Indonesia

Updated version, August 2006.

**Principles and general objectives of education**

According to Law No. 2/1989, the objectives of the national education system are: 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 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.

The education system provides learning opportunities to every citizen, irrespective of gender, religion, ethnic, social or economic background. Education is developed on the basis of four main strategies: the improvement of opportunity, quality, efficiency, and relevance to development needs. It is carried out in a universal, sound and consolidated manner. The education system provides basic education for every citizen to enable him/her to write, read and count, as well as use Bahasa Indonesia, which is required for participation in the society, civil and State life. The learning and teaching climate has to generate self-confidence, innovative thinking, and orientation towards the future. Education can be obtained either through in-school or out-of-school channels and is the mutual responsibility of the family, the community and the government.

**Current educational priorities and concerns**

Despite enormous progress, particularly in the areas of primary school enrolment and illiteracy eradication, much remains to be done. Major challenges are identified as the expansion of compulsory basic education from six to nine years, the improvement of the quality of primary and secondary education, and enhancing learning achievements for all levels. Indonesia’s commitment to the further development of education is based on the recognition that development goes hand in hand with advancement in science and technology. The government is also making efforts in expanding educational opportunities at the basic, vocational, and professional levels through school and out-of-school channels.

The development of the labour force structure in the country is characterized by the continuous decrease of employment opportunities in the area of agriculture and an increasing demand for knowledge and skills in industry, especially in the high technology and service sectors. The use of modern technology in the production process requires workers with higher educational levels who will gradually replace...
the low-skilled ones. Work will increasingly depend upon intellectual capacities, creativity, ability to process and utilize information, adaptability and self-training. The structural shift of the economy generates new trends and challenges which in turn affect the education system. The Ministry of Education and Culture (now the Ministry of National Education), therefore, needs to adapt education to the industrial needs of the community, as well as improve science and technology to reach competitive excellence. In addition, the massive and extensive globalization process affects economic, political and social conditions. Globalization is expected to generate intensified competition among nations, particularly in the fields of economics, science and technology.

The development of education has progressed rapidly since Indonesia’s independence. In 1930, less than 6% of the population was literate. By 1971, the overall literacy rate among the population aged 10 and above was 43%, increasing to 84% by 1990, and 87% in 2000. This shows the successful development of universal education and of primary education, in particular. More and more school age children and youth are going to school or attending out-of-school programmes. The number of students at every level of the school system has grown extremely fast within the last twenty-five years: the number of pupils and students more than doubled at the primary level; rose four and a half times at the junior secondary level, eight times at the senior secondary level, and about ten times at the higher education level. Education expansion programmes, which started in the 1970s, have increased the proportion of workers with higher education. However, the proportion of university graduates is still very low. According to the 1987 Survey of National Labour Force, the percentage of the labour force with low education (primary school and below) is 79.5%, which is too high for a society approaching the era of modernization in various aspects of life. The 1985 Education Sector Assessment Study points out that in half of the formal sector employment, two-thirds of the workers had attained only a primary school education. However, as the results of the latest Population Census show, the proportion of the labour force with higher education is showing the tendency to increase.

The country has successfully achieved the implementation of the universal education programme for pupils in the age group 7-12 years. The success is supported by the expansion and equity programme of educational opportunities at primary public schools, which was carried out on a large scale in 1973, through the Presidential Instruction Decree No. 10 of 1973. This programme has enabled the government to launch the compulsory primary education programme for pupils aged 7-12 years in 1984.

The effort of implementing the school-based management for all levels of education has been in force since 1999, and five years after, progress was evidenced in the high commitment of the community to education. 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.

Indonesia has recently entered the Second Twenty-five-year Long-term Development Plan—PJP II (1994-1995 to 2018-2019) the emphasis of which is on the development of human resources to sustain the economic evolution of the nation. To
respond to the challenges of modernity, the priorities of education for PJP II are the following:

- **the completion of the nine-year universal basic education programme**, which involves adding three years of schooling for those students aged 12-15 years, i.e. at least six years of primary education and three years of lower secondary or equivalent education. The curriculum of the junior secondary school is also to be expanded with skills training, especially for students who are not able to continue their studies at the senior secondary level. Insofar as the resources available for implementation of universal basic education are limited, the role of the community and parents in providing basic education is important. Today, the basic education programme yields large numbers of primary school graduates, most of whom are 12 years of age. According to the Labour Law, they cannot yet be categorized as members of the productive workforce. The implementation of the nine-year basic education programme will cover efforts in developing a learning environment at school and in classrooms; efforts in providing, appointing, training and developing teachers; and efforts in providing quality equipment and textbooks. It will entail about 34,000 additional teachers, namely: 8,000 primary school teachers; 20,000 junior secondary school teachers; 1,000 special education teachers; 2,000 teachers to support the private schools; and 3,000 secondary school teachers. It is still a large problem to produce teachers with adequate qualifications to teach at the primary and secondary levels;

- **improved quality and equity** in educational opportunities for all types and levels of education. Efforts in educational quality involve adequate educational resources to support the education process, i.e. an adequate number and quality of teachers and other educational staff; adequate provision of textbooks and library books; adequate provision of operational and laboratory equipment; curriculum development and orientation towards science and technology, and provision of adequate infrastructure and facilities. Specifically, the improvement of teacher quality should be focused on primary school and Islamic primary school teachers to obtain a Diploma II (a two-year course). At least 80% of the lecturers should possess master's or doctoral degrees. There should be a balanced proportion of students from the social sciences, education and humanities programmes compared to basic sciences, science and technology programmes;

- **the relevance of education to development**. The policy formulates that education should be related to industry and the business world starting from planning, implementation, assessment, and certification of education and vocational training relevant to economic needs. The objective of the policy is to create a situation where graduates are responsive to the number, quality and dissemination needs for skilled workforce and expertise. It requires the expansion and improvement of technical and vocational education for the production of skilled and flexible human resources who master technology. The Link and Match
Programme, which involves industry and commerce in vocational education, will continue to be developed and implemented through the dual system. To support the policy, 2,000 commercial and small industrial institutes have been contacted for co-operation and asked to provide training for students. The co-operation includes curriculum development and an examination system that measures the skills and expertise of the participant after completing a certain level. The dual system will also be applied to out-of-school education. It is hoped that the community will play a more active and direct role in the improvement of relevance and in the expansion of education towards the capacity to earn income. Co-operation between educational institutions and commerce in out-of-school education is expected. Several activities will be conducted to support the co-operation including: the appointment and training of community educational staff from various types and levels according to needs, provision of books and other educational infrastructure and facilities;

- improved capacity to master **science and technology** through improved quality of higher education providing training and research, supported by improvement in mathematics and science instruction within the overall education system. Education should provide educated, skilled and trained work force in accordance with the needs of the industrial society. Educational programmes, as preparation for employment, are provided through the junior secondary school with qualified educational content, vocational secondary education, professional higher education, courses for certain skills, and on-the-job training. The science and technology programmes can be categorized into three integrated levels: (a) science and technology for basic education directed towards general basic comprehension and aiming to implant and develop basic learning tools; this covers mastery in reading, arithmetic, problem solving, and moral education for the industrial society (discipline, time appreciation, working ethics, self-learning); (b) science and technology for secondary education aiming to master the basics of science and technology; and (c) science and technology for higher education with an emphasis on pure science, research and development of applied sciences;

- the encouragement of **research in higher education**, the results of which are published through community media for the benefit of the community. Educational quality efforts are also carried out by creating a climate that is conducive to free academic life and discussion to ensure a dynamic scientific campus life. The university should become an independent institution, free from government subsidy and interference in management. Institutional improvement should also involve the accreditation system for public and private universities;

- the development of a **monitoring and evaluation** system of educational quality that is valid, reliable and continuously comprehensive. Two types of monitoring systems need to be developed and disseminated for utilization: (a) an indicator system on educational quality that is based on *ad hoc* measurement towards educational quality indicators, with
emphasis on input, process, output and educational impact; measurement of the indicators should be based on agreed concepts; and (b) a national examination system that can measure educational quality, especially students’ learning results. Both systems should regularly give input on status, variations and determining factors of high and low quality of education;

- the **efficiency in educational management**, which is influenced by such factors as professionalism in the management of the education system, including discipline, loyalty, expertise, working ethics and cost effectiveness.

The main Education for All objectives of Indonesia’s basic education system are the following: (1) gross enrolment in lower secondary education to increase to 95% (especially among girls); (2) repetition rate in primary education reduced to 1%; (3) transition rate from primary to secondary education increased to 99%; (4) graduation rate in primary education increased to 99% and in lower secondary to 97%; (5) decrease of student-teacher ratio in primary education to 18 and maintaining the current 14.31 for lower secondary education; (6) ratio of laboratory per school increased to 100%; (7) 80% of school teachers attaining required qualifications; and (8) decreasing the percentage of worn-out school buildings to 1%. For literacy, the goal is to reduce the current number of illiterates (5,579,000 people) by 50% among the population age 15 and above by 2015.

### Laws and other basic regulations concerning education

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

The **Law No. 2/1989** provides 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 **National Education System Law No. 20 of 2003**, the levels of education in the school system consist of 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 general senior secondary schools or vocational senior secondary schools.

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 curriculum reform which consists of: (i) diversification of curricula to cater to the different children's 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 of 1999 on Local Governance (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.

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 with duration of 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.

Administration and management of the education system

The Ministry of Education and Culture (now the Ministry of National Education, MONE) is responsible to the government for the planning and execution of education. 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 Out-of-School Education, Youth and Sports; and the Directorate General of Culture.

At the lower level, the MONE is represented by a Provincial Office of Education in each of the twenty-seven provinces, and by a District Office in each of the 305 districts. The major task of the provincial and district offices is to operationalize, manage, adapt and implement ministerial policies on education and culture with respect to each of their distinctive features and local and environmental needs.

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The **Ministry of Religious Affairs** is responsible for the Islamic primary school (*Madrasah Ibtidaiyah* or MI), which is equivalent to primary school, and for the Islamic junior secondary school (*Madrasah Tsanawiyah* or MT), which is equivalent to junior secondary school. 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.

The Centre for Curriculum and Educational Facilities Development—or **Curriculum Development Centre** (CDC)—established in 1969, comes under the authority of the Office of Educational and Cultural Research and Development in the Ministry of National Education. It is composed of four divisions: (a) Pre-school, primary and special education; (b) Secondary schools; (c) Higher Education; (d) Educational facilities. The Centre’s main functions are: (a) to formulate technical policies on curriculum development and educational facilities; (b) to conduct, coordinate and guide the development of curriculum and educational facilities covering institutional objectives, programme structure and basic course outline, teaching learning models and methods, learning materials, etc.; and (c) to formulate suggestions on government policy.

**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; specialization is needed in the last grade; (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) *service-related 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 out-of-school system consists of five different types of education, since it does not have academic and professional education.

The structure of the education system according to the National Education System Law No. 20 of 2003 is shown below:

Compiled by UNESCO-IBE (http://www.ibe.unesco.org/)
**Indonesia: structure of the education system**

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<th>School age</th>
<th>Primary</th>
<th>Secondary</th>
<th>Higher Education</th>
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<td>Pre-school</td>
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**Pre-school education**

Pre-school education is provided for children from 4 to 6 years of age and lasts one or two years. Pre-school education is not compulsory.

**Primary education**

The six-year primary education programme is compulsory for pupils from 7 to 12 years of age. There is also an Islamic primary education programme.

**Secondary education**

The junior secondary school level consists of a compulsory three-year education programme for students from 12 to 15 years of age. Primary and junior secondary education form the nine-year basic education programme. Secondary education lasts three years and includes general secondary school, Islamic senior secondary school, vocational secondary school, religious secondary school, and service secondary school.

Higher education is an extension of secondary education, which consists of academic and professional education. Two types of courses are offered: non-degree (diploma programs, lasting one to four years) and degree (S1, lasting four years and equivalent to bachelor’s degree; S2, a two-year program equivalent to a master’s degree; and doctoral programmes or S3, generally lasting three years). Academic education is mainly aimed at mastering science, technology and research, whereas professional education emphasizes developing practical skills. Professional education includes Specialist 1 programs at the master’s level (two-year course) and Specialist 2,
a three-year program at the doctoral level. Academies, polytechnics, institutes and universities are the various institutions involved in higher education.

At the primary and secondary levels, the school year consists of thirty-eight working weeks on average.

**The financing of education**

Officially, the government is responsible for financing education. However, the education that is borne and carried out by the community is recognized as the responsibility of the institutions/individuals which administer the educational activities, although, in some cases, the government provides funds in line with the recognized regulations. Educational programmes activities founded by the government are mainly financed from the routine budget and the development budget. Other funding sources are international aid (loans and grants) and assistance from regional governments and the private sector.

For kindergarten, 97% of schools in urban areas and 71% in rural areas charge fees. Above the regular fees, 73% of urban kindergartens and 64% of rural kindergartens charge additional fees for books and other learning materials. Private early childhood services recover all their costs (e.g. buildings, equipment, materials, teacher’s salaries and other operational costs) from the fees that they collect from the parents. Private childcare centres and playgroups can apply for government subsidies or supports available from international development agencies.

The financial responsibility to achieve 9-year free compulsory basic education is divided among the central government, Provinces, Districts and Municipalities. Around 60% of the required budget is to come from the central government, and the rest from local governments and the society.

The 1945 Constitution stipulates that the government should spend 20% of its government expenditure on education; in 2001-2002, this stood at 9.6% (representing 1.1% of the total GDP). Of the total public expenditure on education, and the percentages towards pre-primary, primary, secondary and tertiary education were 0.1%, 39.9%, 41.1% and 18.9% respectively, with the total percentage towards teachers’ salaries being 78.3%.

The responsibility of the family in education is expressed in the form of a school fee paid to the State by each school to be reallocated back to the schools and educational institutions through the Education Funds Support. These funds provide the routine assistance for financing education at the middle and higher levels. Primary schooling is free and theoretically requires no fees.

Every educational unit is expected to manage their own admission process and finances. The participation of the local government, community and business in educational finance should be encouraged, in order not to burden the already limited funds of the central government. Government subsidies are playing an important role in balancing educational costs among universities and regions.

Compiled by UNESCO-IBE (http://www.ibe.unesco.org/)
Viewed from the perspective of the Five-year Development Planning Periods (Repelita), the MONE budget expanded continuously. In the First Repelita (1969-1973) it was 147 billion rupiah and by the Fifth Repelita (1989-1993) the total had increased to 12.9 trillion rupiah. In the first year of the Sixth Repelita (1994-1999) a total of 4.6 trillion rupiah was allocated. During the Fifth Repelita, 83.5% the routine budget of the MONE was utilized for salaries and expenditure related to employees. This concentration of the routine budget on employee-related expenditure resulted in limited availability of funds for goods procurement, administrative activities and educational facility development. Furthermore, only 2.1% of the total routine budget was allocated for maintenance.

During the Fifth Repelita, international loan assistance amounted to 51% of the total development budget. Assistance loans from the World Bank (International Bank for Reconstruction and Development) amounted to about US$457 million, and loans from the Asian Development Bank (ADB) totalled more than US$507 million. The World Bank is responsible for providing the largest assistance for developing education. The total amount of loans from the World Bank, utilized by the MONE during the First Twenty-five-year Long-term Development Plan—PJP I (1970-95), is US$1.54 billion. The total amount of loans from the ADB during the period 1975-1995 is US$1.39 billion.

The educational process

The 1989 Education Law has been a landmark of change towards the current education system. First, it extended basic education from six years 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 hetero-cultural preservation and development have been highly encouraged. Moreover, the teaching of English at the primary schools is now permitted, particularly for schools in the tourism and urban areas.

The present curricula for basic and secondary schools consist of national content (about 80%) and local content (about 20%). The national content is developed by the central government, which is also responsible for its implementation in all public and private schools. The local content is developed at the provincial and, more ideally, at the district level. The development of the national curriculum is 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 is developed by the Provincial Office of Education based on the guidelines prepared by the CDC.

The central government decides upon the structure of the curriculum (subject matters and weekly time allocation), curricular objectives, essential content of each subject matter as well as the guidelines for the teaching-learning process and its evaluation. The provincial government defines the local content, which consists of subject matters or learning materials suited to local needs and conditions. The school
chooses the local content subject matters or learning materials according to its needs and condition. The local content is intended for the students to be aware of, love and appreciate local cultures and folklore, locally developed industries and other productive economic resources. It may deepen, broaden or enrich the students' knowledge and understanding and thus complement the national curriculum. The choice of local learning areas is entirely up to the local government. They may include local/native language and culture, local handicrafts or industries, agriculture, land or coastal fisheries, or even foreign languages or computer studies, depending on the local needs or interests.

The curriculum is defined as a set of plans and arrangements of content, learning materials and methods used as guidelines for the teaching-learning activities. It 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's ideology and beliefs 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; the new syllabi were not too detailed so as to provide flexibility for teachers in managing the teaching-learning activities.

The latest curriculum reform was conducted in 1999, ten years later in response to the messages contained in the Education Law of 1989, which resulted in the 1994 Curriculum. Criticisms concerning the current curricula focus on three areas. First, the curricula are overloaded. Teachers are more concerned with completing curricular targets than making students learn and understand the curriculum content. Second, they are too rigid to leave room for flexibility in the educational process. Third, they tend to overlook students differences in academic competencies and the contents are said to be appropriate for students with high academic capability.

The Government plans to reform the present curricula and develop 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 will be a step in the students' progress towards higher levels of competence in key areas. The definition of student competency at each grade will be expressed in general terms. They will therefore allow for provincial and local differences in subject matters as well as for differences in local facilities and students' abilities. However, it will always be possible for students, schools, districts and provinces to measure their own performances against national standards of competence. The framework will include reformed methods of assessing students' achievements. It will provide 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 of the future curriculum in Indonesia will emphasize subject matters that are able to face global challenges and the rapid development of science and technology, for example, mathematics and sciences will become the core of the development of curriculum 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, must also be emphasized equally in the national educational curriculum. Finally, the curriculum contents must have foundations of ethics and morals, which are developed into religious and other relevant subject matters. Besides those criteria, national education curriculum is developed based upon the following indicators below:

- Curriculum is flexible and simple, adaptable to changes in the future due to the impact of development of science and technology and community claims;

- 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’ potencies, conditions of resources, and other local contexts;

- Development of curriculum must be conducted simultaneously by the development of learning resources and teaching media;

- Education curriculum must have global/regional standards, national insights, and be implemented locally;

- 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;

- 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, will enable standards to be developed at key points in the students' progress through the various elements of the curriculum over the twelve years of schooling. Standards summarize the typical performances of students in specific parts of the curriculum at certain grade levels. Data from national examinations, tests and surveys, combined with international data, will be used to establish standards. Expected standards of moral behaviour, civic behaviour and work ethics will also be included. The purpose of establishing standards is to improve the overall quality of education for all. All schools will be expected to achieve and where possible to exceed the standards. Reforms in the curriculum, assessment, teacher development and school management will support these efforts.

Pre-primary education

Pre-school education is aimed at stimulating the physical and mental growth of pupils outside the family environment, before entering primary school or out-of-school educational programmes. The focus of education is on the development of attitudes, knowledge, skills and creative abilities, so that the children may adapt to their environment more quickly and easily, and for their further growth and development. However, pre-school education attendance is neither a prerequisite nor a requirement for entry into primary school.

The types of pre-school education include kindergartens, playgroups and child-care centres. Most of pre-schools are run by the community or private organizations. Kindergartens are classed as in-school education facilities, while playgroups and child-care centres are part of the out-of-school system. Apart from these units, there are also special Islamic pre-schools, which have the same status as kindergartens. These schools are called Bustanul Atfal and Raudlatul Atfal, and are organized by the Ministry of Religious Affairs.

Pre-school education (kindergarten) caters to children aged 4-6 and lasts one or two years. Children’s welfare in playgroups and child-care centres is the responsibility of the Ministry of Social Affairs, while the educational aspects are organized by the MOEC according to the Government Regulation No. 27 of 1990. Pre-school educational units in the form of playgroups and child-care centres may be attended by children up to 3 years old.

The content of the pre-school programme for kindergartens (in-school system) must include: Pancasila, moral education, religion, discipline, language skills, intellectual stimulation, creativity, social skills, feelings and emotions, manual skills and physical abilities and health. Playgroups are part day (2 hours a day), part week (3 days a week) programs that are similar to the day care centers but operate on a much more limited scale. They have as their primary goal developing children’s social skills and readiness for school, thus focusing on meeting children’s needs rather than on the needs of working parents.

Since 1969, pre-schools have increased in terms of total numbers of school buildings, children and teachers, indicating a community awareness of the importance and strategic role of pre-school as a tool in the improvement of attitude, knowledge, skills and creativity of young children.

Compiled by UNESCO-IBE (http://www.ibe.unesco.org/)
In 1996, in urban areas the gross enrolment rate at the kindergarten level was 41.9% (MOEC, 1999). In 2003, the gross enrolment rate of 5-6 year olds in preschool was 45.3% in the urban areas and 24.1% in the rural areas. In 2003/2004, 37.2% of children entering primary education had previous preschool experience. Currently, there are 46,900 schools, 1.85 million pupils, and 137,070 teachers in kindergarten.


**Primary and junior secondary education (basic education)**

Six years of compulsory education for children aged 7-12 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 programme has been extended to cover students in the age group 13-15 years (i.e. junior secondary school). The policy has been recognized as the nine-year compulsory basic education. The major purpose of the extension is to alleviate the problem of child labour and to 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.

In addition to primary and junior secondary education, there is also an Islamic primary school administered by the Ministry of Religious Affairs: the Islamic primary school (*Madrasah Ibtidaiyah*), equivalent to primary school, and the Islamic junior secondary school (*Madrasah Tsanawiyah*), equivalent to junior secondary school.

Primary education provides general education. The goal of basic education is to develop the lives of children as individuals, members of society, citizens and members of humankind, as well as to prepare them to pursue their studies in secondary education. The core content of the basic education curriculum consists 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 areas. More than one element may be joined in one subject matter; or, *vice versa*, one element may be divided into more than one subject. The 1994 basic education curriculum was implemented in phases until the end of the 1996/1997 academic year. The weekly lesson timetable is presented in the table below:
In 2002/2003, there were 25.9 million primary school students, consisting of 13.3 million male pupils and 12.6 million female pupils. The net enrolment ratio for primary school increased from 58.4% in 1968 to 94.5% in 1999/2000, and 96% in 2003. The evolution of the enrolment ratio at the junior secondary level is also meaningful, although it still needs to be improved. The gross enrolment ratio at the junior secondary level grew from 17.1% in 1968 to 57.8% in 1994 (71.8% in 1999/2000), while the net enrolment ratio increased from 39.6% in 1989/1990 to 54.9% in 1999/2000 to 79% in 2002/2003. In 2002/2003, enrolment in junior secondary schools was 7.4 million pupils, of which 7.4 million were males and 3.6 million females. Apart from socio-geographical reasons, male students have better opportunities of admission than girls do. In 1994/1995, the enrolment rate of boys at the primary level was 51.8% (girls: 48.2%), and 52.7% at the junior secondary level (girls: 47.3%).

As part of the expansion of educational opportunities at the basic education level and within the initial stage of the nine-year basic education programme, junior secondary education was developed. However, the number of pupils continuing their studies at the junior secondary level remained low. By intensifying the junior secondary school (JSS) expansion, it is hoped that within fifteen years, all 13 million of primary school graduates will have the opportunity to enter junior secondary schools. The JSS expansion will be supported by the building of new schools, hiring new teachers, developing more infrastructure and facilities and by the development of the open junior secondary school programme for students aged 13-15 who are not able to follow the regular JSS.
In 1993/1994, the input-output ratio at the primary level was 78%. The input-output ratio is influenced by the number of pupils repeating and dropping out at certain grades. The number of primary school dropouts was relatively high, i.e. 3.2% or almost one million students. The average repetition rate was reported at 7.6%, representing about two million of primary school pupils. The percentage of repeaters in the first year of primary education was extremely high (14.2%). In 2003/2004, percentage of repeaters throughout primary education was 4%; the survival rate to the last grade of primary was 86%, and the transition rate from primary to secondary education was 81%.

In 1998, the average pupil-teacher ratio was 22:1 at the primary level and 18:1 at the lower secondary level (MOEC, 1999). By 2004, it lowered to 20:1 at the primary level and 15:1 at the lower secondary level.

**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), which gives priority to the mastery of religious knowledge; and (d) service-related 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. The length of secondary education is three years for general secondary and three or four years for vocational education.

General secondary education is offered in general secondary schools and Islamic senior 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 student’s abilities as a member of the community to interact with his/her social, cultural and natural environment.

General secondary education consists of general and specific teaching programmes. The general education programme is implemented in Forms I and II, while the specific teaching programme starts to be implemented in Form III. The new curriculum has been implemented in phases, and was extended to all forms in 1996/1997. Quality has been improved by introducing a quarter-year academic cycle (instead of the half-year/semester), and a students streaming division (by discipline) in Form III instead of Form II. In addition, planning, assessment of quality, and provision of educational infrastructure and facilities have also been improved. The weekly lesson timetable is shown in the table below:
### General senior secondary school: weekly lesson timetable

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of weekly periods in each form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General</td>
</tr>
<tr>
<td></td>
<td>Form I</td>
</tr>
<tr>
<td></td>
<td>Language</td>
</tr>
</tbody>
</table>

#### A. General

- **Fahama education**: 2
- **Religious education**: 2
- **Indonesian language and literature**: 5
- **General and national history**: 2
- **English language**: 4
- **Sports and health**: 2
- **Mathematics**: 6

**Sciences**

- **Physics**: 5
- **Biology**: 4
- **Chemistry**: 3

**Social sciences**

- **Economics**: 3
- **Sociology**: 2
- **Geography**: 2

**Arts**

- **Sub-total**: 42

#### B. Specialist

**Language**

- **Indonesian language and literature**: 8
- **English language**: 6
- **Foreign language(s)**: 9
- **History of culture**: 5

**Sciences**

- **Physics**: 7
- **Biology**: 7
- **Chemistry**: 6
- **Mathematics**: 8

**Social sciences**

- **Economics**: 10
- **Sociology**: 6
- **Civics**: 6
- **Anthropology**: 6

**Sub-total**: 28

**Total weekly periods**: 42, 42, 42 (16), 42 (16), 42 (16)

*Note: Each teaching period lasts 45 minutes.*

Vocational secondary education programmes are organized into six different groups of vocational fields, namely: agriculture and forestry; technology and industry; business and management; community welfare; tourism; and arts and handicraft. The

*Compiled by UNESCO-IBE [http://www.ibe.unesco.org/*]
national curriculum is adjusted to the local and environmental needs and distinctive features of the vocational education concerned. The curriculum of vocational secondary school consists of general and vocational education programmes.

The general programme consists of a number of compulsory subject matters aiming at moulding the character of students. The general programme consists of Pancasila and civics (two periods per week), religion (two periods per week), Indonesian language and literature (two periods), sports and health education (two periods), and national and general history (two periods per week). To these subjects are added thirty-two periods of specific content, which results in a total of forty-two periods per week. The professional subjects aim at generating a productive ability in the specific field of work.

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. Consequently, most of the schools face difficulty in providing students with good learning conditions 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.

Between 1968 and 1992, the number of schools increased, with an average of 1,712 new schools every five years. Likewise, on average 50,761 new teachers were recruited per every five years in the same period.

The enrolment rate in the general and vocational secondary schools is on the increase. The percentage of the 16-18-year-olds at the senior secondary level was 8.6% in 1968 and it reached 35.1% in 1994. The government is constantly expanding and investing in vocational secondary education. In line with the boost of the industrial sector, the number of vocational education students grew from 27.8% in 1988 to 38.86% in 1994. In the same year, the number of male and female students enrolled at the senior secondary school (SSS) level was 54.3% and 45.7%, respectively. The quality of vocational education still needs to be improved, its scope expanded and its programmes matched to the employment needs. At the senior secondary level, the gross enrolment ratio was estimated at 39.3% and the net enrolment ratio at 31.6% in 1999/2000. In 2002/2003, total enrolment in senior secondary schools was 5.2 million pupils—a net enrolment of 51%—, 2.8 million of whom were males and 2.4 million were females.

In 1993/1994, the input-output ratio was 93% at the JSS level, and 91% at the SSS level. Dropouts at the JSS and SSS levels equal 3.9% or 930,000 students and 2.8% or 106,000 students, respectively. The average repetition rate was 0.7% (or 41,000 students) at the JSS level and 0.7% (or 26,000 students) at the SSS level. From 1994 to 2000, the average student-teacher ratio in senior secondary schools has remained consistent at 13:1.

Assessing learning achievement nationwide

Four types of assessment exist at the primary and secondary levels.

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• *Classroom-based continuous assessment* with directions and guidelines provided to teachers on assessment procedures. Assessment may take place after the completion of a small teaching unit at the end of every quarter or semester, or at the end of an academic year.

• *External assessment* consisting of a school leaving examination at the end of each school level.

• *A survey of student achievement* involving a sample of a student’s performance and other relevant variables to be conducted periodically. At present, surveys conducted are not professionally designed and the instruments tend to be of poor quality. A National Assessment Programme is foreseen.

• *University entrance examination.* These examinations tend to be very difficult due to the interests of top universities to select the best candidates. Many teachers in senior secondary school focus on preparing students for these exams rather than on the prescribed secondary school curriculum. Students who have a consistently high performance during senior secondary school maybe exempted from the examination.

### 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.

Higher education aims to prepare students to enter society with academic and/or professional skills that can be applied to further develop and disseminate science, technology or the arts, in order to improve the people’s welfare and enrich national culture. Higher education is not only managed by the government, but also by the private sector.

Enrolment of new students into a national university is based on the national entrance test and on the achievement-monitoring process, i.e. portfolio assessment or PMDK. Those who are accepted through the PMDK procedure are not required to take an entrance test. However, this type of selection is not implemented in all universities.

To ensure that graduates are qualified, the development of higher education includes attempts to improve the quality of lecturers involved in academic activities and research by: providing additional training; improving the development of science and technology by encouraging research and development activities on the basis of present and future needs; developing the campus as a dynamic scientific enclosure.
with a national orientation outlook; developing centres of excellence for science, as a means for students and freelance scientists to develop and improve their professional skills in order to participate in the national development; and providing facilities with which to conduct education, research and the development of science and technology. Government subsidies are provided to gifted students of low economic status. However, educational equity needs to be improved by eliminating constraints that hinder gifted and talented candidates from receiving an education suited to their capacities. There is a need to develop the student admission process in order to identify students with the exceptional talent and qualifications required.

Higher education is constantly expanding at public and private universities and colleges. The gross enrolment rate in 1968 was 1.7% and there has been a consistent increase up to 10.2% in 1994, with the percentages of male and female students at 61.4 and 38.5%, respectively (the higher the level of education, the smaller the number of female students). Total enrolment in the academic year 2002/2003 was 3.1 million students, of which 1.7 million were male and 1.4 million female. The vast majority of senior secondary school graduates opt for the job market rather than higher education. On average 14,540 additional teachers were recruited for higher education every five years between 1968 and 1993.

In 1979, a semester credit unit system was officially introduced and academic education was remodeled along the lines of the United States system—consisting of graduate, masters and doctoral programmes. Simultaneously, another type of terminal programme was introduced, i.e. a non-graduate programme leading to a diploma.

Academic education consists of masters and doctoral degree programmes. The minimum load of graduate programme studies is 144 semester credit units and the maximum is 160 semester credit units, scheduled for at least eight semesters and up to fourteen semesters after secondary education. The minimum load of a master’s degree programme is thirty-six semester credit units and the maximum is fifty; the programme should be completed in a minimum of four and a maximum of ten semesters, including thesis preparation after the graduate programme. The minimum load of a doctoral degree programme is forty and the maximum is fifty semester credit units, which is scheduled for at least four semesters and with the maximum study duration of ten semesters, including dissertation writing after the master’s degree programme.

Professional education consists of diploma programmes (Diploma I to IV) and specialist programmes (Specialist I and II). The minimum load of Diploma I programmes is forty semester credit units and the maximum is fifty (from two to four semesters after secondary education). The minimum load of Diploma II programmes is eighty semester credit units and the maximum is ninety (four to six semesters after secondary education). The minimum load of Diploma III programmes is 110 and the maximum is 120 semester credit units (six to ten semesters after secondary education). The minimum load of Diploma IV programmes is 144 and the maximum is 160 semester credit units (eight to fourteen semesters after secondary education).

The minimum load of Specialist I programmes is thirty-six and the maximum is fifty semester credit units (four to ten semesters after the graduate programme). The minimum load of Specialist II programmes is forty and the maximum is fifty semester education.
credit units (ten semesters after the Specialist I programme or its equivalent). Professional education programmes require between twenty and forty semester credit units to form professional services abilities and are implemented within two to six semesters after a graduate programme.

The academic background of lecturers is quite low. In 1994/95, of 51,875 permanent staff at the public universities only 7% percent had a S-III (doctorate) degree; 23% had S-II (master’s) degrees; and the majority (70%) had S-I (graduate) degrees. The situation in private universities is not better. Out of 98,732 permanent staff, only 2% had S-III degrees; 12% had S-II degrees; and 86% had S-I degrees. Among the problems that currently affect higher education are the low salaries of the lecturers working in public universities, the shortage of rooms/space provided for lecturers, and their incapacity to read books written in foreign languages. Translated copies are scarce and the quality of available translations is low. In recent years, translation of textbooks has been promoted by the government.

The number of unemployed S-I graduates is very high while almost all D-III (diploma) graduates are employed. The provision of S-I graduates is far greater than the other diploma graduates in relation to the number needed by the world of work.

Universities are mostly producing social science graduates while the country needs more workers with science skills. The universities are being encouraged to foster and develop study programmes that are better suited to the employment needs of the local environment, in order to boost development. They are also requested to help develop their environment by giving assistance to small and middle-sized industrial business enterprises and help them solve their problems. Co-operation between universities and the world of business and industry needs to be improved, for their mutual benefit. In particular, university research should be oriented towards the needs of business and industry.

The number of dropouts at the higher education level is a serious problem. In 1994/1995, the percentage of students graduating from public universities was 16% of the number of registered students (10.6% from private universities).

In 1994/95, there were 51 public universities and more than 1,000 private universities with a total of 2,229,796 students enrolled (Islamic higher education enrolments—about 315,000 students—are not included). In 2005, the higher education system comprises close to 2,600 higher education institutions including 82 public higher education institutions. The quality of higher education needs to be improved, especially in the fields of science and technology to support future industry. The quality of higher education depends upon the quality of the research produced at the post-graduate level, hence the need to expand the master’s and doctoral programmes. The budget allocated for research and development in Indonesia is very small, only 0.2%. Research funds allocated by Bappenas to the Ministry of Science and Technology amounted to 650 trillion rupiah in 1993/1994, while higher education research only received 21.5 trillion rupiah through the Directorate of Research and Community Service of Higher Education. The latter figure was already a sharp increase, compared to 3.8 trillion rupiah in 1988/89. The increase was made possible through a loan from the World Bank and the agreed long-term Competitive Grants. Since funds are now regularly available, the strategy has changed to funding groups of

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researchers, long-term research, and research oriented toward the developing of science and technology or to helping solve development problems. The following research programmes are carried out at the university:

**Various Science Subjects.** This programme is directed towards the improvement of research in various science subjects. The number of activities increased sharply, starting from slightly less than 1,000 research topics submitted in 1988/89 to 3,200 topics in 1994/95. The total number of research topics was 15,000. There are research programmes in environment and in basic sciences. Topics in environment were conducted with the co-operation of the Centre for Environmental Studies, and the basic science research was conducted with the Research on Basic Sciences, which is associated with the Faculty of Mathematics and Science. Thirty percent of the topics were selected and all the universities made use of the facility.

**Competitive Grants.** Research programmes funded under this scheme started in 1992/1993 and were targeted towards university lecturers who are productive researchers. The grant was to fund research projects of two to five years duration. These research programmes are expected to produce science and technology innovations or development problem-solving outcomes. For three years, a total of 2,000 research topics were submitted and 344 topics (or 17%) were recommended for funding. About 8% are at the S-I level; 28% at the S-II level; and 64% at the S-III level.

**Integrated Research of Excellence.** This programme started in 1993/1994 and provided opportunities for capable researchers to conduct long-term research projects lasting two to four years. The multi-disciplinary approach is used and several research institutes are involved to improve efficiency. The outcomes of the research are expected to solve national development problems. About 60-70% of the total researchers involved are university lecturers. Funding is directly co-ordinated by the Ministry of Science and Technology.

**Centre for Inter-University Programmes.** This programme started in 1986 and was developed within the framework of training and development in certain subjects requiring high investment in human resources, as well as infrastructure and facilities. It includes biotechnology, biology, food and nutrition, electronics, material sciences, social sciences and economics. The training is related to the post-graduate programmes and is located at: the University of Indonesia, the Bogor Institute of Agriculture, the Bandung Institute of Technology and the Gajah Mada University. Although the special PAU research programmes ended in 1994, the funds offered through these research programmes are relatively large and can be used for further years.

**Other research programmes.** Several other research projects at the Directorate General of Higher Education are also funded, although not on a large scale. For example: the East Indonesia Development Project in co-operation with Canada; the Six Universities Development and Rehabilitation project; the development of nine universities in the outer islands; the Centre for Rehabilitation of Tropical Forests project; etc. The Directorate General also co-operates with the Applied Agricultural Research Project and the Agricultural Management Project. The university itself also co-operates with other institutions or accepts to conduct research “on order”.

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Government assistance to private universities is directed towards the improvement of the quality of the university itself. Private universities are partners in providing quality university graduates to meet the needs of the labour force. Aside from direct assistance, the government contribution to private universities includes the provision of lecturers and information to students and their parents for giving guidance to make their choice in enrolment. The provision of information is meant to enable the marketing mechanism to work more effectively and efficiently and to create an incentive for the private universities to enhance their efforts in improving quality.

The initiatives to provide more autonomy while demanding accountability to higher education started in mid-90s. In 1998 the government enacted the Regulation No. 61 as the basis for public university to be converted into a state-owned and autonomous legal entity—known as BHMN (Badan Hukum Milik Negara). The Regulation was further emphasized in the National Education System Law No 20 of 2003. Under this law, all higher education institution, public as well as private, shall be established as a legal entity (Badan Hukum Pendidikan). In 2005, six public higher education institutions have the status of BHMN. The six BHMN have all established their Board of Trustees and had their rector appointed by the Board. Other major organs such as Academic Senate and Audit Board have also been established. The first four BHMN have also had their by laws enacted.

The Higher Education Long Term Strategy (HELOTS) 2003–2010 aims at introducing a structural adjustment in the existing system in order to foster the country’s competitiveness. The new system should be of high quality, organizationally healthy, effectively coordinated, providing more autonomy as well as accountability to institutions. It should provide opportunities for all citizens to a seamless learning process, inspiring and enabling individuals to develop to the highest potential levels throughout life, so that they can grow intellectually, well equipped for work, and contribute effectively to society, as well as achieve personal fulfillment.

In the year 2000, tertiary-level institutions enrolled a total of 3,046,162 students (of whom 2,039,167 in the private sectors) and had a total of 121,338 lecturers (68,725 in the private sector). The gross enrolment ratio was estimated at 11.9%. (MONE, 2001). In 2004, total enrolment in tertiary education was 3,441,429 students, with 61% in private institutions of higher education.

**Special education**

Special education is intended and designed for children and students who suffer from physical, mental and/or behavioural disabilities. This type of education is aimed at helping the physically and/or mentally disabled students to be able to develop intellectual and emotional relationships within their social, cultural and natural environment and to develop their capability to compete in the job market or continue to higher education. Special education is organized by government and private institutions, namely the Ministry of National Education, other ministries and non-governmental organizations. It consists of special pre-school (one to three years duration), special primary school (at least six years duration), and special secondary school (at least three years duration).
Physical disabilities include visual disorders that result in blindness or in decrease of sight, hearing impairments, and other physical disabilities that affect the motor, sensory and mobility functions of the body. Mental disorders include minor and medium-level mental disorders, whereas behavioural deviations are those disorders that affect children in their adjustment to their environment.

Special schools in Indonesia tend to be concentrated in certain provinces. In 2002/2003, there were 1,338 special schools in Indonesia (644 in 1994/1995), comprising public and private schools. At least 65% of the schools are located in five provinces, and 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 in 2002/2003 (7,444 in 1994/1995), with at least 68% concentrated in five provinces and the remaining 32% in the other 25 provinces. The number of special students in 2002/2003 was 49,609 (31,844 in 1994/1995). Of this number, 45% have hearing impairments, 30% have visual impairments, 13% have mild intellectual disabilities, 3% have moderate intellectual disabilities, 3% have multiple disabilities, 2% have behavioural difficulties, and 1% have mild physical disabilities.

Private education

Private schools have a substantial impact on the education of society, as can be seen in the large number of private schools compared with public schools. Some private schools belong to federative foundations—owned collectively by a group or community, and mostly religious-based—such as the Moslem, Catholic and Christian foundations. Some schools are under non-federative foundations—owned by an individual or group of individuals or community—such as Taruna Nusantara, Pelita, Harapan, Global Jaya, Bina Bangsa, Bhakti Idhata, etc. In general, the source of the private school revenue comes from school contribution, school fees, and other sources.

Indonesia has a long tradition of delivering early childhood services in partnership with the private sector. Individuals, NGOs and foundations have set up kindergartens, playgroups and childcare centres, which cater mainly for families of middle or upper-middle class. These partners are now members of the Early Childhood Education Forum.

Statistics concerning private education in 1994/95 are shown in the table below:
School, pupil and teacher distribution in percentage (1994/95)

<table>
<thead>
<tr>
<th>Type</th>
<th>Schools</th>
<th>Pupils/Students</th>
<th>Teachers/Lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Primary school</td>
<td>93.13</td>
<td>6.87</td>
<td>92.68</td>
</tr>
<tr>
<td>Lower secondary school</td>
<td>45.10</td>
<td>54.90</td>
<td>66.68</td>
</tr>
<tr>
<td>- general</td>
<td>43.66</td>
<td>56.34</td>
<td>66.22</td>
</tr>
<tr>
<td>- vocational</td>
<td>87.71</td>
<td>12.29</td>
<td>92.76</td>
</tr>
<tr>
<td>Senior secondary school</td>
<td>26.99</td>
<td>73.01</td>
<td>45.76</td>
</tr>
<tr>
<td>- general</td>
<td>31.00</td>
<td>69.00</td>
<td>55.07</td>
</tr>
<tr>
<td>- vocational</td>
<td>18.75</td>
<td>81.25</td>
<td>31.12</td>
</tr>
<tr>
<td>Higher education</td>
<td>4.29</td>
<td>95.71</td>
<td>48.13</td>
</tr>
</tbody>
</table>


Currently, private schools provide education to 99% of all pre-primary students, 16% of all primary students, 42% of all students in senior secondary and 68% of vocational education students.

Means of instruction, equipment and infrastructure

Since 1973, large numbers of new schools have been built through the Presidential Instruction Programme (INPRES) called Development Assistance for Primary Schools. Since 1987, this programme has expanded its coverage by giving assistance to every school in the form of the Operational and Maintenance Fund (OMF) for schools. The amount of funding increased every year, from 310,000 rupiah per school in 1987 to 700,000 in 1992. The OMF is given to every public primary school, some private primary schools, and some private Islamic primary schools.

In 1994/1995, there were 146,861 primary school units and 592,582 primary school classrooms; 5,212 general junior secondary school units and 64,306 general junior school classrooms. The implementation of the nine-year basic education programme will entail building about 150,000 new classrooms to accommodate six million new junior secondary school students, or an average of 15,000 new classrooms per year for ten years. However, there are still gaps in educational infrastructure and facilities in some provinces, in rural and in disadvantaged areas. In 2002/2003, there were 146 100 primary school units and 871,500 classrooms—with 42.5% in good condition, 34.4% in fair condition, and 23.1% in bad condition. In junior secondary school, there were 20,900 schools in 2002/2003, 10,900 of which were public and 10,000 private. In senior secondary, the number of schools was 12,000 with 8,030 general and 4,900 vocational senior secondary schools. The number of higher education institutions was 1,900. Due to seemingly rising interest in vocational and technical education in 18 provinces, MoNE has been implementing

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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.

Starting from the school year 1977/1978, the government implemented the school fee exemption programme, in order to assist children who are not able to enter primary school because of the inability to pay fees. The government pays a subsidy (known as SBPP-SDN) to each public primary school to fill the gap created by allowing non-fee paying pupils to attend. In 1995/1996, the orientation of the subsidy programme was changed without reducing the previous coverage.

As far as the procurement of primary school textbooks is concerned, since the end of the First Repelita (1973/1974) until the end of the Fifth Repelita (1993/1994), 469.6 million copies of main textbooks, 310.7 million library books and 1.4 million magazines had been procured and distributed.

In the six-year period between 1993 and 1999, 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.

Limited finance is the largest problem faced by the schools in keeping up with technology. It also affects the educational infrastructure and materials, which should be improved and adapted to current needs.

**Adult and non-formal education**

Non-formal or out-of-school education, based on Government Regulation No. 73/1991, has a very important role to play in eliminating illiteracy, by providing an education equivalent to primary and junior secondary schools. Out-of-school education is organized outside the formal education system through teaching and learning activities that are not gradual and continuous. It is characterized by flexibility in relation to the time and duration of studies, the age of the learners, the contents of the lessons, the way the lessons are organized, and the assessment of learning achievement. Out-of-school education involves families, group learning, and courses.

Family education, as part of the non-formal training, is one effort to train the society through lifelong education. Family education—which fosters religious beliefs, cultural values and moral standards—helps to create an environment in support of the goals of national education.

Out-of-school education is provided by governmental and non-governmental agencies, the private sector and the community. The communities may provide all types of education with the exception of functional education. Out-of-school education includes courses, group learning or any other option, like play groups, crèches, etc. The out-of-school education programme provides learners with an opportunity to: develop their knowledge and skills required to work and generate an income, or to proceed to a higher level of education through short and life-long education.
learning processes; raise their dignity and standard of living; fulfil the needs to learn which cannot be met by the formal education system; and be responsible to the community and the country.

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 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. Courses are organized at the basic, middle and advanced levels. Groups studying “Packet A” are organized to obtain an educational level equivalent to the primary school level. Likewise, groups studying “Packet B” are organized to obtain the equivalent of the junior high school level of education. Groups studying “Packet C” are organized to obtain an educational level equivalent to the senior secondary level.

The number of illiterates in 1971 was 31,464,860 or 39.1% of the population. It went down to 30,096,559 (or 28.8%) in 1980; 21,494,117 (15.9%) in 1990; and 16,994,117 in 1994. The number of “Packet A” participants increased from 600,000 in 1989/90 to 1,129,214 in 1994/95. The number of “Packet B” participants grew even faster, from 3,930 in 1990/91 to 123,493 in 1994/95.

The out-of-school education levels should be improved by equipping the participants with skills needed by the industrial and economic sectors. Other efforts include small business learning, apprenticeships and skills development. The number of out-of-school participants in income-generating programmes was 188,320 persons during the Fifth Repelita (1989-94) and 4,048 in 1994/95.

**Teaching staff**

“Primary school teachers previously were graduates of SPG (school for primary school teachers), which was a three-year education programme following junior secondary education (at the same level as the senior secondary school). However, in order to improve the quality of primary school, the government decided to increase the education of primary school teachers from secondary education to higher education level with a two-year diploma course (D II programme) following senior secondary education. […] At the same time, the government has launched a national in-service training programme for primary school teachers throughout the country using the Open University. Its objective is to train existing teachers to the equivalent level of the Diploma II. Teachers in junior secondary schools are mostly supplied from the graduates of PGSMTP (equivalent to D I or D II teacher training), and D II teacher training run by the institutes and faculties of teacher education. […] Now, junior secondary school teachers should have at least D II education. The teachers of senior secondary schools are mostly recruited from the graduates of PGSLA (equivalent to D II teacher training), D III, and Level 1 [master’s] degrees.” (Moegiadi & Jiyono, 1995, p. 443). The qualification requirement for Early Childhood Care and Education educators (kindergarten teachers, including Islamic kindergartens, playgroups and childcare centres) is a 2-year teacher-training college diploma in Kindergarten education (D2-PGTK).

*Compiled by UNESCO-IBE (http://www.ibe.unesco.org/)*
The quality of education at the various school levels is closely related to the capacity of the Teacher Training Institute (LPTK) to produce quality teachers. The LPTK trains an average of 7,500 primary school (PS) teachers of the Diploma II programme per year. This is a relatively small number, compared to the national demand for teachers (296,653 PS teachers in 1994/95 and 26,740 general junior secondary and senior secondary school teachers in 1992/1993). The number of graduates is even smaller, compared to the number of teachers retiring, dying or leaving (for other non-teaching jobs) every year, which reached 23,453 persons or 2.0% in 1994/1995. The discrepancy in PS teachers is mostly caused by the imbalance in the distribution of teachers, as the national teacher-student ratio is 1:23.

The number of junior secondary school (JSS) and senior secondary school (SSS) teachers in 1992/1993 was 379,478. There is a shortage of 7,590 teachers or 2% every year. In 1991/1992, the LPTK produced 36,161 teachers. This figure outnumbered the total number of teachers needed for each subject in 1992/1993. If the LPTK structure remains the same as it is today, the number of surplus teachers will increase each year. There is currently both a surplus and a shortage of teachers. Based upon the 1994 curriculum, in 1992/93 the JSS and SSS had a surplus of 79,174 teachers but also a shortage of 52,434 teachers. The surplus of 79,174 are teachers in subjects like Pancasila education, Bahasa Indonesia, social science, handicraft and arts, sports and health, national history, sociology, geography and foreign languages. There is a shortage of teachers in mathematics, science, English, local content, etc. The shortage of teachers in local content was a result of the new government policy of considering local community needs and conditions. The shortage in teachers of religion is due to the fact that the LPTK does not produce teachers in religion, as this is the job of an LPTK outside the Ministry of National Education.

As far as the quality of teacher education is concerned, the LPTK should meet the challenge of becoming an institution responsive to the needs of society by producing a large number of quality teachers. The alternative would be to restructure the LPTK programme. The LPTK’s programme of studies should be more flexible and adapted to current needs. The other challenge is to have a regular assessment of the need for teachers and other teaching workers, based upon demands in the field. If this can be materialized, the LPTK will become an inseparable part of the educational workforce.

In 1994/1995, there were 1,172,640 primary school teachers; 392,588 JSS teachers; and 316,479 SSS teachers. Of the total number of primary school teachers, 61,744 were qualified (5.3%); 1,026,228 were semi-qualified (87.5%); and 84,668 were under-qualified (7.2%). Of the total number of JSS teachers, 151,251 were qualified (38.5%); 197,336 were semi-qualified (50.3%); and 44,001 were under-qualified (11.2%). Of the total number of SSS teachers, 144,590 were qualified (45.7%); 124,180 were semi-qualified (39.2%); and 47,709 were under-qualified (15.1%).

In 2004, there were 1,431,486 primary school teachers; 662,843 junior secondary school teachers; and 452,255 senior secondary school teachers.
Educational research and information

Information is not available.

References


Web resources


Curriculum Development Center: http://www.puskur.net [In Bahasa Indonesia. Last checked: October 2007.]