



PISA 2018 Results
Programme for International Student Assessment

PISA 2018 Results Indonesia



Yuri Belfali

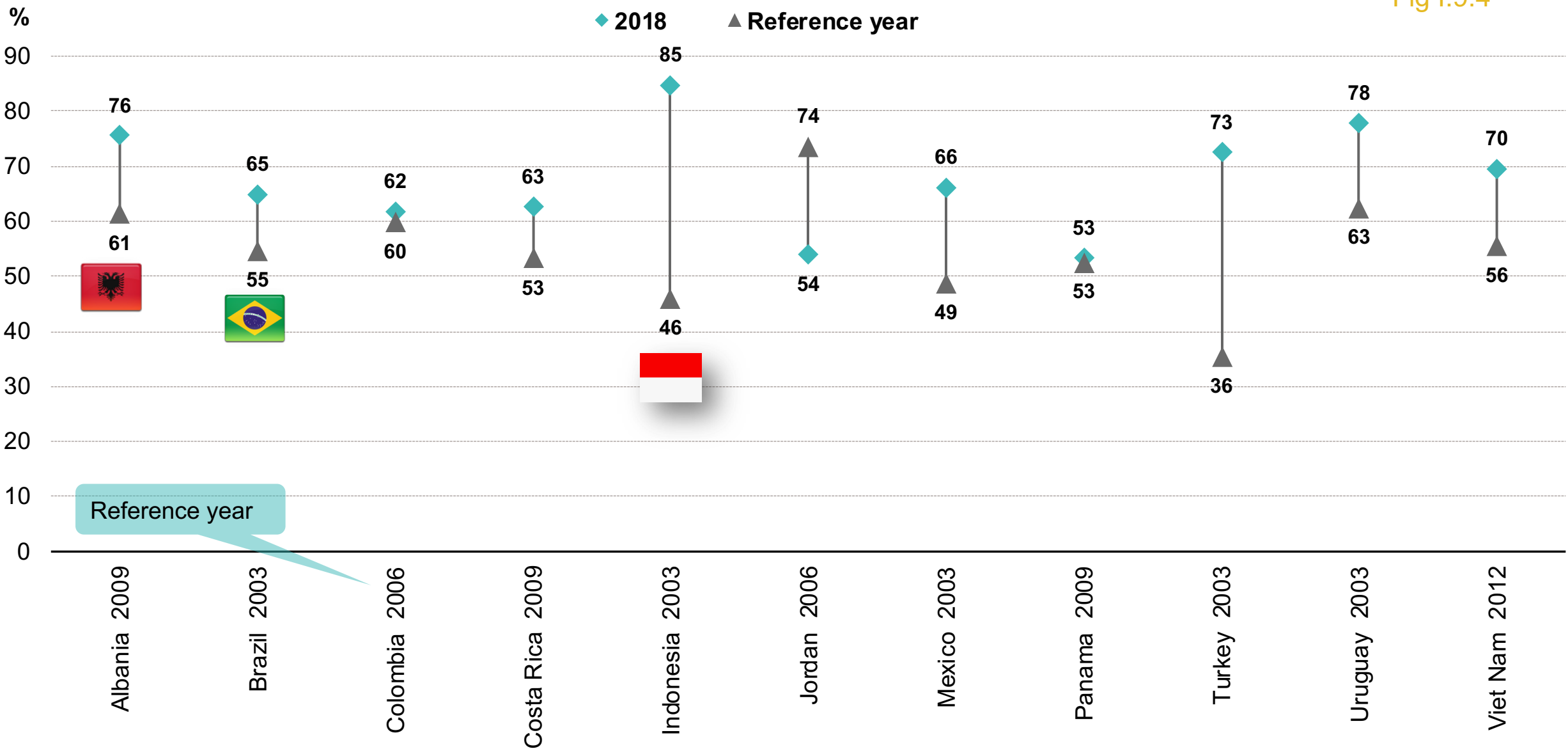
Head of Early Childhood and Schools



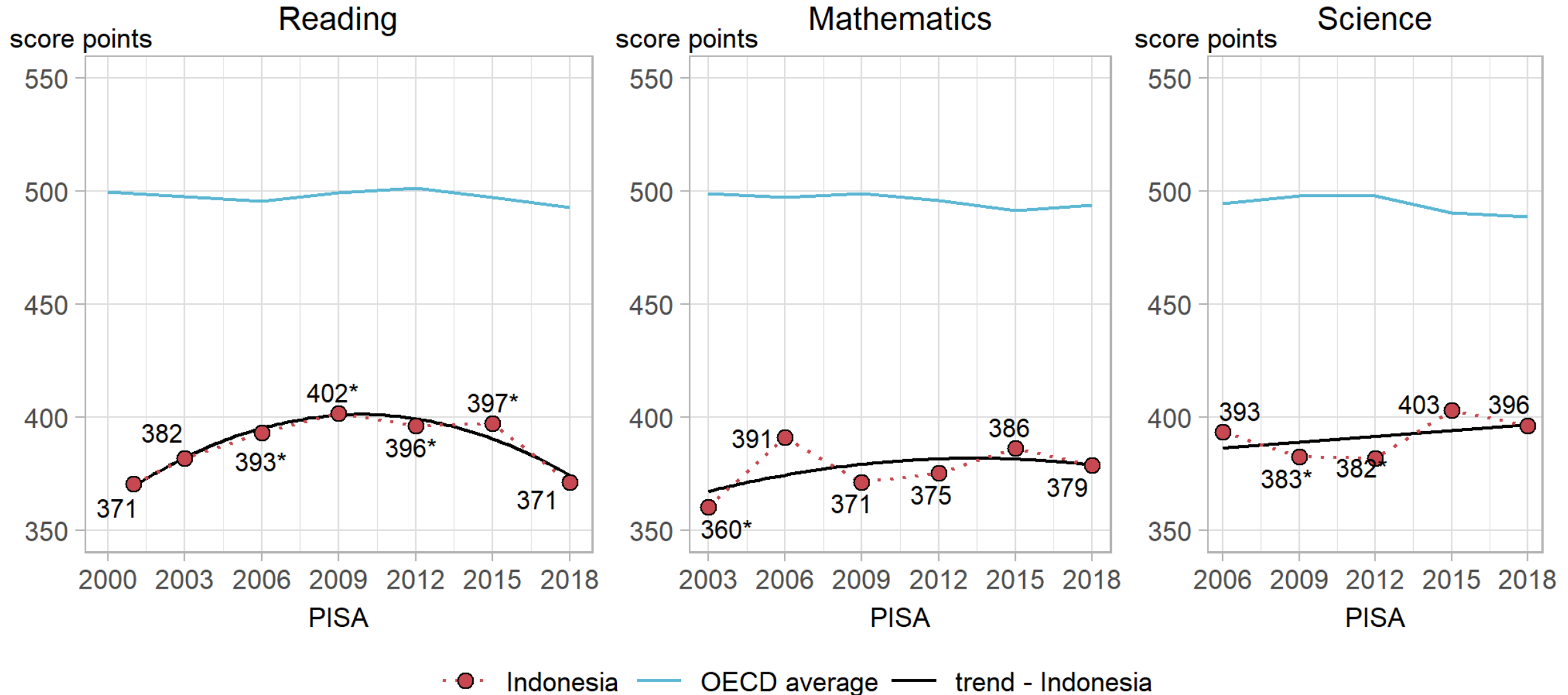


Change in the percentage of 15-year-olds covered by PISA

Fig I.9.4



Performance trend should be interpreted together with the enrolment trend (next slide)

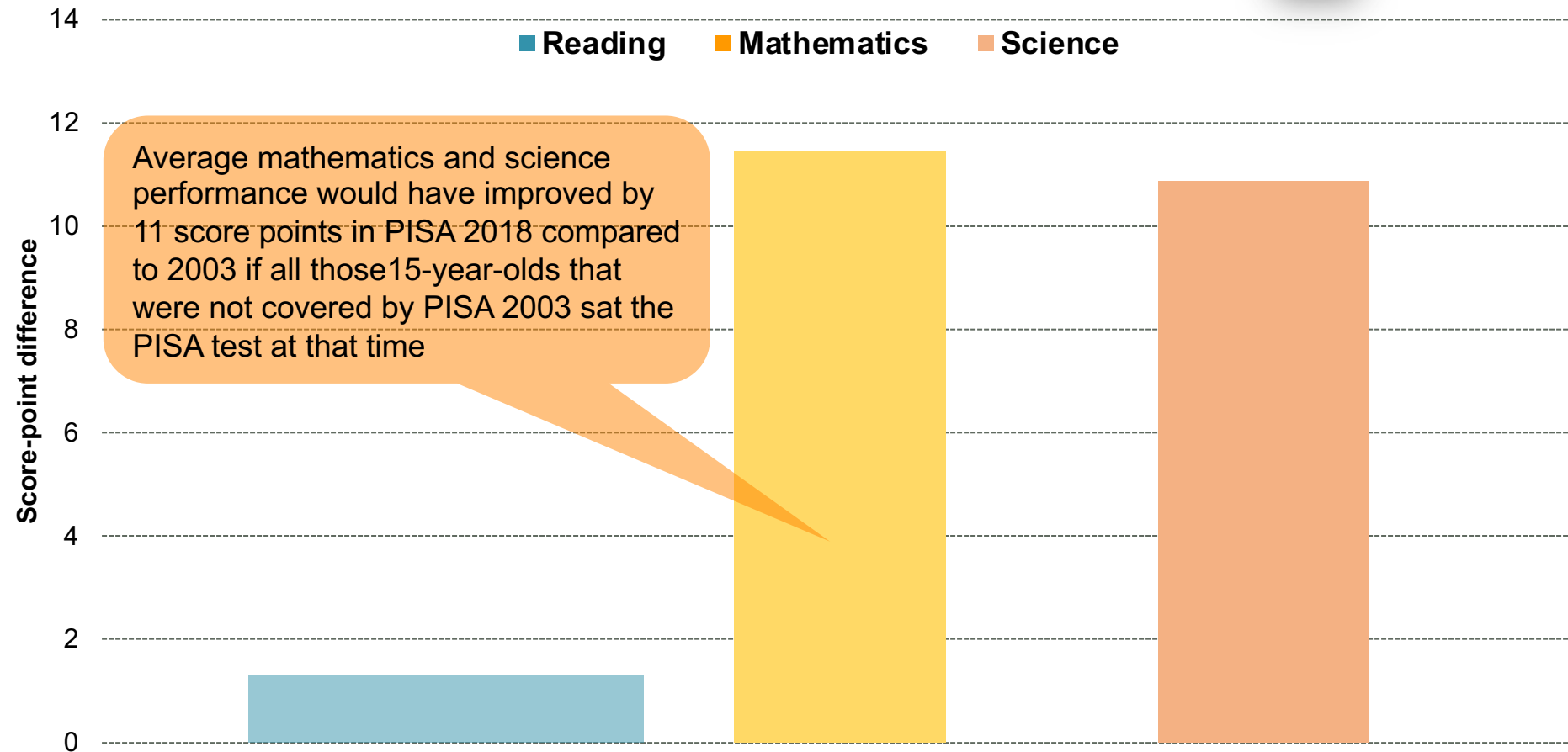




Indonesia achieved rapid improvement in access to school, without lowering the quality of learning

Fig I.9.5

Assuming that in Indonesia, 15-year-olds not covered by PISA would have performed amongst the bottom 75% had they sat the test in 2003





Strength and weakness of Indonesian students

+ Strength

Single source text

Locate, evaluate, reflect
information

- Weakness

Multiple source text

Understand information

PISA 2018

Rapa Nui
Question 7 / 7

Refer to all three sources on the right by clicking on each of the tabs. Type your answer to the question.

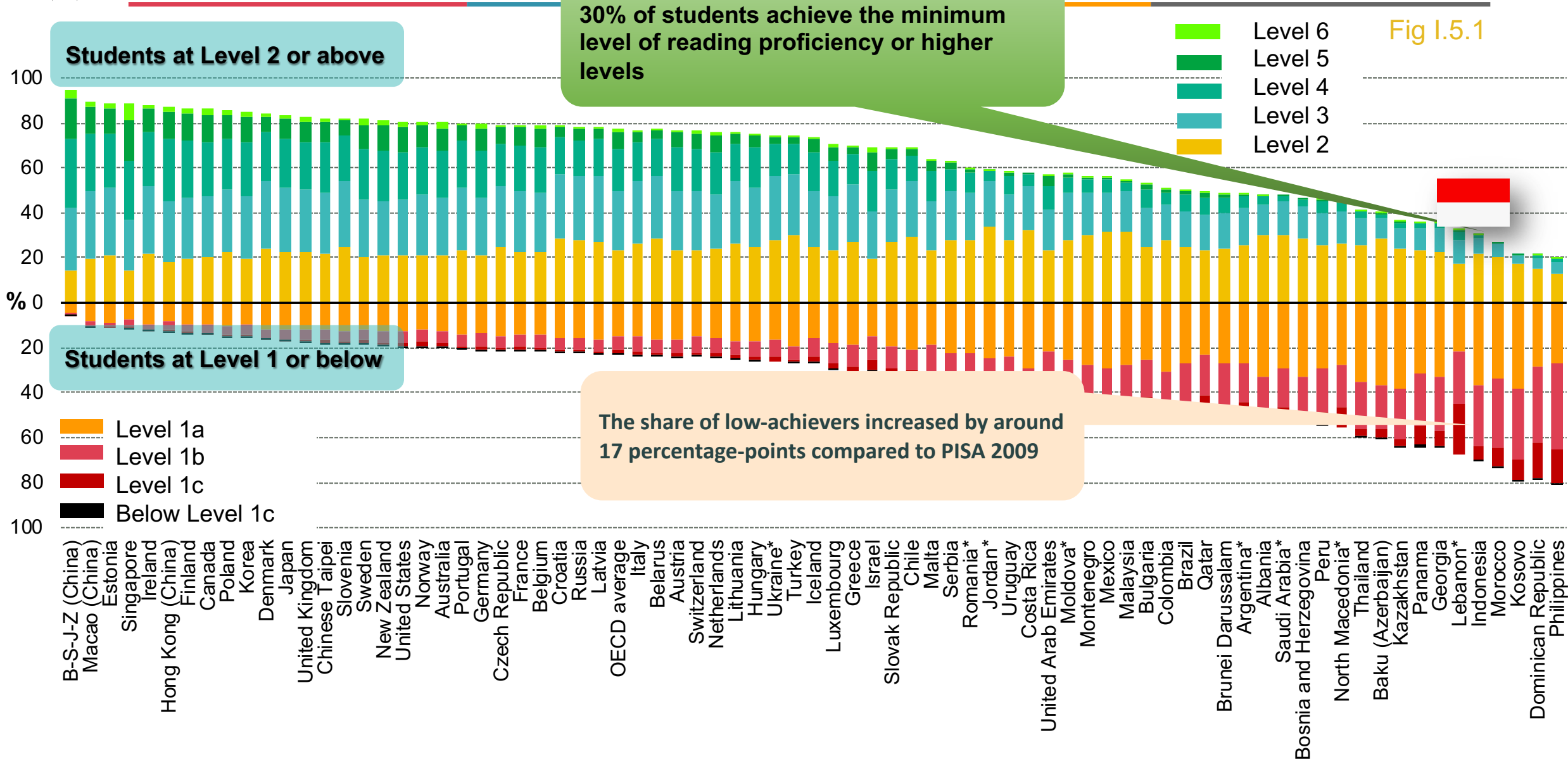
After reading the three sources, what do you think caused the disappearance of the large trees on Rapa Nui? Provide specific information from the sources to support your answer.

Blog Book Review Science News
www.theprofessorblog.com/fieldwork/EasterIsland

The Professor's Blog
Posted May 23, 11:22 a.m.

As I look out of my window this morning, I see the landscape I have learned to love here on Rapa Nui, which is known in some places by the name Easter Island. The grasses and shrubs are green, the sky is blue, and the old, now extinct volcanoes rise up in the background.

I am a bit sad knowing that this is my last week on the island. I have finished my field work and will be returning home. Later today, I will take a walk through the hills and say good-bye to the moai that I have been studying for the past nine months. Here is a picture of some of these massive statues.



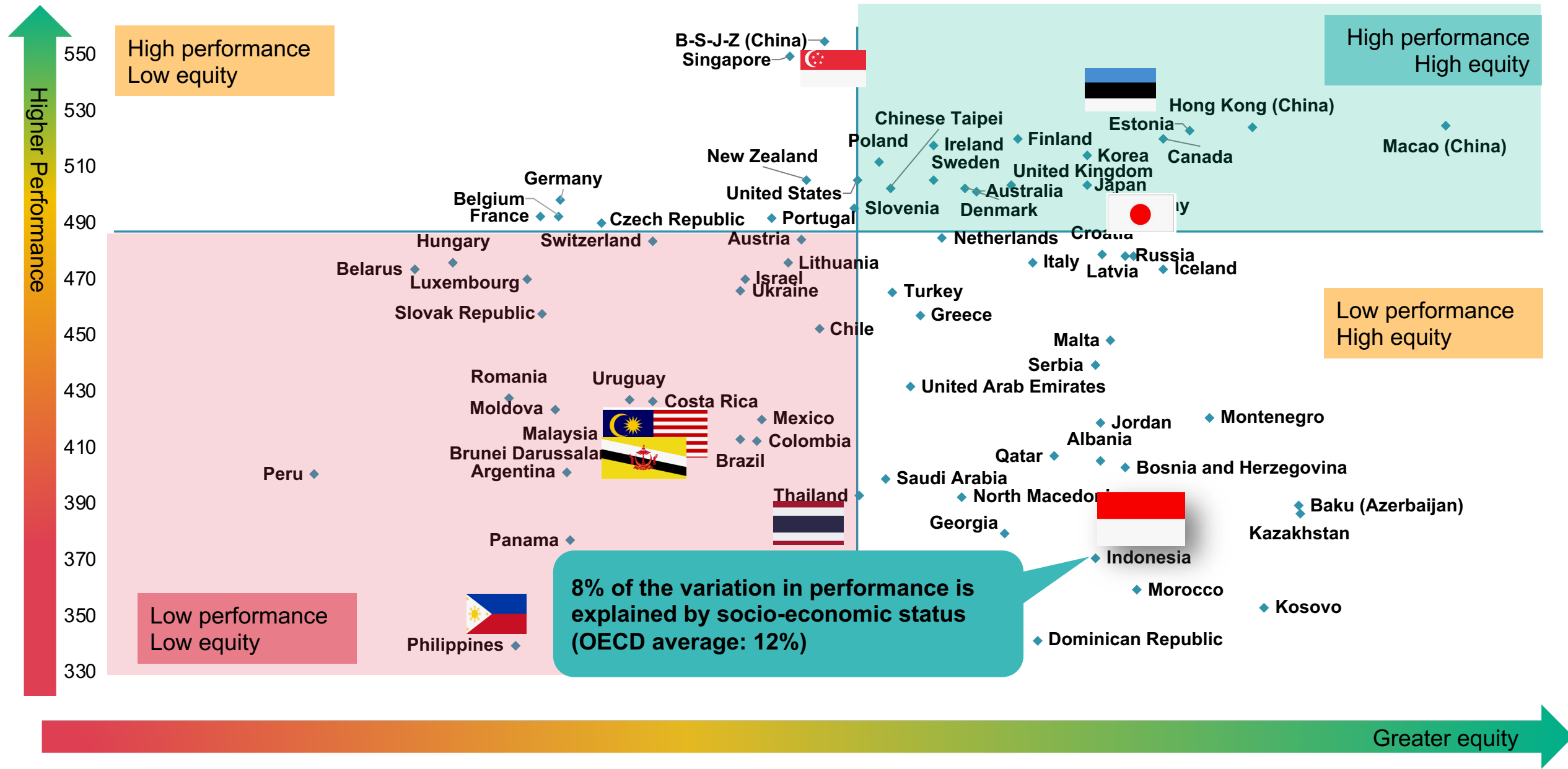
Equity

All girls and boys should learn and
meet their full potential

.... regardless of their background



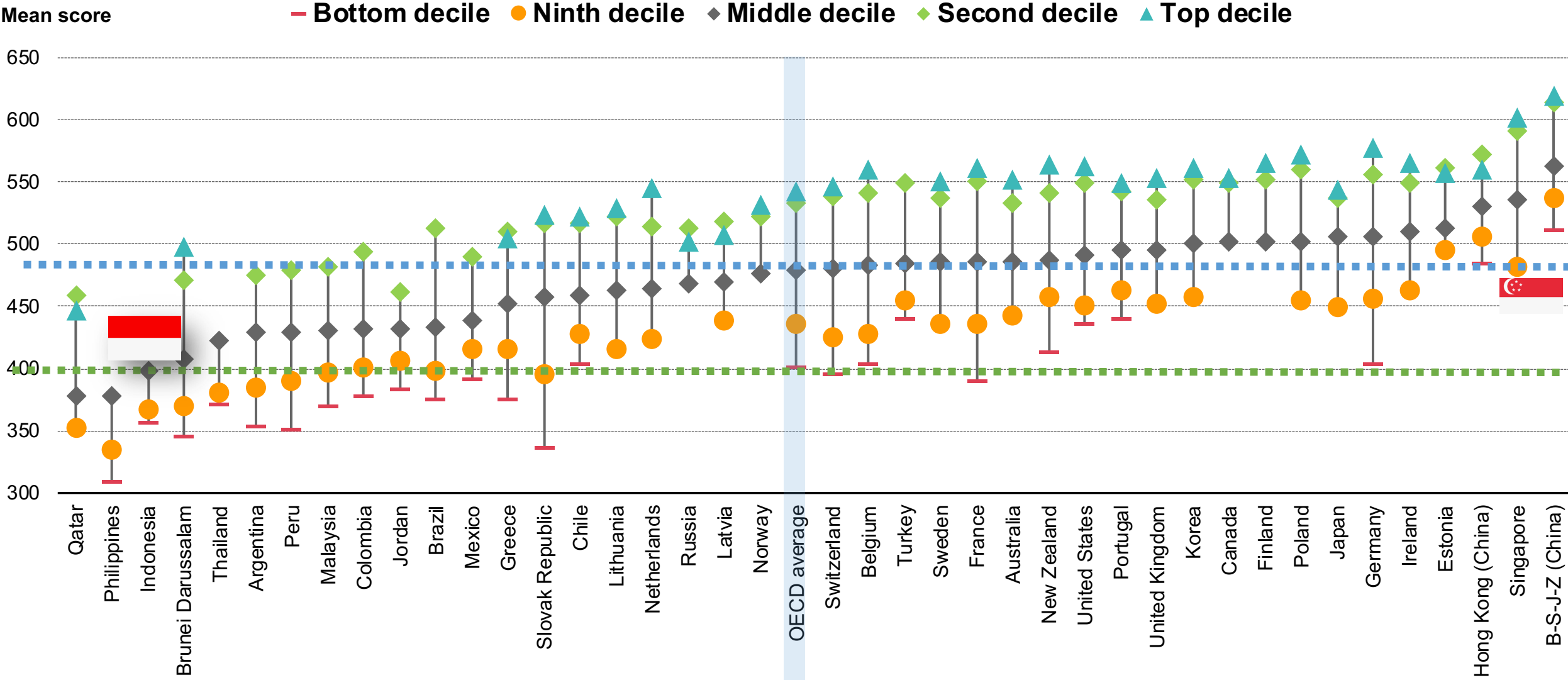
Reading performance and equity in PISA 2018





Mean performance in reading, by international decile of socio-economic status

Fig II.2.2





Gender gap in performance



Indonesia



OECD average

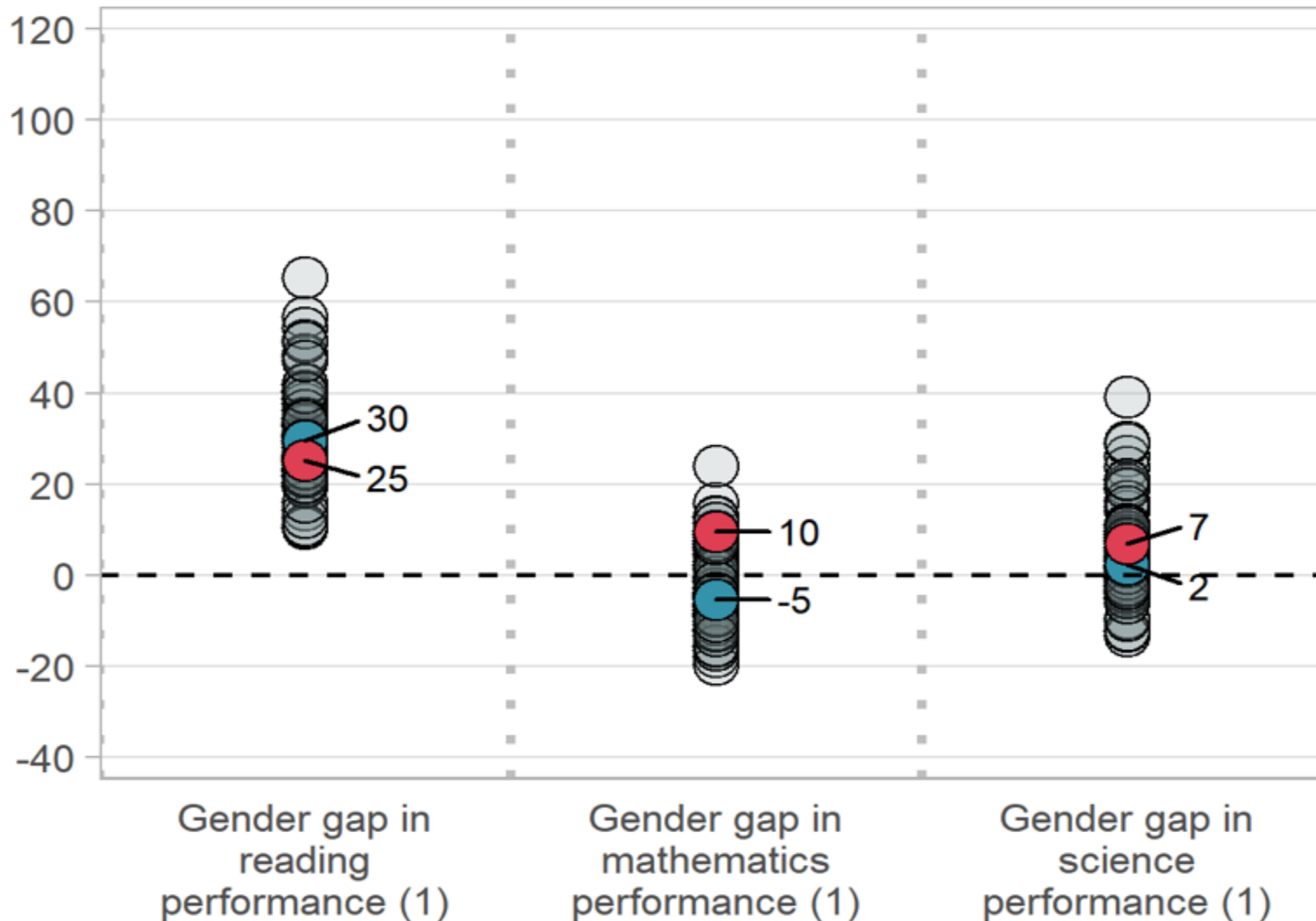


Other country/economy



score points

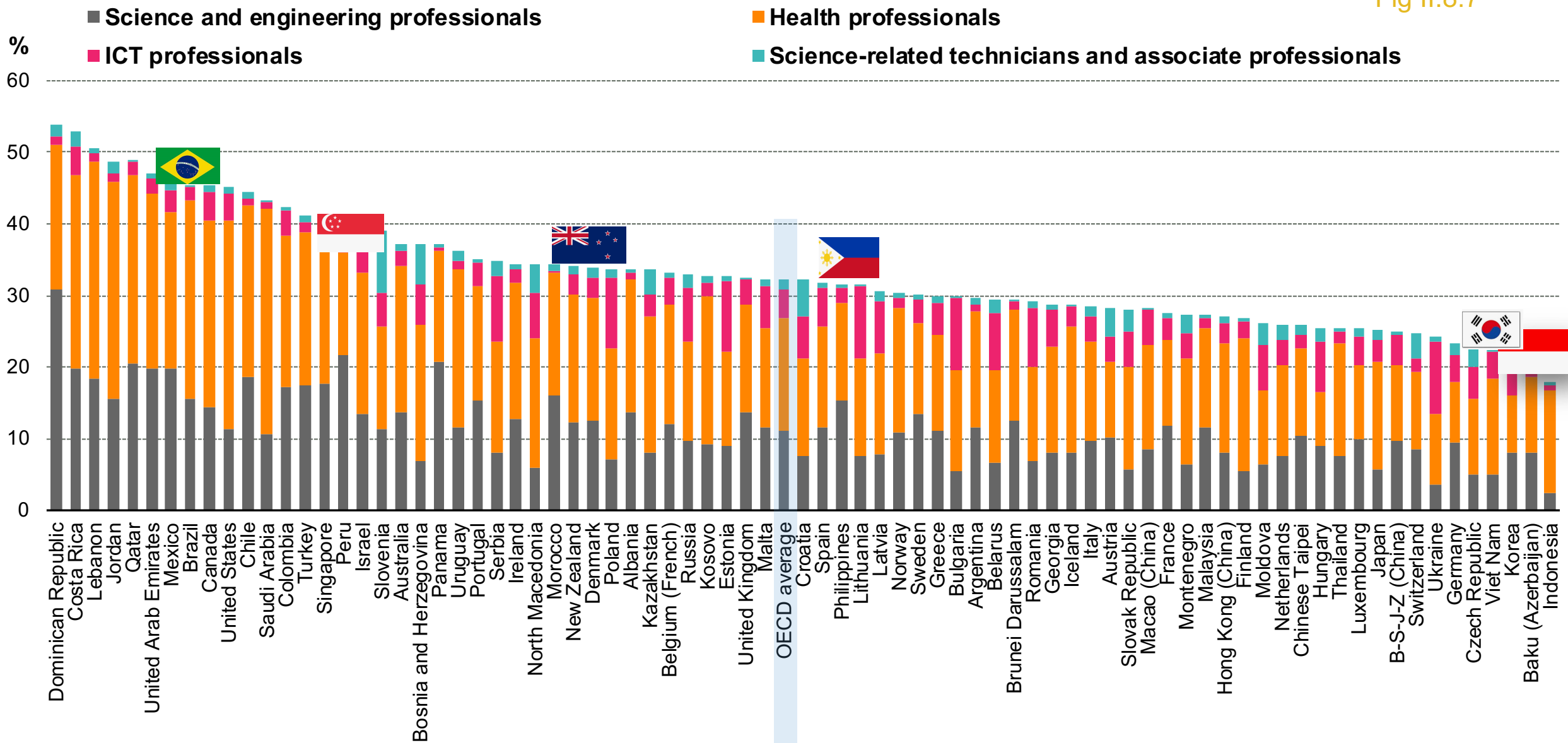
Fig II.7.1





Expectation to work in science-related occupations

Fig II.8.7

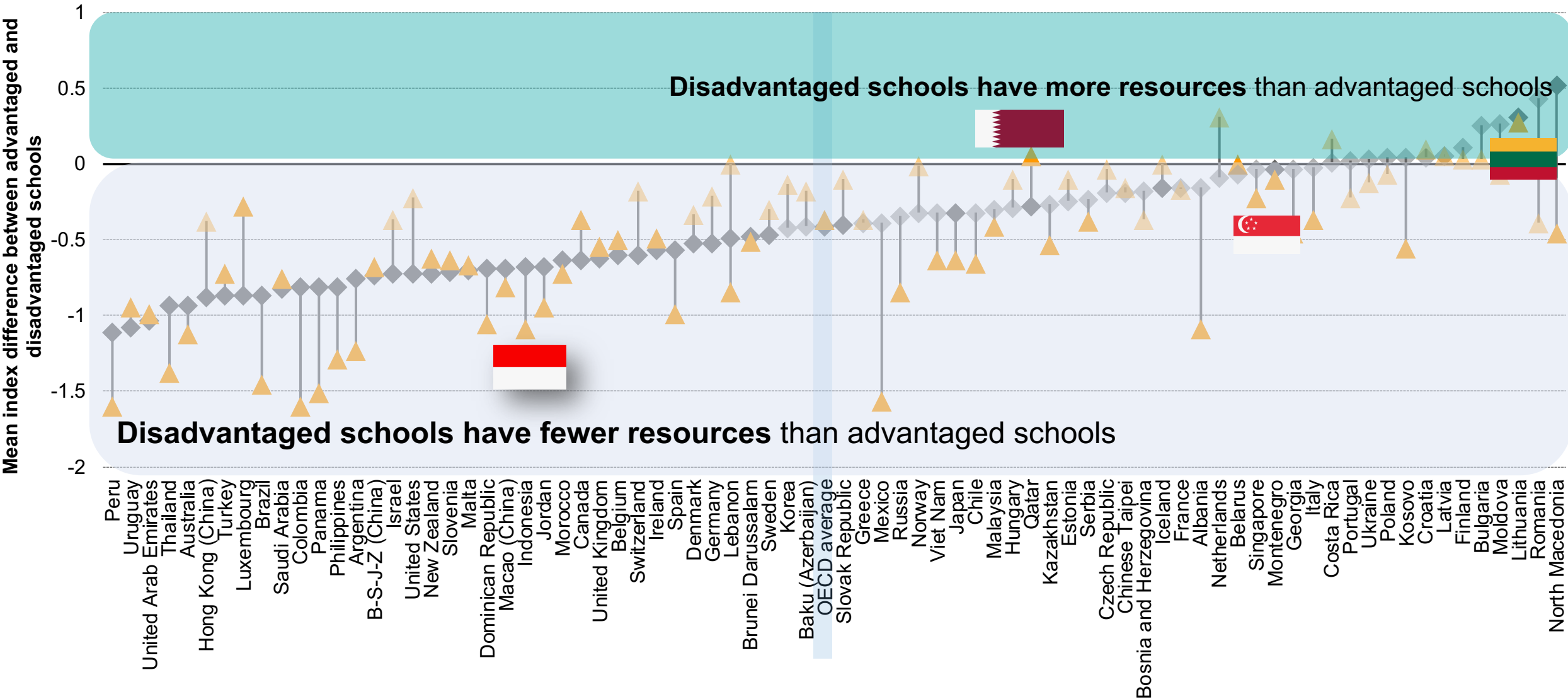




Difference in shortage of educational material and staff between advantaged and disadvantaged schools

Fig II.5.5

◆ Index of shortage of education staff ▲ Index of shortage of educational material

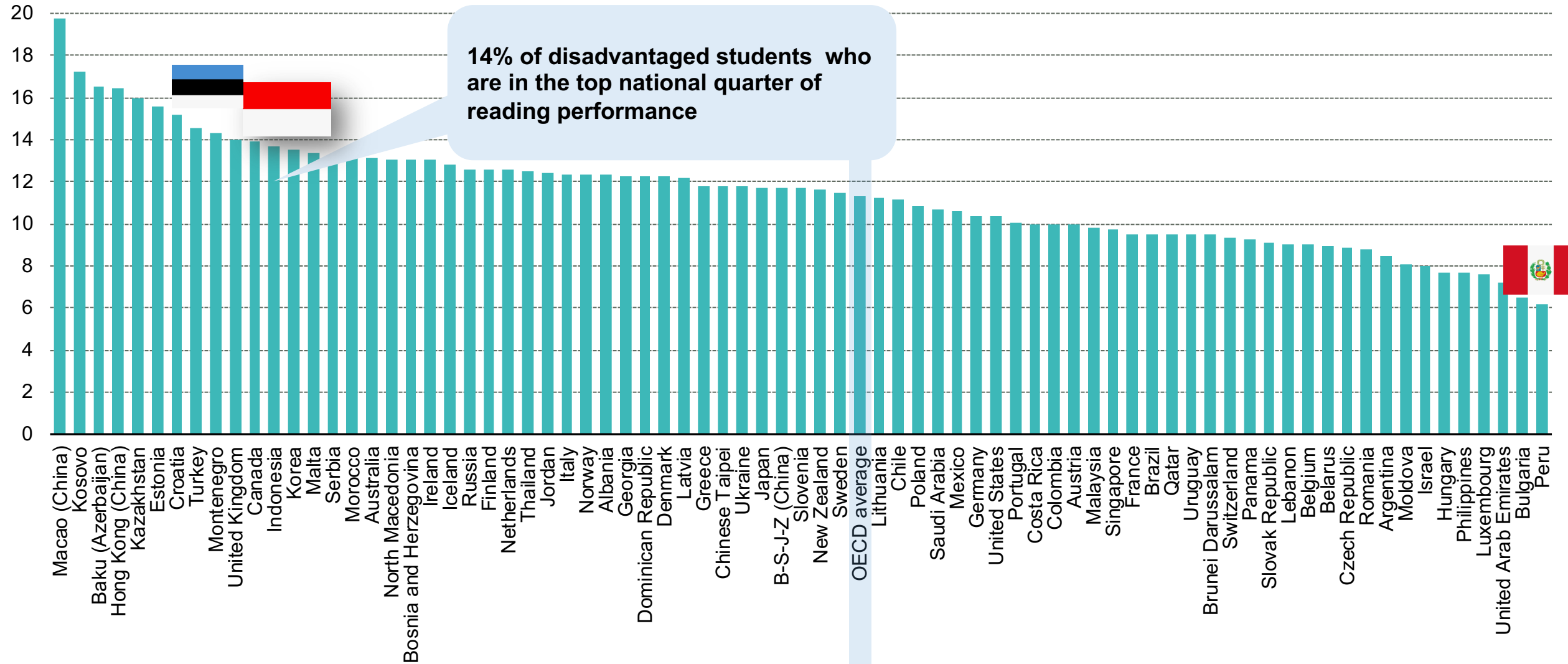




Academic resilience

Fig II.3.1

Percentage of disadvantaged students who scored in the top quarter of reading performance in their own country (academically resilient students)

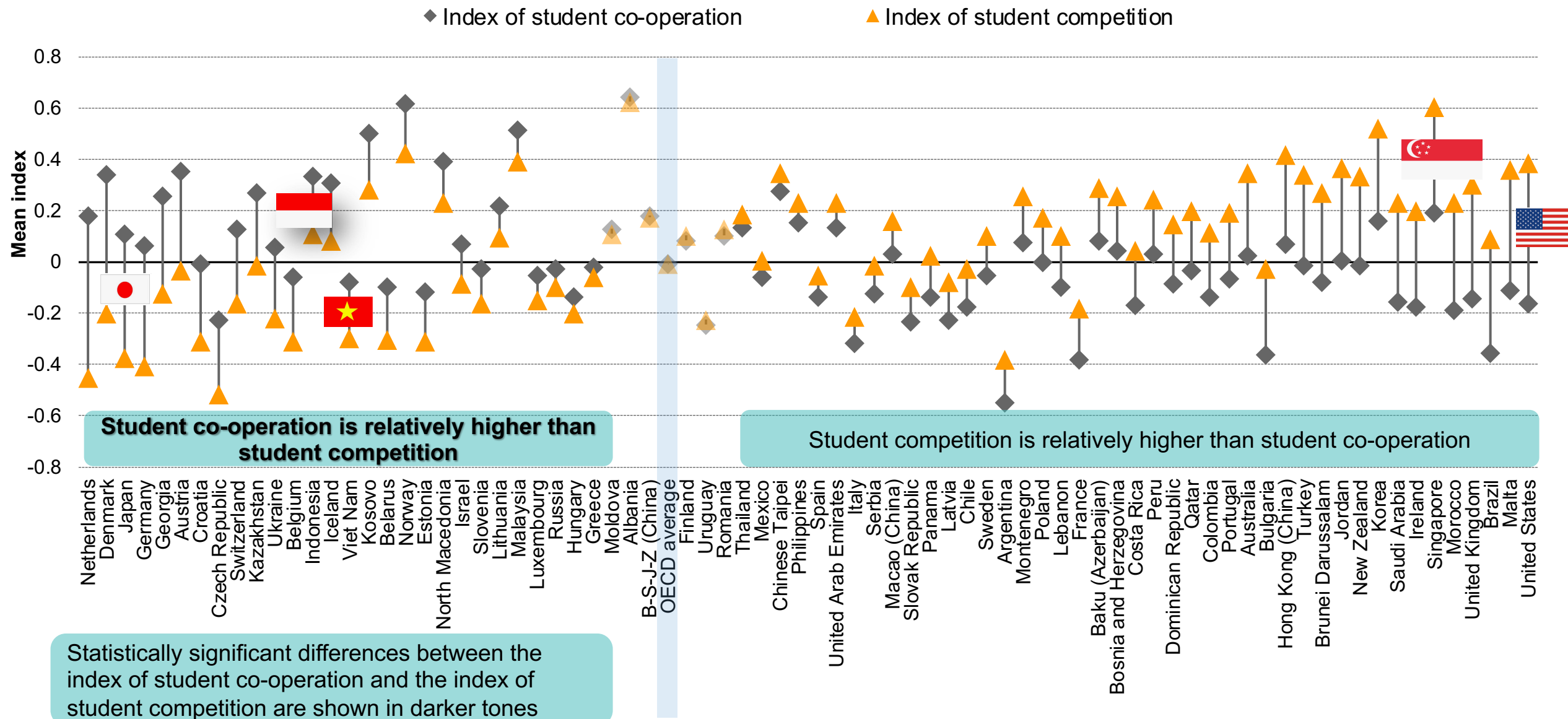


How are students doing?



Student co-operation and competition

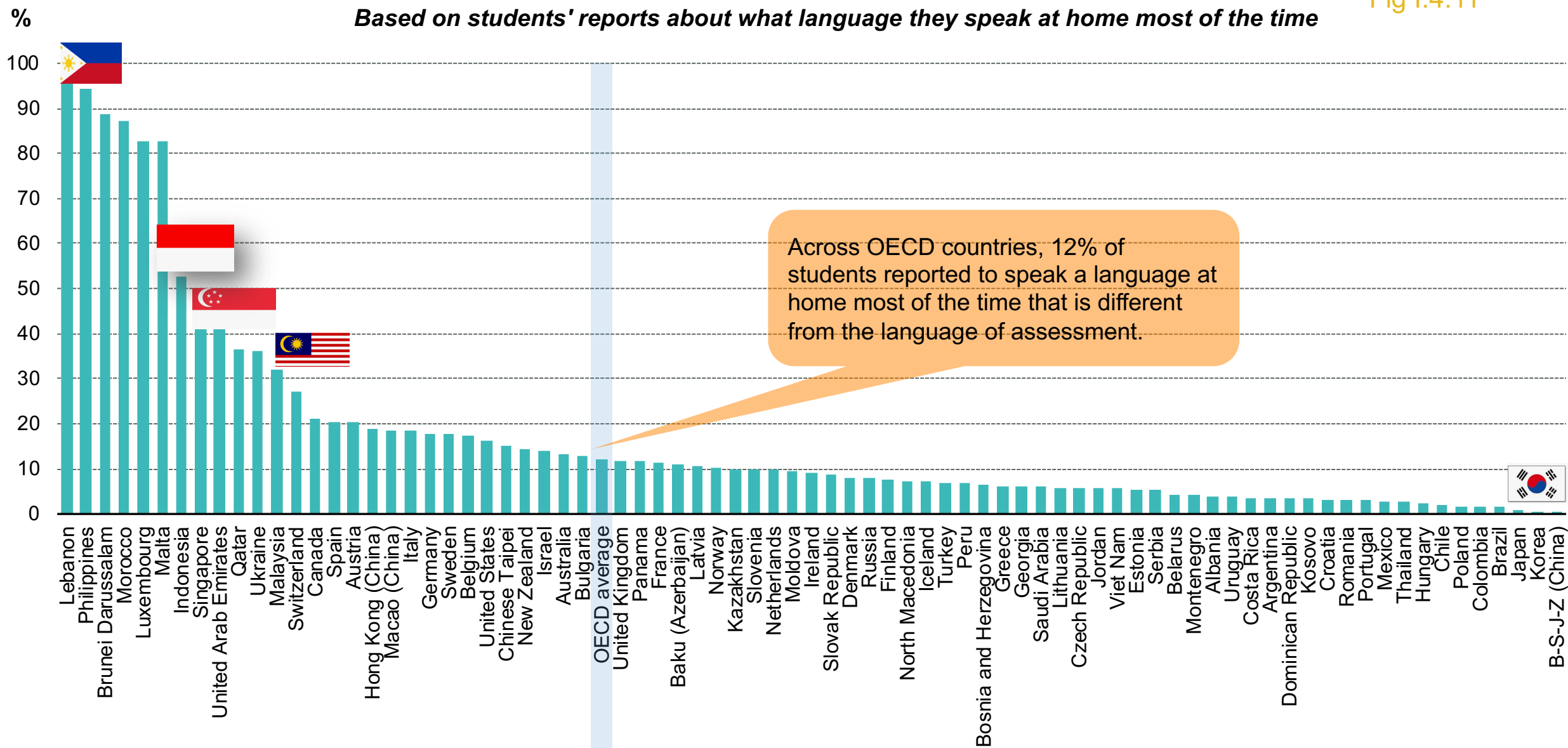
Fig III.8.1





Students who do not speak the language of instruction at home

Fig I.4.11





Students' well-being, by socio-economic status

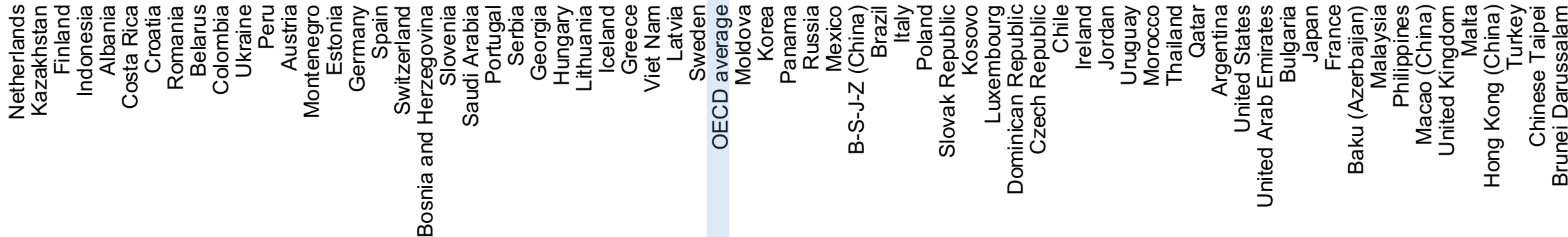
Fig II.3.7

Percentage of students with positive well-being

- ◆ Disadvantaged students (bottom quarter of socio-economic status)
- ▲ Advantaged students (top quarter of socio-economic status)

Students with positive well-being:

- **satisfied with their lives**
- **do not feel like outsiders**
- **do not doubt their future plans when facing failure**



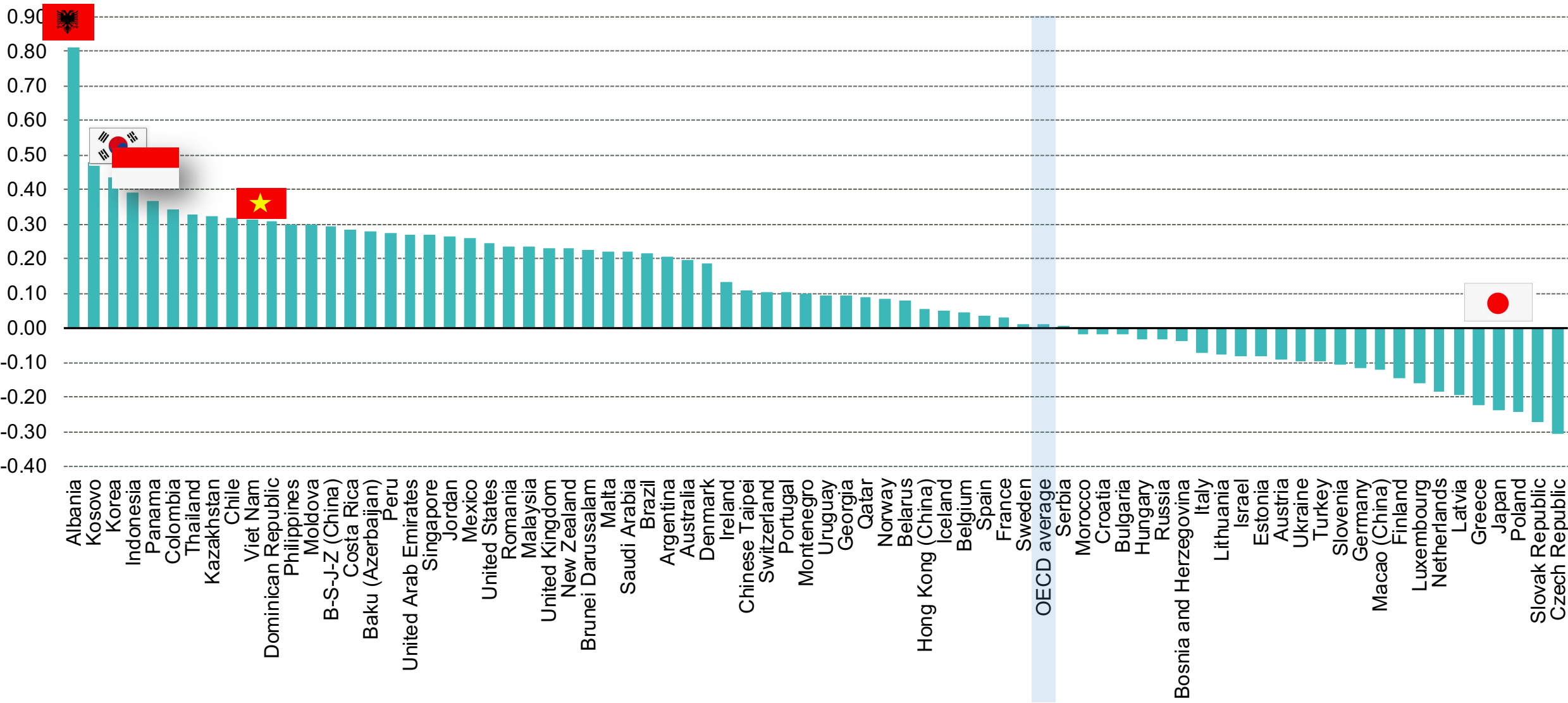
And teachers?



Index of teacher enthusiasm

Fig III.5.1

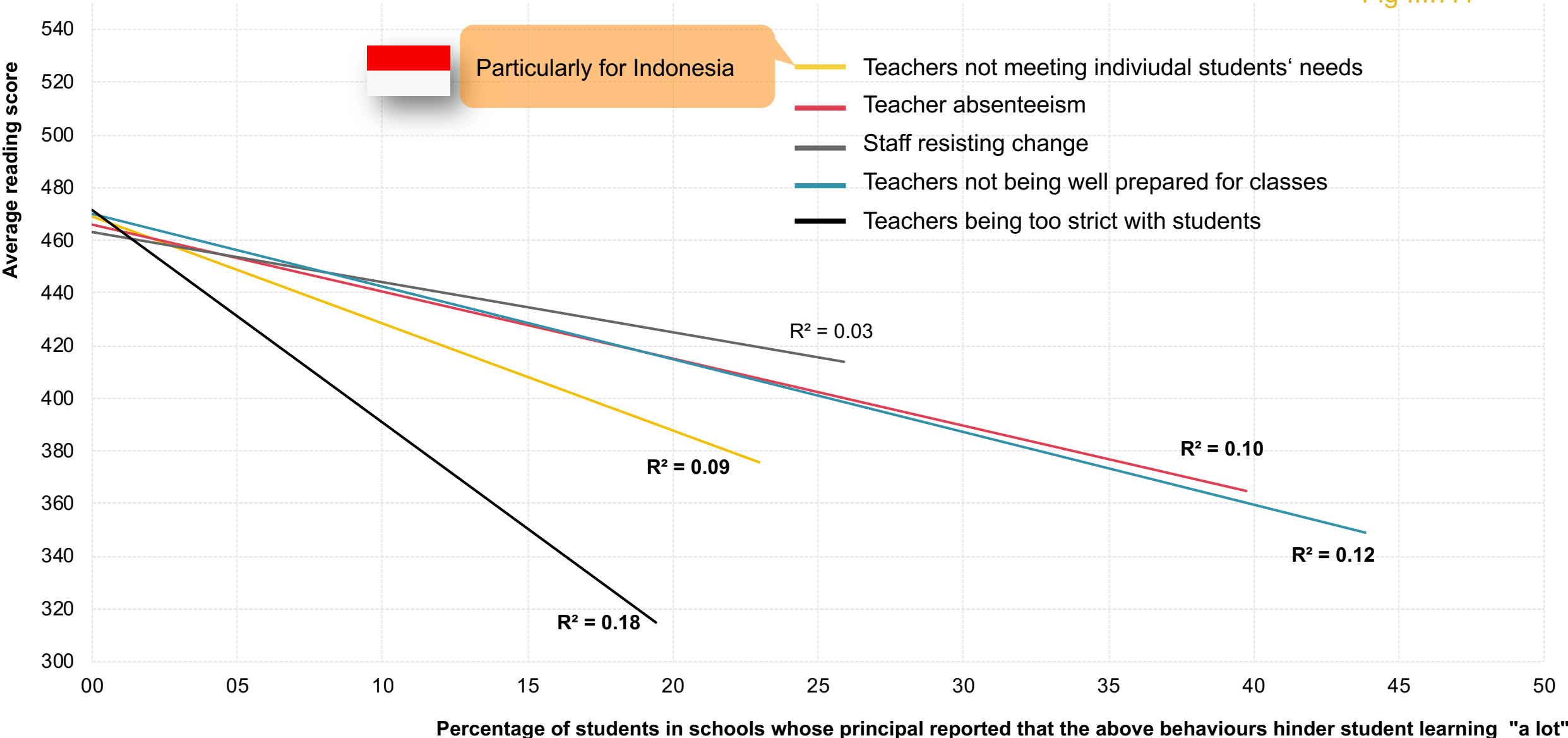
Mean index





Teacher behaviour hindering learning and average reading performance according to school principals (

Fig III.7.4



<http://www.oecd.org/pisa>



Thank you!

Yuri.belfali@oecd.org

[@YuriBelfali](https://twitter.com/YuriBelfali) EDU