

CHAPTER III

VISION, MISSION, AND GOAL

MINISTRY OF NATIONAL EDUCATION

3.1 Vision and Mission of Ministry of National Education

In order to achieve the national aspirations to educate the nation and be inline with the national education's vision, the 2025 vision of Ministry of National Education is to produce Bright and Competitive Indonesian individuals.

2025 MoNE Vision:

Produce Bright and Competitive Indonesian Individuals

What it is meant by bright Indonesian is comprehensively bright Indonesian individuals, that are spiritually bright, emotionally, socially, intellectually and kinesthetically bright. Table 3.1 provides complete description of what it is meant by bright and competitive individuals.

Table 3.1 Definition of Bright and Competitive Indonesian Individual

Definition of Bright Indonesian		Definition of Competitive Indonesian
Spiritually bright	<ul style="list-style-type: none"> • Self-actualization to develop and strengthen faith, devotion to Almighty God and noble intentions including kind heart, compassion and positive personalities. 	<ul style="list-style-type: none"> • Possess leading personality and strive to excel • Very enthusiastic • Independent • Resilient • Network developer • Friendly towards change • Innovative and become agent of change • Productive • Quality awareness • Global oriented • Endless learner • Become blessing to the universe
Emotionally and socially bright	<ul style="list-style-type: none"> • Self-actualization to improve sensitivity and appreciation towards beautiful and fine arts and cultures, also possess the competence to express them. • Self-actualization through social interaction which are (a) nurturing and caring take and give relationships; (b) democratic; (c) emphatic and sympathetic; (d) uphold human rights; (e) enthusiastic and self-confident; (f) appreciate diversity within society and country; (g) aware of rights and obligations as citizen. 	
Intellectually bright	<ul style="list-style-type: none"> • Self-actualization to gain competence and independence in science and technology. • Actualization of intellectual being which are critical, creative, innovative and imaginative. 	
Kinesthetically bright	<ul style="list-style-type: none"> • Self-actualization through sports to produce healthy, strong, resilient, creative human being. • Actualization through physical well being. 	

MoNE aspirations in national education development emphasize more on transformative education which put education as the driving force of change from developing society towards developed society. That transformation always followed by structural transformation process which marked a change from less developed human potentials to developed and striving society, actualizing their potentials optimally. Even in this global era, that transformation took place very quickly bring Indonesian individuals to knowledge based society.

Efforts to achieve the 2025 Vision are divided into four themes of national education development as explained in Chapter I. The second theme (2010-2014) focuses on strengthening on educational services. Inline with that focus, the 2014 MoNE Vision is deliver excellent national education services in order to create comprehensively bright Indonesian individuals.

2014 MoNE Vision:

**“Deliver Excellent National Education Services in order To Create
Comprehensively Bright Indonesian Individuals“**

What is meant by excellent national education services are as follows:

- (1) **Available** equally across the entire country;
- (2) **Affordable** by all levels of society;
- (3) **Quality and relevant** with the needs of society, business and industrial sectors;
- (4) **Equal** to fellow Indonesian citizen in obtaining quality education by taking into account the diversity of social-cultural background, economic and geographical backgrounds, also gender and others; and
- (5) Guarantee **assurance** for Indonesian citizen to receive education and self-adjust towards what society, business and industrial sectors demands.

To achieve the 2014 MoNE Vision, the 2010-2014 MoNE Mission is translated into **“5K Missions”** as follows:

CODE	MISSION
M1	Improve Availability of Educational Services
M2	Improve Affordability of Educational Services

CODE	MISSION
M3	Improve Quality and Relevance of Educational Services
M4	Improve Equality in Obtaining Educational Services
M5	Improve Assurance/Guarantee in Obtaining Educational Services

3.2 MoNE Values

MoNE realizes that vision and mission can be realized if supported by implementation of appropriate values and also support efforts to implement the mission and achieve the vision. Values are the foundation as well as guidance for all employees on how to behave and act while on duty. Values also unify the hearts and minds of all employees in effort to deliver excellent education services. Values here are **mandate, professionalism, visionary, democratic, inclusive and fair.**

By referring to 2010-2014 education development focus, from all those six values, the appropriate ones were selected which are inline with the focus of this period and summarize in one MoNE motto:

“Serve All with a Mandate”

3.3 The 2010-2014 Strategic Goal and Target

To achieve MoNE vision and mission, a clearer formulation of 2010-2014 strategic goal and targets is needed to provide indicators for implemented mission and achieved vision.

3.3.1 Strategic Goal

The 2010-2014 MoNE Strategic Goal is formulated based on education service levels and a governance system is required to deliver excellent educational services as desired in 2014 MoNE vision formulation by taking into account 2010-2014 MoNE mission formulation. Therefore, the 2010-2014 MoNE strategic goal are as follows:

CODE	STRATEGIC GOAL
T1	Availability and affordability of PAUD services which are quality and equality in every province, district and city.
T2	Guarantee to obtain basic education services which are quality and equal in every province, district and city.
T3	Availability and affordability of secondary education services which are quality, relevant and equal in every province, district and city.

CODE	STRATEGIC GOAL
T4	Availability and affordability of higher education services which are quality, relevant, internationally competitive and equal in every province.
T5	Availability and affordability of sustainable adult education services which are equal, quality and relevant with the needs of the society.
T6	Availability of reliable governance system to ensure the delivery of excellent national education services.

3.3.2 The 2010-2014 Strategic Target

For the purpose of measuring the achievement of educational development strategic goal, several strategic target are required to describe certain conditions which must be obtained by 2014. The strategic targets for every strategic goal are as follows:

1) Strategic target to achieve T1 strategic goal.

CODE	STRATEGIC TARGET
S1.1	The national APK PAUD reach 72,9%, at least 75% provinces reach APK \geq 60%, at least 75% cities reach APK \geq 75%, and at least 75% districts reach APK \geq 50%.
S1.2	Qualifications for formal PAUD educators (Kindergarten/Special Kindergarten) are expected 85% of them have S-1/D4 education background and 85% of them are certified, whereas for non formal PAUD educators are expected to already been trained at least 55%.
S1.3	All formal PAUD unit apply learning system that builds character (honesty, caring, responsibility and tolerance) and fun for children.

2) Strategic target to achieve T2 strategic goal.

CODE	STRATEGIC TARGET
S2.1	National APM SD/MI/A Package reach 96%; at least 85% provinces reach APM \geq 95%; at least 90% cities have reach APM \geq 96%, and at least 90% districts reach APM \geq 94%.
S2.2	APS of children between the age of 7-12 reach 99,9%.
S2.3	National APK SMP/MTs/B Package reach 110%; at least 90% provinces reach APK \geq 95%; at least 80% of cities reach APK \geq 115%, and at least 85% of districts reach APK \geq 90%.
S2.4	APM SMP/MTS/SMPLB/B Package/Equal reach 76,8%
S2.5	APS for children at the age of 13-15 is 96%.
S2.6	All principals and school supervisors of SD/SDLB and SMP/SMPLB undergo Sustainable Professional Training.
S2.7	The number of quitting school for SD is 0,7% maximum and SMP 1% maximum, continuing from SD/MI/A Package to SMP/MTs/B Package is 97% at least.
S2.8	The number for pursuing education after SMP/MTs/SMPLB/Equal graduation is 93,50%
S2.9	At least 90% of SD/SDLB and 90% of SMP/SMPLB have been accredited.
S2.10	At least 15% of SD/SDLB and 27% of SMP/SMPLB received a minimum B accreditation.
S2.11	At least 40% of SD/SDLB and 60% of SMP/SMPLB implement e-learning;
S2.12	At least 50% of district/city has SD SBI or RSBI;
S2.13	At least 60% of district/city has SMP SBI or RSBI;
S2.14	At least 88% of Guru SD/SDLB teachers has S-1/D-4 qualifications and 80% of them are certified;

S2.15	At least 98% of SMP/SMPLB teachers has S-1/D-4 qualifications and 90% of them are certified;
S2.16	At least 60% of district/city has fulfilled the ratio of Teachers and SD Students is 1:20 until 1:28 and SMP students is 1:20 until 1:32.

3) Strategic target to achieve T3 strategic goal.

CODE	STRATEGIC TARGET
S3.1	The national APK exceeds 85%, at least 60% provinces achieve minimum 80% APK, at least 65% of cities reach 85% minimum APK, and at least 70% districts reach minimum 65% APK.
S3.2	At least 95% of SMA/SMALB have been accredited and 40% of them are accredited B;
S3.3	At least 90% SMK have been accredited and 30% of them are accredited B;
S3.4	All Principals and School Supervisors of SMA/SMLB and SMK undergo Sustainable Professional Training;
S3.5	At least 60% of districts/cities has SMA and SMK SBI or RSBI;
S3.6	At least 98% of SMA/SMLB/SMK teachers have S-1/D4 education background, and at least 90% of them already certified;
S3.7	All SMK are ISO 9001:2008 certified;
S3.8	At least 75% of SMA/SMLB and 70% of SMK are conducting e-learning;
S3.9	70% of SMK graduates are work at the year of their graduation;
S3.10	All SMK provides services in entrepreneurial development assistance;
S3.11	All principals and School Supervisors of SMA/SMALB and SMK undergo Sustainable Professional Training.

4) Strategic target to achieve T4 strategic goal.

CODE	STRATEGIC TARGET
S4.1	APK of PT and PTA at the age of 19-23 reach 30%;
S4.2	100% of PTN and 50% of PTS have obtained ISO 9001:2008 certification
S4.3	At least 90% of PT prodi (program study) are accredited and 63% of them are accredited minimum of B;
S4.4	At least 3 PT (University) are in the best 300 worldwide universities ranking and at least 11 PT (cumulative) included in the best 600 worldwide ranking in THES version, at least 12 PT included in the best 200 in Asia in THES version;
S4.5	At least 85% of S1 and diploma lecturers have minimum of S-2 qualifications;
S4.6	At least 90% of post graduate lecturers (S-2, profession, specialists, and S-3) have S-3 qualifications;
S4.7	At least 75% of PT lecturers already obtained certificate of profession.

5) Strategic target to achieve T5 strategic goal.

CODE	STRATEGIC TARGET
S5.1	At least 30% of skill courses and training programs and 25% of live skills graduates (PKH) are competency certified;
S5.2	At least 50% of district/city have applied gender mainstreaming in education;
S5.3	At least 50% of districts/cities have provided parenting education facility.

6) Strategic target to achieve T6 strategic goal.

CODE	STRATEGIC TARGET
S6.1	The RI BPK audit opinion towards the financial report if Qualified Without Exception (WTP) starting in 2012;
S6.2	The score of Government Institution Performance Accountability Report (LAKIP) is at least 75.

7) Combined Strategic Targets

By setting up targets for availability and affordability of basic, secondary and higher education services that are high quality, relevant also gender mainstream with taking into account the inclusiveness of every province, district and city will provide resultant effects as stated in the following combined strategic targets. They are required, especially for measuring Human Development Index (HDI).

CODE	STRATEGIC TARGET
SG.1	The combined APK for Basic, Secondary and Higher Education are at least 86,3%;
SG.2	The average duration of completing those schools is 8,25 years;
SG.3	The national literacy rate for the age of ≥ 15 is 95,8%.