

CHAPTER VI

IMPLEMENTATION FRAMEWORK

To support the successful implementation of a measurable national education programs, there is a need to set some support elements as follows: (i) Strategy for Education Funding, (ii) System of Coordination, Governance and Internal Control; (iii) System for Monitoring and Evaluation and (iv) System of an Integrated Information Technology.

6.1 Strategy for Education Funding

6.1.1 Principles of Education Funding

The 1945 Constitution of the Republic of Indonesia Article 31 paragraph (4) specifically mandates the state to allocate at least 20% of the overall state and regional budgets for education to meet the needs of national education delivery. As an implementation of the said mandate, the National Education System Law, hereinafter is referred to as Education Law, stipulates that education funding is a shared responsibility between central Government, local government, and society. Central government, local governments, and community shall mobilize the available resources. The management of education funds is based on such principles as fairness, efficiency, transparency and public accountability.

To strengthen the provision and management of education funds, the government through the Law No. 9 Year 2009 concerning Education Juristic Person, hereinafter is mentioned as BHP, sets out that all formal education units shall take the form of BHP.

Government Regulation Number 48 Year 2008 regarding the funding of education governs the division of education funding responsibility for the levels of basic, secondary and higher education between the central government, regional government, and society, including educational unit. In this regard, one funding component is the sole responsibility of the central government and regional authorities as described in Table 6.1.

Table 6.1
Division of Education Funding Responsibility
by Central Government and Regional Government

No	TYPE OF COST	RESPONSIBILITY OF	
		BASIC EDUCATION	SECONDARY AND HIGHER EDUCATION
I	Educational Unit Investment Cost		
1.	Educational Land Investment Cost		
a.	National Standard School	Government/Regional Government	
b.	SBI/Local Excellence Based School	Government/Regional Government /Community/Foreign Donor	
2.	Non-land Educational Investment Cost		
a.	National Standard School	Government/Regional Government	Government/Regional Government/Community
b.	SBI/Local Excellence Based School	Government/Regional Government / Community/Foreign Donor	
II	Education Delivery and/or Management Investment Cost		
1.	Land Investment Cost	Government/Regional Government	
2.	Non-land Investment Cost	Government/Regional Government	
III	Educational Unit Operational Cost		
1.	Personnel Cost		
a.	National Standard School	Government/Regional Government	
b.	SBI/ Sekolah Berbasis Keunggulan Lokal	Government/Regional Government /Community/Foreign Donor	
2.	Non Personnel Cost		
a.	National Standard School	Government/Regional Government	Government/Regional Government /Community
b.	SBI/Local Excellence Based School	Government/Regional Government / Community/Foreign Donor	
IV	Education Delivery and/or Management Operational Cost		
1.	Personnel Cost	Government/Regional Government	
2.	Non Personnel Cost	Government/Regional Government	
V	Education Aid and Scholarship	Government/Regional Government	
VI	Education Funding Overseas	Government	

For educational unit managed by community, a funding component shall be borne by the organizers/community concerned, and there is also a need for support from the Government and/or local administration as shown on Table 6.2.

Table 6.2
Division of Education Funding Responsibility
by Organizers or Educational Unit Established by Community

No	TYPE OF COST	RESPONSIBILITY OF	
		BASIC EDUCATION	SECONDARY AND HIGHER EDUCATION
I	Educational Unit Investment Cost		
1.	Educational Land Investment Cost		
a.	National Standard School	Organizer/Educational Unit	
b.	Additional to become SBI/Local Excellence Based School	Organizer/Educational Unit/Parents/Community non Parents/Government/Regional Government/Foreign Donor	
2.	Biaya Investasi Selain Lahan Pendidikan		
a.	National Standard School	Organizer/Educational Unit	Organizer/Educational Unit /Community
b.	SBI/Local Excellence Based School	Organizer/Educational Unit/Parents/Community non Parents/Government/Regional Government/Foreign Donor	
II	Education Delivery and/or Management Investment Cost		
1.	Land Investment Cost	Organizer/Educational Unit	

No	TYPE OF COST	RESPONSIBILITY OF	
		BASIC EDUCATION	SECONDARY AND HIGHER EDUCATION
2.	Non-land Investment Cost	Organizer/Educational Unit	
III	Educational Unit Operational Cost		
1.	Personnel Cost		
a.	National Standard School	Organizer/Educational Unit	
b.	SBI/ Sekolah Berbasis Keunggulan Lokal	Organizer/Educational Unit/Parents/Community non Parents/Government/Regional Government/Foreign Donor	
2.	Non Personnel Cost		
a.	National Standard School	Regional Government	Organizer/Educational Unit /Community
b.	SBI/Local Excellence Based School	Organizer/Educational Unit/Parents/Community non Parents/Government/Regional Government/Foreign Donor	
IV	Education Delivery and/or Management Operational Cost		
1.	Personnel Cost	Organizer/Educational Unit	
2.	Non Personnel Cost	Organizer/Educational Unit	
V	Education Aid and Scholarship	Organizer/Educational Unit/Parents/Community non Parents/Government/Regional Government/Foreign Donor	

Besides of the organizers and the unit of education, funding education is also the responsibility of students, parents and/or guardians of students. These responsibilities include (a) personal expenses of students, (b) financing of non-land investment costs for the educational units which do not implement compulsory education, both formal and informal, which is required to cover the shortage of funding provided by the organizers and/or educational unit; (c) financing of personnel unit cost in education units which do not implement compulsory education program, both formal and informal, is required to cover the shortage of funding provided by the organizers and/or educational unit; (d) financing the unit cost of non personnel of education units which do not implement compulsory education program, both formal and informal, is required to cover the shortage of funding provided by the organizers and/or educational unit, and (e) financing of some of the costs of education investment and/or some additional education operating costs needed to develop education unit to become internationally standardized and/or local excellence based education unit.

Education funding can also be obtained from community outside the organizers and education unit established by community as well as from students or their parents/guardian on condition that the funding is given voluntarily, recorded in a transparent and accountable manner to the stakeholders of the associated education unit, audited by public accountant, published in a transparent manner in national

printed media, and then reported to the Minister of National Education if the amount exceeds a certain ceiling amount determined by the Minister of National Education.

6.1.2 National Education Funding Scenario

Education funding scenario for the period of 2010 - 2014 refers to the mandate of the RI Constitution 1945 and Education Law and continues the function and goal of education set by the government for the years 2005-2025, namely (a) to reinforce the pro poor policy; (b) to strengthen the educational decentralization and autonomy, and (c) to provide incentives and disincentives for improving access, quality, and governance of education. The implementation of these three functions of education funding is aimed at materealizing the educational services in accordance with national standards of education, as reflected in the funding and budget structure and the division of funding responsibilities between the central government and local government.

Since 2009 fiscal year, the mandate of the 1945 Constitution and Education Law (in accordance with the Constitutional Court decision No. 13 Year 2008) has been met by the government by allocating 20% of the overall State Income and Revenue Budget for education. The total budget for education in 2009 reached Rp207 trillion, equivalent to 20% of the state budget amounting to Rp1,037 trillion, with economic growth in 2009 amounted to 4% and inflation rate 3.5%. 2010 state budget next year is estimated at Rp1,038 trillion, assuming the economic growth of 5% and inflation rate of 5%. In the year 2014 state budget is estimated to reach Rp1,583 trillion, assuming economic growth of 7.2% and inflation rate of 4%.

Education development budget estimates for implementing the national education development program priority focus in the Ministry of National Education, Ministry of Religious Affairs and other ministries, and as the education budget allocated to the provinces, districts and cities by using economic growth and the inflation rate targeted in the government's RPJMN (National Mid-Term Development Plan) in 2010 - 2014 are as summarized in Table 6.3.

Table 6.3. Estimates of Education Revenue and Budget

Komponen Anggaran Fungsi Pendidikan	Anggaran (RpMilyar)				
	2010	2011	2012	2013	2014
I Alokasi Pemerintah Pusat	83.687,15	94.520,42	103.860,11	114.747,05	128.898,37
1. Departemen Pendidikan Nasional	55.208,39 ¹⁾	64.468,06 ¹⁾	72.008,56 ¹⁾	80.838,16 ¹⁾	92.633,06 ¹⁾
a BOS dan BOMM	17.066,46	17.321,14	17.575,82	17.830,50	18.085,17
b Tunjangan Profesi Dosen Kumulatif	912,00	1.681,00	2.560,00	3.668,00	4.878,00
c Tunjangan Profesi Guru Non PNS Kumulatif	1.342,69	2.025,34	3.345,66	4.520,43	5.980,65
d Tunjangan Profesi Guru Tahun Berjalan	4.608,55	6.952,26	11.484,45	15.517,07	20.529,47
e Kegiatan Prioritas dan Pemenuhan SNP	7.958,83	8.380,65	8.799,68	9.195,66	9.637,06
f Belanja Mengikat	7.612,61	8.234,57	8.856,53	9.478,49	10.100,45
g PNPB	6.416,13	6.756,18	7.093,99	7.413,22	7.769,06
h Kegiatan Prioritas Renstra lainnya	9.291,12	13.116,92	12.292,43	13.214,79	15.653,21
i Renumerasi Berbasis Kinerja	-	2.520,00	2.646,00	2.778,30	2.917,22
2. Departemen Agama	23.853,44	25.403,92 ²⁾	27.182,19	29.220,86	31.558,53
3. 14 K/L Lainnya	4.625,32	4.648,44 ³⁾	4.669,36	4.688,04	4.706,79
4. Bagian Anggaran 069	-	-	-	-	-
II Transfer Ke Daerah	126.363,10	144.366,42	161.594,46	180.214,91	201.891,29
1 DBH Pendidikan	617,00	691,93	777,39	873,30	988,43
2 DAK Pendidikan	12.566,60	12.629,43	12.692,58	12.057,95	11.455,05
3 DAU Pendidikan	110.890,40	128.634,63	145.593,56	164.638,83	186.676,02
a Non Gaji	9.538,10	10.491,91	11.541,10	12.695,21	13.964,73
b Gaji	84.557,40	93.013,14	102.314,45	112.545,90	123.800,49
c Tunjangan Profesi	8.854,90	17.149,88	23.722,39	31.350,05	40.830,93
d Tambahan Tunjangan Kependidikan	7.940,00	7.979,70	8.015,61	8.047,67	8.079,86
4 Dana Otonomi Khusus Pendidikan	2.289,10	2.410,42	2.530,94	2.644,84	2.771,79
Anggaran Fungsi Pendidikan	210.050,25	238.886,84	265.454,57	294.961,96	330.789,66
ESTIMASI APBN	1.047.665,90	1.174.899,69	1.319.999,80	1.482.854,77	1.678.354,34
Anggaran Fungsi Pendidikan 20%	209.533,18	234.979,94	263.999,96	296.570,95	335.670,87
ASUMSI AGRESIF					
PERTUMBUHAN EKONOMI	5,5%	6,5%	7,0%	7,5%	8,0%
INFLASI	5,1%	5,3%	5,0%	4,5%	4,8%

Based on the projection for 2014, the education budget in the APBN will reach Rp326.73 trillion, with the distribution of Rp124.93 trillion belongs to the central budget, and another Rp201.79 trillion will be disbursed through regional expenditures of DAU (General Allocated Fund), DAK (Special Allocation Fund), autonomy fund specially for education, and revenue sharing funds.

6.2 Coordination, Governance, and Internal Monitoring

To achieve the development goals as outlined in the Renstra, there is a need for national, regional, and/or inter-relevant agencies coordination, governance system restructuring, and internal monitoring within the Ministry of National Education.

6.2.1. Coordination of National Education Planning

Coordination activity to prepare Renstra is done through a national consultation forum, national planning discussion, national planning meeting, and cross-ministry education planning. Parties involved in this education planning coordination forum include the Ministry of National Education, the Ministry of Religious Affairs, other ministries, the Ministry of Finance, Bappenas (National Planning Agency), the provincial governments, district and municipality governments, as well as universities, which develop their own education Renstra autonomously.

6.2.2. Governance

The implementation of the Ministry of National Education Strategic Plan 2010 - 2014 by Ministry of National Education, Ministry of Religious Affairs, Provincial Education Office, District and Municipality Education Office, and other relevant K/L (Ministries/Agencies) requires a specific governance system. Necessary arrangement of tasks and responsibilities in implementing the predetermined programs and activities to meet the targeted national education Key Performance Indicators is required. The development of Renstra implementation governance system involves the preparation of Standar Operating Procedure (SOP) for developing, socialization, and control of program implementation and development activities captured in Renstra.

6.2.3. Control and Monitoring

The control of Renstra implementation is carried out through internal monitoring which is the responsibility of the main unit in charge of supervision, that is the Inspectorate General for the Ministry level, and the Local Supervisory Agency (Bawasda) for Provincial, District and Municipality Education Offices. An effective internal monitoring system is performed through financial and operational control, risk management, information system management, and compliance with statutory regulations.

The main task of internal monitoring unit is to evaluate, assess and analyze all program implementation activities and education development activities against all applicable regulations. Internal controls aimed at ensuring that the implementation of the renstra governance system is in line with both Ministry and local administration governance systems. In performing their duties, the internal monitoring units conduct regular and special audits on all work units which implement programs and activities of Renstra of Ministry of National Education.

In general, internal monitoring in public sector is implemented by two parties, namely (i) the immediate superior, and independent monitoring unit. Monitoring of immediate superior is a monitoring undertaken by the Ministry of monitoring units. Meanwhile, an independent monitoring unit is like the Development Financial Audit Agency (BPKP) which reports to the President, and the Supreme Audit Agency, which reports to Parliament.

6.3 Monitoring and Evaluation System

6.3.1 The Purpose of Monitoring and Evaluation

Monitoring and evaluation system is an integral part of Renstra implementation. Monitoring and evaluation aims to determine the level of achievement and alignment between the plans that have been established in Ministry of National Education Renstra 2010 - 2014 and the results achieved under policies carried out through activities and/or national education program in every unit, level, type, and educational path periodically.

6.3.2 Principles of Monitoring and Evaluation

The implementation of monitoring and evaluation were based on the following principles (1) the clarity of purpose and the results obtained from monitoring and evaluation; (2) the implementation is conducted objectively; (3) conducted by those who understand the concepts, theories, and processes and are experienced in implementing monitoring and evaluation so the results are valid and reliable; (4) the implementation is done in a transparent fashion so that relevant parties can access the reporting results through a number of ways; (5) involving various parties which are deemed necessary and proactive (participatory); (6) implementation can be accounted for both internally and externally (accountable), (7) includes all the objects in order to thoroughly describe the conditions and situation of the targeted monitoring and evaluation (comprehensive), (8) execution is carried out in accordance with the agreed schedule and at the right time in order not to lose the momentum; (9) is carried out periodically and continuously; (10) are based on performance indicators, and (11) implementation is done effectively and efficiently, meaning that the target of monitoring and evaluation is achieved by using the available limited resources and corresponds to the plan.

The implementation of monitoring and evaluation includes the following aspects (1) quality assurance, relevance, and competitiveness, (2) equity and expansion of access to secondary and higher education, (3) improved governance, accountability, and educational partnerships. Monitoring and evaluation may be done by government, BSNP, LPMP, the provincial education office, district and municipal education offices, sub-district education office branches, and units of education.

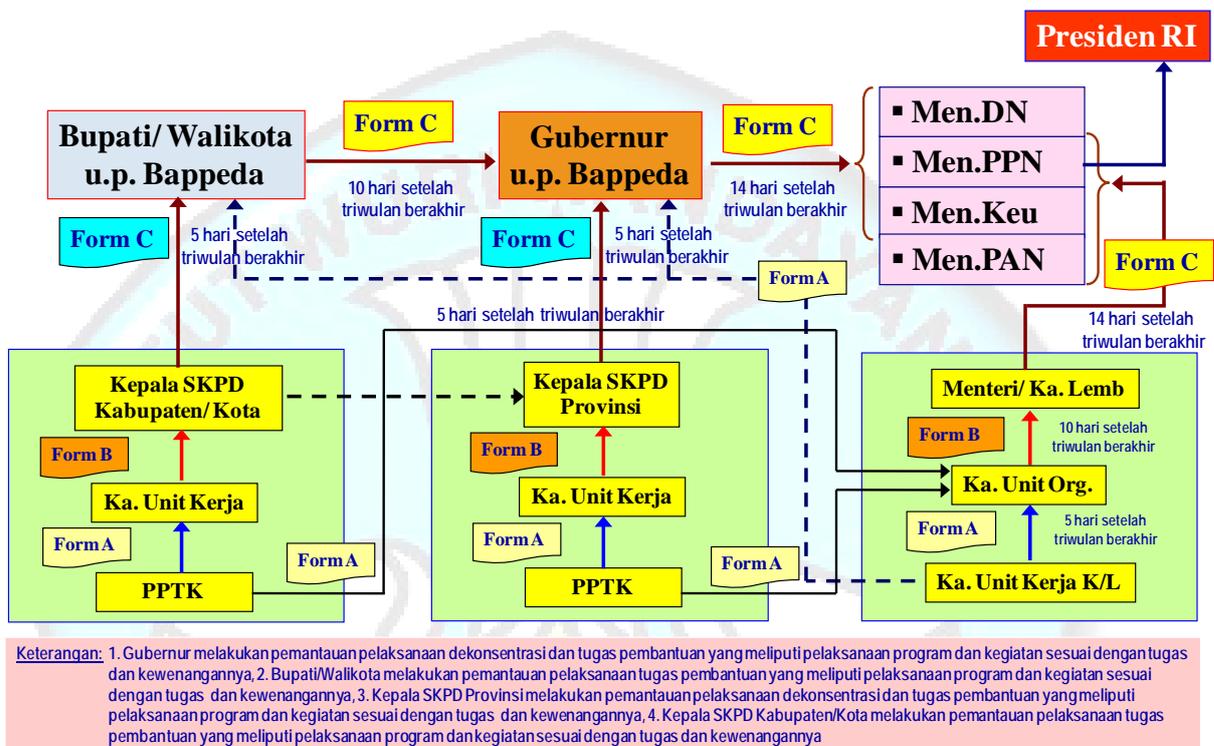
6.3.3 Scope of Monitoring and Evaluation

The implementation of monitoring and evaluation that has been undertaken within the Ministry of National education includes: (a) monthly and quarterly program control and monitoring, (b) thematic evaluations which is related to the policies of Ministry of National Education, (c) annual performance evaluation through AKIP system, (d)

Renstra mid-term performance evaluation against the achievement of Ministry of National education performance, (e) end of Renstra period evaluation.

6.3.4 Monitoring and Evaluation by Government

Pursuant to the Government Regulation 39 Year 2006 concerning Control Procedures and Development Plan Implementation Evaluation, monitoring and evaluation is carried out by government and regional government and other competent institutions. The quarterly monitoring and reporting mechanism of the implementation of education development plan can be seen in Figure 6.1.



Gambar 6.1. Mekanisme pemantauan dan pelaporan triwulanan pelaksanaan rencana pembangunan pendidikan

In addition, the results of the monitoring and evaluation can also be used as input for BSNP, BAN-BC, BAN-PT, BAN-PNF, and other competency certification bodies to improve the performance of those agencies in implementing the standardization, accreditation, quality assurance and oversight, monitoring and evaluation of programs, activities and learning outcomes at national level.

6.3.5 Monitoring and Evaluation of Renstra by Provincial SKPD, District and Municipality, and Education Units

Renstra monitoring and evaluation is performed hierarchically as follows:

a. Monitoring and Evaluation by Provincial Education Office

Monitoring and evaluation by the provincial government is used to (a) measure the level of achievement of the provincial education development targets; (b) improve the performance of local government officials of districts, municipalities, sub-districts, and educational units; (c) improve the capability and the readiness of provincial government officials in performing monitoring and evaluation roles.

b. Monitoring and Evaluation by District Education Office

Monitoring and evaluation done by district government aims to (a) measure the level of achievement of educational development target in the associated district in accordance with the district SKPD Renstra for the period of 2010-2014, (b) improve the performance of sub-districts government officials and education units in order to enhance their capability and capacity in providing education delivery; (c) improve the capability and the preparedness of district government officials in implementing monitoring and evaluation roles.

c. Monitoring and Evaluation by Educational Units

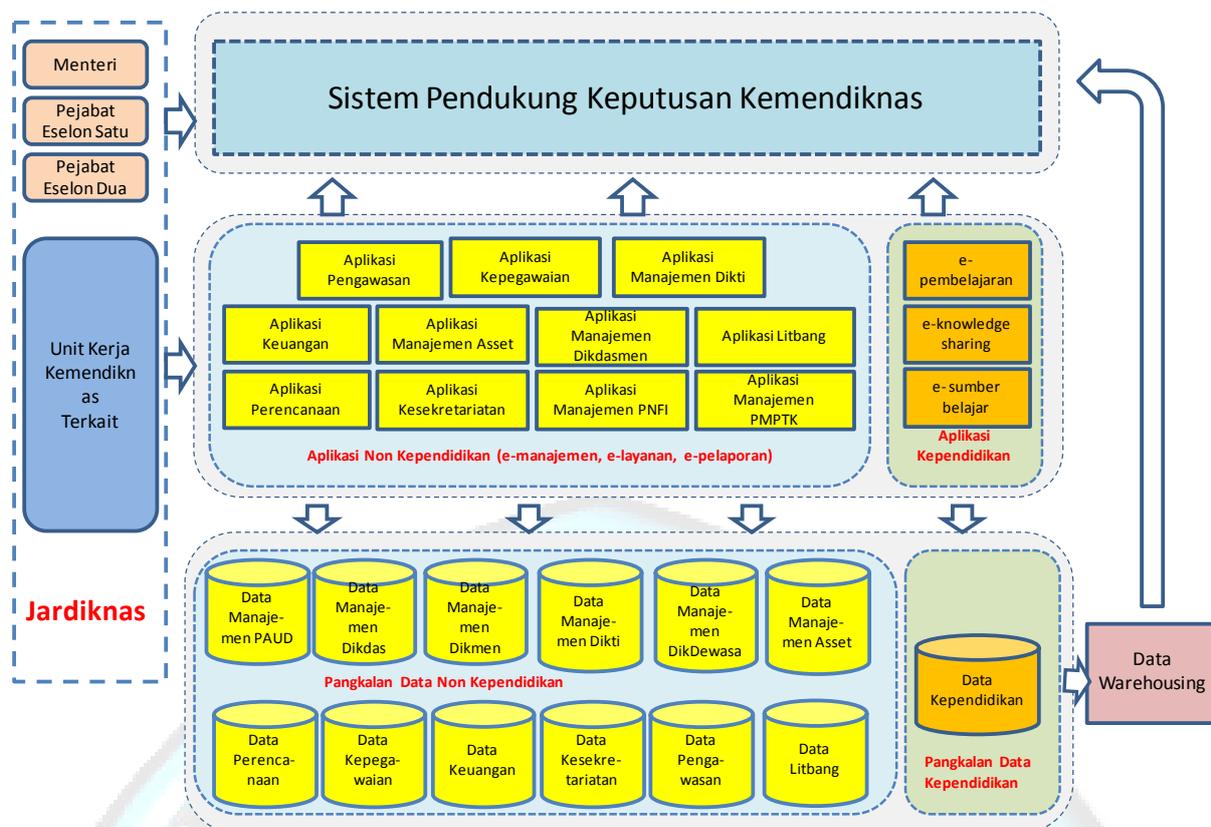
The function of monitoring and evaluation in the education unit is to see the advantages and disadvantages of the relevant educational unit on a regular basis, the results of which can be used to improve performance.

d. Monitoring and Evaluation by Education National Standard Agency (BSNP) and Education Quality Assurance Agency (LPMP)

Monitoring carried out by BSNP aims to evaluate the achievement of BSNP Education National Standards. While, the monitoring and evaluation conducted by LPMP is to map the achievement of national standards which serve as the basis for developing intervention model, to improve the quality of education so as to achieve national standards and help BAN-SM, BAN-PNF, and BAN-PT in accrediting educational unit.

6.4 Integrated Information Technology System

In order to support the achievement of equitable access to education, improved quality, relevance and educational competitiveness, and strengthened governance, accountability, and public image, an integrated information technology and system is required to increase the services and support the provision of information and reporting for educational policy makers and stakeholders, and proper learning administration in a transparent, accountable and efficient way. Figure 6.2 shows the architecture of Integrated Information Technology and Systems in accordance with Education Law No. 38 year 2008.



Gambar 6.2. Arsitektur Sistem dan Teknologi Informasi Kemendiknas

To implement the development of an Integrated Information Technology and System within the Ministry of National Education, the following things have to be noted: (i) Strategy Development and Information Technology Systems of Ministry of National Education must be in line with the Vision and Mission of the ministry of National Education (ii) Information Technology and System Development of Ministry of National Education must be able to support the leadership of Ministry of National Education in making decisions quickly, efficiently and effectively, including the authority to manage the distribution of information. (iii) Ministry of National Education Information Technology and System must be flexible to anticipate any changes, including reforms of bureaucracy and organizations. (iv) Ministry of National Education Information Technology and System must ensure the security and validity of data and ensure efficient management of data warehouse with the intention that there is no data redundancy. (v) Ministry of National Education Information Technology and System must be able to become a means to support the delivery of education services including e-learning, e-knowledge sharing and e-learning resources; (vi) and Ministry of National Education Information Technology and System should support the achievement of Ministry of National Education Governance Systems including such systems as monitoring and evaluation, and reporting which is reliable, effective and efficient; (viii) To ensure that the required integration is in place, there is a need develop a Master Plan of Ministry of National

Education Integrated Information Technology and System which is in line with Ministry of National Education Strategic Plan.

