example, from Bishop in the case of Catholic schools, from Zakat which is a fund contributed by Moslems and equivalent to 2.5% of their income, and from Infaq which is a voluntary contribution for charitable purposes, including schools; those the last two examples come from Muhammadiyah, Al Azhar, and other Moslem schools. For private schools, foundation contributions are expected to play a more substantial role in the financing of education in the future.

School expenditures include salaries for teachers and non-teaching staff; both full time and part time staff. They also include expenditures for the purchase of laboratory and teaching equipment and materials, consumables, furniture, building rehabilitation, rent, transportation, operation and maintenance, and other school activities such as those related to national and religious celebrations.

The central government expenditure for education has increased during the last two years, after economic crisis began in 1998. The average increase per year during this period was significant. However, the government expenditure for education is still not a very big share of the national domestic product. The education expenditures are only 12 percent (?) of the total government expenditures for developing the country.

Even though the government is trying to promote the idea that all public schools should have a minimum school standard, especially in terms of building and facilities, these standards due to education budget, are difficult for most private schools to meet.

The regional government provides assistance for development of schools but the regional planning designed by Bappeda was not directly concerned with the development of private schools. The planning by Bappeda, before decentralized system was proclaimed on January 1, 2001, put more emphasis on space arrangements of the region. By implementing decentralized system in education, there is room to improve the role of Office of National Education in every district in accelerating the development of schools in relation to the economic developments and emerging employment opportunities both in the districts and region.

The development of education is not merely the concern of the government and the teachers. The contribution of community is another important source that should be explored. The contribution can be in the form of donations but ideas and other support from the community for the development of schools are also important. In this country, the community contribution to education could be improved in the future. At present, most schools are usually not active in stimulating the community contribution. Activities that attract community involvement are limited. It is a common practice for schools to determine their syllabi and curricula without much contact with the surrounding community. As a result, the curricula and syllabi may not be relevant to the needs of society. Within this climate, it is hard to expect a lot from the community.

Private schools have a substantial impact on the education of society. A great interest of the public in private schools can be seen from the large number of private schools when compared with the number of public schools for each type of school. Most of private schools are in inferior condition and only a few schools are in good quality, even these schools are better than public schools. Usually the good schools belong to federative foundations, such as the Moslem, Catholic and Christian foundations. Federative foundations are foundations owned collectively by a group or community, mostly religious-base foundations. Non-federative foundations are those owned by an individual or a group of individuals or community. Some schools are under a non-federative foundations, such as Taruna Nusantara, Pelita Harapan, Global Jaya, Bina Bangsa, Bhakti Idhata, etc, which these school are potential, apparent, and it is likely to become an excellent school in the future.

The poor quality of both public school in remote areas and private schools is due to several factors. These schools lack funds, teachers, equipment and facilities. Most of the teachers are part-time teachers are not well paid. The average salary of teachers is starting from Rp. 2,000.- up to Rp. 5,000.00 per hour plus Rp. 2,000.- to Rp. 5,000.- for transportation. Hence, if a private teacher could teach 5 hours every day (8.00 am – 1.00 pm) his/her salary would be Rp. 266,000 per month (equivalent to US \$ 28.06). However,

this is not possible since there are several different courses to be taught in a particular school and these require different educational backgrounds. Moreover, teachers need enough preparation time to be able to teach effectively. With such load it is hard to have sufficient preparation time. Meanwhile, one public teacher (State employee) with 20 years working at Senior Secondary School and teaches 18 hours per week, has a salary Rp. 1,500,000.0 (equal to US\$ 161.29).

Access to secondary education is a very real problem for many students from low-income families. The fact that schools lack teachers, equipment, and facilities is a result of limited available funds. Most students for both in public and private schools come from low-income families. On the other hand, the biggest contributions to school funds come from parents in terms of monthly school fees, student activity fees, and other fees. It is then understandable that some public and private school funds are very limited unless the enrolment is sufficiently large to reach economies of scale. Consequently, most of the schools face difficulty providing students with good learning condition and facilities, such as libraries, books, laboratories, and other equipment. Financial difficulties and family problems are the main reasons for dropping out of school.

School fees charged at the Senior Secondary level frequently pose an insurmountable barrier to deserving students from poor families. In rural areas where access to secondary education is more limited, additional costs of living away from excessively penalize many capable rural students. Further, teacher numbers and teacher competence is often lower in rural schools. Difficulties in accessing textbooks and other learning materials are exacerbated by distance, isolation and poverty. Financial assistance in the form of scholarships or grants-in-aid are needed to provide greater access and increase equity. Additionally the provision of high quality textbooks and teacher's guides to disadvantaged groups would improve equity.

The expenses of the schools, especially for private schools, are for: (1) teaching-learning cost such as classrooms, laboratories, workshops, tests, and extracurricular activities; (2) operations and maintenance costs such as electricity, telephone, and facilities

maintenance and repair; and (3) salaries and allowance of teaching and non-teaching staff, both full time and part time. When government employees are seconded to the private schools, the government pays their salary, but they receive some honoraria from the school. However, they don't get the same pay as the foundation employees, since the government already pays them.

In general, the source of the private school revenue comes from school contribution, school fee, and other sources. However, there are several schools whose source of funds come only from school fee and school contribution, or there are even school which get funds from school fee. Besides, the size of the funds obtained cannot be judged from the number of students, because in fact there is school with big number of students obtains the less amount of funds compared to the funds obtained by the school with small number of students. In general, the private school with good quality is more selective in accepting new students. Therefore, the good and bad of the quality of the private school cannot be judged from the big and small number of students in that school.

Beside the revenue system of the private school, the expenditure system is various. The school with big number of students does not mean to have big expenditure too or vice versa. It is the same for the quality of the school, the big expenditure or each expense of student does not mean that the school has good quality. There are several schools whose total expenditure and item of expense relatively small have good quality. This shows that the bad or good quality of school is not only judged from the funds spent and the item of expense, but with other factors that influence and complete one to another.

The financial crisis of the late 1990s threatened to derail the educational progress of the previous decade, but enrollment rates, which faltered immediately after the crisis, have since recovered. Impressively, large decreases in enrollment rates were avoided even though real household education and the share of education expenditures in total household expenditures declined by about one-third from 1998 to 2000.

It is different from the system of public school in general, a public school with good quality has big number of students in which the total revenue and the system of the expenditure are also big so the item of expense tends to be bigger. This is because of the system of funds supporting from the government that is based on the number of students. Besides, the better quality of the public school is, the more new students come from the have family, so their contribution to the school can be relatively bigger than those who come from marginal families.

II. EDUCATION FOR ALL YOUNG PEOPLE

A. Challenges

Education is a fundamental human right of all people - of value in and of itself, for improving the quality of life, and as an essential part of social and human development.

Based upon the *Political and Economic Risk Consultancy* (PERC) which located in Hongkong, and their survey in 12 Asia's countries concluded that education system in Indonesia located in the orderly of 12 below Vietnam. While based on UNDP Report 2004 on Human Development Index that measures achievement in terms of life expectancy, educational attainment and adjusted real income, Indonesia is categorized in Medium Human development and located in number 111 out of 177 countries surveyed. This position is below some countries of ASEAN such as Singapore (25), Brunei Darussalam (33), Malaysia (59), Thailand (76), Philippines (83), but above Vietnam (112), Cambodia (130), Myanmar (132), and Lao PDR (135).

Based on Study of PISA (Programme for International Student Assessment) of 2000/2001 in 41 countries in the world for 15 years old students indicates that ability to read (litteration) Indonesian students is located in the position of 39 with level 1 (average score 371), only a little above Albania (349), and Peru (327). Indonesian students abilities are far from Thailand students (rank no 32 out of 41 with the score 431), but close to Macedonian students (373) and Brazilian students (396). This study also indicates that 31.1% of Indonesian students are below level 1, 37.6% are on level 1, 24.8% are on level 2, 6.1% are on level 3, and only 0.4% are on level 4, but no one who achieves level 5. 62.4% students who are located in level 1 and 2 indicate that they only have basic competence in finding information and understanding simple reading text. Only 6.5% students who have ability to read better. For reading skill is in understanding and interpreting reading text more difficult than above, 27.6% are in below level 1, 40.3% are in level 1, 26.1% are in level 2, 5.7% are in level 3, 0.3% are in level 4, and no one is in level 5. On the most difficult skill, that is to reflect and evaluate the content of

text, 32.5% are in level 1, 28.7% are in level 1, 24.3% are in level 2, 11.2% are in level 3, and 2.9% are in level 4, and 0.4% are in level 5.

In terms of gender issues, 1.2% female students are below level 1 with the score below 335, whereas international average only 3.7%. Only 26.4% female students achieve level 1 with the scores between 335 and 407; 36.7% are in level 2 with the scores between 408 and 480; 28.8% students achieve level 3 with the scores 481 and 552; 7.5% students achieve level 4 with the scores between 553-626; and only 0.6% students achieve level 5 with the score above 626. Those percentages of each level are far below percentage of international students. Meanwhile, male students for each level of reading skills have achievements as follows: 36.5% are below level 1, 38.6% students are in level 1, 20.7% students are in level 2, only 4.5% students achieve level 3, and 0.2% students are in level 4, and no one is in level 5. These percentages of each level

Meanwhile, only 30% of primary school teachers are really competent as required by Ministry of National Education. Junior Secondary School teachers are also less than half of them who have met the requirement for teaching. This situation also the same with the condition of the equipment for teaching and learning, such as classrooms, textbooks, libraries, and laboratorium are far from the required needs.

Problems of Training in Essential Skills and Curriculum 1994

There is disparity between job-seekers and job opportunities due to the existing disparity between the skills acquired and the required skills. The problem will persist if equality, relevancy and quality of education are not continuously promoted. The enhancement of equal educational opportunities and quality of basic education will improve the structure of workforce in Indonesia, which in turn will increase economic growth of the country and create new job opportunities.

The problems of implementation 1994 curriculum in Indonesia are as follows:

1. Curriculum has too many contents and subject matters, so that students can't learn optimally; they learnt everything but it was not depth. Besides, some contents are overlapped horizontally among some subject matters and vertically among levels.

2. Learning system in the classrooms emphasizes only on cognitive domain, without affective and less psychomotor domains.
3. Teacher is a central learning, not students.

Education of women and girls and the elimination of gender disparities

Indonesia has made significant progress in expanding enrollments in basic education and has been closing the enrollment gap between males and females in education. However, Indonesia still needs to consider in continuing efforts to promote the educational access, retention, and achievement of girls. In 2002, the gross primary enrollment rate was exceeded, and net enrollment rate was about 93%. The financial crisis of 1997 had no lasting impact on enrollment. Achieving universal is goal 2 of the Millenium Development Goals (MDG) and is measured by the target of ensuring that by 2015, children/students- boys and girls alike-, will be able to complete a full course of primary schooling (9 year basic education). Gaps in gender are narrowing as the less advantaged have made gains. To date, Indonesian girls have made greater advances than boys in school participation, achieving parity in primary and juniro secondary education and near parity for senior secondary net education (ratio of girls to boys was 0.98 in 2000). However, regional gender differences are more pronounced. Goal 3 of MDG calls promoting gender equality and empowering women, with the target of eliminating gender disparity in primary and secondary education preferably by 2005 and in all levels of education no later than 2015. While gender diaparity in primary education is almost eliminated everywhere, addressing gender disparity in SSE in some regions is still a challenge.

It is essential to eliminate systemic gender disparities, where they persist, amongst girls and boys throughout the education system - in enrolment, achievement and completion; in teacher training and career development; in curriculum, and learning practices and learning processes. This requires better appreciation of the role of education as an instrument of women's equality and empowerment.

Furthermore, specific measures should be taken to ensure the inclusion of women and girls with disabilities in all educational processes.

Where possible, also, specific programmes, both formal and non-formal in approach, should be developed to target the increased enrolment, retention and completion of education by girls and women.

Based on State Guidelines 1999-2004 and Law No 25 of 2000 concerning National Development Program 2000-2004, in terms of forming equality and fairness in gender, it needs to develop national policy which responsive in gender. One of the strategies used to achieve those goals is gender mainstreaming in national development. This is stated in the Presidential Decree No. 9 of 2000 on Gender Mainstreaming in the national development that all Ministries and Non Government Institutions, Provincial Government and District/City Government must implement gender mainstreaming in the planning

Special Education

The efforts to provide handicapped people with adapted physical education and sports in Indonesian setting have, so far, been made partially, particularly in schools, and still lack serious attention, and consequently, the quality of physical education is generally low. Moreover, a recent study in 2002 indicates that one of 80 adapted physical education teachers who attended an in-service training in West Java, Indonesia in 2002 has physical education background, but not adapted physical education. Unless there is a systematic intervention to the situation, the condition of physical education and exercise for people with disabilities will not improve.

General Secondary Schools

Many efforts to improve quality education in General Secondary Schools (GSS) in Indonesia including student's learning output have been implemented through some programs since 1968 in State Guidelines and Five Year Development Plan such as curriculum development, provision student's textbook and references, teacher training and up grading, school management improvement, and provision of other school facilities. As a matter of fact, many indicators showed that quality education in Indonesia

remains the same; it means that there is no significantly improvement in many sectors especially for student's learning output and student's behavior, and community unsatisfactory. From the field of work, there is no satisfaction of graduated students who enter their field of work. They are unprepared for working. Unsatisfaction started from primary school graduates up to secondary schools. Meanwhile, secondary school graduates who enter to higher education in university do not have enough skills and knowledge to follow their studies. Nowadays, many secondary school graduates are jobless for both in villages and in the cities, because of limited field of work. This situation is more painful since Indonesia has been escaped from economic crisis yet.

For Indonesia, challenges are increased because Indonesia has many crisis, such as intellectual crisis, social capital, and the belief crisis as an nation. In such condition, Indonesian nation is facing to some choices: whether we will follow the current of globalization, or we will oppose globalization, or we will enter globalization intelligently. Of course the Indonesian nation is chosen to enter globalization intelligently, it means that Indonesian nation have to use and develop together with globalization, and also give contribution for global life.

Private schools play an important role in senior secondary education, providing education to 42% of all students and 68% of vocational education students.

B. Trends

1. School Reform

In relation with the movement of improving the quality of education that have been launched by the Ministry of National Education on May 2nd, 2002, the programs for all educational sectors have to move to the programs that can improve the quality of students. Reforming schools is the only way to meet that movement. The school reform agenda for all level of education in order to improve the quality of education should be in the form of school based management. Implementation of school reform

in the context of school based management is a basic term for developing educational quality in Indonesia.

The effort of implementing the school based management for all level of education have been forced since 1999. It is understood that this effort can automatically contribute significantly to the community participation and then finally it can influence to improve quality of education. After five years of the school based management program have been launched, it made progress in terms of community participation as shown by the high commitment of community to education.

The first year implementing school based management, Ministry of National Education launched the program called school based quality improvement management and provided school development fund for approximately 1000 schools (junior and senior secondary school) directly to schools through block grant mechanism. In 2002, approximately 2,680 senior secondary schools have received school development fund from central government to improve quality and access based on the proposed quality improvement program from school themselves. The school development fund consists of 17.8 % (476 schools) for improving access to quality education and 82.2% (2,204 schools) for improving school and management quality.

The main ideas in implementing school based management focus on the quality of education, bottom-up planning and decision making, transparent management, empowerment of community, and quality improvement continuously.

As a part of the planning for improving the quality of education, Indonesia recognizes that unless the schools are being managed efficient and effectively, we cannot expect that the program will achieve its goals and targets. For this reason, improving the quality of the school personnel to be capable of managing the school properly is a crucial importance. This is indeed very urgent considering the trend that decentralizing education up to the district level very soon going to need the support of

this policy by the readiness of each school to manage the school program efficiently and effectively.

2. Curriculum Issues and Reform

The development and renewal of school curricula are becoming more challenging in today's rapidly changing world. Effective leadership and facilitation of curriculum change in an increasingly globalized world requires that curriculum policy makers, developers and implementers possess more complex competencies and reference models.

Another facet of the changing role of secondary school relates to curricula patterns. These carry implications for school organization and resources. It is now fairly universal to stress the importance of the acquisition of basic skills through the primary grades. At the simplest level these consist of literacy and numeracy, fluency in appropriate languages, the rudiments of scientific literacy and common exposure to that which is culturally valued, e.g. understandings derived from history and geography, and socialization into culturally appropriate behavior.

Many researches showed that the success of people in their life has been determined by academic abilities (*common core*), vocational abilities and generic abilities (*common knowledge*). Academic abilities have been determined by the success in subject matters; vocational abilities are determined by certain/specific skills; and generic skills are determined by a) personal abilities (such as decision making rationally, futuristic plan abilities, etc), and b) social abilities (cooperation ability, empathy, etc). Among the three abilities, generic abilities (*common knowledge*) are dominants in preparing people success in their life, by contributing at least 70%. This means that abilities such as to control emotions, empathy, sympathy, patient, enthusiasm, high motivation, tolerant, and creative are more important than having good score or achievement of examination.

Curriculum changes worldwide are putting increased emphasis on the acquisition of skills as well as subject knowledge, so that students will have the ability to respond flexibly to the swiftly changing modern environment. As a result, teachers must be able both to teach and assess skills and to adjust their own teaching methods to embrace a wider range of techniques for both teaching and assessing in the classroom.

In most of the countries, the content has really been revised at secondary level. Although the primary curriculum may have been revised, it has not been made terminal and continues to prepare for secondary education, which itself prepares for higher education. The goals of the primary schools are not well defined: which skills, which competencies are the students trying to develop? What should the youngsters actually know when they leave school? For what of adult life and working life should they be prepared? Similarly, the objectives of general upper-secondary schools are not clear, apart from preparing for universities, the access to which will become more and more limited. The lack of relevance of secondary education is what explains the relative demand for technical courses at post-primary (junior high school) level.

Thus curriculum reform appears necessary to improve the quality and relevance of secondary education: hopefully students would find it easier to learn a programme which is more directly concerned with them; they might also be prepared to take a job outside the formal sector of the economy. This reform would obviously concern content and teaching methods but it could affect as well the weekly number of hours and the number of subjects taught at different levels, which would have a consequence on unit costs.

The future national education curriculum in Indonesia is developed by competency based. In this concept, curriculum is written and developed by minimum competency based, which must be had by every student after he or she finished one basic (unit) competency, one unit of time and or one level of education. Therefore, each student could not continue to other / next competency or other level of education if he or she hasn't had the competencies required yet. Competency based curriculum is expected

that it can assure the achievement of quality standards of graduates of certain education institutions, which currently is being national complex problems in Indonesia.

The contents of the future curriculum in Indonesia must be emphasized on subject matters which are able to face global challenges and the rapid development of science and technology. Therefore, basic sciences such as mathematics and sciences (Physics, Biology, and Chemistry) become the core of the development of curriculum in every type and level of education. In line with this, subject matters that become basics of the whole development of personality of students, that are sports and arts, must be emphasized equally in national educational curriculum. Both subject matters above will form strong physics, sportive soul and democratics, creative and innovative, appreciative mentality to big nation creations which are basics for development of qualified Indonesian people. Of course, the whole curriculum contents which are developed by expertises and practices, must have foundations of ethics and moral, that is developed into religious subject matter and other relevant subject matters.

Beside those criteria, national education curriculum is developed based upon at least eight indicators below.

1. Education Curriculum has characteristics of flexible and simple; it means that flexible in facing possibility to change in the future due to the impact of development of science and technology and community claims.
2. Curriculum must be a general guideline for students active learning. Therefore, curriculum is not too details and it can be developed individually and creatively by teachers appropriate with student's potencies, condition of resources, and other local condition.
3. The development of curriculum must be conducted simultaneously by the development of learning resources (books and student worksheets) and teaching media.

4. Education curriculum must have global / regional standards, national insights, and it is implemented locally. Therefore, the quality of education curriculum is equal to other curriculum in abroad.
5. Education curriculum must be one unity and have continuity with unity and level education. Therefore, one unity of curriculum has strong foundation for curriculum at the next level of education.
6. Curriculum development is not longer authority of central government, but it is shared activity with local government, and even community. Central government for the next years is only handle for core curriculum, generally such as mathematics, sciences, and language, while other curriculum which are extended, are written and developed by local government appropriate with their needs.
7. Curriculum development is not directed to create single curriculum for all schools. Education curriculum can be differentiated for normal group of students (mainstream), above normal, and below normal, either since genetical / intellectual reasons or availability of learning resource factors. The differentiation of those curriculum have also different measurement for each group of students.
8. Curriculum also takes into consideration for education happened in the family and community. Education in school can't be difficult to achieve the goal without supports from family and community.

C. Priorities

The Dakar Summit (April 2000) held in Dakar, Senegal has made formal education compulsory. Making education compulsory, however, does not mean collecting mere academic certificates or making every citizen literate. It is the quality of education that matters to every individual so that one can face challenges in life wisely. Therefore, Indonesia has some priorities to develop education system with its implementation.

1. Education Access for All Young People

Providing new schools, new classrooms, and Classroom Rehabilitation.

Providing schools and classrooms and classroom rehabilitation are the priorities for accessing all students in junior and secondary schools, particularly for 9 year universal basic education program. For senior secondary schools, before crisis (1996/1997), at least 63 new secondary schools have been built, 899 new classrooms have been added, and 424 school buildings have been rehabilitated. While during crisis era (1997/1998 – 1998/1999), the development of new senior secondary school buildings was at least 168 schools; 1912 new classrooms; and 858 school rehabilitation. For junior secondary schools were higher than senior secondary schools.

a. Regular Schools

Facing the 21st century, the era in which the understanding of information technology becomes essential to succeed in the global economic competition, the education community encounters a tremendous challenge that is to devise their students with sound knowledge in the limits of funding. In order to meet the challenge, our school is entrusted with the responsibility to provide students with competence for entering the millenium era where the information and technology are constantly increasing. One method in actualizing the student's knowledge is through supplying equal access to information. In supplying equal access to information the most important element is to promoting a networking technology, by which information access is expanded, communication skill is enhanced and a new model of collaboration students and teachers is encouraged. With such powerful and practical solutions, some schools are committed to bringing the future of learning within reach of its students as well as of other local schools of all size and means. Graduates of 21st century will find that in order to have a prosperous career, they need to possess skills in getting information, critically thinking as well as adding values to it, and communicating the outcome through

many techniques, including by means of electronic media. Unfortunately, these skills are not possible to be sufficiently taught in the traditional education model where one teacher is responsible for directing information flow to 25-30 students.

b. Non-formal Education

Out-of-School Basic Education

According to the Law on National Education System, the education system is organized in two different channels, in-school or formal education and out-of-school or non-formal education. The out-of-school education is based on Government Regulation No 73/1991. The regulation stated that out-of-school education is aimed at (a) serving learners in order that they could develop themselves at their earliest age during their life to uplift their standard of living and their self-esteem, (b) developing learners in order that they acquire knowledge, skills, and attitudes needed to develop themselves, to work to get income and to continue education at the higher level, (c) meeting the educational needs of the community which could not be met by the school. The out-of-school basic education consists of Packet A equivalent to Primary Education and Packet B equivalent to Junior Secondary Education.

The objective of the programme is to support the Nine Year Universal Basic Education through the out-of-school education channel in order that all children age 13-15 attain education equal to junior secondary education level. In addition, it makes possible for learners to fulfil the requirements for further education at higher level. The learning activity is held three times a week depending on the consensus reached by the learners, tutor, manager, and organizer. Students study with the tutors but must also study autonomously or in small groups outside the class time. The learning content is divided according to lower secondary education curriculum, delivered in the form of modules. Students are evaluated by a multiple-choice test on each subject at the end of each semester to determine if they will move on to the next set of modules.

1) Packet A Program Equivalent to Primary Education

Packet A program is a non-formal equivalent to primary education program which would provide both general and vocational education to the drop-outs or to those who could not be accommodated in formal schools.

Packet A learning activity is implemented through learning groups and/or course. Each group consists of a maximum of 40 learners assisted by at least one tutor who have had educational training or who are teachers of primary school. Generally, three groups are assisted by an institution or organization and a program manager is appointed for those three learning groups. Tutor and manager are given a monthly financial incentive. The financial resource of the Packet A program may come from the state income and expenditure budget, the provincial income and expenditure budget, grant or loan from abroad, and community self-financing. In 1994, Packet A was implemented within the framework of supporting the Nine Year Basic Education program. During 1997/1998 a National Final Stage Evaluation (PEHAPTANAS) was organized in cooperation with the Examination Center. Out of the 44.803 participants 40.164 (89.65%) passed the exam. After having successfully passed the PEHAPTANAS, the graduates of Packet A were given the opportunity to continue studying at an advanced level through formal school or non-formal one.

2) Packet B Program Equivalent to Junior Secondary Education

The Packet B program is a non-formal equivalent to a junior secondary education program which would provide both general and vocational education to primary school graduates or its equivalency who could not continue education, and to junior secondary school drop-outs. The program is intended for 13-15 years population, however, older students are accepted as well. Packet B students are not expected to continue schooling after graduation, but if they want to do so they can sit in a state equivalency examination and obtain a regular junior secondary school certificate. Therefore, the vocational component of Packet B is regarded as an important part of the program, to ensure that after graduation the students already in

possession of some skills for employment or self-employment. Further training may be needed, which will be provided by courses or by income-generating programs in continuing education.

Packet B learning activity is implemented through learning groups and/or course. Each group consists of a maximum of 40 learners assisted by at least 5 tutors who have had educational training or who are considered to be able to teach a subject matter or study field in Packet B program. Generally, three groups are assisted by an institution or organization and a program manager is appointed for those three learning groups. Tutor and manager are given a monthly financial incentive. The financial resource of the Packet B program may come from the state income and expenditure budget, the provincial income and expenditure budget, grant or loan from abroad, and community self-financing. At the end of three years, students take a test similar to the one taken by the regular junior secondary education students. The achievement exams are nationally organized, therefore, the Packet B graduates will have the same quality as junior secondary education graduates. The graduates receive certificates, equal rights and recognition to pursue further education.

In order to find out the results of instruction during 1997/1998 a PEHAPTANAS was organized in cooperation with the National Examination Center, MoNE. Out of 94.345 participants 89.62% successfully passed. Among participants who passed the PEHAPTANAS tests, some of them pursue a higher educational level (Senior Secondary School).

3) Packet C Program Equivalent to Senior Secondary Education

The Packet C program is also a non-formal equivalent to a senior secondary education program which would provide both general and vocational education to junior secondary school graduates or its equivalency who could not continue education, and to senior secondary school drop-outs. The program is intended for 16-18 years population, however, older students are accepted as well. At the end of three years, students take a test similar to the one taken by the regular senior secondary education students. The achievement

exams are also nationally organized, therefore, the Packet C graduates will have the same quality as junior secondary education graduates. The graduates receive certificates, equal rights and recognition to pursue further education.

c. Islamic Schools

There are two forms of Islamic Schools, namely Tradional Islam Pesantren (that is called Pesantren), and Modern Islamic Schools.

1) Traditional Islam Institutions (Pesantren)

One of the unique features of indonesia since is independence is that is has adopted a 'dual systems of education. In trying to catch up with the West in the field of science and technology, the Indonesian government has developed a modern type of secular education which is administered by the Ministry of National Education. The government, however, also believes that the traditional education must not be abolished because it contributes to the development of the spiritual and intellectual life of the Indonesian people. Since then Islamic education has been recognized and developed together with the modem type of education. Islamic education is administered by the Ministry of Religious Affairs. The adoption of this dual system of education means that the government has moderately transformed traditional educational institutions for its future needs. Students who are enrolled in the Islamic educational institutions run by the Ministry of Religious Affairs represents roughly between 10 and 15 percent of total students throughout Indonesia.

This dual educational system was adopted, however, not simply because of a belief in continuity, but also because of differences between the ideals and aspirations of Moslem and the rest of Indonesian people on the fundamental aims of education. A major cleavage in the Indonesian Islam community is between people who faithfully adhere to Islamic teachings and those who are only minimally Moslems. The 1971 census shows that together these groups represents 87 percent of the population. Furthermore, among faithful Moslems

there is also cleavage between 'traditionalists', who adhere to (the four founders of Islam jurisprudence, and 'modernists', who take only the Koran and the Hadith as valid references). Throughout the Central and East Java, faithful Moslem Javanese are recruited and divided into two groups -the traditionalists of Nahdathul Ulama and the modernists Muhammadiyah. Although both Islamic groups agree that formal education is the principal channel through which the ideas and values of the ruling elite are communicated to the younger generation, they differ on the fundamental aim of education.

For Moslem modernists or national secularists, education is designed primarily for human resources development as a means of achieving the goals of community development. Both Moslem traditionalists and modernists share similar views on educational theory and the practice of Islam in regard to the knowledge of the One True God as the highest level. All other knowledge (religious knowledge, science and technology is subservient to the knowledge of God). However, for the modernists religious knowledge is confined exclusively to the understanding of the Kor'an and the Hadisth; for the traditionalists, all branches of Islamic knowledge, particularly fiqh, constitute superior knowledge; seeking such knowledge is 'incumbent to all Moslems, males and females. The result is that, for the modernists, education involves acquiring knowledge of the Kor'an and the Hadisth (which does not take a long time) plus acquiring knowledge of all sciences and technology; for the traditionalists, education involves, in particular, the study of all branches of Islamic knowledge, which takes years of learning.

That is why almost all educational institutions developed by the modernists teach secular subjects, while the ones developed by the traditionalists mostly still teach various branches of Islamic knowledge.

At elementary and secondary levels, there are three types of Islamic educational institutions, i.e. the Madrasah, the Diniyah, and the Pendidikan Guru Agama. The Madrasah, either of elementary level called Madrasah Ibtidaiyah, or secondary level called Madrasah Tsanawiyah (Junior Secondary Religious School, and Madrasah 'Aliyah (Senior Secondary Religious School) teach 70% secular subjects and 30% religious subjects. The holder of Madrasah certificates are regarded as being equally qualified as graduates of secular educational institutions. The Diniyah teachers, on the other hand, teach 30% secular subjects and 70% religious subjects. Their graduates are not regarded as being equally qualified as graduates of secular educational institutions.

The gap between secular and Islamic education, although still wide, has been narrowed by government efforts at providing religious instruction at secular school and by accommodating a great portion of secular knowledge in the curricula of Islamic educational institutions. Thus, many Diniyah has now become madrasah. But the strength of Islamic education is not in Madrasah system, it is in Pesantren system.

In Pesantren students should live in dormitories within the complex of Pesantren owned by Kyai (religious leader/teacher). The Pesantren still persists as the main source of Islamic institutions due to their success in producing high qualified Islam scholars and the uniqueness of its training methodology as well as their access to development. The education in Pesantren is aimed to teach morals and prepare students with a life full of sincerity and purity. The students should respect religious ethics above all else. Learning is an obligation and a dedication to God. Students are trained towards independence and self-reliance. The Kyai provides for individual education and recognize individual differences, observe students' aptitudes and learning. The students are supposed to be santri who should continue learning until they die, learning from cradle to grave. The modern Kyai will

expose the teaching of Prophet: *"Work for your worldly life as if you will live forever in this world and perform your religious obligation for your life as if you will die tomorrow"*.

2) Modernization of Pesantren

Pesantren is a traditional institutions because it is the oldest institution in Indonesia. But being a traditional institution it does not mean that pesantren is start because it is constantly changing. The pesantren education could change from time to time according to the needs of the students of pesantren which is motivated by the changes occur in the community surrounding the pesantren.

Most of the pesantren have built madrasah within its complex. The madrasah built in the pesantren- might be madrasah diniyah which only teaches Islamic religion but there are also madrasah which is equivalent to public primary school (Madrasah Ibtidaiyah), public junior secondary school (Madrasah Tsanawiyah) and Madrasah 'Aliyah which is equivalent to senior secondary education.

In Indonesia, pesantren are officially classified by the Ministry of Religious Affairs, into four types, A, B, C and D.

Type-A is that ,which retains the most traditional characteristics where the students (santri) stay in a boarding house (pondok) around the kyai's house; there is no set curriculum and thus the kyai holds full authority over the teaching-learning process including the type and depth of the offered subject matter. The method of teaching is typically 'traditional', relying on the individualized instruction and the collective learning methods. In either one the santri sits around the kyai who reads, translates and explains his lessons, which are repeated or followed by his students. The lessons consist only of religious subjects and Arabic language, usually taken from or using classical religious texts.

Type-B pesantren includes those which, besides offering the traditional instructions in classical texts, have madrasah where both religion and secular subjects are taught. The madrasah has a curriculum of its own or adopts the curriculum set by the Ministry of Religious Affairs.

Type-C is a pesantren which, along with providing religious education of a type-B model with both traditional instruction and madrasah system, has also an ordinary public school administered by the Ministry of Education and Culture such as a Primary (SD) and Secondary (SMP and SMA). Thus, a type-C pesantren is a type-B plus public school.

Finally, a type-D pesantren is that which provides only boarding accommodation to students. These students go to either madrasah or public schools somewhere outside this boarding complex. No formal instruction is given in this type of pesantren the function of the kyai is only as a counselor and spiritual guide to create a religious atmosphere at the complex.

Government regulation No. 28/1990 has reformulated a policy that MI and MTs has been transformed into nine year basic education, MI for six year Primary school and MTs for 3 year lower secondary school. The management of both schools is under the Ministry of Religion, but its development is under the Ministry of National Education. The budget for the development of madrasah is assisted by the ADB as well as grant from various donor countries.

2. Quality Education

a. Providing educational facilities

In order to achieve better learning outcomes in senior secondary schools, since 1993/1994 up to crisis era in 1997/1998 and 1998/1999 (6 years) the government

provided at least 820 science laboratories, 645 libraries, 6,710 art and sport learning equipment, 10,157 mathematics learning equipment, 4,079 social science laboratory equipment packages, 3,687 computers, 36,016,634 textbooks, and 1,327,500 reference books for libraries.

b. Developing New Curriculum and Broad-based and Life Skill

Quality education for students are also achieved by implementing alternative delivery in Broad-Based Education by giving life skills to all students starting from primary schools up to secondary schools. Meanwhile, quality education depends also on the implementation of curriculum. Nowadays, Indonesia still develops new curriculum.

Implementation of the Curriculum Reform

In the school year 2004/2005 (starting on the middle of July 2004), Indonesia will have new Curriculum namely Curriculum 2004. Nowadays, Indonesia implements limited for 112 Senior High Schools across the country (30 provinces 98 districts/cities). This implementation has been started since the school year of 2002/2003 at 40 Schools in 13 provinces, and the school year of 2003/2004 it has been added to become 72 schools across the 30 provinces. The 112 schools have been developed, monitored, supervised intensively by the Directorate of General Secondary Education. Meanwhile, based on reports from provinces, there are at least 680 schools that have implemented Curriculum 2004. Therefore, out of 8,555 schools across 30 provinces, there are at least 7,875 schools that have been planned to implement gradually Curriculum 2004 up to the school year of 2007/2008, or up to the implementation of Curriculum 1994 is over.

The Curriculum 2004 for the general secondary education is implemented in phases and only for schools which have been ready for implementing it. Besides the schools above, the Curriculum 2004 will be started from the 2004/2005 academic year with the tenth grade; in the 2005/2006 academic year with the tenth and eleventh grades; and in the 2006/2007 academic year covering all grades (10th to 12th grades) of senior

secondary education (in one school). So, in one school, there is two kinds of curriculum being implemented.

One of the medium goals which will be achieved is to change or improve teaching and learning process. Teachers and students behavior in the teaching and learning process must be changed. These changes would be reality if the system of evaluation in school is changed. Without changing in evaluation, there will be no changed in the teaching and learning process.

The school graduates are students who have ability in three aspects, they are clean heart (honest), smart, and healthy and skillful physics. The breakdown of the qualified school graduates is they who love their country, honest, work hard, self confidence, discipline, healthy in physics and mental, have solidarity among others, intellect and skillful.

Therefore, the formulation of the educational state objectives is not only on the cognitive aspect, but also culture process which has objectives to develop the whole intellectual ability, personal ability, and social ability of the students. In relation of these, Curriculum 2004 which is competencies based, consists of a number of basic competences that have been had by the students. Based upon these basic competences, the districts/cities and even schools can formulate syllaby which have been submitted to the students. So the districts/cities or school aspirations are dominants in the daily implementation of curriculum. On the curriculum which emphasizes on the basic competences, the role of teacher is on the accountability, that is how far the students achieve and have the established basic competences.

Curriculum Networking

In relation with the school management and the community roles in the implementation of Curriculum 2004, the government suggests to develop Curriculum Networking inter-institutions. This Networking is very important to consider that the authority and competencies of other institutions in the implementation of curriculum

2004 are well involved. By cooperation its institutions, there are some quality improvement of the implementation of Curriculum 2004. These cooperation will be developed by forming and establishing *Innovation in Education Networking* in national , provincial, and districts/cities level. This Networking will involve teachers from Association of Subject Matter Teachers (ASMT), Supervisors, Universities, District/City Education Office, Provincial Education Office, Education Board and also Religious Education Office which manages Religious Schools (Madrasah).

Like ASMT and learn from the past, so that the networking which have been formed since the implementation of Curriculum 1994 and even Curriculum 1984, it will be revitalized. At that time, it has been formed The Curriculum Networking and The Assessment Networking which have been separately formed and implemented. The Curriculum Networking consisted of persons who have been trained as Curriculum Engineering Team, while The Assessment Networking consisted of persons (teachers/supervisors / education officers in provincial level) who have been trained and studied either in Indonesia and abroad in the field of assessment. The post-graduate persons in assessment became instructors in provincial level. Unfortunately, both the Networking up to now do not working well due to the change of political system (from centralized to decentralized system) and the member of those networking became retired and promoted to other places.

Developing Life Skill Education

The Ministry of National Education (MoNE) has emphasized that higher quality education at senior secondary education level should be interpreted sufficiently broadly to include complementary elements such as life skills. Life skills are defined as a common core of skills relevant across professions and cultures like personal skills, communication, problem solving, technology skills, lifelong learning capabilities, and also specific values that instill confidence and civic commitment.

Life skills for all students are important, and therefore Ministry of National Education has developed schools with life skill education starting in the year of 2002, begin with

kindergarten and primary schools, junior secondary schools (through Open Junior Secondary Schools), senior secondary schools. At senior secondary schools, life skill program was started in 80 General Secondary Schools which were as developed schools, and 1,000 GSSs across the country in 2002/2003. In academic year 2003/2004, life skill program in GSSs was added by 585 schools, while in 2004/2005 it will be added by 246 schools across the country.

c. Teachers and Teaching Preparation

Teaching is a complex and demanding profession. All over the world, societies change in response to new knowledge gained, technological developments, globalization and a requirement for an ever-more sophisticated and educated population. Teachers are in the forefront of such social change, responding with speed and confidence to the new demands made of them, in terms of both their knowledge and the way in which they teach.

Why did someone decide to become a teacher? Did they always want to teach? Teaching actually is more than a job. It is a way of life for those who choose it. Some even say it is a “calling” for special people. Others may not feel the same way about teachers and the profession, and that is why teachers are often underpaid, overworked, undervalued, and criticized by the republic, parents, and their own students. So why would anyone want to be a teacher? Many teachers say it has been the small things that have kept them in teaching: the smile on a student’s face when he finally understands a concept, observing a student reading a book for the first time, or challenging a student to strive for higher goals. There is also a built-in sense of renewal each year when one class leaves and moves on a new group enters the classroom. Teachers have shared that although it is often sad to let the students go there is excitement in being able to challenge a new group.

Since the implementation of competence-based curriculum in formal schools (public and private) in Indonesia, teachers are required to present the teaching and learning materials in a very different methods. As we know that the process of teaching and learning in Indonesian schools’ setting has been unrealistic in that almost everything

that the student learns is something coming from nowhere. This is the reason why the end product is unuseful and the graduates cannot do what they must do in the real world. Teachers in Indonesia must change their approach, paradigm, and technical know-how in teaching and learning activities.

Through the implementation of Curriculum 2004, the roles of Institution for Educational Quality Assurance in 30 provinces and Teacher Training and Development Centres (Science, Mathematics, Languages, Social Sciences, Arts, Teaching, and Technology) are very important, especially to prepare teachers with standard competences of teaching and learning at schools in every level of education.

d. Learning Achievement and Outcomes

The effectiveness of primary and secondary education program is reflected by student performance and its outcome. Various approaches are applied to measure study performance and outcomes, with approaches very much depending on the interpretation of study outcome. Some countries get access to study performance by measuring in how far students master curriculum matter through exams or tests; others measure their mastering a range of essential study competence of standard tests for basic skills or tests for functional literacy, numeracy literacy, and daily necessary skills.

The current national education reform accompanying decentralization aims to control quality by specifying standards and process for certifying students, teachers, and schools. The new ethos of decentralization can be observed in, among other places, the recent reforms of the examination system. In the past, to qualify for school certificates, students had to pass public examinations in several subjects (JSE 6 subjects, and SSE 7 subjects) on multiple choice tests where most of the questions were drawn from a national list and were marked according to national procedures. Now, final examinations are set partially at the national level and partially at the school level (for JSE and SSE). The national portion of the examination (three subject matters: Mathematics, English and Indonesian Language) is a multiple choice

test (including listening comprehension for English in SSE), and the school portion (7 subject matters) of the final exam will be based on cognitive aspect and laboratory work. Examinations play an important role in quality improvement in that student performance on well designed standardized tests can provide planners with comparative information about the strengths and weaknesses of schools' academic program and help them to direct resources appropriately.

e. Developing Alternative School Delivery

There are some alternative school deliveries for students with specific characteristics, such as economics, geographics, religious and cultures.

1) Open Junior and Senior Secondary Schools

Open Junior Secondary School which has been developed since 1979 in 5 different areas. Open JSS was prepared to facilitate students 13 -15 years old with difficulty in accessing regular schools. Even though the open JSSs and GSSs actually are also regular schools, they have specific characteristics, such as the students learn in Learning Sites with specific learning time, only twice a week they meet in regular schools, and they learn by modules. During the implementation of 9 year basic education since 1994 – late 2000, the number of Open JSS was approximately 3,400 schools across the country. Nowadays, since the government (central/Provincial and Districts/Cities) builds new school buildings and classrooms, the number of Open JSS becomes 2,870 schools.

Meanwhile, Open General Secondary Schools are developed in 7 locations in 6 provinces (West Java, Central Java, East Java (2), Riau, South Sulawesi, and East Kalimantan) and started in the academic year of 2002/2003. The number of students in 7 Open GSS's right now is 2,790 persons for 3 levels (grades). Each year, the number of students in 7 locations is increased. Unlike open JSSs, open GSSs are developed and managed by districts/cities government. Central Government only established standard operational procedures and provided learning modules (11 subject matters for grade 10 and 12 subject matters for grades 11 and 12).

2) Integrated Senior Secondary School

Integrated Senior Secondary Schools consist of 2 types; they are General Secondary School that opens vocational class and Vocational Secondary School that open general secondary class.

Due to seemingly rising interest in vocational and technical education in 18 provinces (*Yogyakarta, North Sumatera, West Nusa Tenggara, Banten, North Sulawesi, West Java, East Java, South Sumatera, Central Kalimantan, South-east Sulawesi, Bengkulu, Gorontalo, East Kalimantan, West Kalimantan, Central Sulawesi, South Kalimantan, West Sumatera, and Riau*), with more new students going to vocational and technical senior secondary schools, recently (2003/2004) MoNE has been implemented integrated schools, which combine vocational and technical senior secondary schools with general secondary schools on the same school compound to raise efficiency in the use of resources. Only two provinces which have Vocational Secondary Schools with at least one general secondary class for each school; they are in *North Maluku* and *Lampung*.

3) Border Schools

Indonesia recently has three border schools which 2 schools located in West Kalimantan, and one school located in East Kalimantan (border with Malaysia). In academic year 2005/2006, it will be developed into 10 border schools. They are in Kalimantan (5, border with Malaysia), Papua (2, border with Papua New Guinea), North Sulawesi (1, border with Philippines), and East Nusa Tenggara (1, border with Timor Leste).

They have several characteristics, such as to develop the students / graduates with several competences to work equally with the quality of other nations.

4) Remote Schools

Some people may say that remote schools are disadvantaged. Such schools are usually located in poorer areas. They often have fewer learning / teaching resources, more under-qualified teachers, and an inadequate number of teachers.

They are not well supported by supervisors or district officials. Supervisors and district officials even claim that it is due to lack of budgets to carry out their job and also due to geographic barrier. This results in considerable hardship for teachers in remote schools, and is attributed to provision of a lower level of education for students. Even the small incentive offered is not enough to attract teachers to such schools. Only one who has high dedication and commitment can work as a teacher in remote areas.

Since every citizen should get an opportunity to have education and the community in the remote areas must also learn to face their life, the government also develops schools in remote areas due to geographic barriers, such as schools in small islands and schools which are difficult to access by common transportation. For Senior Secondary Education, starting in the year of 2003, government surveyed to those areas to indicate appropriate type of education for community. For example, there are three locations established as remote schools such as Senior Secondary School in Bawean island (in Java Sea between Java and Kalimantan), Enggano island (in Indian Ocean, located in Bengkulu), and Mentawai islands (in Indian Ocean, located in West Sumatera).

5) Traditional and Modern Islamic Schools

KMI/TMI is one of the alternative traditional school delivery which is common in Indonesian society. However, from some typologies of Pesantren, KMI/TMI is a group of Modern Pesantren, which implements classical learning process system, using blackboard/whiteboard, teachers wear nicely and use tie, and there is a lesson plan. Curriculum used in KMI/TMI is designed by themselves based on institution goals and needs, but it is not limited on religious subject matter, it is also on general subject matters. KMI/TMI uses reference books that equal to general schools and Madrasahs. KMI/TMI students are obliged to communicate in english and Arabic daily. KMI/TMI students must follow two examinations, they are local examination and state examination if they want to continue their studies to higher education (State University of Islam). KMI/TMI needs to be equal with

Senior Secondary School, so that the KMI/TMI graduates will have same opportunity to continue their studies to other higher education (beside State University of Islam) and to get better work in the community. Since the curriculum system and teaching-learning in KMI/TMI are unique, the certificates for their graduates have been fully unaccepted yet by the recruitment system of labor and higher education students, even though in general their competences are not below of the competences of Senior Secondary Education graduates.

Madrasahs as modern islamic schools which manage and run by Ministry of Religious Affairs (MoRA) are not decentralized; it is still centralized. Therefore teachers from MoRA schools sometimes feel that there are preferential treatment by district managers towards MoNE schools and teachers (regular schools are developed and monitored by district/city office of education)

3. School Management

Nowadays, schools do not take place at a vacuum atmosphere; it means that schools have free values. However, the schools stay in a society in which it shall have no longer international boundary; nations have stronger depending among them, and the development of science and society are very fast. As a result the future life is difficult to be forecasted. In the early 90s, a school management intervention was introduced. It aimed at improving the effectiveness of school management and strengthening school and community relationships. This intervention was carried out under the Primary Education Quality Improvement Project (Peqip). Peqip target is basically primary schools in 8 provinces, i.e. East Java, Yogyakarta, West Sumatera, West Nusa Tenggara, East Nusa Tenggara, Bali, South Sulawesi, North Sulawesi. The pilot schools were given treatment and they serve as models for schools around them.

As decentralization become a major thrust in education management the government also introduces two other management interventions. They are school-based quality improvement and school finance scheme. Unlike Peqip intervention, these interventions give more autonomy to school principal in managing his/her school. These two

interventions are conducted by adopting the principles of school-based management concept. The implementation of the pilot project of the School Based Quality Improvement still involves two levels of administrative authority of education above the school level. The national level is represented by the Directorate General of Primary and Secondary Education, The Ministry of National Education, and the district level is represented by The District Office of National Education.

Decentralization has had a positive influence on teachers and school management. Initial growing pains during the current transition era are seen as inevitable. Decentralization should continue to be implemented albeit with more open communication, greater transparency, and less ambiguity. One the main benefits for teachers is that they feel more empowered to manage the learning teaching process in their classrooms.

The objectives of this scheme are to support the improvement the quality of basic education through school based management and decentralization of school finances. The main interventions introduced in this project include: (i) a grant mechanism to improve the allocation of school funds by district government, and (ii) an integrated school level planning, budgeting, and finance management system.

The introduction of this scheme is to promote equality in education furogh a more just distribution. of education resources. Based on this scheme, equality of education can be achieved by raising the district government's awareness of the importance of the education sector. Hence, it is expected that they will pay more attention to the education sector by allocating more of its local budget to this sector.

Since the year of 2000, Government and private schools focused on the improvement of school administration and education management system with the use of Information and Communication Technology (ICT). To realize this, Government and some private institutions have supported schools with the installation of the Local Area Network (LAN) and installed a computer server. A series of training for school administrators and teachers on ICT and its use in the school management system has also been conducted.

The schools are currently in the process of developing teaching materials and laboratory manuals and other related science courses. Through this program, Government and Institutions help to promote new ways of teaching, learning, and management, enhance school-based management and integrate ICT into the teaching and learning process. Moreover, it also helps the adopted schools to establish alliances and partnerships aimed at improving the quality of learning for their students and teachers.

Development of quality schools is increasingly important in view of the current thrust in promoting efficiency and effectiveness in the administration and management of schools. Towards this objective, Government has developed a quality model which has a built-in mechanism that requires schools to carry out self-evaluation for continuous improvement. This quality model emphasizes on holistic development of the student's and school's potential. While there are several approaches to enhance School-based Management.