THE MANAGEMENT OF NATIONAL EDUCATION IN 2011/2012 AT A GLANCE

Ministry of Education and Culture
Center for Educational Data and Statistics
2013

PREFACE

In order to meet the demand for educational data and information, the Center for Educational Data and Statistics, Ministry of Educational and Culture always makes effort to publish various books containing data and information on education.

The book on "The Management of National Education in 2011/2012 at a Glance" is one of the publications of the Center for Educational Data and Statistics, in terms of some aspects, which contains the educational data and information of Indonesia.

The materials in this book cover the general outlook of the national education, evaluation province, educational achievement of formal and non formal, curriculum and data on formal education, the management of non-formal education, and the management of education.

Finally, we thank those who have assisted in the formulation and preparation of the manuscript up to the publication of this book. Criticism and suggestions from the readers are very much appreciated for the improvement of the future publication of this book.

Jakarta, December 2013
Head,

Dr.-Ing.Ir. Yul Yunazwin Nazaruddin
NIP. 195707151987031001

EXECUTIVE SUMMARY

The territory of Republic of Indonesia spreads over 5,110 kilometers from east to west and 1,888 kilometers from north to south. Indonesia is situated within 6008' north latitude, 11015' south latitude, 94045' east longitude, and 141005' East Longitude. The Republic of Indonesia is an archipelago with a total area of 5.19 million square kilometers. Out of the total area, 1.90 million square kilometers are in land with approximately 17,500 islands and small islands around the equator with 3.89 million square kilometers or 75% areas are in sea. Indonesia is often known as "Untaian Zamrud Katulistiwa".

The National Education System emphasizes the principles of education provision which include education as being democratic, equal, and non-discriminative, education as being a systematic unit with an open system and multi-meanings, education as being a long-life process of inculcating cultural values and for the empowerment of learners, education as based on the principles of modeling, motivation and creativity the process of learning, education to develop culture for reading and writing and arithmetic for all members of the community, and education to empower all components of the community.

Article 4 in the Act Number 20 Year 2003 about National Education System states that education is conducted democratically, equally, and fairly based on human rights, religious values, cultural values, and national pluralism. Education is also conducted as a systematic unit with an open system and multi-meanings. It is conducted as a life-long learning process of transforming cultural values and for the empowerment of learners. In addition, it provides modeling, motivation and creativity in the process of learning. Also, it develops culture for reading, writing, and arithmetic for all members of the community. Moreover, it empowers all components of the community through its participation in the implementation and quality control of the education services.

The achievement of formal education is described based on the following points: total number of schools, new students, students, graduates, teachers, education flow in 2011/1012, participation ratio, and trend of education and indicator in 2011/2012.

Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 1 of 2012 on the Organization and Administration of the MoEC of the position, duties, and functions, as well as state ministries organizational structure, duties and functions of the main unit is located within the MoEC. There are 14 units consisting of 10 main units and 4 centers namely :

1. Secretariat General
2. Directorate General of Early Childhood Education, Nonformal, and Informal
3. Directorate General of Basic Education
4. Directorate General of Secondary Education
5. Directorate General of Higher Education
6. Inspectorate General
7. Office of Research and Development
8. Office for the Development and Establishment of Language
9. Office for the Development of Human Resource of Education and Culture and Quality Assurance

10. Directorate General of Culture
11. Center for Education Information Technology and Communication
12. Center for Information and Public Relations
13. Center for Educational Data and Statistics
14. National Archaeological Center

The educational budget consists of pure IDR's budget and loan budget. All pure IDR's budget and part of development budget come from the fund of the government. Part of loan budget comes from international assistance (World Bank, Asian Development Bank, OECF, IDB, Bilateral/Multilateral donor). In addition, some funds are obtained from the community.

Budget which has as a source from both government and the international aids are managed by the Ministry of Finance (MoF). Furthermore, MoF is distributes the fund through the ministries handling education so far, i.e. MoEC and MoRA. In addition, MoF is directly channeling routine and development budget of education to local government (provincial, district/municipality) thru Provincial Budget Offices (Kanwil Anggaran) of MoF, i.e. in the form of General Allocation Unit (DAU) and Special Allocated Fund (DAK). While, regarding the community fund, generally is channeled directly to relevant educational units.

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Education is conducted through streams, levels and types of education. Educational streaming consists of formal education, non-formal education, and informal education, which can complement and enrich each other. Levels of education consist of basic education, secondary education, and higher education.

The strategy and direction of education development policy in the year 2010–2014 are formulated based on vision, mission, and strategic goals of Ministry of Education and Culture (MoEC), and refer to Midterm National Development 2010–2014 and evaluation of education development until 2009. The strategy and direction of the policy also considers Government commitment on international convention on education, especially Dakkar Convention on Education for All, Convention on the Right of Child, Millennium Development Goals (MDGs), and World Summit on Sustainable Development.

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GENERAL OUTLOOK

A. Topography and Geography

The territory of Republic of Indonesia spreads over 5,110 kilometers from east to west and 1,888 kilometers from north to south. Indonesia is situated within $6^0$08' north latitude, $11^0$15' south latitude, $94^0$45' east longitude, and $141^0$05' east longitude. The Republic of Indonesia is an archipelago with a total area of 5.19 million square kilometers. Out of the total area, 1.90 million square kilometers are in land with approximately 17,500 islands and small islands around the equator with 3.89 million square kilometers or 75% areas are in sea. Well known as "*Untaian Zamrud Katulistiwa*".

Picture 1.1
Indonesia in the World Map

Source: google.com that has been updated

Split by the equator, the archipelago has a tropical climate with two seasons, dry and rainy. The dry season is ussualy started from June to September when a dry wind blows from Australia. On the other hand, the rainy season is ussualy from December to March when the moisture-laden monsoon blows from Asia and the Pacific Ocean.

Geographically, Indonesia is situated on the Southeast Asia and shares borders to the north with Malaysia, Singapore, Philippine, and the China South Sea. To the south, it shares borders with Australia. To the south, it shares borders with Hindi Ocean then to the north it shares borders with Papua New Guinea, Timor Leste and the Pacific Ocean.

Indonesia consists of 33 provinces that are in 5 biggest islands and four major groups of islands. The five islands are Sumatra, Java, Kalimantan, Celebes, and Papua while the other four major groups of islands are Riau, Bangka Belitung, Nusa Tenggara, and Maluku.

Since most of the regions are situated in the coastal areas, the majority of Indonesia areas are hot and humid with a variety of temperature and humidity depends on its position to sea level. On the average, the temperature during day-time is between 28.2^0 Celsius and 34.6^0 Celsius while the temperature during night-time is between 12.8^0 Celsius and 30.0^0 Celsius.

Indonesia has at least 47 different land ecosystems; from ice fields and alpine meadows in the highland of West Papua and Papua province to humid lowland forest; from deep lakes to shallow swamps; and from spectacular coral reef to mangrove swamps. Each main ecosystem has a variety of sub-ecosystems.

B. Population

Based on the origin and spread of its population, it is assumed that the majority of Indonesians are descendants of Sinida race, particularly Mongolian, those who settled in western and central part of Indonesia. The majority of people in the eastern part are Melanesia and Negroid inheritances.

Comparing to other parts of the world, Indonesia has a wider ethnical diversity. Among hundreds of ethnic groups in Indonesia, Javanese is the biggest ethnic group in Central and East Java, followed by Sundanese in West Java.

Table 1.1
Population by Age Groups and Sex
Year 2011

Age Groups	Male	%	Female	%	Total	%
0-4	12,275.0	51.31	11,646.1	48.69	23,921.1	9.80
5-9	11,620.8	51.29	11,035.0	48.71	22,655.8	9.29
10-14	11,814.7	51.39	11,176.4	48.61	22,991.1	9.42
15-19	10,964.5	50.86	10,593.7	49.14	21,558.2	8.84
20-24	10,197.5	49.88	10,246.5	50.12	20,444.1	8.38
Sub total	56,872.5	50.97	54,697.8	49.03	111,570.3	45.73
25-29	10,473.8	49.69	10,603.1	50.31	21,076.9	8.64
30-34	10,253.7	50.00	10,253.7	50.00	20,507.4	8.41
35-39	9,556.0	50.30	9,443.8	49.70	18,999.8	7.79
40-44	8,602.5	50.27	8,509.8	49.73	17,112.3	7.01
45-49	7,366.8	50.05	7,351.0	49.95	14,717.8	6.03
Sub total	46,252.8	50.05	46,161.4	49.95	92,414.1	37.88
50-54	6,106.7	50.51	5,982.7	49.49	12,089.4	4.96
55-59	4,668.0	51.31	4,430.0	48.69	9,098.0	3.73
60-64	3,211.0	49.46	3,281.1	50.54	6,492.1	2.66
65-69	2,277.8	47.25	2,542.8	52.75	4,820.6	1.98
70-74	1,580.3	45.11	1,922.6	54.89	3,503.0	1.44
75 +	1,626.3	40.81	2,358.7	59.19	3,985.0	1.63
Total	122,595.3	50.25	121,377.2	49.75	243,972.5	100.00

Source: Statistics Yearbook of Indonesia, BPS – Statistics Indonesia, 2011

As shown in Table 1.1, the total population in 2011 has reached 243.9 million people, consisting of 122.6 million males (50.25%) and 121.4 million females (49.75%). Graph 1.1 shows that the number of Indonesian population of 0-24 years was 111,570.3 thousands (45.73%), whereas the productive age group (25-49 years) was 92,414.1 thousands (37.88%). Compared to developed countries, 50% of the productive group belongs to age of 25-49 years.

Graph 1.1
Population by Age Groups and Gender
Year 2011

	75+	
	70-74	
	65-69	
	60-64	
	55-59	
	50-54	
	45-49	
	40-44	
	35-39	
	30-34	
	25-29	
	20-24	
Male	15-19	Female
	10-14	
	5-9	
	0-4	

14 12 10 8 6 4 2 0   0 2 4 6 8 10 12
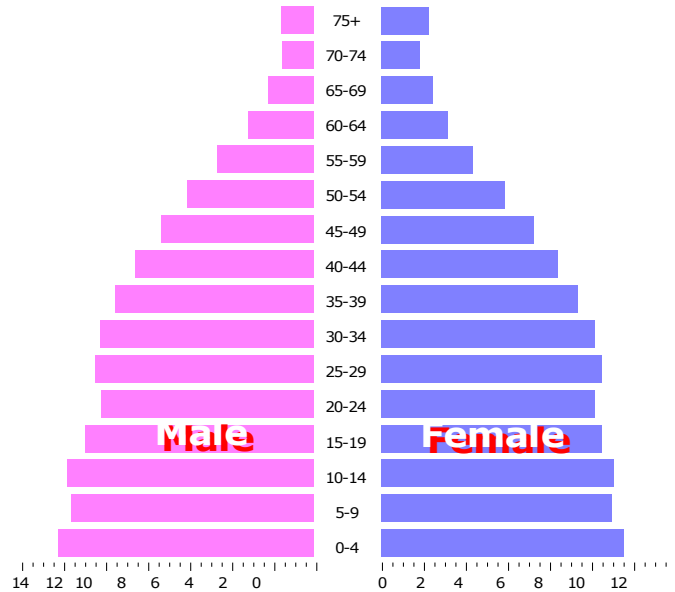
The following Table 1.2 shows the population growth from year 2009 to 2011. It is indicated that the population had increased from 230.9 millions consisting of 115.6 millions of male and 115.5 millions of female in 2009 into 244 millions consisting of 122.6 millions of male and 121.4 millions of female in 2011. However, from year to year the population structure of 0-9 years tended to increase until 2011, which is in 2009 the population structure of 0-9 years increased significantly from 40.6 million (17.59%) to 43.7 millions (18.56%), and increased again to 46.6 millions (19,09%) in 2011.

Table 1.2
Population Growth by Age Groups and Sex
Year 2009-2011

(000)

Age Groups	2009			2010			2011		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
0-4	10,554.9	10,154.9	20,709.8	11,662.4	11,016.3	22,678.7	12,275.0	11,646.1	23,921.1
5-9	10,296.2	9,937.3	20,233.5	11,974.1	11,279.4	23,253.5	11,620.8	11,035.0	22,655.8
Subtot 0-9	20,684.6	19,943.1	40,627.7	22,508.0	21,182.0	43,690.0	23,895.8	22,681.1	46,576.9
%	17.89	17.29	17.59	18.99	18.12	18.56	19.49	18.69	19.09
10-14	10,285.1	9,955.8	20,240.9	11,662.4	11,008.7	22,671.1	11,814.7	11,176.4	22,991.1
15-19	11,000.3	10,656.3	21,656.6	10,614.3	10,266.4	20,880.7	10,964.5	10,593.7	21,558.2
20-24	10,667.2	10,378.0	21,045.2	9,887.7	10,003.9	19,891.6	10,197.5	10,246.5	20,444.1
25-29	10,377.0	10,481.1	20,858.1	10,631.3	10,679.1	21,310.4	10,473.8	10,603.1	21,076.9
30-34	9,463.4	10,102.5	19,565.9	9,949.4	9,881.3	19,830.7	10,253.7	10,253.7	20,507.4
35-39	8,840.0	9,252.1	18,092.1	9,337.5	9,167.6	18,505.1	9,556.0	9,443.8	18,999.8
40-44	8,081.4	8,126.3	16,207.7	8,322.7	8,202.1	16,524.9	8,602.5	8,509.8	17,112.3
45-49	7,069.9	7,009.1	14,079.0	7,032.7	7,008.2	14,041.0	7,366.8	7,351.0	14,717.8
50-54	5,894.9	5,607.9	11,502.8	5,866.0	5,695.3	11,561.3	6,106.7	5,982.7	12,089.4
55-59	4,471.1	4,167.1	8,638.2	4,400.3	4,048.3	8,448.6	4,668.0	4,430.0	9,098.0
60-64	3,179.3	3,141.3	6,320.6	2,927.2	3,131.6	6,058.8	3,211.0	3,281.1	6,492.1
65-69	2,291.5	2,438.7	4,730.2	2,225.1	2,468.9	4,694.0	2,277.8	2,542.8	4,820.6
70-74	1,679.1	1,946.1	3,625.2	1,531.5	1,924.9	3,456.3	1,580.3	1,922.6	3,503.0
75 +	1,655.0	2,133.9	3,788.9	1,606.3	2,228.3	3,834.6	1,626.3	2,358.7	3,985.0
Total	115,639.8	115,339.3	230,979.1	118,502.5	116,896.7	235,399.1	122,595.3	121,377.2	243,972.5

Source: Statistics Yearbook of Indonesia, BPS – Statistics Indonesia, 2012

The growth of population composition aged 15 years and above based on education attainment shows a better trend. Table 1.3 and Graph 1.2 indicate that the percentage of population with no educatioan (no/not attend school) decreased significantly from 19.06% in 1985 to 8.37% within 25 years, and then decreased to 5.26% in 2011. However, there is a different in population who are not completed primary school (PS), it is indicated that the population had decreased from 37.71% in 1985 to 14.43% in 2000, and then increased to 15.3% in 2011.

The population of those who completed primary school increased from 26.82% in 1985 to 35.75% in 2000 but it decreased slightly into 28.84% in 2011. Similarly, the percentage of population completed JSS also increased significantly, that was from 8.87% in 1985 to 19.32% in 2000 and it decreased slightly into 18.87% in 2011.

Table 1.3

Population Growth, 15 Years and Above by Education Level Attainment

Year 1985-2011

(000)

Year	No/not yet attend school	No/not yet completed PS	Completed PS	Completed JSS	Completed SSS	Completed Higher Education		Total
						Diploma	Bachelor	
1985	22,943.8	45,399.0	32,283.8	10,674.1	8,140.8	562.5	376.1	120,380.1
%	19.06	37.71	26.82	8.87	6.76	0.47	0.31	100.00
1990	21,954.3	42,480.4	40,996.4	14,481.1	13,087.4	1,053.3	986.7	135,039.6
1995	14,146.8	36,980.2	56,144.7	21,839.1	21,444.9	2,020.3	1,888.7	154,464.7
2000	11,821.7	20,364.0	50,470.9	27,268.5	26,159.0	2,516.8	2,569.8	141,170.7
%	8.37	14.43	35.75	19.32	18.53	1.78	1.82	100.00
2001	11,548.6	21,538.0	50,280.7	28,967.4	26,066.2	2,657.4	2,975.5	144,033.8
2002	11,465.0	21,495.8	52,862.2	30,306.1	26,941.0	2,631.3	3,028.4	148,729.8
2003	8,891.2	18,705.4	55,101.2	35,293.0	29,282.4	2,363.1	3,023.7	152,660.0
2004	9,500.5	19,128.1	53,967.0	35,651.0	29,444.0	2,708.3	3,550.0	153,948.9
2005	9,932.7	18,509.8	54,544.7	35,879.0	29,997.1	2,924.8	3,761.7	155,549.8
2006	9,831.8	18,703.4	55,009.2	36,504.6	33,066.8	3,388.2	4,307.6	160,811.5
2007	9,753.7	19,137.8	56,563.5	36,394.8	33,393.3	4,076.3	4,798.9	164,118.3
2008	9,834.4	19,539.1	56,018.3	36,911.7	35,090.4	3,871.8	5,375.4	166,641.1
2009	10,333.9	22,778.9	52,814.4	36,868.1	35,649.9	4,041.5	5,777.6	168,264.4
2010	9,979.8	27,482.5	46,538.7	38,299.9	38,992.0	4,113.5	6,663.5	172,069.90
2011	5,772.9	16,775.9	31,627.9	20,696.6	25,973.5	3,173.5	5,650.1	109,670.40
%	5.26	15.30	28.84	18.87	23.68	2.89	5.15	100.00

Source: Statistics Yearbook of Indonesia, BPS – Statistics Indonesia, 2012

Graph 1.2

Population Growth, 15 Years and Above, by Educational Level Attainment

Year 1985-2011
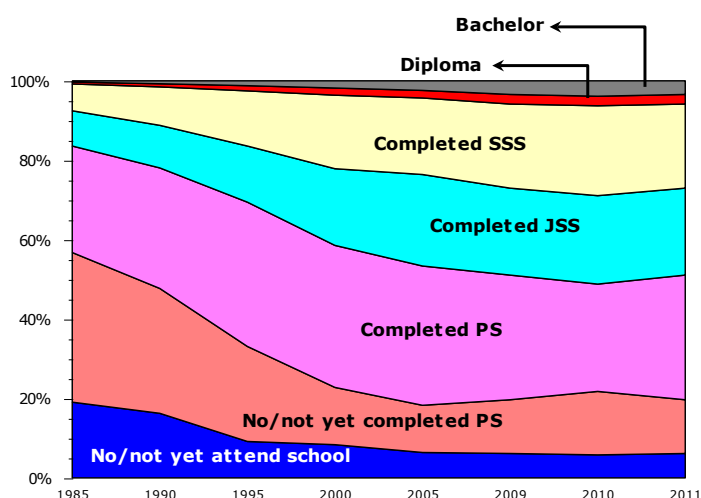
Furthermore, the percentage of population completed SSS population also increased from 6.76% in 1985 to 18.53% in 2000 to 23.68% in 2011. A significant increase also occurred to population with diploma attainment from 0.47% in 1985 to 1.78% in 2000 to 2.89% in 2011 and bachelor/university degree increased significantly from 0.31% in 1985 to 1.82% in 2000 to 5.15% in 2011.

Table 1.4 shows that population aged 15 years and above was 120.4 millions. If this figure is categorized into 10 categories by age groups and

education attainment, namely, 15-19 years, 20-24 years, 25-29 years, 30-34 years, 35-39 years, 40-44 years, 45-49 years, 50-54 years, 55-59 years, and 60 years above, the highest population was the age group of 25-29 with the number of 16,905.2 thousands (14%) and with those who completed SSS of 5,419.2 thousands (32.06%). The population age 60 years and above was 8.9 millions (7.4%) with highest education level attainment those who are no/not yet completed was 3,154.4 thousands (35.35%).

Table 1.4
Population of 15 Years and Above by Age Groups and
Educational Level Attainment
Year 2011

Age-Groups (year)	No/not yet attend school	No/not yet completed PS	Completed PS	Completed JSS	Completed SSS	Completed Higher Education		Total	%
						Diploma	Bachelor		
15-19	147.9	796.0	265.9	3,898.6	1,946.8	12.7	0.0	7,068.0	5.87
20-24	156.6	890.0	2,984.5	3,169.7	5,993.5	514.9	597.0	14,306.1	11.88
Sub total	304.5	1,686.0	3,250.4	7,068.3	7,940.3	527.6	597.0	21,374.1	17.75
%	1.42	7.89	15.21	33.07	37.15	2.47	2.79	100.00	
25-29	209.1	1,104.8	3,794.6	3,969.7	5,419.2	806.2	1,601.6	16,905.2	14.04
30-34	306.7	1,416.5	4,500.2	3,292.8	4,509.6	677.8	1,335.3	16,038.9	13.32
Sub total	515.9	2,521.3	8,294.8	7,262.5	9,928.8	1,484.0	2,936.8	32,944.0	27.36
%	1.57	7.65	25.18	22.04	30.14	4.50	8.91	100.00	
35-39	318.9	1,659.7	4,913.9	3,031.6	3,974.5	388.0	1,106.1	15,392.7	12.78
40-44	520.3	1,940.7	4,328.9	2,249.9	3,531.7	296.0	1,183.6	14,051.1	11.67
Sub total	839.2	3,600.4	9,242.8	5,281.5	7,506.2	684.1	2,289.7	29,443.8	24.45
%	2.85	12.23	31.39	17.94	25.49	2.32	7.78	100.00	
45-49	693.6	2,543.2	3,785.6	1,277.0	2,283.5	269.2	995.1	11,847.1	9.84
50-54	853.8	2,634.4	3,113.4	913.0	1,082.3	200.5	613.3	9,410.8	7.82
Sub total	1,547.5	5,177.6	6,899.0	2,189.9	3,365.8	469.7	1,608.5	21,257.9	17.65
%	7.28	24.36	32.45	10.30	15.83	2.21	7.57	100.00	
55-59	739.7	1,866.1	2,211.9	680.1	612.7	129.6	234.4	6,474.5	5.38
60+	1,913.4	3,154.4	2,506.5	636.6	500.7	80.5	130.4	8,922.7	7.41
Sub total	2,653.1	5,020.5	4,718.5	1,316.8	1,113.4	210.1	364.8	15,397.2	12.79
%	17.23	32.61	30.65	8.55	7.23	1.36	2.37	100.00	
Total	5,860.1	18,005.8	32,405.4	23,118.9	29,854.5	3,375.5	7,796.8	120,417.0	100.00

Source: Labor Force in Indonesia, 2011, Central Board of Statistics 2012

Graph 1.3 and Table 1.4 shows that in 2011 the highest percentage of population with SSS' attainment falls into age group of 15-24 years, which were around 7,940.3 thousands (37.15%). Other age groups, 25-34 years, were dominated by completed SSS 9,928.8 millions or 30.14%. Meanwhile, the other age groups, 35-44 years and 45-54 years, were still dominated by PS attainment, which each group respectively were 31.39% and 32.45%, and the age group of 55 years and above still dominated by no/not yet completing the PS attainment which was 32.61%. So, it can be inferred from Table 1.4 and Graph 1.3 that the quantitative efforts taken so far have reduced the population of no/not yet schooling and at the same time increased the group with higher education attainment.

Graph 1.3
Population of 15 Years and Above by Educational Level Attainment
Year 2011
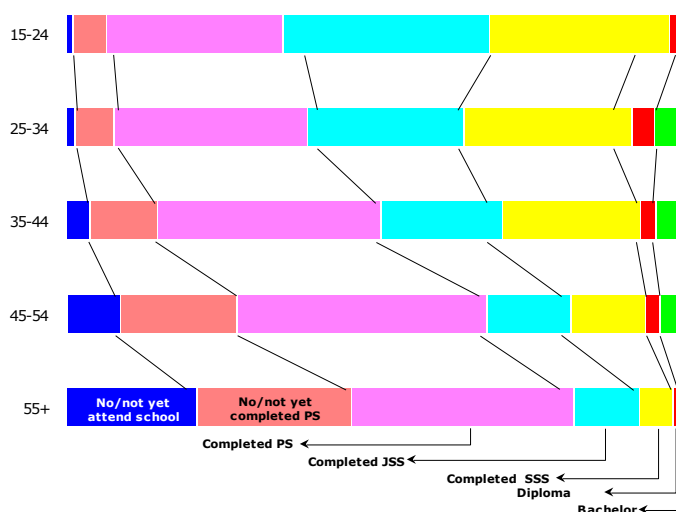
C. Employment Outlook

Population can be grouped into two categories, employed and unemployed groups. Out of 120.42 million populations of aged 15 years and above, there are 110.2 million labor forces distributed in 9 employment sectors. The nine sectors include: (1) agriculture, forestry, quarrying and fishery; (2) mining; (3) manufacturing; (4) utilities (electric, gas and water); (5) building and constructions; (6) wholesale, retail, restaurant, and hotel; (7) transportation, storage, and communication; (8) finance, insurance, rental (building, land, companies services), and (9) public services.

Table 1.5
Labor Force by Employment Sectors
Year 2011
(000)

No.	Sectors	Total	%
1	Agriculture, Forestry, Quarrying, and Fishery	42,477,329	38.55
2	Mining	265,019	0.24
3	Manufacturing	13,696,024	12.43
4	Utilities (Electric, gas and water)	257,270	0.23
5	Building/Construction	5,591,084	5.07
6	Wholesale, retail, restaurant and hotel	23,239,792	21.09
7	Transportation, Storage, and Communication	5,585,124	5.07
8	Finance, Insurance and Rental	2,058,968	1.87
9	Public services	17,025,934	15.45
	Total	110,196,544	100.00

Source: Labor Force in Indonesia, 2011, Central Board of Statistics 2012

Graph 1.4
Labor Force by Employment Sectors
Year 2011

Mining
0,24%

Agriculture, Forestry,
Quarrying, and Fishery
38,35%

Manufacturing
12,43%

Public services
15,45%

Wholesale, retail,
restaurant and hotel
21,09%

Building/
Construction
5.07%

Finance,
Insurance
and Rental
1,87%

Transportation,
Storage,
and Communication
5.07%
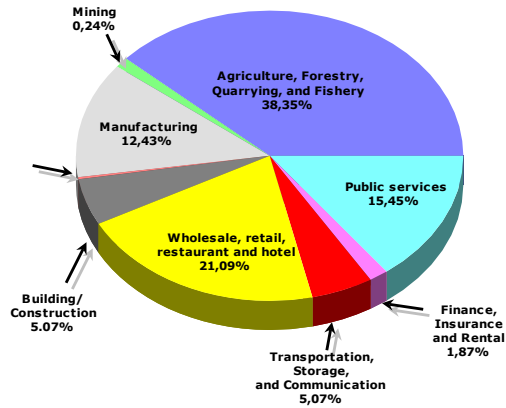
Table 1.5 and Graph 1.4 show the distribution of labor force by employment sectors. The biggest sector was agriculture, forestry, quarrying and fishery with of more than 42.5 millions (38.55%). The second biggest was wholesale, retail, restaurant, and hotel with of more than 23.2 millions (21.09%), whereas the lowest was utilities (electric, gas, and water) with of 257.3 thousands (0.23%).

D. Economic Outlook

Per Capita Income (PCI), Gross Domestic Product (GDP), and export and import revenues determine economic development of Indonesia. Export and import revenues described in this report concern oil and gas revenues, where per capita income refers to per capita income by constant price in 2000.

Table 1.6
Export, Import, GDP, and Per Capita Income (PCI)
Year 1996-2011

Fiscal	Export (Million, US$)	Import (Million, US$)	GDP (billion, Rp's)	Per Capita Income (Rp's)
1996	49,814.80	42,928.50	413,797.90	1,819,811.40
1997	53,443.60	41,679.80	433,245.90	1,851,611.60
1998	48,847.60	27,336.90	376,374.90	1,615,512.90
1999	48,665.40	24,003.30	379,352.50	1,637,116.00
2000	62,124.00	33,514.80	398,016.90	1,769,959.60
2001	56,320.90	30,962.10	411,753.50	1,744,178.30
2002	57,158.80	31,288.90	426,942.90	6,244,362.20
2003	61,058.20	32,550.70	1,577,171.30	6,327,334.30
2004	71,584.60	46,524.50	1,656,516.80	6,688,101.80
2005	85,660.00	57,700.90	1,750,656.10	6,939,456.30
2006	100,798.60	61,065.50	1,846,654.90	7,136,388.50
2007	114,100.90	74,473.40	1,964,327.30	7,486,000.00
2008	137,020.40	129,197.30	2,082,315.90	8,096,300.00
2009	116,510.00	96,829.20	2,176,975.50	8,184,000.00
2010	157,779.10	135,663.30	2,310,689.80	8,504,000.00
2011	203,496.60	177,435.60	2,463,242.00	9,130,000.00

Note: 1995 – 2007 Constant price 1993, *) Constant price 2000
Source: Statistics of Indonesia 2011, CBS, 2011

Based on Table 1.6 and Graph 1.5, export revenues in the period of 1996 to 1997 increased from 49,814.8 millions US$ to 53,443.6 millions US$. But decreased sharply in period of year 1997 to 1999 became 48,665.4 millions US$. This has resulted from a long-term monetary crisis. In 2000, there was an export revenues increased a bit that was 62,124.0 millions US$. Meanwhile, it decreased again in 2001 became 56,320.9 millions US$. Since 2002 there was a few increasing to 57,158.8 millions US$, in 2003 it increased became 61,058.2 millions US$ and in 2004 increased to 71,584.6 millions US$. In 2005 it significantly increased 85,660.0 millions US$, and drastic increased to 137,020.4 millions in 2008. But in 2009, export revenue decreased to US$ 116,510.0 millions (14.97%), and in 2011 increased again became 203,496.6 millions US$ (35.42%).

As a result of the long term monetary crisis that directly affecting the Indonesian import revenues, the increase in a period from 1996 to 1997 (41,679.8 millions US$) decreased in period from 1998 to 1999 (24,003.3 millions US$). This was caused by the monetary crisis that continuously affected to the import revenues. In 2000 the import increased 33,514.8 millions US$, but decreased again in 2001 became 30,962.1 millions US$. In 2002 to 2003 even it was not very high, it increased to 31,288.9 millions US$. In 2004 to 2007, Indonesian import revenues increased from 46,524.5 millions US$ almost triple increasingly became 129,197.3 millions US$ in 2008. In 2009, Indonesia import revenue decreased again to 96,829.2

millions US$. But in 2011, import revenue increased to 177,435.6 millions US$.

Graph 1.5
Export, Import, DGP, and Per Capita Income (PCI)
Year 1996-2011
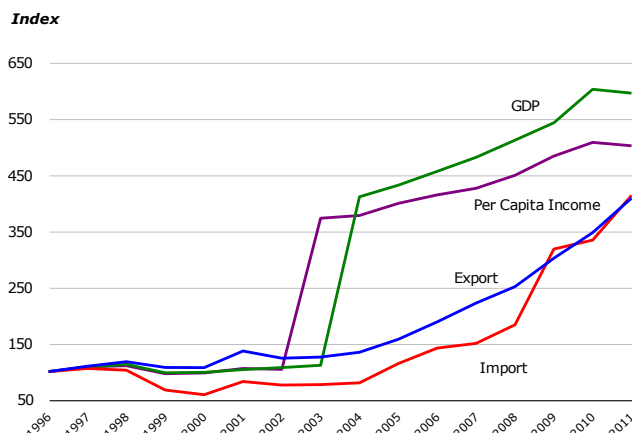
Table 1.7 and Graph 1.6 show export and import revenues in 2011 based on 10 commodities. The highest export in 2011 was fuel, lubricate materials, and other related materials which accounted for 68,912.3 millions US$ nominal revenue (33.86%). After that, the second highest was factory goods with 25,486.6 million US$ revenues (12.52%). The lowest export in 2011 was beverage and tobacco which accounted for 807.6 millions US$ revenues or 0.40%, followed by goods and transactions accounted for 2,224.2 million US$ or 1.09%.

Table 1.7
Export and Import Revenues by Commodity
Year 2011

No	Commodity	Export (million US$)	%	Import (million US$)	%
1	Food and livestock	10,114.6	4.97	14,335.4	8.08
2	Beverages and Tobacco	807.6	0.40	656.8	0.37
3	Raw materials (non food)	24,275.1	11.93	9,993.9	5.63
4	Fuel, lubricate materials and other related materials	68,912.3	33.86	40,821.0	23.01
5	Fats, animal and vegetable oils	20,704.4	10.17	186.6	0.11
6	Chemical Materials	12,756.8	6.27	22,237.8	12.53
7	Factory goods based on specific materials	25,485.6	12.52	25,864.7	14.58
8	Machinery and transport equipment	21,768.7	10.70	57,787.7	32.57
9	Various factory goods	16,447.3	8.08	5,481.4	3.09
10	Goods and transactions	2,224.2	1.09	70.3	0.04
	Total	203,496.6	100.00	177,435.6	100.00

Source: Statistics of Indonesia 2011, CBS, 2012

Graph 1.6
Export and Import Revenue by Commodity
Year 2011

1. Raw materials (non food)
2. Fuel, lubricate materials and other related materials
3. Factory goods based on specific materials
4. Machinery and transport equipment
5. Various factory goods
6. Others
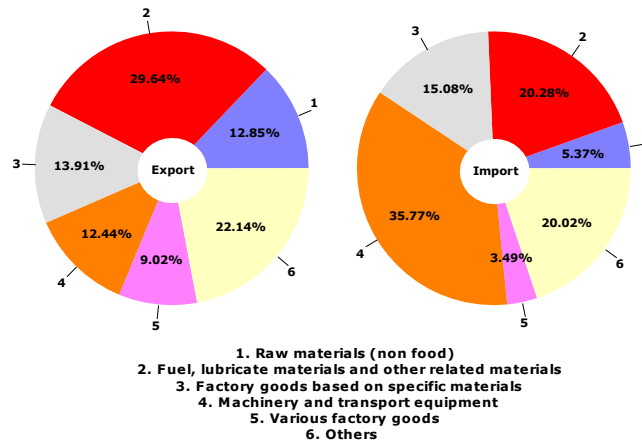
The highest import values in 2011 are for machinery and transport equipment which accounted for 57,787.7 millions US$ (32.57%). After machinery and transport equipment, the second highest was revenues of fuel, lubricate material and other related materials that's accounted for 40,821 millions US$ (23.01%). The lowest import revenues in 2011 are the goods and transactions which accounted for 70.3 millions US$ or 0.04%.

Table 1.8
Export Revenues by Destination Countries
(in 5 years period of time)

(Million US $)

No.	Country Destination	2007		2008	2009	2010	2011	
		Jumlah	%				Jumlah	%
1	ASEAN	22,292.1	19.54	27,170.8	24,624.0	33,347.5	42,098.9	20.69
2	Japan	23,632.8	20.71	27,743.9	18,574.7	25,781.8	33,714.7	16.57
3	Hong Kong	1,687.5	1.5	1,808.8	2,111.8	2,501.4	3,215.5	1.6
4	South Korea	7582.7	6.65	9,116.8	8,145.2	12,574.6	16,388.8	8.05
5	Taiwan	2,596.7	2.3	3,154.7	3,382.1	4,837.6	6,584.9	3.2
6	China	9,675.5	8.48	11,636.5	11,499.3	15,692.6	22,941.0	11.27
7	Other Asian countries	11,625.6	10.19	15,273.4	13,498.0	17,416.6	22,902.8	11.25
8	Africa	2,510.7	2.20	3,281.3	2,753.5	3,657.0	5,675.3	2.79
9	Australia	3,394.6	2.98	4,111.0	3,264.2	4,244.4	5,582.5	2.74
10	New Zealand	362.2	0.32	542.3	349.5	396.2	371.7	0.18
11	Other Oceania countries	73.6	0.06	167.0	243.0	249.8	348.9	0.17
12	NAFTA	12,525.8	10.98	14,108.4	11,746.5	15,761.2	18,077.8	8.88
13	Other American countries	1623	1.42	1972.3	1717.1	2710.3	3295.2	1.62
14	European Union	13344.5	11.70	15454.5	13568.2	17127.4	20508.9	10.08
15	Other European	1173.6	1.03	1478.7	1032.9	1450.7	1789.7	0.88
	Total	114,100.9	100.00	137,020.4	116,510.0	157,749.1	203,496.6	100.00

Source: Statistics of Indonesia 2011, CBS 2012.

Graph 1.7
Export Revenues by Destination Countries
Year 2011
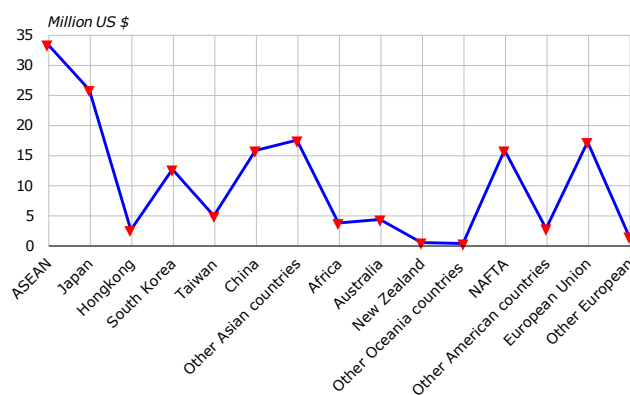
Table 1.8 and Graph 1.7 show the export revenues of Indonesia by destination countries. Exports and imports are for countries such as ASEAN countries (Thailand, Singapore, Philippines, Malaysia, Myanmar, Cambodia, Brunei Darussalam, Laos, and Vietnam), Japan, Hongkong, South Korea, Taiwan, China, and other ASEAN countries, Africa, Australia, New Zealand, other Oceania countries, NAFTA (United State, Canada, Mexico and other American countries), European Union countries (among others are England, the Netherlands, France, Germany, Belgium, Denmark, Sweden, Finland, Italy, Spain, Greece and Poland), and other European countries.

In 2007 Japan was the major trading area for Indonesia accounted for 23,632.8 millions US$ export revenues (20.71%). But from 2009 until 2011, ASEAN still continues to occupy the highest, reached 42,098.9 millions US$ (20.69%) in 2011 and little bit higher than Japan, with the export revenues of 33,714.7 millions US$ (16.57%).

Table 1.9
Import Revenues by Origin Primary Countries
Year 2007-2011

(Million US $)

No.	Country Destination	2007		2008	2009	2010	2011	
		Jumlah	%				Jumlah	%
1	ASEAN	23.792,2	31,95	40.967,8	27.722,0	38.912,2	51.108,9	28,80
2	Japan	6.526,7	8,76	15.128,0	9.843,7	16.965,8	19.436,6	10,95
3	Hong Kong	...	...	...	...	...	...	...
4	South Korea	3196,7	4,29	6.920,1	4.742,3	7.703,0	12.999,7	7,32
5	Taiwan	...	...	...	...	...	...	...
6	China	8.557,9	11,49	15.247,2	14.002,2	20.424,2	26.212,2	14,77
7	Other Asian countries	9.898,0	13,29	17.734,1	12.932,6	17.016,9	22.505,3	12,68
8	Africa	2.314,2	3,11	2.241,9	2.047,4	2.455,4	4.029,9	2,27
9	Australia	3.004,0	4,03	3.997,5	3.436,0	1.099,0	5.177,1	2,92
10	New Zealand	503,5	0,68	706,7	556,8	726,9	729,2	0,41
11	Other Oceania countries	26,5	0,04	53,9	154,0	54,3	37,6	0,02
12	NAFTA	5.910,6	7,94	9.901,0	8.216,2	10.720,5	13.241,7	7,46
13	Other American countries	1484	1,99	2494,6	2282	3212,9	4231,1	2,38
14	European Union	7679,9	10,31	10560	8679,9	9862,5	12499,7	7,04
15	Other European	1579,2	2,12	3244,5	2214,1	3509,7	5226,6	2,97
	Total	74.473,4	100,00	129.197,3	96.829,2	132.663,3	177.435,6	100,00

Source: Statistics of Indonesia 2011, CBS 2012, ... data not available

Graph 1.8
Import Revenues by Destination Countries
Year 2011
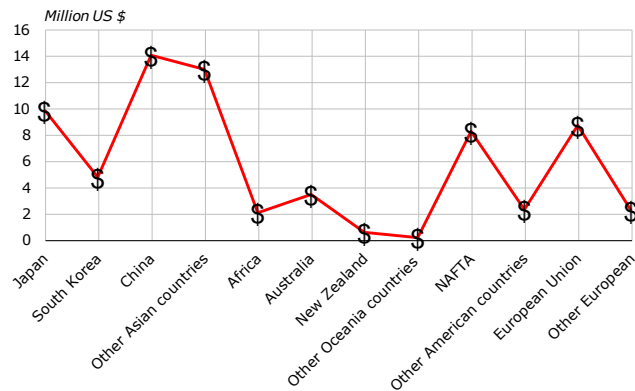
Table 1.9 and Graph 1.8 shows the development and percentage of import revenues compared to countries in the world in the period of last five years. It is obviously seen in Table 1.9 that the import revenues increase to 74,473.4 millions US$ in 2007, then kept increasing significantly to 177,475.6 millions US$ in 2011. Hong Kong and Taiwan are the countries that do exporting but not importing.

Based on the country, the highest import revenues from ASEAN in 2007 with 23,792.2 millions US$ (31.95%) increased to 51,108.9 millions US$ (28.8%) in 2011. Despite the differences in increased-decreased import revenues towards several countries, there was an increased in 2011 as much as 177,455.6 millions US$.

E. Government

The government of Indonesia is structured as a unitary republic, which was declared its independence by Soekarno-Hatta on 17 August 1945. The symbol of the country is "*Burung Garuda*", and "*Bhineka Tunggal Ika*", with the philosophy of "*Pancasila*" and the constitution basis of "*Undang-Undang Dasar 1945*" (UUD 1945).

Picture 1.2
Map of Indonesia Territory

Administratively, with the Act Number 22 year of 1999 as the basis, since 2000, the Indonesian government has implemented new policies on decentralized within district/municipal. Along with the decentralization, there has been some area development of some provinces in Indonesia that is in line with the high demand of the system of decentralization. Up to 2011 the administrative areas of Indonesia were 33 provinces, 399 districts, 98 cities, 6,651 subdistricts, and 76,983 villages.

The governmental system in Indonesia holds a presidential cabinet. The supreme head of the state is a President assisted by a Vice President and a number of ministers. The provincial government is led by a Governor, the district/city is led by Bupati/Walikota, the subdistrict is led by Camat, and the chief of village is *Lurah/Kepala Desa*.

Decentralization as a consequence of regional autonomy is characterized by the process of democratization and transparency. The political system in Indonesia is based on legislative, executive, and Judicative authorities (trias politica). Legislative power is held by the People's Consultative Assembly (MPR) as the highest state institution. MPR membership changed after the amendment of the UUD 1945 in the period 1999-2004. Member of the MPR consists of all of the House of Representatives (DPR) plus members of the Regional Representatives Council (DPD). DPR and DPD members are elected by popular vote and sworn in within five years. Centered of the institute executive is on the president, vice president, and cabinet. Cabinet in Indonesia is a presidential cabinet that minister responsible to the president and does not represent a

political party in parliament. Since the reform of the judiciary and the UUD 1945 amandement are executed by the supreme court (MA), including the administrative arrangements of the judge.

Composition of the government of Indonesia 2011-2014 period consisting of the President, Vice President, State Agency, Ministry, Ministerial-level Agency, and Non-Ministrial Government Institution (LPNK). State agency comprised of the MPR, DPR, State Audit Board (BPK), and Supreme Court (MA). Ministry consists of ministry coordinator and ministries. Ministries coordinator consists of Political, Legal and Security (empowerment), Economy, and Public Welfare. Ministry consists of twenty-one institutions, state ministries consist of ten institutions. Ministerial-level consists of the Cabinet Secretariate, judiciary general, Indonesian National Army, Indonesian National Police, and Working Unit of President for Supervision and Development Control (UKP4). Non-ministerial government institutions (LPNK) composed of twenty-two institutions.

CHAPTER II
NATIONAL EDUCATION

A. Education System

The 1945 Constitution of Indonesia Chapter XIII, Article 31, emphasizes the importance of education for all human being. It is stated that "*Every citizen shall have the fundamental right to education. The Government is responsible to provide a single national education system which is set up by law*." This clause creates a legal framework for national education development. There has been a misconception among the society that education as this is identical with schooling so that fundamental right to education is perceived merely as being an opportunity for schooling. This is contrary to the Act of the Republic of Indonesia on National Education System Number 20 Year 2003 which states that the principles of education provision shall be conducted democratically, equally and fairly based on human rights, religious values, cultural values and national pluralism. Diagram 2.1 shows the hierarchy of law principles for national education.

National education refers to education on the basis of Pancasila and the 1945 Constitution and is rooted in the religious values, national cultures of Indonesia, and one that responsive to the needs of the ever-changing era. National education system is the overall components of education, which are interrelated in an integrated way in the pursuit of national education objectives. According to Act of the Republic of Indonesia Number 20 Year 2003, the National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; which possess morals and noble character, who are healthy, knowledgeable, competent, creative, independent, and as citizens, are democratic and responsible.

National education shall create patriotism and country-loving awareness and attitudes, lighten nation-spirit and social solidarity, and be respectful and thankful to the heroes for their nation's services and sacrifices, as well as be willing to be better and better. Teaching-learning process shall be in an environment that creates self-confidence and learning-culture to enable people to possess characters of being creative, innovative and future-oriented.

Diagram 2.1
Hierarchy of Principles of Law for National Education System

The 1945 Constitution
"…to promote public welfare, to enhance the intellectual life of the whole nation…"

Act of the Republic of Indonesia Number. 20 Year 2003 on National Education System
"The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity…"
Chapter I, General Provisions: Article 1
Chapter II, Basis, Function and Aims: Articles 2 and 3
Chapter III, Principles of Education Provision: Article 4
Chapter IV, Rights and Obligations of Citizens, Parents, Community and Government

Part One: Rights and Obligations of Citizens, Articles 5 and 6
Part Two: Rights and Obligations of Parents: Article 7
Part Three: Rights and Obligations of Community: Articles 8 and 9
Part Four: Rights and Obligations of Government and Local Governments: Articles 10-11

Chapter V, Learners: Article 12
Chapter VI, Streams, Levels, and Types of Education

Part One, General: Articles 13, 14, 15 and 16
Part Two, Basic Education: Article 17
Part Three, Secondary Education: Article 18
Part Four, Higher Education: Articles 19, 20, 21, 22, 23, 24, and 25
Part Five, Non-Formal Education: Article 26
Part Six, Informal Education: Article 27
Part Seven, Early Child Education: Article 28
Part Eight, In-Service Education: Article 29
Part Nine, Religious Education: Article 30
Part Ten, Distance Education: Article 31
Part Eleven, Special Education and Education with Special Services: Article 32

Chapter VII, Medium of Instruction: Article 33
Chapter VIII, Compulsory Education: Article 34
Chapter IX, National Education Standards: Article 35
Chapter X, Curriculum: Articles 36, 37 and 38
Chapter XI, Educators and Educational Personnel: Articles 39, 40, 41, 42, 43 and 44
Chapter XII, Educational Family and Equipment: Article 45

The National Education System emphasizes the principles of education provision which include education as being democratic, equal, and non-discriminative, education as being a systematic unit with an open system and multi-meanings, education as being a long-life process of inculcating cultural values and for the empowerment of learners, education as based on the principles of modeling, motivation and creativity the process of learning, education to develop culture for reading and writing and arithmetic for all members of the community, and education to empower all components of the community.

Education is conducted through streams, levels and types of education. Educational streaming consists of formal education, non-formal education, and informal education, which can complement and enrich each other. Levels of education consist of basic education, secondary education, and higher education.

Provision of education is conducted based on the types of education including general education, vocational education, academic education,

professional education, vocational and technical education, religious education, and special education.

The streams, levels and types of education can take the form of an educational units organized by the government, local governments, and/or community.

Basic education is the foundation for secondary education. It takes the form of primary schools, that is, primary school PS as well as Islamic Primary School (IPS), or other schools of the same level, and junior secondary schools, that is Junior Secondary School (JSS) as well as Islamic Junior Secondary School (IJSS), or other schools of the same level. *Secondary Education* is the continuation for basic education. It comprises general secondary education and vocational secondary education. Secondary education takes the form of senior general secondary schools, that is, General Senior Secondary School (GSSS) as well as Islamic General Senior Secondary School *(*IGSSS), and vocational senior secondary schools, that is, Vocational Senior Secondary School (VSSS), as well as Islamic Vocational Senior Secondary School (IVSSS), or other schools of the same level.

Higher Education is a level of education after secondary education consisting of diploma, bachelor (*sarjana*), masters and specialized postgraduate programs (comprising specialist I/Sp-I and Specialist II/Sp-2), and doctorate programs imparted by a higher education institution. This level of education shall be provided in a flexible system. In addition, it can take the form of academy, polytechnic, higher education learning, institute or university. Higher education institutions shall provide education, research and community services. This level of education can also run academic, professional and/or vocational and technical programs.

Higher education institutions, which meet the requirements prescribed, and possess the competence to provide a particular academic program can confer academic, professional, or technical and vocational degrees in accordance with the education programs provided. Individuals, organizations, or education providers that are not a higher education institution is prohibited from conferring academic, professional, or vocational and technical degrees. Academic, professional, or vocational and technical degrees can be made use of by only graduates of higher education institutions, which can confer such degrees rightfully. The title based on academic, professional, or vocational and technical degrees of higher education institutions, is only acceptable in the form and abbreviation as received from the concerned institutions.

Universities, institutes, and higher education institutions, which conduct doctorate programs, are entitled to confer a suitable degree of honorary doctor (Doctor of Honorary Cauca-is known as Dr. HC.) on an individual who deserves a high appreciation with regard to his/her extraordinary contribution to science, technology, community, religion, culture, or arts. In universities, institutes, and higher education that develop the potential of the learners emphasize on the high mastery level are able

to appoint a professor and shall be in conformity with the regulations, which are in force. The title of professor (*guru besar)* is used only in the period during which the holder is in the designated functional position at a higher education institution.

Non-Formal education is provided for community members who need education services which functions as a replacement, complement, and/or supplement to formal education in the frame of supporting life-long education. Non-formal education aims at developing learners' potentials with emphasis on the acquisition of knowledge and functional skills and developing personality and professional attitudes. It comprises life-skills education, early childhood education, youth education, women empowerment education, literacy education, vocational training and internship, equivalency programs, and other kinds of education aims at developing learners' ability.

Units of non-formal education consist of training centers and colleges, study groups, community learning centers, *majelis taklim*, and other education units of the similar type. Training centers and colleges are for community members who are in need of knowledge, competencies, life-skills and attitudes to develop their personality, professionalism, working ethics, entrepreneurship, and/or for further education. The outcomes of the non-formal education programs shall be recognized as being equal to the outcomes of formal education programs after undergoing an assessment process by an agency appointed by the Government or the local governments based on national education standards.

Informal education concerns with self-learning activities that provide by families and surroundings. The outcomes shall be recognized as being equal to the outcomes of formal education and non-formal education after passing successfully in an assessment according to national education standards.

Early childhood education is organized prior to basic education and provided through formal education, non-formal education, and/or informal education. Through formal education it takes the form of Kinder Garden (KG), Islamic Kinder Garden *(*IKG), or other forms of formal education of the similar type. If provided through non-formal education it can take the form of play groups, child care centers, or other forms of non-formal education. Through informal education it can take the form of family education or education in the surroundings.

In-Service Education concerns a professional education where the respective government departments or non-governmental departments organize it. It functions to enhance the ability and skills in carrying out duties for government officials and for official candidates in the respective government departments or non-governmental institutions. In-service education is provided through formal and non-formal education.

Religious education is provided by government and/or by any group of people belonging to the same religion in accordance with the law in force. It

functions to prepare learners to become community members who understand and practice religious values and/or acquire expertise in religious studies. This type of education can be conducted through formal, non-formal, and informal education. It can take the form of *diniyah* education, *pesantren*, *pasraman*, *pabhaja samanera*, and other education forms of the similar type.

Distance education can be organized in all streams, levels, and types of education. Its function is to provide educational services to any group of people in the community who cannot attend 'face-to-face' courses or regular classes. It takes in various forms, modes, and coverage supported by learning facilities and services, and an assessment system which ensures that the quality of graduates is in accordance with national education standards.

Special education and education with special services. Special Education is for learners who have difficulties in following the learning process because of physical, emotional, mental, and social deficiencies, and also for those with proven intelligence and especially gifted. *Education with special services* is for learners in the remote and less-developed areas, isolated areas, and/or for learners, who are victims of natural disasters, suffers from social deficiencies, and those who are economically disadvantage.

The reform which has commenced from 1997 has significant impact to education sector. One of the impacts is on the provision of education through the so-called "*Community-Based Education.*" It is where the community provides community-based education at formal and non-formal education in accordance with the specific religion, social norms, and culture for the benefit of the community. Its providers shall design and implement curriculum, evaluation and manage education programs and funds with reference to national education standards. The funds can be from the provider, community, government, local governments, and/or other sources, which are not in violate of the regulations that are in force. Community-based education institutions shall receive technical assistance, subsidies, and other form of aids, which are fair and equitable from the Government and/or from local governments.

The development of community-based education is one of the Government efforts in creating the environment where each educational institution shall be more autonomous for the production activities, which not rely on the inputs but also based on the proper processes. The properness of the process will be the joint responsibility of government and community surrounding those educational institutions.

Board of Education plays a key role in the quality improvement of educational services, which include planning, monitoring, and evaluation of educational programs through the Board of Education and the School/Islamic School Committee. As an independent body, the *Board of Education* plays its roles to provide advices, directions and supports for personnel, facilities and equipment, and to do monitoring at national,

provincial, and district/city levels without hierarchical relationship. The School/Islamic School Committee, as an independent body, shall provide advices, directions and supports for personnel, facilities and equipment as well as monitor of any unit of education.

It is important to note that there should be a shift of teaching-learning process from being teaching in its nature to be a learning process. It is therefore students shall put more efforts to enhance their knowledge and to improve their attitude rather than to target on grades and certificates.

B. The Strategy and Direction of National Education Development Policy Year 2011–2014

The strategy and direction of education development policy Year 2011–2014 are formulated based on vision, mission, and strategic goals of Ministry of Education and Culture (MOEC), and refer to Midterm National Development 2011–2014 and evaluation of education development until 2009. The strategy and direction of the policy also consider government commitment on international convention on education, especially Dakkar Convention on Education for All, Convention on the Right of Child, Millennium Development Goals (MDGs), and World Summit on Sustainable Development.

The strategy and direction of education development policy Year 2011–2014 are constructed to give direction and guide to the educationa practitions, both central and local government, related to ways to reach strategic targets. Those strategic targets discribe strategic goals. Study on strategic goals shows that some components needed for prime national education services. Those needs include teachers and educational personnel, learning and assessing, facilities and equipments, budget, and management.

1. Education Development Strategy Year 2011–2014
Strategy is a systimatic efforts to reach the strategic goals determined through achieving strategic targets from the strategic goals. Each strategy explains education service components have to be provided to reach strategic targets of the strategic goals. Those components consist of qualified teacher and educational personnel, facilities and equipments, learning system, data and information, fund, and system and procedure. Disparity among regions, genders, socio-economics, and level of educations organized by both government and society are also considered on choosing strategy.
The strategic goals are
a. Available and reachable qualified and equal Early Childhood Education (ECE) services in all provinces, districts and cities.

b. Guaranteed certainty to get qualified and equal basic education services in all provinces, districts and cities.
c. Available and reachable qualified, relevant, and equal secondary education services in all provinces, districts and cities.
d. Available and reachable qualified, relevant, internationally competitive, and equal higher education services in all provinces.
e. Available and reachable equal, qualified, and relevant with society needs adult education services.
f. Available management system that is reliable to guarantee prime services of national education

2. Direction of National Education Development Policy Year 2011–2014

Some parts of the direction of National Education Development Year 2011-2014 are the same as brake through policies used by MOEC during periode of 2005-2009. The brake through policies continued are policies that have implemented and succeed with some modification as stressing in the periode of 2011-2014. The explanation of the direction of policies are as follows.
a. Increasing teachers qualificatioan and sertification
b. Improving the quality of Educational Personnel Education Institution (LPTK) and their graduates
c. Empowering School Principles and School Supervisors
d. Implementing Education Methodology for Noble Morals and Nation Character
e. Developing Education Methodology to build human with character of creative, inovative, sportif, and entrepreneur
f. Integrated Education Assessment System
g. Empowering and expanding the use of ICT in education
h. Providing cheap textbook
i. Providing rational fund for education, research, and public services
j. Empowering society, business, and industry
k. Strengthening and expanding nonformal and informal education
l. Reformation of birocracy
m. Coordination among ministries and/or government agency, and between Central and local government
n. Acceleration of education development in remote and less-development area, isolated area, and victims of natural disaster
o. Synchronizing education and the needs of business and industry.

C. **Strategic Plan of** MOEC

1. Vission, Mission, and Goal of National Education

Emerging education system as a strong and respectable social institution to empower all Indonesian citizens so that they become qualified human who is able proactively to answer challanges of ever-changing era. In line with the national education mision, MOEC in Year 2025 should produce "SMART AND COMPETITIVE INDONESIAN" (The Perfect Man/The Complete Human).

The theme of education development phase two (2011-2014) is focused to strengthen education services. In line to this focus, MOEC vision 2014 is implementing prime national education service to produce smart and comprehensive Indonesian. Prime national education services are education services that

a. Available evently in all area of Indonesia,
b. Reachable by all socio-economic level in society,
c. Qualified and relevant to the need of society, business, and industry,
d. Equal for all Indonesia citizen in getting qualified education concerning various sociol-culture, economy, geographic, gender, and other backgrounds, and
e. Guarranty of certainty for every citizen to get education and to ajust to the need of society, business, and industry.

MOEC mission is packed in '5K Mission', i.e:

- Avalilability (**K**etersediaan)
  Improving avaliability of education services as an efforts to provide facilities, equipment, and infrastructure for schools and other supports.
- Reachable (**K**eterjangkauan)
  Expanding reachable education services by seeking education cost reachable by community.
- Quality (**K**ualitas)
  Improving the quality and relevance of education services as an efforts to reach qualified education based on national standards to improve quality and nation competitiveness.
- Equality (**K**esetaraan)
  Building equality to get education services, no differences in education services among region, suku, religious, social status, public and private, and genders.
- Guaranty of certainty (**K**epastian jaminan)
  Guarantee the certainty to get education services. There is a guaranty that graduates can continue their education to next level or to get jobs according to their competency.

2. National Education Development Program Year 2011–2014

The development program of national education Year 2011-2014 consists of three aspects, i.e. restructructuring MOEC program and activities; distribution of authority and resspossibility among different levels of government (central, province, and district/city); and programs grouping.

a. Restructructuring MOEC Program and Activities

MOEC is choosen as one of six ministries/agencies as pilot reformation on planning and budgeting. The regulation is in Finance Memorandum 2009 (Annex of President' speech, August 2008) and strengthened by Deputy of Development Funds, Agency for National Development Planing (BAPPENAS) Number. 0298/D.8/01/2009, January 19, 2009. The basis of restructured planning and budgeting is Law No. 17 Year 2003 about National Finance and Law Number. 25 Year 2004 about National Development Planning System. According to the laws, the formulation of Strategic Plan Year 2011-2014 becomes an obligation for every ministry/agency. It means to give guarantee for continuous programs and to guide new leader on doing his/her task. Strategic plan also becomes a main requirement for establishing accountability, tranparency, and improving the quality of output and outcome on utilizing national budget. Strategic plan guides every leader of working unit to do more accountable task and functions. In reformed planning and budgeting, every echelon I is expected to determine one or two programs, and every echelon II is possible to has one or two activities according to the characteristics of its taks and functions. Program in every echelon I and activity in all echelon II have to reflect National Priority Program. Through reformed planning and budgeting, it is expected to have picture of funding for next 5 years so that government can guarantee to provide budget for next 5 years. Preparing strategic plan also considers fiscal capability to comply laws that government has to provide education budget at least 20% of national budget. Strategic Plan Year 2011-2014 is prepared using some assumption on economic growth and combination of bottom up and top down approaches involving all echelon I and echelon II in MoNE and MoRA. Top down approach means that this plan considers availability of budget according to national budget estimates. In implementation, bottom up approach is performed to get picture on the need of budget to establish ideal condition.

In this situation, gap between mimimum of 20% national budget and ideal condition is appeared. The challenge for govenment is to narrow down the gap, i.e. providing enough budget to meet ideal condition. Based on this strategic plan, every main unit has to transform into measured annual plan.

b. Distributing Authority and Respossibility among Central, Province, and District/City Government

In general, reformation movement in Indonesia demands implementation of democracy, authonomy, and decentralization of principle in nation and state life. Law Number 20 Year 2003 about National Education System is a respons on reformation demand in education. In line with decentralization principle, Law No. 32 Year 2004, and the Government Law Number 38 Year 2007 regulates the implementation and management of education which are the authority of central government, provincial government, and district/city government.

Law Number 20 Year 2003 determines that Ministry of National Education is responsible on managing national education system. Government determines national policy and standard of education to assure the quality of national education. Government and/or local government excutes at least one school for every level of education to be developed into an international level school. Provincial government conducts coordination among districts/cities for implementating education, developing educational personnels, and providing education facilities and equipment on basic and secondary education. District/City government manages basic and secondary education, and schools based on local superiority. Higher education decides policy and has autonomy on managing education on its institution.

c. Program Grouping

Referring to restructured program and activities, MOEC has constructs education development programs related to goals to be reached in 2014. However, referred to changing on organization structure of MOEC based on President Law No. 67 Year 2011 about Changes of President Law No. 24 Year 2011 about Organization Structure of Echelon I in Minitries and Agencies, MOEC has 9 echelon I units and 9 programs. The organization structure of MOEC based on President Law Number 67 Year 2011 is shown in Chapter V, Diagram 5.1.

Those programs construct based on education level and support needed for smoothness of implementating programs. The program groupings are as follows.

1. Program of Early Childhood Education, Nonformal, and Informal Education
2. Program of Basic Education
3. Program of Secondary Education
4. Program of Higher Education
5. Program of Education Human Resource Development and Education Quality Assurance
6. Program of Research and Development

7. Program of Development and Establishment of Languange
8. Program to Support Management and Other Technical Tasks
9. Program to Supervisor and Improving Apparatus Accountability

CHAPTER III
EDUCATION PROVISION

A. FORMAL

1. Implementation

Chapter 3, Article 4 in the Act Number 20 Year 2003 about National Education System states that education is conducted democratically, equally, and fairly based on human rights, religious values, cultural values, and national pluralism. Education is also conducted as a systematic unit with an open system and multi-meanings. It is conducted as a life-long learning process of transforming cultural values and for the empowerment of learners. In addition, it provides modeling, motivation and creativity in the process of learning. Also, it develops culture for reading, writing, and arithmetic for all members of the community. Moreover, it empowers all components of the community through its participation in the implementation and quality control of the education services.

a. Basic Education

Basic education is the foundation for secondary education, in the form of primary school level and junior secondary school level. Basic education level includes PS and IPS or other schools of the same level and it also includes JSS as well as IJSS or other schools of the same level.

The form of the basic education is Primary School (PS) and for Islamic basic education is in Islamic Primary School (IPS). PS and IPS are provided for children who are seven years of age and take 6 years of schooling.

The other form of the basic education is the (JSS) and for the other form of the Islamic Basic Education is the Islamic Junior Secondary School (IJSS). JSS and IJSS are for children up to 13 years of age with the completion of PS or IPS or other schools of the same level. It is accomplished in three years.

b. Secondary Education

Secondary education is the continuation of basic education. It consists of general senior secondary and vocational senior secondary education. It takes the form of GSSS, IGSSS, VSSS, and IVSSS or other schools of the same level. It is for children aged 16-18 years old with basic education completion.

c.   Higher Education

It is a level of education after senior secondary education. It consists of diploma, bachelor (*sarjana*), master and specialized postgraduate programs, and doctorate programs imparted by a higher education institution. It shall be provided in a flexible system and runs in the form of: (1) academic, (2) polytechnic, (3) college for specialization (*sekolah tinggi*), (4) institute, and (5) university.

Academy provides vocational and technical education in a field or branch of science, technology and arts. *Polytechnic* provides vocational and technical education in special fields. Higher Education Learning *(Sekolah Tinggi)* provides academic and/or vocational and technical education in a specific field, and it could provide professional education if it meets the conditions lay down. *Institute* is a form of Higher Education that consists of several faculties that provides academic education within disciplines of science, technology and/or arts, and it could provide professional education if it meets the conditions lay down. *University* is a form of Higher Education that consists of several faculties which provides academic education in the areas of science, technology, and/or arts, and it could provide professional education if it meets the conditions lay down.

Any higher education shall provide education, research, and community services. Each can run academic, professional, and/or vocational and technical programs. As regard academic programs, it is conducted through Bachelor (*Sarjana*) Program (S-1) within 4-5 years, and shall be continued to Postgraduate Programs in the forms of Specialist1-Program (Sp-1) in two years or master Programs (S-2) in two years. Having completed Sp-1 or S-2, the graduates could pursue to Specialist2-Program (Sp-2) or Doctorate program (S-3) for three years.

Professional and/or vocational and technical programs are conducted through the so-called Diploma-1 (D-1), Diploma-2 (D-2), Diploma-3 (D-3), and Diploma-4 (D-4) with each respectively takes for the completion of 1 year, 2 years, 3 years, and 4 years. All these diploma programs are meant for secondary education graduates only with the estimate age of 19 years. For Sp-1 and S-2 programs, the entrees shall be between 23 and 24 years of age, and for Sp-2 and S-3 programs the entrees shall be 25-26 years of age.

Having met the requirements prescribed and possessed the competence to provide a particular academic program, higher education institutions may confer academic, professional, or technical and vocational degrees in accordance with the education programs that are provided. Degrees on academic, professional, or vocational and technical can be made use of by only graduates of those higher education institutions, which can confer such degrees rightfully. The title of the degrees is only acceptable in the form and abbreviation as received from the concerned institutions. In addition, universities, institutes, and higher education institutions, which conduct doctorate programs, are entitled to confer a suitable degree of

honorary doctor (*Doctor Honoris Causa*) upon an individual who deserves a high appreciation with regard to his/her extraordinary contribution to science, technology, community, religion, cultures, or arts.

Evaluation to students' academic achievement at higher education institutions shall refer to the teaching-learning outcomes per-semester by using Semester Credit System (*SKS*). *Semester* is a unit of activity in the period of 18-20 weeks lecturing or other scheduled activities including 2-3 weeks for academic evaluation activities. Therefore, one academic year consists of 2 semesters. SKS is to measure the load of students' learning, lecturers' working, and education provision within every semester and academic year. *One SKS* is students' learning activities per semester which is equal to weekly scheduled activity comprising 1 hour classroom/learning, or 2 hours of practical or 4 hours of field study which each respectively followed by about 1-2 hours of structured activity and about 1-2 hours of self-activity. Therefore, for 20 SKS a particular student shall be able to allocate learning activities from 40 hours to 60 hours per week. Table 3.1 shows regulation on SKS load and unit of semester for each program.

Table 3.1
SKS and Semesters by Educational Programs

Educational Program	Regulation or Requirement
D1	Completion of at least 40 SKS and a maxiumum of 50 SKS within 2-4 semesters from the registration date as new student.
D2	Completion of at least 80 SKS and a maxiumum of 90 SKS within 4-6 semesters from the registration date as new student.
D3	Completion of at least 110 SKS and a maxiumum of 120 SKS within 6-10 semesters from the registration date as new student.
D4	Completion of at least 144 SKS and a maximum of 160 SKS within 8-14 semesters from the registration date as new student.
S1 (Bachelor)	Completion of at least 144 SKS and a maximum of 160 SKS within 8-14 semesters from the registration date as new student.
Sp1	Completion of at least 36 SKS and a maximum of 50 SKS within 4-10 semesters after Sarjana (S1) program.
S2 (Masters)	Completion of at least 36 SKS and a maximum of 50 SKS within 4-10 semesters after Sarjana (S1) program.
Sp2	Completion of at least 40 SKS within 4-10 semesters after Sp1 or Masters (S2) program.
S3 (Doctorate)	Completion of at least 40 SKS within 4-10 semesters after Masters (S2) program.

Higher education graduates shall be conferred such titles rightfully in the form of professional, academic, and vocational and technical education.

Professional Title is the title for graduates of higher education, which runs professional education programs. The title is conferred upon graduates of professional education from pcademic, polytechnic, college for specialization (*Sekolah Tinggi*), Institute, and university. Field of study for professional title is the name of study program as stated by MoEC that is, Directorate General of Higher Education. The right to confer a title rests only to higher education institutions, which have met the requirements, prescribed and possess the competence to provide a particular academic program. There are four titles for diploma program graduates namely, (a) D-

1 program is Ahli Pratama with an abbreviation of A.P. (b) D-2 program is Ahli Muda with an abbreviation of A.MA. (c) D-3 program is Ahli Madya with an abbreviation of A.Md. (d) D-4 program is Ahli with an abbreviation of A. There are two titles for Specialization Program graduates are as follows, (a) Sp-1 program is Specialist with an abbreviation of Sp. And (b) Sp-2 program is Main Specialist with an abbreviation of Sp.U. The abbreviation and field of study are written after the name of conferred graduates.

Academic Title is conferred upon graduates of higher education that runs academic education program. The title is only conferred upon graduates of higher learning education (*Sekolah Tinggi*), institute, and university. Field of study for academic title is study program and/or study program cluster. The title can only be conferred by colleges (*Sekolah Tinggi*), institutes, or universities, which meet the requirements, prescribed and possess the competence to provide a particular academic program. Types of titles are bachelor, master, and doctor.

Table 3.2
Types of Academic Titles for Bachelor (Sarjana=S-1)

No.	Field of Study	Academic Titles	Abreviation
1	Letters	*Sarjana Sastra*	S.S.
2	Law	*Sarjana Hukum*	S.H.
3	Economics	*Sarjana Ekonomi*	S.E.
4	Political Science	*Sarjana Ilmu Politik*	S.IP
5	Social Science	*Sarjana Ilmu Sosial*	S.Sos
6	Psychology	*Sarjana Psikologi*	S.Psi
7	Medical	*Sarjana Kedokteran*	S.Ked
8	Public Health	*Sarjana Kesehatan Masyarakat*	S.KM
9	Dental Medical	*Sarjana Kedokteran Gigi*	S.KG
10	Agriculture	*Sarjana Pertanian*	S.P.
11	Agriculture Technology	*Sarjana Teknologi Pertanian*	S.TP
12	Animal Husbandry	*Sarjana Peternakan*	S.Pt
13	Fishery	*Sarjana Perikanan*	S.Pi
14	Forestry	*Sarjana Kehutanan*	S.Hut
15	Veterinary Medicine	*Sarjana Kedokteran Hewan*	S.KH
16	Mathematics and Science	*Sarjana Sains*	S.Si
17	Engineering	*Sarjana Teknik*	S.T.
18	Computer and Informatics	*Sarjana Komputer*	S.Kom
19	Arts	*Sarjana Seni*	S.Sn
20	Education	*Sarjana Pendidikan*	S.Pd
21	Religion	*Sarjana Agama*	S.Ag

Types of titles, field of study, and the abbreviation for S1 programs can be seen in Table 3.2. Types of titles, field of study and the abbreviation for S-2 program can be seen in Table 3.3. The title and field of study for bachelor and master in the form of abbreviation are written after the conferred graduate's name. Academic title of doctor or Dr. is written in the form of the conferred graduate's name.

Table 3.3
Types of Master Academic Titles (Magister=S2)

No.	Field of Study	Academic Titles	Abreviation
1	Letters	*Magister Humaniora*	M.Hum
2	Law	*Magister Hukum*	M.H
3	Women Studies	*Magister Humaniora*	M.Hum
4	Economics Management	*Magister Manajemen*	M.M.
5	Other Economics	*Magister Sains*	M.Si
6	Social and Political Science	*Magister Sains*	M.Si
7	National Defense Studies	*Magister Sains*	M.Si
8	Sociology	*Magister Sains*	M.Si
9	Psychology	*Magister Sains*	M.Si
10	Mathematics and Science	*Magister Sains*	M.Si
11	Library	*Magister Sains*	M.Si
12	Medical	*Magister Kesehatan*	M.Kes
13	Public Health	*Magister Kesehatan Masyarakat*	M.KM
14	Dental Medical	*Magister Kesehatan*	M.Kes
15	Agriculture	*Magister Pertanian*	M.P.
16	Veterinary Medicine	*Magister Kesehatan Hewan*	M.KH.
17	Animal Husbandry	*Magister Peternakan*	M.Pt.
19	Agriculture Technology	*Magister Teknologi Pertanian*	M.TP.
20	Forestry	*Magister Kehutanan*	M.Hut.
21	Fishery	*Magister Perikanan*	M.Pi.
22	Engineering	*Magister Teknik*	M.T.
23	Computer and Informatics Science	*Magister Komputer*	M.Kom
24	Arts	*Magister Seni*	M.Sn.
25	Education	*Magister Pendidikan*	M.Pd
26	Religion	*Magister Agama*	M.Ag

Professional title is conferred upon someone with academic title and has completed a particular professional program or vocational and technical program. A sarjana degree holder who has completed a particular professional program is duly granted the professional title. Types of professional titles are shown in Table 3.4.

Table 3.4
List of Professional Titles

No.	Professional Areas	Profession Titles
1	Medical	Dokter
2	Pharmacy	Apoteker
3	Economics	Akuntan
4	Veterinary Medicine	Dokter Hewan
5	Dental Medical	Dokter Gigi
6	Psychology	Psikolog
7	Law	Notaris, Pengacara
8	Architecture	Arsitek

Scheme of schooling characteristics as stated in Table 3.5 is the summary of all schooling education provision.

Table 3.5
Scheme of Schooling Characteristics

Schooling Levels		Entry (age)	Duration (year)	Graduation Regulations
Pre-school	Kindergarten A (KG A)	5	1	-
	Kindergarten B (KG B)	6	1	-
Basic Education	Primary School (PS)	7	6	Completion of 6-year
	Junior secondary school (JSS)	13	3	Completion of 3-year
Secondary Education	Senior general secondary school (GSSS)	16	3	Completion of 3-year education
	Senior vocational secondary school (VSSS)	16	3	Completion of 3 year education
Special Education	Special School (SS)	Similar to schooling levels of KG, PD, JSS, GSSS, and VSSS		
Higher Education	Diploma-3/D3	19	3	Completion of 110-120 SKS
	Diploma-4/D4	19	4	Completion of 144-160 SKS
	Sarjana/S1	19	4 or more	Completion of 144-160 SKS
	Spesialist-1/Sp1	23	2 or more	Completion of 36-50 SKS
	Magister/S2	23	2 or more	Completion of 36-50 SKS
	Spesialist-2/Sp2	25	3 or more	Completion of 40 SKS
	Doctorate/S3	25	3 or more	Completion of 40 SKS

2. Curriculum

The explanation on curriculum is divided into three parts, which are the background content of standard curriculum, the differences between "Content-Based Curriculum" and "Competency-Based Curriculum", and the basic outline and structure of content-based curriculum.

a. The Background content of standard curriculum

National education based on Pancasila and the 1945 Constitution functions to develop the nation's capacities and characteristics. In the implementation of the function, the government executes a national education system as quoted in Law of the Republic of Indonesia, Number 20 Year 2003 about National Education Systems. The implementation of this law is broken down into number regulations; one of those is a Government Regulation Number 19 Year 2005 about National Education Standard. This government regulation guides eight kinds of national education standard, including: (1) standard of content, (2) standard of process, (3) standard of graduate competency, (4) standard of teacher and educational personnel, (5) standard of educational facilities, (6) standard of management, (7) standard of budgeting, and (8) standard of educational evaluation.

The standard of content consists of: (1) basic outline and curriculum structure which guides the development of curriculum in the level of education unit; (2) student's load of learning in primary and secondary education; (3) curriculum in the level of education unit which will be developed by education unit based a guide for the curriculum development which is inseparable parts of standard of content; and (4) educational

calendar which will be used for the implementation of education in the level of primary and secondary education.

This Government Regulation is followed up by National Education Minister's Decree Number 22, 23, and 24 Year 2006 about Standard of Content of the Curriculum. This decree is a basis for the nullification of the Competency-Based Curriculum which was tried out since 2001.

National Education Standard Board (NESB) evaluated that the Competency-Based Curriculum is crammed by contents without clear competencies. Besides, lack of educational facilities, low quality of teachers, and uneven distribution of teacher ratio teacher to students all together have made a difficult application of the Competency-Based Curriculum. Some schools experience some hindrances, in piloting the Competency-Based Curriculum, which can be mentioned as follows 1) Unlaced concept of the Competency-Based Curriculum leads to the difficulties in applying the curriculum; 2) Difficulties in finding suitable methods are caused by no guidance for the implementation of the Competency-Based Curriculum; 3) Insufficient guidance from local educational has made difficulties for teachers to understand the Competency-Based Curriculum; 4) Insufficient educational facilities have made difficulties for teachers to apply the Competency-Based Curriculum such as material books that correlates with the concept of Competency-Based Curriculum; 5) There is still a lack of adaptation to the evaluation systems.

In response to those difficulties, government decides the Content-Based Curriculum to replace the Competency-Based Curriculum. The Content-Based Curriculum is developed to empower teachers in creating a learning concept which suitable to the needs and satisfy to the school condition. So far, many teachers complain that the curriculum is so rigid; the curriculum does not give enough space to create some innovations in the teaching-learning process. In the long run, teachers are thought as 'a machine' of the curriculum packet, without autonomy to develop their curriculum themselves. By giving the autonomy, it is expected that teachers are able to express their creativities because they are closer to the students and their environment, such that the communication between teachers and students become better.

b. The Differences between "Content-Based Curriculum" and "Competency-Based Curriculum"

Substantially, there is no principal difference between these two curriculums. Content, target, and substance of the 2006 Content-Based Curriculum equals to 2004 the Competency-Based Curriculum. The only difference is that there is no detailed structure because the 2006 Content-Based Curriculum is not a curriculum but only a guide to develop the curriculum. It is called a guide because it only arrange content and competency standard that should be achieved by the students. So, there is

no uniform curriculum because the detailed development (in term of content mastery, teaching-learning process, and achievement indicators) is the authority of the teachers and schools.

The 2006 Content-Based Curriculum implemented by high quality teachers might not emerge any problems but it might be a problem when it is implemented by the teachers and schools with low quality. Most of the teachers are not able to contribute creative thinking or ideas to make further guidance of the curriculum, neither theoretically or practically. Low teachers' creativity in the implementation of the previous curriculum also influenced how teachers apply the present curriculum. The situation is worsened by the lack of laboratories and any other facilities which is the main requirement for the application of the new curriculum.

Curriculum in the level of education unit in primary and secondary education is developed by school and school committee based on the following principles that is developed by BSNP. This curriculum is developed based on the six principles which are: 1) centered on the potentials, development, needs, and necessity of the students and their environment; 2) integrated and diverse; 3) responsive to the development of the science, technology and arts; 4) relevants with the life's needs; 5) comprehensive and continuous; 6) long-life process.

This curriculum is developed based on principles that students have a central position in developing their competencies in order to become a man who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible. To achieve the goals, the development of the students' competencies should be fit to potency, development, and needs of the students and environmental demand.

Curriculum is developed by giving attention to various characteristics of students, local condition, levels and types of education, various religion, tribe, culture and traditional, social-economis status, and gender. Curriculum consists of compulsory components of curriculum, local substance of the curriculum, comprehensive self-development; substances are arranged in a proper and meaningful way.

Curriculum is developed based on awareness that science, technology, and arts develop dynamically and because of that the spirit and content of curriculum should encourage the students to keep up with and utilize appropriately the development of science, technology, and arts.

The curriculum is developed by involving the stakeholders for giving warranty the relevancy of education to the life needs, including the workforce. Because of that, the development of individual, thinking, social, academic, and vocational skills is a must.

Curriculum materials consist overall dimension of competencies, scientific substances, and subject matter is planned and presented in a continuously and sustainable intra-level of education.

The curriculum is directed to the development and empowerment of students for their whole of life. Curriculum reflects the relevancy among formal, in-formal, and non-formal education by paying attention to the continuous development of condition and environmental demand and human development as whole.

c.   Basic Outline and Structure of Content-Based Curriculum

Curriculum is developed by paying attention to the national and local in order to have better society, nation, and state life. National and local needs should have mutual-helps and mutual empowerment which fits to a motto unity in diversity (*Bhinneka Tunggal Ika*) in the spirit of brotherhood and solidarity. Content-Based Curriculum consists of basic competency, basic outline of the curriculum, curriculum structure, learning loads, and educational calendar. Content-Based Curriculum can be described further as follows.

1)   Basic Outline of the Curriculum

Government Act Number 19 Year 2005 about National Standard of Education Chapter 6 article (1) states that curriculum for general, vocational, and special education and education with special services in primary and secondary education consists of five groups which are a) a group of subject matter in religion and noble moral; b) a group of subject matter in citizenships and personality; c) a group of subject matter in science and technology; d) a group of subject matter in aesthetics; and e) a group of subject matter in sport and health.

Group of subject matter in religion and noble moral is aimed to form the students in order to become ones who are faithful and pious to one and only God; who possess morals and noble character. Noble character includes ethics and/or moral as the result of religious education.

Group of subject matter in citizenships and personality is aimed to increase an awareness of students for their status, right, and duty in society, nation, and state life as well as the increment of their quality of life. This awareness includes to have the same nation, patriotism, human right, pluralism, gender, democratic, social responsibility, law obedience, tax responsibility, attitude against corruption, collusion, and nepotism.

Group of subject matter science and technology for PS/IPS/ Special PS is aimed to acquaintance, to have an opinion, to appreciate science and technology, to be accustomed to think critically and academically. Group of subject matter in science and technology in JSS/IJSS/Special JSS is aimed to have basic competency in science and technology as well as to be accustomed to think critically, creatively, and self-supporting. Group of subject matter in science and technology in GSSS/MA/Special GSSS is aimed to have further competency in science and technology as well as to be accustomed to think critically, creatively, and self-supporting. Group of

subject matter science and technology in VSSS/IVSSS are aimed to apply science and technology as well as to form competency, skills, self-sufficient worker.

Group of subject matter in aesthetics are aimed to increase sensitivity, ability in expression, and appreciation to beauty and harmony. Ability to express beauty and harmony includes appreciation and expression in individual life so she/he enjoys and grateful for her/his individual life as well as in her/his societal life such that she/he is able to create a spirit of togetherness in harmony.

Group of subject matter sports and health in PS/IPS/Special PS are aimed to increase physical potent and to be accustomed to sportmanships and awareness to healthy life. Group of subject matter sports and health in JSS/IJSS/Special JSS are aimed to increase physical potent and to be accustomed to sportmanships and awareness to healthy life. Group of subject matter sports and health in GSSS/IGSSS/Special GSSS/VSSS/IVSSS is aimed to increase physical potent and to be accustomed to sportsmanships, discipline, work together, and healthy life. Culture of healthy life includes healthy life awareness, attitudes, and behaviour; individually as well as collectively, such as no free-sex, no drugs, no HIV/AIDS, and any other potential spread-out disease.

2) Curriculum Structure

a. Curriculum Structure of General Education

Curriculum structure is a pattern and a number of subject matter that must be taken by students in teaching-learning process. The depthless of curriculum materials in each of subject matter and in each level of education is expressed as competencies that must be mastered by the students and fits well to learning loads as mentioned in curriculum structure. The competencies include standard competency and basic competency which are developed based on standard of graduate competency. Local substance and self-development process are an integral part of the curriculum structure in primary as well as in secondary education.

Local contents are curricular activities for the development of competencies which are suited to specific characteristics and local needs, including local excellence, where the contents cannot be grouped into the existing subject matter. Substance of local contents is determined by education unit. Self-development is not subject matter that should be taught by teacher. The aims of self-development are to give an opportunity to students to develop and express themselves which fit their needs, talents, and interest to the school condition. Self-development activities are facilitated and/or guided by counselors, teachers, or educators which are run in the form of extracurricular. Self-development activities are conducted

through counseling services related to personal issues, social life, studying, and student carrier development.

Learning hours for each subject matter are allocated as shown in curriculum structure. Education unit is allowed to add four hours learning hour maximally each week. Effective learning per year (two semesters) is 34 to 38 weeks.

Curriculum Structure of PS/IPS

Curriculum structure of PS/IPS consists of learning substance which should be completed in one level of education for six years started from grade I to grade VI. Curriculum Structure of PS/IPS is developed based on competency standard of graduates and subject matter competency by using the following criteria.

Table 3.6
PS/IPS Curriculum Structure

No.	Component	Class and Allocated Time			
		I	II	III	IV-VI
A.	Subject matter				
1.	Religious Edu0cation				3
2.	Citizenship Education				2
3.	Indonsian Language				5
4.	Mathematics				5
5.	Physical Science				4
6.	Social Science				3
7.	Craft, Arts, and Culture				4
8.	Sports and Health				4
B.	Local Contents				2
C.	Self-Development				2*)
	Total	26	27	28	32

Legend: *) It is equivalent to 2 learning hours.

PS/IPS curriculum consists of 8 subject matters, local contents, and self-development. Substance of Physical Science and Social Science in PS/IPS is 'integrated Physical Science' and 'integrated Social Science'. Learning process in grade I to grade III is conducted through thematic approach while in grade IV to grade VI is conducted through subject matter approach. Each learning hour is 35 minutes.

Structure of Curriculum of JSS/IJSS

Curriculum structure of JSS/IJSS consists of learning substance which should be completed in one level of education for three years started from grade VII to grade IX. Curriculum structure is developed based on competency standard of graduates and subject matter competency. JSS/IJSS curriculum consists of 10 subject matters, local contents, and self-development. Substance of Physical Science and Social Science in JSS/IJSS is

'integrated Physical Science' and 'integrated Social Science'. The time allocation for each learning hour is 40 minutes.

Table 3.7
JSS/IJSS Curriculum Structure

No.	Component	Class and Allocated Time		
		VI	VIII	IX
A.	Subject matter			
1.	Religious Education	2	2	2
2.	Citizenship Education	2	2	2
3.	Indonesian Language	4	4	4
4.	English	4	4	4
5.	Mathematics	4	4	4
6.	Physical Science	4	4	4
7.	Social Science	4	4	4
8.	Arts/Culture	2	2	2
9.	Sports and Health	2	2	2
10.	Skills/Information and Communication Technology	2	2	2
B.	Local Contents	2	2	2
C.	Self-Development	2*)	2*)	2*)
	Total	32	32	32

Legend: *) It is equivalent to 2 hours of learning

Curriculum Structure of GSSS/IGSSS

Curriculum structure of GSSS/IGSSS consists of learning substance which should be completed in one level of education for three years started from grade X to grade XII. Curriculum structure is developed based on competency standard of graduates and subject matter competency. Classes in GSSS/IGSSS are grouped into two groups as follows: 1) Grade X is a general program that must be followed by all students; 2) Grade XI and XII are streaming programs that consist of four programs: (1) Physical Science Program, (2) Social Science Program, (3) Language Program, and (4) Religious Program, only for IGSSS.

Table 3.8
GSSS/IGSSS Curriculum for Grade X

No.	Component	Allocated Time	
		Semester 1	Semester 2
A.	Subject matter		
1.	Religious Education	2	2
2.	Citizenship Education	2	2
3.	Indonesian Language	4	4
4.	English	4	4
5.	Mathematics	4	4
6.	Physics	2	2
7.	Chemistry	2	2
8.	Biology	2	2
9.	History	1	1
10.	Geografy	1	1
11.	Economics	2	2
12.	Sosiology	2	2
13.	Art and Culture	2	2
14.	Sports and Health	2	2
15.	Information and Communication Technology	2	2
16.	Skills in Foreign Language	2	2
B.	Local Contents	2	2
C.	Self-Development	2*)	2*)
	Total	38	38

Legend: *) It is equivalent to 2 hours of learning

Table 3.9
GSSS/IGSSS Curriculum Structure for Grade XI and XII,
Physics Science Program

No.	Component	Alocated Time			
		Grade XI		Grade XII	
		Smt 1	Smt 2	Smt 1	Smt 2
A.	Subject matter				
1.	Religious Education	2	2	2	2
2.	Citizenship Education	2	2	2	2
3.	Indonesian Language	4	4	4	4
4.	English	4	4	4	4
5.	Mathematics	4	4	4	4
6.	Physics	4	4	4	4
7.	Chemistry	4	4	4	4
8.	Biology	4	4	4	4
9.	History	1	1	1	1
10.	Geografy	2	2	2	2
11.	Economics	2	2	2	2
12.	Information and Communication Technology	2	2	2	2
13.	Skills in Foreign Language	2	2	2	2
B.	Local Content	2	2	2	2
C.	Self-Development	2*)	2*)	2*)	2*)
	Total	39	39	39	39

Legend: *) It is equivalent to 2 hours of learning

Table 3.10
GSSS/IGSSS Curriculum Structure for Grade XI and XII,
Social Science Program

No.	Component	Alocated Time			
		Grade XI		Grade XII	
		Smt 1	Smt 2	Smt 1	Smt 2
A.	Subject matter				
1.	Religious Education	2	2	2	2
2.	Citizenship Education	2	2	2	2
3.	Indonesian Language	4	4	4	4
4.	English	4	4	4	4
5.	Mathematics	4	4	4	4
6.	History	3	3	3	3
7.	Geografy	3	3	3	3
8.	Economics	4	4	4	4
9.	Sosiology	3	3	3	3
10.	Arts and Culture	2	2	2	2
11.	Sports and Health	2	2	2	2
12.	Information and Communication Technology	2	2	2	2
13.	Skills in Foreign Language	2	2	2	2
B.	Local Content	2	2	2	2
C.	Self-Development	2*)	2*)	2*)	2*)
	Total	39	39	39	39

Legend: *) It is equivalent to 2 hours of learning

Table 3.11
GSSS/IGSSS Curriculum Structure for Grade XI and XII,
Language Program

No.	Component	Alocated Time			
		Grade XI		Grade XII	
		Smt 1	Smt 2	Smt 1	Smt 2
A.	Subject matter				
1.	Religious Education	2	2	2	2
2.	Citizenship Education	2	2	2	2
3.	Indonesian Language	5	5	5	5
4.	English	5	5	5	5
5.	Mathematics	3	3	3	3
6.	Indonesian Letters	4	4	4	4
7.	Foreign Language	4	4	4	4
8.	Anthropology	2	2	2	2
9.	History	2	2	2	2
10.	Arts and Culture	2	2	2	2
11.	Sports and Health	2	2	2	2
12.	Information and Communication Technology	2	2	2	2
13.	Skills in Foreign Language	2	2	2	2
B.	Local Content	2	2	2	2
C.	Self-Development	2*)	2*)	2*)	2*)
	Total	39	39	39	39

Legend: *) It is equivalent to 2 hours of learning

Table 3.12
GSSS/IGSSS Curriculum Structure for Grade XI and XII,
Religious Program

No.	Component	Alocated Time			
		Grade XI		Grade XII	
		Smt 1	Smt 2	Smt 1	Smt 2
A.	Subject matter				
1.	Religious Education	2	2	2	2
2.	Citizenship Education	2	2	2	2
3.	Indonesian Language	4	4	4	4
4.	English	4	4	4	4
5.	Mathematics	4	4	4	4
6.	Tafsir dan Ilmu Tafsir	3	3	3	3
7.	Ilmu Hadits	3	3	3	3
8.	Ushul Fiqih	3	3	3	3
9.	Tasawuf/Ilmu Kalam	3	3	3	3
10.	Arts and Culture	2	2	2	2
11.	Sports and Health	2	2	2	2
12.	Information and Communication Technology	2	2	2	2
13.	Skills in Foreign Language	2	2	2	2
B.	Local Content	2	2	2	2
C.	Self-Development	2*)	2*)	2*)	2*)
	Total	38	38	38	38

Legend: *) It is equivalent to 2 hours of learning
**) It is determined by MoRA

b). Curriculum Structure for Vocational Education

Vocational education, which is VSSS and IVSSS, is aimed at improving intelligence, knowledge, noble character, skills of the students in order they are able to be a self-sufficient and to continue studying to suited vocational higher degree. In order the graduates of vocational education are able to work effectively and efficiently as well as to develop their expertise and skills, the graduates have to have high stamina, to be expert in their field, to have basic science and technology, to have a high spirit of working, to be able to communicate to satisfy their job, and to have ability for self-development. The curriculum structure of the vocational school, the VSSS/IVSSS is aimed to achieve those goals. Curriculum of VSSS/IVSSS consists of compulsory subject matter, vocational subject matter, local contents, and self-development.

Compulsory subject matter consists of 9 subjects. They are Religious Education, Citizenships, Language, Mathematics, Physics Science, Social Science, Arts and Culture, Sports and Health, and Skills/Vocational. Those subject matters are aimed to form Indonesian human in view of working people. Vocational subject matter is aimed at the development of vocational competency and the capacity to adapt his/her expertise in his/her job environment.

The activities of self-development are conducted through counseling services related to personal issues and student's life social, studying, carrier development. Self-development for VSSS/IVSSS is aimed at creativity and carrier development. Curriculum structure of VSSS/ IVSSS consists of learning substance which can be completed in an education unit for three

years or can be lengthened until four years started from grade X to grade XII or grade XIII. Curriculum structure of VSSS/ IVSSS is arranged based on competency standard of graduates and competency standard of subject matter.

Tabel 3.13
VSSS/IVSSS Curriculum Structure

No.	Component	Duration (in hours)
A.	Subject matter	
1.	Religious Education	192
2.	Citizenship Education	192
3.	Indonesian Language	192
4.	English	440
5.	Mathematics	
5.1.	Mathematics for Arts, Tourism, and Domestic Technology	330
5.2.	Mathematics for Social, Administration and Accountancy	403
5.3.	Mathematics for Technology, Health and Agriculture	516
6.	Physical Science Education	
6.1	Physical Science	192
6.2	Physics	
	6.2.1 Physics for Agriculture	192
	6.2.2 Physics for Technology	
6.3	Chemistry	
	6.3.1 Chemistry for Agriculture	192
	6.3.2 Chemistry for Technology and Health	192
6.4	Biology	
	6.4.1 Biology for Agriculture	192
	6.4.2 Biology for Health	192
7.	Social Science	128
8.	Arts and Culture	128
9.	Sports and Health	192
10.	Vocation	
10.1	Computer Skills and Information Management	202
10.2	Enterpreuneurships	192
10.3	Basic Vocational Competency	140
10.4	Vocational Competency	1044
B.	Local Contents	192
C.	Self-Development	192

In the development of VSSS/ IVSSS curriculum, subject matter is grouped into three groups namely: 1) normative, 2) adaptive, and 3) productive. *Normative group* is subject matter group which is allocated constantly, such as: Religious Education, Citizenships Education, Indonesian Language, Sports and Health, and Arts and Culture. *Adaptive group* is subject matter group consists of English, Mathematics, Physical Science Education, Social Science Education, Computer Skills and Management of Information, and Entrepreneurship. *Productive group* is subject matter group including a number of subject matters classified into Basic Vocational Competency and Vocational Competency. Adaptive and productive groups are subject matters which are allocated suited to the need of expertise program, and conducted in a time block or other alternatives.

Substance of Basic Vocational Competency and Vocational Competency is suited to the need of expertise program to satisfy the job standard in the job market. Learning evaluation is conducted at the end of completion of one standard of competency or some standards of competencies for every

subject matter. VSSS/IVSSS education is conducted in a form of dual-system. Time allocation for one hour learning is 45 minutes. Learning load for VSSS/IVSSS consists of learning in front of class, practice in a class and practice in industry/job which equals 36 hours learning per week. Effective learning in VSSS/IVSSS education is 38 weeks per year. Duration of VSSS/IVSSS education is conducted in three years or maximum of four years according to the demand of expertise program.

c)   Curriculum Structure of Special Education

Curriculum structure of special education is developed for students who have difficulties in following the learning process because of physical, emotional, mental, and social deficiencies, and also for those with proven intelligence and especially gifted. It is developed based on competency standard of graduates, competency standard of subject matter. Students of special education are classified into two categories, those are: (1) special students without under average intellectual ability, and (2) special students with uper average intellectual ability.

Curriculum of special education consists of 8-10 subjects, local contents, special programs, and self-development. Local contents are curricular activities for the development of competencies which is suited to specific characteristics and local needs, including local excellence, where the contents cannot be grouped into the existing subject matter. Substance of local contents is determined by education unit.

Special program consists of various activities fit well to the type of deficiencies, such as: orientation program and mobility for the blind students. Special program contains various activities related to the type of student' deficiencies, such as: orientation and mobility for blind students, communication training and sound perception for the deaf students, self-individual training for students with mentally retarded, movement training for students with physical handicapped, and personal and social training for students with mal-adjusted.

Self-development is not subject matter that should be taught by teacher. The aims of self-development are to give an opportunity to students to develop and express themselves which fit their needs, talents, and interest to the school condition. Self-development activities are facilitated and/or guided by counselors, teachers, or educators which are run in the form of extracurricular.

It is possible for special students without under average intellectual ability, under a certain circumstances, to take curriculum standard though through a certain adoption. Special students with under average intellectual ability use a very specific curriculum, simple, and thematic to encourage self-sufficiency in daily life. Special students without under average intellectual ability who want to continue the study to tertiary education, she/he is encouraged to follow an education inclusively in a general education since PS. After being graduated from Special PS, the students are

to be encouraged to continue in regular JSS. For those who are not possible or do not want to continue studying to higher degree, after she/he is graduated from Special PS she/he can continue studying to Special JSS and then to Special GSSS.

For the sake of the students who need to change the educational stream between equivalent education units, based on Article 12 Section (1) Law of the Republic of Indonesia Number 20 Year 2003 about National Education System, mechanism for students who want to move to formal education can be presented as follows.

Chart 3.1
Education Mechanism for Students through Formal Schools
According to Act Number 20/2003

ALB=Learners *Special Education*
ABK=Learners *Education with Special Services*
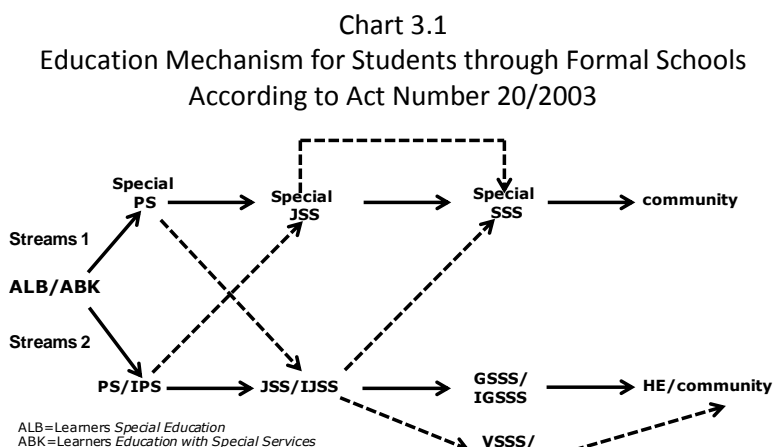
Curriculum structure for special education is developed by paying attention to the following considerations;

1. Curriculum for special students without under average intellectual ability uses the following terminology: curriculum special PS A, B, D, and E; special JSS A, B, D, and E; and Special GSSS A, B, D, and E (A = students with blind deficiencies, B = students with deaf deficiencies, D = students with light physical deficiencies, E = students with mal-adjusted deficiencies).

2. Curriculum for special students with under average intellectual ability uses the following terminology: curriculum special PS C, C1, D1, and G; special JSS C, C1, D1, and G, special GSSS C, C1, D1, and G (C = light mentally retarded, C1 = medium mentally retarded, D1 = medium physical handicapped, G = multiple handicapped).

3. Curriculum of education unit for special PS A, B, D, and E is relatively equal to curriculum of general primary schools. Special JSS A,B,D, and E education unit and special GSSS A, B, D, and E education units are arranged for students who are not possible and/or do not want to continue to the higher education.

4. Proportion of curriculum content for special JSS A, B, D, and E education unit is 60% - 70% academic skills and 40% - 30% vocational

skills. Proportion of curriculum content for Special GSSS A, B, D, and E is 40% – 50% academic skills and 60% - 50% vocational skills.

5. Special PS, special JSS, special GSSS C, C1, D1, and G curriculum of education unit is arranged in a simple way suited to the abilities of students and more individual characteristics.

6. Learning in special education unit such as special PS, special JSS and special GSSS C, C1, D1, and G uses thematic approaches.

7. Competency standard (CS) and Basic Competency (BC) for general subject matter in special PS, special JSS, special GSSS A, B, D, and E refers to general school of CS and BC which is adapted to abilities and special needs of the students, and to be developed by BSNP, while CS and BC of subject matter for special program and skills is developed by unit of special education by paying attention to level and type of education unit.

8. CS and BC development for all subject matters of Special PS, Special JSS, and special GSSS C, C1, D1, and G given to unit of related special education by paying attention to level and type of education unit.

9. Curriculum structure of unit of special education: Special PS and Special JSSL refer to Curriculum Structure of PS and JSS which is added by Special Program suited to the deficiency with time allocation equals 2 hours/week. In the level of special GSSS, characteristic of special program is specific fitted to condition and needs of certain, and it is not counted as learning loads.

10. Special program is suited to type of student deficiencies as the followings.
    a. Orientation and mobility for blind students.
    b. Communication development, sound and gesticulate perception for the deaf students.
    c. Personal training for the students with Light mentally retarded and Medium retarded.
    d. Movement Training for the students with Light physical handicapped.
    e. Personal and social training for the students with mal-adjusted.
    f. Personal training and movement training for the students with medium physical handicapped, and multiple handicapped.

11. Total and time allocation for learning hours is arranged as follows.
    a. Total of learning hours in special PS A, B, D, and E grade I, II, III is around 28–30 learning hours/week and 34 learning hours/week for grade IV, V, and VI. There is 2 additional learning hours in regular PS because there is an additional subject matter for special program.
    b. Total of learning hours in special JSS A, B, D, and E grade VII, VIII, IX is 34 learning hours/week. There is 2 additional learning hours in regular JSS because there is an additional subject matter for special program.

c. Total of learning hours in special GSSS A, B, D, and E grade X, XI, and XII is 36 learning hours/week which equals to total of learning hours in regular GSSS. Special program in Special GSSS is facultative and not included as learning loads.

d. Total of learning hours in special PS, special JSS, special GSSS C, C1, D1, and G equals total of learning hours in Special PS, Special JSS, special GSSS A, B, D, and E, however subject matter is presented through thematic approach.

e. Allocation per learning hour in special PS, special JSS, and special GSSS A, B, D, and E as well as C, C1, D1, and G each are 30', 35' and 40' respectively. There is 5 minutes difference from regular schools fitted to condition of student's deficiencies.

f. Special education unit Special PS and special JSS may add 6 learning hours/week maximally to the whole of learning hours, 4 learning hours/week maximally in special GSSS suits to the needs of students and related education unit.

Table 3.14
Special PS Blind Curriculum Structure

No.	Component	Grade and Time Allocation			
		I	II	III	IV, V, & VI
A.	Subjet Matters				
1.	Religious Education				3
2.	Citizenships Education				2
3.	Indonesian Language				5
4.	Mathematics				5
5.	Physics Science				4
6.	Social Science				3
7.	Arts, Culture, and Skills				4
8.	Sports and Health				4
B.	Local Content				2
C.	Orientation Program and Mobility				2
D.	Self-Development				2 *)
	Total	28	29	30	34

Legend: *) It is equivalent to 2 learning hours

Table 3.15
Special PS Deaf Curriculum Structure

No.	Component	Grade and Time Allocation			
		I	II	III	IV, V, & VI
A.	Subjet Matters				
1.	Religious Education				3
2.	Citizenships Education				2
3.	Indonesian Language				5
4.	Mathematics				5
5.	Physics Science				4
6.	Social Science				3
7.	Arts, Culture, and Skills				4
8.	Sports and Health				4
B.	Local Content				2
C.	Communication Training and Sound Perception				2
D.	Self-Development				2 *)
	Total	28	29	30	34

Legend: *) It is equivalent to 2 learning hours

12. Content materials for each of subject matter are arranged as follows.
    a. Content materials for each of subject matter in special PS A, B, D, and E basically equals to that of general primary schools, however because of his/her deficiencies and his/her special needs, modification is needed and/or in certain level of adaptation.

b. Content materials for each of subject matter in special program are arranged by education unit.

c. Academic content materials for each of subject matter in special JSS A, B, D, and E have been modified and suited from regular JSS around 60% – 70%. The remaining around 40% - 30% curriculum content materials is stressed to vocational skills.

d. Content materials for each of subject matter for vocational skills consist of: basic level, medium level, and expert level. Type of skills which will be developed, delivered to education unit suited to interest, potency, ability, and needs of student and condition of education unit.

e. Academic content materials for each of subject matter for special GSSS A, B, D, and E have been modified and suited from regular SSS around 40% – 50%. The remaining around 40% - 30% curriculum content materials is stressed to vocational skills.

f. Curriculum content of Special PS, special JSS, special GSSS C, C1, D1, and G is stressed on ability to help him/her and simple skills which will support students' independency. So, vocational skills are more prioritized.

Table 3.16

Special PS Physical Handicapped Curriculum Structure

No.	Component	Grade and Time Allocation			
		I	II	III	IV, V, & VI
A.	Subjet Matters				
1.	Religious Education				3
2.	Citizenships Education				2
3.	Indonesian Language				5
4.	Mathematics				5
5.	Physics Science				4
6.	Social Science				3
7.	Arts, Culture, and Skills				4
8.	Sports and Health				4
B.	Local Content				2
C.	Movement Training Program				2
D.	Self-Development				2 *)
	Total	28	29	30	34

Legend: *) It is equivalent to 2 learning hours

Table 3.17

Special PS Mal-Adjusted Curriculum Structure

No.	Component	Grade and Time Allocation			
		I	II	III	IV, V, & VI
A.	Subjet Matters				
1.	Religious Education				3
2.	Citizenships Education				2
3.	Indonesian Language				5
4.	Mathematics				5
5.	Physics Science				4
6.	Social Science				3
7.	Arts, Culture, and Skills				4
8.	Sports and Health				4
B.	Local Content				2
C.	Special Program for Personal and Social Training				2
D.	Self-Development				2 *)
	Total	28	29	30	34

Legend: *) It is equivalent to 2 learning hours

Table 3.18

Special JSS/Blind Curriculum Structure

No.	Component	Grade and Time Allocation		
		VII	VIII	IX
A.	Subjet Matters			
1.	Religious Education	2	2	2
2.	Citizenships Education	2	2	2
3.	Indonesian Language	2	2	2
4.	English	2	2	2
5.	Mathematics	3	3	3
6.	Social Science	2	2	2
7.	Physical Science	3	3	3
8.	Arts and Culture	2	2	2
9.	Sports and Heaalth	2	2	2
10.	Vocational Skills/ Information and Communication Technology*)	10	10	10
B.	Local content	2	2	2
C.	Orientation Special Program and Mobility	2	2	2
D.	Self-Development	2**)	2**)	2**)
	Total	34	34	34

Legend: *)   Vocational Skills/ Information and Communication Technology are an alternative Packet. Type of Vocational Skills/ Information and Communication Technology which will be developed is delivered to the education unit in order that it suits the local potency.

**) It is equivalent to 2 learning hours

Table 3.19

Special JSS Deaf Curriculum Structure

No.	Component	Grade and Time Allocation		
		VII	VIII	IX
A.	Subjet Matters			
1.	Religious Education	2	2	2
2.	Citizenships Education	2	2	2
3.	Indonesian Language	2	2	2
4.	English	2	2	2
5.	Mathematics	3	3	3
6.	Social Science	2	2	2
7.	Physical Science	3	3	3
8.	Arts and Culture	2	2	2
9.	Sports and Heaalth	2	2	2
10.	Vocational Skills/ Information and Communication Technology*)	10	10	10
B.	Local content	2	2	2
C.	Communication Training and Sound Perception	2	2	2
D.	Self-Development	2**)	2**)	2**)
	Total	34	34	34

Legend: *) Vocational Skills/ Information and Communication Technology are an alternative packet. Type of Vocational Skills/ Information and Communication Technology which will be developed is delivered to the education unit in order that it suits the local potency.

**)   It is equivalent to 2 learning hours

Table 3.20

Special JSS Physical Handicapped Curriculum Structure

No.	Component	Grade and Time Allocation		
		VII	VIII	IX
A.	Subjet Matters			
1.	Religious Education	2	2	2
2.	Citizenships Education	2	2	2
3.	Indonesian Language	2	2	2
4.	English	2	2	2
5.	Mathematics	3	3	3
6.	Social Science	2	2	2
7.	Physical Science	3	3	3
8.	Arts and Culture	2	2	2
9.	Sports and Heaalth	2	2	2
10.	Vocational Skills/ Information and Communication Technology*)	10	10	10
B.	Local content	2	2	2
C.	Special Program for Movement Training	2	2	2
D.	Self-Development	2**)	2**)	2**)
	Total	34	34	34

Legend: *) Vocational Skills/ Information and Communication Technology are an alternative Packet. Type of Vocational Skills/ Information and Communication Technology which will be developed is delivered to the education unit in order that it suits the local potency.

**) It is equivalent to 2 learning hours

Table 3.21

Special JSS Mal-Adjusted Curriculum Structure

No.	Component	Grade and Time Allocation		
		VII	VIII	IX
A.	Subjet Matters			
1.	Religious Education	2	2	2
2.	Citizenships Education	2	2	2
3.	Indonesian Language	2	2	2
4.	English	2	2	2
5.	Mathematics	3	3	3
6.	Social Science	2	2	2
7.	Physical Science	3	3	3
8.	Arts and Culture	2	2	2
9.	Sports and Heaalth	2	2	2
10.	Vocational Skills/ Information and Communication Technology*)	10	10	10
B.	Local content	2	2	2
C.	Special Program for Personal and Social Training	2	2	2
D.	Self-Development	2**)	2**)	2**)
	Total	34	34	34

Legend: *) Vocational Skills/ Information and Communication Technology are an alternative packet. Type of Vocational Skills/ Information and Communication Technology which will be developed is delivered to the education unit in order that it suits the local potency.

**) It is equivalent to 2 learning hours

Table 3.22
Special GSSS Blind Curriculum Structure

No.	Component	Grade and Time Allocation		
		X	XI	XII
A.	Subjet Matters			
1.	Religious Education	2	2	2
2.	Citizenships Education	2	2	2
3.	Indonesian Language	2	2	2
4.	English	2	2	2
5.	Mathematics	2	2	2
6.	Social Science	2	2	2
7.	Physical Science	2	2	2
8.	Arts and Culture	2	2	2
9.	Sports and Heaalth	2	2	2
10.	Vocational Skills/ Information and Communication Technology*)	16	16	160
B.	Local content	2	2	2
C.	Orientation Special Program and Mobility	-	-	-
D.	Self-Development	2**)	2**)	2**)
	Total	36	34	34

Legend: *) Vocational Skills/ Information and Communication Technology are an alternative packet. Type of Vocational Skills/ Information and Communication Technology which will be developed is delivered to the education unit in order that it suits the local potency.

**) It is equivalent to 2 learning hours

Table 3.23
Special GSSS Deaf Curriculum Structure

No.	Component	Grade and Time Allocation		
		X	XI	XII
A.	Subjet Matters			
1.	Religious Education	2	2	2
2.	Citizenships Education	2	2	2
3.	Indonesian Language	2	2	2
4.	English	2	2	2
5.	Mathematics	2	2	2
6.	Social Science	2	2	2
7.	Physical Science	2	2	2
8.	Arts and Culture	2	2	2
9.	Sports and Heaalth	2	2	2
10.	Vocational Skills/ Information and Communication Technology*)	16	16	16
B.	Local content	2	2	2
C.	Special Program for Communication Training and Sound Perception	-	-	-
D.	Self-Development	2**)	2**)	2**)
	Total	36	36	36

Legend: *) Vocational Skills/ Information and Communication Technology are an alternative packet. Type of Vocational Skills/ Information and Communication Technology which will be developed is delivered to the education unit in order that it suits the local potency.

**) It is equivalent to 2 learning hours

Table 3.24

Special GSSS Physical Handicapped Curriculum Structure

No.	Component	Grade and Time Allocation		
		X	XI	XII
A.	Subjet Matters			
1.	Religious Education	2	2	2
2.	Citizenships Education	2	2	2
3.	Indonesian Language	2	2	2
4.	English	2	2	2
5.	Mathematics	2	2	2
6.	Social Science	2	2	2
7.	Physical Science	2	2	2
8.	Arts and Culture	2	2	2
9.	Sports and Heaalth	2	2	2
10.	Vocational Skills/ Information and Communication Technology*)	16	16	16
B.	Local content	2	2	2
C.	Special Program for Movement Training	-	-	-
D.	Self-Development	2**)	2**)	2**)
	Total	36	36	36

Legend: *) Vocational Skills/Information and Communication Technology are an alternative packet. Type of Vocational Skills/Information and Communication Technology which will be developed is delivered to the education unit in order that it suits the local potency.

**) It is equivalent to 2 learning hours

Table 3.25

Special GSSS Mal-Adjusted Curriculum Structure

No.	Component	Grade and Time Allocation		
		X	XI	XII
A.	Subjet Matters			
1.	Religious Education	2	2	2
2.	Citizenships Education	2	2	2
3.	Indonesian Language	2	2	2
4.	English	2	2	2
5.	Mathematics	2	2	2
6.	Social Science	2	2	2
7.	Physical Science	2	2	2
8.	Arts and Culture	2	2	2
9.	Sports and Heaalth	2	2	2
10.	Vocational Skills/ Information and Communication Technology*)	16	16	16
B.	Local content	2	2	2
C.	Special Program for Personal and Social Training	2	2	2
D.	Self-Development	2**)	2**)	2**)
	Total	36	36	36

Legend: *) Vocational Skills/ Information and Communication Technology are an alternative packet. Type of Vocational Skills/ Information and Communication Technology which will be developed is delivered to the education unit in order that it suits the local potency.

**) It is equivalent to 2 learning hours

Table 3.26

Special PS Light Mentally Retarded (MR), Special PS Medium MR, Special PS Medium Physically Handicapped, and Special PS Multiple Handicapped Curriculum Structure

No.	Component	Grade and Time Allocation	
		I, II & III	IV, V & VI
A.	Subject Matters		
1.	Religious Education		
2.	Citizenships Education		
3.	Indonesian Language		
4.	Mathematics	29-32 (Thematic Approaches)	30 (Thematic Approaches)
5.	Physics Science		
6.	Social Science		
7.	Arts, Culture, and Skills		
8.	Sports and Health		
B.	Local Content		2
C.	Orientation Program and Mobility		2
D.	Self-Development		2*)
	Total	29-32	34

Legend: *) It is adapted to the deficiencies and the needs of the students.

**) It is equivalent to 2 learning hours

Curriculum structure for special education unit in the level of Special PS, special JSS, and special GSSS C, C1, D1, and G is in one group with relative equal in type of deficiencies.

Table 3.27

Special JSS Light MR, Special JSS Medium MR, Special JSS Medium Physical Retarded, and Special JSS Multiple Handicapped Curriculum Structure

No.	Component	Grade and Time Allocation		
		VII	VIII	IX
A.	Subject Matters			
1.	Religious Education			
2.	Citizenships Education			
3.	Indonesian Language			
4.	English			
5.	Mathematics	10 (Thematic Approa-ches)	10 (Thematic Approa-ches)	10 (Thematic Approa-ches)
6.	Social Science			
7.	Physical Science			
8.	Arts and Culture			
9.	Sports and Heaalth			
10.	Vocational Skills/Information and Communication Technology (VS/ICT) *)	20	20	20
B.	Local content	2	2	2
C.	Special Program **)	2	2	2
D.	Self-Development	2***)	2***)	2***)
	Total	36	36	36

Legend: *) VS/ICT is an alternative packet. Type of VS/ICT which will be developed is delivered to the education unit in order that it suits the local potency.

**) It is to be adapted to the deficiencies and the needs of the students.

***) The number is equivalent to 2 learning hours

Table 3.28
Special GSSS Light Mentally Retarded, Special GSSS Medium Mentally
Retarded, Special GSSS Medium Physical Retarded, and Special GSSS
Multiple Handicapped Curriculum Structure

No.	Component	Grade and Time Allocation		
		X	XI	XII
A.	Subjet Matters			
1.	Religious Education			
2.	Citizenships Education			
3.	Indonesian Language			
4.	English	10 (Thematic Approaches)	10 (Thematic Approaches)	10 (Thematic Approaches)
5.	Mathematics			
6.	Social Science			
7.	Physical Science			
8.	Arts and Culture			
9.	Sports and Heaalth			
10.	Vocational Skills/ Information and Communication Technology*)	24	24	24
B.	Local content	2	2	2
C.	Special Program **)	-	-	-
D.	Self-Development	2***)	2***)	2***)
	Total	36	36	36

Legend: *)   Vocational   Skills/   Information   and   Communication
Technology are an alternative packet. Type of Vocational Skills/
Information and Communication Technology which will be
developed is delivered to the education unit in order that it suits
the local potency.

**) It is to be adapted to the deficiencies and the needs of the
students.

***)   It is equivalent to 2 learning hours

d.   Curriculum Structure of Packet A, Packet B, and Packet C

Curriculum structure of packet A, packet B, and packet C is the pattern
of arranged subject matters and learning load which students should
undergo in a learning process. This curriculum structures comprise of
subject matters and competency credit points.

The arranged subject matters in packet A, packet B, and packet C
contain various learning subjects that were designed to develop thinking
skill, aesthetic skill, sports skill, and technical skill, including local content,
functional skill, and professional personality development.

Learning load for packet A, packet B, and packet C is stated in the
competency credit points which shows the load that every student should
accomplished during learning process, whether it's in a form of face-to-face
class interaction, skills practices, or self-activities.

The competency credit point is an award for students' achievements
during the process of mastering certain subject. Competency credit point is
accounted for every subject matter included in the curriculum structure.
Competency credit point can be used as a credit transfer for every learning

activity done by a student, such as from the informal education, formal education, courses, and self-activities. One competency credit point consists of 1 hour face-to-face class interaction or 2 hours tutorial or 3 hours self-learning, or proportional combination from three of them. One hour face-to-face class interaction is equal to one hour learning process that is 35 minutes for Packet A, 40 minutes for Packet B, and 45 minutes for Packet C.

Curriculum structure of packet A, packet B, and packet C is meant to achieve competency standard for graduates which is based on the National Education Minister's Decree Number 23 Year 2006 about Competency Standard for Graduates for Primary and Secondary Education with orientation on development of technical skills to achieve the functional skills as the unique characteristic of packet A, packet B, and packet C. These functional skills for each Packet are:

1) Packet A: has the skills to fulfill daily needs
2) Packet B: has the skills to fulfill demands in working atmosphere
3) Packet C: has the entrepreneurship skill.

The achievement of functional skill competence is developed through functional skill subjects that have been adjusted according to potential and integrated needs and/or in a distinct subject.

Local content is given integrative within a subject or given privately as a course-by-choice.

Professional personality development is the ability to develop oneself in order to improve quality of life with managing one's potential, talent, preferences, independence, actions, and time as professionally as possible according to one's goal and needs. This activity can be done in a form of counseling.

The aesthetic skill is developed through several courses or subjects such as languages, arts and cultures, crafts, and any other relevant local contents.

These are the summary for the curriculum structure of packet A, packet B, and packet C.

Table 3.29
Packet A Curriculum Structure

No.	Component	Unit Weight Credits Competence (UCC)		
		Level 1/Initial Degree Equivalent Class I-III	Level 2/Basic Degree Equivalent Class IV-VI	Total
1.	Religious Education	9	9	18
2.	Citizenships Education	9	9	18
3.	Indonesian Language	15	15	30
4.	Mathematics	15	15	30
5.	Physical Science	12	12	24
6.	Social Science	9	9	18
7.	Arts and Culture	6	6	12
8.	Sports and Heaalth	6	6	12
9.	Functional Skills *)	9	9	18
10.	Local content **)	6**)	6**)	12**)
11.	Personality Development of Functional	6	6	12
	Total	102	102	204

Legend:
*) choice subjects
**) substance can be part of existing subjects, both compulsory subjects and options
UCC for the substance of local content included in UCC loaded subjects

Table 3.30
Packet B Curriculum Structure

No.	Component	Unit Weight Credits Competence (UCC)		
		Level 3/Degrees Skilled 1 Equivalent Class VII-VIII	Level 4/Degrees Silled 2 Equivalent Class IX	Total
1.	Religious Education	4	2	6
2.	Citizenships Education	4	2	6
3.	Indonesian Language	8	4	12
4.	English	8	4	12
5.	Mathematics	8	4	12
6.	Physical Science	8	4	12
7.	Social Science	8	4	12
8.	Arts and Culture	4	2	6
9.	Sports and Heaalth	4	2	6
10.	Functional Skills *)	4	2	6
11.	Local content **)	4**)	2**)	6**)
12.	Personality Development of Functional	4	2	6
	Total	68	34	102

Legend:
  *) choice subjects
  **) substance can be part of existing subjects, both compulsory subjects and options
  UCC for the substance of local content included in UCC loaded subjects

Table 3.31
Packet C Curriculum Structure, Physics Science Program

No.	Component	Unit Weight Credits Competence (UCC)		
		Level 5/Advanced Degrees 1 Equivalent Class X	Level 6/Advanced Degrees 2 Equivalent Class XI-XII	Total
1.	Religious Education	2	4	6
2.	Citizenships Education	2	4	6
3.	Indonesian Language	4	8	12
4.	English	4	8	12
5.	Mathematics	4	8	12
6.	Physics	2	8	10
7.	Chemistry	2	8	10
8.	Biology	2	8	10
9.	History	1	2	3
10.	Geografy	1	-	1
11.	Economics	2	-	2
12.	Sosiology	2	-	2
13.	Arts and Culture	2	4	6
14.	Sports and Heaalth	2	4	6
15.	Functional Skills *)	4*)	8*)	12*)
16.	Local content **)	2**)	4**)	6**)
17.	Personality Development of Functional	2	4	6
	Total	40	82	122

Legend:
  *) choice subjects
  **) substance can be part of existing subjects, both compulsory subjects and options
  UCC for the substance of local content included in UCC loaded subjects

Table 3.32
Packet C Curriculum Structure, Social Science Program

No.	Component	Unit Weight Credits Competence (UCC)		
		Level 5/Advanced Degrees 1 Equivalent Class X	Level 6/Advanced Degrees 2 Equivalent Class XI-XII	Total
1.	Religious Education	2	4	6
2.	Citizenships Education	2	4	6
3.	Indonesian Language	4	8	12
4.	English	4	8	12
5.	Mathematics	4	8	12
6.	Physics	2	-	2
7.	Chemistry	2	-	2
8.	Biology	2	-	2
9.	History	1	3	4
10.	Geografy	1	7	8
11.	Economics	2	8	10
12.	Sosiology	2	8	10
13.	Arts and Culture	2	4	6
14.	Sports and Heaalth	2	4	6
15.	Functional Skills *)	4*)	8*)	12*)
16.	Local content **)	2**)	4**)	6**)
17.	Personality Development of Functional	2	4	6
	Total	40	82	122

Legend:
  *) choice subjects
  **) substance can be part of existing subjects, both compulsory subjects and options
  UCC for the substance of local content included in UCC loaded subjects

Table 3.33
Packet C Curriculum Structure, Language Program

No.	Component	Unit Weight Credits Competence (UCC)		Total
		Level 5/Advanced Degrees 1 Equivalent Class X	Level 6/Advanced Degrees 2 Equivalent Class XI-XII	
1.	Religious Education	2	4	6
2.	Citizenships Education	2	4	6
3.	Indonesian Language	4	10	14
4.	English	4	10	14
5.	Mathematics	4	6	10
6.	Physics	2	-	2
7.	Chemistry	2	-	2
8.	Biology	2	-	2
9.	History	1	4	5
10.	Geografy	1	-	1
11.	Economics	2	-	2
12.	Sosiology	2	-	2
13.	Anthropology	-	4	4
14.	Indonesian Latters	-	8	8
15.	Foreign Language	-	8	8
16.	Arts and Culture	2	4	6
17.	Sports and Heaalth	2	4	6
18.	Functional Skills *)	4*)	8*)	12*)
19.	Local content **)	2**)	4**)	6**)
20.	Personality Development of Functional	2	4	6
	Total	40	82	122

Legend:
*) choice subjects
**) substance can be part of existing subjects, both compulsory subjects and options
UCC for the substance of local content included in UCC loaded subjects

d. Competency Standard and Basic Competency

National Education Minister's Decree Number 23 Year 2006 about Competency Standard of Graduates for Primary and Secondary Education regulates two variables namely 1) Competency Standard of Graduates for Primary and Secondary Education is used as a guide for evaluation in the determination of graduation; and 2) Competency Standard of Graduates as mentioned in verse (1) consists of minimal competency standard of graduates for primary and secondary education, minimal competency standard of graduates for groups of subject matters, minimal competency standard of graduates for groups of subject matters.

The depth of curriculum content for each education unit is expressed in competencies: competency standard and basic competency for each level and/or each semester.

Competency Standard of Graduates for education unit consists of:
1. PS/IPS/special PS/packet A;
2. JSS/IJSS/special JSS/packet B;
3. GSSS/IGSSS/special GSSS/packet C;
4. VSSS/IVSSS.

Competency Standard of Graduates for education unit (SKL-SP) is developed based on the aims of education unit, as follows. Primary Education consists of PS/IPS/special PS/packet A and JSS/IJSS/Special JSS/packet B aims to form basic intelligence, knowledge, personality, noble character, and skills for being able to self-reliance and/or to continue to higher degree of education. Secondary education consists of GSSS/IGSSS/Special GSSS/ packet C aims to increase intelligence, knowledge, personality, noble character, and skills for being able to self-reliance and/or to continue to higher degree of education. Vocational

Secondary education consists of VSSS/IVSSS aims to increase intelligence, knowledge, personality, noble character, and skills for being able to self-reliance and/or to continue to higher degree of education which suit to his/her previous vocational education.

Complete competency standard of graduates for education unit (SKL-SP) is described as follows:

1) PS/IPS/special PS/ packet A
   - To apply his/her religious teaching suits to the child development.
   - To recognize his/her own strength and the weakness.
   - To obey the social regulation in his/her environment.
   - To respect pluralism in religion, culture, tribe, rash, and social-economic status in his/her environment.
   - To utilize information regarding to the environment logically, critically, and creatively.
   - To show an ability to think logically, critically, and creatively with the help of teachers.
   - To show a high eagerness and be aware of his/her potency.
   - To show an ability to solve a simple problem in daily life.
   - To show an ability to recognize physic and social phenomenon in his/her environment.
   - To love and care of his/her environment.
   - To love and be proud of Indonesian nation, state, and land.
   - To be able to perform local arts and culture.
   - To be accustomed to clean, healthy, safety life and to optimally the spare time.
   - To communicate clearly and politely.
   - To do collaborative work in group, mutual-help, and protect himself/herself and peer groups.
   - To enjoy reading and writing.
   - To show skills to hear, speak, read, write, and count.

2) JSS/IJSS/Special JSS/Packet B
   - To apply his/her religious teaching suits to the child development according to his/her own period of adolescent development.
   - To recognize his/her own strength and the weakness.
   - To show high self-confidence.
   - To obey the social regulation in his/her environment.
   - To respect pluralism in religion, culture, tribe, rash, and social-economic status in his/her environment.
   - To search for and apply information regarding to the environment and other sources logically, critically, and creatively.
   - To show an ability to think logically, critically, creatively, and innovatively.

- To show a high ability to study independently in accordance to his/her potency.
- To show an ability to analyze and solve a problem in daily life.
- To describe physic and social phenomenon.
- To use environment in responsible way.
- To apply the spirit of brotherhood and solidarity in society, nation, and state for the unity of the Republic of Indonesia.
- To appreciate national arts and culture.
- To appreciate job and/or work and be able to produce a meaningful products.
- To be accustomed to clean, healthy, safety life and to optimally the spare time.
- To communicate and interact effectively and politely.
- To understand duty and rights in interaction to the society.
- To appreciate any other different opinion.
- To enjoy reading and writing a simple article.
- To show skills to hear, speak, read, and Indonesian and in a simple English.
- To master knowledge needed to participate in secondary education.

3) GSSS/IGSSS/Special GSSS/Packet C

- To behave according to his/her religious teaching suits to the child development according to his/her own period of adolescent development.
- To develop himself/herself optimally by utilizing his own strength and improving his/her weakness.
- To show high self-confidence and become full-responsible for what he/she has done.
- To participate in ruling the social regulation.
- To respect pluralism in religion, culture, tribe, rash, and social-economic status in his/her global environment.
- To build and apply information and knowledge regarding to the environment and other sources logically, critically, creatively, and innovatively.
- To show an ability to think logically, critically, and creatively; and innovative in decision making.
- To show ability in developing learning habits for empowerment him.
- To show an attitude of competitive and sportive in order to achieve the best results.
- To show an ability to analyze and solve a complex problem.
- To show an ability to analyze physic and social phenomenon.
- To utilize environment productively and full-responsible.

- To participate in society, nation, and state democratically in the Republic of Indonesia.
- To express himself/herself through arts and culture activities.
- To appreciate the product of arts and culture.
- To produce creative product, individually as well as collectively.
- To maintain health, self-safety, fitness, and clean environment.
- To communicate and interact effectively and politely.
- To understand duty and rights in interaction to the society.
- To appreciate any other different opinion and empathy to any other person.
- To show skills in reading and writing systematically and aesthetically.
- To show skills to hear, read, write, and speak Indonesian and English.
- To master knowledge needed to participate in tertiary education.

d) VSSS/IVSSS

- To behave according to his/her religious teaching suits to the child development according to his/her own period of adolescent development.
- To develop himself/herself optimally by utilizing his own strength and improving his/her weakness.
- To show high self-confidence and become full-responsible for what he/she has done.
- To participate in ruling the social regulation.
- To respect pluralism in religion, culture, tribe, race, and social-economics status in his/her global environment.
- To build and apply information and knowledge regarding to the environment and other sources logically, critically, creatively, and innovatively.
- To show an ability to think logically, critically, and creatively; and innovative in decision making.
- To show ability in developing learning habits for empowerment him.
- To show an attitude of competitive and sportive in order to achieve the best results.
- To show an ability to analyze and solve a complex problem.
- To show an ability to analyze physic and social phenomenon.
- To utilize environment productively and full-responsible.
- To participate in society, nation, and state democratically in the Republic of Indonesia.
- To express himself/herself through arts and culture activities.
- To appreciate the product of arts and culture.
- To produce creative product, individually as well as collectively.

- To maintain health, self-safety, fitness, and clean environment.
- To communicate orally and writing in effective and polite way.
- To understand duty and rights in interaction to the society.
- To appreciate any other different opinions and empathy to any other person.
- To show skills in reading and writing systematically and aesthetically.
- To show skills to listen, read, write, and speak in Bahasa Indonesia and English.
- To master competency program for expertise and entrepreneurships to satisfy job-market as well as to continue to previous vocational tertiary education.

e. Learning Loads and Education Calendar

Education unit in every type and level of education run educational program by using packet system and/or semester credit system. Both systems are selected based on level and category of the education unit.

PS/IPS/Special PS education unit runs education program by using packet system. JSS/IJSS/Special JSS, GSSS/IGSSS/Special GSSS, and VSSS/IVSSS *standard* education unit by using packet system or credit system semester. GSSS/IGSSS/Special GSSS and VSSS/IVSSS are an independent education unit by using packet system or credit system semester.

Learning loads arranged in this decree is learning loads for packet system in the level of primary and secondary education. packet system is a system for the implementation of educational program where the students must attend all learning programs while the learning loads have been determined for each grade based curriculum structure which is applied in the education unit.

Learning loads for each subject matter in packet system is expressed as unit of learning hours. Learning hours is formulated in the form of unit of time needed by the students to follow learning program through face-to-face system, structured learning and unstructured self-learning. All of those types of learning are aimed in order the students achieve competency standard for graduates through development pace of the students.

Face-to-face activity is learning activity which in the form of interaction process between students and teacher. Learning loads in face-to-face activity per learning hours in each education unit is determined as follows.
1) PS/IPS/Special PS: duration is 35 minutes;
2) JSS/IJSS/Special JSS: duration is 40 minutes;
3) GSSS/IGSSS/Special GSSS/VSSS/IVSSS: duration is 45 minutes.

Learning loads for face-to-face activity as whole for each education unit is described as follows.
1. Total learning hours for face-to-face activity per week in PS/IPS/Special PS:

a) First to third grade: 26-32 learning hours
b) Fourth to sixth grade: 32 learning hours
2. Total learning hours for face-to-face activity per week in JSS/IJSS/special JSS: 32 learning hours
3. Total learning hours for face-to-face activity per week in GSSS/IGSSS/special GSSS/VSSS/MAK: 36-39 learning hours.

Table 3.34

Learning Loads for Face-to-face Activity as Whole for Each Education Unit

Unit of Education	Grade	One Hour Face –to-face Activity (minutes)	Total Hours of Learning per week	Effective weeks per Learning Year	Learning Hours per Year	Total Hours per Year (@ 60 minutes)
PS/IPS Special PS*)	I to III	35	26-28	34-38	884-1064 learning hours (30940-37240 minutes)	516-621
	IV to VI	35	32	34-38	1088-1216 learning hours (38080-42560 minutes)	635-709
JSS/IJSS Special JSS*)	VII to IX	40	32	34-38	1088-1216 learning hours (43520-48640 minutes)	725-811
GSSS/IGSSS Special GSSS*)	X to XII	45	38-39	34-38	1292-1482 jam pembelajaran (58140-66690 menit)	969-1111,5
VSSS/IVSSS	X to XII	45	36	38	1368 learning hours (61560 minutes)	1026 (minimum standard)

Note: *) Time allocation for face-to-face activity is decreased 5 minutes for special PS, special JSS, and special GSSS.

Structured learning is part of learning activities in the form of studying the materials more deeply by the students. Structured learning is developed by teachers in order to achieve competency standard. The end of the learning activities is determined by teachers. Independent unstructured activities are learning activity in the form deepens learning materials for students which is developed by teachers in order the students achieve the standard of competency. The end of the learning activities is determined by students themselves.

Learning loads for structured learning and independent unstructured activities consists of: 1) time for structured learning and independent unstructured activities for the students of PS/IPS/special PS 40% maximally from total time for face-to-face activities of related subject matter; 2) Time for structured learning and independent unstructured activities for the students of PS/IPS/special PS 50% maximally from total time for face-to-face activities of related subject matter; 3) Time for structured learning and independent unstructured activities for the students of PS/IPS/special PS 60% maximally from total time for face-to-face activities of related subject matter.

Duration for educational program by using packet system is six years for PS/IPS/special PS, three years for JSS/IJSS/special JSS and GSSS/MA/Special GSSS, and three to four years for VSSS/IVSSS. Acceleration program can be held to accommodate the students who possess excellent potency of intelligence and/or extraordinary talents.

Semester credit system is an implementation system of educational program where the students themselves determine loads of studying and subject matters that must be followed every semester in education unit. Learning loads for each subject matter in every semester is expressed as a unit of credit semester. Learning load for each subject matter consists of: one hour of face-to-face, one hour of structured learning, and one hour of independent unstructured activity.

Curriculum of education unit in type and level of education runs to follow calendar of education every teaching year. Calendar of education is a time management of teaching activities for students for one year teaching activities which consist of: the onset year of teaching, week of effective learning, time for effective teaching, and holidays.

The onset year of teaching is a time when learning activity is started in the onset year of teaching in every education unit. Week of effective learning is the total weeks of learning activities every year in each education unit. Time for effective teaching is the total number of learning hours every week consists of total hours of all subject matters including local content, in addition to total hours for self-development. Time for holidays is time which is decided not to be held scheduled learning activities in related education unit. Time for holidays might be a form of time in the middle of semester, time between two consecutive semesters, holidays at the end of academic year, religious holidays, general holidays including to national holidays and specific holidays.

Table 3.35
Time Allocation for Educational Calendar

No.	Activities	Time Allocation	Note
1.	Week of effective learning	Minimum 34 weeks and maximum 38 weeks	To be used for effective learning activities in every unit of education.
2.	Duration in the middle of semester	Maximum 2 weeks	One week every semester.
3.	Duration between two consecutive semester	Maximum 2 weeks	Between semester I and II
4.	Holidays in the end learning year	Maximum 3 weeks	To be used for preparation.
5.	Religious holidays	2-4 weeks	Special areas need longer religious holidays can arrange without decreasing total effective learning and learning time.
6.	General/national Holidays	Maximum 2 weeks	To be adapted to the Government Regulation.
7.	Special holidays	Maximum 1 weeks	For unit of education should fit to the specific characteristics.
8.	Special activities for schools/madrasah	Maximum 3 weeks	To be used for activities which is program specifically by school/madrasah without decreasing number of effective week of learning and time effective learning.

Educational calendar is decided as follows.

1) The onset of academic year is July every year and it is ended at the end of June in the subsequent year.
2) School holidays is decided based on decree of Minister of National Education and/or Minister of Religious Affair when it is related to religious holydays, the Head of Local Government and/or organization of education executor can also determine special holidays.
3) Government in Central/Provincial/District/Municipality level determine holidays simultaneously for education unit.

Educational calendar for each of education unit is arranged by each of education unit based on time allocation as mentioned at the standard of content by paying attention to the regulations determined by central or local government.

f. Curriculum Implementation for the Standard of Content

Schools have the rights to develop curriculum in the education unit level. Schools may refer to guides for curriculum development developed by National Examination Standard Board (NESB) in the creation of curriculum in the education unit level. Guides for curriculum development developed by NESB have hints or principles that can be developed by teachers in the preparation of curriculum. There are also some illustrations that can be used by teachers in the preparation.

Though the schools are given the right to develop curriculum in the level of education unit, national examination is still relevant because what is tested is basic competencies. Some factors should be considered in preparing the curriculum, such as variety of education unit, variety of geographical factors, variety of societal aspiration, and the socialization of Minister Decree about Standard of Content and Competency Standard of Graduates.

Curriculum implementation of the content standard is done based on Minister of National Education Decree Number 24 Year 2006 about Content Standard of the Curriculum, article 2 as follows.

1) Primary and secondary education unit applies the Minister National Education Decree Number 22 Year 2006 about Content Standard of the Curriculum for Primary and Secondary Education and Minister of National Education Decree Number 23 Year 2006 about the Standard Competencies of Graduates for Primary and Secondary Education started in the onset of academic year 2007/2008.
2) Primary and secondary education unit has to start to apply Minister of National Education Decree Number 22 Year 2006 about Content Standard of the Curriculum for Primary and Secondary Education and Minister of National Education Decree Number 23 Year 2006 about the Standard of Competencies of Graduates for Primary and Secondary Education no later than academic year 2009/2011.

3) Primary and secondary education unit who have conducted pilot study of 2004 Curriculum on the whole can apply Minister of National Education Decree Number 22 Year 2006 about Content Standard of the Curriculum for Primary and Secondary Education and Minister of National Education Decree Number 23 Year 2006 about the Standard Competencies of Graduates for Primary and Secondary Education for all grades in 2007/2008.

4) Primary and secondary education unit who has not conducted pilot study of 2004 Curriculum on the whole can apply Minister of National Education Decree Number 22 Year 2006 about Content Standard of the Curriculum for Primary and Secondary Education and Minister of National Education Decree Number 23 Year 2006 about the Competency Standard of Graduates for Primary and Secondary Education step by step in no longer than three years by using the following steps:

   a) For PS, IPS, and Special PS:
      - First year: grade 1 and 4;
      - Second year: grade 1, 2, 4, and 5;
      - Third year: grade 1, 2, 3, 4, 5 and 6.
   b) For JSS, IJSS, GSSS, IGSSS, VSSS, IVSSS, special JSS, and special GSSS:
      - First year: grade 1;
      - Second year: grade 1 and 2;
      - Third year: grade 1, 2, and 3.

   Principles used in the curriculum implementation in each education unit can be described as follows.

1) Curriculum implementation is based on potency, development, and condition of students in order they master competency which is useful for them. In this case, the students should have high quality of educational services and an opportunity to express him independently, dynamically, and enjoyably.

2) Curriculum implementation is done by supporting five pillars of learning: (a) learning to be obedient and pious to God, (b) learning to understand and internalize, (c) learning to be able to do effectively, (d) learning to live together and to be useful for other people, and (e) learning to build and find his/her own identity through a process of active, creative, effective, enjoyable learning.

3) In curriculum implementation, it is possible for the students to have remedial, enrichment, and/or acceleration which suit well to the condition of the students and to pay attention integrate the development of students' personality in term of God, individuality, social, and moral dimension.

4) Curriculum is implemented in a circumstance in which students and teachers communicate in a way of mutual acceptation and appreciation, chummy, openly, and warmly with the principle of *tut wuri handayani, ing madia mangun karsa, ing ngarsa sung tulada* (in the back, we

support; in the middle, we contribute with a strength, in the front, we act as a model of good example)

5) Curriculum is done by using sufficient multistage and multimedia approaches, learning sources, and technology and utilize environment as learning sources with the principles of *alam takambang jadi guru* (everything happens, spread over, and develop in the society, the surrounding environment, and in the universe can be used as learning sources and good example)

6) Curriculum is done by utilize physical, social, and cultural condition and local wealthy for the sake of the success of education optimally.

7) Curriculum includes all components of subject matter competency, local content, and self-development which is held in balance, relatedness, and sustainable which fits well to inter-grade, types, and level of education.

B. NON-FORMAL

Asian Development Bank (ADB) affirms that education is human right and as an important tools to achieve equity, development, and peace. United Nations program called Millenium Development Goals (MDGs) states that education is right of everyone described in Education for All (EFA). In order to achieve the goal, education must be accessable for everyone whatever her/his social, economic, gender, age, religion, ethnicity, and other background. Education might not dicriminate anyone. However, because of any boundary, some people cannot get education. An alternative education overed by MoNE for them is nonformal education.

In MOEC, the management of nonformal education is conducted by Directorate General of Early Childhood, Nonformal, and Informal Education. The Derectorate General consists of

1. Secretariate of Directorate General
2. Directorate of Establishment of Early Childhood Education
3. Directorate of Establishment of Course and Training
4. Directorate of Establishment o Community Education
5. Directorate of Establishment of Teacher and Educational Personnel Early Childhood, Nonformal, and Informal Education.

1. Early Childhood Education (ECE)

Early age (age 0-6 year) is an important age in building character and personality of child, and developing permanent intellegency to absorb information. ECE is an effort to establish children from new born to age 6 years. ECE is implemented by giving education stimulus to help physical and spiritual growth and development so that children are ready to enter to next level of education. ECE is one type of education that give focus to place the basic for development and growth of physics (hard and soft motoric coordination), intelligence (thinking, creation, emotion, spiritual), socio-

emotion (attitude, behavior, and religion), language, and communication based on uniqeuness and level of development of early child.

There are two goals of ECE, main goal and additional goal. Main goal of ECE is to build qualified Indonesia's children, i.e children who grow and develop according to their level of development so they are optimally ready to enter to basic education and to live their adult life. The additional goal is to help children to be prepared learning in school. ECE consists of KG, Day Care Center (DCC), Play Group (PG), other type of ECE, and informal ECE.

2. Course and Training

Course is part of National Education System conducted by community who need knowledge, skills, life skill, and attitude for self-development, profession, job, and independent bussiness, and/or to continue their education to the higher level of education. Course has strategic role in developing skilled and professional human resource.

The establishment of course is organized sice April 1976, i.e since the establishment of vocational courses as nonformal education program handed over from Directorate General of Primary and Secondary Education to Directorate General of Nonformal Education and Sport. It is followed by publishing Minister of Education and Culture Decree Number 0151/U/1977, May 24th, 1977 about Principal of Implementation of Establishment of Nonformal Education Conducted by Community. Since then, vocational courses are known as nonformal education courses conducted by community.

In further development, the establishment of course is adjusted with new regulation or old regulation as long as the old regulation is suitable with the new one and national interest or still relevan and prefail. The new regulations that become a refference on principal of establishment and development of courses are Law Number 20 Year 2003 and other government act and regulations published according to the Law Number 20 Year 2003.

According to Law Number 20 Year 2003 article 26 section (4) and (5), course and training institutions are as nonformal education unit conducted for community who need knowledge, skill, life skill, and attitude to develope self, profession, job, dan independent business, and/or to continue their education to the higher level of education. Explanation of article 26 section (5) said that course and training as type of continuing education to develope skills of participant. They focus on mastery of skill, competence standard, development of entherpreunership and professional attitude. Course and training are developed thrugh national and international certification and accreditation.

Course is faced by strategic challenge as one education unit that focuses on life skill. Other challenge faced is that globalization of labor market is expecting mutual recognition among countries about classification

of graduates of institution/education unit. Globalization has demanded the nationalization process of competence of graduate from education institution shift from local specific to global universal as survival kit to live in the 21th century information era. Therefore, there is a need to increase education access for community to contribute on decreasing both open unemployment and under-employment, to improve the quality and relevance of competence to the need of learning, to strengthen course institutions, to create outstanding programs, and to enhance community participation in conducting programs.

Course as one of education unit with strategic role in needs to be established in order to participate in providing education access for community and gradually improving the quality. Establishment of course and institutional is as part of implementation of 3 pillar of MOEC, i.e 1) equity and expansion of access; 2) improvement of quality, relevance, and competitiveness; and 3) management, accountability, and public image.

Equity and expansion of access is done thru evenly increasing the number of qualified courses and other nonformal education institution to reach disadvantage community. It is done by conducting gradually-revolving program and giving priority for readiness of local potency that has ability/partnership network. Course is executed for urban and rural community through many programs. There are two appoaches choosen to serve community, i.e. empowering existing course institutions (especially in urban area) and institutionalize courses in rural area.

Policy for improvement of quality, relevance, and competitiveness program is accomplished via standardization, quality assurance using accreditation and certification, building partnership with business/industry and related agency, and developing rural entrepeunership learning model. This quality improvement is done including by doing a study, developing standard, conducting quality assurance for teacher, facility and equipment, and improving the capability of organizer in cooperation with stake holders. Other effort is to initiate course and training that is competency based training.

Program on quality improvement for courses consists of 1) standadization, 2) standardize curriculum, 3) and certification. National standardization of course is minimum criteria on implementation of course in Indonesia. Course standardization involves standard of participant, teacher/instructure and evaluator, curriculum, procedure and learning process, practical work and apprenticeship, facility and equipment, asessment on process and output of learning, procedure of assessment and certification. Guidebook of course standardization was created in 1995/1996 as follow up of MOEC's policy on link and match between education and business/industry in preparing and conducting learning process to produce graduate who has competency needed by business/ industry and all sector of development.

After Law 20 Year 2003, the existing course standardization is revised to fit with new law. The revision is reffered to article 35 section (1), i.e. National Education Standard consists of standard of content, process, competence of graduate, educational personnel, facility and equipment, management, budgeting, and education evaluation, and has to be planned and gradually improved. In order to formulate and develope course standard based on Law Number 20 Year 2003, standard of competence is developed as a basis of formulating standard of competence based curriculum content.

Formulation, standardization, and development of national course curriculum is conducted by Directorate of Establishment of Course and Institutional that has taks, fuction, and authority to establish and to develope course joint with sub-consortium and related profession association/organization. Standardized curriculum can be developed further based on the development of science, technology, art, and culture, also the need of community and education development. From 1980 to 2004, national curriculum and examination for 62 types of course have been developed, eventhough some of them are no longer have the national examination due to no more participant, such as Japan and Dutch language.

The course curriculum is dinamicly developed, but still refferred to the regulation. Ministery of Education and Culture Decree Number 261/U/1999 achieve 8 section (1) and (2) say that (1) curriculum of course consists of national and institution curriculum, (2) curriculum consists of material for study and general, main, and support subject matter based on standard of competence. Furthermore, Government Regulation Number 19 Year 2005 article 6 section (3) said that non-formal education unit in the form of course and training institution uses competency based curriculum containing life-skill education and skills. In according the regulation, course curriclum development will continue developed based on national and international competency standards.

After implementation of decentralization policy, the structure of national examination commitee for implementation of certification in 2001 is modified based on the task and fuction of local government. The fuction of provice government is as coordinator among districts and manucipalities in its area, called National Examination Coordinator Committee, while district/manucipality government is as excecutor, called National Examination Executor Committee.

In further development, as the replacement for Ministry of Education and Culture Decree Number 0151/U/1977, Ministry of Education and Culture Decree Number 261/U/1999 article 13 section (1) to (5) reemphasize about examination, i.e. (1) examination is aimed for measuring learning results of course activities; (2) types of national standardized examination consist of national examination and competence examination; (3) national examination based on national curriculum is conducted by Directorate of Community Education based on national curriculum; (4)

national examination is implemented for un-accredited course institution; (5) competence examination is conducted by professional association. Furthermore, article 14, section (1) and (2) states that (1) participants who successfully pass the national examination will be given academic certification; and (2) participants who successfully pass the competence examination will be given professional certification by professional association.

Licensing is meant to give authority to someone or institution to conduct certain type of course to support development in education sector. Regulating or structuring of licensing is meant to easily establish course in term of planning, standardization, accreditation, assessing, evaluating, and monitoring. Structuring of licensing is gradually done, from resgistration, C type license, B type license, and the highest type of license (A type).

After implementation of decentralization policy, course license is delivered by District Office of Education or other office responsible on delivering license, instead of Province Office of Education. In case of provice goverment have special authonomy or district government unable to serve, Province Office of Education deliver the license.

After Law Number 2 Year 2003, course license refers to the law. Article 62 section (1) said that every education unit, formal and non-formal, has obligation to have license from goverment or local government. Furthermore, article 62 section (2) mention the requirement to get license consist of 6 variables, i.e. 1) education content; 2) number and qualification of teacher and educational personnel; 3) education facility and equipment; 4) education budget; 5) evaluation system and certification; and 6) management and learning process.

Policy of management, accountability, and public image program is conducted gradually to improve management program according to regulation and to build information system on course establishment. Scope of course development includes: (1) course license arrangement; (2) curriculum standardization; (3) types of education development; (4) course standardization; (5) evaluation system development; (6) course accreditation; (7) partnership organization and consortium/sub-consortium development; (8) utilization of community resource potency; and (9) information system development.

Target of course development includes 8 variables, such as: 1) courses administrator, 2) tutor/instructor, 3) examiner, 4) consortium/ sub-consortium, 5) professional organization/partner, 6) Technical Executing Unit Office of Non-formal and Informal Education Development and Local Technical Executing Unit Office of Community Learning Activity Development and Learning Activity Studio, 7) Community Learning Activity Center, and 8) other non-formal education institutions. There are 2 units of Technical Executing Unit Center for Non-formal and Informal Education Development, those are Regional II Bandung, Regional III Semarang. Technical Executing Unit Office of Non-formal and Informal Education

Development consists of Regional I in Medan, Regional IV in Surabaya, and Regional V in Makassar, Regional VI Banjarmasin, Regional VII Mataram, and Regional VIII Jayapura. The total number of Technical Executing Unit Office of Non-formal and Informal Education Development is 23 units and the Learning Activities Studio is 287 institutions.

There are 6 programs held by Directorat of Establishment of Course and Institutional: 1) life-skills education, 2) operational supports, 3) scholarships, 4) rural entrepreneurships, 5) informational development, and 6) partnerships. Priority targets of life-skills education are 1) illiterate people (except those who have taken course), 2) productive age population who no longer in school, 3) unemployment with the priority junior secondary school graduates who not continue their education, 4) GSSS drop-outs and GSSS graduate who not continue to HE, and 5) member of poor family.

Budget for implementation of those programs are given through course institution, HE, integrated development community institution, Community Learning Activities Center, women organization, central and local non-formal Technical Executing Unit, and other non-formal educational institutions.

Life skills are the skills or the ability to adapt and to behave positively so that someone enables to handle various demand and challenges in life more effectively. Life skills comprise 5 types: 1) knowing self-skill, 2) thinking skill, 3) social skill, 4) academic skill, and 5) vocational skill.

From explanation mentioned before, we can infer that the life-skills education skills needed to practically solved challenges in one's life. Those are skills include knowledge, physical and mental behavior, and vocational skills that comprise the development of participants' moral to handle various problems in life. Life skills education can take forms of intra/extracurricular activities to develop participants' potential in accordance to their characteristics, emotional, and spiritual capacity within the self-development phase. The materials are integrated in several subject matters. The way to determine content and materials for life-skills education is suited based on environmental needs so that participants will be able to recognize and have the skills needed for further daily life. Content and materials of life-skills education are structurally integrated in subject matters and therefore will not be introduced alone.

There are 4 targets of life-skills program, i.e. 1) population age 16–44 years who are not in school and having job, 2) participants in Learning Activities Studio or people who drop-out or graduates from PS/JSS, 3) member of poor family, and 4) anyone having certain interest and talent.

Determination of institutions executor is done through proposal selection by central and local evaluator team. Life-skill learning process is fitted to the spectrum of life skills type which is excellence activities in urban or rural areas. It is expected participants will be absorbed to work-market (working in the job-market, industrial world, or self-employment) so

that have an impacts on the decrease of unemployment and the increase of various jobs in community.

Operational aids for courses institution are given to the potential course institution but operational management need to be improved. Besides, operational aids for courses institution are given to course institution having high achievement. Criteria for recieving operational aids are the institution 1) operational license from relevant Office of Education for two years, type of course implemented is oriented to life-skills, 2) their own building, 3) educators and educational personnels who fit the competency needed, and 4) willing to manage operational aids transparently and accountably.

Scholarship program is aimed to give more opportunities to participants to improve their capacity in the life-skills, as capital to improve their quality of life. The targets of scholarship receivers are those who are in disadvantage (poor), man as well as woman. The apriority of scholarship receivers are 1) productive age population, 2) graduated from JSS or the same level of education, 3) member of poor family, and 4) not having a job because of no skills.

Entrepreneurship course program for rural areas function as to develop participants potency by focusing on the mastery of knowledge, functional skills, and development of attitude for metal professional. Entrepreneurship course program is aimed to increases knowledge, skills, and attitude of societal mental in rural areas to have capital to work and/or self-employment suited to his/her local resources and potencies related directly to his/her source of livelihood. The programs also give educational services for rural community to have competencies needed in business world or job market so that participants are able to grasbs working opportunities in enterprise or industrial world with reasonable salary or he/she is able to create his/her own enterprise.

Mission of implementing rural entrepreneurships includes 1) reducing unemployment and rural poverty, 2) empowering rural industry and economy, and 3) improving rural community welfare through self-entrepreneurship activities. The target of program is rural community in 90 villages and in group of 20 people. Criteria of the participants are: (1) productive age population who do not have skills to look for a job, (2) member of poor family, (3) not in school and no job, prioritized for packet B and packet C graduate, include those who just literate, 4) living in areas around the program implemented, and (5) having interest and mativation to have skill to get a job or self-employment.

Types of course organized are based on the local potency or excelence so that can be directly ulitized by village community or approprate to develope their existing job or new job and to build business. They also can be used to change profession/job and appropriate to develop environment/ integrated development area. Priority for location of rural entrepreunership program is underdevelop village, established village of

nonformal education program, village in integrated development area, and village that proposes and feasible to establis program.

Information system is needed for different purposes, such as planning and devepment of program. This year, the development of information system is focused on system structuring. Development program for information system includes procurement of locat area network, website development, course data collection, and publishing information material (such as leaflet, booklet, poster, course profile, course directory).

The program of establishment of course and institutional creates partnership program with course institution, profession association, and cooperation with other sectors. Organizations actively coordinate with Directorat of Establishment of Course and Institutional are:

1) Indonesia Course's Organizer, Instructure, and Institution Association
2) Indonesia Instructure and Practices's Evaluator Association
3) Indonesia Acupuncturist Association
4) Indonesia Florist Association
5) Indonesia Fashion Designer Association 'Kartini'
6) Indonesia Beauty Expert and Beauty Parlor Entrepreneur 'Tiara Kusuma'
7) Indonesia Food Expert Association
8) Indonesia Bridal Make Up Expert Association 'Melati'
9) Indonesia Spa Association
10) Indonesia Parcel Association 'Pancawati'
11) Indonesia Florist Community
12) Mandarin Language Coordination Board
13) Indonesia Personality Development Association
14) Indonesia Spa Therapist Association
15) Manager of Business and Education for Special Food Association
16) Practitioner of Professions Courses Assictiation
17) Communication Forum of Cummunity Learning Center

3.   Community Education

Conceptually, community education is meant as education service for people who want to add and/or to develop their competency or to learn new skill in order to improve their welfare whatever their education, age, social status, economic, religion, ethnic, and physical and psychological condition. Community education is ussually meant as nonformal education, eventhough actually nonformal education is wider than community education.

In general, the goal of community education is to fill the need of fuctional education so that the result of their learning can be directly implemented on their daily life in order to increase their income and job quality.

Community education has strategic value since human is philosophically a social person and a learner person. It means that every person needs education and life long learning. This phylisophy establishes religious awareness that science is not created by people but a discovery or people's searching.

4. Teacher and Educational Personnel of Early Childhood, Nonformal, and Informal Education

Based on Minister Decree Number 36 Year 2011 Directorat of Establishment of Teacher and Educational Personnel of Early Childhood, Nonformal, and Informal Education has task to formulate and to coordinate implementation of policy, and to fasilitate implementation of technical standards in teacher and educational personnel of ECE, course and training, and community education. The Directorate has function to give appreciation and protection for teacher and educational personnel of ECE, course and training, and community education.

CHAPTER IV
THE ACHIEVEMENT OF FORMAL AND
NONFORMAL EDUCATION

A. Formal

The achievement of formal education is described based on the following points: total number of schools, new students, students, graduates, teachers, education flow in 2011/2012, participation ratio, and trend of education and indicator in 2007/2008-2011/2012.

1. Schools

The distribution of schools by level of education is shown in Table 4.1. It includes 70,917 KG; 146,826 PS; 33,668 JSS; 11,654 GSSS; 10,256 VSSS; 1,924 SS; and 3,170 HE institutions. It is indicated in the graph that most of the schools at the levels of KG, GSSS, VSSS, SS and HE are private, whereas at the levels of PS and JSS the number of private schools is smaller than those of public schools. The significant difference in number is at the PS level where 133,597 publics PS and 13,229 privates PS, and the smaller difference is at the GSSS level, that there are 5,570 public schools and 6,084 private schools.

Tabel 4.1
Distribution of Schools by Type and Status of School
Year 2011/2012

Status	KG	PS	JSS	GSSS	VSSS	SS	HE
Public	2083	133,597	20,594	5,570	2,697	496	92
Private	68,834	13,229	13,074	6,084	7,559	1,428	3,078
Total	70,917	146,826	33,668	11,654	10,256	1,924	3,170

Graph 4.1
Distribution of Schools by Type and Status of School
Year 2011/2012
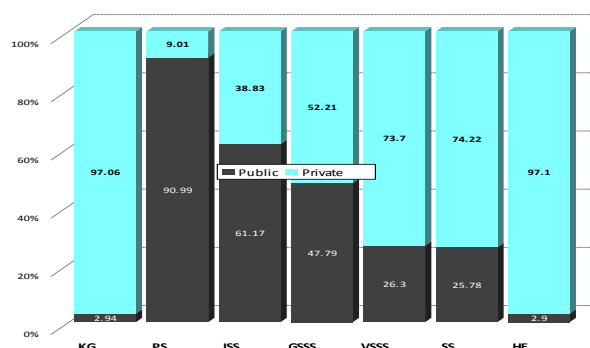
We can see from the following Table 4.2 that there are 8 types of handicaps covered in Indonesian special schools (SS) with a total of 1,924 schools. The least number of special schools is the school for multiple handicapped with a total number of 5 schools (0.26%) and the biggest number of special schools is the school for mixed type handicapped with a total number of 1.621 schools (84.25%).

Table 4.2
Schools by Level of Education and Type of Handicapped Special School
Year 2011/2012

Type of Handicapped	Schools	%
Blind	39	2.03
Deaf	113	5.87
Mentally R.	107	5.56
Physical H.	12	0.62
Mal-adjusted	6	0.31
Multiple H.	5	0.26
Autism	21	1.09
Mixed type	1,621	84.25
Total	1,924	100.00

2. New Entrants to Grade 1

Table 4.3 shows the number of new entrans to grade 1 by level of education. There are 2,637,299 new entrans in KG; 4,342,911 in PS; 3,345,075 in JSS; 1,413,223 in GSSS; 1,493,178 VSSS; 22,038 SS; and 1,142,835 in HE. Similar to the number of school, most of new entrants in KG, VSSS, SS, and HE are in private schools. The number of new entrants in private PS, JSS, and GSSS smaller than those in public schools. The big difference on the number of new entrants are in KG, 99,132 in public schools and 2,538,167 in private schools, and the smallest difference in VSSS, 656,552 in public schools and 877,965 in private schools.

Table 4.3
Distribution of New Entrants to Grade I by Type and Status of School
Year 2011/2012

Status	KG	PS	JSS	GSSS	VSSS	SS	HE
Public	99,132	3,939,845	2,568,803	981,152	557,989	5,727	497,032
Private	2,538,167	403,066	776,272	432,071	935,189	16,311	645,803
Total	2,637,299	4,342,911	3,345,075	1,413,223	1,493,178	22,038	1,142,835

Graph 4.2

Distribution of New Entrants to Grade I by Type and Status of School
Year 2011/2012
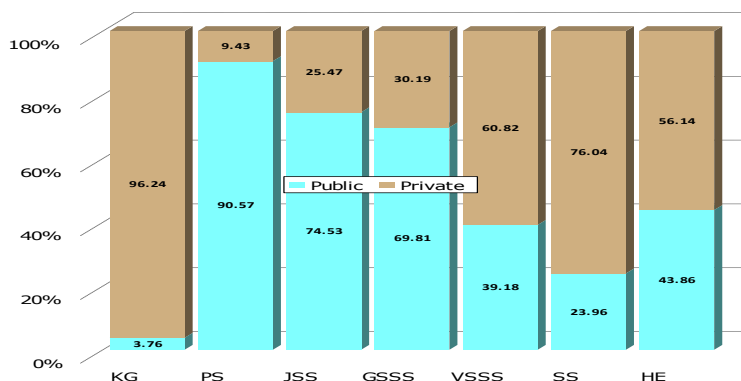
Table 4.4

Schools by Level of Education and Type of Handicapped Special School
Year 2011/2012

Type of Handicapped	New Students	%
Blind	870	3.95
Deaf	1,806	8.19
Mentally R.	3,254	14.77
Physical H.	127	0.58
Mal-adjusted	200	0.91
Multiple H.	5,081	23.06
Autism	173	0.79
Mixed type	10,527	47.77
Total	22,038	100.00

Table 4.4 shows that the number of new entrants in SS are 22,038, broken down by 8 types of handicapped. The highest number of new entrants are mixed handicapped, i.e. 10,527 (47.77%) and the smallest number of new entrants is physical handicapped, i.e. 127 (0.58%), and the new entrants of autism are the other smallest, i.e. 173 (0.79%) and 200 or 0,91% for mal-adjusted.

3. Students

Tabel 4.5 shows the distribution of the students by the types and status of school in which there 3,612,441 students of KG; 27,583,919 students of

PS; 9,425,336 students of JSS; 4,196,467 students of GSSS; 4,019,157 students of VSSS; 80,036 students of SS; and 5,616,670 students of HE. The interesting fact is to find the number of the GSSS students, even though the number of the public school of the GSSS is less than the private ones, the number of the public GSSS students is 2.06 bigger than the number of the private GSSS students, which is 2,827,517 compare to 1,368,950 students.

Table 4.5
Distribution of Students by Type and Status of School
Year 2011/2012

Status	KG	PS	JSS	GSSS	VSSS	SS	HE
Public	131,309	25,036,636	7,172,401	2,827,517	1,494,044	20,568	1,816,391
Private	3,481,132	2,547,283	2,252,935	1,368,950	2,525,113	59,468	3,800,279
Total	3,612,441	27,583,919	9,425,336	4,196,467	4,019,157	80,036	5,616,670

Graph 4.3
Distribution of Students by Type and Status of School
Year 2011/2012
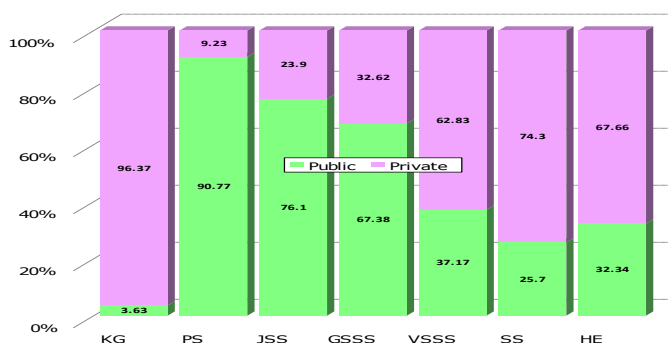
Table 4.6
Students by Level of Education and Type of Handicapped Special School
Year 2011/2012

Type of Handicapped	Level of Education				%
	PS	JSS	SSS	Total	
Blind	994	152	47	1,193	1.49
Deaf	3,081	1,351	965	5,397	6.74
Mentally R.	1,128	1,576	611	3,315	4.14
Physical H.	31	71	62	164	0.20
Mal-adjusted	370	75	53	498	0.62
Multiple H.	44	26	12	82	0.10
Autism	112	120	114	346	0.43
Mixed type	53,267	10,732	5,040	69,039	86.26
Total	59,027	14,103	6,904	80,034	100.00
%	73.75	17.62	8.63	100.00	

Table 4.6 shows the number of the students by level of education and type of handicapped. From Table 4.6, we can infer that most students of SS are in PS, which is 59,027 (73.75%) and the least is from SSS, which is 6,904

students (8.63%). Looking to the type of handicapped, we can infer that mixed type PS has the biggest number of students, which is 53,267 while the least is the SSS multiple handicapped students i.e 12 students. In addition, mixed type has the biggest number of students, which is 69,041 (86.26%) while the least is the multiple handicapped students i.e 82 students (0.10%).

Table 4.7
Ratio of Students to Schools
Year 2011/2012

Status	KG	PS	JSS	GSSS	VSSS	SS	HE
Public	63	187	348	508	554	41	19,743
Private	51	193	172	225	334	42	1,235
Average	51	188	280	360	392	42	1,772

Table 4.7 shows that there is a big difference occurs on the ratio of students to schools. HE is the largest ratio among all school levels i.e. 1,772, while public HE i.e. 19,743, and SS is the lowest ratio i.e. 42, while public SS i.e. 41, followed by KG i.e 51, which public KG (63) bigger than private KG (51). In GSSS and VSS, the ratio of students to schools in public schools bigger than private schools. For GSSS level, the ratio of students to school in private GSSS is only 225, while in public is 508, and the ratio of students to schools in public VSSS is 554 and private VSSS is 334. However there is the different in PS level, which is the ratio of students to school in private PS (193) bigger than public (187).

Graph 4.4 shows the distribution of students of GSSS in accordance with the field of study group. Here one can see that the number of social sciences students reached the highest percentage of 51.5%, followed by sciences students 44.4%, while the language study is the smallest (4.1%). It means that social sciences have a good interest than other field of studies.

Graph 4.4
Distribution of GSSS Students by Field of Study
Year 2011/2012
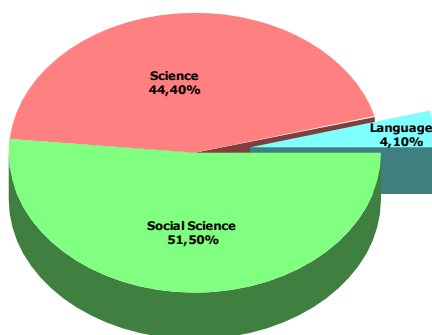
4. Graduates

Tabel 4.8 shows the number of the graduates by type and status of school i.e. 2,003,163 KG graduates; 4,090,219 PS graduates; 3,119,322 JSS graduates; 1,274,186 GSSS graduates; 1,086,387 VSSS graduates; 10,119 SS graduates; and 738,260 HE graduates, where the number of graduates in line with the number of the students. In KG, VSSS, SS, and HE the biggest number of the graduates are in private schools, which i.e. 1,940,515 (KG); 704,115 (VSSS); 7,557 (SS); and 410,019 (HE). On the other hand, the opposite situation with that is the PS, JSS, and GSSS, which the number of public school graduates is larger than private school graduates, i.e. 3,735,946 (PS); 2,324,291 (JSS); and 828,287 (GSSS). The interesting fact is to find the number of the GSSS graduates students, even though the number of the public school of the GSSS is less than the private ones, the number of the public GSSS students and graduates is bigger than the number of the private GSSS students and graduates. It means that for GSSS level, public schools have a good interest than private schools.

Table 4.8
Distribution of Graduates by Type and Status of School
Year 2011/2012

Status	KG	PS	JSS	GSSS	VSSS	SS	HE
Public	62,648	3,735,946	2,324,291	828,287	382,272	2,562	328,241
Private	1,940,515	354,273	795,031	445,899	704,115	7,557	410,019
Total	2,003,163	4,090,219	3,119,322	1,274,186	1,086,387	10,119	738,260

Graph 4.5
Distribution of Graduates by Type and Status of School
Year 2011/2012
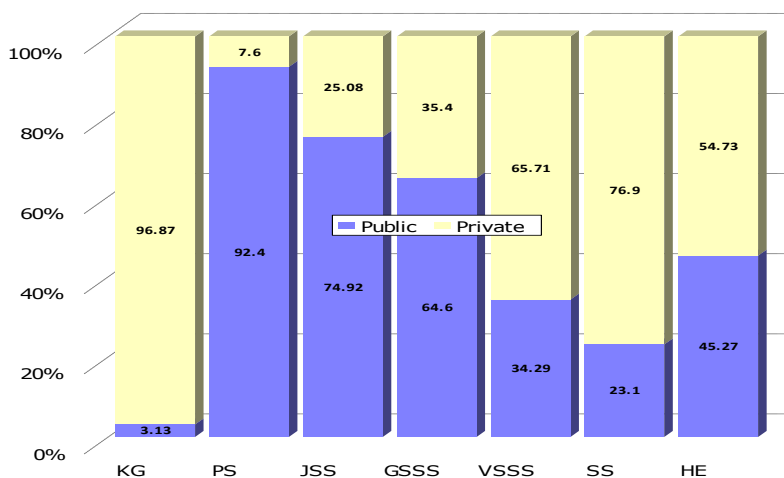
5. Teachers

Tabel 4.9 shows the number of teachers by type and status of school, there are 275,099 KG teachers; 1,550,276 PS teachers; 513,831 JSS teachers; 264,512 GSSS teachers; 175,656 VSSS teachers; 16,102 SS teachers; and 192,944 HE lecturers. In KG, VSSS, and HE level the biggest number of teachers are in private schools, which i.e. 265,599 (KG); 10,961 (VSSS); and 134,966 (HE). This is in line with the number of schools, students, and graduates. On the other hand, for PS, JSS, GSSS, and VSSS level, the number of public school teachers is larger than private school teachers, which i.e. 1,430,127 (PS); 409,942 (JSS); 182,163 (GSSS); and 88,466 (VSSS), even though the number of the public school of the GSSS and VSSS is less than the private ones, also the number of the students and graduates.

Table 4.9
Distribution of Teachers by Type and Status of School
Year 2011/2012

Status	KG	PS	JSS	GSSS	VSSS	SS	HE
Public	9,500	1,430,127	409,942	182,163	88,466	5,186	57,978
Private	265,599	120,149	103,889	82,349	87,190	10,916	134,966
Average	275,099	1,550,276	513,831	264,512	175,656	16,102	192,944

Graph 4.6
Distribution of Teachers by Type and Status of School
Year 2011/2012
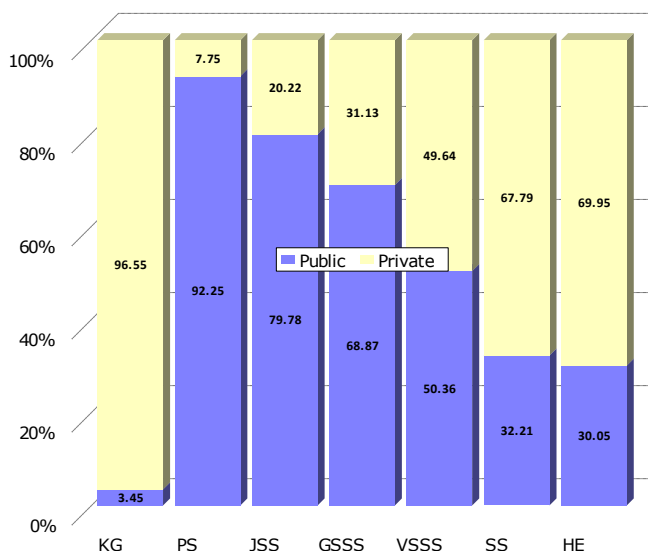
Table 4.10

Teachers by Level of Education and Type of Handicapped Special School

Year 2011/2012

Type of Handicapped	Teachers	%
Blind	450	2.79
Deaf	1,041	6.47
Mentally R.	732	4.55
Physical H.	55	0.34
Mal-adjusted	77	0.48
Multiple H.	57	0.35
Autism	196	1.22
Mixed type	13,494	83.80
Total	16,102	100.00

Based on the information in Tabel 4.10, there are 16,102 SS teachers and it can be known that there are more teachers for mixed type handicaps (13,494 or 83.80%) compared to teachers for physical handicaps that were only 55 teachers (0.34%).

Table 4.11

Ratio of Students to Teachers

Year 2011/2012

Status	KG	PS	JSS	GSSS	VSSS	SS	HE
Public	14	18	17	16	17	4	31
Private	13	21	22	17	29	5	28
Average	13	18	18	16	23	5	29

Based on the information on Table 4.11 it can be seen ratio of students to teachers, one may interpret that the ratio of students to teachers is already meeting the existing requirement, i.e. the number of students served by a teacher is 4 to 18. Therefore, the teacher can pay more attention to and concentrate on each and every student in monitoring academic and non-academic development of each individual. The lowest ratio of students to teachers was 5 at SS and the biggest was 29 at HE. The ratio of private and public schools doesn't show a significant difference, except at VSSS and HE. The ratio of the student to teacher was 17 at public VSSS and 29 at private VSSS, which means there is a lack of the number of the teachers in the private VSSS, while the ratio for the students to HE lecturers was 31 at the public HE and 28 at the private HE, which mean the public HE is still lack of lecturers.

Table 4.12 shows that the ratio of students to teachers in SS by types of handicapped. The ratios are between 2 to 6. The ratio for mal-adjusted is 6; for deaf, mentally retarded, and mixed type handicapped is 5; for blind and physical handicapped is 3; for autism is 2; and for multiple handicapped is

1. This shows that the mal-adjusted are lack of number of the teachers amongst the 8 types of the handicapped.

Furthermore, in relation with gender equality program, generally education and specifically female teachers is expected to have significant role. Therefore, in reality, as shown in Table 4.13, female teachers now a days have significant role in education. It can be seen that the number of the female teachers in KG is 96.87% and in PS it is 62.36% while the number of the male teachers are 3.13% in KG and 37.64% in PS. In JSS and GSSS level the number of female teachers are also bigger, even though the difference not to big. The number of the female teachers in JSS is 55.96% and in GSSS it is 53.90% while the number of the male teachers is 44.04% and 46.10%. However, the smallest number of female teacher is in VSSS 47.08% compared to 52.92% male teacher.

Table 4.12
Ratio of Students to Teachers by Level of Education and Type of Handicapped Special School
Year 2011/2012

Type of Handicapped	Ratio
Blind	3
Deaf	5
Mentally R.	5
Physical H.	3
Mal-adjusted	6
Multiple H.	1
Autism	2
Mixed type	5
Average	5

In the meantime, viewed from the age, there are many varieties regarding the ages of teachers. The teachers of PS, JSS, and GSSS, most of them are 40-49 years old which is 36.24%, 41.15% and 37.33%. In VSSS, most of the teachers are younger, they are 30-39 years old, or 34.29%, same with KG (35.31%). There are only few number of teachers aged more than 59 years old, which is 2.73% for KG, 10.23% for PS, 5.66 % for JSS, 6.26% for GSSS and 4.79% for VSSS.

Table 4.13
Distribution of PS, JSS, GSSS, and VSSS Teachers by
Sex, Age, Certificate, and Tenure
Year 2011/2012

Components		KG Teachers	PS Teachers	JSS Teachers	GSSS Teachers	VSSS Teachers
Sex	Male	3.13%	37.64%	44.04%	46.10%	52.92%
	Female	96.87%	62.36%	55.96%	53.90%	47.08%
Age	20 – 29	27.69%	19.29%	13.58%	13.23%	17.95%
	30 – 39	35.31%	17.80%	26.42%	30.59%	34.29%
	40 – 49	29.25%	36.24%	41.15%	37.33%	32.93%
	50 – 59	5.01%	16.44%	13.18%	12.60%	10.04%
	> 59	2.73%	10.23%	5.66%	6.26%	4.79%
Graduate Program	< S1	71.24%	47.09%	15.46%	6.54%	10.50%
	> S1	28.76%	52.91%	84.54%	93.46%	89.50%
Tenure	<5	27.90%	20.64%	22.11%	23.44%	28.54%
	6 - 20	54.63%	35.27%	45.16%	50.43%	52.04%
	> 20	17.47%	44.09%	32.74%	26.13%	19.42%

The longer experience in teaching reflects the maturity of a teacher combined with the knowledge, skills, and attitude as a teacher. The longer a teacher teach, the more time he or she has in order to get to know and concurrently to improve and develop various abilities to effectively transfer the knowledge needed by the students. The tenure of teachers may be classified into three categories i.e. 1) < 5 years, 2) 6-20 years, and 3) >20 years. On Table 4.13, we can see the tenure of teachers at KG, JSS, GSSS, and VSSS levels; the longest tenure is between 6-20 years that are 54.63%, 45.16%, 50.43% and 52.04%. For the PS level, there are teachers with those who have been teaching for more than 20 years i.e. 44.09%. The least is in KG and VSSS is more than 20 years i.e. 17.47 % and 19.42%, while for the level of PS, JSS, and GSSS in the tenure less than 5 years are 20.64%, 22.11%, and 23.44%.

Table 4.14
Scheme of Qualified Teacher by Level of Education
Based on Law Number 14, 2005

Level of Education	Qualified	Unqualified
KG	Sarjana*)/S1 Teaching and other diploma above it	SPG-TK *), Diploma 1, 2 and 3; Secondary School and diploma below it
PS	Sarjana*)/S1 Teaching and other diploma above it	SPG-SD*) Diploma 1, 2, and 3; Secondary School and diploma below it
JSS	Sarjana*)/S1 Teaching and other diploma above it	PGSLTP*); Diploma 1, 2 and 3; Secondary School and diploma below it
SSS	Sarjana*)/S1 Teaching and other diploma above it	PGSLTA*); Diploma 3; Sarjana/S1 Non Teaching; Diploma 2 and Diploma below it
HE	Master/S2 teaching; Doctor	Master/S2 Non Teaching; Sarjana/S1

Teachers who are teaching at each level of education are distinguished on their properness. The divisions of teachers are as follows: qualify and not-qualified. A teacher is said to be qualified to teach at a certain level of

education if he or she has the minimum qualifications that issued by HE which accordance with the level of the teaching permits. Table 4.14 shows scheme of qualified teacher by level of education according to the Law Number 14 Year 2005, concerning of the teachers and lecturers. Accordning to that Law, it can be seen that provision of the teacher to teach at the level of KG, PS, JSS, GSSS, and VSSS is to have completed bachelor degree or grade 4 diploma or higher. The provision to teach in HE is to be completed Master degree or higher for bachelor degree lecturer, and to have doctorate degree for the lecturer for graduates programs.

Based on Table 4.15, it can be seen that most KG teachers that holds lower education background than the bachelor degree is 71.24%, most of the PS, JSS, GSSS, and VSSS teachers holds bachelor degree which i.e. 52.91%, 84.54%, 93.46%, and 89.50%.

Tabel 4.15
Distribution of PS, JSS, GSSS, and VSSS Teachers by
Graduate Program and Qualified Teacher

Components		KG Teachers	PS Teachers	JSS Teachers	GSSS Teachers	VSSS Teachers
Graduate Program	< S1	71.24%	47.09%	15.46%	6.54%	10.50%
	> S1	28.76%	52.91%	84.54%	93.46%	89.50%
Qualified Teacher	Qualified	71.24%	47.09%	15.46%	6.54%	10.50%
	Unqualified	28.76%	52.91%	84.54%	93.46%	89.50%

Based on the scheme of qualified teacher by level of education in Table 4.14 and Table 4.15, it can be seen that the teachers who are qualified to teach or holds Bachelor Degree Certificates or above can be found in the GSSS i.e. 93.46%, followed by the VSSS i.e. 89.50%, JSS i.e. 80.46%, and PS i.e. 52.91%. The worst situation is in KG, because teachers who are qualified to teach are only 28.76% so that the in that levels there are still many teachers who are not qualified to teach. This condition require more attention from the government if there is a need to improve the quality of the education.

6. Education Participation Rate

Education participation rate consists of Gross Enrollment Ratio (GER), Net Enrollment Ratio (NER), and Adjusted Net Enrollment Ratio (AER). The value of GER and NER for 2011 for each level of education is stated in Table 4.16

GER is the percentage of students at a certain level of education against the total population of the relevant school-age group. From the data on Table 4.16 it can be seen the GER for KG level reached 34.54%. GER for PS level reached 115.43%. This shows that at the PS level many pupils whose ages were outside the 7-12 year age-group so the GER in PS level has achieved to more than 100%. GER at the JSS level reached 99.47% while at

the SSS level reached 76.40% and at the HE level, 27.10%. The higher education level, the number smaller of GER.

Table 4.16
GER and NER by Level of Education and AER by Age Groups
Year 2011

Level of Education	GER (%)	NER (%)
Kindergarten (KG)	34.54	-
Primary School (PS)	115.43	95.55
Junior Secondary School (JSS)	99.47	77.71
Senior Secondary School (SSS)	76.4	57.74
Higher Education (HE)	27.1	-

Age Groups	4-6 year	7-12 year	13-15 year	16-18 year
AER (%)	64.79	98.81	99.45	65.12

NER is the percentage of students at a certain school-age group and level of education against the total population of the relevant school-age group. There is no information about NER at KG level. NER at level of PS has reached 95.55%. This means that, there is 4.45% population at a 7-12 year school-age group who not attends to PS or has been in JSS or not in the school anymore because of financial reasons or some other reasons. NER in JSS has reached 77.71% and in GSSS level only 57.74%. As seen as GER, this NER shows that the smallest value when the level of education is higher. Besides that, the big or small of NER in HE is not a problem as an indicator of the successful of educational program.

AER is the percentage of students at a certain school-age group in all level of education against the total population of the relevant school-age group. In the year 2011, AER 4-6 year is 64.79%. It means that there are 35.21% children at 4-6 years not/not yet going to school. AER 7-12 year is 98.81%. It means that there are 1.19% children aged 7-12 who do not/not yet go to school. AER 13-15 year is 99.45%. This means that there are 0.55% children aged 13-15 not/not yet go to school. In addition, AER 16-18 year is 65.17% means that there are 34.83% population at 16-18 year school-age group no/not yet go to school because of already working or some other reasons.

The different of 3.26% between NER PS (95.55%) and AER 7-12 year (98.81%) means that there are 3.26% children 7-12 year school-age group not in PS anymore, but they may study in JSS or another same level of education. In addition, the different of 21.74% between NER JSS (77.71%) and AER 13-15 (99.45%) year mean that there are 21,74% children 13-15 year school-age group not in JSS anymore but still study in PS or has studied in SSS. Furthermore, the different of 7.43% between NER SSS (57.74%) and AER 16-18 year (65.17%) means that there is 7.43% child 16-18 year school age-group not in SSS anymore but still study in JSS or has studied in HE.

7. Educational Flow

Diagram 4.1. shows the educational flow from the PS level to HE level at the academic in year 2011/2012 is depicted by We can see here that approximately 5.06 million new students enter PS and IPS which made the total students reached approximately 30.78 million, where GER was 115.43% and NER was 95.55%. However, in this level, school drop-out reached approximately 334.64 thousands (1.09%). Meanwhile, from the approximately 4.52 million PS and IPS graduates, only approximately 4.31 millions (95.31%) continued studying at the JSS and approximately 212.40 thousands did not continue studying to JSS (4.69%). However, the number of JSS level students reached approximately 12.17 millions with GER 99.47% and NER 77.71%. The size of the drop-out at this level reached approximately 212.08 thousands (1.74%). From approximately 3.56 million JSS graduates, only approximately 1.78 million (54.49%) continued studying at the GSSS level (GSSS and IGSSS) and 1.49 million (45.51%) continue to VSSS and the rest for 283.44 thousands (7.95%) not continued to SSS level.

The total number of students at SSS level was approximately 9.26 millions where 5.25 millions were studying at the GSSS and IGSSS, and 4.01 million at the VSSS. GER for GSSS (GSSS+IGSSS) reach 41.88% and NER is only 32.12%. GER for VSSS reached 31.89% and its NER is only 24.35%. So GER for SSS (GSSS+ IGSSS+VSSS) reach 76.40% and NER is only 57.74%. The millions 1.08 amount of drop-outs reaches 204.01 thousands (124.79 thousands or 3.34% in GSSS and IGSSS and 79.209 thousands or 1.51% in VSSS). The SSS graduates reach 2.63 millions consist of 1.55 millions from GSSS and IGSSS, and 1.347.1 thousands from VSSS. But, total graduates who continue their education to HE is only 1,347.16 thousands (50.98 %), which means they who don't continue reached approximately 1,345.6 thousand students (49.08%). Thus, it is also shown that students in higher education is 6.23 million and GER reach 27.10% and graduates both from professional education program and academic program reach an amount of 550.23 thousands. Even in HE level there is drop-out students as many as 867.89 thousands.

Diagram 4.1
Schooling Educational Flow PS Level up to HE level
Academic Year 2011/2012

GSSS+IGSSS

Pupils 5.25 million
GER 41.88%
NER 32,12%

Transition 1.347.164 thousand (50.98%)

HE+IHE

Students 6.233 million
GER 27.10%

Transition Rate 1.78 million (50.15%)

Graduates 1.55 Million

Graduates 1,08 thousand

Transition Rate 4.31 million (95.31%)

JSS+IJSS

Pupils 12.17 million
GER 99.47%
NER 77.71%

PS+IPS

Pupils 30.78 million
GER 115.43%
NER 95.55%

New Entrants 5.06 million

Graduate 4.52 Million

Graduates 3.56 Million

VSSS

Pupils 4,01million
GER 31,89%
NER 24.35%

Graduates 867.89 Thousand

Transition 1.49 million (41.89%)

Drop-out Rate 1.09%

Drop-out Rate 1.74%

Drop-out Rate 1,51%

Drop-out Rate 3.34%

Drop-out rate 8,83%

Not Continued Rate to JSS 4,69%

Not Continued Rate to SS 7.95%

Not Continued Rate to HE 49.02%

334.64 thousand	212.40 thousand	212.08 thousand	283.44 thousand	79.20 thousand	124.79 thousand	1.345.62 thousand	550.23 thousand	867.89 thousand
Not complete PS	**PS Graduates**		**JSS Graduates**			**SSS Graduates**		**HE Graduates**

Legend:
PS = Primary School
IPS = Islamic Primary School
JSS = Junior Secondary School
IJSS = Islamic Junior Secondary School
SSS = Senior Secondary School
GSSS = General Senior Secondary School

IGSSS = Islamic Senior Secondary School
VSSS = Vocational Senior Secondary School
HE = Higher Education
IHE = Islamic Higher Education
GER = Gross Enrolment Ratio
NER = Net Enrolment Ratio

From the educational flows in year 2011/2012, there are some students not in school anymore because of drop out and/or graduate but not continue to next level . Students who do not finish PS level are as many as 334.64 thousand children. Children having PS level of education are 547.04 thousands, consist of 334.64 thousand people graduated from PS level and 212.40 thousands are JSS drop-outs. Those who have JSS level of education are as 487.44 thousand children, consist of 283.44 thousand people graduated from JSS, 79.20 thousands are GSSS drop-outs and 124.79 thousands are VSSS drop-outs. Those having SSS level of education are 1,895.86 thousand children, consist of 1,345.62 thousands are SSS graduates and 550.23 thousands are HE drop-outs. Those with HE level of education are 867.89 thousand people. So, the total number of children out

of education is 4,434.86 thousand in 2011/2012. Those children go to labor market to be workers.

8. Trend of Education

a. School

In the last 5 years the number of schools tend to increase in all level of education. Table 4.17 shows that the number of KG, JSS, GSSS, VSSS, and HE were increasing from 2007/2008 to 2011/2012, while the number of PS was decreasing in 2009/2010 then slightly increase in 2011/2012. The largest increase is in VSSS since there is a 52.03% shift from GSSS to VSSS in 5 years so that the number of VSSS increase from 6,746 to 10,256. In the same period, the smallest increase is in PS (1.56%), from 144,567 to 146,826.

Table 4.17
Trend of the Number of Schools by Level of Education
Year 2007/2008-2011/2012

Level	2007/08	2008/09	2009/10	2010/11	2011/12	% Increase
KG	63,444	63,624	67,550	69,326	70,917	11.78
PS	144,567	144,228	143,252	146,804	146,826	1.56
JSS	26,277	28,777	29,866	30,290	33,668	28.13
GSSS	10,239	10,762	11,036	11,306	11,654	13.82
VSSS	6,746	7,592	8,399	9,164	10,256	52.03
HE	2,680	2,975	3,011	3,185	3,170	18.28

Graph 4.7
Trend of the Number of Schools by Level of Education
Year 2007/2008-2011/2012
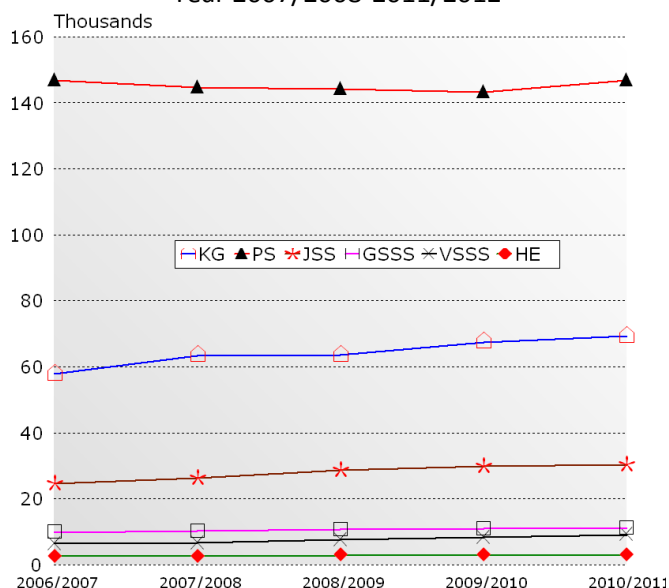
b.   New Entrants to Grade 1

Similar to the number of school, in the last 5 years the number of new entrants to grade 1 tend to increase in all level of education, except in PS level. Graph 4.8 shows that increasing number of new entrants in VSSS were the highest among other levels during 2007/2008 to 2011/2012. They have increased 41.38% in 5 years, from 1,056,110 to 1,493,178. The smallest increase is in HE, only 4.81% in 5 years, i.e. from 1,090,417 to 1,142,835. At the other side, in PS level they have decreased 6.06% in 4 years, i.e. from 4,623,034 to 4,342,911.

Table 4.18
Trend of the Number of New Entrants to Grade 1 by Level of Education
Year 2007/2008-2011/2012

Level	2007/08	2008/09	2009/10	2010/11	2011/12	% Increase
KG	1,952,431	2,376,524	2,185,253	2,245,895	2,637,299	35.08
PS	4,623,034	4,667,977	4,732,548	4,822,160	4,090,219	-11.53
JSS	3,016,157	3,156,308	3,145,012	3,191,899	3,345,075	10.91
GSSS	1,337,862	1,328,683	1,374,807	1,500,923	1,413,223	5.63
VSSS	1,056,110	1,203,686	1,219,418	1,443,517	1,493,178	41.38
HE	1,090,417	997,531	1,024,379	1,089,365	1,142,835	4.81

Graph 4.8
Trend of the Number of New Entrants to Grade 1 by Level of Education
Year 2007/2008-2011/2012
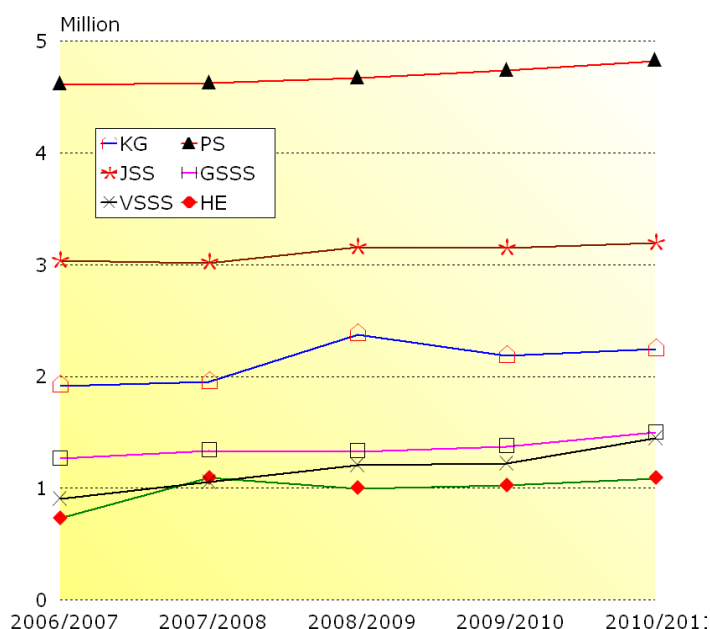
Table 4.19

Trend of the Number of New Entrants to Grade I by Status and Program

Year 2007/2008-2011/2012

Higher Education	2007/08	2008/09	2009/10	2010/11	2011/12	% Increase
Public HE	305,209	469,284	476,393	477,839	497,032	62.85
a. S-0	47,320	94,827	60,746	56,313	56,358	19.10
b. S-1	257,889	374,457	415,647	421,526	440,674	70.88
Private HE	785,208	528,247	547,986	611,526	645,803	-17.75
a. S-0	140,513	66,658	113,129	86,559	92,154	-34.42
b. S-1	644,695	461,589	434,857	524,967	553,649	-14.12
Total	1,090,417	997,531	1,024,379	1,089,365	1,142,835	4.81

Graph 4.9

Trend of the Number of New Entrants to Grade I by Status and Program

Year 2007/2008-2011/2012
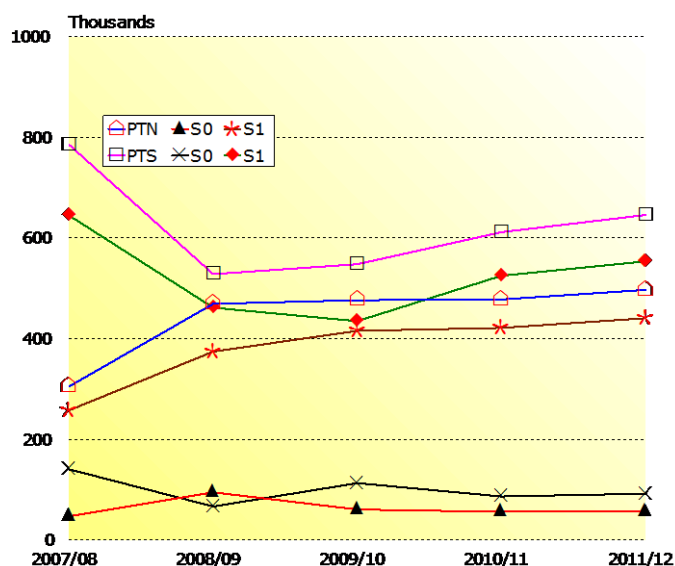
Table 4.19 and Graph 4.9 shows trend of new entrants in public and private higher education from 2007/2008 to 2011/2012. In public HE, increasing number of new entrance is significant, 62.85% in 5 years from 305.21 thousands to 497.03 thousands. This increase is mostly in sarjana (bachelor) program, 70.88%. In addition, the number of new entrances in diploma program increase by 19.10%. On the contrary, in private HE the number of new entrance is decrease from 785.21 thousands to 645.80 thousands or 17.75% in 5 years. The number of new entrances in diploma program decrease by -34.42% and the number of new entrance in sarjana (bachelor) program decrease by -14.12%.

c.   Student

In five years, we can see the increasingly number of students all level of education. From Table 4.20, it shows from year 2007/2008 to 2011/2012

the number of KG, PS, JSS, GSSS, VSSS, and HE students increased every year. The largest increase in HE of 47.60% for the past 5 years from 3,805.3 increased to 5,616.7 thousand. Smallest increase in PS is 3.59% in 5 years from 26,627.4 to 27,583.9 thousands. For PS students, it seem the public interest to education is high enough so that to the smallest increasing.

JSS students in the context of 9-year Compulsory Basic Education increased from 8,614.3 to 9,425.3 thousands, an increase of 9.41% over 5 years. GSSS students also increased from 3,758.9 thousands to 4,196.5 thousand in 2011/2012, an increase of 11.64% over 4 years. VSSS students also increased from 2,739 to 4,019.2 thousands, an increase of 46.74% over 5 years.

Table 4.20
Trend of the Number of Students by Level of Education
Year 2007/2008-2011/2012

Level	2007/08	2008/09	2009/10	2010/11	2011/12	% Increase
KG	2,783,413	3,402,375	2,947,193	3,056,377	3,612,441	29.78
PS	26,627,427	26,984,824	27,328,601	27,580,215	27,583,919	3.59
JSS	8,614,306	8,992,619	9,255,006	9,346,454	9,425,336	9.41
GSSS	3,758,893	3,857,245	3,942,776	4,105,139	4,196,467	11.64
VSSS	2,738,962	3,095,704	3,319,068	3,737,158	4,019,157	46.74
HE	3,805,287	4,281,695	4,337,039	4,787,785	5,616,670	47.60

Graph 4.10
Trend of the Number of Students by Level of Education
Year 2007/2008-2011/2012
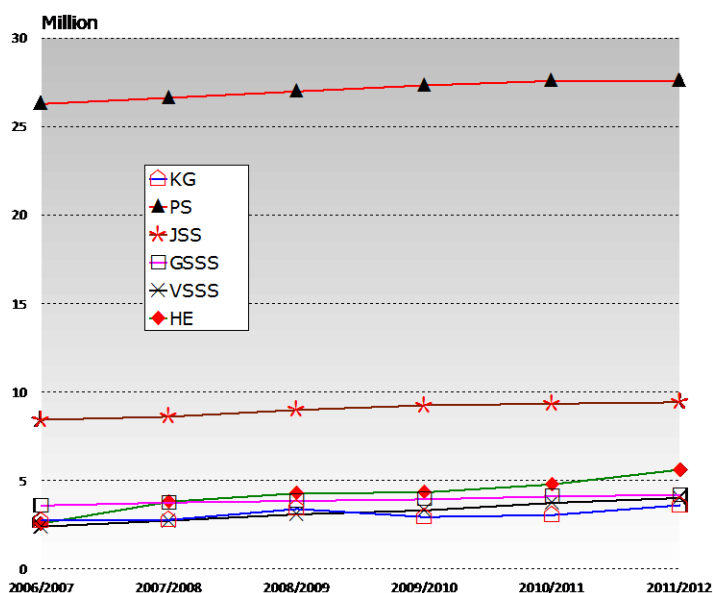
Table 4.21
Trend of Students by Status of Institutions
Year 2007/2008-2011/2012

Higher Education	2007/08	2008/09	2009/10	2010/11	2011/12	% Increase
Public HE	1,237,408	1,748,201	1,804,761	1,812,637	1,816,391	46.79
a. S-0	341,812	482,822	499,363	513,895	486,151	42.23
b. S-1	895,596	1,265,379	1,305,398	1,298,742	1,330,240	48.53
Private HE	2,567,879	2,533,494	2,532,278	2,975,148	3,800,279	47.99
a. S-0	461,105	446,005	491,898	489,086	650,877	41.16
b. S-1	2,106,774	2,087,489	2,040,380	2,486,062	3,149,402	49.49
Total	3,805,287	4,281,695	4,337,039	4,787,785	5,616,670	47.60

Table 4.21 shows the development of students enrolled in public and private HE in 2007/2008 to 2011/2012. There is a very significant improvement of the number of public HE students for the past 5 years. The number of students increased by 1,237.4 thousand to 1,816.4 thousand, an increase of 46.79% for 5 years. There is also a significant increase of the private HE students for 5 years. In the year 2007/2008 the number of students increased from 2,567.9 to 3,800.3 thousands, an increase of 47.99% for the period of 5 years.

Graph 4.11
Trend of Students by Status of Institutions
Year 2007/2008-2011/2012
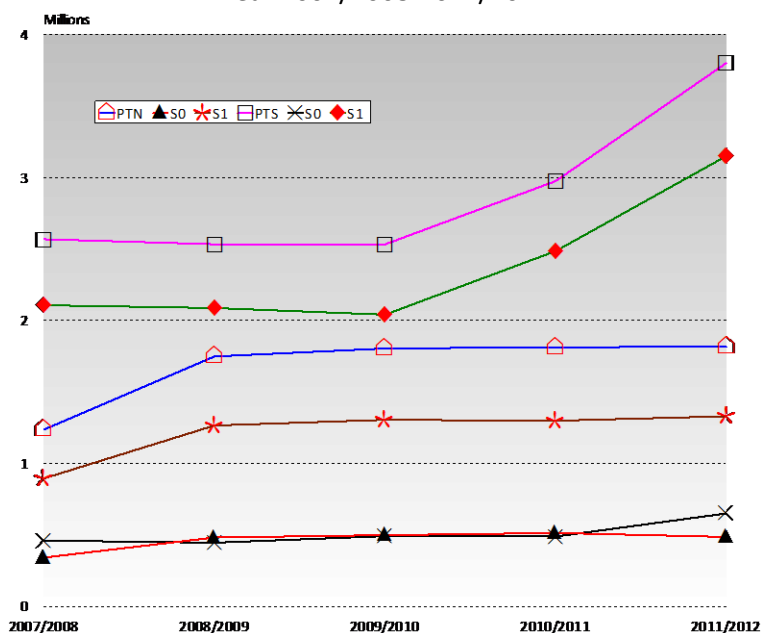
Table 4.22
Trend of Students of Special Education by Type of Handicapped
Year 2007/2008–2011/2012

Type of Handicapped	2007/08	2008/09	2009/10	2010/11	2011/12	growth rate
Blind	990	1,045	1,044	566	1,193	20.51
Deaf	5,245	5,252	5,235	1,580	5,397	2.90
Mentally R.	3,997	4,144	4,030	1,917	3,315	-17.06
Physical H.	211	228	215	54	164	-22.27
Mal-adjusted	440	460	429	127	498	13.18
Multiple H.	163	167	173	5,720	82	-49.69
Autism	566	601	640	44	346	-38.87
Mixed type	51,785	58,700	61,247	11,658	69,039	33.32
Total	63,397	70,597	73,013	21,666	80,034	26.24

Graph 4.12
Trend of Students of Special Education by Type of Handicapped
Year 2007/2008–2011/2012
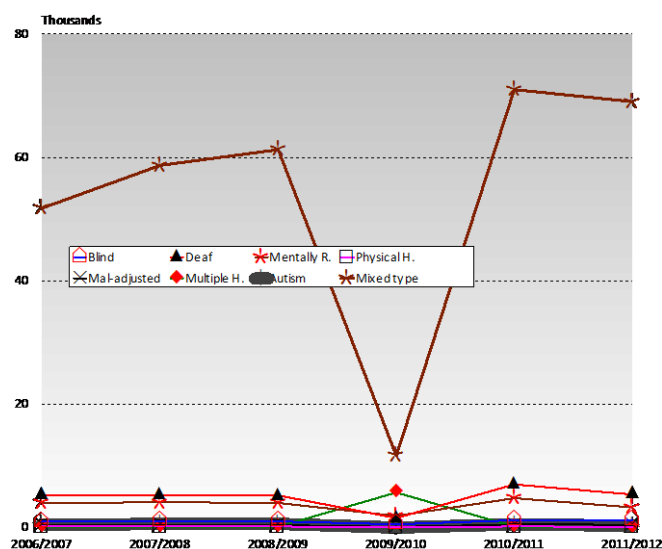
Table 4.22 shows the development of the number of SS students in 2007/2008 to 2011/2012 by type of handicapped, which shows that most students were a mixed handicapped from 51.78 to 69,04 thousand, an increase of 33.32%, after that the number of blind students increased from 990 to 1,193, an increase of 20.51%, followed by the number of the students of mal-adjusted increased from 440 to 498, an increase of 13.18%, and the smallest increased for deaf students from 5,245 to 5,397, an increase of 2,90%. In other hands, for students with multiple handicapped, autism, physical handicapped, and mental retarded are decreased by (-49.69%), (-38.87%), (-22.27%), and (-17,06%).

d. Graduate

Table 4.23 shows the development of the number of graduates in 2007/2008 until 2011/2012 which occurred an increase in the development of graduates at all levels with the greatest increase in HE by 152.41% from 292.5 thousand in 2007/2008 to 738.3 thousand in year 2011/2012 and the smallest increase in the PS of 7.99% from 3,787.4 in 2007/2008 to 4,090.2 in 2011/2012.

Table 4.23
Trend of Graduates by Level of Education
Year 2007/2008-2011/2012

Level	2007/08	2008/09	2009/10	2010/11	2011/12	% Increase
KG	1,680,057	2,043,238	1,779,337	1,839,783	1,839,783	9.51
PS	3,787,418	3,872,972	3,943,696	4,131,513	4,090,219	7.99
JSS	2,508,789	2,563,220	2,673,362	2,934,123	3,119,322	24.34
GSSS	1,043,095	1,088,619	1,163,207	1,196,285	1,274,186	22.15
VSSS	685,982	752,912	825,222	926,787	1,086,387	58.37
HE	292,485	652,364	655,012	689,564	738,260	152.41

Graph 4.13
Trend of Graduates by Level of Education
Year 2007/2008-2011/2012
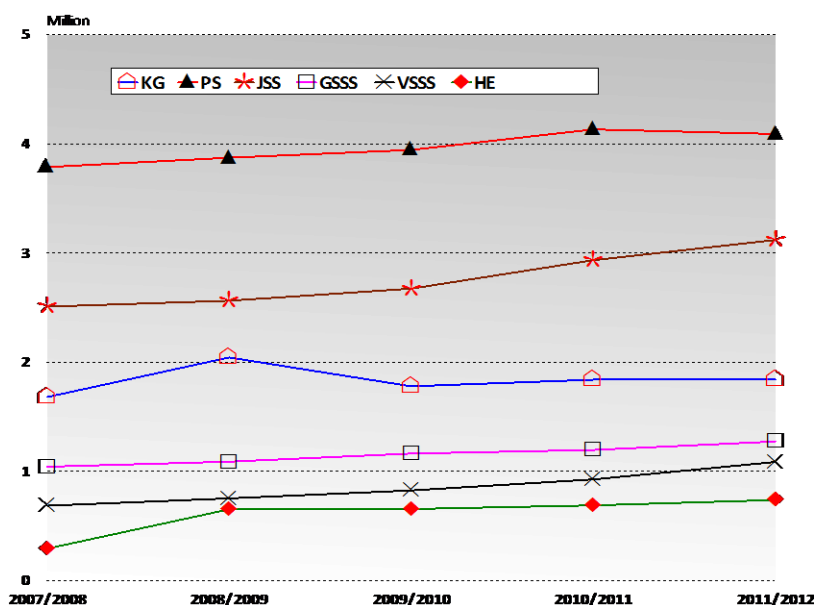
Table 4.24
Trend of Graduates of Higher Education by Status
Year 2007/2008-2011/2012

Higher Education	2007/08	2008/09	2009/10	2010/11	2011/12	% Increase
Public HE	88,830	308,161	310,869	312,196	328,241	269.52
a. S-0	24,801	88,700	106,014	109,919	115,558	365.94
b. S-1	64,029	219,461	204,855	202,277	212,683	232.17
Private HE	203,655	344,203	344,143	377,368	410,019	101.33
a. S-0	36,417	61,516	68,953	83,885	88,797	143.83
b. S-1	167,238	282,687	275,190	293,483	321,222	92.07
Total	292,485	652,364	655,012	689,564	738,260	152.41

Grafik 4.14
Trend of Graduates of Higher Education by Status
Year 2007/2008-2011/2012
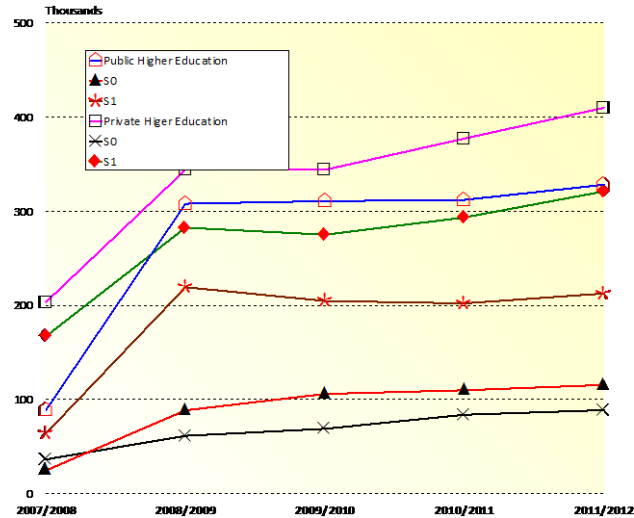
Table 4.24 shows the development of the number of graduates of HE in 2007/2008 until 2011/2012 in which an increase in the number of graduates is quite significant in the public and private HE. Public HE graduates from 88.8 thousand in 2007/2008 increased to 328.2 thousand in 2011/2012, an increase of 269.5%. However, a very large increase occurred in the graduate diploma program at 365.9% for 5 years. The increasing number of the private HE graduates is from 203.7 thousand in 2007/2008 to 410 thousand in 2011/2012 or 101.33%, with the highest increase occured in the graduate diploma program to at 143.83% for 5 years period of time.

e. Teacher

Table 4.25 shows the number of the teachers development in 2007/2008 until 2011/2012 that there is an increase in the development of teachers in KG and PS with the greatest increase (17.78%) and (7.28%). However, the different situation happen for JSS, GSSS, VSSS, and HE, there is a decrease of (-17,37%), (-13,52%), (-23,89%) and (-22,93%). For this year, it is special for the teachers to use data from the NUPTK and Agency of Teachers and Education Personnel Quality Assurance.

Table 4.25
Trend of Teachers by Level of Education
Year 2007/2008-2011/2012

Level	2007/08	2008/09	2009/10	2010/11	2011/12	% Increase
KG	233,563	233,755	276,835	267,576	275,099	17.78
PS	1,445,132	1,569,326	1,627,984	1,644,925	1,550,276	7.28
JSS	621,878	629,036	636,948	556,905	513,831	-17.37
GSSS	305,852	314,389	327,163	264,512	264,512	-13.52
VSSS	230,787	246,018	270,401	175,656	175,656	-23.89
HE	250,357	228,781	233,390	207,507	192,944	-22.93

Graph 4.15
Trend of Teachers by Level of Education
Year 2007/2008-2011/2012
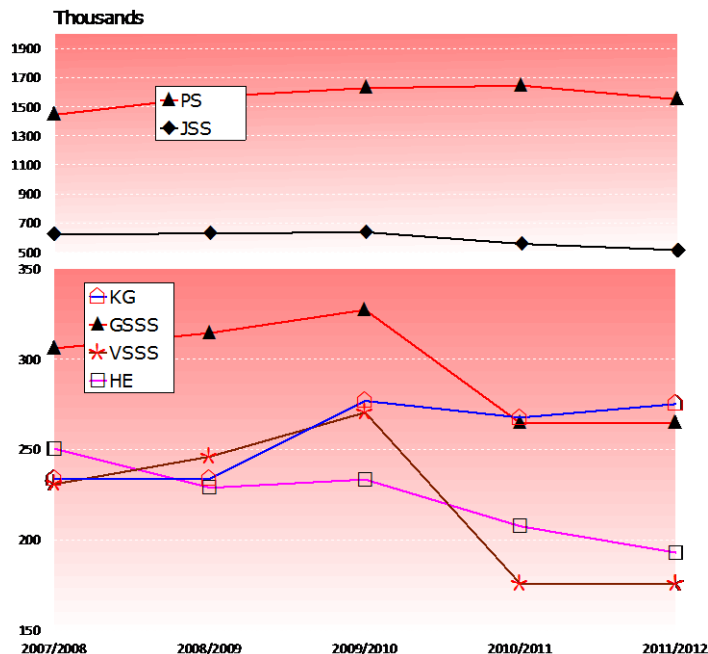
9. *Trend of Education Indicators*

Trend of education indicators mean trend of GER/NER, student and teacher ratio, student and school ratio, and transition rate. Table 4.26 shows the development of GER in 5 levels. A huge increase in GER occurred during the 5-year is at the HE level i.e. 65.62% that increased from 17.25% to 27.10% and the smallest is in the JSS i.e. 8.26% that increased from 92.52% to 99.47%. The small development of the GER JS is a result the completion of JSS that students that are in school in PS is getting less.

Table 4.26
Trend of GER by Level of Education
Year 2007/2008—2011/2012

Level	2007/08	2008/09	2009/10	2010/11	2011/12	AP
PS	115.53	116.56	116.77	115.33	115.43	34.93
JSS	92.52	96.18	98.11	98.20	99.47	8.26
SSS	60.51	64.28	69.60	70.53	76.40	29.22
HE	17.25	17.75	22.00	26.34	27.10	65.62

Graph 4.16
Trend of GER by Level of Education
Year 2007/2008—2011/2012
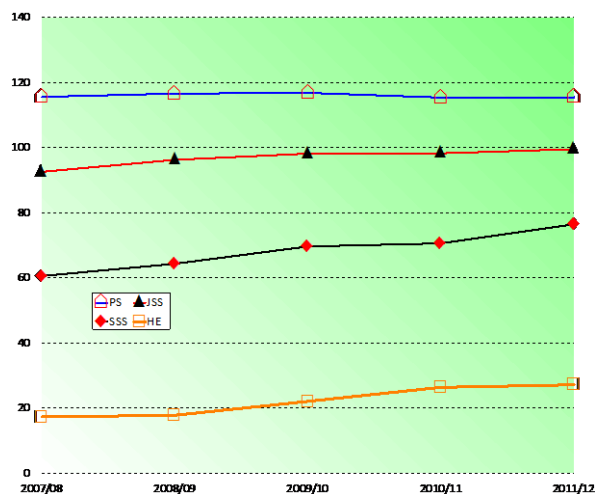
Table 4.27 shows the development of NER according to education level. As well as the increase in GER, the NER also has a huge increase for 5 years that occurred in SSS at 16.64% from 49.94% to 58.25% and also the smallest increase is in the PS school by 0.85% from 94.90% to 95, 71%.

Table 4.27
Trend of NER by Level of Education
Year 2007/2008—2011/2012

Level	2007/08	2008/09	2009/10	2010/11	2011/12	AP
KG	23.94	24.72	25.39	-	-	0.00
PS	94.90	95.14	95.23	95.55	95.71	0.85
JSS	72.02	73.62	74.52	77.71	78.43	8.90
SSS	49.94	52.81	55.73	57.74	58.25	16.64

Graph 4.17
Trend of NER by Level of Education
Year 2007/2008—2011/2012
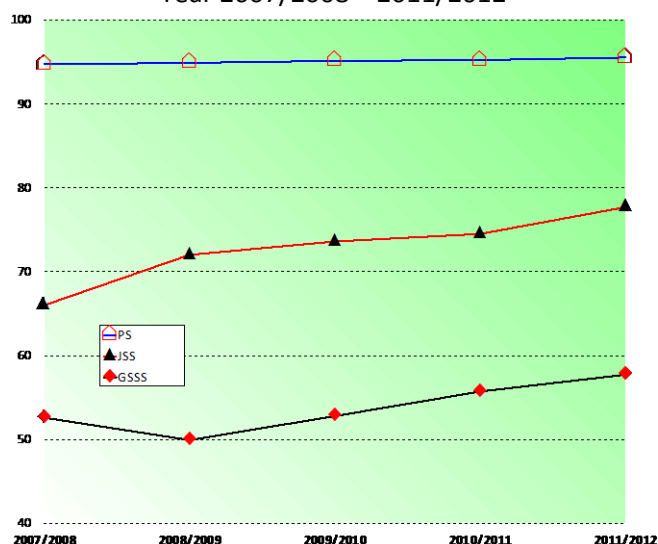
Table 4.28 shows the trend of the ratio of students to teacher to the level of education, where the KG and PS levels decreased with a decrease of -9.86% over the five years from 15 in 2007/2008 to 13 in 2011/2012, and -4.71% for 5 years from 19 in 2007/2008 to 18 in 2011/2012. For JSS, GSSS, VSSS and HE have increased of (26,85%), (25,80%), (70,58%), and (70,21%). The increase in the highest levels found in VSSS for 5 years from 13 in 2007/2008 to 23 in 2011/2012 with the increase of 70.58%.

Table 4.28
Trend of Student and Teacher Ratio by Level of Education
Year 2007/2008-2011/2012

Level	2007/08	2008/09	2009/10	2010/11	2011/12	AP
KG	15	13	11	14	13	-9.86
PS	19	17	17	17	18	-4.71
JSS	14	15	15	17	18	26.85
GSSS	13	13	13	16	16	25.80
VSSS	13	13	14	23	23	70.58
HE	17	19	21	27	29	70.21

Graph 4.18
Trend of Student and Teacher Ratio by Level of Education
Year 2007/2008-2011/2012
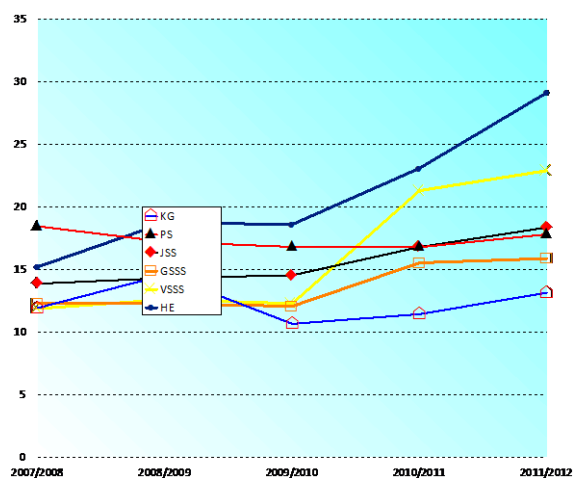
Table 4.29
Trend of Student and School Ratio by Level of Education
Year 2007/2008-2011/2012

Level	2007/08	2008/09	2009/10	2010/11	2011/12	AP
KG	44	50	43	43	51	16.44
PS	185	188	186	188	188	1.76
JSS	299	301	306	278	280	-6.48
GSSS	349	350	349	352	360	3.10
VSSS	361	369	362	364	392	8.62
HE	1279	1422	1362	1510	1772	38.52

Graph 4.19
Trend of Student and School Ratio by Level of Education
Year 2007/2008-2011/2012
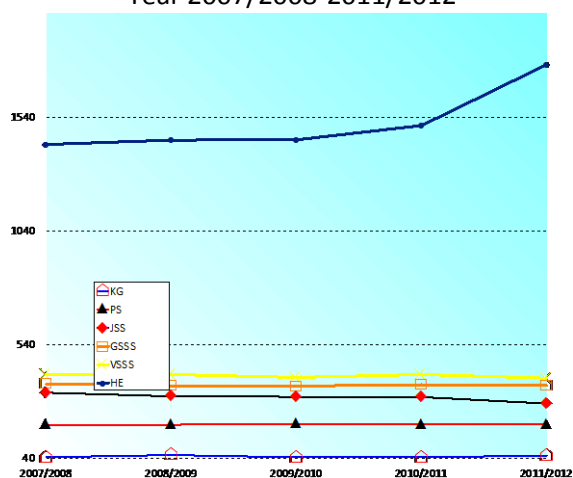
Table 4.29 shows the development of student and school ratio by level of education. On the contrary, student and school ratio in JSS decrease from 299 to 280 or -6.48%. It means that school size is smaller because increasing number of student is not as big as increasing number of school. However, the highest increase of student and school ratio occurs in HE, i.e. 38.52% in 4 years that increased from 1,279 to 1,772. The lowest increase of student and school ratio occurs in PS of 1,76% for 4 years from 185 to 188.

Table 4.30
Trend of Transition Rate to JSS, SSS, and HE
Year 2007/2008-2007/2011

Level	2007/08	2008/09	2009/10	2010/11	2011/12	growth rate
JSS	89.46	96.20	76.00	77.26	81.66	-8.72
SSS	86.34	92.80	97.04	100.35	93.17	7.90
HE	64.35	56.87	48.27	46.16	48.41	-24.78

Graph 4.20
Trend of Transition Rate to JSS, SSS, and HE
Year 2007/2008-2007/2011
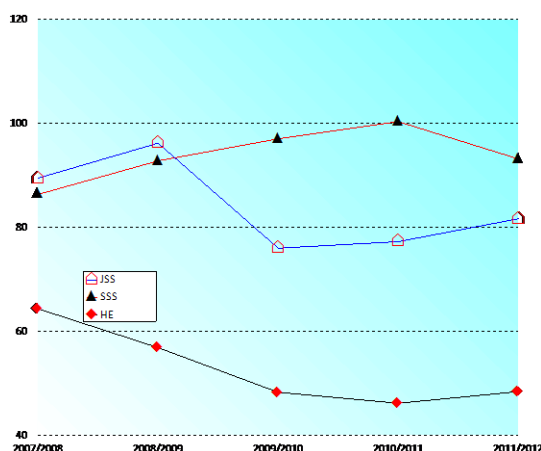
Other important education indicator is transition rate to JSS, SSS, and HE. Transition rate is percentage of graduate for certain level of education who continue to next level, stated as number of new entrance in grade I. Table 4.30 shows trend of transition rate in all level of education. Increasing transition rate to SSS is the highest, i.e. 7.90% in 5 years from 86.34% to 93.17%. On the contrary, transition rate to JSS decreases from 89.46% to 81.66%, or decreases by -8.72% in 5 years, and transition rate to HE decreases from 64.35% to 48.41%, or decreases by -24.78% in 5 years.

B. Non-Formal

Article 26 of Law Number 20 Year 2003 about National Education Systems states that non-formal education is arranged for the society who needs education services. Those education services might function as replacement, additional, and/or completion of formal education to support life-long education. Non-formal education is directed to the improvement of life skills to form Indonesian human resources whose noble characteristics, intelligent, skilful, and independent.

Difference from what have been targeted for formal education, the targets for non-formal education are the combination of: (1) citizens by age group, (2) schooling status (in school or not in school), (3) working status (working or not working), (4) level of education attained, (5) geographic location (rural or urban), and (6) social-economic status (rich and poor). This phenomenon is summarized in Diagram 4.2.

Diagram 4.2
Target Groups of Non-formal Education

Working Status \ School Status	In School	Not in School
Working	**P**	*Q*
Not Working	**R**	**S**

Age Group 0-55 Years	Level of Higher Education	Urban/Rural Location	Poor/Rich Condition
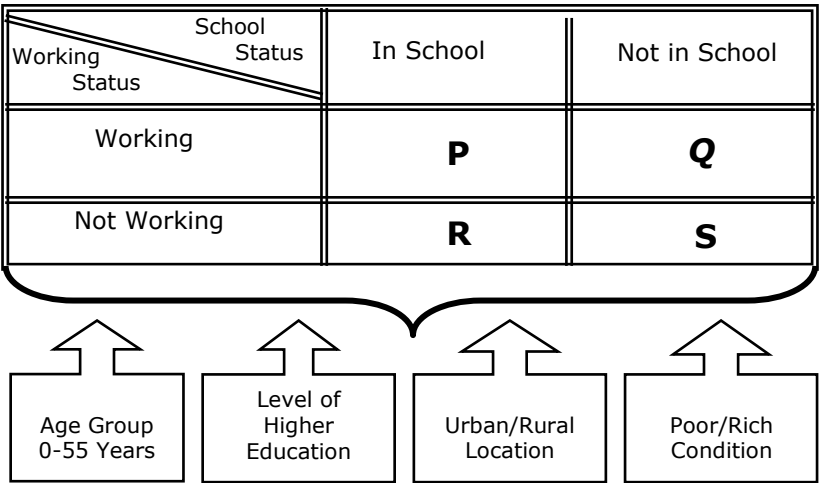
Based on the Law, citizens aged 0-15 are those who are not working yet but they go to school (indicated as R) or they also don't go to school (indicated S), while citizens aged 0-6 are those who don't work and also don't go to school. That means the citizens in this group belong to S group. The government expected that citizens aged 7-15 should be in the R group.

Until now, there is no detailed data about the number citizens that belong to each group P, Q, R, or S. But to give a general view about the challenges in non-formal education, we can see in Table 4.31 that there are 172.1 million people aged 15 years and above (68.33%) from a total of 116.5

million people that belong to labor force. From this number, there are 109,670.4 thousands (63.85%) were employed, and 7.7 millions are still unemployment (4.50%). Furthermore, from this table we can also infer that most workers (over 70%) in the age group 30-34 years to 45-49 years, amounting to approximately 11-15 millions and 50-54 years to 55-59 year amounted respectively about 9 and 6 millions. However, special unemployment (over 10%) at school age is the age of 20-24 years with a number of 2.17 millions (11.91%).

Table 4.31
Number of Population Aged 15 Years and above by Activities
2011

Age-Group Population (year)	Economically Active			Non Economically Active	Total
	Working	Un-employment	Sub-Total		
15-19	5,611,435	2,306,728	7,918,163	14,520,740	22,438,903
20-24	11,106,140	1,869,016	12,975,156	6,043,755	19,018,911
25-29	14,577,663	1,159,747	15,737,410	5,045,864	20,783,274
30-34	15,601,361	643,799	16,245,160	4,818,379	21,063,539
35-39	14,351,963	407,489	14,759,452	3,799,209	18,558,661
40-44	13,565,026	368,327	13,933,353	3,108,730	17,042,083
45-49	11,149,511	245,575	11,395,086	2,608,528	14,003,614
50-54	9,245,315	223,078	9,468,393	2,518,795	11,987,188
55-59	6,156,212	171,188	6,327,400	2,240,302	8,567,702
60+	8,305,773	305,139	8,610,912	9,681,290	18,292,202
Jumlah	109,670,399	7,700,086	117,370,485	54,385,592	171,756,077

Sources: Statistics of Indonesia 2011, Central Board of Statistics, 2011

Table 4.32 shows that the most of unemployment are PS, JSS, GSSS, and VSSS graduates. Percentage of unemployment for each level of education is ordered in detailed as follows: 7.11% for HE graduates; 5.91% Diploma I/II/III; 7.46% for GSSS; 8.17% for VSSS; and 5.00% for the other level.

Table 4.32
Number of Population Aged 15 years and above
By Level of Education and Activities, 2011

Level of Education	Economically Active			Non-Economically Active	Total
	Working	Un-Employment	Sub-Total		
1	5,772,923	190,370	5,963,293	4,414,860	10,378,153
2	16,775,864	686,895	17,462,759	7,962,350	25,425,109
3	31,627,878	1,120,090	32,747,968	13,462,698	46,210,666
4	20,696,605	1,890,755	22,587,360	16,079,682	38,667,042
5	17,111,921	2,042,629	19,154,550	8,212,702	27,367,252
6	8,861,604	1,032,317	9,893,921	2,749,007	12,642,928
7	3,173,516	244,687	3,418,203	720,482	4,138,685
8	5,650,088	492,343	6,142,431	783,811	6,926,242
Jumlah	109,670,399	7,700,086	117,370,485	54,385,592	171,756,077

Legend: 1= never go to school;   2= not graduated from PS;
         3= PS;   4= JSS;
         5= GSSS   6= VSSS;
         7= Diploma 1/2/3   8=University (Sarjana, Master, Doctor)

1. Early Childhood Education

Based on 2011 data on Table 4.33, we can see that there are 173,452 early childhood education institutions (exclude Qur'an education); with 10.49 million participants and 628,234 tutors (exclude tutors in Qur'an education). Percentage of participants served in Day Care Center (DCC) is 0.72%, in Play Group (PG) is 19.74%, in other types of ECE (SEC) is 34.88%, in KG is 34.42%, and in IKG is 10.24%. Participant and institution ratio is 60 (exclude Qur'an education) with the biggest ratio is in other types of ECE or SEC (193) and the smallest ratio is in day care center or DCC (28). Participant and tutor ratio is 17 (exclude Qur'an education) with the biggest ratio is occured in other types of ECE or SEC (68) and the smallest is in islamic kindergarten or IKG (8).

Table 4.33
Number of Institutions, Participants, Tutors, and Indicator
Early Childhood Education
Year 2011

No.	Institution	Institution (I)	Participant (P)	% Participant	Tutor (T)	Ratio	
						P/I	P/T
1	Day Care Centre (DCC)	2,699	75,483	0.72	8,237	28	9
2	Play Group (PG)	55,462	2,071,286	19.74	148,339	37	14
3	Similar Early Chilhood (SEC)	18,939	3,660,339	34.88	54,015	193	68
4	Kindergarten (KG)	70,917	3,612,441	34.42	275,099	51	13
5	Islamic Kindergarten (IKG)	25,435	1,074,131	10.24	142,544	42	8
	Total	173,452	10,493,680	100.00	628,234	60	17

Table 4.34
Gross Enrollment Ratios (GER) Early Childhood Education
Year 2011

No.	Province	Population 0-6 year	Participant	GER
1	DKI Jakarta	989,800	315,703	31.90
2	West Java	5,677,400	1,763,777	31.07
3	Banten	3,204,700	1,252,368	39.08
4	Central Java	302,700	177,313	58.58
5	DI Yogyakarta	4,044,699	2,234,069	55.23
6	East Java	653,600	176,168	26.95
7	Aceh	2,111,000	604,577	28.64
8	North Sumatera	601,700	205,700	34.19
9	West Sumatera	854,100	240,223	28.13
10	Riau	508,300	160,773	31.63
11	Riau Islands	915,000	266,834	29.16
12	Jambi	1,024,500	306,080	29.88
13	South Sumatera	708,769	161,636	22.81
14	Bangka Belitung	240,331	86,013	35.79
15	Bengkulu	539,500	159,594	29.58
16	Lampung	519,000	115,553	22.26
17	West Kalimantan	316,700	91,356	28.85
18	Central Kalimantan	479,200	158,861	33.15
19	South Kalimantan	926,300	263,444	28.44
20	East Kalimantan	315,300	107,956	34.24
21	North Sulawesi	268,800	57,506	21.39
22	Gorontalo	411,500	165,499	40.22
23	Central Sulawesi	505,400	169,029	33.44
24	South Sulawesi	892,700	220,371	24.69
25	West Sulawesi	586,900	106,201	18.10
26	South East Sulawesi	201,200	78,490	39.01
27	Maluku	149,800	36,169	24.14
28	North Maluku	1,418,000	448,760	31.65
29	Bali	157,600	75,061	47.63
30	West Nusa Tenggara	150,700	60,686	40.27
31	East Nusa Tenggara	138,700	64,387	46.42
32	Papua	160,900	34,190	21.25
33	West Papua	185,300	54,160	29.23
	Indonesia	30,160,099	10,418,507	34.54

Table 4.34 shows that from a total of 30.16 million children age 0-6 years in Indonesia, only 10.41 million children who have appropriate education nationwide. Thus, GER 0f ECE (calculated from early childhood learners divided by the population aged 0-6 years multiplied by 100) is 34.54%. In other words, nationally, only a third less population aged 0-6 years had served the early childhood program at 34.54% and the remaining unserved or were enrolled in primary school. The highest GER occurs in Central Java (58.58%) while the lowest GER occurred in West Sulawesi province (18.10%). A total of nine provinces are already above the national average (34.54%), while the remaining 24 provinces are still below the national average.

GER of ECE i.e. 34.54% indicates that ECE have not yet received enough attention. Economy becomes one of many factors to hinder the implementation of the ECE. Low income and the high expenses for basic needs have pushed mothers to go to work to fulfill daily expenses. These factors have decreased attention to childhood education. This is why early childhood age children have not been schooled by their parents so it seems that attention to ECE is not optimal.

In order to prepare children ready to go to school and to be able to complete 9 years of basic education, some efforts have been done to give

ECE services through KG, PG, DCC as well as in indirectly way through Family Development for Children under 5 years (*Bina Keluarga Balita/BKB)* and Integrated Health Service (*Posyandu*). However, efforts that have been done so far have not produced holistic, synergic, and integrated services among three aspects of: education, nutrition, and health. Those three aspects are very crucial in determining the level of intellectual, smartness, and the development of the children.

The lack of holistic, synergic, and integrated services at the age of 0-6 years have impacts on the unreadiness of the children to go to schools that produce a repetition or dropouts. Besides, the lack of stimulus in the early child age will cause the disappearance of golden age children development. Almost 50% of children intellectual development are determined on early child (0-6 years), because at this age is put in place a blue print for the development of intellectual and emotion, independence, and psychomotor as important basis. Integrated education with health and nutrition services has multidimensional advantages scientifically, morally, economically, educationally, and socially as well as to improve the quality of nation simultaneously.

In other countries, ECE has received enough attention from the government. For example, in Singapore and South Korea, almost all children in early age have recieved education. ECE can only be smoothly run if every institution does good collaborative works because ECE is the foundation to form quality Indonesian citizens who are hoped to be the future generation of Indonesia to compete with other countries.

2. Courses and Institutional Establishment

Mission of implementing rural entrepreneurships includes eight variables namely 1) the manager / organizer of the course, 2) educators / instructors, 3) testing (practice and / or oral), 4) consortium / sub-consortium, 5) professional organizations / partners, 6) Implementation Unit Technical Development Center of Non-formal and Informal Education (UPT P2PNFI), Unit Development Center Non-formal and Informal Education (UPT-BPPNFI) and Regional Technical Implementation Unit (UPTD) BPKP and SKB, 7) PKBM, and 8) other institutional PNF. The number of UPT P2PNFI is 2 units (regional I Bandung and Semarang region II) and UPT BPPNFI is 5 units (regional I Medan, Makassar regional V, VI Banjarmasin regional, regional Mataram VII, VIII regional Jayapura). The number of UPT BPKB is 23 institutions and Learning Studio (LCS) of 287 institutions.

The program of establishment of course and institutional creates partnership program with course institution, profession association, and cooperation with other sectors. Organizations actively coordinate with Directorat of Establishment of Course and Institutional are:

1. Indonesia Course's Organizer, Instructure, and Institution Association
2. Indonesia Instructure and Practices's Evaluator Association
3. Indonesia Acupuncturist Association
4. Indonesia Florist Association
5. Indonesia Fashion Designer Association 'Kartini'
6. Indonesia Beauty Expert and Beauty Parlor Entrepreneur 'Tiara Kusuma'
7. Indonesia Food Expert Association
8. Indonesia Bridal Make Up Expert Association 'Melati'
9. Indonesia Spa Association
10. Indonesia Parcel Association 'Pancawati'
11. Indonesia Florist Community
12. Mandarin Language Coordination Board
13. Indonesia Personality Development Association
14. Indonesia Spa Therapist Association
15. Manager of Business and Education for Special Food Association
16. The Course Practitioner Association Professionals
17. Communication Forum of Cummunity Learning

3. Equivalence Education

   Equivalence is defined as the same as what it is in "civil effect", measures, influence, function, and position. As mentioned in Law Number 20 Year 2003 about National Education Systems, article 26, section (6), it states that the outputs of non-formal education can be equivalent to the outputs of formal education after being processed by using equivalent evaluation which is conducted by institution appointed by central government or local government refferred to national standard of education.

Table 4.35
Number of Participants Paket A, Paket B and Paket C
Year 2011

No.	Province	Packet A	Packet B	Packet C	Total	% Province
1	DKI Jakarta	1,389	9,230	7,321	17,940	3.21
2	West Java	4,556	32,383	11,240	48,179	8.63
3	Banten	2,512	10,425	18,504	31,441	5.63
4	Central Java	3,917	18,995	36,768	59,680	10.70
5	DI Yogyakarta	323	8,515	2,862	11,700	2.10
6	East Java	5,429	20,818	47,299	73,546	13.18
7	Aceh	2,164	7,520	11,744	21,428	3.84
8	North Sumatera	2,502	2,727	5,371	10,600	1.90
9	West Sumatera	2,691	4,482	2,415	9,588	1.72
10	Riau	1,926	6,476	8,883	17,285	3.10
11	Riau Islands	485	2,079	4,455	7,019	1.26
12	Jambi	2,371	2,389	2,838	7,598	1.36
13	South Sumatera	1,889	10,024	5,639	17,552	3.15
14	Bangka Belitung	1,239	3,511	3,366	8,116	1.45
15	Bengkulu	1,531	4,883	4,003	10,417	1.87
16	Lampung	1,541	6,910	5,608	14,059	2.52
17	West Kalimantan	1,916	13,804	3,796	19,516	3.50
18	Central Kalimantan	2,165	2,930	3,433	8,528	1.53
19	South Kalimantan	2,167	5,132	4,552	11,851	2.12
20	East Kalimantan	3,931	4,033	1,941	9,905	1.78
21	North Sulawesi	1,782	1,497	2,695	5,974	1.07
22	Gorontalo	1,952	3,754	1,252	6,958	1.25
23	Central Sulawesi	2,920	4,209	2,561	9,690	1.74
24	South Sulawesi	3,832	13,293	2,970	20,095	3.60
25	West Sulawesi	1,055	4,537	2,419	8,011	1.44
26	South East Sulawesi	3,074	1,398	5,692	10,164	1.82
27	Maluku	2,731	4,779	4,798	12,308	2.21
28	North Maluku	3,143	2,348	10,096	15,587	2.79
29	Bali	335	5,304	4,720	10,359	1.86
30	West Nusa Tenggara	1,724	5,598	6,263	13,585	2.43
31	East Nusa Tenggara	2,302	1,015	2,978	6,295	1.13
32	Papua	3,809	249	13,819	17,877	3.20
33	West Papua	681	519	3,961	5,161	0.92
	Indonesia	75,984	225,766	256,262	558,012	100.00

Table 4.35 shows the number of participants of equivalence education. From that table, we can see that total participants are 558.0 thousand people, with the biggest number of participants is in paket C (256,262 people) while the smallest number of participants is in paket A (75,982 people). From all those three equivalence education, the highest number of participants is in East Java (77,546 people or 13.18%), followed by Central Java (59,680 people or 10.70%), and West Java (48,179 or 8.63%) while the lowest number of participants occurs in West Papua for only 5,161 people (0.92%).

Equivalence education is a non-formal education with competency standard of graduate same as of formal education, but content, context, methodology, and approaches to achieve competency standard of graduate give emphasis to concept of applicability, thematic, inductive, and related to environment problem and to train life skills which is oriented to job market or entrepreneurships. Delivery system is created such that student owns self-independency to develop a comprehensive skill and competitiveness which is useful for improving abilities for long live learning. Process of learning is implemented by using inductive and constructive approaches. Learning process in equivalence education gives more emphasis on introducing the environment problem and problem solving using different

related discipline approaches. So, evaluation in equivalence education is conducted by prioritizing competence test.

The target of equivalence education is members of society who are not able to attend formal education because of some factors, such as: 1) To have socio-economic difficulties such as: farmer, fisherman, street children, 2) Live in pondok pesantren (Islamic boarding house) that does not conduct education, 3) Ethnic minorities, isolated because of geographical factors, 4) Group in society who conduct self learning community using flexi learning, and 5) Group in society who chooses equivalence education.

a.   Paket A and Paket B

This program is designed to support the success of Nine-Years Compulsory Basic Education which is prioritized for children age 7-15 years who cannot participate in formal education for some reasons. In fact, PS GER is 115.43% and paket A contributes 0.29%. JSS GER is 99.47% and Packet B contributes 1.78%. However, paket A and paket B also give chance adult who want to have basic education (primary and junior secondary education).

Learning substance is arranged based on curriculum for primary school and junior secondary school, though they are different in depth and extensiveness. Learning process uses the available module or other similar textbooks. There are various implementations such as: learning groups, short courses, or other methods that make continuous learning process is possible. Skill is a subject matter which is special and prioritized. It is expected that after participants have been graduated they will be able to function their skills for their life. The duration for education is at least 6 years for paket A if the participants start from equivalence of grade one and at least 3 years for paket B if the participants start from equivalence of grade seven. At the end of learning periode, final learning evaluation will be held nationally.

Gross Enrolment Ratio (GER) Paket A and Paket B

Year 2011

No	Province	Population		Participant		GER	
		7 -- 12 th	13 -- 15 th	Packet A	Packet B	Packet A	Packet B
1	DKI Jakarta	814,267	347,100	1,389	9,230	0.17	2.66
2	West Java	4,551,968	2,338,516	4,556	32,383	0.10	1.38
3	Banten	1,237,189	576,333	2,512	10,425	0.20	1.81
4	Central Java	3,267,723	1,723,343	3,917	18,995	0.12	1.10
5	DI Yogyakarta	267,656	131,839	323	8,515	0.12	6.46
6	East Java	3,533,218	1,730,882	5,429	20,818	0.15	1.20
7	Aceh	596,271	271,466	2,164	7,520	0.36	2.77
8	North Sumatera	1,719,724	772,385	2,502	2,727	0.15	0.35
9	West Sumatera	591,569	254,986	2,691	4,482	0.45	1.76
10	Riau	717,032	286,403	1,926	6,476	0.27	2.26
11	Riau Islands	160,311	62,116	485	2,079	0.30	3.35
12	Jambi	374,009	166,016	2,371	2,389	0.63	1.44
13	South Sumatera	892,549	419,244	1,889	10,024	0.21	2.39
14	Bangka Belitung	132,867	57,273	1,239	3,511	0.93	6.13
15	Bengkulu	205,726	101,811	1,531	4,883	0.74	4.80
16	Lampung	903,677	450,199	1,541	6,910	0.17	1.53
17	West Kalimantan	614,580	271,827	1,916	13,804	0.31	5.08
18	Central Kalimantan	284,431	139,098	2,165	2,930	0.76	2.11
19	South Kalimantan	411,403	201,678	2,167	5,132	0.53	2.54
20	East Kalimantan	408,758	186,842	3,931	4,033	0.96	2.16
21	North Sulawesi	255,120	120,833	1,782	1,497	0.70	1.24
22	Gorontalo	138,423	62,577	1,952	3,754	1.41	6.00
23	Central Sulawesi	357,573	168,141	2,920	4,209	0.82	2.50
24	South Sulawesi	984,535	471,205	3,832	13,293	0.39	2.82
25	West Sulawesi	179,521	77,710	1,055	4,537	0.59	5.84
26	South East Sulawesi	314,950	142,857	3,074	1,398	0.98	0.98
27	Maluku	244,155	105,656	2,731	4,779	1.12	4.52
28	North Maluku	158,428	78,488	3,143	2,348	1.98	2.99
29	Bali	365,146	171,191	335	5,304	0.09	3.10
30	West Nusa Tenggara	572,121	254,061	1,724	5,598	0.30	2.20
31	East Nusa Tenggara	743,636	330,520	2,302	1,015	0.31	0.31
32	Papua	377,517	139,220	3,809	249	1.01	0.18
33	West Papua	132,447	60,923	681	519	0.51	0.85
	Indonesia	26,508,500	12,672,739	75,984	225,766	0.29	1.78

Table 4.36 shows that total number of paket A participants is 75,984 and total population aged 7-12 years is 26,508,500, so GER of paket A is 0.29%. In other words, the participation rate for Packet A is only 0.29%. The highest GER of paket A is in North Maluku (1.98%), and the lowest GER is in Bali (0.09%). Total number of paket B participants is 225,766 and total population aged 13-15 years is 12,672,739, so GER of paket B is 1.78%. In other words, the participation rate for paket B is only 1.78%. The highest GER for paket B is in DI Yogyakarta (6.46%) and the lowest GER is in Papua (0.18%).

Based on Minister of National Education Decree Number 083/U/2001, 13 June 2001 about Guide for Admission to Kindergarten and Schools, paket A graduates can continue to JSS if their age is not more than 18 years and paket B graduates can continue to SSS if their age is not more than 21 years. Beside, paket A graduates has the same civil effect as PS graduates and paket B graduates have the same civil effect as JSS graduates.

b.   Paket C

This program is designed for community who has not yet graduated from SSS. Curriculum is arranged based on curriculum for SSS and according to same streamline in SSS. Learning materials are arranged in the form of module so it is possible for the participants to study independently. Local learning materials are aimed to mastery of skills so that usefull for income generating after graduate from paket C. The duration of learning in paket C is at least three years if participants start learning from equivalence to the grade 10. If the participants finish grade 12, there will be a national examination. In fact, the SSS GER of is 76.40% was also supported by learners program paket C of 2.03%.

Tabel 4.37
Gross Enrolment Ratio (GER) of Paket C
Year 2011

No.	Province	Population 16 - 18 th	Participant	GER
01	DKI Jakarta	481,500	7,321	1.52
02	West Java	2,155,200	11,240	0.52
03	Banten	573,100	18,504	3.23
04	Central Java	1,675,200	36,768	2.19
05	DI Yogyakarta	146,700	2,862	1.95
06	East Java	1,771,700	47,299	2.67
07	Aceh	268,500	11,744	4.37
08	North Sumatera	833,500	5,371	0.64
09	West Sumatera	297,400	2,415	0.81
10	Riau	276,900	8,883	3.21
11	Riau Islands	79,500	4,455	5.60
12	Jambi	171,700	2,838	1.65
13	South Sumatera	414,300	5,639	1.36
14	Bangka Belitung	58,800	3,366	5.72
15	Bengkulu	92,100	4,003	4.35
16	Lampung	450,300	5,608	1.25
17	West Kalimantan	271,000	3,796	1.40
18	Central Kalimantan	116,100	3,433	2.96
19	South Kalimantan	206,400	4,552	2.21
20	East Kalimantan	187,400	1,941	1.04
21	North Sulawesi	119,700	2,695	2.25
22	Gorontalo	61,700	1,252	2.03
23	Central Sulawesi	154,100	2,561	1.66
24	South Sulawesi	465,900	2,970	0.64
25	West Sulawesi	61,400	2,419	3.94
26	South East Sulawesi	133,000	5,692	4.28
27	Maluku	94,700	4,798	5.07
28	North Maluku	69,500	10,096	14.53
29	Bali	156,800	4,720	3.01
30	West Nusa Tenggara	272,500	6,263	2.30
31	East Nusa Tenggara	310,500	2,978	0.96
32	Papua	133,600	13,819	10.34
33	West Papua	67,900	3,961	5.83
	Indonesia	12,628,600	256,262	2.03

Based on Table 4.37, there are 256,262 participants of paket C and total population age 16-18 years is 12,628,600 so the GER of paket C is 2.03%. The highest GER is in North Maluku (14.53%) and the lowest GER is in West Java (0.52%).

The policies for this program are as follows: 1) paket C graduates are not sufficiently prepared to continue their education to HE, and 2) the government does not provide special budget, but only gives support through tutor trainings and module preparation based on available budget.

In general, community education is aimed at to fulfill functional needs of learning so the results of learning can be applied directly in daily life, to increase their income, and to improve the quality of working.

Community education has strategic values because philosophically, man is social human and learning human. It means that every man needs education and lifelong learning. This philosophy teaches religious awareness that science is not human creation but the results of human searching for.

Nationally, the picture of literacy education program as shown in Table 4.38 shows that there are 31,623 agencies literacy learning of with 316,225 learners, while the number of graduates i.e. 332,037 people, the number of tutors i.e. 40,236 people and 3,044 managers.

The ratio of people per study group study (P/LG) nationwide is 10.00, which means that each study group consisted of an average of 10 people. The largest ratio occurred in West Java (14.20) while the smallest province is in Central Kalimantan (3.91). Tutor ratio per study group (T/LG) of 1.00, which means that a tutor handles about 1 study group. The largest ratio is in Central Kalimantan (2.56) and the smallest is in West Java (0.70). Each manager handles one study group; this can be seen from the ratio of administrators per study group (LG/A) of 0.10. The largest ratio is in the South Sumatera and Bangka Belitung (0.25) and the smallest is in West Nusa Tenggara (0.02).

Table 4.38

Number of Group Learning, Participant, Graduate, Tutor, Administrator,
and Functional Literacy Indicator by Province
Year 2011

No.	Province	Learning Group (LG)	Participant (P)	Graduates (G)	Tutor (T)	Administrator (A)	% Graduates	Ratio			
								P/LG	P/T	T/LG	LG/A
1	DKI Jakarta	200	2,000	2,100	215	17	105.00	10.00	9.30	1.08	11.76
2	West Java	1,932	19,320	20,286	1,361	160	105.00	10.00	14.20	0.70	12.08
3	Banten	200	2,000	2,100	201	22	105.00	10.00	9.95	1.01	9.09
4	Central Java	1,932	19,320	20,286	2,080	298	105.00	10.00	9.29	1.08	6.48
5	DI Yogyakarta	200	2,000	2,100	145	16	105.00	10.00	13.79	0.73	12.50
6	East Java	1,924	19,240	20,202	1,388	250	105.00	10.00	13.86	0.72	7.70
7	Aceh	800	8,000	8,400	644	78	105.00	10.00	12.42	0.81	10.26
8	North Sumatera	1,032	10,320	10,836	1,264	106	105.00	10.00	8.16	1.22	9.74
9	West Sumatera	600	6,000	6,300	892	63	105.00	10.00	6.73	1.49	9.52
10	Riau	388	3,875	4,069	343	55	105.01	9.99	11.30	0.88	7.05
11	Riau Islands	500	5,000	5,250	396	71	105.00	10.00	12.63	0.79	7.04
12	Jambi	...	...	...	...	...	...	...	...	...	...
13	South Sumatera	200	2,000	2,100	305	49	105.00	10.00	6.56	1.53	4.08
14	Bangka Belitung	200	2,000	2,100	366	50	105.00	10.00	5.46	1.83	4.00
15	Bengkulu	600	6,000	6,300	1,235	139	105.00	10.00	4.86	2.06	4.32
16	Lampung	1,032	10,320	10,836	1,373	207	105.00	10.00	7.52	1.33	4.99
17	West Kalimantan	1,532	15,320	16,086	2,099	192	105.00	10.00	7.30	1.37	7.98
18	Central Kalimantan	200	2,000	2,100	512	46	105.00	10.00	3.91	2.56	4.35
19	South Kalimantan	550	5,500	5,775	870	52	105.00	10.00	6.32	1.58	10.58
20	East Kalimantan	600	6,000	6,300	1,083	73	105.00	10.00	5.54	1.81	8.22
21	North Sulawesi	200	2,000	2,100	276	20	105.00	10.00	7.25	1.38	10.00
22	Gorontalo	400	4,000	4,200	563	35	105.00	10.00	7.10	1.41	11.43
23	Central Sulawesi	700	7,000	7,350	1,002	99	105.00	10.00	6.99	1.43	7.07
24	South Sulawesi	1,432	14,320	15,036	2,032	153	105.00	10.00	7.05	1.42	9.36
25	West Sulawesi	400	4,000	4,200	530	42	105.00	10.00	7.55	1.33	9.52
26	South East Sulawesi	700	7,000	7,350	999	54	105.00	10.00	7.01	1.43	12.96
27	Maluku	200	2,000	2,100	209	17	105.00	10.00	9.57	1.05	11.76
28	North Maluku	500	5,000	5,250	584	58	105.00	10.00	8.56	1.17	8.62
29	Bali	1,532	15,320	16,086	2,525	165	105.00	10.00	6.07	1.65	9.28
30	West Nusa Tenggara	8,125	81,250	85,313	10,678	183	105.00	10.00	7.61	1.31	44.40
31	East Nusa Tenggara	1,400	14,000	14,700	1,975	137	105.00	10.00	7.09	1.41	10.22
32	Papua	832	8,320	8,736	1,575	91	105.00	10.00	5.28	1.89	9.14
33	West Papua	580	5,800	6,090	516	46	105.00	10.00	11.24	0.89	12.61
	Indonesia	31,623	316,225	332,037	40,236	3,044	105.00	10.00	7.86	1.27	10.39

1)   Literacy Program

Anyone is called to be illiterate if she/he cannot read and write in Indonesian Language, in Latin alphabet as well as Arabic number and she/he does not have skills to increase her/his income or welfare. Illiterate people consist of 1) original illiterate, those who never go to school since she/he was born because of geographic or economic difficulties, 2) drop-outs of PS grade 1-3, and 3) re-illiterate because there has been such a long time of no training or education what so ever.

Illiterate eradication is one priority in Ministry of Education and Culture, especially in Directorate General of Early Chilhood, Non-formal, and Informal Education. This fact has close relation to the success of development of nation. The more illiterate people in a nation, the poorer the nation is. Based on Table 4.39, Indonesia is now still in rank 121 of world human development index (HDI). It is such a concern for all of us. It decreases when compared to 2010 at position 124 to position 121.

Table 4.39
Human Development Index Ranking
2002 - 2011

Negara	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Singapore	25	28	25	25	25	28	23	27	26	18
Brunei	32	31	33	33	34	27	30	37	33	30
Malaysia	59	58	59	61	61	63	66	57	61	64
Thailand	70	74	76	73	74	81	87	92	103	103
Philippine	77	85	83	84	84	102	105	97	112	114
Vietnam	109	109	112	108	109	114	116	113	128	127
Indonesia	**110**	**112**	**111**	**110**	**108**	**109**	**111**	**108**	**124**	**121**
Myanmar	127	131	132	129	130	135	138	132	149	149
Cambodia	130	130	130	130	129	136	137	124	139	138
Laos	143	135	135	133	133	133	133	122	138	138

Source: Human Development Index Report-UNDP

Table 4.40
Number of Illiterates Age 15-59 Years by Provinces
Year 2011

No.	Province	Male	%	Female	%	Total	%
1	DKI Jakarta	14,763	0.43	49,016	1.41	63,779	0.93
2	West Java	199,978	1.42	453,231	3.32	653,209	2.35
3	Banten	46,038	1.28	123,247	3.51	169,285	2.38
4	Central Java	298,762	2.97	687,417	6.69	986,179	4.85
5	DI Yogyakarta	17,740	1.61	44,001	3.80	61,741	2.73
6	East Java	507,398	4.24	1,074,896	8.70	1,582,294	6.50
7	Aceh	23,433	1.66	51,992	3.63	75,425	2.65
8	North Sumatera	60,080	1.51	117,275	2.96	177,355	2.23
9	West Sumatera	26,313	1.80	45,161	3.09	71,474	2.44
10	Riau	19,980	1.10	41,285	2.34	61,265	1.71
11	Riau Islands	7,974	1.37	13,618	2.29	21,592	1.83
12	Jambi	11,372	2.14	30,608	5.97	41,980	4.02
13	South Sumatera	35,075	1.43	67,894	2.92	102,969	2.15
14	Bangka Belitung	8,729	2.07	18,228	4.71	26,957	3.33
15	Bengkulu	9,475	1.68	21,369	3.98	30,844	2.80
16	Lampung	35,232	1.40	81,566	3.48	116,798	2.41
17	West Kalimantan	54,168	3.93	142,522	10.54	196,690	7.20
18	Central Kalimantan	9,132	1.24	22,651	3.26	31,783	2.22
19	South Kalimantan	21,306	1.79	45,742	3.82	67,048	2.81
20	East Kalimantan	17,215	1.37	31,929	2.80	49,144	2.05
21	North Sulawesi	6,570	0.89	6,347	0.89	12,917	0.89
22	Gorontalo	16,906	5.13	12,631	3.85	29,537	4.49
23	Central Sulawesi	27,933	3.37	41,691	5.23	69,624	4.28
24	South Sulawesi	179,590	7.63	224,624	8.81	404,214	8.24
25	West Sulawesi	24,266	7.12	41,284	12.08	65,550	9.61
26	South East Sulawesi	24,546	3.71	51,033	7.56	75,579	5.66
27	Maluku	9,577	2.13	14,172	3.15	23,749	2.64
28	North Maluku	5,787	1.79	10,807	3.50	16,594	2.63
29	Bali	40,511	3.21	120,024	9.45	160,535	6.34
30	West Nusa Tenggara	105,825	8.23	227,620	15.35	333,445	12.04
31	East Nusa Tenggara	95,661	7.62	128,610	9.53	224,271	8.61
32	Papua	286,942	29.22	388,311	43.40	675,253	35.98
33	West Papua	10,577	4.27	22,376	9.42	32,953	6.79
	Indonesia	2,258,854	2.99	4,453,178	5.90	6,712,032	4.43

Source: census population 2011, BPS 2011

Based on information given in Table 4.40, we can infer that there are many illiterate citizens aged 15-59. From 151.1 million populations age 15-59, there are 6.7 million who are still illiterate. By using this formula is the ratio of illiteracy illiterate population aged 15-59 years with a population aged 15-59 years and shown in a percentage of the number of illiterates, therefore, the illiteracy rate is 4.43%. We can also infer that women have higher illiteracy rate than men, 4.45 million (5.9%) women compare to 2.3 million (3%) men. The highest rate occurs in Papua (35.98%) and the lowest in North Sulawesi (0.89%). For men's illiteracy rate, the highest is in Papua

(29.22%) and the lowest in DKI Jakarta (0.43%). For women's illiteracy rate, the highest is in Papua (43.40%) and the lowest is in North Sulawesi (0.89%).

To achieve that goal, MOEC has organized some strategies, such as: to arrange collaborative work with various community organization, formal education as well as non-formal education in various levels. Besides, valid and reliable data processing on literacy is also conducted in every local government using the collaborative works with Central Bureau of Statistics (BPS). Data collection by name is also implemented by involving neighborhood (smallest unit of bureaucracy below village).

2) Women Education

Balanced and equal quality human resources development between man and woman is closely associated in government policy in education. The results of education situation analysis education show that there is a gender disparity in education access. Man and woman have different opportunities from KG to HE. If there is no serious intervention from the government, it will have impacts on HDI. Illiterate women and women who only have JSS education or less cannot be guaranted as productive human resources, however, the number of illiterate women is bigger than that of man.

Research results show that women education supports productivity, increases an opportunity to get a job, and increases related income, decreases children mortality, improves life expectancy, decreases birth rate, decreases mother mortality rate, increases family healthiness, and gives women capability to manage resources efficiently. For that reasons, gender sensitive education development is very urgently needed. MOEC tries to provide facilities and media for communication and information to be utilized by various stakeholder in achieving a form of fairly gender education.

Gender fairness in obtaining education should be started from responsiveness gender education planning. Because of that, all stakeholders should be able to recognize and apply gender sensitivity to arrange their education program. Woman education program is designed to give and to increase knowledge, skills, attitudes such that they are capable to run family function and to create a healthy family. Activities in women education are: a) training on woman entrepreneur skills to build capability to earn regular income; b) parental education to give capacity to run family function; and c) women empowerment to empower woman as partner of man.

Women education program is aimed at: (1) improving the woman skills through training activities and provision of finance for developing family business; (2) increasing the spirit of leaderships to take the role as family leader when her husband does not run his role as family leader (die or any other business); (3) elucidating partnerships between man and woman; (4)

family education which is aimed at the welfare of children and family; and (5) increasing women's role in family life to have strategic positions in both formal and informal sectors. The main target of the program is women in productive age and originated from poor family.

3) Reading Culture Increment

Reading culture development is implemented by various ways. For example, piloting and empowering Reading Community Center (RCC) in rural areas; giving block grant to RCC for purchasing new collection; to train management of RCC and village library; and to discuss the sunstance of books available in RCC. The development of reading culture runs by collaborative works with national library, provincial library, local library, school library, and village library. The long term goals of the development of reading culture are: 1) to enhance the intellectual life of the nation, 2) to bring nation to the learning society, and 3) to enhance textbook industry in the rural areas.

The rapid growth of the science and technology should be followed up by reading campaign, especially for society in the low level. To develop learning society is a part of efforts to life-long learning in non-formal education. Developing learning society through community library is a very strategic program. Target priority of community library users is participants litteracy program, equivalence program (paket A, paket B, and paket C). To achieve the goals, learning program is needed in a form and unit directed to the originality of learning. It means that focus of learning materials should be adapted to the needs of participants to support his/her life.

Criteria for reading materials which is needed are: 1) suitable with learning ability of target groups, 2) helping target groups in maintain, arrange, stabilize, and increase reading ability, 3) aimed to the real problem suited to society real objectives, and 4) actively stimulating and creating a critical attitude to various problems.

Program for improving learning culture by Directorate of Community Education is based on three main pillars, such as: 1) community libraries are formed in every area, 2) reading materials suited to society real objectives, and 3) reading motivation of the society grow. In the future, generally, it is planned that in every village have community library and the number of community library will increase every year. To bring the plan into the implementation, there are some activities, such as: 1) consolidation of the existing community library, 2) piloting new community libraries which is prioritized for already literate villages, and 3) book donation from community. At the final step, it is expected that by increasing the culture of reading society, book industries and book stores in the local areas are also grow such that the price of good quality books will cheaper and more purchasable by society. Reading is a learning process so reading society will create smart learning society.

4) Partnerships

Partnership in community education is an effort for collaborative works between government (Directorate of Community Education, Directorate General Early Childhood, Non-formal, and Informal Education, MOEC and all stakeholders. As respond to the challenges of the development of partnerships and collaborative works, Directorate of Community Education apply coordination, integration, and synchronization all programs, in internal as well as among sectors.

Presidential Instruction Number 5 about National Movement for Illiterate Eradication Acceleration (NMFIRA) involves government institutions, such as: Coordinating Minister of Welfare (CMOW), Ministry of Home Affair (MOHA), Ministry of Finance (MOF), Ministry of Religious Affair (MoRA), Ministry of Woman Empowerment (MOWE), BPS, Head of Provincial Office, and Head of District/Municipality. Especially, collaborative works among MOEC, MOWE, and MOHA in implementation illiterate eradication program for woman.

The development of institutional partnerships is aimed at fulfilling 3 things, i.e. 1) acceleration of illiterate eradication through National movement for Iliterate eradication, 2) improvement of reading culture and learning community, and 3) increment of access for woman education based on type, level, and unit of education. The final goals of those three programs are to bring to realization of learning society. Because of that, Directorate of Community Education conducts collaborative works with all stakeholders, such that all directorate' programs reach community without any difficulties.

Partnerships and collaborative works are done by Directorate of Community Education with 1) internal partnerships within MONE, 2) regional, provincial, district/municipal, and villages, 3) other governmental organizations, and 4) Non-Government Organization (NGO) as well as International NGOs. Internal partnerships within MOEC collaborative work with Centre for Research and Development of Innovation, Office of Research and Development consists of various studies with improvement of Directorate of Community Education's programs. Collaborative work with Centre for Curriculum, Office of Research and Development consists of the development of curriculum for various programs of Directorate of Community Education. Collaborative work with Directorate General of the Quality Improvement of Teacher and Educational Personnel consists of arranging policy related to manpower and human resources in Directorate of Community Education. Collaborative work with Directorate General Management of Primary and Secondary Education consists of collaborative works in arranging Presidential Instruction for the success of NMfIRA and Nine-Years Compulsory Basic Education. Collaborative work with Directorate General of Higher Education consists of collaborative works in arranging for the success of NMfIRA through field study and the

implementation of Directorate of Community Education' programs in local areas, besides collaborative work with universities such as: Open University, Gajah Mada University, Jakarta State University, Indonesia Educational University Bandung, Tirtayasa University Banten, Semarang State University Semarang, Surakarta State University Surakarta, UIKA Bogor, Pakuan University Bogor, and internal collaborative works within Directorate General of Early Childhood, Non-formal, and Informal Education, integration, and synchronization in out-of-school design, implementation, and evaluation of programs.

Collaborative work with the institution in MOEC and Educational Office at Province level and district/municipality level thru Sub-directorate of Non-formal and Educational Office Sub-districts level, in the implementation of Directorate of Community Education' programs, and collaborative work with Agency for Development of Youth and Out-of-School Education Agency, Agency for Development of Learning Activities, and Learning Activities Studio in the development of model implementation of Directorate of Community Education' programs.

Partnership with international NGO has been made, such as: UNESCO, UNICEF, ACCU, ASPBAE, SIL International, ILO, and others. Collaborative works with foreign government, even though on and off, Directorate of Community Education programs have become reference and comparative study by those foreign countries. Those countries are Thailand, Philippine, Malaysia, Pakistan, Afghanistan, and India.

Partnership and collaborative works with social/religious institution occurs based on MOU to execute Directorate of Community Education' programs, especially those related to illiterate eradication, woman education, and culture of reading society. Those social/religious institutions are Home-Welfare Education (*PKK*), *Muslimat* (Islamic Women of Nadhlatul Ulama), Aisyiah (Islamic Women of Muhammadiyah), *Kowani (Women Organization)*, Islamic Boarding House (*Pondok Pesantren*), Islamic Women (*Wanita Islam*), *LPP-SDM*, *Lembaga Alkitab*, and PP Alhidayah. For socialization and implementation of Directorate of Community Education' programs, there have been made partnership program with various mass media, printed as well as electronic materials, such as: Indonesian Radio Broadcast (*RRI*), Indonesian State Television (*TVRI*), TV cable, TV Education, Private TV, and newspaper such as Kompas, *Suara Pembaharuan*, *Media Indonesia*, and *Tempo*.

CHAPTER V
MANAGEMENT OF EDUCATION

1. Organization of Ministry of Education and Culture

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 1 of 2012 on the Organization and Administration of the MOEC of the position, duties, and functions, as well as state ministries organizational structure, duties and functions of the main unit is located within the MOEC, there are 14 units which consisting of 10 main units and 4 centers are:

1. Secretariat General,
2. Directorate General of Early Childhood Education, Nonformal, and Informal,
3. Directorate General of Basic Education,
4. Directorate General of Secondary Education,
5. Directorate General of Higher Education,
6. Inspectorate General
7. Office of Research and Development,
8. Office for the of Development and Establishment of Language
9. Office for the Development of Human Resource of Education and Culture and Quality Assurance,
10. Directorate General of Culture
11. Center for Education Information Technology and Communication,
12. Center for Information and Public Relations, and
13. Center for Educational Data and Statistics.
14. National Archaeological Center

The expert staffs who assist the Minister consist of 5 persons, those are

1) Expert Staff in Law
2) Expert Staff in Educational Social and Economics
3) Expert Staff in International Cooperations
4) Expert Staff in Organization and Management, and
5) Expert Staff in Culture and Education Psychology

Diagram 5.1
Organization Structure of Ministry of National Education and Culture
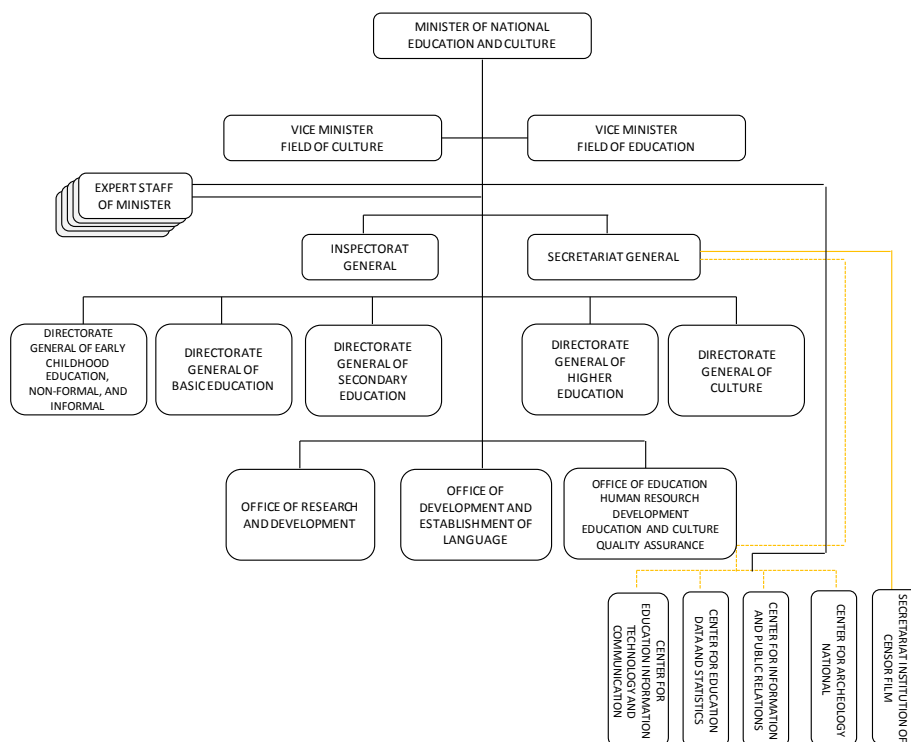
1. Secretariat General

Secretariat General, the MOEC has a task to implement coordination of task and also establish and giving supports to the ministry. There are seven functions of secretariat general: a) to coordinate the activities of ministry. b) to implement of the general administration with the coordinator of the ministry, c) to implement a working relation in administration, personnel, financial, and household of MOEC, d) coaching and implementation of the organization, governance, and collaboration, e) coordination and drafting of legislation and legal assistance, f) the implementation of the management of nation property, and g) to implement the other task which given by the minister.

Diagram 5.2
The Structure Organization Secretariat General
Minister's Decree Number 1 Year 2012

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                    ┌─────────────────────────┐
                    │  SECRETARIAT GENERAL    │
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                    ┌─────────────────────────┐
                    │   BERAU OF GENENRAL     │
                    └─────────────────────────┘

┌──────────────┐ ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│ BERAU OF     │ │ BERAU OF     │ │ BERAU OF     │ │ BERAU OF LAW │
│ PLANNING AND │ │ FINANCE      │ │ EMPLOYMENT   │ │ AND          │
│ CORPORATION  │ │              │ │              │ │ ORGANIZATION │
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│ EDUCATION  │ │ EDUCATIONAL│ │ INFORMATION│ │ ARCHEOLOGY │ │INSTITUTION │
│ INFORMATION│ │ DATA AND   │ │ AND PUBLIC │ │ NATIONAL   │ │OF CENSOR   │
│ TECHNOLOGY │ │ STATISTICS │ │ RELATIONS  │ │            │ │FILM        │
│ AND        │ │            │ │            │ │            │ │            │
│COMMUNICATION│ │            │ │            │ │            │ │            │
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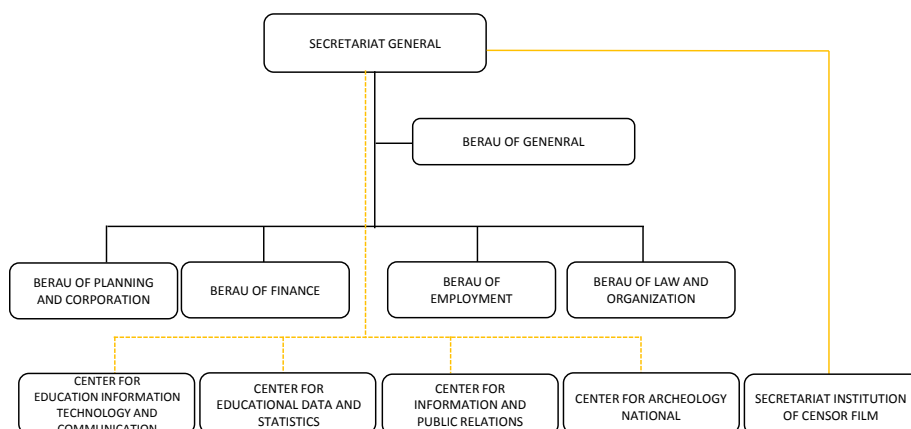
2.   Directorate General of Early Childhood Education, Non-formal, and Informal

Directorate General of Early Childhood Education, Non-formal, and Informal Education has a task to formulate and also to implement the policy and technically standardization in early childhood education, non-formal, and in-formal education. There are five functions of directorate general of early childhood education, non-formal, and informal education: a) to prepare the policy in early childhood education, non-formal, and in-formal education, b) to implement the policy in early childhood education, non-formal, and in-formal education, c) to formulate norm, standard, procedure, and criteria in early childhood education, non-formal, and inormal education, d) to give technical assistance and evaluation of early childhood education, non-formal, and inormal education, and e) to implement the administration of directorate general.

Diagram 5.3
The Structure Organization Directorate General of Early Childhood
Education, Non-formal and Informal
Minister's Decree Number 1 Year 2012

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            ┌──────────────────────────────┐
            │ DIRECTORATE GENERAL OF EARLY │
            │ CHILDHOOD EDUCATION NON      │
            │ FORMAL AND INFORMAL          │
            └──────────────────────────────┘
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                          ├───│ SECRETARIAT DIRECTORATE  │
                          │   │ GENERAL                  │
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│OF EARLY   │ │OF         │ │OF SOCIETY │ │ ESTABLISHMENT │
│CHILHOOD   │ │ESTABLISH- │ │EDUCATION  │ │ OF TEACHER AND│
│EDUCATION  │ │MENT OF    │ │           │ │ EDUCATIONAL   │
│           │ │COURSE AND │ │           │ │ PERSONAL EARLY│
│           │ │INSTITUTION│ │           │ │ CHILDHOOD     │
│           │ │           │ │           │ │ EDUCATION     │
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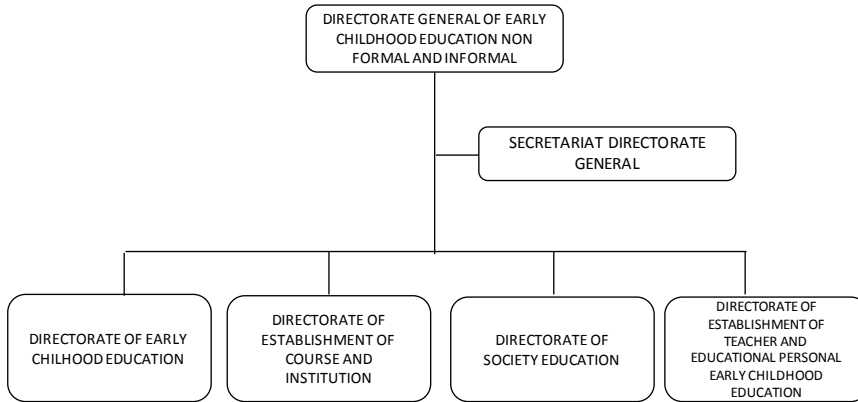
3.   Directorate General of Basic Education

Directorate General of Basic Education has a task to formulate and to implement the policy and the technically of standardization in basic and secondary education. There are five functions of directorate general basic education: a) to prepare the policy of ministry in basic education, b) to implement the policy in basic education, c) to formulate the standard, procedure, and criteria on basic education, d) to give a technical assistance and evaluastion in basic education, and e) to implement the administration of directorate general.

Diagram 5.4
The Structure Organization Directorate General of Basic Education
Minister's Decree Number 1 Year 2012
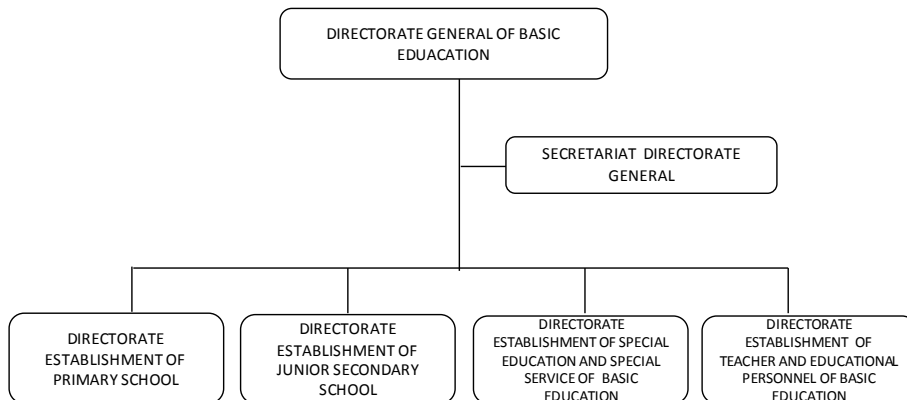
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            │ DIRECTORATE GENERAL OF BASIC │
            │ EDUACATION                   │
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│ESTABLISH- │ │ESTABLISH- │ │ESTABLISHMENT │ │ESTABLISHMENT  │
│MENT OF    │ │MENT OF    │ │OF SPECIAL    │ │OF TEACHER AND │
│PRIMARY    │ │JUNIOR     │ │EDUCATION AND │ │EDUCATIONAL    │
│SCHOOL     │ │SECONDARY  │ │SPECIAL       │ │PERSONNEL OF   │
│           │ │SCHOOL     │ │SERVICE OF    │ │BASIC          │
│           │ │           │ │BASIC         │ │EDUCATION      │
│           │ │           │ │EDUCATION     │ │               │
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4. Directorate General of Secondary Education

Directorate General of Secondary Education has a task to formulate and to implement the policy and the technically of standardization in ssecondary education. There are five functions of directorate general secondary education: a) to prepare the policy of ministry in secondary education, b) to implement the policy in secondary education, c) to formulate the standard, procedure, and criteria on Secondary education, d) to give a technical assistance and evaluation in secondary education, and e) to implement the administration of directorate general.

Diagram 5.5
The Structure Organization Directorate of Secondary Education
Minister's Decree Number 1 Year 2012

5. Directorate General of Higher Education

Directorate General of Higher Education has a task to formulate and to implement the policy and technically standardization HE. There are five functions of directorate general of higher education: a) to prepare the policy of ministry in HE, b) to implement the policy in HE, c) to formulate the norm, standard, procedure, and criteria on HE, d) to give a technical assistance and evaluation in HE, and e) to implement the administration of directorate general.

Diagram 5.6

Diagram 5.6
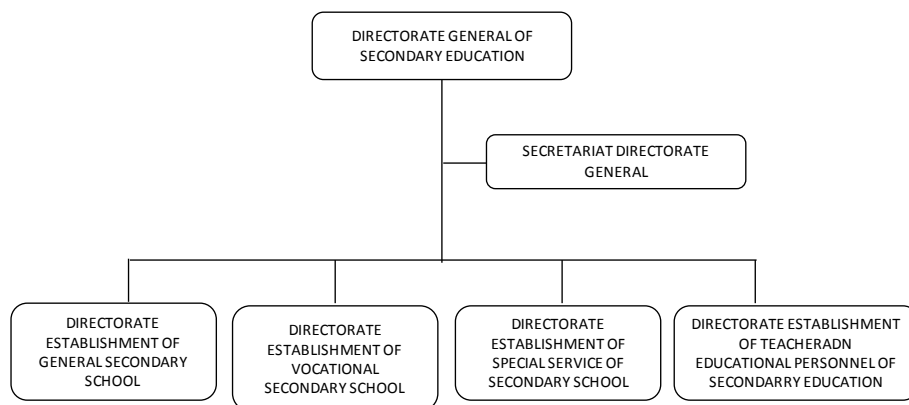The Structure Organization Directorate General of Higher Education
Minister's Decree Number 1 Year 2012

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                    │ DIRECTORATE GENERAL OF  │
                    │    HIGHER EDUCATION     │
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 │      OF      ││      OR      ││      OF      ││      OF      │
 │ INSTITUTIONAL││  LEARNING    ││   TEACHER    ││ RESEARCH AND │
 │ PARTNERSHIP  ││     AND      ││     AND      ││    PUBLIC    │
 │              ││   STUDENT    ││ EDUCATIONAL  ││   SERVICES   │
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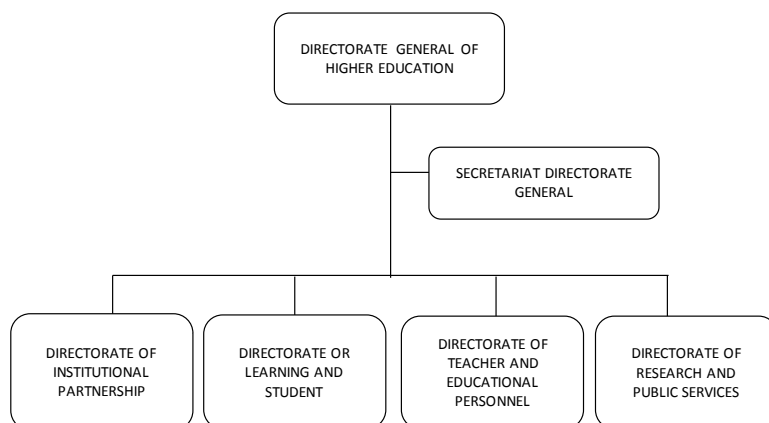
6.   Inspectorate General

Inspectorate General, the MOEC has a task to give technical and administrative services, and to do establishment and coordination on implementation of the tasks of organization unit in Inspectorate Generale. There are five functions of inspectorate general: a) to prepare the formulation policy of the internal supervision in MOEC, b) to implement internal supervision in MOEC on performance and financial thru audit, review, evaluation, monitoring, and other supervision activities, c) to implement supervision for special purposes as assign by Minister of National Education and culture, d) to make the report of the supervision in the MOEC, and e) to implement the administration of inspectorate general.

Diagram 5.7
The Structure Organization Inspectorate General
Minister's Decree Number 1 Year 2012

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                    │  INSPECTORATE GENERAL   │
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                       ┌─────────────────────────┐
                       │ SECRETARIAT INSPECTORATE│
                       │         GENERAL         │
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 │      I       ││      II      ││     III      ││      IV      │
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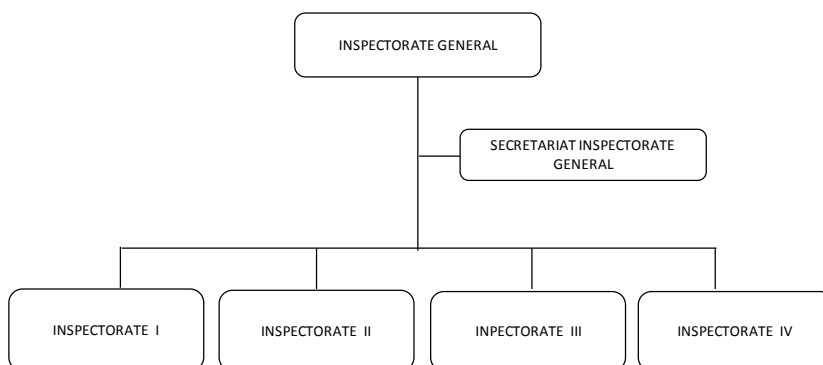
7. Office of Research and Development

Office of Research and Development the MOEC has a task to do some research and development in the MOEC. There are four functions of Office of research and development: a) to formulate the policy on the technical, plan, and program of research and development in education, b) to implement a research and development in education, c) to monitor, evaluate, and report implementation of research and development in education, and d) to implement the administration of office of research and development.

Diagram 5.8
The Structure Organization Office of Research and Development
Minister's Decree Number 36 Year 2011

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                    │ OFFICE OF RESEARCH AND  │
                    │      DEVELOPMENT        │
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│THE CENTER │ │THE CENTER │ │THE CENTER │ │ THE CENTER     │
│FOR        │ │FOR        │ │FOR        │ │ RESEARCH AND   │
│RESEARCH   │ │EVALUATION │ │CURRICULUM │ │ DEVELOPMENT OF │
│POLICY     │ │OF         │ │AND BOOKS  │ │ CULTURE        │
│           │ │EDUCATION  │ │           │ │                │
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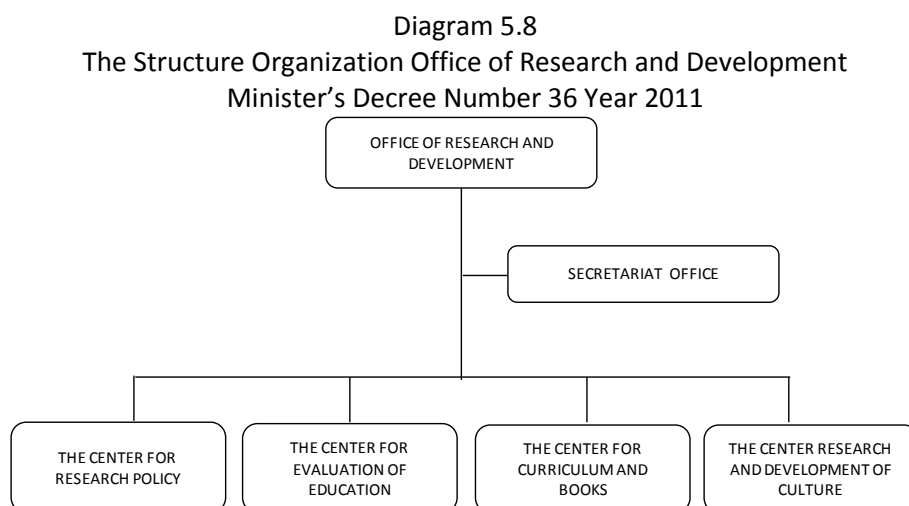
8. Office of Development and Establishment of Languange

Office of Development and Establishment of Languange has a task to do the development, establishment, and protection Indonesia's language and literature. There are four functions of office development and establishment of languange: a) to formulate the policy on the technical, plan, and program of development establishment, and protection Indonesia's language and literature, b) to implement establishment, and protection Indonesia's language and literature, c) to monitor, evaluate, and report the implementation of development, establishment, and protection Indonesia's language and literature, and d) to implement the administration of office of development and establishment of languange.

Diagram 5.9
The Structure Organization Office of Development and Establishment of
Language
Minister's Decree Number 36 Year 2011

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┌─────────────────────────────┐
│ OFFICE OF DEVELOPMENT AND    │
│ ESTABLISHMENT OF LANGUAGE    │
└─────────────────────────────┘
              │
              │      ┌─────────────────────────┐
              ├──────│   SECRETARIAT OFFICE    │
              │      └─────────────────────────┘
              │
      ┌───────┴────────┐
┌──────────────┐  ┌──────────────┐
│ CENTER FOR   │  │ CENTER FOR   │
│ DEVELOPMENT  │  │ ESTABLISHMENT│
│ AND          │  │ AND          │
│ PROTECTION   │  │ SOCIALIZATION│
└──────────────┘  └──────────────┘
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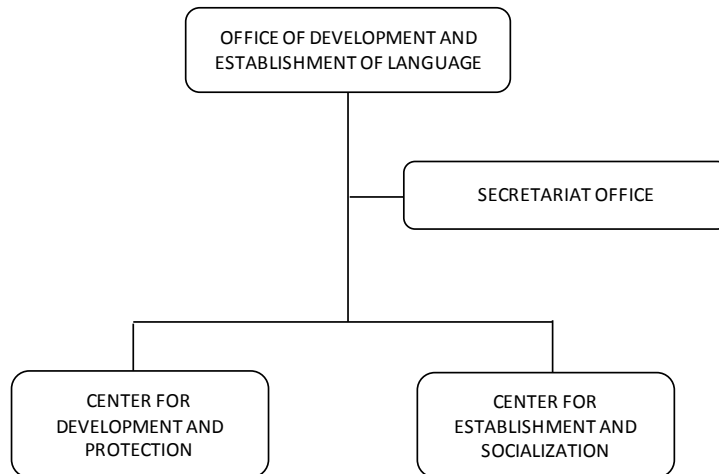
9. Office of Education Human Resource Development and Education
    Quality Assurance

Office of Education Human Resource Development and Education Quality Assurance has a task to do the development of human resourses and quality assurance in education. There are four functions of office of education human resource development and education quality assurance: a) to formulate the policy on the technical, plan, and program of development of human resourses and quality assurance in education, b) to implement development of human resourses and quality assurance in education, c) to monitor, evaluate, and report the implementation of development, development of human resourses and quality assurance in education, and d) to implement the administration of office of education human resource development and education quality assurance.
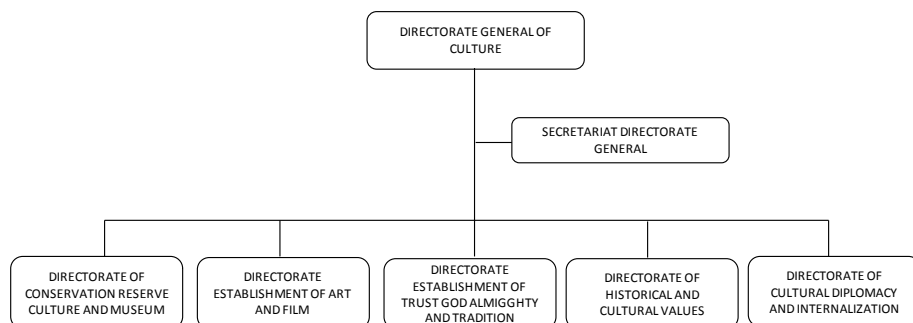
Diagram 5.10
The Structure Organization Office of Education Human Resource
Development and Education Quality Assurance
Minister's Decree Number 12 Year 2012

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              ┌──────────────────────────┐
              │ EDUCATION HUMAN RESOURCE │
              │ DEVELOPMENT EDUCATION AND│
              │ CULTURE QUALITY ASSURANCE│
              └───────────┬──────────────┘
                          │
                  ┌───────┴────────┐
                  │ SECRETARIATE   │
                  │ OFFICE         │
                  └───────┬────────┘
    ┌──────────┬──────────┼──────────┬──────────┐
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│CENTER FOR││CENTER FOR││CENTER FOR││CENTER FOR│
│DEVELOPMENT││DEVELOPMENT││QUALITY  ││DEVELOPMENT│
│OF TEACHER'S││OF EDUCATIONAL││ASSURANCE││OF CULTURE│
│PROFESSIONAL││PERSONNEL ││         ││PERSONNEL │
└─────────┘└─────────┘└─────────┘└─────────┘
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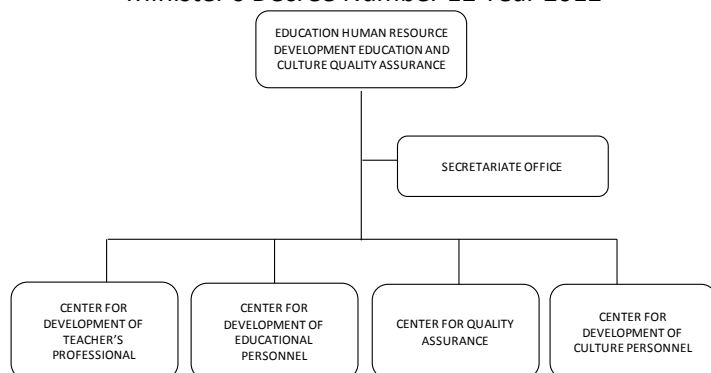
10. Directorate General of Culture

The head of Directorate General of Culture is the director general who is under and responsible to the Minister of Education and Culture. Directorate general of culture has the task of formulating and implementing policies and technical standardization in the field of culture. In carrying out the tasks referred to in Article 530, the Directorate General of Culture performs some functions such as: policy formulation in the field of culture, the implementation of policies in the field of culture, development of norms, standards, procedures and criteria in the field of culture, the provision of technical guidance and evaluation in the field of culture and the administration directorate general of culture.

Diagram 5.11
Organization Structure of the Directorate General of Culture
Based on the MoEC Decree No. 1 Year 2012

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              ┌──────────────────────┐
              │ DIRECTORATE GENERAL  │
              │ OF CULTURE           │
              └──────────┬───────────┘
                         │
                 ┌───────┴────────┐
                 │ SECRETARIAT    │
                 │ DIRECTORATE    │
                 │ GENERAL        │
                 └───────┬────────┘
  ┌──────────┬──────────┼──────────┬──────────┐
┌─────────┐┌─────────┐┌─────────┐┌─────────┐┌─────────┐
│DIRECTORATE││DIRECTORATE││DIRECTORATE││DIRECTORATE││DIRECTORATE│
│OF CONSERVATION││ESTABLISHMENT││ESTABLISHMENT││OF HISTORICAL││OF CULTURAL│
│RESERVE CULTURE││OF ART AND FILM││OF TRUST GOD││AND CULTURAL││DIPLOMACY AND│
│AND MUSEUM ││          ││ALMIGGHTY AND││VALUES   ││INTERNALIZATION│
│          ││          ││TRADITION ││         ││          │
└─────────┘└─────────┘└─────────┘└─────────┘└─────────┘
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B. Agency for National Accreditation

The establishment of national education standard in Government Act (PP) Number 19/2005 based in five bodies: 1) National Education Standard Board, 2) Quality Education Assurance Unit, 3) School/Islamic School National Accreditation Board, 4) Non-formal Education National Accreditation Board, and 5) Higher Education National Accreditation Board.

The establishment is for the quality assurance of national education in order to actualize provision education in order to attain Indonesia citizens that smart, competitively, and comprehensively. Related to that, for the quality assurance and quality control of the education based on the national education standard and sustainability based on the demand which is always change in a good way for the national level, regional and international, the evaluation of accreditation and certification is implemented.

National education standard function is as a basis for planning, implementation, and supervision on education, in order to make a good quality of national education. The function of planning, implementation, and supervision consist of eight aspects: 1) standard of content, 2) standard of process, 3) standard of graduate competency, 4) standard of teachers and educational personnel, 5) standard of educational facilities, 6) standard of management, 7) standard of budgeting, and 8) standard of educational evaluation.

National education standard developed by National Education Standard Board is effective and bound all educational units nationally. The explanation of eight national standard of education is in the followings. Standard of content includes the material and the level of competency to reach the standard of graduate in a level and in a certain education. Standard of content has an unlaced concept of the based competency curriculum, learning loads insufficient guidance and educational calendar. For basic and secondary education, either in general or vocational curriculum consists of five groups, i.e group of subject of religion and noble moral, citizens and personality, science and technology, aesthetics and sport and health.

Basic concept and HE curriculum are developed by each HE for every subject program. Curriculum structure of special education for the HE based on an article No. 9 (2) Government Act (PP) Number 19 Year 2005, there are obligation to put religious education, citizens education, Indonesian language, and English language in curriculum.

The standard of process is a learning process for education standard unit. The implementation of learning process must be interactive, inspiring, enjoyable learning, challenging, motivating the students to be active in participating, giving enough space for initiative, creativity, and independence based on student's talent, interest, and physical and psychologycal development.

Standard of process is a standardized learning process in an education unit implemented interactively, inspirative, joyfull, challenging, motivating for students to actively participated. It also gives enough space for initiative, creativity, and independence based on student's talent, interest, and physical and psychologycal development. And it is more important to give teladan or modeling on learning process. To support the standard of process, each education unit has obligation to make learning plan, implementation, evaluation of education result, and supervision of learning process for effective and efficient learning process based on the standards produced by National Education Standard Board and decided by the minister's decree. In addition, the learning process educators provide teladan or modeling. Each educational unit is to plan the learning process, the implementation of the learning process, learning outcomes assessment, and monitoring of the learning process for the implementation of the learning process effective and efficient.

The standard competency of graduate for basic and secondary education is used as an evaluation guide to decide the student graduation. The standard consists of minimal standard competency of graduates in basic and secondary education, minimal standard competency of group of subject, and minimal standard competency of a subject. The standard is used as refference on assessment for deciding whether student graduate based on competency of all subject matters or group of subject matter.

The standard of teachers and the educational personnel is that the teachers need to have an academic qualifications and competence as a learning agent, also has an ability to make the aims of national education. Academic qualifications referred to above are minimum levels that must be met by an educator as evidenced for a diploma and / or certificate of appropriate expertise relevant statutory provisions in the Law. Competence in basic and secondary education and early childhood pedagogical competencies include personal, professional competence, and social competence. Someone who does not have any of higher certificate or skill certificate, but has a special skill which is admitted and needed can be a teacher after they passed a few test of worthy and equality.

The standard of educational facilities must be available in every education unit, from a PS to a HE. The facilities include furniture, educational equipment, educational media, books and the other learning source, un-recycle materials, also other equipment needed to support continuouse and sustainable learning process. Every education unit must have a field, classroom, headmaster office, teacher office, administration office, library, laboratory, working office, room for production unit, canteen, the installation of power and services, sports room, holy places, playground, recreation place, and the other rooms that are needed to support the learning process constantly and sustainability.

The standard of management consists of three parts: 1) standard of management in educational unit, 2) standard of management by local

government, and 3) standard management by the national government. Basically, the education management for each level from primary education to HE is based on paradigm in every level. In each level of primary and secondary education put a basic school of management that is characterized with an independence, partnership, participation, openness, and accountability. The management of education in a level of HE is to settle the autonomy of HE by giving a freedom to push the independency in the academic of management, operational, financial, and the other space for the management of functional.

The standard of budgeting consists of 1) the investment budget, 2) the operational budget, and 3) the personnel budget. Investment budget as mentioned before comprises of the budget for facilities, human resources development, and fixed work budget. Operational budget comprises of teachers' or tutors' salary and other incentives, educational equipment, indirect education operational cost such as electricity, water, telecommunication services, facilities maintenance, overtime budget, transportation, consumption budget, taxes, and insurance. Personnel budget is the budget taken from students' expenditure in order to follow the learning process constantly and sustainably.

The standard of educational evaluation in basic education, secondary, and HE level consists of three things: 1) the evaluation by teachers, 2) the evaluation by educational unit, and, 3) the evaluation by the government. The evaluation by teachers usually takes form of tests, observation, homework, or other possible means of evaluation. The evaluation by educational unit usually takes form of mid-term test, end-term test, and final examination to decide whether one should up the next level or not. Those means of evaluation are done effectively. For basic and secondary education, there is a result study of evaluation by the government; it is called national examination (UN). HE's evaluation has been arranged according to the law, which may take forms of mid-term test, end-term test, or other possible means of evaluation.

1. National Education Standard Board (BSNP)

The National Education Standard Board (NESB) is an independent and professional institution that had a mission to develop, to observe the implementation and to evaluate the implementation of national education standard. BSNP has a task to help the Minister of Education and culture and has a right for five tasks: 1) to develop the standard of national education, 2) to implement the national examination, 3) to give a recommendation to the government and the district government in assurance and to control for the quality of education, 4) to formulate a graduation criteria in a education unit in a level of basic and secondary education, and 5) to evaluate the content of worthy, language, presentation, and a graphic subject of a text book.

A development standard by BSNP is effective and bound all units of national education. BSNP was leaded by a head and a secretary who is chosen by and from the member as the basic of the highest vote. To do the task, BSNP was supported by a secretariat that *ex officio* was leaded by the MoEC's official pointed by Minister of National Education. BSNP pointed the expert team that is *ad hoc*, based on the needs. BSNP is supported and does coordination with MOEC, MORA, and Education Office in provincial/ district/manucipal level.

2. Education Quality Assurance Unit (EQAU)

Minister's Decree Number 7 Year 2007 about the Organization and Working Procedure of Education Quality Assurance Unit and Minister's Decree Number 8 Year 2007 about the Organization and Working Procedure of Center for Development and Empowering Teacher and Educational Personnel are as remarked of the end of the role of both institutions as an education and training center dir teacher and educational personnel. This function has been the local government's reponsibility bases on Law Number 32 Year 2003 about Local Government. However, the two institutions do not serve the education and training for the teachers, or even educational personnel. The resources owned by the EQAU and Center for Education and Training of Teacher and Educational Personnel are still needed by the provincial and municipal/district government in order to help improve the acceleration of education resource owned and directed to guard the implementation of Law Number 20 Year 2003 about National Education System. Law Number 14 Year 2005 about Teacher and Lecture, Government Act Number 19 about National Education Standard, and Government Act about Teacher.

In accordance with the rote changes, the function of EQAU and CETT-EP are not only to make the smaller meaning of role and the function of those two institutions at this time, but also it makes the institution become more creative, dynamic, and innovative in order to develop programs. Therefore, the existence becomes something needed by local government.

EQAU is a field implementer in order to guard the education program in an education unit based on the national education standard or Government Act Number 19 Year 2005. Inside the government act, it is emphasized that the next EQAU, is called EQAU, is an technical implementer unit belongs to central government, located in a province, has task to help the local government in doing supervision, guidance, direction, suggestion and technical support for primary, secondary, and non-formal education in many ways in order to achieve national educational standard.

The presence of CETT-EP is a substitute institution center of an upgrading teacher's development. It becomes a wider institution as a role for the teachers and educational personnels efficiency to be able to develop or even to intensify their knowledge according to each study aspect they

responsible for in order to keep up with the latest development of science and technology. CETT-EP is more rolled to facilitate quality information for teacher and the educational personnel, with a raising competence as a center of the up to date science and technology.

The presence of EQAU and CETT-EP has three purposes: 1) to enhance quality and develop teachers as well as other educational personnel so that they may have the role to administer the success of National Education Standard, 2) to facilitate local government in order to develop the quality of teachers and other educational personnel, and 3) to provide information regarding quality of education and quaity of teachers and other educational personnel in order to support the development of national education quality.

In MOEC Decree Number 7 Year 2007 about EQAU Work Flow, it is stated that the task of EQAU is to manage the primary and secondary education quality, including the education quality in KG or IKG or other equivalent education program according to MOEC policy. In addition, EQAU does the function within five areas: 1) to make map of educational quality in primary education, including KG, IKG, or other same degree educational level; 2) to develope and manage education quality information system for primary and secondary education; 3) to supervise primary and secondary education; 4) to facilitate educational resources for primary and secondary eductio, and 5) to implement administrative work.

In a process of executing its functions, EQAU works as the facilitator for both local government and educational units to achieve the national educational standard. EQAU should give recommendation upon the efforts to develop education quality, whether it is on the administering of standard of content, standard of process, standard of teachers and educational personnel, standard of graduates competence, standard of facilities, standard of management, standard of budgeting, and standard of education evaluation. Therefore, EQAU is focused on the giving of recommendation and technical support to aim development quality educational in districts or municipalities.

In MOEC Decree Number 8 Year 2007 about CETT-EP Work Flow, it is stated that CETT-EP works to develop and to utilize teachers and other educational personnel according to their own field of expertise. CETT-EP has five functions: 1) to arrange the program for development and utilization of teachers and educational personnel, 2) to develop data and information management of teachers' competencies, 3) to facilitate development program for teachers and educational personnel, 4) to do program evaluation and facilitation for teachers and educational personnel's competencies, and 5) to implement administration of CETT-EP.

The function of CETT-EP as information resource for quality of teachers and educational personnel means that the function should aimed by developing teachers' quality according to each field of expertise in order to keep up with the latest development of science and technology. The

methods are designed and improved to make learning more interesting, creative, dynamic, and two-ways rather than one-way supported by technological advances and the use of other multimedia tools.

According to their functions and tasks, EQAU and CETT-EP should build partnership with provincial or district/municipality government in education development. The products of EQAU and CETT-EP are recommendations and the efforts to improve educational quality in rural areas.

Considering that educational quality may be influenced by other factors besides teachers and educational personnel factors, so the recommendation from EQAU and CETT-EP is crucial to guarantee the continuity of educational quality improvement. Therefore, EQAU and CETT-EP should develop certain standards used as basis for improving education. Supervision, technical support, and activities done for achieving National Education Standard are the endless activities for EQAU and CETT-EP in order to improve the education quality.

The presence of EQAU and CETT-EP may give hope and chance for local government to make use of the facilities given. In addition, partnership and collaborative work should be more encouraged and supported to achieve synergic and sustainable activities of assuring the education quality.

3. School/Islamic School National Accreditation Board (BAN SM)

School accreditation is a comprehensive evaluation process to the appropriateness of an education unit or a program. The result is given in an appropriateness certificate and rank of appropriateness issued by an independent and professional institution. In a process of accreditation, one school is assessed in relation with the direction and the aim and based on all school condition as a learning institution. Eventhough there are many differences among schools, each school is assessed using the same standard. It is expected that the standard is able to push and to create a conducive situation for education growth and to give a direction for a self-evaluation, that provide stimulation to keep trying to reach the expected quality.

Accreditation is a self-regulation device so that school knows its strength and weakness by doing a continuously efforts to develop the strength and to fix the weakness. In this way, accreditation has a meaning of educational process. Besides, accreditation is also an evaluation result in a form of formal certification to a school condition who fill a certain standard of services which decided by the government. Therefore, it is said that an accreditation process in a meaning process is an evaluation and a school quality develop continuously. Accreditation in a result meaning, declare a confession which school who has settled to fill the standard of educational wordiness.

School accreditation, it is good for worthy and even for a working effort as a public accountability form by an independent and professional

institution. The implication is only the accreditation school that has a right to take out a higher certificate or a graduation certificate. A scope of school accreditation consist of kindergarten, special kindergarten, PS, special PS, JSS, general SSS, vocational SSS, and special SSS, in a status of public, or private.

There are three tasks of BAN SM: 1) to formulate an operational policy, 2) to socialize the policy, and 3) to implement school/islamic school accreditation. There are seven functions of BAN SM: 1) to formulate the policy and to settle a school/ islamic school accreditation, 2) to formulate a school/ islamic school accreditation of a criteria and a set of equipment to be suggested to the minister, 3) to implement a policy socialization, criteria and a set of equipment of school/ islamic school accreditation, 4) to do and evaluate the implementation of school/ islamic school accreditation, 5) to announce the result of school/ islamic school accreditation nationally, 6) to report the result of school/ islamic school accreditation to the minister, and 7) to do administration of BAN SM.

4.   National Accreditation of Non Formal Education Board

There are three tasks of BAN-PNF, there are 1) to formulate the operational policy, 2) to do policy socialization, and 3) to do non-formal educational accreditation. There are seven functions of BAN-PNF, there are 1) to formulate and to decide policy of non-formal education accreditation, 2) to formulate criteria of non-formal education accreditation to be suggested to the minister, 3) to do policy socialization, criteria, and non-formal education accreditation, 4) to implement and to evaluate the implementation of non-formal education accreditation, 5) to announce the result of non-formal education accreditation, 6) to report the result of non-formal education accreditation to the minister, and 7) to implement the management of BAN-PNF.

5.   Higher Education National Accreditation Board (BAN-PT)

Higher Education National Accreditation Board (BAN-PT) is the only accreditation institution acknowledged by the government. that established to assist the government in an effort to carry out the duties and obligations to supervise the quality and efficiency of higher education, organized by the government and private HE. Supervision of higher education is intended to protect the public interest, to avoid potential violations of the mission of higher education and statutory provisions in force, as well as fostering the development of an educational unit concerned.

In accordance with the Law Number 20 Year 2003, Government Act Number 60 Year 1999, and the Decision of the Minister of Education and Culture Number 118/U/2003, it has been decided that the main functions of BAN-PT is to assist the Minister of Education and Culture in the implementation of one of his/her tasks, i.e. to oversee the quality and

efficiency of all HE institutions, including public, official, religious and private HE institutions. Its membership consists of the chairman, secretary and members include government, universities, private companies, and non-ministerial government agencies.

BAN-PT assigned to conduct an assessment of the college regularly covering the curriculum, the quality and quantity of education, state students, the implementation of education, infrastructure, governance of academic administration, personnel, financial, and domesticity.

In carrying out the above tasks, BAN-PT has three functions which are to:

1. Perform preparation in the form of a) the level of accreditation criteria, b) policy and program assessment criteria in order to study the establishment and accreditation levels c) completeness of any organization unit / department organizational structure BAN-PT
2. Conduct periodic assessments of the quality and efficiency of higher education as a basis for determining accreditation recommendations, programs of study, and the stages of the process.
3. Assist HE in implementing self-assessment.

C. Educational Budget

The educational budget consists of pure IDR's budget and loan budget. All pure IDR's budget and part of development budget come from the fund of the government. Part of loan budget is also from fund of international assistance (World Bank, Asian Development Bank, OECF, IDB, Bilateral/Multilateral donor). In addition, some funds are obtained from the community.

Budget which has as a source from both government and the international aids are managed by the Ministry of Finance (MoF). Furthermore, MOF is distributing the fund through the ministries handling education so far, i.e. MOEC and MORA. In addition, MOF is directly channeling routine and development budget of education to local government (provincial, district/municipality) thru Provincial Budget Offices (*Kanwil Anggaran*) of MOF, i.e. in the form of General Allocation Unit (*DAU*) and Special Allocated Fund (*DAK*). While, regarding the community fund, generally is channeled directly to relevant educational units.

Outside DAU and DAK, there is a kind of education budget given directly to the Provincial Education Office and Public HE Institutions. This fund is raised by the MOEC. This kind of fund is channeled only to Provincial Education Office and Public HE Institutions and is known as deconcentration fund. This fund is always distributed by MOF through its Provincial Budget Offices in the province. In addition, the MOEC is also channeling other kind of development budget in the form of "block grant" which is called Fund for Assistance Duty (DTP). This fund is channeled directly by the MoEC both to

the Provincial Education Office, District/ Municipality Education Office, and Public HE Institution, not thru Provincial Budget Offices of MoF.

The educational budget is the economic value in the forms of MoECy or sacrifice done to guarantee the implementation of the existing educational processes. Education is implemented through both formal and non-formal education channels imply different planning, management, and evaluation. It also implies on financing. In the process of education, significant role of parents cannot be denied. The students or learners will not be going to schools without the role of parents in providing various needs, including the provision of funds for education.

Table 5.1
Educational Budget by each Sub Function
Year 2011

| No.	Subfunction	Pure Rupiah's		Loan		Total	
		Total	%	Total	%	Total	%
1.	Management and Implementation Support Other Technical For MoEC	1,265,090,138	99.97	406,381	0.03	1,265,496,519	100.00
	%	1.94		0.01		1.86	
2	Oversight and Accountability Improved Apparatur MoEC	210,900,000	100.00	-	0.00	210,900,000	100.00
	%	0.32		0.00		0.31	
3.	Basic Education	16,580,465,022	96.38	622,763,625	3.62	17,203,228,647	100.00
	%	25.45		20.41		25.23	
4.	Higher Education	30,621,267,908	94.31	1,847,053,994.0	5.69	32,468,321,902	100.00
	%	47.01		60.54		47.61	
5	The early childhood Education	3,555,471,153	97.26	100,300,000	2.74	3,655,771,153	100.00
	%	5.46		3.29		5.36	
6.	Research and Development in Education	1,299,951,184	99.08	12,032,745	0.92	1,311,983,929	100.00
	%	2.00		0.39		1.92	
7.	Secondary Education	8,151,238,239	96.98	254,175,381	3.02	8,405,413,620	100.00
	%	12.51		8.33		12.33	
8.	Establishment Of Language	153,621,300	100.00	-	0.00	153,621,300	100.00
	%	0.24		0.00		0.23	
9.	Resurch Development Education and Culture Quality Assurance	3,302,840,109	93.91	214,145,066	6.09	3,516,985,175	100.00
	%	5.07		7.02		5.16	
	Total	65,140,845,053		3,050,877,192		68,191,722,245	
		100.00		100.00		100.00	

Sources: Finance and Planning Bureau, Secretariat General, MoEC

The total and the percentage of sub function budgets at education for each function budget year 2011 are as stated in Table 5.1. Based on the MOEC budget's by sub function, there are 10 sub functions: 1) executive and legislative institution, finance and fiscal and foreign affair, 2) research and development in science and technology, 3) the early childhood education, 4) basic education, 5) secondary education, 6) higher and non-formal education, 7) HE, 8) aid services for education, 9) research and development in education, and 10) Women's empowerment.

Based on Table 5.1, the total educational budget is IDR 68,191.7 trillions. It is derived from pure IDR's budget equal to 65,140.8 trillion and from loan budget equal to 3,050.9 trillion. Based on Table 5.1, this biggest pure IDR's budget is sub function for higher education is equal to 30,621.3

trillion (47.01%), the second biggest is sub function basic education that are 16,580.5 trillion (25.45%), while the smallest is for sub-function establishment of language which are 153,621.3 million (0.24%). As equal to pure IDR's budget, as shown in Table 5.1, the biggest loan budget is also for higher education sub function, which is 1,847 trillion (60.54%) and the smallest is a sub-function establishment of language and oversight and accountability improved apparatur MOEC, at 0 IDR (0%). If seen as the whole pure IDR's and loan budget hence the higher education sub sector occupy highest position, that is 32,468.3 trillion (47.61%) and the lowest is establishment og language to 153,621.3 millions (0.23%).

Graph 5.1
Percentage Budget of Education of Pure IDR's Budget
By Sub Function
Year 2011
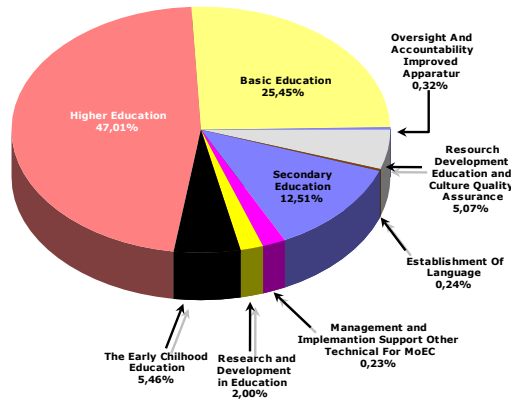
Graph 5.2
Percentage Budget of Education of Loan Budget by Sub Function
Year 2011
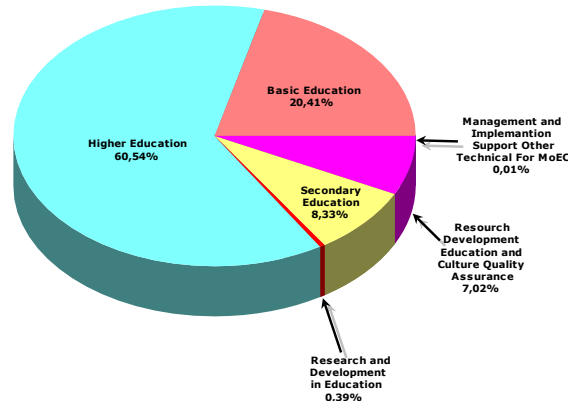
From Table 5.2 and Graph 5.3 it can be seen that MOEC obtains budget allocation equal to 6.17% from General Revenues and Expenditure Budget (APBN), where 95.53% or 65.1 trillion from the entire budget of MOEC is pure IDR and 4.47% or 3.05 trillion for loan expenditure. If the total of national and educational budget is 100% then national budget is 93.83% and educational budget is 6.17%. This means the educational budget is very low, because its below 10% from the national budget.

Table 5.2
Pure IDR's and Loan Budget by Type of Budget
Fiscal Year 2011

Type of Budget	Pure Rupiah's	%	Loan	%	Total
APBN	-	-	-	-	1,104,902,000,000
Budget Ministry of National Education	65,140,845,053	95.53	3,050,877,192	4.47	68,191,722,245
%	-	-	-	-	6.17

Sources: Finance and Planning Bureau, Secretariat General, MoEC

Table 5.3 and Graph 5.4 show the percentage of education budget by main unit. As formerly told that there are 7 (seven) main units at MOEC. The biggest pure IDR's budget is 65,140.8 trillions which is allocated in the Directorate General of Higher Education 30,621.3 trillions (47.01%), on the other hand the smallest is for Office of Development and Establishment of Language equal to 153.6 millions (0.24%).

The loan budget only available for seven units: Secretariat General, Directorate General of Management Basic and Secondary Education, Directorate General of Higher Education, Directorate General of Non-formal and Informal Education, Office of Research and Development, Directorate General of Secondary Education, and Office of Education Human Resource Development Education and Culture Quality Assurance. From that seven units, the biggest loan budget in Directorate General of Higher Education, 1,847 trillions (60.54%), and the smallest in Inspectorate General and Office of Development and Establishment of Language (0%).

When viewed from the two types of budgets from both pure rupiah and foreign loans amounted to 68,191.7 trillions, the biggest budget in the Directorate General of Higher Education at 32,468.3 trillions (47.61%) and the smallest budget of 153.6 millions at Office of Development and Establishment of Language (0,23%).

Graph 5.3
Percentage of Budget of MoEC
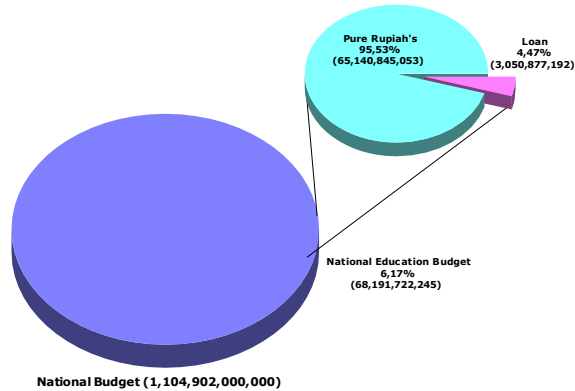## Budget to National Budget (APBN)
Fiscal Year 2011

National Budget (1,104,902,000,000)

Table 5.3
Pure IDR's and Loan Budget by Main Unit
Fiscal Year 2011

No.	Institution	Pure Rupiah's		Loan		Total
		Total	%	Total	%	Total
1.	Secretariat General	1,265,090,138	99.97	406,381	0.03	1,265,496,519
	%	1.94		0.01		1.86
2.	Inspectorate General	210,900,000	100.00	0	0.00	210,900,000
	%	0.32		0.00		0.31
3.	Directorate General of Early Chilhood Education Non Formal and Formal	3,555,471,153	97.26	100,300,000	2.74	3,655,771,153
	%	5.46		3.29		5.36
4.	Directorate General of Basic Education	16,580,465,022	96.38	622,763,625	3.62	17,203,228,647
	%	25.45		20.41		25.23
5.	Directorate General of Secondary Education	8,151,238,239	96.98	254,175,381	3.02	8,405,413,620
	%	12.51		8.33		12.33
6.	Directorate General of Higher Education	30,621,267,908	94.31	1,847,053,994	5.69	32,468,321,902
	%	47.01		60.54		47.61
7.	Office of Research and Development	1,299,951,184	99.08	12,032,745	0.92	1,311,983,929
	%	2.00		0.39		1.92
8.	Office of Development and Establishment Of Language	153,621,300	100.00	0	0.00	153,621,300
	%	0.24		0.00		0.23
9.	Office Of Education human Resourch Development Education and Culture Quality Assurance	3,302,840,109	93.91	214,145,066	6.09	3,516,985,175
	%	5.07		7.02		5.16
	Total	65,140,845,053	95.53	3,050,877,192	4.47	68,191,722,245
		100.00		100.00		100.00

Sources: Finance and Planning Bureau, Secretariat General, MoEC

Graph 5.4

Pure IDR's and Loan Budget by Mains Unit
Fiscal Year 2011
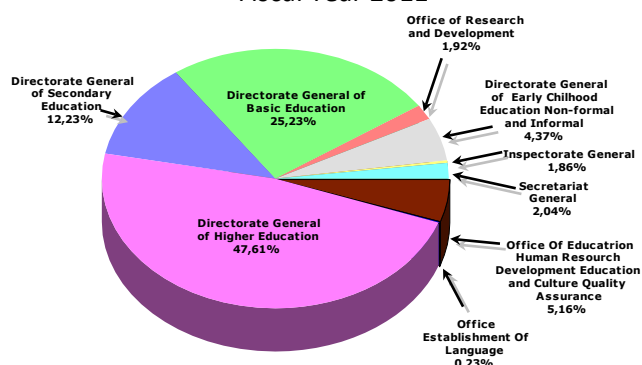
The educational budget in every levels of education has significant differences between the urban area and rural area, it caused by the differences of their cost of life, which is higher in the rural area compare to the urban area. Life cost has direct correlation to education cost because education is a part of community's life. Different life cost affects the budget for providing educational resources. Most of them who cannot put their children to school feel that education cost gets higher as education level increases and this happens to both urban and rural areas. The increase of education cost for higher level is something regular because the higher the level, the more the educational resources needed.

Based on Table 5.4, it can be identified, the average of education unit cost from January up to June 2011 in each level of eduaction has a difference between rural and urban area. Education unit cost for urban PS is 1.63 times bigger than rural, for urban JSS is 1.57 times bigger than rural, and for urban SSS is 1.37 times bigger than rural, meanwhile for urban HE, 1.19 times bigger than rural. This condition shows that the lower of educational level make a bigger difference of unit cost of education between urban and rural. This condition also indicates that PS are more rural than those of urban, in the other hand HE is more in urban than those of rural.

Table 5.4
Average of Unit Cost of Education by Level of Education
January – June 2011

No.	Level of Education	Urban	Rural	Urban Rural
1.	Primary School	1,161,420	714,330	929,130
2.	Junior Secondary School	1,877,050	1,192,180	1,533,610
3.	Senior Secondary School	2,816,020	2,053,960	2,475,410
4.	Higher Education	5,818,670	4,890,260	5,555,230

Sources: Statistics of Education 2011, National Socio-Economic Survey, CBS, 2011

Table 5.4 and Graph 5.5 show average of unit cost of education by level of education in urban and rural areas. Both in rural and urban areas, for formal education, the average cost of education per month which must be covered by parents is around IDR 929.1 thousands for PS, IDR 1,533.6 thousa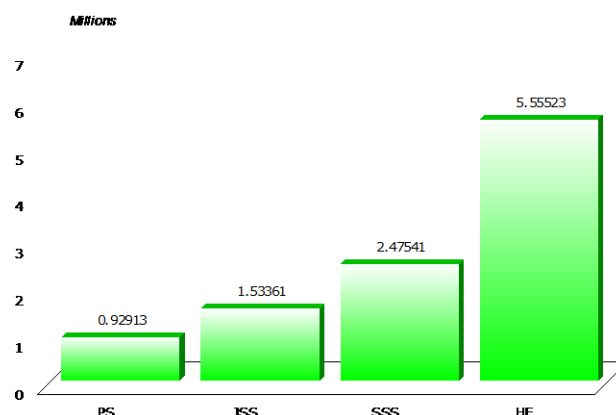nds for JSS (increase 1.65 times), IDR 2,475.4 thousands for SSS (increase 1.61 times), and IDR 5,555.2 thousands for HE (increase 2.24 times). In urban areas, for formal education, the average cost of education per month which must be covered by parents is around IDR 1,161.4 thousands for PS, IDR 1,877.0 thousands for JSS (increase 1.62 times), IDR 2,816.0 thousands for SSS (increase 1.50 times), and IDR 5,818.7 thousands for HE (increase 2.07 times). On the other hand, in rural areas those are IDR 714.3 thousand for PS; IDR 1,192.2 thousand for JSS (increase 1.67 times); IDR 2,054.0 thousands for SSS (increase 1.72 times); and IDR 4,890.3 thousands for HE (increase 2.38 times).

Graph 5.5
Comparing Average of Unit Cost of Education by Level of Education
(Spent by Parents)
January – June 2011

Millions

	PS	JSS	SSS	HE
Urban	1.16142	1.87705	2.81602	5.81867
Rural	0.71433	1.19218	2.05396	4.89026
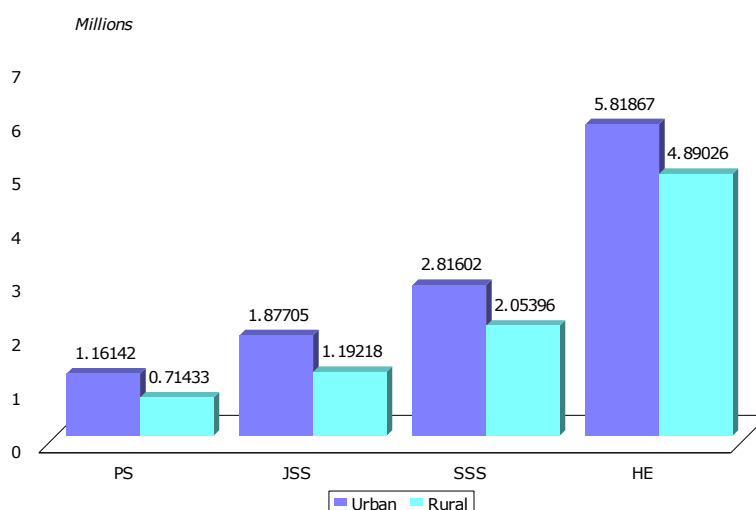
Graph 5.6
Average of Unit Cost by Level of Education and Areas
January – June 2011

Graph 5.6 shows that the average of unit cost for the HE in urban area reached the highest, e.i Rp 5,555.2 thousands, meanwhile for the SSS Rp 2,475.4 thousands, for the JSS Rp 1,553.6 thousands, and for the PS Rp 929.1 thousands. The high of HE cost is caused by the more educational resources needed but less government support on HE.

Table 5.5
Average of Unit Cost of Education
January – June 2006 and January – June 2011

Area	Year	PS	JSS	SSS	HE
Urban	2009	787,329.000	1,429,797.000	2,396,621	4,221,081
	2012	1,161,420.000	1,877,050	2,816,020	5,818,670
	Increase	1.48	1.31	1.17	1.38
Rural	2009	546,217.000	941,823.000	1,781,549.000	3,798,577
	2012	714,330.000	1,192,180.000	2,053,960	4,890,260
	Increase	1.31	1.27	1.15	1.29
Avearge	2009	654,417.000	1,171,602.000	2,141,294	4,126,079
	2012	929,130.000	1,533,610	2,475,410	5,555,230
	Increase	1.42	1.31	1.16	1.35

Based on the data on Table 5.5 we can see that the average education cost for the last 4 years has been increasing for all levels (PS, JSS, SSS, and HE), each increased 1.42 times, 1.31 times, 1.16 times, and 1.35 times. It is noted that the increase of cost is more on urban areas than in rural areas for all education levels. In urban areas, PS level increase 1.48 times compared to rural areas that was increase 1.31 times. In urban areas, JSS level increase 1.31 times compared to rural areas that was increased 1.27 times. In urban areas, SSS level increase 1.17 times compared to rural areas that was increased 1.15 times. Also in urban areas, the HE level increase 1.38 times compared to rural area that was increased 1.29 times. Therefore, we can infer that all education levels have experienced the increase and all

of them increase more than 1.15 times, with the biggest in PS and the smallest in SSS.

Table 5.6 shows the average of education budget in every province which is the lowest for PS Rp 487.7 thousands at West Sulawesi and the highest Rp 1,595.4 thousands at Riau Island. Same with PS, for JSS, the lowest average of education budget Rp 885.1 thousands at West Sulawesi, but the highest at DKI Jakarta Rp 2,397.0 thousands. For SSS, the lowest average of education budget is Rp 1,420.1 thousands at Maluku and the highest is at DKI Jakarta Rp 3,854.9 thousands. For the HE, the lowest average of education budget is at West Kalimantan Rp 3,756.8 thousands and the highest is at Riau Island Rp 9,808.1 thousands. In conclusion, Riau Island has the highest education cost for PS and HE levels, while for JSS and SSS the highest education cost at DKI Jakarta. On the other side, West Sulawesi has the lowest education cost for PS and JSS levels, Maluku for SSS level, and West Kalimantan for HE level.

Compared to national average education cost, there are 12 provinces those have more cost on PS level, DKI Jakarta, West Java, Banten, DI Yogyakarta, East Java, Riau, Riau Island, West Kalimantan, Bali, East Nusa Tenggara, Papua, and West Papua. For JSS level, there are 12 provinces too, DKI Jakarta, West Java, Banten, DI Yogyakarta, East Java, Riau, Riau Island, South Kalimantan, East Kalimantan, Bali, East Nusa Tenggara, and Papua. For SSS level, the 12 provinces who have high education cost are DKI Jakarta, West Java, Banten, Central Java, DI Yogyakarta, Riau Island, West Kalimantan, South Kalimantan, East Kalimantan, Bali, East Nusa Tenggara, and Papua, while for HE, high education cost are only in 10 provinces, DKI Jakarta, West Java, Banten, Central Java, DI Yogyakarta, Riau, Riau Island, South Sumatera, Bali, and Papua.

Tabel 5.6
Average of Unit Cost of Education every Province
January – June 2011
(Thousand Rp.)

No.	Province	PS	JSS	SSS	HE
1	DKI Jakarta	1476.5	2397.0	3854.9	7611.9
2	West Java	996.5	1753.9	2817.0	6096.2
3	Banten	1152.0	1712.0	2885.0	6319.4
4	Central Java	742.4	1357.4	2524.9	5663.9
5	DI Yogyakarta	1153.3	1839.4	2680.6	6320.2
6	East Java	996.9	1622.3	2405.2	5234.9
7	Aceh	848.8	1264.9	1580.3	3993.7
8	North Sumatera	820.1	1254.6	2100.0	5041.2
9	West Sumatera	813.7	1409.3	2209.1	4697.6
10	Riau	998.7	1699.8	2274.1	6158.9
11	Riau Island	1595.4	1993.1	3367.8	9808.1
12	Jambi	860.3	1387.0	2131.1	5470.3
13	South Sumatera	832.6	1262.9	2096.9	5631.3
14	Bangka Belitung	879.2	1472.2	2190.5	4623.9
15	Bengkulu	624.8	1244.7	2383.7	5176.1
16	Lampung	657.7	1242.7	2367.3	5463.9
17	West Kalimantan	930.2	1531.6	2545.8	3756.8
18	Central Kalimantan	819.0	1358.0	1863.6	4189.6
19	South Kalimantan	1076.3	1727.7	2700.4	5135.9
20	East Kalimantan	1561.6	1982.5	2577.3	5218.1
21	North Sulawesi	800.4	1313.3	2240.8	5483.9
22	Gorontalo	573.7	975.5	1957.2	4358.3
23	Central Sulawesi	556.4	1069.7	1732.6	4333.8
24	South Sulawesi	627.4	1166.0	1961.5	5364.9
25	West Sulawesi	489.7	885.1	1708.9	4840.6
26	South East Sulawesi	809.4	1064.2	1578.7	3814.5
27	Maluku	809.6	1100.1	1420.1	4438.4
28	North Maluku	914.8	1492.7	2037.2	4555.1
29	Bali	962.6	1816.2	3064.5	6168.4
30	West Nusa Tenggara	519.5	947.2	1753.0	4393.1
31	East Nusa Tenggara	1021.5	1622.0	2522.9	4588.2
32	Papua	1591.4	2262.9	3284.2	6056.4
33	West Papua	1115.7	1472.1	2329.6	4032.9
	Indonesia	929.1	1533.6	2475.4	5555.2

There are 14 tipes of expenditures paid by parents, as shown at Table 5.7 for all levels of education. The biggest budget For PS, is for pocket money (56.37%) and the smallest is for OSIS fee (0.08%). For JSS the biggest is also for pocket money (47.27%) and the smallest is also for OSIS fee (0.30%). For SSS the biggest is 40.56% for money pocket and the smallest is 0.46% for OSIS fee. Same things for HE, the biggest is for pocket money (30.69%) and the smallest for OSIS fee (0.16%). From that facts, we can see that the biggest budget at 26.6% on the pocket money and the smallest at 0.52% on the OSIS fee.

Parental budget on educational expenditures is categorized into 5 types, those are 1) school fee, 2) learning facility, 3) school uniform, 4) transportation, 5) others. School fee is a recapitulation of registration fee, school fee, school appliances, examination fee, and the other fees. A

learning facility consists of learning material, books, and stationary. Other expenditure consists of courses, other, and pocket money.

Table 5.7
Percentage of Education Expenditures by Type and Level of Education
January - June 2011

No.	Type of expediture	PS	JSS	SSS	Average
1.	Student Register	3.76	6.91	11.09	11.41
2.	School Fee	6.53	7.48	14.91	17.68
3.	School Committee	0.68	0.99	1.31	1.33
4.	Practice	0.23	0.35	1.10	0.85
5.	OSIS	0.08	0.30	0.46	0.52
6.	Examination	0.17	0.37	0.61	1.12
7.	Learning Material	0.63	0.68	0.68	1.91
8.	School Uniform	6.67	5.50	3.29	16.46
9.	Book	5.29	5.80	4.69	4.07
10.	Stationery	5.50	4.11	2.39	2.16
11.	Courses	0.55	0.74	0.74	2.00
12.	Other	0.89	1.16	0.97	0.70
13.	Transportation	12.65	18.34	17.20	13.19
14.	Pocket Money	56.37	47.27	40.56	26.60
	Total	100.00	100.00	100.00	100.00

Sources: Statistics of Education 2011, National Socio-Economic
Survey, CBS, 2011

Table 5.8 and Graph 5.7, for an average of urban and rural, the largest expenditure is 32.91% of the school fee and the smallest expenditure is 8.14% of the learning facility. Furthermore, the largest expenditure in PS, JSS, and SSS, are from other, respectively by 57,81%, 49,17%, and 42,27%, but in HE the biggest expenditure is for school fee (33.37%). On the other hands, the smallest expenditure in PS, JSS, SSS are form school uniform, respectively by 6,67%, 5,50%, and 3,29%, and HE is from learning facilities (6.74%). In urban areas the average expenditure in 4 levels also school fee at 38.22% and the smallest is also for learning facilities by 8.23%. Other expenditure are the largest for all levels, which is 52.54% for PS, 46.21% for JSS, 40.58% for SSS, and 36.55% for HE. The smallest expenditure for PS, JSS, and SSS are school uniform, and for HE is Learning facilities. For rural areas, other expenses are the largest expenditure by 28.86% and the smallest is for learning facility by 7.08%. Other expenditure for PS, JSS, SSS, and HE respectively by 62,64%, 53,13%, 44,29%, and 30,70%, while smallest expenditure is school uniform respectively by 7,08% for PS, 5,03% for JSS, 3,70% for SSS, and 4,98% for HE.

Table 5.8
Percentage of Educational Expenditures by Type, Level of Education,
And Areas
January – June 2011

No.	Type of Expenditure	PS	JSS	SSS	HE	Average
	Urban + Rural					
1.	School Fee	11.45	16.40	29.48	33.37	32.91
2.	Learning Facility	11.42	10.59	7.76	6.74	8.14
3.	School Uniform	6.67	5.50	3.29	7.62	16.46
4.	Transportation	12.65	18.34	17.20	19.14	13.19
5.	Others	57.81	49.17	42.27	33.13	29.30
	Total	100.00	100.00	100.00	100.00	100.00
	Urban					
1.	School Fee	13.21	19.37	32.45	32.45	38.22
2.	Learning Facility	12.54	10.95	8.10	6.44	8.23
3.	School Uniform	6.23	4.97	2.95	8.72	12.54
4.	Transportation	15.48	18.50	15.92	15.84	12.39
5.	Others	52.54	46.21	40.58	36.55	28.62
	Total	100.00	100.00	100.00	100.00	100.00
	Rural					
1.	School Fee	9.87	13.48	25.93	29.26	27.39
2.	Learning Facility	10.37	10.17	7.33	6.43	7.08
3.	School Uniform	7.08	5.03	3.70	4.98	22.94
4.	Transportation	10.04	18.19	18.75	28.63	13.73
5.	Others	62.64	53.13	44.29	30.70	28.86
	Total	100.00	100.00	100.00	100.00	100.00

Sources: Statistics of Education 2011, National Socio-Economic
Survey, CBS, 2011

Graph 5.7
Percentage of Education Expenditures by Type and Areas
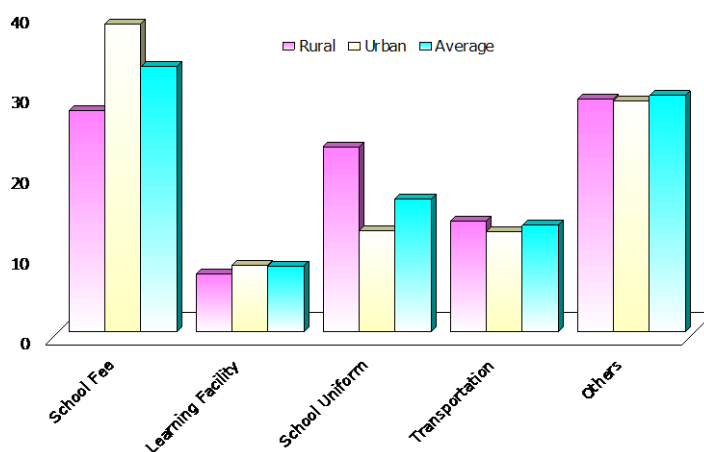January – June 2011

Table 5.9
Comparison Percentage Type of Expeditures by Type, Level of Education
(Urban+Rural)
January-June 2006 dan January-June 2011

No.	Type of Expenditure	Year	PS	JSS	SSS	HE	Average
1.	School Fee	2009	27.30	27.09	36.25	33.37	32.91
		2012	11.45	16.40	29.48	33.37	32.91
		Increase	0.42	0.61	0.81	1.00	1.00
2.	Learning Facility	2009	10.14	8.25	6.54	6.74	8.14
		2012	11.42	10.59	7.76	6.74	8.14
		Increase	1.13	1.28	1.19	1.00	1.00
3.	School Uniform	2009	23.72	18.93	12.36	7.62	16.46
		2012	6.67	5.50	3.29	7.62	16.46
		Increase	0.28	0.29	0.27	1.00	1.00
4.	Transportation	2009	8.25	14.88	16.90	19.14	13.19
		2012	12.65	18.34	17.20	19.14	13.19
		Increase	1.53	1.23	1.02	1.00	1.00
5.	Other	2009	30.59	30.85	27.95	33.13	29.30
		2012	57.81	49.17	42.27	33.13	29.30
		Increase	1.89	1.59	1.51	1.00	1.00
	Jumlah		100.00	100.00	100.00	100.00	100.00

Based on the trend of school expenditure Year 2009 -2012 as shown in Table 5.9, it can be seen all expenditure increase in all levels. On average in all type expenditure increase to 1.0 times. At all levels of education, the largest increase at other, for PS from 30.59% to 57.81% or increase 1.89 times, JSS from 30.85% to 49.17% or increase 1.59 times, SSS from 27.95% to 42.27% or increase 1.51 times, and for HE all type expenditure increase 1.0 times.

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