

## **CHAPTER IV**

# **STRATEGY AND DIRECTION OF NATIONAL EDUCATION DEVELOPMENT POLICY YEAR 2010-2014**

Strategy and direction of education development policy in 2010-2014 are formulated based on vision, mission, strategic goals of MoNE, and refer to RPJMN 2010-2014 and evaluation of educational development achievement until 2009. Strategy and policy directions also consider the government's commitment to international conventions on education, in particular the Dakar Convention on Education for All, Convention on the Children Rights, Millennium Development Goals (MDGs), and the World Summit on Sustainable Development

Strategy and direction of education development policy in 2010 - 2014 have been prepared to provide direction and guidance for education providers at the centre and regional level related to necessary approaches to achieve the strategic target that describe the strategic objectives. Review of strategic targets that has been described in previous chapters will show the requirement of a number of components needed in providing quality service of national education. These requirements include educators and educational staff, learning and assessment, facilities and infrastructure, funding, and good management.

### **4.1 Educational Development Strategy 2010-2014**

The strategy is a systematic effort to achieve the strategic objectives set through the achievement of strategic targets of these strategic objectives. Each strategy describes the components of the implementation of educational services that should be provided to achieve the strategic target of each strategic objective. These components include educators and educational staff, facilities, learning systems, data and information, funds, and quality systems and procedures. In choosing the strategy, the disparity between regions, gender, socioeconomic, and educational unit held between the government and community should also be considered

#### 4.1.1 Strategy to Accomplish T1 Strategic Objectives

T1 strategic objective is to have quality and equal early childhood education available and affordable in all provinces, districts and cities, achieved by using the following strategy.

- (1) The provision of competent early childhood educators, that are evenly distributed in all provinces, districts and cities that include the fulfilment of the need of TK/TKLB teachers and the provision of competent and qualified tutors for non-formal early childhood education;
- (2) The provision of competent early childhood education management that is evenly distributed throughout the provinces, districts and cities, including the fulfilment of the need of educational unit heads, supervisors, and administrative staff;
- (3) The provision and development of learning systems, data and research-based information, and quality standards of early childhood education and the implementation of early childhood education accreditation;
- (4) The provision and improvement of facilities and infrastructure for the implementation of quality TK/TKLB learning systems that is evenly distributed throughout the provinces, districts, and cities;
- (5) Provision of subsidies to increase affordability of quality TK/TKLB service that is evenly distributed throughout the provinces, districts, and cities;
- (6) Provision of subsidies to finance the implementation of Non Formal quality early childhood learning system that is evenly distributed throughout the provinces, districts, and cities

The framework of strategy Implementation of T1 strategic objectives achievement that is associated with the programs and activities of national education development from 2010 to 2014 can be described in Figure 4.1 below.

The stages of strategic objectives achievement of the T1 strategic objectives is shown in Table 4.1.

Table 4.1 Stages of strategic objectives achievement of the T1 strategic objectives

CODE	STRATEGIC TARGETS	INITIAL CONDITION (2009)	YEAR				
			2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)
1	Gross Enrolment Ratio (GER) of Early Childhood Education (ECE)	53.7	56.7	60.1	63.6	67.4	72.9
2	Percentage of Province that reach GER 60	24.2	34.4	44.5	54.7	64.8	75.0
3	Percentage of City that reach 75	28.3	37.6	47.0	56.3	65.7	75.0
4	Percentage of District that reach APK 50	28.4	37.7	47.0	56.4	65.7	75.0
5	Percentage of Formal ECE teacher with	14.5	15.3	16.4	22.5	55	85.0

	S1/D4 Qualification						
6	Percentage of Certified Formal ECE Teacher	9.7	12	13	22	60	85.0
7	Percentage of Non Formal ECE Tutor that Participated in PPB (Pelatihan Profesional Berkelanjutan/Sustainable Professional Training)	5	15	25	35	45	55
8	Percentage of Head of Kindergarten that Participated in PPB	-	10	25	45	70	100
9	Percentage of ECE Supervisor that Participated in PPB	-	10	25	50	75	100





#### 4.1.2 Strategy to Accomplish T2 Strategic Objectives

T2 strategic objectives, is to ensure that quality and equal basic education services are accessible in all provinces, districts and cities, achieved by using the following strategy.

- (1) Provision of competent Basic Education teachers that are evenly distributed in all provinces, districts and cities, including the fulfilment of the need of elementary school teachers / SDLB and SMP/SMPLB and competent tutors for Paket A and Paket B;
- (2) Provision of competent management for SD/SDLB, SMP/SMPLB and Paket A and Paket B is that are evenly distributed in all provinces, districts and cities, including the fulfilment of the need of educational unit heads, supervisors, and administrative staff;
- (3) The provision and development of learning systems, data and research-based information and quality standard of basic education, and the accreditation of basic education implementation;
- (4) The provision and improvement of facilities and infrastructure for the implementation of quality learning systems in SD/SDLB and SMP/SMPLB that is evenly distributed across provinces, districts, and cities;
- (5) Provision of subsidies to increase affordability of quality SD/SDLB and SMP/SMPLB educational services that are evenly distributed throughout the provinces, districts, and cities;
- (6) Provision of subsidies to finance the implementation of quality Paket A and Paket B learning systems that are evenly distributed in all provinces, regencies and cities

The framework of strategy Implementation of T2 strategic objectives achievement that is associated with the programs and activities of national education development from 2010 to 2014 can be described in Figure 4.2 below.

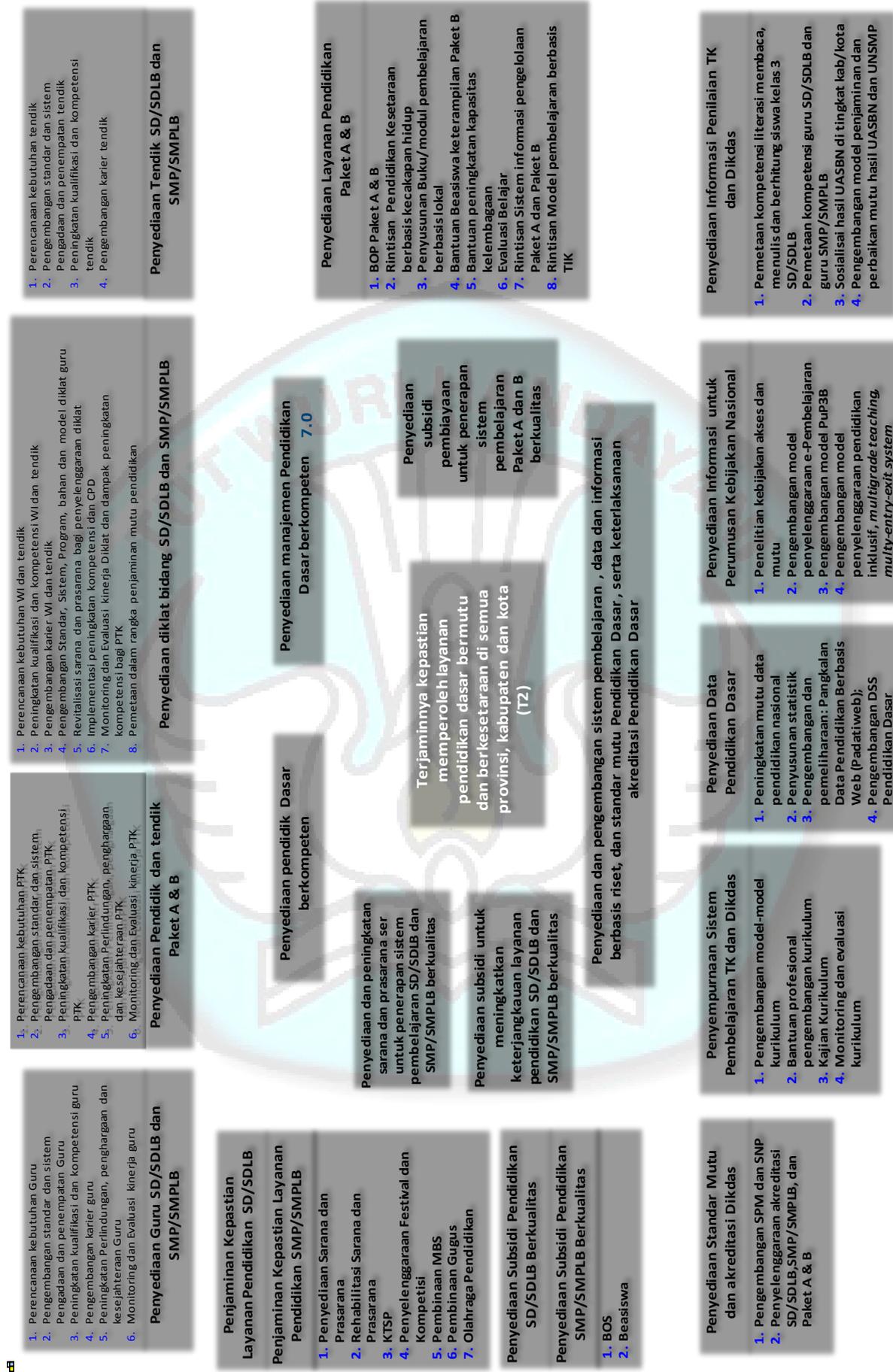


Figure 4.2: The framework of strategy Implementation of T2 strategic objectives achievement

The stages of strategic objectives achievement of the T2 strategic objectives is shown in Table 4.2.

Table 4.2 Stages of strategic objectives achievement of the T2 strategic objectives

CODE	STRATEGIC TARGETS	INITIAL CONDITION (2009)	YEAR				
			2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)
1	GER SD/SDLB/MI/Paket A	117.0	117.2	117.6	118.2	118.6	119.1
2	NER SD/SDLB/MI/Paket A	95.2	95.2	95.3	95.7	95.8	96.0
3	Percentage of Province to Reach NER $\geq$ 95	57.5	63.0	68.5	74.0	79.5	85.0
4	Percentage City to Reach NER $\geq$ 96	65.0	70.0	75.0	80.0	85.0	90.0
5	Percentage District to Reach NER $\geq$ 94	70.0	74.0	78.0	82.0	86.0	90.0
6	School Enrolment Rate (SER) Age Group 7-12 Years Old	97.90	98.10	98.70	99.20	99.85	99.9
7	Percentage of SD/SDLB Supervisor that Participated in PPB	-	10	25	45	70	100
8	Percentage of SD/SDLB Principal that Participated in PPB	-	10	25	45	70	100
9	Percentage of SD/SDLB Educational unit that apply character building study	-	10	30	50	75	100
10	Percentage of Dropped Out SD/SDLB Students	1.7	1.5	1.3	1.1	0.9	0.7
11	Percentage of SD/SDLB Graduates that Continue to High school	90.0	91.4	92.8	94.2	95.6	97.0
12	Percentage of SD/SDLB with Accreditation	65.4	70.2	75.2	80.1	85.1	90.0
13	Percentage Accredited SD/SDLB Minimal B	8.2	9.6	10.9	12.3	13.6	15.0
14	Percentage of SD/SDLB that Apply E-Learning	3.0	10.4	17.8	25.2	32.6	40.0
15	Percentage of SD/SDLB that have Internet Facility	8.0	14.4	20.8	27.2	33.6	40.0
16	Percentage of District/City that Have SD SBI/RSBI	28.0	39.4	50.8	62.2	73.6	85.0
17	Percentage of S1/D4 Qualified SD/SDLB Teacher	24.6	37.28	49.96	62.64	75.32	88.0
18	Percentage of Certified SD/SDLB Teacher	14.0	26.3	40.4	54.9	67.5	80.0
19	National GER of SMP/SMPLB/MTs/Paket B	98.3	99.3	101.5	103.9	106.8	110.0
20	National NET of SMP/SMPLB/MTs/Paket B	73.3	74	74.7	75.4	76.1	76.8
21	SER Age Group 13-15 Years Old	87.9	89.5	91.1	92.8	94.4	96.0
22	Percentage of Province to Reach GER $\geq$ 95	63.6	68.9	74.2	79.4	84.7	90.0
23	Percentage Kota to Reach GER $\geq$ 115	43.0	50.4	57.8	65.2	72.6	80.0
24	Percentage of District to Reach GER $\geq$ 90	55.0	61.0	67.0	73.0	79.0	85.0
25	Percentage of Dropped Out SMP/SMPLB Students	1.99	1.8	1.6	1.4	1.2	1.0

CODE	STRATEGIC TARGETS	INITIAL CONDITION (2009)	YEAR				
			2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)
26	Percentage of Accredited SMP/SMPLB	61	66.8	72.6	78.4	84.2	90.0
27	Percentage of Minimum B Accredited SMP/SMPLB	19.0	20.6	22.2	23.8	25.4	27.0
27	Percentage of SMP/SMPLB that Applies E-Learning	10	20	30	40	50	60.0
28	Percentage of SMP/SMPLB that Have Internet Facility				100	100	100
29	Percentage of District/City that Have SMP SBI/RSBI	43.7	50.0	56.2	62.5	68.7	75.0
30	Percentage of S1/D4 Qualified SMP/SMPLB Teacher	73.4	77.1	82.8	87.2	92.3	98.0
31	Percentage of Certified SMP/SMPLB Teacher	32.8	44.0	56.0	67.0	79.0	90.0
32	Percentage of SMP/SMPLB Supervisor that Participated in PPB	-	10	25	45	70	100
33	Percentage of SMP/SMPLB Principal that Participated in PPB	-	10	25	45	70	100
34	Percentage of SMP/SMPLB educational unit that applies character building study		10	30	50	75	100

#### 4.1.3 Strategy to Accomplish T3 Strategic Objectives

T3 strategic objective is the availability and the accessibility of quality, relevant and equal secondary education services, in all provinces, districts and cities, achieved by using the following strategy

- (1) Provision of competent secondary education teachers that are evenly distributed in all provinces, districts and cities, including the fulfilment of the need of SMA/SMLB/SMK Teacher and competent tutors for Paket C;
- (2) Provision of competent management for SMA/SMLB/SMK and Paket C that is evenly distributed in all provinces, districts and cities, including the fulfilment of the need of educational unit heads, supervisors, and administrative staff;
- (3) The provision and development of learning systems, data and research-based information, and quality standards of secondary education, and the accreditation of secondary education implementation
- (4) The provision and improvement of facilities and infrastructure for the implementation of high-quality learning system that is evenly distributed throughout the provinces, districts, and cities;
- (5) The provision and improvement of facilities and infrastructure for the implementation of quality vocational learning system based on local advantages and relevant to the local needs that are evenly distributed across provinces, districts and cities;

- (6) Provision of subsidies to increase affordability of quality SMA/SMLB/SMK education service that is evenly distributed throughout the provinces, districts and cities;
- (7) Provision of subsidies to finance the implementation of a quality Paket C learning system that is evenly distributed throughout the provinces, districts and cities.

The framework of strategy Implementation of T3 strategic objectives achievement that is associated with the programs and activities of national education development from 2010 to 2014 can be described in Figure 4.3 below.





Table 4.3 Stages of strategic objectives achievement of the T3 strategic objectives

CODE	STRATEGIC TARGETS	INITIAL CONDI TION (2009)	YEAR				
			2010	2011	2012	2013	2014
1	National GER of SMA/SMK/SMLB/MA/Paket C	69.6	73.0	76.0	79.0	82.0	85.0
2	Percentage of Province that Reach Minimal GER of 80	30.0	36.0	42.0	48.0	54.0	60.0
3	Percentage of City that Reach Minimal GER of 85	35.0	41.0	47.0	53.0	59.0	65.0
4	Percentage of District that Reach Minimal GER of 65	40.0	46.0	52.0	58.0	64.0	70.0
5	Percentage of Accredited SMA/SMLB	64.7	70.7	76.8	82.9	88.9	95.0
6	Percentage of Minimum B Accredited SMA/SMLB	19.2	23.4	27.5	31.7	35.8	40.0
7	Percentage of SMA/SMLB that Applies E-Learning	27.0	36.6	46.2	55.8	65.4	75.0
8	Percentage of SMA/SMALB/SMK that Have Internet Access				100	100	100
9	Percentage of District/City that Have SMA/SMLB SBI/RSBI	18.0	28.4	38.8	49.2	59.6	70.0
10	Percentage of S1/D4 Qualified SMA/SMLB Teacher	91.2	92.2	93.9	95.8	97.3	98.0
11	Percentage of Certified SMA/SMLB Teacher	41.0	51.0	61.0	70.0	80.0	90.0
12	Percentage of Accredited SMK	70.0	74.0	78.0	82.0	86.0	90.0
13	Percentage of SMK with Accreditation $\geq$ B	20.0	22.0	24.0	26.0	28.0	30.0
14	Percentage of SMK that Applies E-Learning	20.0	30.0	40.0	50.0	60.0	70.0
15	Percentage of District/City that Have SMK RSBI/SBI	60.0	62.0	64.0	66.0	68.0	70.0
16	Percentage of SMK with ISO 9001:2008 Certification	6	15	35	55	75	100
17	Percentage of S1/D4 Qualified SMK Teacher	85.8	87.6	89.5	93.6	95.4	98.0
18	Percentage of Certified SMK Teacher	32.0	44.0	55.0	67.0	78.0	90.0
19	Percentage of SMA/SMK/SMLB Principal that Participated in Sustainable Professional Training (Pelatihan Profesional Berkelanjutan/PBB)	-	10	25	45	70	100
20	Percentage of SMA/SMK/SMLB Supervisor that Participated in PBB	-	10	25	45	70	100
21	Percentage of SMA/SMK/SMLB educational unit that applies character building study	-	10	30	50	75	100

#### 4.1.4 Strategy to Accomplish T4 Strategic Objectives

T4 strategic objective is the availability and accessibility of high-quality, relevant, internationally competitive and equal education services in all provinces, achieved by using the following strategy

- (1) Provision of competent university lecturer to support the implementation of the Tridharma (three responsibilities of university) that are high quality and competitive;
- (2) Improvement of the quality university management to support the implementation of competitive and accountable Tridharma;
- (3) Provision of data and research-based information and quality standards of higher education and the accreditation of higher education implementation;

- (4) The provision and improvement of facilities and infrastructures for the implementation of quality and highly competitive learning systems in higher education that is evenly distributed throughout the province;
- (5) Increased publication of results of research and dedication to the community that are quality, internationally competitive, and relevant to the needs of the nation;
- (6) Provision of subsidies to increase affordability of quality higher education service that is evenly distributed throughout the province.

The framework of strategy Implementation of T4 strategic objectives achievement that is associated with the programs and activities of national education development from 2010 to 2014 can be described in Figure 4.4 below.

The stages of strategic objectives achievement of the T4 strategic objectives is shown in Table 4.4.

Table 4.4 Stages of strategic objectives achievement of the T4 strategic objectives

CODE	STRATEGIC TARGETS	INITIAL CONDITION (2009)	YEAR				
			2010	2011	2012	2013	2014
1	GER of HES (Higher Education Service) and Foreign HE Aged 19-23*)	23.5	24.8	26.1	27.4	28.7	30.0
2	Percentage of Accredited HES Course Program	69.6	73.7	77.8	81.8	85.9	90.0
3	Percentage of HES Course Program With Accreditation Minimum B	44.4	48.1	51.8	55.6	59.3	63.0
4	Number of 300 World Best HEI, THES Version	1	1	2	2	3	3
5	Number of 600 World Best HEI, THES Version	3	3	5	6	8	11
6	Number of 200 World Best HEI, THES Version	8	8	9	10	11	12
7	Percentage of S2 Qualified Lecturer for S1/Diploma Program	57.8	62.5	67.5	73.5	79.5	85.0
8	Percentage of S3 Qualified Lecturer for Postgraduate Program	56.2	60.0	65.0	72.5	80.0	90.0
9	Percentage of Certified University Lecturer	15.4	23.0	36.0	49.0	62.0	75.0
10	Percentage of State University with ISO 9001:2008 Certification	17	33	50	67	83	100
11	Percentage of Private University with ISO 9001:2008 Certification	10	15	25	35	40	50

\*) The age range of university/college students is adjusted with the average period of study from 19-24 years old to 19-23 years old

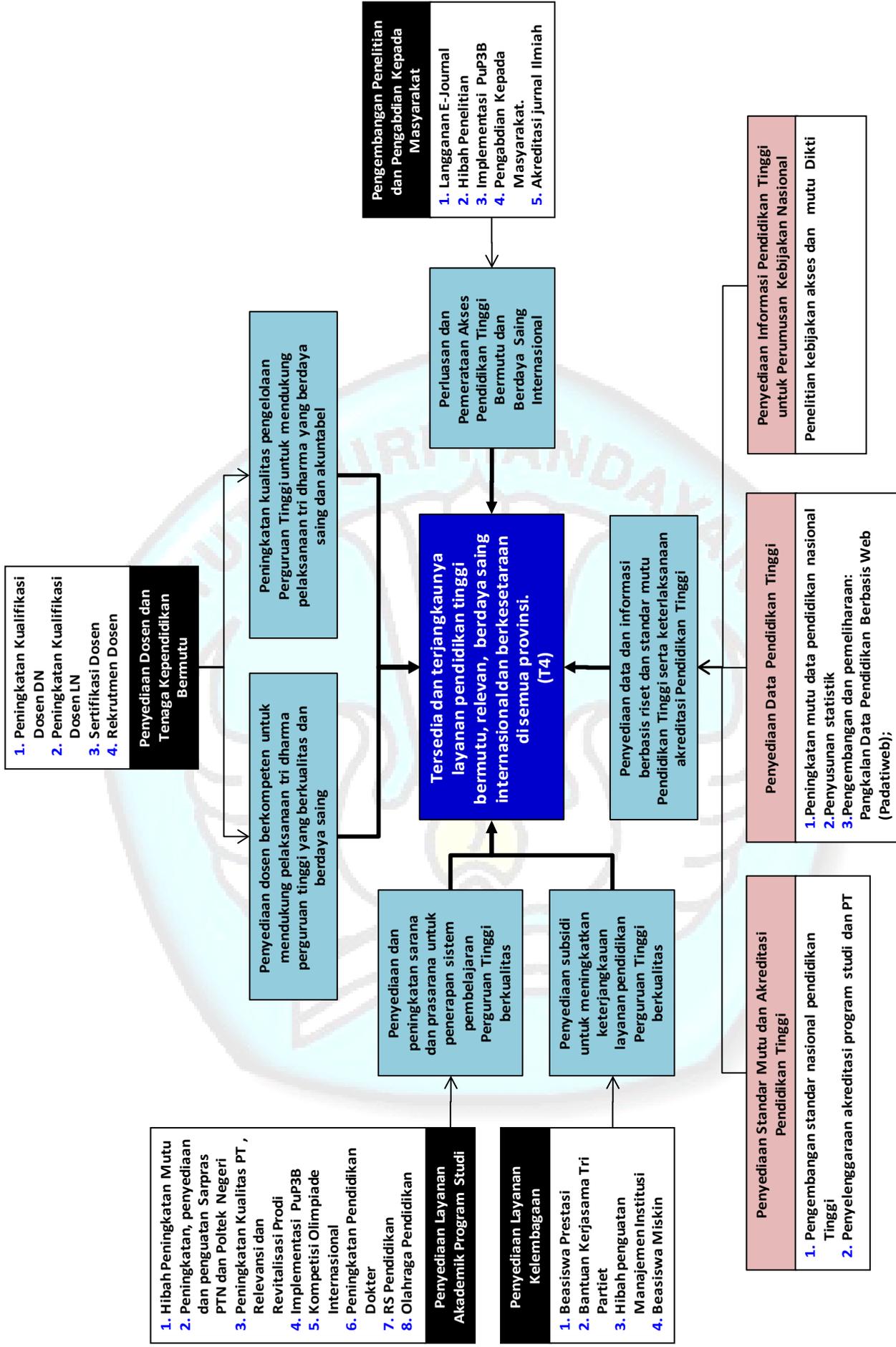


Figure 4.4 The framework of strategy Implementation of T4 strategic objectives achievement

#### 4.1.6 Strategy to Accomplish T5 Strategic Objectives

T5 strategic objective is the availability and affordability of sustainable adult education services that are equal, high quality and relevant to the needs of the community, achieved by using the following strategy

- (1) Provision of competent tutors that are evenly distributed among provinces, districts, and cities that include the fulfilment of the need of functional literacy tutoring and life skills education;
- (2) The provision and development of learning systems, data and research-based information, education and quality standards of functional literacy, life skills education, homeschooling and parenting education and accreditation of adult education implementing institutions;
- (3) Provision of subsidies to finance the implementation of quality adult education learning system that is evenly distributed in all provinces, districts and cities.

The framework of strategy Implementation of T5 strategic objectives achievement that is associated with the programs and activities of national education development from 2010 to 2014 can be described in Figure 4.5 below.

The stages of strategic objectives achievement of the T5 strategic objectives is shown in Table 4.5.

Table 4.5. Stages of strategic objectives achievement of the T5 strategic objectives

CODE	STRATEGIC TARGETS	INITIAL CONDITION (2009)	YEAR				
			2010	2011	2012	2013	2014
1	Citizen Literacy Rate Age $\geq$ 15 Years Old	94.7	95.0	95.2	95.4	95.6	95.8
2	Percentage of Province with Literacy Rate $\geq$ 95	69.7	74.8	79.8	84.9	89.9	95.0
3	Percentage of City with Literacy Rate $\geq$ 95	70.0	75.0	80.0	85.0	90.0	95.0
4	Percentage of District with Literacy Rate $\geq$ 95	60.0	65.0	70.0	75.0	80.0	85.0
5	Percentage of Accredited LKP Specialized Program	3	6	11	17	24	30
6	Percentage of Accredited PKBM	1.3	5.0	10.0	15.0	20.0	25.0
7	Percentage of District/City with Gender Mainstreaming	5.0	14.0	23.0	32.0	41.0	50.0
8	Percentage of District/City that applies <i>parenting education</i>	0	10	20	30	40	50

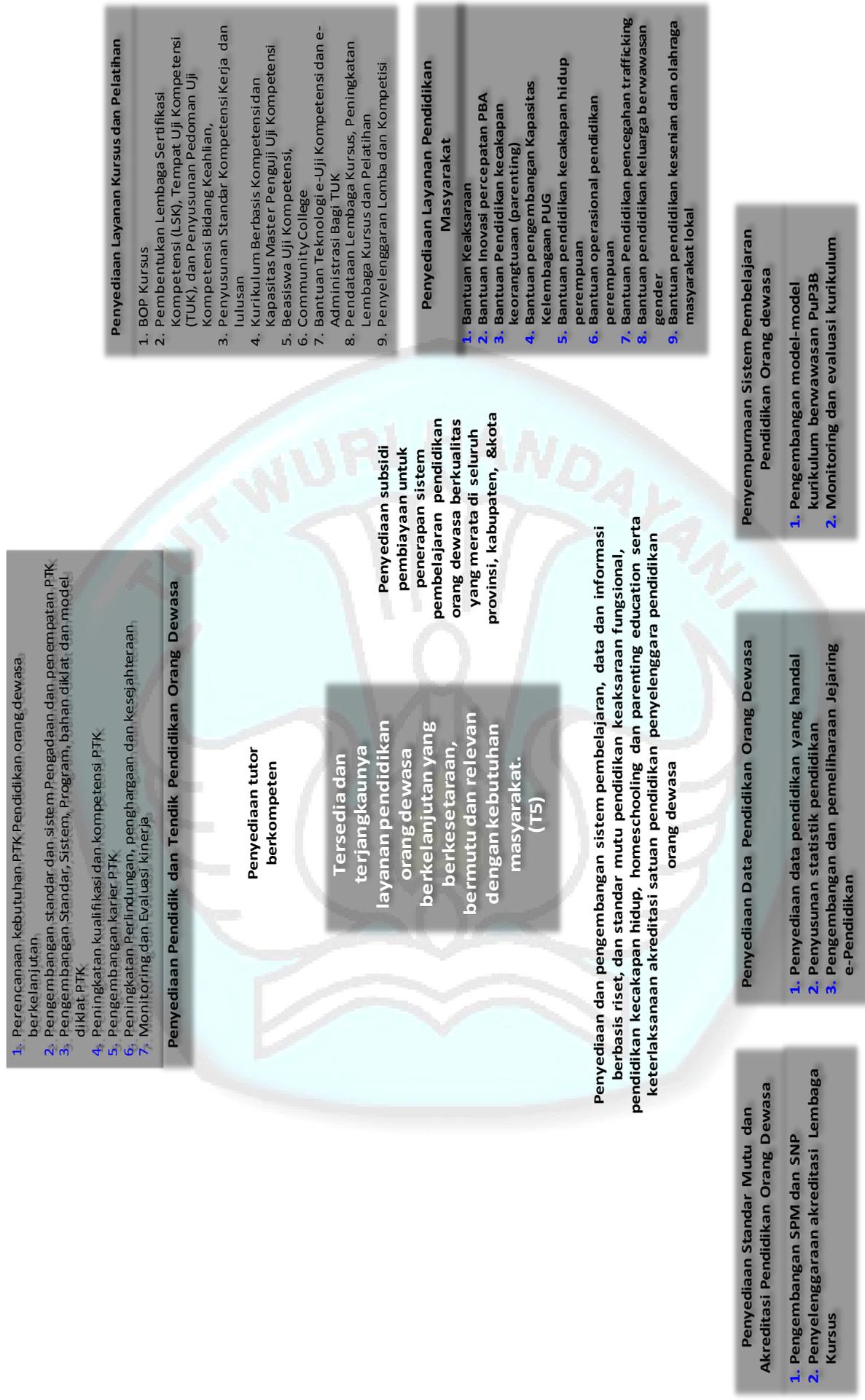


Figure 4.5 The framework of strategy Implementation of T5 strategic objectives achievement

#### 4.1.6 Strategy to Accomplish T6 Strategic Objectives

T6 strategic objective is the availability of a reliable governance system in ensuring the national education service excellence, achieved by using the following strategy.

- (1) Strengthening the institutional, work procedures, and human resources of MoNE
- (2) Strengthening the planning and budgeting systems in the environment of MoNE
- (3) Strengthening of the recording system in the environment of MoNE
- (4) Strengthening internal control systems in the environment of MoNE

The framework of strategy Implementation of T6 strategic objectives achievement that is associated with the programs and activities of national education development from 2010 to 2014 can be described in Figure 4.6 below.

The stages of strategic objectives achievement of the T6 strategic objectives is shown in Table 4.6.

Table 4.6. Stages of strategic objectives achievement of the T6 strategic objectives

CODE	STRATEGIC TARGETS	INITIAL CONDITION (2009)	YEAR				
			2010	2011	2012	2013	2014
1	Opinion of BPK RI Audit	WDP	WDP	WDP	WTP	WTP	WTP
2	LAKIP Score	75	75	75	75	75	75



#### 4.1.7 Resultant Effect Strategy II, III and IV

Education development plays an important role in improving the quality of human life in Indonesia, which is indicated by the Human Development Index (HDI). Educational development directly give a contribution in increasing the literacy level parameters and school age population that attend school as measured from the combined primary, secondary, and higher education's Gross Enrolment Ratio (GER). In the current conditions, the level of literacy of population aged 15 years and over in Indonesia has reached 95% and targeted in the year of 2014 will reach 98%. With a literacy rate reaching 98%, Indonesia will be able to be in the same level as the developed countries.

The combined primary, secondary and high education GER in the year 2009 is 78.5%. In 2014, through the implementation of the strategy II, III, and IV, a resultant effect will take place and increase the combined GER at least 86.3% as shown in Table 4.7.

Table 4.7 Strategic Objectives of the Resultant Effect from Strategy II, III, and IV

CODE	STRATEGIC TARGETS	INITIAL CONDITI ON (2009)	YEAR				
			2010	2011	2012	2013	2014
SG.1	Combined GER of Primary, Secondary and Higher Education	78,5	79,8	81,3	82,8	84,3	86,3
SG.2	Average School Period (year)	7.60	7.75	7.85	8.10	8.25	7.60
SG.3	National literacy age for age $\geq$ 15 years old	94.7	95.0	95.2	95.4	95.6	95.8

### 4.1.7 General Strategies

All the above education development strategies can be formulated into a general strategy as explained in Table 4.8

Table 4.8 General Strategy Formula

NO	EDUCATION SYSTEM COMPONENT	CODE	GENERAL STRATEGY
1	Educator and Educational Worker	ST1.1	Provision of competent educator that is evenly distributed in all provinces, districts and cities.
		ST1.2	Provision of competent educational unit management that is evenly distributed in all provinces, districts and cities.
2	Study and Assessment	ST2.1	Provision of learning system in accordance with National Education Standard
		ST2.2	Provision of reliable data, information and educational accreditation
3	Facility and Infrastructure	ST3.1	Provision of improvement of quality educational facilities and infrastructures that are evenly distributed in all provinces, districts and cities.
4	Funding	ST4.1	Provision of subsidies to increase the affordability of quality formal educational services that is evenly distributed in all provinces, districts and cities.
		ST4.2	Provision of subsidies to fund the quality, formal and non-formal learning system application that is evenly distributed in all provinces, districts and cities.
5	Management	ST5.1	The reorganization to ensure the accomplishment the strategic targets and objectives of national education
		ST5.2	Strengthening the accountability of financial system within MoNE
		ST5.3	Strengthening the accountability of state owned assets management within MoNE
		ST5.4	Strengthening the accountability of control system within MoNE

## 4.2 National Education Development Policy Direction Year 2010 - 2014

A general strategy as formulated in the previous section is used to determine the direction of education development policy period within the upcoming five years. The relationship of the general strategy and the policy directions is described in Table 4.9.

Table 4.9 The Relationship Between General Strategies with Policy Directions

CODE	GENERAL STRATEGY	POLICY DIRECTION
ST1.1	Provision of competent educator that is evenly distributed in all provinces, districts and cities.	a. Improvement of educator qualification and certification b. Improvement of quality of LPTK and the graduates
ST1.2	Provision of competent educational unit management that is evenly distributed in all provinces, districts and cities.	c. Empowerment of school principal and supervisor

CODE	GENERAL STRATEGY	POLICY DIRECTION
ST2.1	Provision of learning system in accordance with National Education Standard	d. The implementation of methodology in moral and national character e. Development of Education Methodology in Developing Creative, Innovative, Competitive and Entrepreneurial Culture
ST2.2	Provision of reliable data, information and educational accreditation	f. The integration of education evaluation system
ST3.1	Provision of improvement of quality educational facilities and infrastructures that are evenly distributed in all provinces, districts and cities.	g. Strengthening and Expanding Use of ICT in Educational Sector h. Provision of low-cost textbook
ST4.1	Provision of subsidies to increase the affordability of quality formal educational services that is evenly distributed in all provinces, districts and cities.	i. Rationalization of funding for education, research and community service j. Empowerment of Community, Business and Industry Aspect
ST4.2	Provision of subsidies to fund the quality, formal and non-formal learning system application that is evenly distributed in all provinces, districts and cities.	k. Strengthening and Expansion of Non-formal and Informal Education
ST5.1	The reorganization to ensure the accomplishment the strategic targets and objectives of national education	l. Bureaucracy Reform m. Inter-ministry and/or Government Institutions Coordination and the Central-Local Government Coordination
ST5.2	Strengthening the accountability of financial system within MoNE	
ST5.3	Strengthening the accountability of state owned assets management within MoNE	
ST5.4	Strengthening the accountability of control system within MoNE	
STG1.1	The combined general strategies : ST1.1, ST1.2, ST3.1, ST4.1, and ST4.2	n. Accelerated Education Development in the Border, Under Developed, and Disaster Prone Area
STG1.2	The combined general strategies : ST1.1, ST2.1, and ST3.1	o. Alignment of Education with the Demands from Business and Industry

The above policy directions are partially similar with the breakthrough policy that MoNE used over the period 2005 to 2009. The continued breakthrough policy is the policy that has been successfully implemented with some adjustment that emphasize on the period from 2010-2014. In addition, there is a need to strengthen the new breakthrough policies in accordance with the existing demands to be made towards the development of national education policy in 2010-2014 periods. The policy direction can be explained as follows.

#### **4.2.1 Improvement for Qualification and Certification of Educators**

Act no. 14/2005 on Teachers and Lecturers, places teachers and university lecturers as a profession. Teachers must meet the minimum educational qualification of S-1/D-4 and educator certified, while university lecturer must meet the minimum educational qualification S-2/S-3 and educator certified. The Government should complete the improvement of qualification and certification of educators at the latest by the end of 2014. In addition, this step is done to ensure the regeneration of competent teachers considering within the next five years estimated at about 700 thousand teachers will retire. To achieve these targets, in the year 2010-2014 MoNE will maintain the policies of improving the qualifications and competency of teachers, as follows.

- (1) Development of the teachers recruitment system by awarding bonding-talent scout scholarships;
- (2) Improving recruitment system for competent, S1/D4 qualified teachers;
- (3) The provision of scholarships to improve teacher's qualification into S-1/D-4 and increase the qualifications of university lecturers into S-2/S-3;
- (4) Control of the implementation of educator certification in accordance with laws and regulations;
- (5) Increasing the role of universities in sustainable teacher professionalism development through KKG / Support Groups activities.

#### **4.2.2 Quality Improvement for Educational Workforce Education Institutions (LPTK) and the Graduates**

Improving the quality and competence of teachers depends on the quality of educator institutions. The implementation of Act No. 14 of 2005 requires the availability of LPTK as an institution in charge of producing educator candidates and conducts certification for educators. To ensure availability of competent teachers, the LPTK quality improvement is mandatory. Improvement of LPTK quality is conducted through the following policies.

- (1) Provision of competent lecturers at LPTK;
- (2) Strict control toward licensing and accreditation requirements for LPTK;
- (3) Control for unlicensed and/or non-accredited LPTK;
- (4) Improvement of facilities and infrastructure of LPTK.

#### **4.2.3 Empowerment of School Principal and Supervisor**

In addition to educators, school principals and supervisors play an important role in improving education quality and accountability of education implementation in the educational unit. The problem commonly encountered from the principal is the weakness in managerial competence, while from the school supervisor is the lack of competence in supervisory skill. Specifically, an elementary school principal encounters problem due to high workload because of the lack of school administrative staff. The empowerment of school principals and supervisors is conducted through the following policies.

- (1) Awarding S-1 and S-2 scholarship for principal and school supervisor;
- (2) Delivering training in quality management and leadership for principals and training in quality education control for school supervisors;
- (3) Revitalizing professional educational workers' organizations MKKS / MKPS;
- (4) Encouraging district/city local government to provide school administrative staff in every primary school.

#### **4.2.4 Implementation of Methodology in Moral and National Character Education**

Learning system is currently considered not effective in building morals and noble character of the nation for the students. This is shown by the occurring cases of moral degradation, such as drug abuse, student radicalism, pornography and porno action, plagiarism, and the declining pride toward nation and state. Policies to tackle this problem, among others, are as follows

- (1) To instil the moral education which integrates the value of religion, manners, the pride toward nation, clean life style, environmental awareness, and discipline within the educational organization;
- (2) To develop educational curriculum that provides soft skills to enhance noble moral and foster national character;
- (3) To develop a culture that foster hygiene, environmental care, and order, through active learning in the field;
- (4) Assessment of exemplary achievements of students who consider noble moral aspects of national and state character.

#### **4.2.5 Development of Education Methodology in Developing Creative, Innovative, Competitive and Entrepreneurial Culture**

To support of the Creative Economy Development (CED) in 2010-2014, which is the development of economic activities based on the creativity, skills and talents of individuals to create creative ability and creative power of individuals which have economic value and impact on the welfare of the people of Indonesia; policies that stimulate the integration of the aspects of creative, innovative, competitive and entrepreneurial in the education methodology should be formulated. This development of educational methodology is taken through the following policies.

- (1) To review and take improvement action in education and training curricula to be more oriented to the development of students' creativity and entrepreneurship as early as possible;
- (2) To improve the quality of national education that supports the development of creativity and entrepreneurship within the students as early as possible;
- (3) To create access to creative economy information and knowledge sharing between the education provider
- (4) To increased the number and improvement of quality and educational institutions and formal and informal training that support the development of creative personnel in the establishment of creative economy;
- (5) Creating connectivity and integration among graduates of higher education and vocational high schools associated with creative economic development needs;
- (6) To encourage successful entrepreneurs to share experience and expertise in institutions of basic education to higher education, in developing the creative economy;
- (7) To facilitate the development of networks and encourage cooperation among Indonesia's creative personnel at home and abroad.

#### **4.2.6 The Integration of Educational Evaluation System**

The increase in educational participation has yet fully followed by a trusted educational evaluation system. One indicator is the National Exam result that is omitted as requirement to continue study from secondary education to the higher education. This is caused by the irregularities in the implementation of the national exam, the National Examination substance that does not measure and the actual achievement of the student learning, and the disintegrated results of national exams with university entrance exams. This requires, among others, the following policies.

- (1) Improvement of the implementation and supervision system of the National Examination for all levels of education;

- (2) Completion of the substance of the National Examination which measures student achievement in learning outcomes which include assessment in aspects of cognitive, affective and psychomotor;
- (3) Completion of the National Examination results processing system;
- (4) Development of a system that ensures integration of national examination results of secondary education with the college entrance selection system.

#### **4.2.7 Strengthening and Expanding Use of ICT in Educational Sector**

Utilization of ICT is believed to be supporting in efforts to increase and equalize access to education, improved quality, relevance, and education competitiveness, along with management, accountability, and public image toward education. Application of ICT for education by MoNE can expand the affordability of education, and strengthening governance at the same time.

The need for comprehension and application of science and technology in order to face the global demand results in the increasing role of ICT in various aspects of life including in education, the increasing need to share information and knowledge using ICT, and Internet developments that eliminate space and time boundaries to communicate and make access to information. The above condition requires the implementation of policies related to ICT.

However, there still exists ICT literacy gap between the regions on one side and the development of the internet that also brought negative impact on values and norms of society and provided opportunities of plagiarism and IPR violations on the other side, require the use of ICT integration in educative learning. In the year 2010-2014, the strengthening efforts of the usage of ICT for e-learning, e-management and e-services are conducted through the following policies.

- (1) The provision of ICT infrastructure and facilities and ICT-based learning content for the strengthening and expansion of e-learning at all levels of education
- (2) Development of e-management, e-reporting, and e-services to enhance the effectiveness of governance and public service.
- (3) Development of knowledge management systems to facilitate the sharing of information and knowledge among learners and educators
- (4) Development of ICT-based learning resource centres in elementary and secondary education
- (5) Increasing human resource capacity to support the efficient use of ICT in the central and local level.

#### **4.2.8 Provision of Low Cost Textbooks**

In order to increase the number of published books and encourage creativity and motivate writers, MoNE will continue the program of purchasing copyright of textbooks that support the program of low cost textbooks. Provision of quality, easily available textbooks with affordable prices and the efforts to eliminate the monopoly of writing, copying, publishing and distributing books have been arranged through MoNE Regulation No. 2 Year 2008 about Textbook.

However, the textbook reformation that does not entirely give impacts on the provision of low-cost textbooks to all students. In the year of 2010-2014, the effort to provide low-cost textbooks are conducted through the following policies.

- (1) Provision of subsidies of the cost of textbooks to students who use books which copyrights have been purchased by MoNE.
- (2) Facilitating access for the educational unit to download electronic textbook which copyrights have been purchased by MoNE.
- (3) Evaluating assessment systems for purchased copyrighted books by MoNE to increase the use of those textbooks.
- (4) Encouraging education unit to use textbooks which copyright have been purchased by MoNE.

#### **4.2.9 Rationalization of Funding for Education, Research and Community Service**

In the 2005-2009 construction period, the School Operational Assistance (Bantuan Operasional Sekolah/BOS) program, BOS books, Special Assistance for Students (Bantuan Khusus Murid/BKM), and scholarships from elementary to college level have been found to significantly reduce the dropout rate and alleviate the burden of parents to provide education costs. Special on higher education, the funding policy on education, research and community service focused on improving coverage, quality, and relevance.

The focus areas of research and community development are aimed at improving research and community service to answer the needs of the community which could result in international scientific publications, thereby increasing the competitiveness of universities. The rationalization of this funding is conducted through the following policies.

- (1) Mapping the total cost structure of each educational unit by taking into account regional diversity;
- (2) Setting a proportional education financial system by considering the local purchasing power index;
- (3) Increasing the effectiveness of educational assistance to disadvantaged students by paying attention to the disparities between regions and sexes;
- (4) Increasing the intensity of research and international publications;
- (5) Increasing the effectiveness of educational aid for research and community service in higher education to meet the needs of society and to increase the competitiveness.

#### **4.2.10 Empowerment of Community, Business and Industry Aspect**

The contribution of business and industrial aspect in the development of education and research is still low. This happens because there are still no educational partnerships with business, industry, and community organizations. Meanwhile, education cannot run without any relationship with business and industrial world, in the aspect of process of education, educators, and students. To overcome this obstacle, it is necessary to have several policies, among others, as follows

- (1) Development of the system that regulates synergistic partnerships with business and industrial world to increase the relevance of graduates with the demands from businesses and industries;
- (2) Optimizing the utilization of Corporate Social Responsibility (CSR) funds for educational purposes;
- (3) Development of the system that regulates synergistic partnerships with community organizations, such as the implementation of the educational unit, and with professional organizations, such as the preparation of professional certification programs;
- (4) Building a partnership mechanism between governments, educational institutions, and training with entrepreneurs to develop quality education and training;
- (5) Encouraging private sector to develop education and training institutions, particularly in relation to the needs of human resources;
- (6) Utilization of the existing potential in the community, business and industrial world to increase the quality of education.

#### **4.2.11 Strengthening and Expansion of Non-formal and Informal Education**

Non-formal and informal education programs are very strategic in the effort to reduce illiteracy and improve community life skills that are gender equal. This is in line with international commitments in the eradication of illiteracy. In addition, to realize a knowledge-based society, the reading culture within the community needs to be improved. Strengthening and expansion are done, among others, through the following policies

- (1) Strengthening and expansion of direct learning program at the Centre for Community Learning Activities (Pusat Kegiatan Belajar Masyarakat /PKBM);
- (2) Strengthening and expansion of life skills education for school-age citizens who dropped out from school or did not continue school and for the adult aged citizens;
- (3) Strengthening and expansion of the reading culture through the provision of libraries, reading material and other sources of information that is easy, inexpensive, and evenly distributed as well as the supporting facilities;
- (4) Strengthening and expansion of non-formal and informal education to reduce the disparity of gender;
- (5) Facilitating knowledge and skills improvement in parenting education and homeschooling.

#### **4.2.12 Bureaucracy Reform**

Bureaucratic reform is at the core of the various priority programs to improve the quality of public services. MoNE became one of 13 K/L which should complete the reform of the bureaucracy in the year 2010/2011. Bureaucratic reform is needed in line with the greater responsibility of having to manage the budget for educational objectives that takes 20% of the National/State Budget. Based on preliminary assessment of bureaucratic reform in 2009, bureaucratic reform is implemented through the following policies.

- (1) Restructuring the organization that supports the vision and mission MoNE;
- (2) Improving the governance system;
- (3) Improvement of the quality of human resources;
- (4) Development of measurement system and performance-based remuneration;
- (5) Monitoring and evaluating the implementation of the bureaucracy reform.

#### **4.2.13 Inter-ministry and/or Government Institutions Coordination and the Central-Local Government Coordination**

Current condition shows a lot of overlap in the implementation of inter-K/L activities or between central and local government and lack of integration of priority and performance targets setting of education at the centre and in the regions. In accordance with Government Regulation No. 38 Year 2007 on the Division of Government Affairs, Provincial Government and District/City Government, there is an arrangement of division of responsibility between MoNE, other K/L, as well as local governments in education management. Coordination is carried out by reference to, among others, the following policies.

- (1) Improved coordination between MoNE with related K/L to synergize the planning, execution, control and evaluation of education
- (2) Increase coordination between MoNE with provincial, district and city government and education units to synergize the planning, execution, control and evaluation of education

#### **4.2.14 Accelerated Education Development in the Border, Under Developed, and Disaster Prone Area**

Educational development in the border and under developed area, including disaster-prone areas, needs to be done specifically to ensure the equality and certainty for the public in these areas to obtain educational services. The demands of justice and the unity of the nation and the international conventions on education for all, require governments to provide education services for every citizen wherever they are in the homeland. Development of education in the border area as well as disaster-prone and under developed area is done through the following policies.

- (1) Provision of educators and education personnel with special allowances in the border, under developed and disaster prone area;
- (2) Provision of educational facilities through the construction of a one-roof kindergarten-elementary school, one roof elementary-junior high school, and boarding schools in the border, under developed and disaster prone area;
- (3) Provision of subsidies for students to get formal and non formal education in border, under developed and disaster prone area.

#### **4.2.15 Alignment of Education with the Demands from Business and Industry**

Educational outcomes should be able to meet the needs of business and industrial world in order to aligning education with the needs of business and industrial world. These needs have a number of parameters that must be precisely adjusted with the

supply of graduates of educational services, such as the number, competence and location. MoNE should be able to create and maintain standardized systems of education. The program, among others, pursued through the following policies.

- (1) Align educational service development plan with the industrial development plan, regional development plans, and investment plans;
- (2) Developing a synergy between K/L associated with the supply and absorption of labour;
- (3) Develop education and training institutions related with economic development in areas with potential for development as industrial clusters;
- (4) Building a partnership mechanism between governments, educational and training institutions, with entrepreneurs to develop quality education and training in economic development;
- (5) Improve the quality of research that can answer the challenges of the business and industrial world and make it as a national research priority.

