



EDUCATION DEVELOPMENT IN INDONESIA 2013/2014

**Center for Educational and Cultural
Data and Statistics
2015**



**EDUCATION DEVELOPMENT
IN INDONESIA
2013/2014**

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FOREWORD

“Education Development in Indonesia, 2013/2014” aims to enrich information concerning the education system in Indonesia on the perspective of its efforts, growth and development. In addition, this publication also discusses the problems and challenges that may be faced by the system in the future.

This book comprises five parts (1) Introduction; (2) Education System of Indonesia; (3) Perspective of the National Development Programs 2006-2010; (4) Strategy and Development Programs 2015-2019; and (5) Educational Attainments.

Our great thanks and appreciation are dedicated to those who brought this publication into being. Critics and feedbacks are very much appreciated.

We hope that the readers find this publication valuable.

Jakarta, December 2015
Head,



Dr. Bastari
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Executive Summary

Indonesia is a highly pluralistic country and diverse nation, reflected by its national credo: *Bhinneka Tunggal Ika* or Unity in Diversity. With various ethnics and several hundreds different local dialects, the country might only be compared with Europe in terms of diversity. The diversity becomes more visible by considering the disparity in economic, social, technological infrastructure and natural resources.

At the outset of 2000 Indonesia was trying to survive from the economic crisis which had never been over yet since 1998, while trying to keep up with the growing demands of globalization by improving its competing ability. Currently, Indonesia faces various and enormous challenges, on one hand generated as the impact of the economic crisis at almost every social-economical-cultural aspect, on the other hand, the occurring impact has been agreed upon to be determined through out human resources development efforts. Globalization is asserting the strong accent on improving human resources as the most distinctive factor to improve the nation competing ability.

Government has made efforts in expanding opportunities for basic, vocational and professional education through formal and non-formal education channels. The main objective was to diminish social gap emerges in the society in the advent of modernization and globalization. Education is considered as the most determining factor in the expansion of labor opportunities, enhancement of status and position and other things considered important in one's life. It is assumed that justice and equity in social welfare can only be achieved through the provision of equal opportunity to quality education.

Regulation of the Minister of Education and Culture (MoEC) of the Republic of Indonesia Number 11 Year 2015 concerning Organization and Administration Work, about the position, duties, functions, and organizational structure, in the Ministry of Education and Culture (Kemdikbud). Kemdikbud has the task of conducting the affairs of government in the field of early childhood education, elementary education, secondary education, and community education, and the management of culture. The advisors are experts in their particular fields but have no decision-making power. Their works are to give their weighed opinion, advice, or information to the Minister within their respective fields of expertise.

Structure of the Ministry of Education and Culture consists of Eight main units. These ten units are the following:

1. Secretariat General;
2. Directorate General of Teachers and Education Personnel;
3. Directorate General of Early Childhood Education and Community Education;
4. Directorate General of Basic and Secondary Education;
5. Directorate General of Culture;
6. Inspectorate General;
7. Office of Development and Establishment of Language;
8. Office of Research and Development;
9. Expert Staff of Innovation and Competitiveness;
10. Expert Staff of Central and Regional Relations;
11. Expert Staff of Character Development; and
12. Expert Staff of Regulations Education and Culture.

As of the policy agenda stated in the Fives Years Development Plan/FYDP (Rencana Pembangunan Lima Tahun/Repelita), starting from Repelita I (1969) to VI and Strategic Planning from 2001 to 2010, education has been developed mainly on the basis of three main strategies. From Strategic Planning 2005 to 2010, there are main policies: 1) the expansion of an equalization educational opportunity, 2) the improvement of education quality, relevancy, and competing ability, and 3) governance, accountability, and public image. The following will deal with the general education situation and problems during 1968 or 1969 to 2014.

To achieve MoEC vision and mission, a clearer formulation of 2015-2019 strategic goal and targets is needed to provide indicators for implemented mission and achieved vision. The 2015-2019 MoEC Strategic Goal is formulated based on education service levels and a governance system is required to deliver excellent educational services as desired in 2015 MoEC vision formulation by taking into account 2010-2015 MoEC mission formulation. Therefore, the 2015-2019 MoEC strategic goals are as follows:

- a. Availability and affordability of Early Childhood Education (ECE) services which are quality and equality in every province, district and city.
- b. Guarantee to obtain basic education services which are quality and equal in every province, district and city.
- c. Availability and affordability of secondary education services which are quality, relevant and equal in every province, district and city.
- d. Availability and affordability of higher education services which are quality, relevant, internationally competitive and equal in every province.
- e. Availability and affordability of sustainable adult education services which are equal, quality and relevant with the needs of the society.
- f. Availability of reliable governance system to ensure the delivery of excellent national education services.

For the purpose of measuring the achievement of educational development strategic goal, several strategic targets are required to describe certain conditions which must be obtained by 2015. The strategic targets for every strategic goal are as follows:

1. Strategic target to achieve availability of reliable governance system to ensure the delivery of excellent national education.
2. Strategic target to guarantee if obtaining basic education services which are quality and equal in every province, district and city
3. Strategic target to achieve availability and affordability of secondary education services which are quality, relevant and equal in every province, district and city
4. Strategic target to achieve availability and affordability of higher education services which are quality, relevant, internationally competitive, and equal in every province
5. Strategic target to achieve availability and affordability of sustainable adult education services which are equal, quality and relevant with the needs of the society
6. Strategic target to achieve availability of reliable governance system to ensure the delivery of excellent national education services

TABLE OF CONTENTS

	Page
FOREWORD	iii
EXECUTIVE SUMMARY	iv
TABLE OF CONTENTS	vi
LIST OF TABLES	vii
LIST OF GRAPHS	x
 CHAPTER I: INTRODUCTION	 1
A. Background	1
B. The Future Viewpoints	2
C. Trends and Issues	3
D. Principles of Education Development	20
 CHAPTER II: EDUCATION SYSTEM IN INDONESIA	 23
A. Organization of Ministry of National Education	23
B. Overview of Education Development	24
C. Overview of Education System	27
 CHAPTER III: PERSPECTIVES OF NATIONAL DEVELOPMENT PROGRAM 2005-2009	 61
A. The Related Situation	63
B. Policy Strategy	72
C. Education Development Programs	73
 CHAPTER IV: STRATEGY AND DEVELOPMENT PROGRAMS 2015-2019	 81
A. Education Development Strategy 2009-2014	81
B. Education Development Strategy 2015-2019	94
C. Development Policy Direction	97
 CHAPTER V: EDUCATIONAL ATTAINMENTS	 108
A. Expansion and Equalization of Education Access	108
B. Improvement of Education Quality, Relevancy and Competing Ability	121
C. Governance, Accountability, and Public Image	134
 BIBLIOGRAPHY	 143

LIST OF TABLES

	Page
Chapter I	
Table 1.1: Employment Structural Change Year 2005-2014	4
Table 1.2: Number of Population by Single Age Year 2005-2014	7
Table 1.2A: Number of Female Population by Single Age, Year 2005-2014	9
Table 1.2B: Number of Male Population by Single Age Year 2005-2014	11
Table 1.3: Number of Population by Age-group by sex Year 2014	13
Table 1.4: Number of Population by Age-group Year 2014	14
Table 1.4A: Number of Female Population by Age-group Year 2000-2020	15
Table 1.4B: Number of Male Population by Age-group Year 2000-2020	15
Table 1.5: Dependency Ratio of Young and Old People Year 2000-2020	16
Table 1.6: Number of School-Age Population Year 2014	17
Table 1.7: Number of School-Age Population Year 2000-2020	18
Table 1.8: Shift of Employment Structure Year 2005-2014	19
Chapter II	
Table 2.1: Number of Schools, Pupils, Teachers, Classes, and Ratios, Kindergarten (KG), Year 1969-2014/2015	30
Table 2.2: Number of Schools, New Entrants to Grade I, Pupils, Graduates, Teachers, and Owned Classrooms, Primary School (PS), Year 1969-2014/2015	32
Table 2.3: Number of Schools, Pupils, and Teachers Islamic Primary School (IPS) Year 1989/1990-2014/2015	35
Table 2.4: Number of Schools, New Entrants to Grade I, Pupils, Graduates, Teachers, and Owned Classrooms, Lower Secondary School (LSS), Year 1969-2014/2015	37
Table 2.5: Number of Schools, Pupils, and Teachers Islamic Lower Secondary School (ILSS) Year 1989/1990-2012/2013	39

	Page
Table 2.6: Primary School Curriculum Structure	40
Table 2.7: Junior Secondary School Curriculum Structure	41
Table 2.7a: GSSS/IGSSS Curriculum for Grade X Compulsory Program	42
Table 2.7b: GSSS/IGSSS Curriculum for Grade XI and XII Intersect Program	43
Table 2.7c: General Lessons VSSS/IVSSS Grade X Three Year	44
Table 2.7d: General Lessons VSSS/IVSSS Grade X Four Year	45
Table 2.8: Number of Schools, New Entrants to Grade I, Pupils, Graduates, Teachers, Classes, and Owned Classrooms Upper Secondary School (SSS) Year 1969-2014/2015	46
Table 2.9: Number of Schools, New Entrants to Grade I, Pupils, Graduates, Teachers, Classes, and Owned Classrooms General Upper Secondary School (GSSS) Year 1969-2014/2015	49
Table 2.10: Number of Schools, Pupils, and Teachers Islamic Upper Secondary School (IUSS) Year 1989/1990-2012/2013	51
Table 2.11: Number of Schools, New Entrants to Grade I, Pupils, Graduates, Teachers, Classes, and Owned Classrooms Vocational Upper Secondary School (VSSS) Year 1969-2014/2015	53
Table 2.12: Number of Schools, Pupils, Teachers and Ratios Special Education (SE), Year 1969-2014/2015	55
Table 2.13: Number of Packet A Equal to PS, Packet B Equal to LSS and Packet C Equal to GUSS Participants Year 1994/1995-2013/201	59
Chapter V	
Table 5.1: Gross Enrollment Ratio and Net Enrollment Ratio Primary School (PS), Year 1968-2014/2015	109
Table 5.2: Number of Illiterate Population (IP) 10 year and Above, Year 1971, 1980, 1990, 1997-2014	111
Table 5.3: Gross Enrolment Ratio and Net Enrolment Ratio, Lower Secondary School (LSS) Year 1968--2014/2015	114

	Page
Table 5.4: Trend of Basic Education Schools, Pupils and Teachers Year 1969--2014/2015	115
Table 5.5: Continuation Rate: PS to JSS, JSS to SSS and SSS to HE, Year 1969/1970--2014/2015	118
Table 5.6: Percentage of Female Students on Male Students at PS, JSS, SSS and HE Year 1968-2014/2015	120
Table 5.7: Number of Teachers by Teaching Qualification Year 2014/2015	122
Table 5.8: Number of Teachers by Highest Certificate And Level of Education, Year 2014/2015	124
Table 5.9: Needs of Teachers of Primary School Year 2014/2015 By One Shift Assumption Needs of Teachers of Lower Secondary School Year 2014/2015 By Double Shift Assumption	124
Table 5.10: Needs of Teachers of General Senior Secondary School, Year 2014/2015 (According to the School Level Curriculum)	127
Table 5.11: Needs of Teachers of General Senior Secondary School, Year 2014/2015 (According to KTSP)	129
Table 5.12: Internal Efficiency by Level of Education Year 2014/2015	134
Table 5.13: Internal Efficiency using Student Cohort Model Primary School, Year 2013/2014-2014/2015	139
Table 5.14: Internal Efficiency using Student Cohort Model Junior Secondary School, Year 2013/2014--2014/2015	139
Table 5.15: Internal Efficiency using Student Cohort Model Senior Secondary School Year 2013/2014--2014/2015	140
Table 5.16: Internal Efficiency using Student Cohort Model General Senior Secondary School 2013/2014--2014/2015	140
Table 5.17: Internal Efficiency using Student Cohort Model Vocational Senior Secondary School 2013/2014--2014/2015	141

LIST OF GRAPHS

	Page
Chapter I	
Graph 1.1: Employment Structural Change Year 2005-2016	5
Graph 1.2: Pyramid of Population, Year 2014	13
Graph 1.3: School Age Population, Year 2014	17
Graph 1.4: Shift of Employment Structure Year 2005-2014	20
Chapter II	
Diagram 2.1 Organizational of Ministry of Education and Culture	24
Diagram 2.2 National Education System, Act Number 20, Year 2003	28
Graph 2.1: Number of Schools and Teachers, Kindergarten Year 1969-2014/2015	31
Graph 2.2: Number of Pupils, Kindergarten Year 1969-2014/2015	31
Graph 2.3: Number of Schools and Teachers Primary School, Year 1969-2013/2014	34
Graph 2.4: Number of New Entrants, Pupils, and Graduates, Primary School, Year 1969-2014/2015	34
Graph 2.5: Number of Schools, Pupils and Teachers Islamic Primary School Year 1989/1990-2013/2014	36
Graph 2.6: Number of Schools and Teachers Lower Secondary School, Year 1969-2014/2015	38
Graph 2.7: Number of New Entrants, Pupils, and Graduates, Lower Secondary School Year 1969-2014/2015	38
Graph 2.8: Number of Schools, Pupils and Teachers Islamic Lower Secondary School Year 1989/1990-2013/2014	39
Graph 2.9: Number of Schools and Teachers Senior Secondary School, Year 1969-2014/2015	48
Graph 2.10: Number of New Entrants, Pupils, and Graduates Senior Secondary School, Year 1969-2014/2015	48
Graph 2.11: Number of Schools and Teachers General Senior Secondary School Year 1969-2014/2014	50
Graph 2.12: Number of New Entrants, Pupils, and Graduates, General Senior Secondary School Year 1969-2014/2014	51

	page
Graph 2.13: Number of Schools, Pupils and Teachers Islamic Upper Secondary School Year 1989/1990-2013/2014	52
Graph 2.14: Number of Schools and Teachers Vocational Upper Secondary School Year 1969-2014/2015	54
Graph 2.15: Number of New Entrants, Pupils, and Graduates, Vocational Upper Secondary School, Year 1969-2014/2015	54
Graph 2.16: Number of Schools, Pupils, and Teachers Special Education, Year 1969-2014/2015	57
Graph 2.17: Number of Packet A Participants Year 1994/1995-2014/2015	59
Graph 2.18: Number of Packet B and Packet C Participants Year 1994/2005-2014/2015	60
CHAPTER V	
Graph 5.1: Trend of Net Enrolment Ratio by Level of Education, Year 1968--2014/2015	110
Graph 5.2: Trend of Gross Enrolment Ratio by Level of Education Year 1968--2014/2015	111
Graph 5.3: Trend of Illiterate, Out-of-school Education Year 1971, 1980, 1990, 2000-2014	113
Graph 5.4: Trend of Basic Education Schools, Pupils, and Teachers, Year 1969--2014/2015	117
Graph 5.5: Continuation Rate to JSS, SSS, and HE Year 1969--2014/2015	117
Graph 5.6: Trend of Percentage of Pupils by Sex and Level of Education, Year 1969--2014/2015	121
Graph 5.7: Number of Teachers by Teaching Qualification And Level of Education Year 2014/2015	123
Graph 5.8: Need of Teachers of Primary School by One and Double Shift Assumption Year 2014/2015	126
Graph 5.9: Need of Teachers of Lower Secondary School Year 2014/2015	128
Graph 5.10: Need of Teachers of General Upper Secondary School, Year 2014/2015	130
Graph 5.11: Total Output and Pupils-Years Wasted By Level of Education Year 2014/2015	135
Graph 5.12: Total Drop-outs and Total Repeaters By Level of Education Year 2014/2015	136
Graph 5.13: Average Study Time and Years Input per Graduate by Level of Education Year 2014/2015	137
Graph 5.14: Input-Output Ratios by Level of Education Year 2014/2015	138

CHAPTER I INTRODUCTION

A. Background

Indonesia is a highly pluralistic country and diverse nation, reflected by its national credo: *Bhinneka Tunggal Ika* or Unity in Diversity. With various ethnics and several hundreds different local dialects, the country might only be compared with Europe in terms of diversity. The diversity becomes more visible by considering the disparity in economic, social, technological infrastructure and natural resources.

At the outset of 2000s Indonesia was trying to survive from the economic crisis which had never been over yet since 1997, while trying to keep up with the growing demands of globalization by improving its competing ability. Currently, Indonesia faces various and enormous challenges, on one hand generated as the impact of the economic crisis at almost every social-economical-cultural aspect, on the other hand, the occurring impact has been agreed upon to be determined through out human resources development efforts. Globalization is asserting the strong accent on improving human resources as the most distinctive factor to improve the nation competing ability.

So far, national development has been granted mainly on economy as the most decisive factor, as it has consequence to the quality improvement of human resources as the prime movers. The emphasis on improving human resources appears in all sectors and sub-sectors of national development plans and programs to confirm that the government is aware of the role of quality human resources.

As the main issue resides in human resources development, the Ministry of Education and Culture (MoEC) is responsible to the framework of national education development for the quality improvement of human resources. For this reason, it is critical for MoEC to apply numerous policies on education that will address the challenges in the improvement of the quality of human resources.

The development of national education cannot be isolated from elements that have an effect on economic development. Various studies indicate that among the significant development sectors, population and labor force associated very closely with the efforts in developing national education system.

Economic development which was done in the past had produced significant progress, nevertheless, at the same time it brought problems that urgently need to be solved. The focus of previous development had

merely brought an achievement on high level of economic growth which leads to the increase of income per capita, the reduction of poverty index, and the improvement of human quality life.

However, economic development oriented to improve national productivity, is not accompanied by development and empowerment of institutions, public as well as private, especially financial institutions that should be functioned as efficient and wise resource allocation.

B. The Future Viewpoints

Indonesia is in the process of an abrupt change from agricultural to industrial and at once information society. The transformation process of economy, labor force, science and technology, and occupational skills have generated numerous trends and challenges, which in turn, have impacts on the education system orientation in the future. Among those challenges are: the significance of improving sectors' value-added, productivity changes in the social structure also global competitiveness intensified with the use of information communication technology.

Firstly, there is a great need for the enhancement of the value-added orientation across industrial and economic sectors. This will increase the level of national productivity and economic growth as a means to maintain and improve further overall social progress. The enhancement of value-added will in turn enable the Indonesian to improve their competitiveness through achieving superiority in the quality of the people and society. There are people who have mastered science and technology effectively, begun to evolve adaptation and cultivation of the national industrial culture.

Secondly, there is evidence that the structural transformation process from agricultural to industrial society exist. This is one of the indicators that the take-off process in national development starts evolving. The transformation occurred as a consequence of the rise of industrial sector which is revealed by the emerging new and various types of occupations and positions. They require innovative and conducive skills and expertise to the advancement of science and technology. The diversification of new positions and expertise also may cause changes in the physical and social structure and accompanying transformation in the value and belief system.

The society faces conflict between those who support and wish to continue traditional values embedded in the subsistent nature of the system and those who wish to confirm modern values newly evolved in industrial society. Although traditionally, society in every culture has capabilities and mechanisms to solve their own problems, the

Indonesian should be able to change and handle ways of dealing with such conflicts in an objective and thoughtful manner.

Thirdly, like any other nation, Indonesian has been confronted with the challenge of global competitiveness which is intensified even more with the massive use of information and communication technology. It affects political, social-economic, and cultural climates in a virtual world society, where “the nation-state” becomes a hazy concept. Globalization is expected to generate intensified competition among nations particularly in the fields of economy as well as science and technology. Nations that excel in the two areas may utilize this great opportunity to win the global human race. Supremacy in the field of economy and technology can primarily be achieved by the quality of the human resources. Numerous opportunities cannot be optimally utilized and thereby be wasted, unless we have high quality of human resources.

From the nation’s dignity viewpoint, globalization creates a perception that the Indonesian are citizens of a global society and therefore, can take benefit from it. From another viewpoint, however, there is a thrust to preserve and strengthen the national identity. These two perceptions are neither contradictory nor optional, but are complementary one to another. It is impossible for a nation to merely choose and follow the wave because the consequences can be risky in losing perspective. To be aimlessly drifting in the era of globalization will weaken nationalism and patriotism, while extreme, fanatical devotion to nationalism will lead to the development of a chauvinistic attitude which is resistant to change even though the evolution is expected to lead to perfection on an individual society basis.

From the economic perspective, globalization confronts and offers a chance to maximize benefits. In this era, the general nature and economic outlook will be transparent and possibly widens the scale. In principle, the economic viewpoint cannot be regulated within single and limited geographical and political boundaries as it has been occurred in the past and today. In order to obtain economic benefits from the globalization, the nation must enhance its competitive ability.

C. Trends and Issues

In the industrial process, the social structure ruled by traditional and informal economic activities will continually change and develop in the form of expanding industrial and modern sectors. When the national economy is governed by the dominant industrial sectors, then the social

structure of the society ought to be considered as modern, and as having the industrial economic features.

Education is a driving force for an acceleration of the transformation in the structures of economy and labor force. Table 1.1 shows the structure employment changed, which explains more employments work in constructions, trades, financials and other sectors compared to those who work in the agriculture sector.

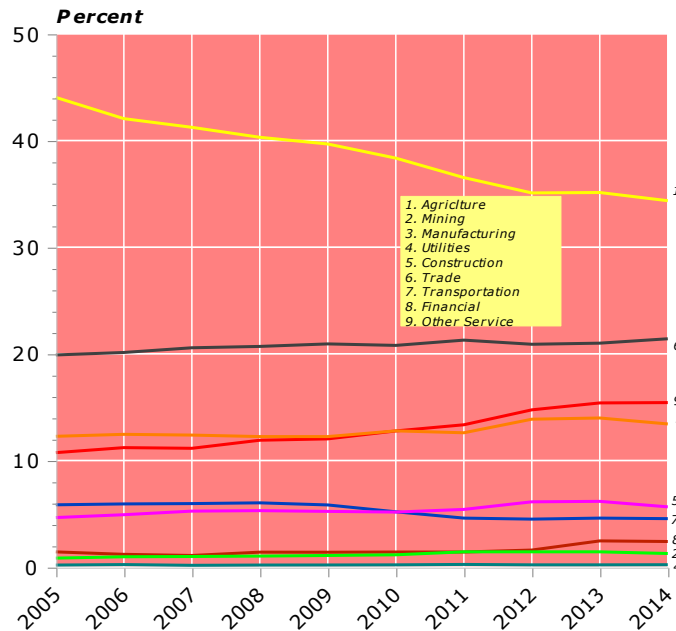
Table 1.1
Employment Structural Change
Year 2005-2014
(In percent)

No.	Industrial Sectors	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
1.	Agriculture	44.04	42.05	41.24	40.3	39.68	38.35	36.53	35.09	35.53	34.36
2.	Mining	0.85	0.97	1.00	1.04	1.1	1.16	1.44	1.44	1.49	1.28
3.	Manufacturing	12.27	12.46	12.38	12.24	12.24	12.78	12.6	13.87	15.36	13.43
4.	Utilities	0.2	0.24	0.18	0.2	0.21	0.22	0.26	0.22	0.27	0.23
5.	Construction	4.65	4.92	5.26	5.3	5.23	5.17	5.41	6.13	6.58	5.66
6.	Trade	19.9	20.13	20.57	20.69	20.93	20.79	21.29	20.9	22.06	21.42
7.	Transportation	5.85	5.93	5.96	6.03	5.83	5.19	4.6	4.51	5.59	4.55
8.	Financial	1.1	1.41	1.4	1.42	1.42	1.61	2.46	2.4	3.19	2.63
9.	Other Services	11.14	11.9	12.03	12.77	13.35	14.75	15.4	15.43	15.94	16.44
	Total	100	100	1	0	0	0	0	0	100	0

Source: Labor Force Situation In Indonesia August 2013, Central Board of Statistics

Having expanded and equalized the opportunity of education, it is anticipated that more workers with higher skills will dominate the structure of labor force in the coming decade. At this point in time, the transformation of the Indonesian economy will begin to emerge, in real terms, towards achieving a more expanded industrial structure. The change in the structure of labor force will occur even faster when the education system has better quality and thereby is relevant to the needs of development (Graph 1.1).

Graph 1.1
Employment Structural Change
Year 2005-2014



Human resources development is considered to be significant for the enhancement of productivity in any production system due to man as labor conventionally is thought over as one of the production factors beside capital, engine, land, and other forms of natural resources. In Indonesian national development, it is best to regard a man or woman as a more qualitative human concept. Man is more than just a labor which not only supports a traditional production system, instead an essential element of productivity as well, in which capital, technology and other production factors are regarded as supportive to human resources in managing a productive system.

As long as this concept concerned, a human being is to be considered as the strongest resource outside the conventional production factors that is capable of activating the whole production system and thereby improving productivity.

In order to make Indonesian people excellence in science and technology and to control higher national productivity, the following factors are considered to have impacts on the development of human resources.

Firstly, there is a need to equalize distribution of activities and benefits from the national development movement. In other words,

sustaining development can only be achieved if the positive impact of development is distributed widely, fairly, and equally. Changes to the rule of sector contribution to Gross National Products (GNP) cannot guarantee that the process of structural transformation has occurred in the Indonesian economy.

Structural change can happen only if the transformation of labor force and employment to modern industrial sectors has taken place extensively. In other words, the labor force has actively and widely participated in a large productive economic enterprise. Accordingly, equity and expansion of business opportunity are to be matured, either through an equitable educational opportunity, an enhancement in more equal and extensive educational relevancy, and a creation of encouraging business environment, as well as issues on business opportunities by emphasizing the international, national, local production and market.

Secondly, there is a need to encourage the rapid growth of non-agricultural employment in various remunerative sectors so as to encourage expansion of industry in all sectors of the economy. This issue may be boosted by both economic and non-economic factors. Economic leverage such as capital investment, use of technology, availability of raw materials, and extended market, is certainly immense and will continue to grow in the future. Whereas, the non-economic factors are the human being himself or herself as a labor force component who possesses knowledge, skills, and expertise or as a successful entrepreneur who can stimulate expanded investment.

Thirdly, there is a need to develop and utilize concurrently the national-based technology which is likely to be the driving force for investment and the expansion of modern employment. Efficient use of standardized methods and models taken from research results of other countries is certainly needed since the principles of technology transfer are involved in the initial phase of technology development strategy in Indonesia. However, it needs emphasizing that the transfer of technology should not take a long period of time. As part of the capital investment policy in various economic sectors, research and development on, for example, new products, production design and process, and derived market expansion which includes new business opportunities must be intensified.

Table 1.2, 1.2A and 1.2B show the trend of Indonesian population Year 2003 – 2013. Indonesia is the fourth most populous country after the People's Republic of China, India, and the United States of America. According to population census of 2013, Indonesia had 248.818 millions citizens. The annual population growth in the period of 2000 to 2013

was 1.19 percent. The population growth has increased compared to the decade of 1990-2000 during which it was 1.47 percent. In 2014, the population projected at 252,164 millionss. The increase of population growth is mainly due to implementation of family planning after the program is decentralized to district dovernment.

Table 1.2
Number of Population by Single Age
Year 2005-2014
(In thousands)

Age	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
0 year	4,417.2	4,353.8	4,292.6	4,172.1	4,172.1	4,398.4	4,405.0	4,862.4	4,842.4	4,819.5
1 year	4,183.6	4,177.2	4,171.5	4,161.3	4,161.3	4,455.1	4,298.0	4,855.9	4,839.1	4,819.9
2 year	4,020.2	4,051.5	4,083.2	4,145.7	4,145.7	4,562.0	4,217.1	4,786.0	4,846.5	4,830.2
3 year	3,918.1	3,971.0	402.3	4,125.9	4,125.9	4,644.1	4,369.0	4,690.1	4,780.4	4,841.1
4 year	3,869.2	3,929.4	3,988.2	4,104.7	4,104.7	4,619.1	4,323.0	4,658.3	4,685.8	4,776.1
5 year	3,865.1	3,921.1	3,975.1	4,082.5	4,082.5	4,497.5	4,289.0	4,643.4	4,654.7	4,682.3
6 year	3,897.9	3,940.3	3,981.2	4,061.7	4,061.7	4,628.5	4,259.0	4,601.7	4,640.3	4,651.6
7 year	3,958.7	3,980.8	4,002.2	4,043.2	4,043.2	4,741.6	4,499.1	4,546.3	4,598.9	4,637.5
8 year	4,039.3	4,037.5	4,034.7	4,028.2	4,028.2	4,508.5	4,464.1	4,496.5	4,543.8	4,596.5
9 year	4,131.7	4,104.1	4,076.0	4,018.7	4,018.7	4,877.3	4,426.1	4,479.4	4,494.2	4,541.6
10 year	4,241.6	4,183.4	4,125.3	4,008.9	4,008.9	4,999.0	4,390.1	4,495.4	4,477.3	4,492.2
11 year	4,373.2	4,278.2	4,183.1	3,993.5	3,993.5	4,246.4	4,366.1	4,475.2	4,493.3	4,475.3
12 year	4,450.7	4,339.3	4,229.2	4,008.8	4,008.8	4,432.0	4,363.0	4,434.6	4,473.2	4,491.4
13 year	4,437.7	4,345.0	4,253.4	4,070.6	4,070.6	4,488.3	4,176.2	4,435.8	4,432.5	4,471.1
14 year	4,367.4	4,313.8	4,262.0	4,158.8	4,158.8	4,505.3	4,221.2	4,439.9	4,433.5	4,430.2
15 year	4,305.1	4,288.5	4,272.8	4,243.0	4,243.0	4,415.0	4,275.3	4,433.2	4,437.3	4,430.9
16 year	4,234.2	4,258.3	4,282.5	4,333.6	4,333.6	4,164.6	4,179.2	4,398.1	4,430.1	4,434.1
17 year	4,189.3	4,237.5	4,285.8	4,385.2	4,385.2	4,218.9	4,215.2	4,350.5	4,394.5	4,426.6
18 year	4,192.3	4,236.5	4,281.4	4,373.4	4,373.4	4,071.8	4,234.2	4,326.9	4,346.6	4,390.6
19 year	4,223.2	4,247.4	4,270.9	4,321.4	4,321.4	4,010.4	3,973.0	4,303.4	4,322.7	4,342.5
20 year	4,241.3	4,249.0	4,255.9	4,273.4	4,273.4	4,269.3	3,973.0	4,280.0	4,298.9	4,318.5
21 year	4,257.3	4,247.4	4,236.3	4,217.5	4,217.5	3,829.2	3,975.0	4,256.6	4,275.3	4,294.2
22 year	4,252.7	4,234.6	4,215.6	4,180.0	4,180.0	3,854.1	3,972.0	4,233.2	4,251.6	4,270.3
23 year	4,215.5	4,205.7	4,196.2	4,178.0	4,178.0	3,895.1	3,965.1	4,202.0	4,228.1	4,246.5
24 year	4,157.2	4,165.2	4,176.0	4,196.3	4,196.3	4,043.9	4,220.0	4,176.9	4,196.8	4,222.9
25 year	4,099.7	4,122.7	4,151.6	4,203.7	4,203.7	4,397.4	4,204.5	4,144.8	4,171.6	4,191.5
26 year	4,038.4	4,075.9	4,122.7	4,208.9	4,208.9	4,035.5	4,185.2	4,130.8	4,139.7	4,166.6
27 year	3,979.8	4,029.8	4,088.6	4,196.0	4,196.0	4,481.7	4,163.5	4,113.8	4,125.6	4,134.6
28 year	3,929.5	3,986.4	4,047.1	4,154.9	4,154.9	4,188.8	4,140.0	4,123.8	4,108.5	4,120.4
29 year	3,884.0	3,943.5	3,999.7	4,094.2	4,094.2	4,207.0	4,114.2	4,133.4	4,118.4	4,103.2
30 year	3,832.5	3,896.5	3,949.7	4,033.8	4,033.8	4,676.0	4,085.1	4,107.7	4,127.7	4,112.8
31 year	3,777.7	3,846.4	3,896.2	3,969.4	3,969.4	3,821.2	4,051.3	4,055.8	4,101.8	4,121.9
32 year	3,718.3	3,789.7	3,837.8	3,907.2	3,907.2	3,788.4	4,011.5	4,069.1	4,049.9	4,095.9
33 year	3,651.3	3,723.3	3,774.5	3,853.2	3,853.2	3,667.2	3,964.9	4,012.3	4,062.9	4,043.8
34 year	3,580.0	3,650.3	3,707.0	3,802.4	3,802.4	3,877.9	3,912.2	3,995.6	4,005.8	4,056.5
35 year	3,506.4	3,575.2	3,636.5	3,746.7	3,746.7	4,105.3	3,855.6	3,941.4	3,988.9	3,999.1
36 year	3,429.8	3,496.6	3,562.6	3,687.8	3,687.8	3,509.2	3,795.9	3,903.9	3,934.4	3,981.8
37 year	3,353.3	3,418.7	3,488.1	3,624.2	3,624.2	3,834.7	3,732.3	3,806.4	3,896.5	3,927.0
38 year	3,277.7	3,344.3	3,414.6	3,554.6	3,554.6	3,444.4	3,665.0	3,755.7	3,798.6	3,888.7
39 year	3,202.2	3,270.9	3,340.8	3,479.0	3,479.0	3,611.5	3,594.4	3,696.9	3,747.5	3,790.5
40 year	3,123.6	3,194.0	3,264.2	3,401.7	3,401.7	4,154.5	3,520.0	3,627.1	3,688.2	3,738.9
41 year	3,041.7	3,113.7	3,184.0	3,321.9	3,321.9	3,344.8	3,443.0	3,548.0	3,617.9	3,679.1

Age	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
42 year	2,956.5	3,031.0	3,102.2	3,241.0	3,241.0	3,125.7	3,365.4	3,472.2	3,538.3	3,608.1
43 year	2,866.8	2,944.6	3,018.7	3,161.8	3,161.8	2,735.5	3,287.9	3,387.9	3,461.9	3,527.9
44 year	2,773.3	2,855.1	2,932.2	3,081.4	3,081.4	3,164.5	3,209.7	3,297.6	3,376.9	3,450.7
45 year	2,678.4	2,763.4	2,844.0	2,997.8	2,997.8	3,423.3	3,129.3	3,201.1	3,285.8	3,365.0
46 year	2,583.4	2,671.5	2,755.0	2,912.4	2,912.4	2,746.0	3,045.5	3,099.7	3,188.5	3,273.1
47 year	2,480.3	2,571.9	2,658.3	2,821.9	2,821.9	2,752.9	2,958.5	3,012.2	3,086.3	3,174.9
48 year	2,367.1	2,461.0	2,551.7	2,724.5	2,724.5	2,357.7	2,867.7	2,903.4	2,998.0	3,071.8
49 year	2,247.4	2,343.4	2,438.3	2,622.4	2,622.4	2,761.1	2,773.3	2,798.8	2,888.4	2,982.6
50 year	2,128.9	2,226.6	2,325.4	2,519.0	2,519.0	3,193.3	2,677.6	2,701.1	2,783.0	2,872.3
51 year	2,011.2	2,110.3	2,212.4	2,416.6	2,416.6	2,315.6	2,579.4	2,607.3	2,684.4	2,766.0
52 year	1,897.7	1,995.9	2,098.8	2,307.2	2,307.2	2,178.8	2,475.4	2,476.3	2,589.7	2,666.5
53 year	1,791.9	1,886.3	1,985.6	2,190.6	2,190.6	1,899.4	2,364.4	2,381.5	2,457.9	2,570.7
54 year	1,692.6	1,780.8	1,873.9	2,070.2	2,070.2	1,974.3	2,248.4	2,274.4	2,362.2	2,438.2
55 year	1,596.0	1,676.9	1,763.8	1,950.1	1,950.1	2,168.8	2,130.9	2,150.5	2,254.0	2,341.3
56 year	1,501.3	1,575.9	1,655.5	1,831.6	1,831.6	1,679.2	2,014.4	2,015.7	2,129.5	2,232.2
57 year	1,414.8	1,481.9	1,554.8	1,719.1	1,719.1	1,630.6	1,899.4	1,914.0	1,993.9	2,106.8
58 year	1,337.4	1,397.7	1,464.3	1,616.1	1,616.1	1,372.1	1,786.8	1,780.3	1,891.4	1,970.6
59 year	1,268.6	1,321.9	1,381.9	1,521.2	1,521.2	1,597.9	1,677.1	1,655.2	1,757.2	1,867.2
60 year	1,202.5	1,248.4	1,302.3	1,428.2	1,428.2	1,861.5	1,569.9	1,542.5	1,631.7	1,732.5
61 year	1,138.6	1,177.4	1,225.1	1,338.2	1,338.2	1,112.8	1,465.5	1,441.2	1,518.6	1,606.5
62 year	1,084.2	1,116.0	1,156.7	1,255.8	1,255.8	1,032.9	1,365.1	1,348.5	1,416.7	1,493.0
63 year	1,041.1	1,066.9	1,099.7	1,182.1	1,182.1	8,923.0	1,269.5	1,252.3	1,323.2	1,390.5
64 year	1,006.2	1,026.1	1,050.3	1,116.5	1,116.5	1,159.3	1,179.2	1,168.9	1,226.6	1,296.3
65 year	970.4	9,853.0	1,002.4	1,054.6	1,054.6	1,281.9	1,094.7	1,100.9	1,142.6	1,199.2
66 year	934.0	945.0	956.3	9,961.0	9,961.0	729.4	1,016.4	1,044.4	1,073.5	1,114.6
67 year	895.8	904.5	912.0	9,424.0	9,424.0	965.8	944.8	969.6	1,015.9	1,044.5
68 year	855.1	863.2	868.4	892.0	892.0	781.3	880.7	921.0	940.4	985.6
69 year	810.3	818.5	824.4	845.5	845.5	935.7	824.4	872.6	890.4	909.5
70 year	759.6	770.5	779.5	802.1	802.1	1,272.1	776.8	822.4	840.5	857.8
71 year	701.0	716.7	732.3	761.5	761.5	609.0	738.6	770.6	789.0	806.8
72 year	634.2	657.0	681.8	723.1	723.1	567.0	710.3	710.0	736.0	754.0
73 year	556.3	588.3	627.5	686.6	686.6	474.9	692.6	657.2	674.9	700.0
74 year	466.3	510.5	567.8	652.0	652.0	533.4	686.1	605.1	621.3	638.4
>74 year	3,384.7	347.1	361.9	3,788.9	3,788.9	3,834.6	4,062.4	4,040.6	4,147.8	4,263.8
Total	219,898.3	222,735.7	225,642.0	231,296.5	231,296.5	237,641.3	238,254.7	238,254.7	248,818.1	252,164.8

Source: Population projection by single age and specific age – Group
SP 2010 2010-2035 BPS Badan Pusat Statistik/Central Board of Statistics

Table 1.2A
Number of Female Population by Single Age
Year 2005-2014
(In thousands)

Age	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
0 year	2,166.3	2135.2	2,104.6	2,157.0	2,044.5	2,260.0	2,384.0	2,380.7	2,370.6	2,359.1
1 year	2,052.0	2048.5	2,045.5	2,123.4	2,039.8	2,288.8	2,312.0	2,380.1	2,371.3	2,361.5
2 year	1,972.4	1987.4	2,002.6	2,096.7	2,033.0	2,344.7	2,256.1	2,327.5	2,376.0	2,367.4
3 year	1,923.0	1948.6	1,973.5	2,076.1	2,023.5	2,389.3	2,143.3	2,284.7	2,325.2	2,373.9
4 year	1,900.0	1928.8	1,957.3	2,061.0	2,013.9	2,379.7	2,119.8	2,263.8	2,283.0	2,323.5
5 year	1,898.6	1925.6	1,951.4	2,051.5	2,003.9	2,317.4	2,102.2	2,263.4	2,262.5	2,281.6
6 year	1,915.2	1936	1,955.2	2,046.9	1,994.4	2,380.7	2,086.8	2,235.7	2,262.2	2,261.2
7 year	1,946.1	1956.3	1,966.2	2,046.8	1,985.8	2,443.9	2,205.3	2,216.3	2,234.6	2,261.2
8 year	1,986.3	1985	1,982.9	2,050.5	1,979.4	2,321.0	2,189.4	2,193.1	2,215.3	2,233.7
9 year	2,032.4	2018.2	2,003.9	2,057.8	1,974.9	2,511.0	2,172.9	2,185.3	2,192.2	2,214.5
10 year	2,087.1	2058.2	2,029.0	2,067.2	1,971.3	2,578.6	2,158.0	2,190.7	2,184.5	2,191.5
11 year	2,153.1	2106	2,058.4	2,076.7	1,963.9	2,192.3	2,148.6	2,180.7	2,190.2	2,183.8
12 year	2,191.3	2135.9	2,081.4	2,091.8	1,972.1	2,282.2	2,150.2	217.0	2,179.9	2,189.3
13 year	2,182.6	2137.4	2,092.3	2,114.3	2,002.5	2,302.0	2,054.8	2,165.8	2,169.0	2,179.1
14 year	2,144.5	2119	2,095.0	2,140.0	2,045.8	2,307.3	2,077.3	2,164.9	2,164.9	2,168.2
15 year	2,111.3	2104.8	2,099.1	2,164.6	2,087.4	2,262.3	2,104.4	2,165.0	2,163.9	2,163.9
16 year	2,073.5	2088.5	2,102.7	2,190.3	2,132.7	2,121.7	2,058.4	2,157.5	2,163.8	2,162.8
17 year	2,052.2	2078.5	2,104.8	2,204.1	2,158.4	2,149.9	2,076.5	2,145.5	2,156.2	2,162.6
18 year	2,058.7	2081.5	2,104.7	2,199.1	2,151.6	2,065.2	2,085.3	2,137.0	2,144.1	2,154.9
19 year	2,081.7	2092.9	2,103.1	2,181.4	2,125.4	2,015.3	1,951.3	2,128.6	2,135.6	2,142.7
20 year	2,098.7	2099.4	2,099.6	2,163.5	2,102.0	2,128.4	1,951.3	2,120.2	2,127.0	2,133.9
21 year	2,114.4	2104.2	2,093.8	2,142.2	2,074.1	1,901.5	1,952.4	2,111.8	2,118.5	2,125.4
22 year	2,122.1	2106.1	2,089.9	2,123.2	2,058.2	1,918.5	1,952.7	2,103.3	2,110.0	2,116.8
23 year	2,117.4	2103.6	2,090.1	2,110.5	2,063.3	1,934.5	1,952.6	2,086.9	2,101.5	2,108.2
24 year	2,104.5	2097.6	2,091.8	2,101.1	2,080.6	2,004.8	2,083.9	2,076.5	2,085.0	2,099.6
25 year	2,091.0	2089.9	2,091.5	2,087.9	2,092.2	2,194.9	2,080.7	2,059.1	2,074.6	2,083.0
26 year	2,076.6	2080	2,088.4	2,073.9	2,102.0	1,999.5	2,076.2	2,059.5	2,057.0	2,072.5
27 year	2,056.7	2067.1	2,081.2	2,052.3	2,105.6	2,231.9	2,072.8	2,057.0	2,057.3	2,054.9
28 year	2,033.5	2050.4	2,068.6	2,020.4	2,098.2	2,093.6	2,071.4	2,073.9	2,054.7	2,055.2
29 year	2,006.5	2029.8	2,051.0	1,981.8	2,082.4	2,111.5	2,070.8	2,078.5	2,071.6	2,052.5
30 year	1,976.8	2007.7	2,032.3	1,942.9	2,066.3	2,373.2	2,069.0	2,066.1	2,076.2	2,069.2
31 year	1,944.5	1983.1	2,011.1	1,902.6	2,048.7	1,917.8	2,063.6	2,040.9	2,063.6	2,073.7
32 year	1,908.6	1952.5	1,983.1	1,867.4	2,025.5	1,895.1	2,053.1	2,046.9	2,038.3	2,061.0
33 year	1,866.3	1912	1,945.8	1,841.2	1,997.7	1,832.2	2,036.1	2,018.7	2,044.1	2,035.6
34 year	1,822.0	1865.8	1,902.7	1,820.4	1,964.9	1,931.0	2,013.3	1,995.0	2,015.8	2,041.2
35 year	1,775.5	1817.8	1,857.3	1,797.7	1,930.4	2,059.6	1,988.1	1,965.2	1,992.0	2,012.8
36 year	1,725.9	1767	1,809.7	1,773.8	1,892.8	1,758.3	1,960.5	1,943.7	1,962.0	1,988.9
37 year	1,679.3	1719	1,763.6	1,748.5	1,853.1	1,935.6	1,927.3	1,894.2	1,940.4	1,958.7
38 year	1,638.4	1677.9	1,721.2	1,719.8	1,811.0	1,744.4	1,887.8	1,866.6	1,890.8	1,936.9
39 year	1,600.7	1640.4	1,681.8	1,687.4	1,765.4	1,839.5	1,843.4	1,835.9	1,863.0	1,887.2
40 year	1,560.4	1600.7	1,639.9	1,655.0	1,718.2	2,112.4	1,795.3	1,801.0	1,832.1	1,859.2
41 year	1,519.7	1559.2	1,596.0	1,621.6	1,668.8	1,701.0	1,746.4	1,762.7	1,797.1	1,828.1

Age	2004	2005	2006	2007	2008	2009	2010	2011	2012	2014
42 year	1,475.2	1,515.2	1,551.5	1,586.2	1,621.6	1,574.7	1,699.4	1,725.8	1,758.4	1,792.8
43 year	1,425.3	1,467.2	1,505.5	1,548.2	1,579.3	1,363.3	1,656.0	1,684.9	1,721.3	1,753.9
44 year	1,371.6	1,416.9	1,458.7	1,508.5	1,538.7	1,571.4	1,614.8	1,641.6	1,680.1	1,716.5
45 year	1,318.5	1,366.0	1,411.3	1,467.3	1,496.8	1,694.8	1,573.1	1,596.0	1,636.5	1,674.9
46 year	1,265.0	1,315.9	1,363.7	1,424.3	1,454.4	1,380.8	1,528.9	1,548.2	1,590.6	1,631.1
47 year	1,209.1	1,261.5	1,312.4	1,380.1	1,407.5	1,388.1	1,482.7	1,503.5	1,542.5	1,584.8
48 year	1,148.0	1,201.2	1,253.7	1,334.3	1,354.2	1,190.4	1,433.8	1,452.0	1,497.5	1,536.4
49 year	1,085.2	1,137.9	1,191.3	1,287.0	1,296.2	1,378.7	1,382.6	1,400.8	1,445.7	1,491.0
50 year	1,022.9	1,075.4	1,129.5	1,238.7	1,238.8	1,592.4	1,331.2	1,350.6	1,394.1	1,438.9
51 year	961.6	1,013.2	1,068.4	1,189.9	1,182.2	1,187.8	1,279.0	1,300.5	1,343.7	1,387.1
52 year	904.4	954.1	1,008.9	1,137.7	1,123.2	1,121.8	1,223.7	1,230.8	1,293.2	1,336.2
53 year	855.6	901.9	953.1	1,080.8	1,062.5	969.2	1,164.6	1,181.1	1,223.4	1,285.5
54 year	811.6	854.2	901.0	1,020.9	1,001.9	994.8	1,103.3	1,123.7	1,173.3	1,215.4
55 year	769.0	807.5	84..91	961.8	941.1	1,103.4	1,040.6	1,056.1	1,115.5	1,164.9
56 year	728.9	762.6	798.6	903.1	881.2	886.5	979.7	982.3	1,047.9	1,107.0
57 year	691.2	721.3	753.0	846.5	826.8	865.8	921.5	940.8	974.0	1,039.0
58 year	657.2	683.6	711.8	793.7	779.5	731.9	867.1	866.6	932.0	965.0
59 year	626.5	649.3	675.8	743.1	738.6	812.8	816.2	803.4	857.7	922.6
60 year	597.1	617.5	641.7	693.6	698.5	897.3	767.2	755.5	794.3	848.3
61 year	568.9	586.0	608.5	645.4	660.5	555.3	719.6	719.2	746.1	784.7
62 year	545.9	560.0	579.2	602.4	625.6	504.9	674.5	666.8	709.5	736.1
63 year	527.7	539.3	554.9	565.6	592.9	424.7	632.2	635.4	656.8	699.0
64 year	514.2	522.4	533.8	533.3	563.2	545.0	592.7	605.2	624.9	646.0
65 year	499.2	505.4	513.0	502.1	536.0	575.8	556.0	575.1	594.1	613.5
66 year	484.4	48.9	493.2	473.0	509.7	355.6	522.1	545.0	563.2	582.0
67 year	467.6	471.4	473.7	445.7	486.3	479.4	491.0	515.4	532.5	550.4
68 year	449.4	452.8	454.5	419.6	464.0	384.8	463.0	488.6	502.3	519.1
69 year	428.8	432.2	434.4	395.3	442.8	429.4	438.0	463.8	474.7	488.2
70 year	404.7	410.2	414.6	371.5	423.8	546.6	416.3	441.1	449.1	459.9
71 year	375.7	384.5	391.9	348.2	405.7	284.3	398.1	419.7	425.6	433.5
72 year	342.7	355.5	367.9	325.3	388.7	259.1	383.4	389.0	403.2	409.0
73 year	303.5	321.0	341.7	302.3	371.9	214.2	372.5	363.0	371.9	385.7
74 year	257.1	282.0	312.7	278.8	356.3	227.2	365.4	337.1	345.3	353.9
>74 year	1,883.5	1,939.5	1,909.5	1,610.8	2,133.9	1,606.3	2,309.6	2,385.8	2,443.6	2,506.4
Total	108,334.8	109,741.9	111,176.8	112,526.5	114,397.3	115,489.9	119,630.9	173,330.4	122,094.2	125,449.6

Source: Population projection by single age and specific age – Group

SP 2010 2010-2035 BPS Badan Pusat Statistik/Central Board of Statistics

Table 1.2B
Number of Male Population by Single Age
Year 2005-2014
(In thousands)

Age	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
0 year	2,250.9	2,218.6	2,188.0	2,074.7	2,127.6	2,138.4	2,021.0	2,481.7	2,471.8	2,460.4
1 year	2,131.6	2,128.7	2,126.0	2,042.7	2,121.5	2,166.3	1,986.0	2,475.8	2,467.8	2,458.4
2 year	2,047.8	2,064.1	2,080.6	2,017.3	2,112.7	2,217.4	1,961.0	2,458.5	2,470.5	2,462.8
3 year	1,995.1	2,022.4	2,049.5	1,998.6	2,102.4	2,254.8	2,225.7	2,405.4	2,455.2	2,467.2
4 year	1,969.2	2,000.6	2,030.9	1,986.0	2,090.8	2,239.4	2,203.2	2,394.5	2,402.8	2,452.6
5 year	1,966.5	1,995.5	2,023.7	1,977.9	2,078.6	2,180.1	2,186.8	2,380.0	2,392.2	2,400.7
6 year	1,982.7	2,004.3	2,026.0	1,975.0	2,067.3	2,247.8	2,172.2	2,366.0	2,378.1	2,390.4
7 year	2,012.6	2,024.5	2,036.0	1,975.7	2,057.4	2,297.7	2,293.8	2,330.0	2,364.3	2,376.3
8 year	2,053.0	2,052.5	2,051.8	1,981.3	2,048.8	2,187.5	2,274.7	2,303.4	2,328.5	2,362.8
9 year	2,099.3	2,085.9	2,072.1	1,989.6	2,043.8	2,366.3	2,253.2	2,294.1	2,302.0	2,327.1
10 year	2,154.5	2,125.2	2,096.3	1,999.9	2,037.6	2,420.4	2,232.1	2,304.7	2,292.8	2,300.7
11 year	2,220.1	2,172.2	2,124.7	2,011.5	2,029.6	2,054.1	2,217.5	2,294.5	2,303.1	2,291.5
12 year	2,259.4	2,203.4	2,147.8	2,027.2	2,036.7	2,149.9	2,212.8	2,264.7	2,293.3	2,302.1
13 year	2,255.1	2,207.6	2,161.1	2,047.3	2,068.1	2,186.3	2,121.4	2,270.0	2,263.5	2,292.0
14 year	2,222.9	2,194.8	2,167.0	2,070.3	2,113.0	2,197.9	2,143.9	2,275.0	2,268.6	2,262.0
15 year	2,193.8	2,183.7	2,173.7	2,092.9	2,155.6	2,152.7	2,170.9	2,268.2	2,273.4	2,267.0
16 year	2,160.7	2,169.8	2,179.8	2,118.3	2,200.9	2,042.9	2,120.8	2,240.6	2,266.3	2,271.3
17 year	2,137.1	2,159.0	2,181.0	2,131.7	2,226.8	2,069.0	2,138.7	2,205.0	2,238.3	2,264.0
18 year	2,134.4	2,155.0	2,176.7	2,128.5	2,221.8	2,006.6	2,148.9	2,189.9	2,202.5	2,235.7
19 year	2,141.5	2,154.5	2,167.8	2,114.4	2,196.0	1,995.2	2,021.7	2,174.8	2,187.1	2,199.8
20 year	2,142.6	2,149.6	2,156.3	2,100.7	2,171.4	2,140.9	2,021.7	2,159.8	2,171.9	2,184.6
21 year	2,142.9	2,143.2	2,142.5	2,083.4	2,143.4	1,927.7	2,022.6	2,144.8	2,156.8	2,168.8
22 year	2,130.6	2,128.5	2,125.7	2,074.2	2,121.8	1,935.6	2,019.3	2,129.9	2,141.6	2,153.5
23 year	2,098.1	2,102.1	2,106.1	2,076.6	2,114.7	1,960.6	2,012.5	2,115.1	2,126.6	2,138.3
24 year	2,052.7	2,067.6	2,084.2	2,086.7	2,115.7	2,039.1	2,136.1	2,100.4	2,111.8	2,123.3
25 year	2,008.7	2,032.8	2,060.1	2,092.5	2,111.5	2,202.5	2,123.8	2,085.7	2,097.0	2,108.5
26 year	1,961.8	1,995.9	2,034.3	2,096.5	2,106.9	2,036.0	2,109.0	2,071.3	2,082.7	2,094.1
27 year	1,923.1	1,962.7	2,007.4	2,095.1	2,090.4	2,249.9	2,090.7	2,056.8	2,068.3	2,079.7
28 year	1,896.0	1,936.0	1,978.5	2,085.4	2,056.7	2,095.2	2,068.6	2,049.9	2,053.8	2,065.2
29 year	1,877.5	1,913.7	1,948.7	2,068.9	2,011.8	2,095.5	2,043.4	2,054.9	2,046.8	2,050.7
30 year	1,855.7	1,888.8	1,917.4	2,051.3	1,967.5	2,302.8	2,016.1	2,041.6	2,051.5	2,043.6
31 year	1,833.2	1,863.3	1,885.1	2,031.4	1,920.7	1,903.3	1,987.7	2,014.9	2,038.2	2,048.2
32 year	1,809.7	1,837.2	1,854.7	2,006.0	1,881.7	1,893.3	1,958.4	2,022.2	2,011.6	2,034.9
33 year	1,785.0	1,811.3	1,828.7	1,973.4	1,855.5	1,835.0	1,928.8	1,993.6	2,018.8	2,008.2
34 year	1,758.0	1,784.5	1,804.3	1,935.7	1,837.5	1,946.9	1,898.9	2,000.6	1,990.0	2,015.3
35 year	1,730.9	1,757.4	1,779.2	1,895.2	1,816.3	2,045.7	1,867.5	1,976.2	1,996.9	1,986.3
36 year	1,703.9	1,729.6	1,752.9	1,853.4	1,795.0	1,750.9	1,835.4	1,960.2	1,972.4	1,992.9
37 year	1,674.0	1,699.7	1,724.5	1,809.6	1,771.1	1,899.1	1,805.0	1,912.2	1,956.1	1,968.3
38 year	1,639.3	1,666.4	1,693.4	1,766.3	1,743.6	1,000.7	1,777.2	1,889.1	1,907.8	1,951.8
39 year	1,601.5	1,630.5	1,659.0	1,723.8	1,713.6	1,772.0	1,751.0	1,861.0	1,884.5	1,903.3
40 year	1,562.4	1,593.6	1,624.3	1,678.7	1,683.5	2,042.1	1,724.7	1,826.1	1,856.1	1,879.7
41 year	1,521.9	1,554.7	1,588.0	1,631.7	1,653.1	1,643.8	1,696.6	1,785.3	1,820.8	1,851.0

Age	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
42 year	1,481.1	1,515.9	15,507.0	1,585.4	1,619.4	1,551.0	1,666.0	1,746.4	1,779.9	1,815.3
43 year	1,441.5	1,477.0	15,132.0	1,541.9	1,582.5	1,372.2	1,631.9	1,703.0	1,740.6	1,774.0
44 year	1,401.9	1,438.2	14,735.0	1,498.8	1,542.7	1,593.1	1,594.9	1,656.0	1,696.8	1,734.2
45 year	1,360.2	1,397.2	14,327.0	1,454.6	1,501.0	1,728.5	1,556.2	1,605.0	1,649.3	1,690.1
46 year	1,317.8	1,355.5	13,913.0	1,410.2	1,458.0	1,365.2	1,516.6	1,551.5	1,597.9	1,642.0
47 year	1,271.5	1,310.6	13,459.0	1,361.5	1,414.4	1,364.7	1,475.8	1,508.7	1,543.8	1,590.1
48 year	1,218.8	1,260.0	1,298.0	1,305.3	1,370.3	1,167.3	1,433.9	1,451.4	1,500.5	1,535.4
49 year	1,162.3	1,205.6	1,247.0	1,244.6	1,326.2	1,382.4	1,390.7	1,398.0	1,442.7	1,491.6
50 year	1,105.9	1,151.5	11,959.0	1,185.0	1,280.2	1,600.9	1,346.4	1,350.5	1,388.9	1,433.4
51 year	1,049.4	1,097.3	1,144.0	1,125.4	1,234.4	1,127.9	1,300.4	1,306.8	1,340.7	1,378.9
52 year	993.0	1,041.5	10,899.0	1,066.2	1,184.0	1,056.9	1,251.7	1,245.5	1,296.5	1,330.3
53 year	937.1	984.0	10,325.0	1,007.3	1,128.1	930.1	1,199.8	1,200.4	1,234.5	1,285.2
54 year	881.1	926.5	9,729.0	950.2	1,068.3	979.5	1,145.4	1,150.7	1,188.9	1,222.8
55 year	826.5	869.4	9,147.0	893.6	1,009.0	1,065.4	1,090.3	1,094.4	1,138.5	1,176.4
56 year	772.3	813.3	8,569.0	838.2	950.4	792.7	1,034.7	1,033.4	1,081.6	1,125.2
57 year	722.9	760.7	8,018.0	787.5	892.3	764.8	977.9	973.2	1,019.9	1,067.8
58 year	680.2	714.3	7,525.0	743.5	836.6	640.2	919.7	913.7	959.4	1,005.6
59 year	642.3	672.2	7,061.0	705.4	782.6	785.2	860.9	851.8	899.5	944.6
60 year	605.4	630.9	6,606.0	668.5	729.7	964.2	80.3	787.0	837.4	884.2
61 year	569.7	59.1	6,166.0	633.4	677.7	557.5	745.9	722.0	772.5	821.8
62 year	538.3	556.0	5,775.0	600.8	630.2	528.0	690.6	681.7	707.2	756.9
63 year	513.4	527.6	5,448.0	572.5	589.2	467.6	637.3	616.9	666.4	691.5
64 year	492.0	503.7	5,165.0	546.3	553.3	614.3	586.5	563.7	601.7	650.3
65 year	471.2	479.9	4,894.0	522.6	518.6	706.1	538.7	525.8	548.5	585.7
66 year	449.6	456.3	4,631.0	499.6	486.4	373.7	494.3	499.4	510.3	532.6
67 year	428.2	433.1	4,383.0	477.9	456.1	486.4	453.8	454.2	483.4	494.1
68 year	405.7	410.4	4,139.0	457.5	428.0	396.5	417.7	432.4	438.1	466.5
69 year	381.5	386.3	3,900.0	.	402.7	506.2	386.4	408.8	415.7	421.3
70 year	354.9	360.3	3,649.0	418.8	378.3	725.4	360.5	381.3	391.4	397.9
71 year	325.3	332.2	3,404.0	399.2	355.8	324.7	340.5	350.9	363.4	373.3
72 year	291.5	301.5	3,139.0	379.5	334.4	307.9	326.9	321.0	332.8	345.0
73 year	252.8	267.3	2,858.0	359.9	314.7	260.7	320.1	294.2	303.0	314.3
74 year	209.2	228.5	2,551.0	338.9	295.7	306.1	320.7	268.0	276.0	284.5
>74 year	1,501.2	1,531.4	17,094.0	2,062.2	165.5	222.8	1,752.8	1,654.8	1,704.2	1,757.4
Total	108,742.0	110,156.4	111,558.9	113,077.0	114,900.7	115,806.6	118,010.4	162,284.4	123,331.4	123,715.2

Source: Population projection by single age and specific age – Group
SP 2010 2010-2035 BPS Badan Pusat Statistik/Central Board of Statistics

Table 1.3 shows the structure of population, Indonesia expects to experience various fundamental changes. In the coming third millennium, the growth rate of the Indonesian population will increase. In 2014, male population (49.42 percent) was a little bit bigger than female population (50.57 percent). Beside that, male population with age 5-9 years was bigger than that of 10-14 years and 0-4 years was smaller than that of 5-9 years (Graph 1.2).

Table 1.3
Number of Population by Age-Group and Sex
Year 2014
(In thousands)

Age	Male	%	Female	%	Total
0-4 years	12,301.4	51.07	11,785.4	48.93	24,086.8
5-9 years	11,857.3	51.31	11,252.2	48.69	23,109.5
10-14 years	11,448.3	51.20	10,911.9	48.80	22,360.2
15-19 years	11,237.8	51.02	10,786.9	48.98	22,024.7
20-24 years	10,768.5	50.43	10,583.9	49.57	21,352.4
25-29 years	10,398.2	50.19	10,318.1	49.81	20,716.3
30-34 years	10,150.2	49.68	10,280.7	50.32	20,430.9
35-39 years	9,802.6	50.05	9,784.5	49.95	19,587.1
40-44 years	9,054.2	50.29	8,950.5	49.71	18,004.7
45-49 years	7,949.2	50.10	7,918.2	49.90	15,867.4
50-54 years	6,650.6	49.95	6,663.1	50.05	13,313.7
55-59 years	5,319.6	50.58	5,198.5	49.42	10,518.1
60-64 years	3,804.7	50.60	3,714.1	49.40	7,518.8
65-69 years	2,500.2	47.59	2,753.2	52.41	5,253.4
70-74 years	1,715.0	45.65	2,042.0	54.35	3,757.0
75 or more	1,757.4	40.95	2,506.4	58.78	4,263.8
Total	126,715.2	49.42	125,449.6	50.57	252,164.8

Source: Population projection by single age and specific age – Group
SP 2010 2010-2035 BPS Badan Pusat Statistik/Central Board of Statistics

Graph 1.2
Pyramid of Population
Year 2014



Despite the fact that the population growth rate increases, Table 1.4, 1.4A, and 1.4B show the absolute number of population continually increased from 205,84 millions in 2000 to about 252,164 millions in 2014. The population continually increased to about 248.18 millions in 2015, and to about 261,54 millions in 2020,

Table 1.4
Number of Population by Age-Group
Year 2014
(In thousands)

Age	2000	2008	2009	2010	2011	2012	2014 *)	2015	2020
0-4 years	20,021.4	20,633.5	20,709.7	22,678.7	21,612.1	23,852.7	24,086.8	20,989.6	20,954.5
5-9 years	21,946.2	20,153.0	20,234.3	23,253.5	21,937.3	22,767.3	23,109.5	20,707.7	20,922.4
10-14 years	21,238.0	20,646.2	20,240.6	22,671.1	21,516.6	22,280.9	22,360.2	20,269.0	20,670.1
15-19 years	21,264.0	21,525.3	21,656.6	20,880.7	20,876.9	21,812.1	22,024.7	19,785.6	20,220.7
20-24 years	20,092.2	21,062.1	21,045.2	19,891.6	20,105.1	21,148.7	21,352.4	21,698.8	19,707.9
25-29 years	18,731.8	20,654.7	20,857.7	21,310.4	20,807.4	20,646.6	20,716.3	20,919.2	21,595.0
30-34 years	16,962.4	19,372.3	19,566.0	19,830.7	20,025.0	20,240.5	20,430.9	20,862.1	20,808.8
35-39 years	14,991.7	17,775.5	18,092.3	18,505.1	18,643.2	19,104.3	19,587.1	19,638.1	20,724.3
40-44 years	12,638.9	15,856.0	16,207.8	16,524.9	16,826.0	17,332.8	18,004.7	18,198.6	19,456.3
45-49 years	9,860.1	13,669.2	14,079.0	14,041.0	14,774.3	15,015.2	15,867.4	16,290.3	17,935.6
50-54 years	7,506.3	11,002.1	11,503.6	11,561.3	12,345.2	12,440.6	13,313.7	14,109.3	15,910.6
55-59 years	5,936.8	8,216.4	8,638.1	8,448.6	9,508.6	9,515.7	10,518.1	11,501.6	13,585.8
60-64 years	5,073.6	6,061.8	6,320.8	6,058.8	6,849.2	6,753.4	7,518.8	8,497.2	10,822.4
65-69 years	3,822.8	4,631.4	4,730.6	4,694.0	4,761.0	4,908.5	5,253.4	5,940.2	7,704.8
70-74 years	2,659.9	3,522.4	3,625.3	3,456.3	3,604.4	3,565.3	3,757.0	4,083.7	5,054.1
75 or more	3,097.4	3,673.0	3,788.9	3,834.6	4,062.4	4,040.6	4,263.8	4,689.0	5,466.3
Total	205,843.6	228,454.9	231,296.5	237,641.3	238,254.7	245,425.2	252,164.8	248,180.0	261,539.6

Source: Population projection by single age and specific age – Group

SP 2010 2010-2035 BPS Badan Pusat Statistik/Central Board of Statistics

During the same period, the population growth rate inclines, with a different tendency from the current population growth pattern. The improvement of health services, better nutrition, and education programs will lower the mortality and birth rates, and thus, to occur the demographic transition phenomenon. The transition indicates a shifting pattern from a population growth with a high rate of fertility and mortality to a growth pattern having low rate of fertility and mortality.

The change in the age composition which only requires a period of 25-30 years prompted several adjustments in strategic goals. In the first half of the second long term planning, it must be targeted toward the needs of youth entering productive age, in particular the needs to get proper education and employment.

Table 1.4A
Number of Female Population by Age-Group
Year 2000–2020
(In thousands)

Age	2000	2008	2009	2010	2011	2012	2014 *)	2015	2020
0-4 years	9,832.7	10,514.2	10,154.7	11,016.3	11,215.2	11,636.8	11,785.4	10,281.6	10,259.1
5-9 years	10,788.9	10,253.5	9,938.4	11,279.4	10,756.6	11,093.8	11,252.2	10,158.0	10,255.8
10-14 years	10,413.9	10,490.0	9,955.6	11,008.7	10,588.9	1,087.2	10,911.9	9,958.1	10,144.7
15-19 years	10,611.7	10,939.5	10,655.5	10,266.4	10,275.9	10,733.6	10,786.9	9,739.2	9,942.8
20-24 years	10,333.2	10,640.5	10,378.2	10,003.9	9,892.9	10,498.7	10,583.9	10,698.4	9,716.2
25-29 years	9,596.4	10,216.3	10,480.4	10,679.1	10,371.9	1,032.8	10,318.1	10,297.3	10,665.9
30-34 years	8,507.0	9,374.5	10,103.1	9,881.3	10,235.1	10,167.6	10,280.7	10,452.9	10,257.9
35-39 years	7,454.4	8,727.2	9,252.7	9,167.6	9,607.1	9,505.6	9,784.5	10,134.3	10,397.2
40-44 years	6,143.6	7,919.5	8,126.6	8,202.1	8,511.9	8,616.0	8,950.5	9,354.7	10,053.9
45-49 years	4,689.9	689.3	7,009.1	7,008.2	7,401.1	7,500.5	7,918.2	8,210.3	9,238.8
50-54 years	3,625.7	566.8	5,608.6	5,695.3	6,101.5	6,186.7	6,663.1	7,078.1	8,051.8
55-59 years	2,941.5	4,248.2	4,167.2	4,048.3	4,625.1	4,649.2	5,198.5	5,685.3	6,869.4
60-64 years	2,592.1	3,040.3	3,140.7	3,131.6	3,386.2	3,382.1	3,714.1	4,163.2	5,422.5
65-69 years	2,012.2	2,235.7	2,438.8	2,468.9	2,470.1	2,587.9	2,753.2	3,001.6	3,849.1
70-74 years	1,392.3	1,626.1	1,946.4	1,924.9	1,935.7	1,949.9	2,042.0	2,151.4	2,617.9
75 or more	1,728.2	1,610.8	2,133.9	2,228.3	2,309.6	2,385.8	2,506.4	2,648.5	3,062.2
Total	102,663.7	114,397.3	115,489.9	118,010.4	119,684.8	122,094.2	125,449.6	124,012.9	130,805.2

Source: Population projection by single age and specific age – Group
SP 2010 2010-2035 BPS Badan Pusat Statistik/Central Board of Statistics

Table 1.4B
Number of Male Population by Age-Group
Year 2000–2020
(In thousands)

Age	2000	2008	2009	2010	2011	2012	2014 *)	2015	2020
0-4 years	10,188.7	10,119.3	10,555.0	11,662.4	10,396.9	12,215.9	12,301.4	10,708.0	10,695.0
5-9 years	11,157.3	9,899.5	10,295.9	11,974.1	11,180.7	11,673.5	11,857.3	10,549.7	10,667.0
10-14 years	10,824.1	10,156.2	10,285.0	11,662.4	10,927.7	11,408.9	11,448.3	10,310.9	10,525.0
15-19 years	10,652.3	10,585.8	11,001.1	10,614.3	10,601.0	11,078.5	11,237.8	10,046.4	10,278.0
20-24 years	9,759.0	10,421.6	10,667.0	98,877.0	10,212.2	10,650.0	10,768.5	11,000.4	9,992.0
25-29 years	9,135.4	10,438.4	10,377.3	10,631.3	10,435.5	10,318.6	10,398.2	10,621.9	10,929.0
30-34 years	8,455.4	9,997.8	9,462.9	9,949.4	9,789.9	10,072.9	10,150.2	10,409.2	10,551.0
35-39 years	7,537.3	9,048.3	8,839.6	9,337.5	9,036.1	9,598.7	9,802.6	9,503.8	10,327.0
40-44 years	6,495.3	7,936.5	8,081.2	8,322.7	8,314.1	8,716.8	9,054.2	8,843.9	9,402.0
45-49 years	5,170.3	6,776.2	7,069.9	7,032.7	7,373.2	7,514.7	7,949.2	8,080.0	8,697.0
50-54 years	3,880.6	5,334.1	5,895.5	5,866.0	6,243.7	6,253.9	6,650.6	7,031.2	7,859.0
55-59 years	2,995.3	3,968.2	4,470.9	4,400.3	4,883.5	4,866.5	5,319.6	5,816.3	6,716.0
60-64 years	2,481.5	3,021.5	3,180.1	2,927.2	3,463.0	3,371.3	3,804.7	4,334.0	5,400.0
65-69 years	1,810.6	2,395.7	2,291.8	2,225.1	2,290.9	2,320.6	2,500.2	2,938.6	3,856.0
70-74 years	1,267.6	1,896.3	1,678.9	1,531.5	1,668.7	1,615.4	1,715.0	1,932.3	2,436.0
75 or more	1,369.2	2,062.2	1,655.0	1,606.3	1,752.8	1,654.8	1,757.4	2,040.5	2,404.0
Total	103,179.9	114,057.6	115,806.6	119,630.9	118,570.0	123,331.0	126,715.2	124,167.1	130,734.4

Source: Population projection by single age and specific age – Group
SP 2010 2010-2035 BPS Badan Pusat Statistik/Central Board of Statistics

Based on the population growth method, the composition of population by age in the early 21st century will shift from young to old age people structure. The structure will show a change from a pyramid form (ruled by young age) to a macrodome form (dominated by middle age).

Table 1.5 shows one of the indicators employed to measure change called dependency ratio. This indicator shows dependency ratio of

young age (0-14 years) or old age (65 years above) against productive age group (15-64 years). The number of old age population changed from 9.58 millions in 2000 to 12,075 millions in 2014. Meanwhile, the dependency ratio of young age increased from 63.20 in 2000 to 69.55 in 2014. It shows that early in the next century, the population by age composition will dominantly shift to young age group.

Table 1.5
Dependency Ratio of Young and Old People
Year 2000–2020

Year	Number of Population			Dependency Ratio		
	0-14 year	15-64 year	65 >	Total	Young	Old
2000	63,205,600	133,057,900	9,580,100	54.70%	47.50%	7.20%
2008	61,432,700	155,195,400	11,826,800	47.20%	39.58%	7.62%
2009	61,184,600	157,967,100	12,144,800	46.42%	38.73%	7.69%
2010	68,900,900	164,009,900	12,514,400	49.64%	42.01%	7.63%
2011	62,582,600	161,944,200	12,427,800	46.32%	38.64%	7.67%
2012	68,900,900	166,021,900	5,590,800	44.87%	41.50%	3.37%
2013	69,235,900	166,709,900	5,536,900	44.85%	41.53%	3.32%
2014	69,556.500	169,334.100	12,075.000	48.21%	41.08%	7.13%
2015	61,966,300	171,500,800	14,712,900	44.71%	36.13%	8.58%
2020	62,547,000	180,767,400	18,225,200	44.68%	34.60%	10.08%

Source: Population projection by single age and specific age – Group
SP 2010 2010-2035 BPS Badan Pusat Statistik/Central Board of Statistics

Table 1.6 shows the number of population by school age groups from early childhood education to the higher education, this is 0-23 years old. The number of male population (62,733.7 millions) in 2014 was bigger than that of female population (60,087.0 million) in all school age groups so that the total male and female population was 122,820.7 millions (Graph 1.3).

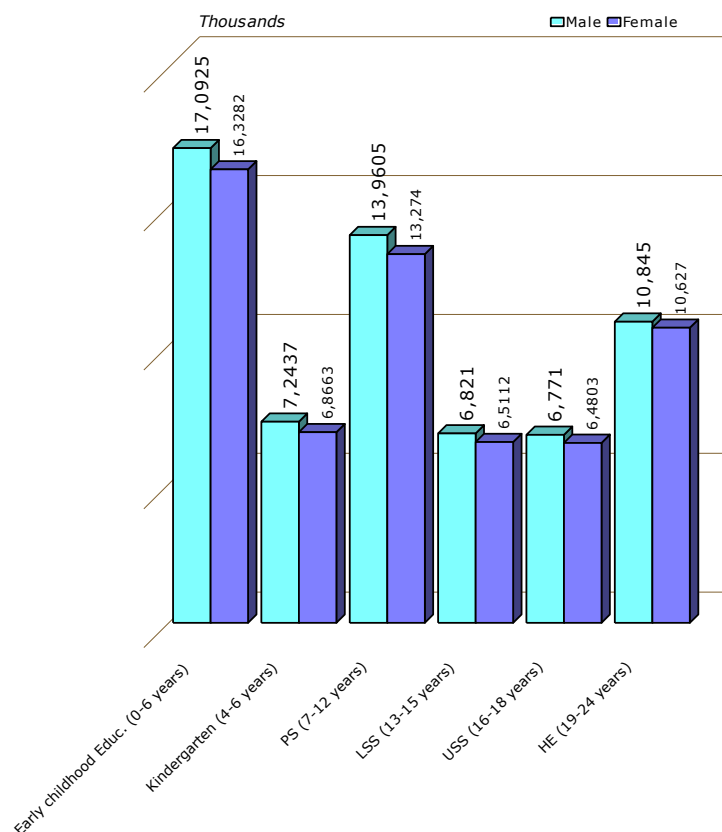
Based upon the education age classification in Table 1.7, the composition of school age population also changed. There is tendency that school age for kindergarten (4 to 6 years) unstable (from 2000 was 13.071 millions, then it goes up to 14,110 millions in 2014, and goes down to 12,581 millions in 2020).

Table 1.6
Number of Population by School-Age Groups
Year 2014
(in thousands)

Level of Education	School Ages	Male	Female	Total
Early childhood Education	0-6 years	17,092.50	16,328.20	33,420.70
Kindergarten	4-6 years	7,243.70	6,866.30	14,110.00
PS	7-12 years	13,960.50	13,274.00	27,234.50
LSS	13-15 years	6,821.00	6,511.20	13,332.20
USS	16-18 years	6,771.00	6,480.30	13,251.30
HE	19-23 years	10,845.00	10,627.00	21,472.00
Total	0-23 years	62,733.70	60,087.00	122,820.70

Source: Population projection by single age and specific age – Group
SP 2010 2010-2035 BPS Badan Pusat Statistik/Central Board of Statistics

Graph 1.3
School Age Population
Year 2014



For primary school age (7 to 12 years), there is a tendency that the elementary school population growth is not stable from 2000 to 2020, but there was a turning point in 2011. Table 1.7 shows the downward trend 2000-2020 (2000 was 25,955 million, down to 24,354 million in 2010 and then rose to 26,927 million in 2012, 27,080.7 million in 2013, 27,234.5 million in 2014, and then fell again to 24.63 million in 2015 and rose again to 24.98 million in 2020).

Table 1.7
Number of School-Age Population
Year 2000–2020
(in thousands)

Level of Education	2000	2008	2009	2010	2011	2012	2013	2014 *)	2015	2020
Early childhood Educ. 0-6 years	28,791.0	28,684.9	28,853.9	30,113.3	30,160.1	33,097.8	33,289.2	33,420.7	29,317.6	29,339.8
Kindergarten 4-6 years	13,071.7	12,098.3	12,248.9	12,578.2	12,871.0	13,903.4	13,980.8	14,110.0	12,510.1	12,581.0
PS 7-12 years	25,955.6	24,376.0	24,101.3	24,354.6	26,508.5	26,927.4	27,080.7	27,234.5	24,632.8	24,983.8
LSS 13-15 years	12,723.9	12,629.4	12,472.4	12,246.5	12,672.7	13,308.9	13,303.3	13,332.2	11,958.1	12,311.0
SSS 16-18 years	12,810.4	12,972.0	13,092.2	12,628.6	12,628.6	13,075.5	13,171.2	13,251.3	11,748.6	12,159.6
HE 19-24 years	24,279.9	25,357.9	21,170.3	21,184.9	19,858.1	21,275.2	29,745.0	25,694.9	25,793.3	23,680.7
Total	117,632.5	116,118.5	111,939.0	113,106.1	114,699.1	121,588.2	130,570.2	127,043.6	115,960.5	115,055.9

Source: Population projection by single age and specific Age – Group 2005-2015

Upper secondary school age (16-18 years) tends to slightly decreasing growth though there was a fluctuation growth (from 12.81 millions in 2000 went up slightly to 12,972 million in 2008 and 13,092 millions in 2009; then went down to 12,629 millions in 2011; went up again to 13,171 millions in 2013; went down further to 11,748 million in 2015; and finally went up again to 12,159 million in 2020).

For higher education age population (19 to 24 years), there is a tendency that population growth tends to fluctuate education (from 24.28 millions in 2000 increased significantly to 25.36 million in 2008 and then to 19.86 millions in the year decreasesd 2011, of 2011 increased to 21.27 millions in 2013 and 25,694 in 2014 and 25,793 in 2015. Finally significantly decreased to 23,680 s in 2020).

It is stated that out of half of the formal sector employment, two thirds of the workers had primary education attainment. However, within the next twenty-two-year period this proportion of workers certainly would have changed to a better structure of labor force by education at least up to 2014. An indicator showing improvement

begins to emerge that the proportion of labor force with higher education has increased ever since.

Viewed from the structure of employment by education in Table 1.8, the proportion of university graduates is very low compared with the proportion of workers who have a lower educational level. According Situation Workers / Employees in Indonesia in 2014, the percentage of the labor force with low education (primary and lower) was 45.66 percent. The proportion of low-educated labor force is still too high for people approaching the era of modernization in many aspects of life. Labor force with university and secondary education 7.19 percent and 16.86 percent in 2014. This structure shows that highly educated workers and the middle of each stand at 7.19 percent and 2.58 percent (Table 1.8).

Table 1.8
Shift of Employment Structure
Year 2005-2014
(In Percent)

Level of Education	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
No Schooling	5.09	6.11	5.94	5.9	6.4	5.8	5.83	4.84	4.61	4.32
Did not Complete PS	11.42	11.63	11.66	11.73	16.94	15.97	14.45	14.54	14.07	13.30
PS Graduates	36.66	34.21	34.47	33.62	26.75	27.05	27.95	29.25	28.68	28.05
JSS Graduates	19.16	21.19	22.18	22.15	21.9	22.26	21.63	18.25	18.57	17.98
GJSS Graduates	1.43	1.51	0.00	-	-	-	-	-	-	-
GSSS Graduates	13.92	14.51	14.25	14.62	14.84	15.26	15.33	15.57	25.10	16.86
VSSS Graduates	6.7	6.05	6.09	6.44	7.31	7.4	7.63	8.58	8.48	9.73
HE Diploma Program	2.3	0.89	2.48	2.32	2.29	2.39	2.37	2.68	2.69	2.58
HE Graduate Program	3.32	1.22	2.92	3.23	3.57	3.87	4.81	6.3	6.28	7.19
Total (%)	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Source: Laborer/Employees Situation in Indonesia 2004-2013, Central Board of Statistics.

In year 2014 shows that number of labor force with the higher education increased. The increased proportion of labor force with the higher education levels is caused among others by the impacts of 1) the universal primary school education program which started in 1980's; 2) the improvement of social welfare followed by the increased interest to enter university; and 3) the expansion of remunerative economic sectors which in turn will cause the educational aspiration of the people to increase.

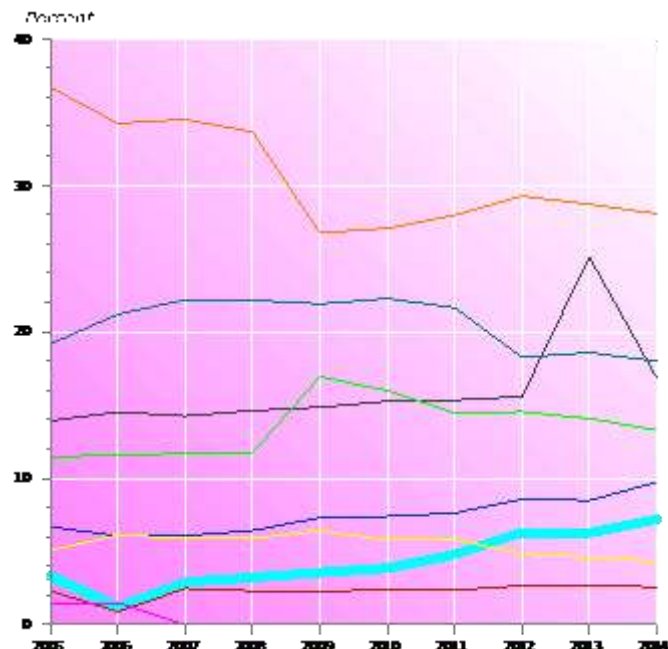
If the educational programs can produce graduates matching with the requirements of various types of employ in the needed sectors, the percentage of work-force with higher education qualification has double

impacts on growth. These impacts may further be explained through the following reasons.

First, the effect on the efficiency and quality of work, as the university graduates are more able to utilize advanced technology effectively that has an impact on national productivity.

Second, the effect on expansion of new job opportunities, which causes more diversified economic sector activities, with the assumption that university graduates may appear capable of conducting business autonomously.

Graph 1.4
Shift of Employment Structure
Year 2005-2014



D. Principles of Education Development

Based on the current Act of Republic of Indonesia on National Education Systems (Law Number 20, Year 2004, Chapter II, Article 3), the objectives of national education development are: to develop learners' potentials so that they become persons filled with human values 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.

According to Law Number 20, Year 2003, education means conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, for the community, the nation, and the State.

Started from what mentioned on the objectives of National Education Systems, the implementation is an effort to make the Indonesian people aware of the possibility to sustain their lives and lifestyles and to continuously develop themselves from one generation to the next. Effort to make continuous development requires the implementation of principles of democracy, decentralization, justice, as well as respect for human rights in the spirit, which characterizes both the nation and the state. These principles have fundamental impact on the contents, processes, and management of the national education.

Furthermore, science and technology have developed rapidly and have brought about new demands in all aspects of life, including a new system of education. These demands call for reforms in the education system, inter alia, curriculum reform, that is, diversification of curriculum in order to serve diverse students and local potentials; diversification of types of education conducted professionally, setting of graduated standards nationally and locally based on the needs; setting of minimum qualification for teachers to meet the professional requirements for teaching, setting the standard unit costs for each education unit based on the principles of equity and equality, the implementation of school-based management and autonomy of higher education, and provision of open and polyvalence education system.

The implementation of National Education System also includes the removal of discrimination in education organized by the government and community, and also the distinction between religious education and general education.

The reforms in education system are intended to renew vision, missions and strategies of the national education. National education has a vision for bringing into being the education system as a strong and respected social institution to empower all citizens of Indonesia to become enlightened human beings who are able to keep abreast of the challenges of the time. With such a vision of education, national education has missions as follows: 1) To strive for the broadening and even distribution of opportunities for quality education for all

Indonesian citizens; 2) To assist and facilitate the development of their potentials, from early childhood throughout life, in order to bring into being a learning society; 3) To improve quality of educational inputs and process to optimize the formation of moral character building; 4) To enhance the professionalism and accountability of educational institutions as centers for acculturation of sciences, skills, experiences, attitudes, and values based on national and global standards; and 5) To empower community participation in the provision of education based on the principles of autonomy in the context of the unity of the Republic of Indonesia.

Based on the foregoing vision and missions of the national education system, national education has a function to develop ability and character as well as the dignity of the civilization of the nation in order to enhance its intellectual life. National education system aims at developing learners' potential so that they become faithful and pious to the Almighty God, possessing morals and noble characters, be healthy, knowledgeable, skillful, independent, and become Indonesian citizens who are democratic and responsible.

The national education system is to be carried out in a universal, sound and consolidated manner. 'Universal' means has an equal access to every citizen of this country. 'Sound' means covering all streams, levels, and types of education; while 'consolidation' means there is an interconnection between national education and national development efforts.

During the course of one's life, each individual is entitled to achieve life-long education, although as a member of society he/she is not expected to continuously study without subjugating his/her abilities for the public benefit. Education can be obtained either through schooling education (formal education) or nonformal as well as informal education.

The national education system provides immense learning opportunities for every citizen; therefore, it will reject or accept students equitably on the basis of gender, religion, ethnic, social or economic background although there are educational units or programs of education that are of specific nature.

Education in the family (informal education) as part of the nonformal education endeavors to train the society through life-long learning. This part of the education system nurtures religious belief and cultural values including moral standards of the society and gives the members of the family the life skills and attitudes supportive of the local society, the nation, and the state's life.

CHAPTER II EDUCATION SYSTEM IN INDONESIA

A. Organization of Ministry of Education and Culture

Based on Act Number 20, Year 2003 on National Education System, Article 3, vision of national education system is 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; who posses morals and noble characters; who are healthy, knowledgeable, competent, creative, independent, and as citizens, are democratic and responsible. In year 2025, national education system wants to product "*Insan Indonesia Cerdas dan Kompetitif (Insan Kamil/Insan Paripurna)*".

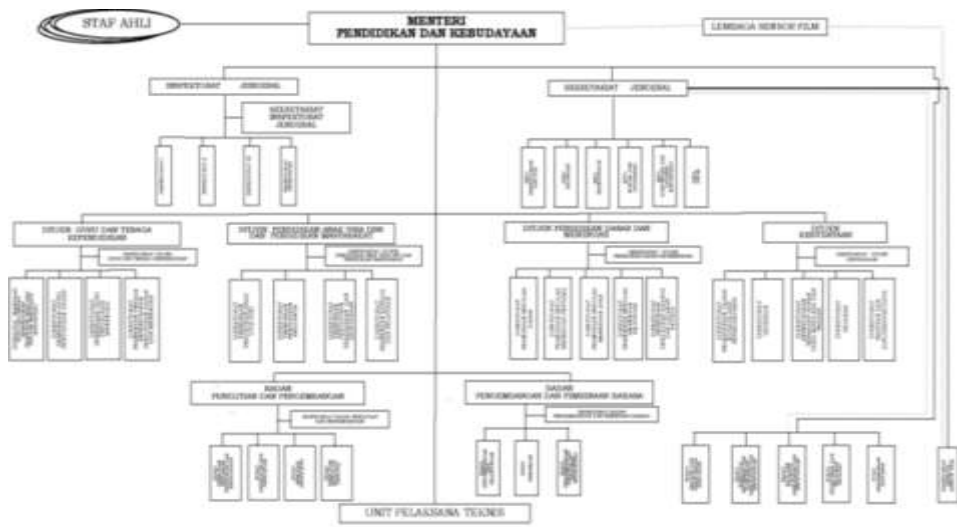
Mission of national education is conducted democratically, equally and non-discriminatorily based on human rights, religious values, cultural values, and national pluralism. This mission is held to fit the principles of education provision that was in the Article 4, Act Number 20, Year 2003 on National Education System.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 11 Year 2015 concerning Organization and Administration Work, about the position, duties, functions, and organizational structure, in the Ministry of Education and Culture (Kemdikbud). Kemdikbud has the task of conducting the affairs of government in the field of early childhood education, elementary education, secondary education, and community education, and the management of culture.

The organizational structure of the Ministry of Education and Culture is composed of:

1. Secretariat General;
2. Directorate General of Teachers and Education Personnel;
3. Directorate General of Early Childhood Education and Community Education;
4. Directorate General of Basic and Secondary Education;
5. Directorate General of Culture;
6. Inspectorate General;
7. Office of Development and Establishment of Language;
8. Office of Research and Development;
9. Expert Staff of Innovation and Competitiveness;
10. Expert Staff of Central and Regional Relations;
11. Expert Staff of Character Development; and
12. Expert Staff of Regulations Education and Culture.

Diagram 2.1
Organizational of Ministry of Education and Culture



B. Overview of Education Development

The development of national education has been a top priority in national development. This commitment is in accordance with the 1945 Constitution which stipulates in Article 31 that: (1) Every citizen has the right to obtain education and (2) the Government provides one national education system which is regulated by law.

In addition, the provision emerges in Act of the Republic of Indonesia, Number 20, Year 2003 on National Education System, which provides direction regarding the national development efforts and guidance for the national education system.

According to Strategic Planning, the national development is based on the trilogy of developments, i.e. equity, economic growth, and national stability. The equity component is important in that education is considered as a determining factor in the achievement of equity in some aspects of life. Economy is considered as the main power of development and with the development of human resources (HRD). It forms the essential priorities in the upcoming development cycle.

The development of these two areas strives for in a mutually enforcing, interwoven manner and are integrated with the development of other sectors. All efforts put together have the aims and objectives of achieving national development goals.

The development of human resources, through the provision of equal distribution of learning opportunities, has experienced rapid progress since Indonesia's independence. In 1930, less than 6 percent of the population of Indonesia was literate. In 1951 this percentage increased to 20 percent. In census of 1971 in Table 3.2, 60.92 percent of the population older than 10 years of age was literate and in census of 1980, 71.20 percent of the population was literate. Furthermore, the population census of 1990 indicates that 84.08 percent of the population older than 10 years of age is literate and census of 2000 was 89.63 percent and in 2013 was 94.10 percent. This shows a success of the development in education sector, in particular of primary education, which has developed rapidly in the 68 years following the preindependence period.

More and more school age children and youth are going to schools or attending nonformal education programs. The education statistics show that the number of students at every level of the school system has grown extremely rapid within the last 45 years (from 1969 to 2013/14). During that period, the number of students increases more than 10 times for kindergarten, more than double for primary school, almost 8 times for junior secondary school, almost 18 times for senior secondary schools, and more than 30 times for higher education. This reality of education will gradually change a great deal of the structure of the labor force in Indonesia.

Another example of success achieved is the expansion and balanced distribution of educational opportunities at primary schools. This effort has been on its way since 1973, when large numbers of new schools began to be built through the Presidential Decree Program for primary schools (*Inpres SD*). This achievement enabled the Government to make primary education compulsory from 1984.

Today, the compulsory primary education program has yielded large numbers of primary school graduates. Most of them are 12 years of age that according to the Labor Law, they cannot yet be categorized as members of the productive work-force. The number of school drop-outs is still high. Eventually, primary school drop-outs and graduates will be unemployed because they do not have adequate skill required to do productive work particularly in an industrial sector of the economy.

Having planned to establish the industrial society, Indonesia needs to enhance skills and productivity of the primary education graduates to become productive industrial workers. For such a reason, the number of years of compulsory primary education is extended to nine years, becoming nine-year basic education compulsory and adding three years of schooling for those of 13-15 years of age in 1994.

Keeping in mind that the resources available for the implementation of universal basic education are limited, the role of the community and parents in providing nine-year basic education compulsory is significant. Islamic Primary School (*Madrasah Ibtidaiyah/MI*), Islamic Junior Secondary School (*Madrasah Tsanawiyah/MTs*), private and public primary and junior secondary schools all play an equally important role in providing basic education.

Religious education is considered important in the development of human resources' quality. Therefore, the government has subsidized the private Islamic schools a great deal in terms of buildings, teachers, and operational costs. Moreover, maintaining religious contents, the academic subjects' contents have also been expanded in the Islamic school's curriculum, reaching the same level as taught in regular basic education system.

In order to support the program of nine-year compulsory basic education, out-of-school education has a very important role to play. In addition, out-of-school education also provides education equivalent to primary and junior secondary school in order to eliminate illiteracy. Therefore, school and out-of-school education streams are mutually supportive in providing a nine-year compulsory basic education.

Within the context of improving the quality of human resources, the Government's programs in related sectors, aiming at equity and equality improvements, have been well integrated. During the 28 years period, the Government was able to meet the basic needs of people in terms of food, clothing and housing. The industrial and agricultural sectors continue to develop so as to provide more employment opportunities. Education and health care have been provided to virtually all. Indonesia is therefore well placed to provide further educational opportunity to its people and thereby enhancing the skills and qualities of its human resources.

National education aimed at improving the intellectual life of the nation, and developing the Indonesian people fully, i.e. people who are devoted to God, who are in possession of knowledge and skills, who are in good physical and spiritual health, who are independent and fair, and who feel responsible for their countrymen and nation. National education also strives to create a patriotic spirit, strengthens love for the fatherland, enhances the national spirit, social solidarity and awareness of national history, instills honor for the national heroes, and creates a forward-looking attitude.

The learning and teaching climate has to generate self confidence and a learning culture at all layers of society that induces an attitude

and behavior of creativity, innovative thinking, and orientation towards the future.

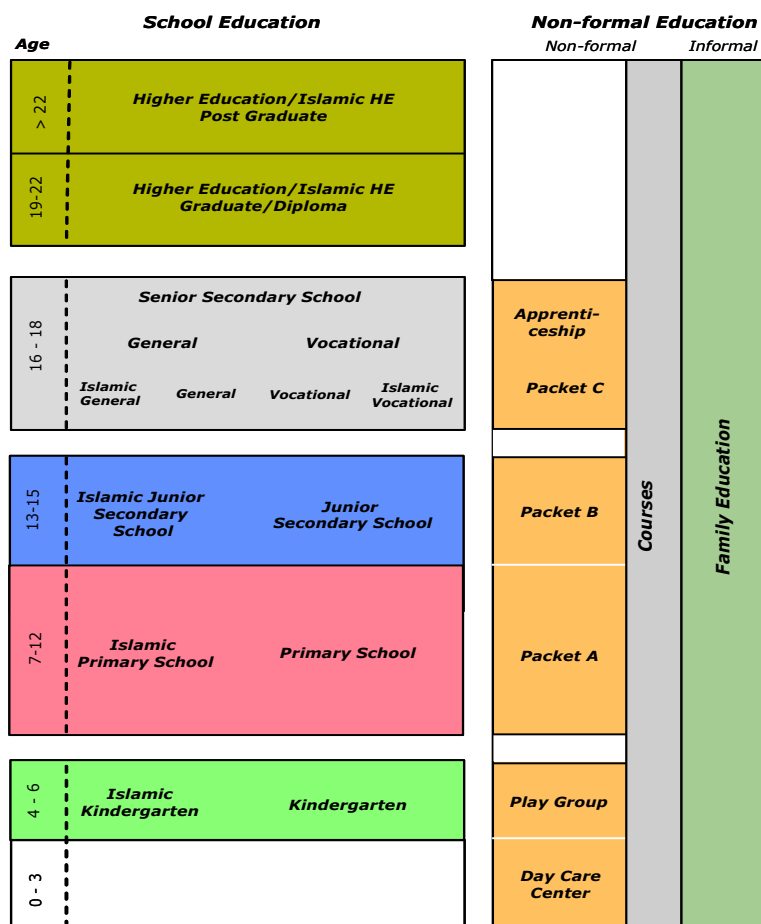
C. Overview of Education System

The national education system has its roots in the Indonesian culture. The system is based on *Pancasila*, the 1945 Constitution, and Act of the Indonesia, Number 20, Year 2003 on National Education System aims to generate abilities and to increase the standard of living and dignity of the Indonesian people in order to achieve the national development objectives. According to Act of the Indonesia, Number 20, Year 2003, the national education system is identified in terms of streams, levels, and types of education.

1. The Streams, Levels, and Types of Education

Educational streaming consists of formal education, nonformal education, and informal education that may complement and enrich each other (Act of the Indonesia, Number 20, Year 2003, Chapter VI, Article 13, Verse, 1). Levels of education consist of basic education, secondary education, and higher education (Act of the Indonesia, Number 20, Year 2003, Chapter VI, article 14). Types of education include general education, vocational education, academic education, professional education, vocational and technical education, religious education, and special education (Act of the Indonesia, Number 20, Year 2003, Chapter VI, and Article 15). The streams, levels, and types of education can take the form of an educational unit organized by the Government, local governments, and/or community (Act of the Indonesia, Number 20, Year 2003, Chapter VI, Article 16).

Diagram 2.2
National Education System, Act Number 20, Year 2003



The National Education Systems consists of seven types of education described as follows. First, general education is basic and secondary education program that focus on provision of broad based academic skills, needed for learners to pursue further education at high level of schooling. Second, vocational education is secondary education program for preparing learners for a specific job. Third, academic education is higher education program of graduate and post-graduate level (*sarjana* and *pascasarjana*), aiming at acquisition of specific science discipline. Fourth, professional education is higher education program after graduate program which prepares learners for jobs by acquiring particular skills and expertise. Fifth, vocational and technical education is higher education program for preparing learners for jobs by

acquiring applied knowledge at the maximum, equivalent to graduate program.

Sixth, religious education is basic, secondary, and higher education program which prepare learners to perform their role, requiring the acquisition of religious knowledge, and/or to become a religious scholar. Seventh, special education is a provision of education program for the disabled and/or the gifted learners, organized inclusively or exclusively at basic and secondary level of schooling.

2. Levels of Education

Formal school system consists of basic education, secondary education, and higher education. Apart from the levels of education mentioned above, Early Childhood Education is also provided. (Act of the Indonesia, Number 20, Year 2003, Chapter VI, Article 28). According to this Act, early childhood education is organized prior to basic education. This kind of education is provided through formal education, nonformal education, and/or informal education.

Early childhood education provided through formal education is in the form of kindergarten (*Taman Kanak-kanak/TK*) including Islamic Kindergarten (*Raudhlatul Athfal/RA* and *Bustanul Athfal /BA*), or other forms of formal education of similar types. This type of education is also conducted through nonformal education in the form of play group (*Kelompok Bermain/KB*), child care centers (*Taman Penitipan Anak/TPA*) and also other forms of nonformal education of similar types. This type of education is also provided through informal education such as, family education, home schooling or education in the surroundings.

Among the types of pre-school education are kindergartens and play groups. Kindergartens are parts of school-based education system while play groups are parts of out-of-school system. Kindergarten is provided for children from 4 to 6 years old and takes one or two year period of education, while play group is attended by children of three years old and below.

Table 2.1 shows the main data and indicators of Kindergarten. Since 1969, kindergartens have increased in terms of its quantity. During 44 years, the number of schools increased 11.75 times, the number of pupils increased 11.63 times, and the number of teachers rose 27.10 times. This condition indicates that the community has become aware of the importance and strategic role of pre-school as a tool in the improvement of attitude, knowledge, skills and mental creativity of young children (Graphs 2.1 and 2.2).

Table 2.1
Number of Schools, Pupils, Teachers, Classes, and Ratios
Kindergarten (KG)
Year 1969-2014/2015

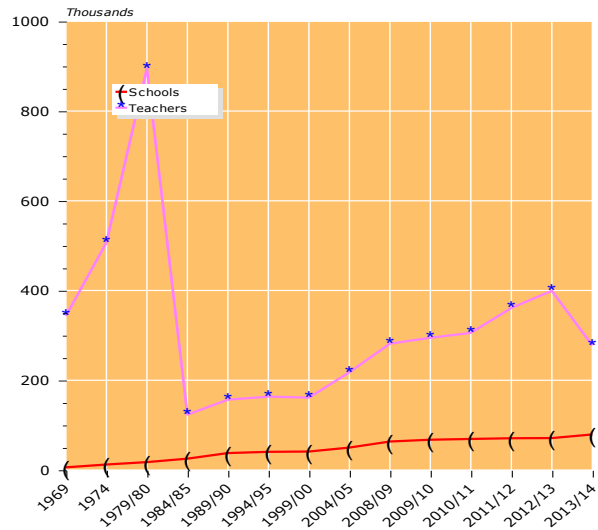
Academic Year	Schools	Pupils	Teachers	Ratio				
				Classes	P/S	P/T	T/S	P/C
1969	6,072	343,466	10,523	9,800	56.57	32.64	1.73	35.05
1970	9,220	394,100	15,030	11,900	42.74	26.22	1.63	33.12
1971	9,779	387,490	16,780	12,100	39.62	23.09	1.72	32.02
1972	10,345	410,409	16,825	13,200	39.67	24.39	1.63	31.09
1973	10,482	392,016	16,868	13,400	37.40	23.24	1.61	29.25
1974	12,429	506,913	21,202	17,050	40.78	23.91	1.71	29.73
1975	12,795	525,775	22,203	17,800	41.09	23.68	1.74	29.54
1976	13,575	579,876	24,503	19,800	42.72	23.67	1.81	29.29
1977	14,840	674,292	27,223	23,200	45.44	24.77	1.83	29.06
1978/79	16,026	754,497	29,356	26,240	47.08	25.70	1.83	28.75
1979/80	17,688	894,915	33,030	31,510	50.59	27.09	1.87	28.40
1980/81	18,986	983,307	36,471	35,055	51.79	26.96	1.92	28.05
1981/82	20,259	984,406	39,578	35,530	48.59	24.87	1.95	27.71
1982/83	22,056	1,141,215	42,688	41,700	51.74	26.73	1.94	27.37
1983/84	23,836	1,220,686	46,228	45,165	51.21	26.41	1.94	27.03
1984/85	25,372	1,233,793	56,489	46,220	48.63	21.84	2.23	26.69
1985/86	26,419	1,258,468	58,341	47,735	47.63	21.57	2.21	26.36
1986/87	28,444	1,268,470	68,333	48,715	44.60	18.56	2.40	26.04
1987/88	33,593	1,510,321	79,953	58,730	44.96	18.89	2.38	25.72
1988/89	36,190	1,544,541	81,426	60,810	42.68	18.97	2.25	25.40
1989/90	37,756	1,568,450	91,714	62,525	41.54	17.10	2.43	25.09
1990/91	39,121	1,604,208	92,367	64,750	41.01	17.37	2.36	24.78
1991/92	39,284	1,614,715	93,429	65,990	41.10	17.28	2.38	24.47
1992/93	40,257	1,660,295	94,416	68,694	41.24	17.58	2.35	24.17
1993/94	40,007	1,596,283	95,585	70,491	39.90	16.70	2.39	22.65
1994/95	40,560	1,636,342	96,466	71,101	40.34	16.96	2.38	23.01
1995/96	40,715	1,649,145	98,094	71,278	40.50	16.81	2.41	23.14
1996/97	40,215	1,624,961	93,962	70,388	40.41	17.29	2.34	23.09
1997/98	40,563	1,687,465	95,128	71,722	41.60	17.74	2.35	23.53
1998/99	40,881	1,584,884	90,919	70,325	38.77	17.43	2.22	22.54
1999/00	41,317	1,612,761	95,686	75,791	39.03	16.85	2.32	21.28
2000/01	41,746	1,628,167	102,503	76,561	39.00	15.88	2.46	21.27
2001/02	44,584	1,751,309	130,711	87,562	39.28	13.40	2.93	20.01
2002/03	46,996	1,845,983	137,069	90,321	39.28	13.47	2.92	20.44
2003/04	47,937	1,985,749	149,644	101,711	41.42	13.27	3.12	19.52
2004/05	50,083	2,178,875	178,727	107,981	43.51	12.19	3.57	20.18
2005/06	54,031	2,467,764	207,134	120,593	45.67	11.91	3.83	20.46
2006/07	57,793	2,740,448	222,484	132,301	47.42	12.32	3.85	20.71
2007/08	63,444	2,783,413	233,566	137,134	43.87	11.92	3.68	20.30
2008/09	63,624	2,814,431	237,608	137,869	44.24	11.84	3.73	20.41
2009/10	67,550	2,947,193	276,835	153,299	43.63	10.65	4.10	19.23
2010/11	69,326	3,056,377	267,576	161,188	44.09	11.42	3.86	18.96
2011/12	70,917	3,612,441	275,099	182,750	50.94	13.13	3.88	19.77
2012/13	71,356	3,993,929	285,179	-	55.97	14.99	4.20	-
2013/14	74,982	4,174,783	302,182	-	55.68	14.68	4.32	-
2014/2015	79,368	4,358,225	277,594	-	54.91	12.21	3.50	-

Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

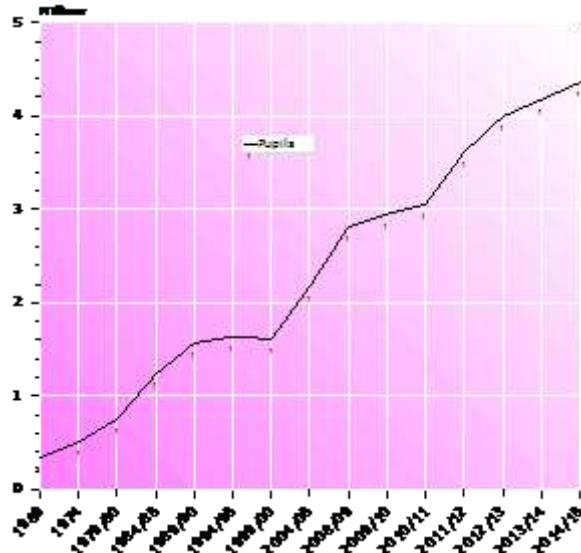
Notes: P/S is ratio of pupils to schools, P/T is ratio of pupils to teachers, T/S is ratio of teachers to schools, P/C is a ratio of pupils to classes

Graph 2.1

Number of Schools and Teachers
Kindergarten
Year 1969-2014/2015



Graph 2.2
Number of Pupils
Kindergarten
Year 1969-2014/2015



Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

a. Basic Education

Based on Act of the Indonesia, Number 20, Year 2003, Chapter VI, Article 17, basic education is the foundation for secondary education. Basic education takes the form of primary school, that is, General Primary School (*Sekolah Dasar/SD*) as well as Islamic Primary School (*Madrasah Ibtidaiyah/MI*), or other schools of the same level, and junior secondary schools, that is General Junior Secondary School (*Sekolah Menengah Pertama/SMP*) as well as Islamic Junior Secondary School (*Madrasah Tsanawiyah* (MTs), or other schools of the same level. Islamic schools administered by the Ministry of Religious Affairs (MoRA).

Table 2.2
Number of Schools, New Entrants to Grade I, Pupils, Graduates,
Teachers, Classes, and Owned Classrooms Primary School (PS)
Year 1969-2014/2015

Academic Year	Schools	New Entrants to Grade I	Pupils	Graduates	Teachers	Classes	Owned Class-rooms
1969	63,056	2,405,475	12,802,415	929,500	323,200	320,060	213,370
1970	64,040	2,431,984	12,819,840	951,500	397,500	337,410	225,690
1971	64,335	2,472,660	12,896,147	975,800	414,799	348,545	233,925
1974	72,122	2,722,369	13,707,866	1,139,050	444,241	435,532	295,275
1976	80,261	3,435,375	15,550,124	1,242,761	514,912	510,303	347,145
1977	83,590	3,730,935	17,265,291	1,358,262	551,927	552,650	375,950
1979/80	98,248	4,930,739	21,165,724	1,569,814	619,772	659,338	459,519
1980/81	105,645	4,350,750	22,551,870	1,795,778	666,779	699,457	498,248
1981/82	110,050	4,482,050	23,862,488	2,027,754	713,222	749,699	551,391
1982/83	120,162	4,313,433	24,742,275	2,300,372	841,833	786,133	625,390
1983/84	129,388	4,490,319	25,804,380	2,508,102	925,834	828,012	701,645
1984/85	136,706	4,470,807	26,567,688	2,924,003	986,638	872,685	755,375
1985/86	139,511	4,192,764	26,550,915	3,289,390	1,037,174	898,018	785,817
1986/87	142,966	4,321,264	26,444,756	3,359,183	1,078,597	922,284	813,808
1987/88	144,561	4,538,855	26,649,890	3,340,715	1,107,100	943,120	829,941
1988/89	145,571	4,542,234	26,725,364	3,389,548	1,134,089	970,897	846,562
1989/90	146,558	4,378,219	26,528,590	3,355,733	1,141,486	977,033	842,813
1990/91	147,066	4,254,678	26,348,376	3,336,590	1,136,907	981,550	846,173
1991/92	147,683	4,247,301	26,325,701	3,213,780	1,141,032	985,164	849,423
1992/93	148,257	4,227,355	26,339,995	3,283,931	1,153,816	994,597	854,674
1993/94	148,942	4,211,199	26,319,852	3,471,393	1,172,523	1,001,329	857,865
1994/95	149,464	4,182,838	26,200,023	3,575,250	1,172,640	1,004,948	857,871
1995/96	149,954	4,140,979	25,948,574	3,575,264	1,172,688	1,018,470	860,929
1996/97	150,595	4,216,291	25,755,083	3,606,674	1,165,786	1,016,801	864,686
1997/98	150,921	4,259,670	25,667,578	3,608,516	1,158,004	1,016,591	872,807
1998/99	151,042	4,402,044	25,687,893	3,629,577	1,152,536	1,017,274	867,063

1999/00	150,612	4,318,978	25,614,836	3,613,578	1,141,168	1,017,661	864,174
2000/01	148,964	4,371,220	25,701,558	3,612,842	1,128,475	1,000,687	875,054
2001/02	148,516	4,441,148	25,850,849	3,608,801	1,164,808	988,513	906,393
2002/03	146,052	4,403,058	25,918,898	3,567,174	1,234,927	988,597	865,258
2003/04	145,867	4,440,896	25,976,285	3,616,441	1,256,246	1,005,751	883,709
2004/05	147,793	4,455,431	25,997,445	3,657,261	1,335,086	1,015,118	889,427
2005/06	148,262	4,491,010	25,982,590	3,681,181	1,346,846	1,016,724	993,166
2006/07	146,813	4,730,674	26,278,236	3,700,872	1,385,676	890,205	918,526
2007/08	143,979	4,618,401	26,627,427	3,798,698	1,438,091	978,055	872,652
2008/09	144,228	4,667,977	26,984,824	3,872,972	1,569,326	989,071	891,680
2009/10	143,252	4,732,548	27,328,601	3,943,696	1,627,984	1,009,232	890,441
2010/11	146,804	4,822,160	27,580,215	4,131,513	1,644,925	1,059,173	945,073
2011/12	146,826	4,342,911	27,583,919	4,090,219	1,550,276	1,060,597	944,218
2012/13	148,272	3,874,695	26,769,680	4,336,261	1,682,263	1,032,818	908,688
2013/14	148,272	4,421,163	26,504,160	4,392,638	1,688,091	1,069,205	954,810
2014/15	147,513	4,431,362	26,132,141	4,369,259	1,695,349	1,054,331	1,043,053

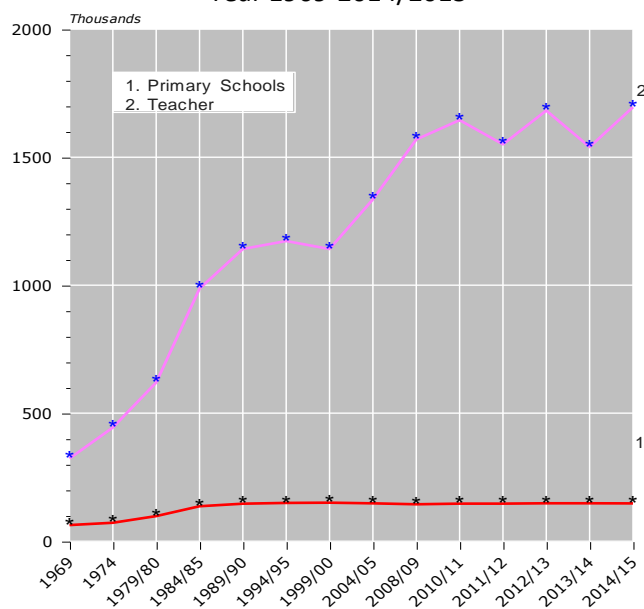
Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

Table 2.2 shows the main data of primary school (PS). It provides six-year primary education program. It consists of two different types of education, i.e., general primary school (*SD*) and special primary school for disabled children and/or for gifted children (*Sekolah Dasar Luar Biasa/SDLB*).

The number of primary schools has grown rapidly since 1974, when the *Inpres-SD* program was started to build primary schools throughout the country. However, the number of primary schools has decreased relatively steady since 1999/2000 to 2014/2015. Since 1969, primary schools have increased in terms of its quantity. During 46 years, the number of schools increased 2.35 times, the number of new entrants rose 1.61 times, the number of pupils went up 2.09 times, the number of graduates rose 4.66 times, the number of teachers increased 5.20 times, the number of classes rose 3.23 times, and the number of owned classrooms rose 4.26 times. This condition indicates that the community has become aware of the importance of children entering primary school as a tool in the improvement of attitude, knowledge, skills and mental creativity of young children (Graphs 2.3 and 2.4).

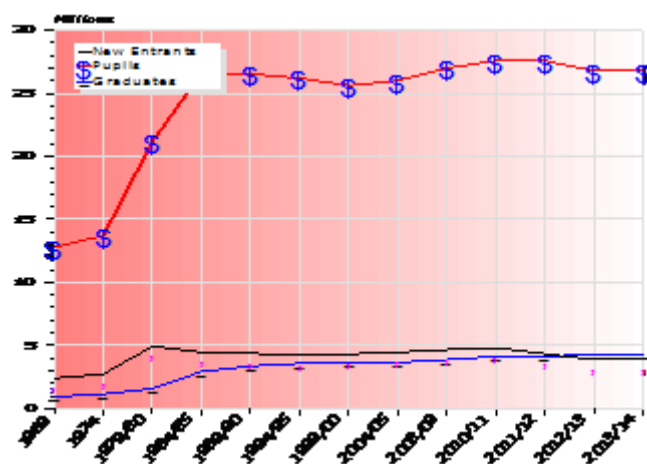
Graph 2.3

Number of Schools and Teachers Primary School Year 1969-2014/2015



Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

Graph 2.4 Number of New Entrants, Pupils, and Graduates Primary School Year 1969-2014/2015



Source: Educational Data and Statistics, Secretariat General, MoEC

Table 2.3
Number of Schools, Pupils, and Teachers
Islamic Primary School (IPS)
Year 1989/1990-2014/2015

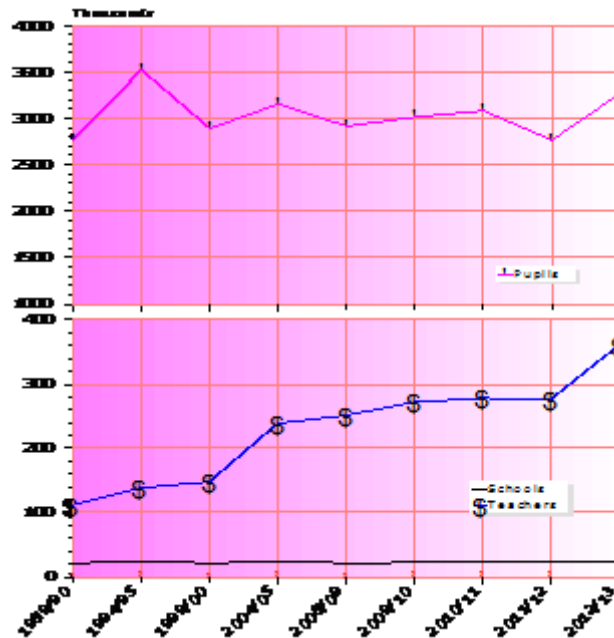
Year	Schools			Pupils			Teachers		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
1989/90	535	20.829	21.364	107.427	2.660.097	2.767.524	15.777	96.309	112.086
1990/91	558	21.593	22.151	119.472	2.940.930	3.060.402	16.639	102.118	118.757
1991/92	598	22.499	23.097	130.042	3.121.961	3.252.003	17.212	102.845	120.057
1992/93	599	22.599	23.198	130.300	3.128.500	3.258.500	17.547	104.854	122.401
1993/94	607	24.372	24.979	176.610	3.203.124	3.379.734	8.011	115.569	123.580
1994/95	825	23.407	24.232	180.291	3.341.545	3.521.836	8.911	130.020	138.931
1995/96	874	23.586	24.460	193.262	3.306.154	3.499.416	11.088	134.200	145.288
1996/97	1.044	23.297	24.341	196.683	3.284.521	3.481.204	9.476	167.756	177.232
1997/98	1.076	23.440	24.516	206.089	3.377.320	3.583.409	9.798	173.951	183.749
1998/99	1.088	23.174	24.262	208.879	3.398.155	3.607.034	9.950	171.727	181.677
1999/00	1.454	20.000	21.454	273.046	2.616.580	2.889.626	16.044	131.753	147.797
2000/01	1.481	20.554	22.035	284.521	2.704.052	2.988.573	16.242	145.003	161.245
2001/02	1.482	21.317	22.799	290.169	2.785.359	3.075.528	17.611	178.765	196.376
2002/03	1.483	21.612	23.095	302.811	2.829.125	3.131.936	18.524	181.848	200.372
2003/04	1.484	21.680	23.164	309.889	2.814.264	3.124.153	19.436	184.931	204.367
2004/05	1.499	22.015	23.514	312.678	2.839.623	3.152.301	22.330	216.603	238.933
2005/06	1.584	21.045	22.629	333.270	2.666.848	3.000.118	26.098	194.213	220.311
2006/07	1.568	20.621	22.189	337.286	2.620.614	2.957.900	23.329	174.625	197.954
2007/08	1.567	19.621	21.188	342.579	2.528.260	2.870.839	27.327	213.345	240.672
2008/09	1.662	19.867	21.529	361.491	2.554.736	2.916.227	40.534	210.980	251.514
2009/10	1.675	20.564	22.239	375.392	2.637.828	3.013.220	41.289	230.673	271.962
2010/11	1.745	20.782	22.527	413.168	2.669.058	3.082.226	43.236	235.028	278.264
2011/12	1.686	20.612	22.298	390.514	2.374.271	2.764.785	32.253	244.228	276.481
2012/13	1.686	22.253	23.939	418.587	2.851.184	3.269.771	40.420	320.363	360.783

Source: Directorate of Development of Islamic Schools, Directorate General of Development of Islamic Institutions, MoRA

The same as primary school, data on Islamic Primary School (IPS) in Table 2.3 also increased its quantity. During 23 years, the number of schools rose 1.12 times. The number of pupils rose 1.18 times and the number of teachers rose 3.22 times (Graphs 2.5).

Graph 2.5

Number of Schools, Pupils, and Teachers
Islamic Primary School
Year 1989/1990-2014/2015



Source: Statistics of Islamic School (Madrasah), MoRA

Table 2.4 shows the main data of junior secondary school. Since 1969, junior secondary schools have increased in terms of its quantity (the numbers of schools, new entrants, pupils, graduates, teachers, classes, as well as owned classrooms). During 43 years, the number of schools increased 6.30 times, the number of new entrants increased 7.33 times, the number of pupils increased 7.82 times, the number of graduates rose 10.00 times, the number of teachers increased 6.90 times, the number of classes rose 10.32 times, the number of owned classrooms rose 13.97 times. This condition indicates that the community has become aware of the importance of children entering junior secondary school as a tool in the improvement of attitude, knowledge, skills, and mental creativity of young children (Graphs 2.6 and 2.7).

The same as junior secondary school, Islamic Junior Secondary School in Table 2.5 also shows the increased of its quantity. During 23 years, the number of schools increased 13.18 times, the number of pupils rose 3.00 times and the number of teachers rose 3.43 times (Graphs 2.8).

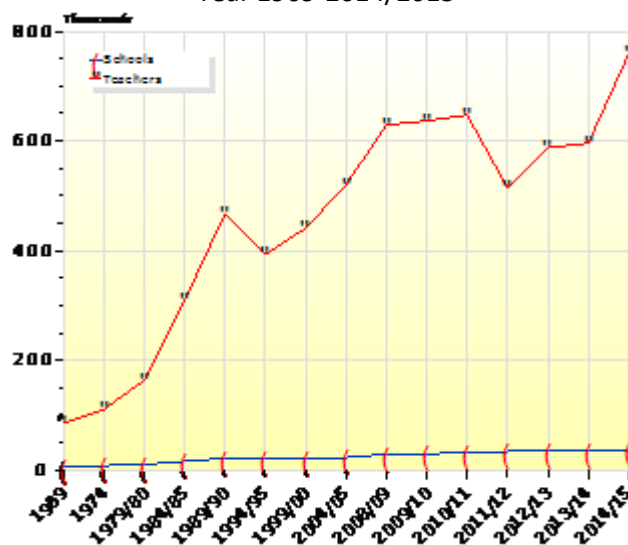
Table 2.4

Number of Schools, New Entrants to Grade I, Pupils, Graduates,
Teachers, Classes and Owned Classrooms
Junior secondary School (JSS)
Year 1969-2014/2015

Academic Year	Schools	New Entrants to Grade I	Pupils	Graduates	Teachers	Classes	Owned Classrooms
1969	5,639	445,495	1,234,379	290,300	85,149	30,860	20,675
1970	6,527	470,235	1,292,230	304,100	94,615	32,715	22,208
1971	7,029	519,354	1,400,873	329,678	104,123	35,920	24,587
1972	7,297	546,092	1,441,556	339,252	109,120	37,445	25,824
1973	7,463	606,505	1,535,701	352,119	107,457	40,415	28,066
1974	7,587	672,867	1,691,078	362,670	109,956	46,087	32,229
1975	7,843	750,034	1,900,154	390,973	117,584	49,673	34,981
1976	8,265	827,729	2,136,067	451,426	123,555	53,130	37,681
1977	9,395	887,581	2,339,835	526,070	134,012	59,414	42,439
1978/79	9,505	1,025,073	2,673,976	618,375	149,364	66,155	47,441
1979/80	9,805	1,156,287	2,982,592	629,554	163,578	72,398	57,869
1980/81	10,956	1,325,636	3,412,116	772,207	202,062	82,359	66,510
1981/82	12,037	1,450,761	3,809,348	850,181	215,879	91,453	75,798
1982/83	12,739	1,597,452	4,272,867	999,159	247,244	102,105	75,856
1983/84	14,544	1,775,850	4,757,608	1,168,166	275,680	113,606	89,705
1984/85	15,600	1,954,245	5,188,964	1,274,465	308,149	123,945	92,850
1985/86	16,860	2,130,112	5,669,966	1,356,559	339,387	135,723	10,078
1986/87	18,575	2,181,000	6,132,057	1,597,620	376,612	148,075	116,036
1987/88	19,708	2,238,032	6,422,423	1,719,463	401,748	149,782	119,472
1988/89	20,334	2,191,826	6,446,966	1,917,117	412,412	163,745	135,442
1989/90	20,985	2,009,048	5,852,507	1,802,100	467,122	153,756	129,582
1990/91	20,605	2,012,712	5,686,118	1,701,875	409,739	149,486	127,866
1991/92	19,973	1,999,221	5,604,515	1,663,141	389,549	147,991	139,135
1992/93	18,601	2,014,324	5,577,040	1,640,555	382,748	146,229	130,694
1993/94	18,583	2,207,230	5,890,551	1,592,627	380,072	151,978	138,293
1994/95	19,442	2,389,816	6,392,417	1,659,628	392,588	162,035	150,032
1995/96	19,968	2,548,850	6,945,433	1,740,106	412,065	171,219	161,248
1996/97	20,544	2,795,075	7,533,300	1,981,201	430,981	187,153	165,871
1997/98	20,777	2,571,856	7,596,386	2,119,424	434,599	191,384	172,557
1998/99	20,960	2,559,796	7,564,628	2,315,116	452,444	190,185	176,406
1999/00	20,866	2,595,746	7,600,093	2,246,999	441,174	189,164	174,628
2000/01	20,721	2,605,413	7,584,707	2,281,432	463,864	192,711	177,594
2001/02	20,842	2,544,849	7,466,458	2,316,779	455,985	189,771	178,286
2002/03	20,918	2,495,335	7,447,270	2,249,932	445,830	194,202	187,480
2003/04	21,256	2,532,185	7,523,318	2,301,584	469,055	197,808	195,178
2004/05	22,274	2,611,108	7,553,086	2,368,339	520,351	203,560	198,624
2005/06	23,853	2,935,175	8,073,389	2,265,982	616,364	223,723	202,894
2006/07	24,686	3,035,713	8,439,762	2,436,506	624,726	230,994	233,002
2007/08	26,277	3,040,317	8,639,966	2,505,907	621,878	235,849	244,116
2008/09	28,777	3,156,308	8,992,619	2,563,220	629,036	252,184	254,855
2009/10	29,866	3,145,012	9,255,006	2,673,362	636,948	259,191	251,568
2010/11	30,290	3,191,899	9,346,454	2,934,123	647,145	272,300	274,488
2011/12	33,668	3,345,075	9,425,336	3,119,322	513,831	274,566	271,865
2012/13	35,527	3,266,002	9,653,093	2,903,421	587,610	318,440	288,839
2013/14	35,488	3,259,757	9,715,203	3,060,211	596,089	326,884	297,416
2014/15	36,518	3,376,033	9,930,647	3,075,589	759,442	283,045	274,491

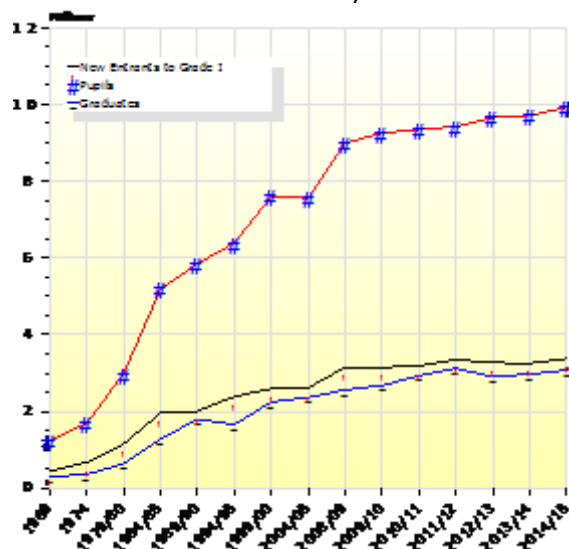
Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC,

Graph 2.6
Number of Schools and Teachers
Junior Secondary School
Year 1969-2014/2015



Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

Graph 2.7
Number of New Entrants, Pupils, and Graduates
Junior Secondary School
Year 1969-2014/2015



Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

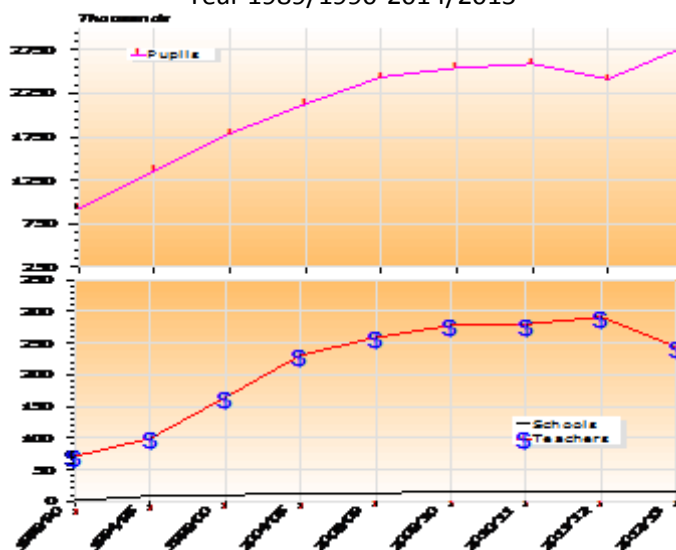
Table 2.5

Number of Schools, Pupils, and Teachers
Islamic Junior Secondary School (IJSS)
Year 1989/1990-2014/2015

Year	Schools			Pupils			Teachers		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
1989/90	580	603	1,183	221,388	705,091	926,479	13,265	57,916	71,181
1990/91	609	666	1,275	232,006	753,520	985,526	13,396	61,594	74,990
1991/92	636	674	1,310	241,449	811,082	1,052,531	15,356	60,982	76,338
1992/93	647	6,879	7,526	267,229	897,671	1,164,900	15,851	62,950	78,801
1993/94	582	7,499	8,081	301,465	940,518	1,241,983	17,026	97,469	114,495
1994/95	582	7,547	8,129	329,892	1,023,337	1,353,229	17,717	81,589	99,306
1995/96	756	7,365	8,121	354,818	1,102,920	1,457,738	21,933	95,337	117,270
1996/97	831	8,460	9,291	401,361	1,305,230	1,706,591	23,639	110,147	133,786
1997/98	1,141	9,549	10,690	427,735	2,350,229	2,777,964	28,963	103,058	132,021
1998/99	1,131	9,511	10,642	420,959	1,354,985	1,775,944	29,004	91,400	120,404
1999/00	1,178	8,672	9,850	473,548	1,314,258	1,787,806	30,181	134,103	164,284
2000/01	1,167	9,198	10,365	486,772	1,366,738	1,853,510	28,857	135,531	164,388
2001/02	1,167	9,624	10,791	504,411	1,457,100	1,961,511	30,515	161,764	192,279
2002/03	1,168	10,236	11,404	508,521	1,558,226	2,066,747	32,005	168,200	200,205
2003/04	1,239	10,467	11,706	516,788	1,564,788	2,081,576	33,494	174,635	208,129
2004/05	1,258	10,790	12,048	528,491	1,600,225	2,128,716	34,769	195,973	230,742
2005/06	1,264	11,234	12,498	529,598	1,683,534	2,213,132	37,641	190,050	227,691
2006/07	1,256	11,363	12,619	544,552	1,754,838	2,299,390	36,886	180,367	217,253
2007/08	1,259	11,624	12,883	558,100	1,789,086	2,347,186	43,389	211,669	255,058
2008/09	1,384	11,908	13,292	591,761	1,845,501	2,437,262	41,919	217,072	258,991
2009/10	1,418	12,604	14,022	610,348	1,931,491	2,541,839	43,031	235,186	278,217
2010/11	1,467	13,320	14,787	622,285	1,964,821	2,587,106	44,558	235,554	280,112
2011/12	1,437	14,170	15,607	608,919	1,805,918	2,414,837	44,229	247,235	291,464
2012/13	1,437	14,157	15,594	682,138	2,099,509	2,781,647	19,263	225,160	244,423

Source: Directorate of Development of Islamic Schools, Directorate General of Development of Islamic Institutions, MoRA

Graph 2.8
Number of Schools, Pupils, and Teachers
Islamic Junior Secondary School
Year 1989/1990-2014/2015



Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

The nine-year compulsory basic education is meant to give sufficient opportunities to Indonesian citizens to obtain basic education. In this connection, the extension from 6 years to 9 years of basic education is also intended to alleviate the problem of child labor and to keep children in school up to the point that they are able to keep up with the changing demands of society, especially those who cannot afford to pursue higher levels of education.

- Structure of Curriculum of Primary School (PS)/Islamic Primary Schools (IPS)

The curriculum structure PS/IPS include learning substance taken within hours of learning per week. The burden of learning on the PS/IPS was determined by the duration of 35 minutes to one hour pembelajaran. Class I, 30 hours, class II, 32 hours, and grade III, 34 hours, and grade IV, V, and VI, 36 hours of lessons.

The burden of studying in Class I, II, III, IV, and V in one semester of at least 18 weeks and a maximum of 20 weeks. Class VI in the first semester of at least 18 weeks and a maximum of 20 weeks, in the second semester of at least 14 weeks and a maximum of 16 weeks. Load the lessons learned in one year at least 36 weeks and a maximum of 40 weeks.

Number of hours of lessons for each subject is relative because in PS/IPS approach-integrated thematic learning. Teachers can arrange lessons per week according to the needs of learners in achieving competence. The curriculum structure PS/IPS compiled based on competency standards and competency standards subjects. (Table 2.6 for Primary School and Table 2.7 for Junior Secondary School).

Table 2.6
Primary School (PS)/Islamic Primary Schools (IPS) Curriculum Structure

Subject Matter		Clas and Allocated Time					
		I	II	III	IV	V	VI
Group A							
1.	Religious Education	4	4	4	4	4	4
2.	Citizenship Education	5	5	6	5	5	5
3.	Indonesian Language	8	9	10	7	7	7
4.	Mathematics	5	6	6	6	6	6
5.	Physical Science	-	-	-	3	3	3
6.	Social Science	-	-	-	3	3	3
Group B							
1.	Art and Culture	4	4	4	5	5	5
2.	Sport and Health	4	4	4	4	4	4
Total		30	32	34	36	36	36

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

- Structure of Curriculum of Junior Secondary Schools (JSS)/Islamic Junior Secondary School (IJSS)

The curriculum structure JSS/IJSS include the substance of learning is expressed in teaching hours per week with a duration of 40 minutes. Burden of studying in Class VII, VIII, and IX in one half of a minimum of 18 weeks and a maximum of 20 weeks. Burden of study in class IX in the first semester of at least 18 weeks up to 20 weeks, in the second semester of at least 14 weeks, maximum 16 weeks. Burden of the lessons learned in one year a minimum of 36 weeks and a maximum of 40 weeks. However, it is still possible for schools to increase teaching hours as needed. Teachers can arrange lessons by week according to the needs of learners in achieving competence.

Table 2.7
Junior Secondary Schools (JSS)/Islamic Junior Secondary School (IJSS)Curriculum Structure

Subject Matter		Clas and Allocated Time		
		VII	VIII	IX
Kelompok A				
1.	Religious and Moral Education	3	3	3
2.	Citizenship Education	3	3	3
3.	Indonesia Language	6	6	6
4.	Mathematics	5	5	5
5.	Physical Science	5	5	5
6.	Social Science	4	4	4
7.	English	4	4	4
Kelompok B				
1.	Art and Culture (including local content)	3	3	3
2.	Sport and Health (including local content)	3	3	3
3.	Crafts (including local content)	2	2	2
Total		38	38	38

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

- Curriculum Structure of Global Senior Secondary School (GSSS)/Islamic Global Senior Secondary School (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. Compulsory subject as many as nine (9) subjects. Competence of Content (KI), Basic Competency (KD), and packaging content as well as content label (subjects) for a compulsory subject for high school and vocational school are the same. This structure puts the principle that student participants are subject in the study and they have the right to choose according to their interests.

Elective consists of academic options (GSSS) as well as the choice of academic and vocational (VSSS). This gives the choice of subjects to function complexion education units and inside there are options in accordance with the interests of learners.

Burden of study in high school there are additional study hours for 4-6 hours by week. Class X increased from 38 hours to 42 hours of study. Class XI and XII increased from 38 hours to 44 hours of study. While long learning for every hour of learning is 45 minutes. With the addition of hours of study and the reduction of the number of Basic Competence, teachers have leeway to develop a process-oriented learning active student learning. Active student learning process takes longer than the learning process of information delivery. This is because the learners need to practice to observe, ask, associate and communicate.

The organizing classes in GSSS/IGSSS divided into two groups: 1) class X is a mandatory program that is followed by all students, 2) class XI and XII is a program Specialisation (majors), which consists of three programs, namely: 1) Specialisation in Mathematics and Science, 2) Social Specialisation, and 3) Specialisation in English. A group of subjects specialization program aims (1) to provide opportunities for students to develop an interest in a group of subjects appropriate scientific interest in universities, and (2) to develop interest in a discipline or a particular skill.

Table 2.7a
Senior Secondary School (GSSS)/Islamic Global Senior Secondary School
(IJSSS) Curriculum for Grade X
Compulsory Program

Subject Matter		Clas and Allocated Time		
		X	XI	XII
Group A (compulsory)				
1.	Religious and Moral Education	3	3	3
2.	Citizenship Education	2	2	2
3.	Indonesia Language	4	4	4
4.	Mathematics	4	4	4
5.	History	2	2	2
6.	English	2	2	2
Group B (compulsory)				
7.	Art and Culture	2	2	2
8.	Sport and Health	3	3	3
9.	Crafts (including local content)	2	2	2
The amount of class time per week of group A and B		2	2	2
Group C (interest)				
Subjects of Academic Interest (GSSS/IGSSS)		18	20	20
The Number of Lessons per Week		44	46	46

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

Table 2.7b
Senior Secondary School (GSSS)/Islamic Global Senior Secondary School
(IJSSS) Curriculum for Grade XI and XII
Interest Programs

Subject Matter		Clas and Allocated Time		
		X	XI	XII
Group A and B (compulsory)		24	24	24
Group C (interest)				
The Interest Mathematics and Natural Sciences				
I	1 Mathematics	3	4	4
	2 Biology	3	4	4
	3 Physics	3	4	4
	4 Chemical	3	4	4
The Interest of social sciences				
II	1 Geography	3	4	4
	2 History	3	4	4
	3 Sociology	3	4	4
	4 Economics	3	4	4
The Interest sciences of language and culture				
II	1 Indonesian Language and Literature	3	4	4
	2 English Language and Literature	3	4	4
	3 language and of other literature	3	4	4
	4 Anthropology	3	4	4
Elective Subjects and Deepening of				
	The choice of cross interest or the deepening of interest	6	4	4
The Number of Class Hours is Available per Week		66	76	76
The Number of Lessons per Week		42	44	44

- Structure of VSSS/IVSSS

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. Subjects SMK / MAK grouped into three (3) groups: 1) general subjects Group A, 2) the eyes of the general palajaran Group B, and 3) subjects specialization in vocational subjects Group C. Group A is common curricular program that aims to develop the competence of attitudes, knowledge, and skills in social life. Group B is a curricular program that aims to develop competence attitudes, knowledge, and skills in the areas of social, cultural, and arts. Group C is a curricular program that aims to develop competence attitudes, knowledge, skills of learners in accordance with their interests, talents, and kemmampuan in the field, programs, and vocational package.

Compulsory subjects include 9 subjects with of learning 24 hours per week. Group A consists of 1) religious and moral education, 2) Pancasila and Citizenship Education, 3) Indonesian, 4) Mathematics, 5) History of Indonesia, and 6) English. Group B consists of 1) Arts &

Culture, 2) Physical Education, Sport and Health, and 3) Craft and Entrepreneurship. Basic subjects and vocational fields include Engineering Technology, Information and Communication Technology, Health, Agrobusiness and Agrotechnology, Fisheries and Maritime Affairs, Business and Management of, of Tourism, Arts and Craft, and Performing Arts. Eyes lesson basic vocational program, the charge-substantive binder that serves as the main focus of the vocational program.

Learning load is 48 hours of lessons per week. One study hours is 45 minutes. The burden of learning can be expressed in units of semester credit (SKS) further stipulated in its own rules.

Tabel 2.7c
General Lessons Vocational Senior Secondary School (VSSS)/Islamic
Vocational Secondary Senior School (IVSSS) Grade X
Three Years

Subject Matter		Clas and Allocated Time		
		X	XI	XII
Group A (compulsory)				
1.	Religious and Moral Education	3	3	3
2.	Citizenship Education	2	2	2
3.	Indonesia Language	4	4	4
4.	Mathematics	4	4	4
5.	History	2	2	2
6.	English	2	2	2
Group B (compulsory)				
7.	Art and Culture	2	2	2
8.	Sport and Health	3	3	3
9	Craft and Entrepreneurship	2	2	2
The amount of class time per week of group A and B		24	24	24
Group C (interest)				
Interests lessons Academic and Vocational (VSSS / IVSSS)		24	24	24
The Number of Lessons per Week		48	48	48

Implementation of learning can be done in the education unit and/or industry (integrated with Field Work Practice) with the portfolio as the main instrument of assessment.

Tabel 2.27d
General Lessons Vocational Senior Secondary School (VSSS)/Islamic
Vocational Secondary Senior School Grade X
Four Years

Subject Matter		Class and Allocated Time			
		X	XI	XII	XIII
Group A (compulsory)					
1.	Religious and Moral Education	3	3	3	3
2.	Citizenship Education	2	2	2	2
3.	Indonesia Language	4	4	4	4
4.	Mathematics	4	4	4	4
5.	History	2	2	2	2
6.	English	2	2	2	2
Group B (compulsory)					
7.	Art and Culture	2	2	2	2
8.	Sport and Health	3	3	3	3
9.	Craft and Entrepreneurial	2	2	2	2
The amount of class time per week of group A and B		24	24	24	24
Group C (interest)					
Interests lessons Academic and Vocational (VSSS / IVSS)		24	24	24	24
The Number of Lessons per Week		48	48	48	48

Implementation of learning can be done in the education unit and/or industry (integrated with Field Work Practice) with the portfolio as the main instrument of assessment.

Basic learning material tailored to the needs of vocational competency skills program to meet competency standards work in the world of work. Learning evaluation conducted at the end of completion of the standards of competence or some basic competence completion of each subject. Education VSSS / IVSSS held in the form of dual system of education. Allocation of the hour-face lessons are 45 minutes. VSSS study load/ IVSSS includes face to face teaching, practice in the school and work activities practice in the business / industry is equivalent to 36 hours of lessons per week. Sunday the effective implementation of education VSSS/IVSSS are 48 weeks in a school year. Long education provision VSSS/IVSSS three years, a maximum of four years in accordance with the demands of program expertise.

b. Senior Secondary Education

Secondary education is the continuation of basic education. Secondary education comprises general senior secondary education and vocational senior secondary education.

Table 2.8
Number of Schools, New Entrants to Grade I, Pupils, Graduates,
Teachers, Classes, and Owned Classrooms
Senior Secondary School (SSS)
Year 1969-2014/2015

Academic Year	Schools	New Entrants to Grade I	Pupils	Graduates	Teachers	Classes	Owned Class Rooms
1969	2,472	19,680	462,777	12,300	38,757	15,920	9,850
1970	2,668	22,170	598,110	13,860	49,725	18,115	11,260
1971	2,699	24,159	651,671	15,105	55,756	21,020	12,765
1972	2,820	249,836	664,612	154,052	60,790	21,105	13,195
1973	2,843	251,673	683,945	157,038	61,043	21,370	14,160
1974	2,841	277,066	723,643	173,315	61,566	21,956	15,225
1975	2,979	320,732	795,423	184,520	64,514	22,453	15,805
1976	3,141	380,498	933,033	189,784	69,288	26,025	18,270
1977	3,360	444,125	1,108,079	221,791	75,772	30,951	21,610
1978/79	3,681	510,154	1,290,044	257,676	85,939	34,185	24,041
1979/80	4,534	626,482	1,573,594	330,029	102,754	41,196	31,064
1980/81	4,901	682,319	1,751,015	381,645	127,114	45,164	33,954
1981/82	5,733	780,929	2,022,085	452,620	139,628	51,338	41,141
1982/83	5,973	854,665	2,261,242	525,841	157,620	57,107	42,446
1983/84	6,774	1,021,290	2,588,100	606,410	179,947	65,829	49,052
1984/85	7,337	1,072,987	2,855,502	667,957	195,627	70,657	51,197
1985/86	8,101	1,142,487	3,130,844	747,494	217,822	77,380	55,899
1986/87	9,265	1,325,543	3,498,989	949,798	250,896	88,534	68,706
1987/88	10,065	1,433,185	3,817,893	974,471	277,128	93,280	69,935
1988/89	10,683	1,389,186	3,918,920	1,048,841	291,587	101,363	76,877
1989/90	11,550	1,401,633	4,030,864	1,082,440	347,425	104,136	84,586
1990/91	11,490	1,330,084	3,900,667	1,131,067	327,383	104,412	90,171
1991/92	11,248	1,375,655	3,840,983	1,195,483	307,495	104,382	89,787
1992/93	10,410	1,310,751	3,766,650	1,169,382	298,451	100,054	87,325
1993/94	10,698	1,327,742	3,782,700	1,127,906	296,272	104,050	90,783
1994/95	11,495	1,500,260	4,042,442	1,142,518	316,479	108,304	96,278
1995/96	11,714	1,565,072	4,225,823	1,145,866	327,407	115,065	101,234
1996/97	11,959	1,653,158	4,451,385	1,218,810	337,805	118,471	109,041
1997/98	12,111	1,580,468	4,538,050	1,204,103	337,503	119,866	106,521
1998/99	12,009	1,608,538	4,688,575	1,292,905	344,046	121,128	108,477
1999/00	12,069	1,661,630	4,778,925	1,411,378	346,783	123,265	108,785
2000/01	12,409	1,707,353	4,872,451	1,446,264	354,690	124,523	110,433
2001/02	12,307	1,794,374	5,051,640	1,483,557	351,243	132,727	120,901
2002/03	12,979	1,875,990	5,243,483	1,529,448	364,968	140,192	124,417
2003/04	13,353	1,895,704	5,399,547	1,590,768	392,860	144,414	136,832
2004/05	14,564	1,956,330	5,566,683	1,619,554	421,100	150,805	138,520
2005/06	15,342	2,034,264	5,729,347	1,700,115	469,360	157,791	150,504
2006/07	16,314	2,172,546	5,975,878	1,717,820	494,909	164,207	159,446
2007/08	16,985	2,393,972	6,497,855	1,729,077	536,639	175,906	169,202
2008/09	18,354	2,532,369	6,952,949	1,841,531	560,407	187,413	180,924

2009/10	19,435	2,594,225	7,261,844	1,988,429	597,564	200,900	191,044
2010/11	20,470	2,944,440	7,842,297	2,123,072	551,901	209,338	188,676
2011/12	21,910	2,906,401	8,215,624	2,360,573	440,168	239,012	228,458
2012/13	22,780	2,863,421	8,462,379	2,449,404	452,041	265,404	220,834
2013/14	24,135	2,904,181	8,491,945	2,703,570	465,112	298,444	246,092
2014/15	24,934	2,989,360	8,443,817	2,772,897	696,858	280,683	268,980

Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

Secondary education takes the form of general senior secondary school (*Sekolah Menengah Atas/SMA*) as well as Islamic senior secondary school (*Madrasah Aliyah/MA*), and vocational senior secondary school (*Sekolah Menengah Kejuruan/SMK*), as well as Islamic vocational senior secondary school (*Madrasah Aliyah Kejuruan/MAK*), or other schools of the same level (Act of the Indonesia, Number 20, Year 2003 on National Education System, Chapter VI, Article 18).

Senior secondary education is available to graduates of basic education. The objective of senior secondary education is

- 1) to develop students' knowledge to continue their studies to higher levels of education and to develop themselves in accordance with the development of science, technology, and arts; and
- 2) to develop students' ability as members of the society to interact with their social, cultural and natural environment.

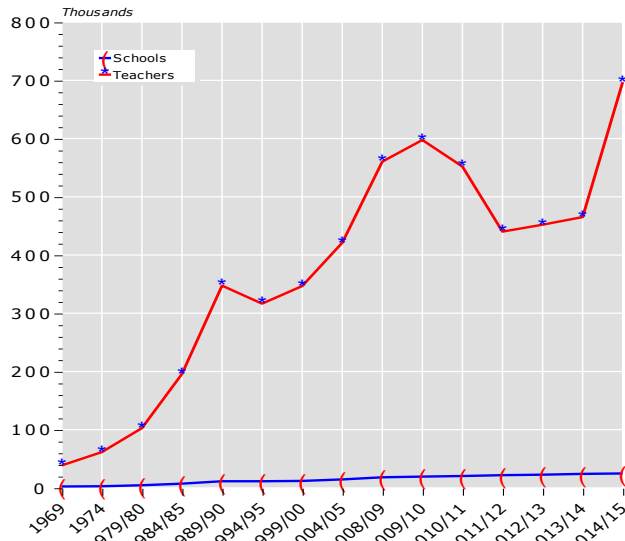
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Senior secondary education is available to graduates of basic education. The objective of senior secondary education is

- 3) to develop students' knowledge to continue their studies to higher levels of education and to develop themselves in accordance with the development of science, technology, and arts; and
- 4) to develop students' ability as members of the society to interact with their social, cultural and natural environment.

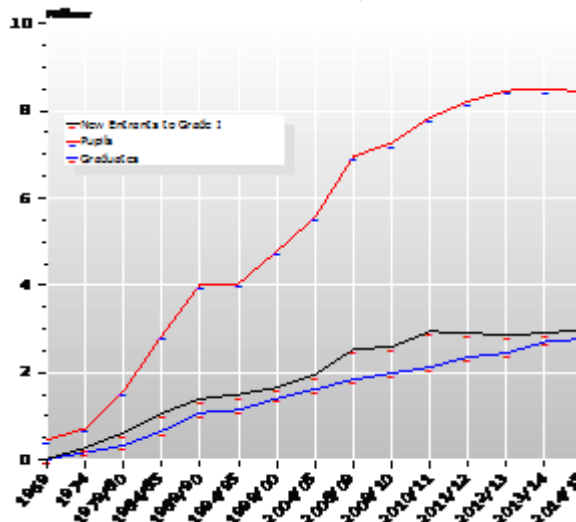
Graph 2.9

Number of Schools and Teachers Senior Secondary School Year 1969-2014/2015



Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

Graph 2.10 Number of New Entrants, Pupils, and Graduates Senior Secondary School Year 1969-2014/2015



Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

The types of senior secondary education include general secondary school, vocational secondary school, Islamic secondary school, and special secondary school. Based on Act of the Indonesia, Number 20,

Year 2003 on National Education System, Chapter VI, of Article 15 explanation:

- 1) Vocational education is secondary education program for preparing learners for a specific job;
- 2) Islamic education is basic, secondary, and higher education programs which prepare learners to perform their role, requiring the acquisition of religious knowledge, and/or to become a religious scholar;
- 3) Special education is provision of education program for the disabled and/or the gifted learners, organized inclusively or exclusively at basic and secondary level of schooling.

Table 2.9 shows the main data of General Senior Secondary Education (GSSS). It gives priority to expansion knowledge and developing students' skills and preparing them to continue their studies to higher levels of education. The number of general senior secondary schools has grown rapidly since 1969. It was 2.472 in 1969 to 24.934 in 2014/2015. The growth of general senior secondary schools was 10.9 times, new entrants were 51.89 times, pupils were 18.25 times, graduates were 16.24 times, teachers were 17.98 times, classes were 17.63 times and owned classrooms were 27.31 times (Graphs 2.11 and 2.12).

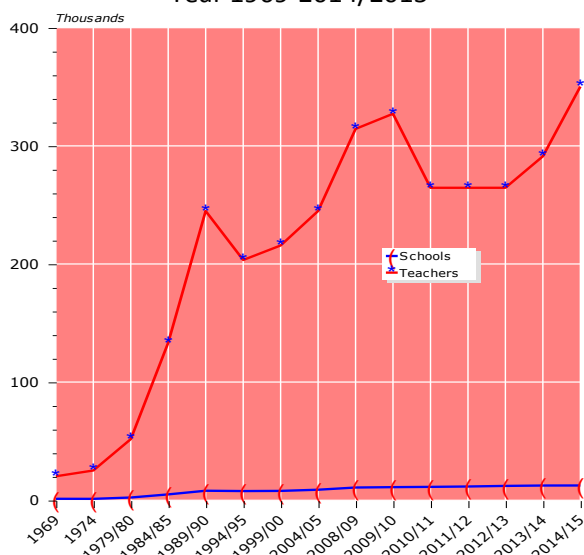
Table 2.9
Number of Schools, New Entrants to Grade I, Pupils, Graduates,
Teachers, Classes, and Owned Classrooms
General Senior Secondary School (GSSS)
Year 1969-2014/2015

Academic Year	Schools	New Entrants to Grade I	Pupils	Graduates	Teachers	Classes	Owned Class-Rooms
1969	1,194	75,700	259,473	32,435	20,261	7,900	4,730
1970	1,205	83,490	278,300	40,225	23,590	8,490	5,005
1971	1,193	95,115	290,002	57,750	24,536	8,930	5,390
1972	1,127	95,724	292,995	59,872	25,528	9,070	5,590
1973	1,143	97,933	302,863	63,359	25,406	9,275	5,930
1974	1,154	118,895	318,996	77,553	25,191	9,442	6,300
1975	1,225	134,193	344,955	81,090	27,331	9,713	6,715
1976	1,292	165,782	401,062	85,340	28,813	11,134	7,965
1977	1,364	204,558	491,860	97,232	31,750	13,101	9,705
1978/79	1,579	251,659	603,757	109,832	36,812	15,497	1,162
1979/80	2,327	358,725	843,398	154,460	51,713	21,216	16,355
1980/81	2,703	441,697	1,036,016	186,786	69,522	25,086	18,761
1981/82	3,378	521,026	1,286,464	234,033	82,135	30,744	24,096
1982/83	3,667	572,595	1,504,318	298,601	97,508	35,933	25,068
1983/84	4,458	709,221	1,770,891	397,632	116,568	44,461	31,528

1984/85	4,979	701,665	1,940,263	455,846	133,308	46,511	34,029
1985/86	5,583	738,537	2,105,648	518,853	148,935	51,309	37,624
1986/87	6,430	860,353	2,280,962	678,835	171,100	56,951	47,093
1987/88	6,973	932,559	2,480,823	648,003	190,272	60,042	46,946
1988/89	7,404	934,061	2,600,053	678,694	200,509	66,125	52,091
1989/90	8,010	955,193	2,723,889	704,007	244,817	70,057	56,911
1990/91	8,016	879,992	2,610,253	751,675	223,118	69,357	60,772
1991/92	8,019	899,879	2,583,168	826,798	212,282	70,002	60,772
1992/93	7,260	823,350	2,483,001	821,923	203,408	65,352	60,687
1993/94	7,489	828,613	2,427,174	779,008	198,488	66,632	61,504
1994/95	7,735	911,773	2,471,584	736,934	203,374	65,524	64,987
1995/96	7,901	974,133	2,577,341	742,465	208,943	69,788	68,660
1996/97	8,065	988,758	2,684,224	750,809	214,289	69,092	66,398
1997/98	8,140	957,725	2,742,607	744,553	210,137	69,232	65,722
1998/99	7,936	980,475	2,838,085	790,703	210,182	69,888	66,101
1999/00	7,900	995,747	2,896,864	843,907	215,676	70,817	65,246
2000/01	7,980	1,014,530	2,938,514	876,452	218,613	71,776	66,606
2001/02	7,785	1,055,435	3,024,176	905,059	216,364	78,705	76,255
2002/03	8,036	1,119,158	3,143,730	935,127	222,295	82,438	78,412
2003/04	8,238	1,139,742	3,257,973	963,410	229,906	86,145	83,569
2004/05	8,899	1,176,740	3,402,615	978,657	244,839	91,692	84,630
2005/06	9,317	1,222,049	3,497,420	1,065,592	267,419	96,498	93,840
2006/07	9,892	1,267,916	3,574,146	1,076,154	285,818	100,324	99,384
2007/08	10,239	1,337,862	3,758,893	1,043,095	305,852	106,636	105,124
2008/09	10,762	1,328,683	3,857,245	1,088,619	314,389	110,966	108,305
2009/10	11,036	1,374,807	3,942,776	1,163,207	327,163	114,064	112,876
2010/11	11,306	1,500,923	4,105,139	1,196,285	264,512	112,039	108,698
2011/12	11,654	1,413,223	4,196,467	1,274,186	264,512	122,103	115,868
2012/13	12,107	1,399,050	4,272,860	1,280,186	264,512	131,743	129,857
2013/14	12,409	1,494,952	4,292,288	1,433,516	291,120	141,987	137,487
2014/15	12,513	1,438,298	4,232,572	1,429,795	350,180	146,207	141,120

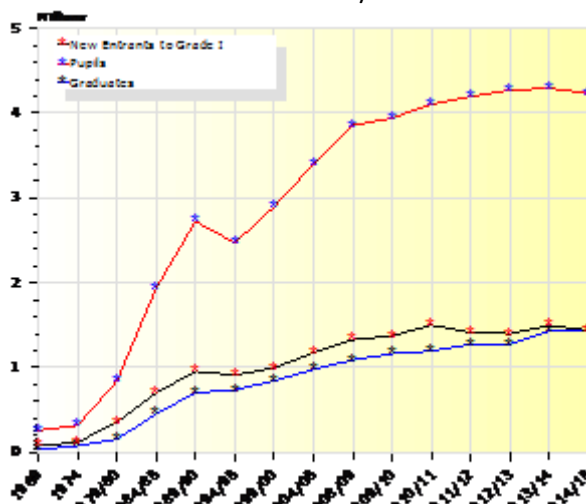
Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

Graph 2.11
Number of Schools and Teachers
General Senior Secondary School
Year 1969-2014/2015



Source: Center for Educational and Culutral Data and Statistics, Secretariat General, MoEC

Graph 2.12
Number of New Entrants, Pupils, and Graduates
General Senior Secondary School
Year 1969-2014/2015



Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

Table 2.10
Number of Schools, Pupils, and Teachers
Islamic Senior Secondary School (ISSS)
Year 1989/1990-2012/2013

Year	Schools			Pupils			Teachers		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
1989/90	271	1,883	2,154	119,368	188,154	307,522	5,695	20,546	26,241
1990/91	300	2,371	2,671	128,480	203,942	332,422	6,385	23,096	29,481
1991/92	344	2,199	2,543	137,346	223,550	360,896	6,990	24,280	31,270
1992/93	367	1,249	1,616	151,732	247,018	398,750	7,106	24,693	31,799
1993/94	350	2,573	2,923	171,426	238,037	409,463	12,007	21,799	33,801
1994/95	350	2,701	3,051	173,480	241,286	414,766	11,632	40,215	51,847
1995/96	451	2,629	3,080	191,542	258,579	450,121	14,389	42,185	56,574
1996/97	525	2,793	3,318	205,193	275,505	480,698	19,683	38,146	57,829
1997/98	558	2,977	3,535	211,628	273,010	484,638	24,026	34,867	58,893
1998/98	597	3,027	3,624	202,934	270,480	473,414	21,480	31,883	53,363
1999/00	601	2,977	3,578	247,876	271,182	519,058	15,254	42,701	57,955
2000/01	575	3,130	3,705	267,726	338,427	606,153	16,201	40,980	57,181
2001/02	577	3,195	3,772	286,308	374,796	661,104	17,154	50,474	67,628
2002/03	575	3,428	4,003	291,608	406,696	698,304	17,849	57,767	75,616
2003/04	579	3,860	4,439	289,912	436,981	726,893	18,543	65,059	83,602
2004/05	595	4,091	4,686	297,014	447,688	744,702	19,105	76,013	95,118
2005/06	668	4,284	4,952	298,681	483,260	781,941	23,749	78,579	102,328
2006/07	644	4,399	5,043	302,130	515,790	817,920	22,514	75,472	97,986
2007/08	644	4,754	5,398	307,229	548,324	855,553	26,146	91,662	117,808
2008/09	735	4,913	5,648	319,011	576,823	895,834	22,135	96,306	118,441
2009/10	748	5,149	5,897	319,499	597,728	917,227	23,084	104,720	127,804
2010/11	769	5,657	6,426	334,587	667,411	1,001,998	23,737	107,686	131,423
2011/12	758	6,015	6,773	680,152	1,214,176	1,894,328	26,422	94,560	120,982
2012/13	759	6,160	6,919	357,105	707,043	1,064,148	33,000	125,229	158,229

Source: Directorate of Development of Islamic Schools, Directorate General of Development of Islamic Institutions, MoRA

The same as general senior secondary school, Islamic school in Table 2.10 also shows the increased of its quantity. During around 23 years, the number of schools increased 3.21 times, the number of pupils rose 3.46 times and the number of teachers rose 6.03 times (Graph 2.13). This shows that the parents become aware of the importance role of senior secondary schools as a tool in continuing their children studies to higher levels of education.

Vocational senior secondary school (VSSS) gives priority to expanding specific occupational skills and emphasizes the preparation of students to enter the world of work and expanding their professional attitude. Based on Indonesia Law Number 20, Year 2003 on National Education System, Chapter VI, and Article 15 said that vocational education is secondary education program for preparing learners for a specific job.

2.13
Number of Schools, Pupils, and Teachers
Islamic Senior Secondary School
Year 1989/1990-2012/2013

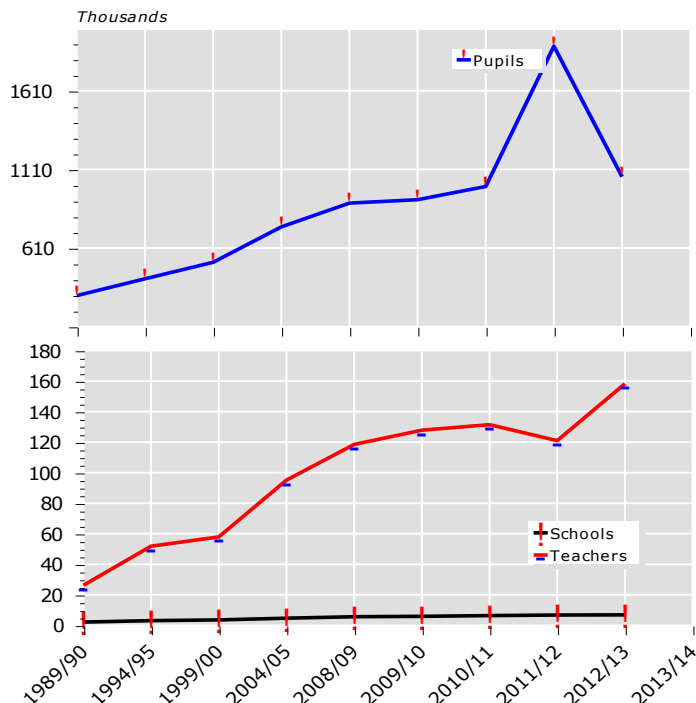
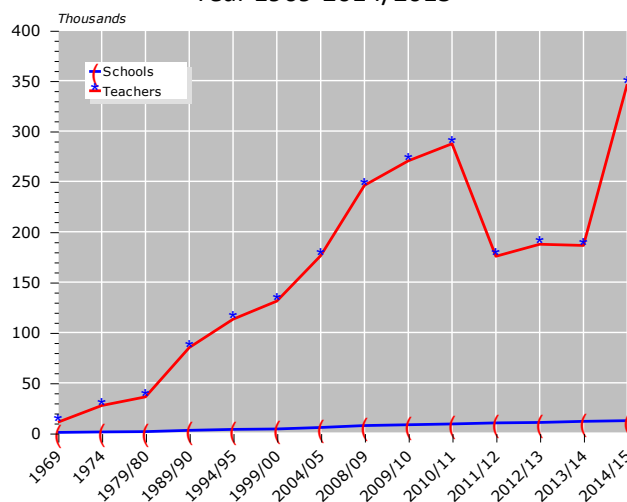


Table 2.11
Number of Schools, New Entrants to Grade I, Pupils, Graduates,
Teachers, and Owned Classrooms
Vocational Senior Secondary School (VSSS)
Year 1969-2014/2015

Academic Year	Schools	New Entrants to Grade I	Pupils	Graduates	Teachers	Classes	Owned Class-rooms
1969	760	46,075	143,919	25,905	10,886	3,830	2,260
1970	948	73,550	210,130	40,950	17,965	5,680	3,425
1971	1,007	103,384	266,616	54,500	22,962	7,565	4,475
1972	1,189	116,786	284,758	59,143	24,348	7,970	4,750
1973	1,216	124,582	302,114	64,279	26,063	8,575	5,150
1974	1,229	128,712	325,580	72,816	27,393	9,881	6,120
1975	1,279	135,687	347,621	79,933	27,562	9,978	6,200
1976	1,350	157,520	398,215	84,400	30,343	1,145	6,700
1977	1,400	169,524	435,645	98,909	32,048	12,363	7,715
1978/79	1,473	178,030	473,956	107,173	35,121	13,296	8,734
1979/80	1,537	176,347	488,450	128,021	36,003	13,997	9,871
1980/81	1,557	170,072	486,455	138,872	40,944	14,283	10,604
1981/82	1,652	190,447	503,463	144,559	40,096	14,706	11,602
1982/83	1,615	193,927	523,576	144,719	41,866	15,306	12,112
1983/84	1,614	214,595	564,873	141,334	45,791	16,367	11,752
1984/85	1,640	273,110	634,926	149,662	43,895	17,231	11,559
1985/86	1,781	303,453	727,970	148,851	48,716	18,848	12,306
1986/87	2,069	359,425	905,321	180,105	58,536	24,039	15,088
1987/88	2,362	405,559	1,032,000	232,306	65,624	25,640	16,448
1988/89	2,567	409,400	1,089,536	267,154	70,718	28,632	20,320
1989/90	2,841	446,440	1,169,876	285,664	85,005	29,912	21,684
1990/91	3,052	450,092	1,250,117	321,935	93,480	33,721	25,217
1991/92	3,229	475,776	1,257,815	368,685	95,213	34,380	26,496
1992/93	3,150	487,401	1,283,649	347,459	95,043	31,702	26,638
1993/94	3,209	499,129	1,355,526	348,898	97,784	37,418	29,279
1994/95	3,760	588,487	1,570,858	405,584	113,105	42,780	31,291
1995/96	3,813	613,825	1,648,482	430,245	118,464	45,277	32,574
1996/97	3,894	665,400	1,767,161	468,001	123,516	49,379	42,643
1997/98	3,971	622,743	1,795,443	459,550	127,366	50,635	40,799
1998/99	4,073	628,063	1,850,490	502,202	129,896	51,240	42,376
1999/00	4,169	665,883	1,882,061	567,471	131,107	52,448	43,539
2000/01	4,429	692,823	1,933,937	569,812	136,077	52,747	43,827
2001/02	4,522	738,939	2,027,464	578,498	134,879	54,022	44,646
2002/03	4,943	756,832	2,099,753	594,321	142,673	57,754	46,005
2003/04	5,115	755,962	2,141,574	627,358	162,954	58,269	53,263
2004/05	5,665	779,590	2,164,068	640,897	176,261	59,113	53,890
2005/06	6,025	812,215	2,231,927	634,523	201,941	61,293	56,664
2006/07	6,422	904,630	2,401,732	641,666	209,091	63,883	60,062
2007/08	6,746	1,056,110	2,738,962	685,982	230,787	69,270	64,078
2008/09	7,592	1,203,686	3,095,704	752,912	246,018	76,447	72,619
2009/10	8,399	1,219,418	3,319,068	825,222	270,401	86,836	78,168
2010/11	9,164	1,443,517	3,737,158	926,787	287,389	97,299	79,978
2011/12	10,256	1,493,178	4,019,157	1,086,387	175,656	116,909	112,590
2012/13	10,673	1,464,371	4,189,519	1,169,218	187,529	133,661	90,977
2013/14	11,726	1,409,229	4,199,657	1,270,054	186,401	147,799	104,105
2014/15	12,421	1,440,972	4,211,245	1,343,102	346,678	134,476	127,860

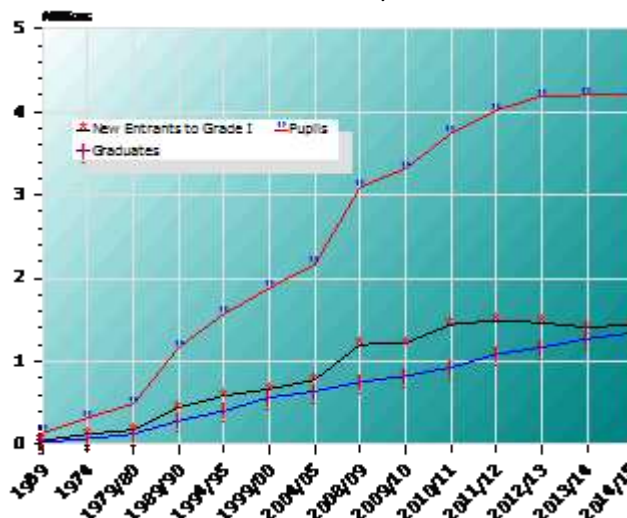
Source: Center for Educational and Cultural Data and Statistics, Secretariat General, MoEC

Graph 2.14
Number of Schools and Teachers Vocational Senior Secondary School
Year 1969-2014/2015



Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

Graph 2.15
Number of New Entrants, Pupils, and Graduates
Vocational Senior Secondary School
Year 1969-2014/2015



Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

Table 2.11 shows the main data of Vocational Senior Secondary School. The number of vocational senior secondary schools has grown rapidly since 1969. It was 760 in 1969 to 12,421 in 2014/2015. The growth of vocational senior secondary schools was 16.34 times, new

entrants were 31.27 times, pupils were 29.26 times, graduates were 51.85 times, teachers were 31.85 times, classes were 35.11 times and owned classrooms were 56.58 times (Graphs 2.14 and 2.15).

c. Special Education and Education with Special Services

According to (Act of the Indonesia, Number 20, Year 2003 on National Education System, Chapter VI, Part Eleven, Article 32), special education is provided 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. In addition to that education with special services is provided for learners in the remote and less developed areas, isolated areas, and/or for learners who are victims of natural disasters, suffer from social deficiencies, and those who are economically disadvantaged.

Special education for disabled children is organized specifically for students who are suffering from physical, mental and/or behavioral disability. This education aimed at helping the physically and/or mentally disabled students to be able to develop attitude, knowledge, and mutual relationship with the social, cultural and natural environment and to develop their capability to compete in the job market or continue to higher levels of education. Such special education can be organized by government and private institutions, i.e. the Ministry of Education and Culture, other ministries and non-governmental organizations.

Table 2.12
Number of Schools, Pupils, Teachers, and Ratios
Special Education (SE)
Year 1969-2014/2015

Academic Year	Schools (S)	Pupils (P)	Teachers		Ratio	
			(T)	P/S	P/T	T/S
1969	67	2,883	456	43.03	6.32	6.81
1970	79	3,790	670	47.97	5.66	8.48
1971	84	3,803	677	45.27	5.62	8.06
1972	94	3,874	698	41.21	5.55	7.43
1973	119	3,917	719	32.92	5.45	6.04
1974	138	4,245	860	30.76	4.94	6.23
1975	150	4,767	928	31.78	5.14	6.19
1976	172	5,627	1,002	32.72	5.62	5.83
1977	193	7,872	1,302	40.79	6.05	6.75
1978/79	217	8,878	1,395	40.91	6.36	6.43
1979/80	230	8,565	1,497	37.24	5.72	6.51
1980/81	241	9,575	1,617	39.73	5.92	6.71
1981/82	253	10,376	2,300	41.01	4.51	9.09
1982/83	308	12,421	2,441	40.33	5.09	7.93
1983/84	376	16,464	3,289	43.79	5.01	8.75

1984/85	350	17,550	3,479	50.14	5.04	9.94
1985/86	368	18,570	3,778	50.46	4.92	10.27
1986/87	378	18,970	3,978	50.19	4.77	10.52
1987/88	421	19,106	4,342	45.38	4.40	10.31
1988/89	447	19,859	4,959	44.43	4.01	11.09
1989/90	479	20,752	5,353	43.32	3.88	11.18
1990/91	519	22,628	5,520	43.60	4.10	10.64
1991/92	526	24,508	5,783	46.59	4.24	10.99
1992/93	536	25,514	5,835	47.60	4.37	10.89
1993/94	606	29,985	7,322	49.48	4.10	12.08
1994/95	644	31,844	7,444	49.45	4.28	11.56
1995/96	703	32,921	7,723	46.83	4.26	10.99
1996/97	768	34,685	8,115	45.16	4.27	10.57
1997/98	855	38,311	8,448	44.81	4.53	9.88
1998/99	847	36,849	8,836	43.51	4.17	10.43
1999/00	869	37,460	9,123	43.11	4.11	10.50
2000/01	875	38,827	9,327	44.37	4.16	10.66
2001/02	770	33,850	7,871	43.96	4.30	10.22
2002/03	791	35,316	8,304	44.65	4.25	10.50
2003/04	1,089	45,708	9,848	41.97	4.64	9.04
2004/05	1,248	53,192	11,977	42.62	4.44	9.60
2005/06	1,312	59,352	14,322	45.24	4.14	10.92
2006/07	1,390	63,397	15,098	45.61	4.20	10.86
2007/08	1,742	70,496	16,090	40.47	4.38	9.24
2008/09	1,686	73,122	18,047	43.37	4.05	10.70
2009/10	1,803	74,293	18,924	41.21	3.93	10.50
2010/11	1,783	85,542	16,102	47.98	5.31	9.03
2011/12	1,924	80,036	16,102	41.60	4.97	8.37
2012/13	2,456	89,223	17,132	36.33	5.21	6.98
2013/14	2,887	101,918	19,700	35.30	5.17	6.82
2014/2015	2,023	109,594	29,398	54.17	3.73	14.53

Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC,

Notes: P/S is ratio of pupils to schools, P/T is ratio of pupils to teachers, T/S is ratio of teachers to schools

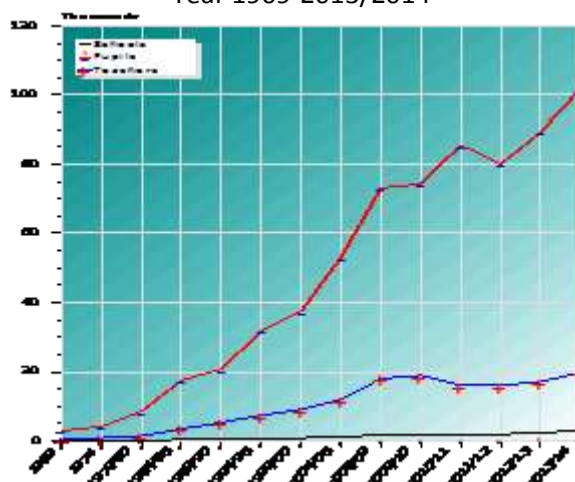
Physical disabilities include: 1) visual disabilities, i.e. eye disorder which results in blindness or in decrease of sight; 2) hearing impaired, i.e. wholly or partially without hearing; and 3) other physical disabilities, i.e. physical disabilities which affect the motor, sensor, and mobility functions of the body. Mental disorders include minor and medium level mental disorder whereas behavioral deviations are disorders which affect difficulties for children to adjust to their environments, i.e. family, school, and society. Children could also have double disability, for both physical and mental.

The levels of special education consist of: 1) Special Kindergarten (SKG) of 1 to 2 years duration; 2) Special Primary School (SPS) of at least 6 years; 3) Special Junior Secondary School (SJSS) of at least 3 years; and 4) Special Senior Secondary School (SSSS) of at least 3 years.

Table 2.16 shows the main data of special school. Since 1969, special education for disabled children has increased in terms of its quantity (the numbers of schools, pupils, as well as teachers). In 44 years, the number of schools increased 30.19 times, the number of pupils rose 38.01 times, and the number of teachers rose 38.01 times. This condition indicates that the community has become aware of the

importance role of special school to help children with disabilities becoming believing in their selves (Graphs 2.19).

Graph 2.16
Number of Schools, Pupils and Teachers
Special Education
Year 1969-2013/2014



Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

e. Nonformal Education

Nonformal education is education which is organized outside schooling system throughout teaching and learning activities which are flexible in term of the time and period spent, the age of learners, the contents of lessons, the way lessons are organized, and the assessment of achievement.

Nonformal education involves courses, group learning, and families. Family education is organized by family and providing religious, cultural and moral values, and skills. Nonformal Education is described in Act of the Indonesia, Number 20, Year 2003 on National Education System, Chapter VI, Part Eleven, Article 26.

Nonformal education is provided by government and non-government agencies, private sector and the community. It is provided for community members who need education services functioning as a replacement, complement, and/or supplement to formal education in the frame of supporting life-long education. This type of education is aimed at developing learners' potentials with emphasis on the acquisition of knowledge and functional skills while developing personality and professional attitudes. Nonformal education comprises

life-skills education, early childhood education, youth education, women empowerment education, literacy education, vocational training and apprenticeship, equivalent program, and other kinds of education aimed at developing learners' ability. Nonformal education consists of training centers and colleges, courses and study groups, community learning centers, *majelis taklim* (group conducting religious education activities), and other education units of the similar type. Other kinds of nonformal education held by community are income generating program, apprenticeship, and courses.

Training centers and colleges are provided 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. Courses are organized for learners who need opportunities to develop them, to generate an income and/or want to proceed to higher levels of education. These courses may be organized at a basic, middle, or advanced levels. Group learning is organized for a group of learners to develop themselves, to enable them to find work and/or to proceed to higher levels of education. Group studying Packet A (*Paket A Setara SD*) are organized to obtain an education equivalent to primary school level. Likewise, group studying Packet B (*Paket B Setara SMP*) are organized to obtain the equivalent of junior secondary school level and Packet C which is equivalent to senior secondary school level.

The outcomes of nonformal education programs shall be recognized as being equal to the outcomes of formal education programs after undergoing process of assessment by an agency appointed by Government or local governments based on national education standards.

The objectives of nonformal education are 1) to provide learners with an opportunity to develop through short and life-long learning processes and to raise their dignity and standard of living; 2) to guide learners so as to acquire knowledge, skills, and a mental attitude required for self-development, to work, and generate an income or to proceed to a higher and connecting levels of education; and 3) to fulfill the needs of the communities to learn, needs that cannot be met by the formal education system.

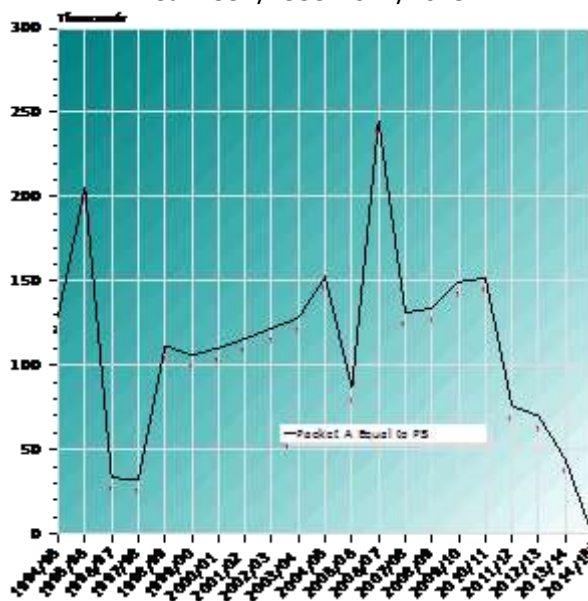
Table 2.17 shows the participants of group studying of Packet. Since 1994/1995, Packet B have increased in terms of its participant. Number of participants of Packet B rose 1.22 times during 19 years from 1994/1995 to 2014/2015. This condition indicates that the community has become aware of the importance role of studying to help compulsory programs becoming successful (Graph 2.20 and 2.21).

Table 2.13
Number of Packet A, Packet B, and Packet C Participants
Year 1994/1995-2014/2015

Year	Packet A	Packet B	Packet C
	Equal to PS	Equal to LSS	Equal to GUSS
1994/95	129.214	123.493	-
1995/96	205.432	246.880	-
1996/97	33.390	346.880	-
1997/98	32.249	418.571	-
1998/99	111.790	327.690	-
1999/00	105.990	316.597	-
2000/01	110.361	196.052	-
2001/02	115.880	209.775	-
2002/03	122.000	217.570	-
2003/04	128.200	229.721	-
2004/05	152.590	344.561	18.040
2005/06	86.880	354.898	-
2006/07	244.952	358.448	64.592
2007/08	131.255	533.410	231.155
2008/09	133.873	487.541	242.040
2009/10	149.476	537.581	295.952
2010/11	151.908	353.805	230.744
2011/12	75.984	225.766	256.262
2012/13	69.905	142.004	256.262
2013/14	44,040	151,254	256,262
2014/15		346,811	548,783

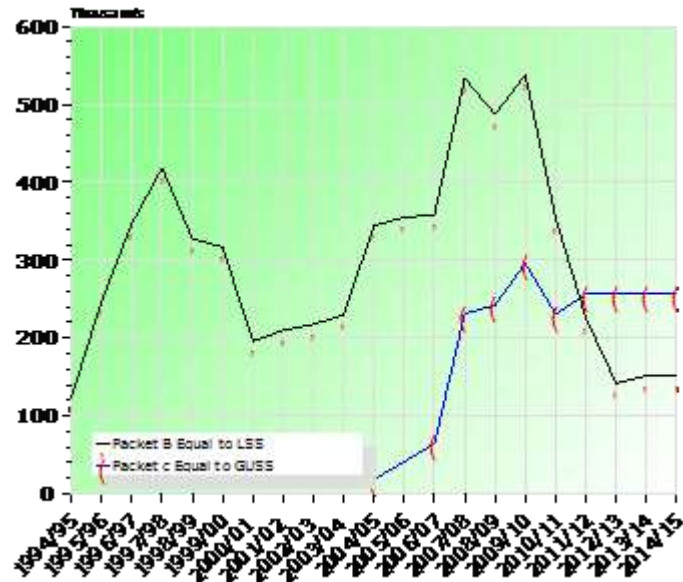
Source: Center for Educational and Cultural Data and Statistics, MoEC

Graph 2.17
Number of Packet A Participants
Year 1994/1995-2014/2015



Source: Educational and Cultural Data and Statistics, MoEC

Graph 2.18
Number of Packet B and Packet C Participants
Year 1994/1995-2014/2015



Source: Educational and Cultural Data and Statistics, MoEC

CHAPTER III

PERSPECTIVE OF THE NATIONAL DEVELOPMENT PROGRAM 2005-2009

As mentioned in National Development Program year 2005-2009, (*Education Strategic Planning*) the following is the vision and mission of the Ministry of National Education.

- Vision: To shape the Indonesian man who is healthy, self-reliant, intelligent, with a noble character, having control of science and technology and equipped with a high work ethos.
- Mission: To achieve a system and climate of national education that is democratic, equitably spread, and having quality in order to shape the Indonesian man who is religious, devoted, has a noble character, is creative, innovative, with a vision of nationality, intelligent, healthy, disciplined and responsible, skilled and controlling science and technology.

A. The Related Situation

Indonesia faced a number of enormous challenges. Towards the change of the century that is imminent, our nation faced with various challenges of global dimensions. The most prominent challenge in the global era was the ever stricter competence among nations in various aspects of life, and the increased standard competence to work in various sectors. In order to be competent in the global life structure, superior and competent human resources quality is required.

Hence, the role of education was very decisive regarding the ability of the people to compete. Aside from facing various challenges as described, the Indonesian faced an economic crisis that affects political and social life, and even disintegration of the nation. Reforms as a national movement had changed the development policy of the past to become more democratic, admitting equality of man and development that was more decentralized directed towards a civil society.

In connection with the shift in the mentioned development, a number of themes and problems of the national education could be put forward. In various issues related to education have been categorized into three major themes, namely: a) Equitable access of education, b) Quality of education, and c) Education Management System.

1. Equitable Access of Education

The number of pupils of PS and IPS in 2005/2006 reached 25.98 millions. This total number had a slight increase from 25.61 millions pupils in 1999/2000. The effort to equitably access of education had increased the total of new entrants to grade I or students of grade I in PS from 4.32 millions to 4.49 millions students.

The net enrolment rate (NER) of PS had risen from 90.98 percent in 1999/2000 to 98.40 percent in 2005/2006. The gross enrolment rate (GER) of PS had increased from 108.13 percent in 1999/2000 to 115.03 percent in 2005/2006. To support this equitable access education, the number of primary schools continued to be increased so that in 2005/2006 the total was 148.26 thousands schools. Granting scholarship to approximately 1.8 millions PS students from economically less advantaged families during the past two years also helped rescue the achievement of NER and GER of PS in the time of economic and monetary crisis. The program called as a Social Safety Net Program (*JPS*) launched by the government to mitigate the impact of the economic crisis in the area of education.

It was important to note that up to 2005/2006 there were still approximately 755,9 thousands children age 7-12 years who were not in the school system because they had not enrolled in school and/or had dropped out of school. These two conditions were caused by the large number of poor people who live in underdeveloped villages and in urban slums which limited capacity of the family to finance the education. In addition the limited communication means in particular in isolated islands constitute a constraint for the population to get educational services. Although 755.9 thousands is not too high, this fact cannot be neglected because it involves the right of every Indonesian child to have education service.

Another problem that needs attention was the fact that many students still have to repeat a school grade. Reconstructed Cohort analysis showed that only 57.4 percent of the primary school student successes to complete their study within 6 years, 20.1 percent within 7 years, 4.3 percent within 8 years and the remaining within 9 years or they drop out of school. For that, internal efficiency of education still needs attention to continue to be improved.

The success of equitable access of education at the level of primary school level affected the raise of GER at junior secondary school (JSS) and Islamic JSS (IJSS). The total number of JSS level students in 2003/2004 had reached 7.52 millions. This total is a decrease from 7.60 millions in 1999/2000. The GER of JSS had reached 85.22 percent. This

success was due to the launching of the Universal Nine-Years Basic Education Program at the beginning of the 6th Five-Years Development Plan (year 1994/1995). Through this program amongst other the construction of new building units (*UGB = unit gedung baru*) of JSS level was intensively undertaken accompanied by procurement of means and infrastructure and the provision of educational staff.

Nevertheless the success of the Universal Nine-Year-Basic Education Program since 1997 had been threatened by the economic crisis, so that it was worried that the GER would drop. Therefore in the frame of the Social Safety Net at the level of JSS level a scholarship was made available for 17 percent of JSS level students or a total of about 1.7 millions students. This effort was undertaken to retain students from poor families to stay in school and to attract students who were forced to drop out due to the economic reasons.

The success of the equitably access effort in senior secondary school had raised the total number of senior secondary school graduates who continued to higher education from 41.25 percent in 1999/2000 to 51.61 percent in 2005/2006. The GER of higher education decreased from 12.40 percent in 1999/2000 to 10.62 percent in 2005/2006. The slow decrease of GER at higher education level was due to the limited place capacity due to the limited existing means and infrastructure. The following were the problems identified in increasing the GER at the higher education. An enhanced role of the private sector to take part in organizing education had been encouraged but it was not fruitful yet because of the high investment especially in organizing an exact education program. The lack of geographical spread of university capacity to support the regional development was another problem. Networking and resource-sharing among universities which was not functioned optimally was still also another problem.

Aside from school education, the education development also assigned priority to out-of-school education (it consists of nonformal education and informal education) as an effort to support the achievement of the Universal Nine-Year-Basic Education program.

The nonformal education program had carried out various activities in the form of: implementation of the Packet A Learning Group not comparable to Primary School or Illiteracy Elimination which is now more focus on skills activities or better known as Functional Literacy (FL) or Functional Illiteracy Elimination (FIE); Packet A equitable to Primary School; Packet B equitable to Junior secondary School; the organization of Business Learning Groups; and Organization of Scholarships and Apprenticeships.

The low educational level of the Indonesian population in general could be shown by the still high number of the population with PS and lower educational level. The 1995 Population Survey between Census (PSBC) indicated that there were still 17.59 millions or 11.54 percent of the population age 10 years or older had little chance to follow formal education at a PS. Therefore within these boundaries it could be predicted that the population of 10 years and older that never went to school would reach 11.54 percent. At the same time there were 42.61 millions of the population age 10 years and older who did not/have not yet finished PS. If the figure is deducted by the number of pupils of PS level i.e. 29.48 millions in the school year 1994/1995, it would be found that 13.13 millions of the population aged 10 years and over or 8.6 percent did not finish PS. The same data source also indicated that there was 49.58 millions of the same population group who graduated from JSS. If it was deducted by the number of JSS students in the school year 1994/1995 of 7.54 millions (including IJSS students), then the population group of that age that only finished PS is 42.04 millions or 27.56 percent. As whole, in 1999 in Indonesia there were 71.31 millions or 43.27 percent of the population aged 10 years and older and some outside the school system only had PS education or less.

From the condition of the population who completed their education as described above it was also found that the population age 10 years and over who worked according to the education level completed, a number of 9.7 millions people who did not or never went to school, 19.6 millions people who did not or have not yet completed PS, and 26.7 millions people who finished PS out of the 80.1 of the population age 10 years and over.

2. Quality of Education

Aside from effort to maintain the participation rate in education at every educational level, the effort of enhancing quality and relevance of education is also developed. Unlike the equitable access of education, the enhancement of education quality so far did not show clear results. One of the quality indicators at PS level is the ability to calculate, read and write. The data show that the original score of national final examination (*NEM*) for the mathematics did not undergo a significant increased from 4.22 in 1989/1990 to 4.86 in 1996/1997. Likewise, *NEM* for the Indonesian Language and Natural Sciences were slightly incerased from 6.37 and 4.27 in 1989 to 6.51 and 4.86 in the year 1996/1997. Compared to other countries, the quality of basic education in Indonesia was still left behind. For example, the score of reading for

IV grade PS in Indonesia, the Philippines, Thailand, Singapore and Hong Kong consecutively was 51.7, 52.6, 65.1, 74.0 and 75.5 in 1992. The low educational quality was due amongst others to the competence and distribution of teachers which was still inadequate, the lack of educational means and infrastructure, and inappropriate curriculum.

Teachers are vital components who may lead to the quality of education at PS level. In line with the technological and scientific developments the demand for competency to become a PS teacher also undergoes adjustment; based on Act Number 2 Year 1989 on the National Education System the requirements to become a PS teacher one must have at least Diploma-II qualification. The latest available data show that of approximately 1.2 millions PS teachers only approximately 161 thousands (13.8 percent) have diploma education or higher, while the remaining still has Lower Senior secondary level or lower.

The effort to improve the quality of teachers has begun namely through the program of Diploma-II leverage. To the end of 2004, nearly 500 thousands PS teachers plus religious teachers had attended the Diploma-II program. Also there was the certification program of class room teachers for public and private Islamic PS who have already attended Diploma-II in religion but not for class teachers, so that they are qualified as Diploma-II religious teacher but are also certified again for their ability as class teacher. In addition, there was also the certification program for class teachers as sport science teacher, so that he could become a sports teacher with better ability and knowledge of sport than an ordinary class teacher who is forced to become a sport teacher. Up to 1996 at PS level only 21 percent of the teacher fulfilled the above-mentioned qualifications, therefore the effort to enhance the qualification of these teachers are to be continued.

The effort of enhancement the qualification of the teachers needs to be done in more extra fashion when the new act (Act Number 2 Year 1989 on the National Education System is replaced by Act Number 20 Year 2003 on the National Education System) is applied in the field. The extra hard effort should be done because the requirement for qualified teacher becomes higher, for example: all teachers from the kindergarten to senior secondary school should have a *Sarjana* degree (strata 1) plus professional certificate.

The low quality of teachers and educational staff was among others to the lack of interest of senior secondary school graduates, in particular for those with high achievement, to choose a teacher education field. The teacher profession is not appealing because there is no system of appreciation/salaries of educational staff based on level of ability,

professionalism, and devotion. In addition, the system of career building for teachers and other educational staff is also not yet strong enough.

Another factor, the cause of the low educational quality is the inequitable distribution of teachers, regions as well as fields of study. For the level of PS, in general, there is a surplus of teachers in the urban areas while in the rural areas there is a shortage of teachers. Based on data collection conducted by the State Personnel Agency (*BKN*) in 1997 due to the inequitable distribution of teachers among schools, on one hand there was a shortage of teachers at national level of 156.454 persons and on the other hand there was a surplus of teachers of 12.917 persons, in some provinces. At JSS and SSS level, there were teachers of specific subjects who combined teaching other subject. In addition, the limited formation caused the educational effort in specific regions to have experienced a shortage of teachers.

Another important determinant factor of the quality of education is the availability of educational means and infrastructure. Up to 1998/1999, 171 thousands PS level had been build throughout Indonesia. However when viewed from its quality, of the 173 thousands PS level in Indonesia, 19 thousands schools are in totally damaged condition and must be immediately replaced, while 42 thousands are in heavily damaged condition. That means approximately 61 thousands PS (35 percent) must be immediately and swiftly tidied up. This is to illustrate that the physical condition of PS in Indonesia from the aspect of the building as well as of equipment is very worrying.

An interesting fact from the data regarding damage is that 22 percent of the schools in heavily damaged condition are in the province of West Java. This is very contradicting considering that West Java is close to various facilities. But it is also possible to understand that from the number of schools which is sufficiently high, the expensive land price and the density of the population had resulted in a big challenge to build a school that really satisfies the standards of a good school.

Other means and infrastructure that are insufficient are the lack of major textbooks. According to calculation the procurement of major textbooks for PS level in 1998/1999 was filled at a ratio of one school packet for one pupil. Therefore the procurement of books in 1999/2000 only had the nature of replacing damaged books and books for newly build school. Nevertheless in the field there is still a book shortage found in schools. This situation among others is due to difficulties in distribution so that the books do not reach the school and the data of the number of pupils which is not appropriate. This fact mainly happens in regions where the transportation infrastructure is not yet adequate like in island regions.

VSSS pupils. In addition to that, books for VSSS were still very limited in authors, so that foreign publication books were needed to be translated into the Indonesian Language. At JSS level the procurement of major textbooks according to calculation also had reached the ratio of one book packet for one pupil. Meanwhile for general senior secondary school (GSSS) the major textbooks have not yet reached the ratio of one book packet for one pupil. This is due to the numerous types of book that must be procured at SSS level. This situation also occurs in vocational senior secondary school (VSSS). The department and cluster of study subjects in VSSS is greatly varied, among schools, the numbers of pupils per department is also greatly varied with the results that it is difficult to fulfill the need for textbooks of

In keeping with the quality of teaching and learning, particularly as a result of the monetary crisis in 1999/2000 Operational Assistance Fund (OAF) to provide financial assistance to: 104 350 PS; 1,236 JSS; 9400 SSS; HE 52 public and private HE 745; 290 HE Islam. In addition OAF aims to relieve the contribution parents can result in decreased interest in learning.

Another problem that was faced at the senior secondary level is that the number and type of vocational senior secondary school graduates and professional education at higher education level does not yet fully correspond to the need for skilled staff and expert staff in various development fields. In addition, the system and process of learning and teaching at senior secondary school level is not yet able to produce graduates with adequate quality to continue to the higher education level.

According to the policies and measures to create a better curriculum, in 1998/1999 a 1994 Supplementary Curriculum was successfully developed which covered all learning subjects and educational levels beginning with PS to SSS (GSSS and VSSS). The 1994 Supplementary Curriculum which was an improvement of the 1994 Curriculum would be implemented in the school year 1999/2000.

At the higher education, the challenge faced was that there is still numerous academic staff with *Sarjana* level of education who teaches at graduate study programs. The effort to enhance the qualification of academic staff had been endeavored by granting scholarships to academic staff to continue their education in a post graduate program either inside the country or abroad. Nevertheless, there is number of constraints that hinder major parts of academic staffs to continue their study to the post graduate program due to the factor of older age, and limited academic and foreign language capacity.

At the time before the crisis, although the Indonesian economy grew an average 6.5 percent per year, the absorption of manpower graduated from universities did not increase simultaneously. University graduates still had difficulty in finding a job with a sufficient period of job seeking. One of the causes was the mismatch between ability and knowledge owned by the graduates and the needs of the employment world, in particular the problem-solving ability and practical skills.

The proportional number of students in the field of science and engineering is one of the causes of the above-mentioned mismatch. The plan to raise the proportional number of students in science and engineering in state universities to become 25 percent in 1999 from 14 percent in 1993 had not yet been achieved. The establishment of science and engineering education needs much higher costs compared to the education in social sciences and humanity. This causes the sluggish effort to expand the proportion of students in science and engineering became smaller due to the tendency of private HE to open social science and humanity study programs with the consideration of much lower investment needs.

The enhancement of the quality of nonformal education was conducted on education within the family circle as the first place of education and pre-school education. Aside from acting as an initial vehicle for social interaction before the child enters primary education it is develop to be better ability to lay the base for character and personality building and implanting good character values through the spearheading program Early Childhood Education (ECE). Since 1998 various activities were conducted with the aim to support educational services, health and nutrition in an integral/holistic manner in particular for early age children (0-6 years) to be ready to enter primary school at due time; among those activities are: (1) implementation instructions reflecting the condition of the area (community) and the institute handling it; (2) an implementation map of the ECE program; (4) seminars regarding Development of Early Age Children at National Level.

In addition to guarantee the quality of nonformal education programs such as Packet A and Packet B, equalizing examinations were held through national examination (*PEHAPTANAS*) which was compiled cross-sector and cross-departmental in order to receive acknowledgement of the community and the employment world.

Through the nonformal program it was managed to lower the illiteracy rate, so that in 1995 the population group age 10 years and over who were illiterate became 12.56 percent from 15.92 percent in 1990 (based on 1995 *SUPAS*). The lowering of the illiteracy figure was

due to the Packet A unequal to Primary School (eradication of illiteracy). As an effort to support the Compulsory Primary Education program the Packet A equal to Primary School and Packet B equal to Junior Secondary School were organized. Meanwhile in the effort to enhance entrepreneurship, a guide was given to the Business Learning Group in the form of business capital assistance and along with guidance of the courses that exist in the community.

3. Education Management System

On one hand, the national education is centrally managed to some level, on the other hand the implementation of education should be decentralized, especially in the level of basic education, which are a very complicated issue because there are two institutes that handle basic education, namely the regional government and sector institutes. The regional government institution (in this case is the Ministry of Home Affairs) is responsible for the physical aspects of the school, while the educational quality is the responsibility of the sector institution (in this case is Ministry of National Education).

Due to this dualism, schools are unable to develop their ability at their optimum. This condition causes the school become very dependent on the two above-mentioned institutes, which some times in the implementation become very difficult. This situation is among others due to the educational background of the existing Head of the Education Office, so that there is a lack of concern for Educational Regional Development of the Ministry of Home Affairs in 1997 it is indicated that the greater part of the Head Offices of Education and Culture in the District/Municipality did not have a background as the holder of a degree in education.

In view of the decentralization of education that will be applied based in the District/Municipality, the role of Educational Offices starts to be enhanced and implementation of educational programs, starts to be integrated involving regional government institutes and sector institutes. Since 1998/1999, in several provinces, the integration has started to be spearheaded in handling basic education, namely for PS level and JSS level among the regional government institute, in this case the Education and Culture Office or the Education and Teaching Office, the sector institute in the case the Ministry of National Education and the Ministry of Religious Affair. The integration is marked by the activity managing official is taken from the above-mentioned three agencies. The activities conducted encompass mapping of the school, additional access (rehabilitation and construction of school building), teacher

training and expansion of staff at the various agencies mentioned above. The above-mentioned activity had been spearheaded in six provinces namely West Java, North Sumatera, Riau, Bengkulu, South Sulawesi, and Maluku.

The activity of school mapping that was conducted made it clear that the construction of new school units were only constructed in specific regions while not exterminating the existing school unit especially for private schools, either private PS, private IPS, private JSS, and private IJSS.

The physical condition of the existing PS level buildings indicated how severe the condition was of the majority of PS and IPS buildings that are the place to form a base for shaping the Indonesian man of quality. From the analysis of the previous budget blueprint it was found that to date the allocation of rehabilitation programs of PS Presidential Order (*Inpres SD*) tended not to apply an equitable accessing blueprint, so that handling of the condition and needs of the schools could not be carried out thoroughly.

Starting from the idea to improve the condition of the means and infrastructure of PS level, the program of Revitalizing and Rehabilitating of PS level in the Fiscal Year was developed. This program which was known under the name of *P2DIKDAS* was designed in such a way by competent expert that it would produce fruitful products. In the fiscal year 1999/2000 it become the Program of Development and Revitalizing of PS Level and was designed by the Directorate General of Housing, Planning, and Urban Development (*Cipta Karya*) of the Ministry of Public Works as the accountable party for the construction of quality PS level that were created and implemented through a revitalizing model, regrouping, and reconstruction.

These blueprints have been socialized to the regional government, through the granting of larger autonomy to the Municipality/District. It is expected that this effort could be continued and developed referring the program of Construction and Revitalizing of PS level. It is very much regretted that there are still Districts/Municipalities with above mentioned larger autonomy who return to use the former blueprint, namely equally distributing the existing budget to all schools that there are the relevant Municipality/Districts.

To support the operation and maintenance of the school financial assistance is given to PS level schools known as Operational and Maintenance Fund (OMF) of PS level. In 1989/1999 and before, OMF was assigned eight hundred thousands per school plus Sports and Scout Guidance Fund (SSGF) of one hundred thousands per school. The allocation of OMF and SSGF funds was done flat to all schools without

considering whether the school was financially capable or incapable, whether it had many or not many students, and other considerations. The blueprint was evaluated not to give a sense of equality to each school, because there were poor schools with a high number of students that got the same amount of assistance funds as a rich school with a small number of students.

Setting out from the abovementioned discrepancies starting 1999/2000 a new OMF PS level blueprint has been applied namely the application of the allocation based on a formula. The formula is based on poverty indicators: the number of students, the isolation of a certain region, and other factors that are relevant to the various regions. Based on the above formula every PS level would receive different OMF funds according to their condition and need. For the implementation of the new formula, training had been conducted for the relevant officials in the Districts/Municipalities, which was held in August 1999. The training attended by at least 1600 persons spread over three (waves) of the District/Municipality officials.

To improve this program also a Community Complaints Unit (CCU) had been established at several levels, starting at Central level, Province, down to the level of the District/Municipality that functions as a facilitator and conducts corrective measures in respect of various complaints of the community involving irregularities/manipulations of use of the fund in the field by various parties.

Bearing in mind that the school is the executive unit of formal education that is at the front with various and potentials of the pupils which need varying educational services, environmental condition that differ among one another, the school has to be dynamic and creative in carrying out its role to endeavor enhanced educational quality. This can be implemented if the school is given the confidence to regulate and organize itself according to environmental condition and the needs of its pupils. In connection with the above facts, as of 1999 in various JSS and GSSS, a School Based Quality Management approach has been developed. This approach offers close operation between school, community, and the government with their various responsibilities. The school must be able to interpret and to catch the essence of the macro policy on education while understanding the conditions of its environment, through the planning process, to formulate it into a micro policy, namely the form of priority programs that must be implemented and evaluated by the school concerned according to the vision and the mission of the various schools.

A most prominent issue in guidance of education is the freedom of educational institution in managing its resources (autonomy). The

educational institutes to date have not yet been assigned full independence in managing resources. In the case of finance, for example, the educational budget frequently has a top-down character, is centralized, rigid, input-oriented and too bureaucratic, so that it is difficult to achieve high efficiency and effectiveness.

During the few years a competitive based funding has been developed so that HE institution would be spurred on to always try to expand. With the issuance of the Government Regulation Number 61 of the year 1999 regarding the autonomy of higher education, the effort to grant more autonomy to HE becomes more secure. The participating role of the community in organizing education including exploring and exploiting resources acquired would improve.

Academic freedom for all *civitas academia* in implementing activities related to their tasks must be given adequately. At the level of higher education, academic freedom must encompass the freedom of the academic forum and scientific autonomy constituting freedom owned by members of the *civitas academia* to carry out activities related to the education and development of science and technology in a responsible and independent way.

The problem and constraints encountered in reforming the higher education system at the moment are: 1) an insufficiently flexible and adaptive curriculum in respect of the employment market needs; and 2) the education management system that is rigid and less effective in carrying out its institutional role.

In the Nonformal Education Program, there are several reforms in the process of learning and teaching at the moment, namely: 1) better enhancement of the quality of the material in learning found in the activity of Packet A not equal to PS/Illiteracy Eradication which formerly only concerned for the teaching of reading and calculating, now is enhanced to the activities of skills so that the pupils aside from being able to read and write is also well versed in skill activities enable him to do business. This activity is called Functional Literacy (FL) or Functional Illiteracy Eradication (FIE), and 2) to give a name to the place for learning groups to carry out the activity of the process of learning and teaching so as to be stronger from the aspect of organization, called as the Centre of Community Learning Activities (*PKBM*).

B. Policy Strategy

To achieve the aims of education, Basic Guidelines of the State Policy Outlines have stipulated a number of education development policy strategies, namely:

1. to endeavor the expansion and equitable distribution of the opportunity to obtain high quality education for the entire people of Indonesia in line with the creation of Indonesian man of high quality through a significant increase in the educational budget;
2. to enhance academic and professional ability as well as to enhance social security of educational staff so that the educational staff would be able to function optimally particularly in enhancing the education in order to restore the authority of educational institutes and staff;
3. to undertake reform of the educational system including reform of the curriculum to serve the diversity of pupils, the compilation of a nationally and locally effective curriculum in fulfilling the local interests, and diversification of the types of education is designed in a professional manner;
4. to empower the educational institutes either formal or nonformal as the centre of cultivating values, attitude and ability, while enhancing the participation of the family and the community, the educational institutes is supported by adequate means and infrastructure;
5. to undertake reformation and strengthening of the national education system based on the principles of decentralization, scientific autonomy and management;
6. to enhance the quality of educational institutes organized either by the community or the government to strengthen an effective and efficient educational system in facing the development of science, technology and art; and
7. to develop the quality of human resources as early as possible in a steered, integrated, and holistic manner through various proactive and reactive efforts by all components of the nation so that the younger generation could develop optimally along with the supportive and protective rights according to their potentials.

C. Education Development Programs

There were three programs in education development. These were program of guiding primary and secondary education, program of guidance of higher education, and program of nonformal education.

1. The Program of Guiding Primary and Secondary Education

The equitable distribution of Primary Education as the preliminary level of formal education would be enhanced. This is done through the

development of educational infra structure particularly in the form of school buildings in order to accommodate primary school graduates. The construction of school buildings is steered to give an opportunity to private schools to continue developing. This situation would occur when development is conducted in line with the educational map that has already calculated correct location according to the development of the number of pupils.

At primary school level, revitalizing of already exiting school buildings would be undertaken through regrouping so that the units of schools that are formed would have adequate facilities and the school building would be optimally beneficial. There were many schools found with an extremely small number of pupils.

In isolated regions, minus regions, critical regions, border regions that already have developed along with new settlement regions including transmigration regions it would still be necessary to build new school units. The new school units that are built in these regions would be for PS, JSS as well as General Senior Secondary School (GSSS). Meanwhile the construction of additional classroom would be prioritized for densely populated areas. The activity of rehabilitating damaged school buildings would be enhanced by transferring the responsibility to the regional government. Especially for isolated and border regions it would be endeavored by supplying a service house for the school principle and a teacher's house.

In order to expand the accommodation capacity and enhance the quality of education more efficiently and effectively, particularly in big cities, at JSS and GSSS level education would be spearheaded and organized through schools with a big accommodation capacity of 3 thousands to 5 thousands students.

In the scope of strengthening continuation of education for less fortunate students and to curb the number of drop-outs or repeaters, it would be necessary to provide guidance, enlightenment and motivation to the student, parents and the community. For talented and high achiever students who cannot afford it, it must be endeavored to obtain a scholarship and various other types of assistance of an education at least until JSS level. Educational services for the society groups that for various reasons are unable to follow education at regular JSS it would be organized through Open JSS or nonformal education (especially Packet A, Packet B, and Packet C). In isolated areas with limited population of JSS age Mini JSS would be organized.

For students who have extraordinary intelligence special efforts would be undertaken to enable better development of their potential and ability. In addition, the program of providing additional food in

schools would be developed, in particular in underdeveloped areas that lack nutrition and health. The participation role of the community including the business world would be stimulated among others through the foster parent program and provision of other assistance.

The schools and pupils most vulnerable group in respect of the monetary crisis impact are the pupils at private schools. Data indicate that the figure of dropouts at private schools was much higher than the figure of dropouts at public schools starting from PS level up to higher education. Therefore, in order to enhance the opportunity to get high quality of education, equal attention and assistance should be given to private schools and public schools.

In connection with the above fact, operational a maintenance funds at PS level would be given (OMF PS level). Meanwhile at JSS and SSS Level an operational aid fund would be given (OAF). This fund is given in the form of a block grant so that the school would be able to use this fund in a flexible manner according to their needs. In addition, gradual relief of School Tuition Fee would be undertaken, elimination of enrolment requirements from PS to JSS, and elimination of education cost assistance to high achievers from poor families. Meanwhile students from rich families would be encouraged to share in educational finance more proportionally.

Teachers and teaching staff are central in the effort to enhance the quality of education at primary and secondary education level. The effort to clear up education must be involve the structuring and clearing up of teachers and educational staff. Thus, the quality of teachers and other educational staff must be enhanced in order to support enhancement of the quality of education along with the image, authority, dignity and value of teachers. Hence, re-schooling and re-training along with refreshment would be conducted as a continuously going on process. Scholarships would be given to educational staffs which are capable of the academic aspect, are full dedicated and performed well in their tasks.

The welfare of teachers and educational staff would be enhanced among others through planned career building and adequate appreciation for those who work in rural, border and isolated regions. In addition, a system of incentives and appreciation would be developed for well performing and dedicated teachers.

In order to solve the gap in inter-regional, an improvement of the procurement, appointment and placement system of educational staff would be conducted in all streams, types and level of education, among others through data collection that would be reliable and coordination of inter-related agencies.

In the effort for a better process of learning and teaching, it will be endeavoured to supply major textbooks at the ratio of one book package for one student which is prioritised for schools in poor or underdeveloped areas. In addition, general reading books and other complementing books would be made available as part of the school library. The quality of these books would be enhanced, among others through writing and a better selection system. The role of private publishers in supplying quality books would be stimulated and enhanced. Also essay contests would be held and a contest of making a synopsis for teachers and students to develop their motivation for reading, learning and performing.

Writing and translation, along with multiplying textbooks, reading books and other scientific books would be steered at enhancing the quality of education and to expand the reading horizon along with nurturing the culture of reading and learning of the pupils. Periodically, an evaluation would be made for the teaching material given, so that there would be sustainability in logical teaching material particularly from primary level to secondary level. Meanwhile, the textbook material continues to be strengthened according to the effective curriculum and too frequent changing of textbooks would be prevented. At JSS and SSS level literary guidance would be provided in the scope of nurturing the talent and creativity of the pupils.

Furthermore, in order to enhance the quality of education, additional means and infrastructure would be endeavored in particular for Core PS such as a library, a multi-purpose room, a teachers working group (KKG), Natural Science and Mathematics educational tools, along with physical education and health equipment that meet quality requirements according to the requirement of the curriculum and learning-teaching methods. Meanwhile, JSS and SSS would be equipped with supporting rooms in the frame of enhancing quality; namely a library, laboratory, and other library rooms.

Standardization and procurement of demonstration tools and educational media would be undertaken to enhance the appeal and role of the student in the learning-teaching process to raise a sense of self-confidence, an attitude and innovative behavior, creative and responsible. Local resources as learning sources would be increased in its utilization.

The educational development that has gone on to date had not yet fully succeeded in achieving the whole Indonesian man, which amongst others is marked by the still weak values of belief and devotion, a lowering of the noble character, the low acceptance of the reality of plurality in the community, and the deterioration of the values of

tolerance and social solidarity. Therefore an education system is needed which is not only responsive to the demands of global needs but also capable of achieving a religious and devout community, with a noble character, intelligent, creative and self-reliant, upholding the value of man and the dignity of the nations, has law awareness, is democratic, appreciates plurality and prioritizes the unity of the nations, as well as being able to compete in the global competition.

The limited resources has resulted in the fact that educational development was more focused on thorough establishment of the Universal Nine-Years Basic Education as one of the efforts to enhance the welfare of the people and to alleviate poverty although enhancing professionalism in order to maintain and enhance the quality and relevance of education also be done. In connection with that, a program was compiled that could accommodate those needs.

In the scope of enhancing efficiency, effectiveness and productivity in the management of Primary Schools along with enhancing the quality of education, re-schooling, guidance and manager training was undertaken particularly for school principals and school supervisors. Enhancement of school based quality was spearheaded at JSS and SSS. This activity was intended to further empowerment of schools in the scope of enhancing the quality of education. Since 1999, as a pilot study, funds were given to some schools in the Form of Quality Management Operational (QMOF). The quality development undertaken was not only for major study subjects but also for other study objects such as sport, art and other skills.

The curriculum at all streams, types and levels of education was expanded and enriched periodically in accordance with the development of science and technology, the development of the time and the demand of the development. In addition, the curriculum was enriched by local content which fit well the needs and development of the local region. In its implementation through the development and utilization of the instructional media it is expected that it stimulates the pupils to take an active part in the implementation of the learning and teaching process. For that reasons, the learning-teaching method would be improved and expanded according to the growth of spirit and logical power of the pupils. Especially in developing the General SS curriculum it would be directed at creating higher efficiency in the learning-teaching process for students who intend to continue to higher education through granting freedom to the pupils to select the major study subject that fit well the department or faculty he/she desired.

For better guarantee that graduates of Vocational Senior Secondary School fulfill the standards acceptable by the employment work, a

production unit and professional testing system would be developed, and the practice hours would be increased in learning-teaching process. In addition, a dual education system program continues to be developed.

In the scope of socializing and implanting moral values, religious values and national culture, a vision of nationality and the culture to love science and technology from an early age, improvement of the learning-teaching method is endeavored in dynamic development of the curriculum. In line with that, culture of research and writing would be developed through developing a learning climate that is supportive of organizing scientific activities. For outstanding researchers and writers who are able to produce quality work it would be endeavored to obtain an appreciation that might motivate the other writers and researchers.

In the effort to enhance the opportunity to get high quality education and skills in all streams, types and levels of education need continuously to be developed. The regional government needs to be given larger responsibility in organizing education, particularly primary education. This would be achieved in the form of wider competencies at regional level to manage its resources which encompass staff, finances, curriculum, means, and infrastructure. At school level, wider autonomy would be needed to enhance the participation of the community in planning, managing, monitoring, and evaluating the process of education. Therefore new paradigms for educational school based management would be required that give autonomy to the schools to manage and utilize its educational resources according to the development of local needs and cultural environment in the scope of enhancing accountability, efficiency and effectiveness, along with the quality and equitable distribution of education.

In accordance with the principle of school based quality enhancement and the spirit of decentralization, the schools are given larger competencies to determine what is best for the quality building of their teachers. For that, the school compiles the program, the budget is directly to the school, and the school principle decides what kind of training its teachers are going to attend.

The functions of supervision at all level of education are optimum as a means to enhance the quality of education. Supervision is intended to priorities the academics aspects rather than administrative aspects as has been in force to date. Hence, the function of supervisor should be held by a person who is really capable and controls the line of his duty, comes from educational circles, has an appropriate back ground and is systematically prepared through education and training.

2. Program of Nonformal Education

Aside from formal education, the development of education also assigns high priority to the improvement of nonformal education. This program is conducted by expanding the type and the scope of activities according to the needs of the community that tend to be increasingly varied and is aimed at enhancement of basic knowledge and skills in entrepreneurship as equipment for the ability to work and to do business. The scope and the quality of Packet A and Packet B for the population who cannot afford to attend basic education in school is expanded and aimed at supporting the Universal Nine-Years Basic Education.

In line with the improvement of the system of final examination (*Pehapta*) is implemented at local and at national level. In order to accommodate the graduates of the Packet B Program, nonformal education services are developed through course that offer an educational program comparable to JSS education. It is endeavored that the participants of the Packet B Program who qualify are enables to take part in JSS final learning evaluation.

The effort to eradicate the three illiterates (illiteracy in Latin letters and ciphers, illiteracy in the Indonesian language and illiteracy in basic knowledge) is increased in the types and levels are expanded in order to accommodate students who dropped out of school from various streams, types and levels of education. In addition, the nonformal education program is directed at providing basic knowledge and skills in professional business so that the learning participants are able to create employment for themselves and their family members.

The education and training program conducted by the community in the form of cultural and hobby education programs such as special skill, fitness, nutrition, art, and languages is guided and developed according to the needs of the community that tend to be increasingly advanced and varied. In line with that, it is endeavored to standardized tests which the education program has already been standardized.

In line with the effort to enhance the quality of human resource, the nonformal education program conducts Packet A and Packet B. In order to guarantee the quality of Packet A and Packet B, equalizing examinations are held through the final examination (*Pehabtanas*) for Packet A and Packet B. The equalizing examination exercises for Packet A and Packet B are compiled jointly cross-sector and cross-department. At the moment the graduates of equalizing examinations have received recognition of the society (civil effect) and the employment world.

The effort to enhance the quality of human resources in rural is done through the Business Learning Group (*KBU*) or apprenticeship. This activity is aimed at rural youth being able to enhance economic growth and the living standard of the rural community.

Through this program guidance, existing courses are conducted for enhancing the quality of those courses. The standardization of 13 types of courses is implemented, encompassing: 1) computer education, 2) secretarial education, 3) hotel business education, 4) electronics education, 5) automotive technician education, 6) catering education, 7) dress making education, 8) beautician education, 9) accountant education, 10) acupuncture education, 11) computer accounting education, 12) tour and travel education, and 13) banking education.

CHAPTER IV

STRATEGY AND DEVELOPMENT PROGRAMS

A. Education Development Strategy 2009-2014

1. Goods and Targets

Chapter 19, article (1), Act Number 25, Year 2004 about System for National Development and Planning decides that midterm national development plan should be decided no longer than three months after President promoted. Midterm national development plan describes vision, mission, and program of the President in the subsequent five years, which is run through main strategies described in National Development Agenda consists of the main goals that should be obtained, policy direction, and development programs.

Based on vision, mission, and strategies of the 2009-2014 National Development, three agendas have been developed as follows 1) To create peaceful and safe Indonesia, 2) To realize Indonesian democracy and justice, and 3) To improve Indonesian's citizen welfare.

Based on Midterm Nation Development Plan 2009-2014, Ministry of Education and Culture (MoEC) developed Strategic Plan 2009-2014. First step is doing analysis on external and internal factors of education as well as education potentials and obstacles. Based on the analysis, various challenges were identified when implementing education development five years ahead. Those challenges are as follows:

- a. Complementing the supporting regulations mandated for education;
- b. Fulfilling global commitment to achieve Millennium Development Goals (MDGs), Education For All (EFA) and Education for Sustainable Development (EfSD) targets;
- c. Ensuring welfare of educators/teachers and education personnel in forefront areas, remote and disaster areas;
- d. Ensuring poor people have vast access to quality education in all education levels;
- e. Applying National Education Standard by emphasizing balance between mind, feeling, compassion and physical exercise;
- f. Developing policies to empower educators/teachers and education personnel by keeping in mind of professionalism;
- g. Maintaining improvement of education quality in order to fulfill the Minimum Service Standard (MSS) between genders and areas/regions;
- h. Improving the quality and quantity of vocational education to fulfill local and national needs to be able to compete globally;

- i. Producing creative human resources through education required to develop creative economy;
- j. Compiling the structure of education's total cost for every educational unit by taking into account of society purchase index;
- k. Developing policies to strengthen and expand the application of performance based budgeting system and mid-term expenditure framework;
- l. Improving the synergic partnership with private sector (business world) and industrial sector, community organizations and professional organizations;
- m. Improving effective coordination with other ministries/ institutions and local governments;
- n. Developing policies that integrate contents on noble principles, national pride, concerned towards cleanliness, environment, and order when implementing education;
- o. Ensuring the implementation effectiveness of educational autonomy, including organizing Education Legal Body (ELB);
- p. Repairing and improving credibility of National Examination system;
- q. Developing policies in organizing parenting education and home schooling;
- r. Developing policies in organizing Early Childhood Education (ECE);
- s. Developing conducive policies to produce World Class University (WCU);
- t. Developing policies to strengthen and expand the use of ICT in education.

In order to achieve the national aspirations to educate the nation and be in-line with the national education's vision, the 2025 vision of Ministry of Education and Culture is to produce Bright and Competitive Indonesian individuals. Efforts to achieve the 2025 Vision are divided into four themes of national education development as explained in Chapter I. The second theme (2010-2014) focuses on strengthening on educational services. In-line with that focus, the 2014 MoEC Vision is deliver excellent national education services in order to create comprehensively bright Indonesian individuals.

What is meant by excellent national education services are as follows: (1) **Available** equally across the entire country; (2) **Affordable** by all levels of society; (3) **Quality and relevant** with the needs of society, business and industrial sectors; (4) **Equal** to fellow Indonesian citizen in obtaining quality education by taking into account the diversity of social-cultural background, economic and geographical backgrounds, also gender and others; and (5) Guarantee **assurance** for Indonesian

citizen to receive education and self-adjust towards what society, business and industrial sectors demands.

The 2010-2014 MoEC strategic goals are as follows:

- a. Availability and affordability of ECE services which are quality and equality in every province, district and city.
- b. Guarantee to obtain basic education services which are quality and equal in every province, district and city.
- c. Availability and affordability of secondary education services which are quality, relevant and equal in every province, district and city.
- d. Availability and affordability of sustainable adult education services which are equal, quality and relevant with the needs of the society.
- e. Availability stages of the registration process of culture, language, and literature which includes stages pendaftara, assessment, determination, records, rankings, and deletion.
- f. Availability of reliable governance system to ensure the delivery of excellent national education services.

For the purpose of measuring the achievement of educational development strategic goal, several strategic targets are required to describe certain conditions which must be obtained by 2015. The strategic targets for every strategic goal are as follows:

1. Strategic target to achieve availability of reliable governance system to ensure the delivery of excellent national education services:
 - a. The national Gross Enrollment Ratio (GER) of ECE reach 65.16%, at least 75% provinces reach $GER \geq 60\%$, at least 75% cities reach $GER \geq 75\%$, and at least 75% districts reach $GER \geq 50\%$.
 - b. Qualifications for formal ECE educators (Kindergarten (KG)/Special Kindergarten(SKG)) are expected 85% of them have *Sarjana*/Diploma IV education background and 85% of them are certified, whereas for nonformal ECE educators are expected to already been trained at least 55%.
 - c. All formal ECE units apply learning system that builds character (honesty, caring, responsibility and tolerance) and fun for children.
2. Development Program

The Ministry of Education and Culture was selected as one of six ministries/non-ministrial government institution to conduct pilot project for planning and budgeting reform. The resolution is contained in the Financial Memorandum of 2009 (Annex of Presidential Speech in August

2008) and reinforced by Letter of Deputy for Development Funding of National Planning Board (Bappenas) No: 0298/D.8/01/2009, dated 19 January 2009. Planning reforms are intended to clearly illustrate the links between programs, performance indicators, and input for each work unit in the preparation of the Strategic Plan. Planning and budgeting reforms are undertaken to consolidate the reimplementation of performance budgeting based in the Ministry of Education and Culture, especially since MoEC enacted the law on budgeting and finance. In the reform process of planning and budgeting is every echelon I is expected to set one or two program, whereas the echelon II may have one or two activities in accordance with the characteristics of tasks and functions. The entire programs of every echelon I and echelon II activities should reflect the national priorities program.

Through the planning and budgeting reforms, it is expected to obtain financing picture for the next five years. The government can ensure the budget for the next five years. Preparation of the Strategic Plan should also concern about the fiscal ability to meet the mandate of the law that the Government should provide at least 20% of education budget from the state budget. Strategic Plan 2010 - 2014 was prepared using various assumptions of economic growth, and a combination approach of bottom up and top down with the involvement of all echelon I and echelon II of the Ministry of Education and Culture and Ministry of Religious Affairs. Top down approach implies that this plan considering the availability of budget according to budget estimates. From the implementation side, bottom-up approach is taken to obtain the description of funding that is needed in order to achieve the ideal conditions. Thus there will be visible gaps between the funding of at least 20% of the state budget with ideal conditions. The challenge now for the government is how to minimize the gap in terms of provision of the budget toward ideal conditions. Once this Strategic Plan is completed, each main unit should translate into measurable annual plan.

Indonesia reform movement in general requires the application of principles of democracy, autonomy, and decentralization in the every aspect of this nation. Act no. 20 Year 2003 on National Education System (Act of NES), is a response to the demands for educational reform. In line with the principle of decentralization, Act no. 32 Year 2004 and Government Regulation No. 38 Year 2007 regulate the implementation and management of education as the authority of the government, provincial governments and district governments. The Act of NES stipulates that the Minister of Education and Culture is responsible in managing the national education system. The

Government determines the national education policies and standards to ensure the quality of national education. Government and/or local government must hold at least one unit of education at all levels of education to be developed into an international level educational unit. Provincial government is to coordinate the organization of education, development of educational worker, and provision of education facilities across the district for elementary and secondary education levels. District/city governments manage primary and secondary education, and education unit based on local advantages. Universities have the autonomy to determine policies and in managing educational in their own institutions.

If we refer to the structuring of programs and activities, MoEC has prepared educational development programs associated with the objectives to be achieved in 2014. These programs are prepared based on the level of education and the support necessary for the swift implementation of these programs. The grouping of these programs is as follows.

1. Preschool Education and Primary Education
2. Secondary Education
3. Higher Education
4. Nonformal and Informal Education
5. Quality and Welfare Improvement for Educator and Educational Staffs
6. Management and Implementation Support of Other Technical Task of MoEC
7. Accountability Supervision and Development of MoEC Staffs
8. MoEC Research and Development.

1. Education Program for Preschool and Primary Education

Education programs for preschool and primary education is to support these objectives:

- a. The availability and affordability of qualified and equal preschool education services in all provinces, districts and cities, and
- b. Ensuring the affordability of quality and equal primary education services in all provinces, districts and cities.

In executing these programs, the flowing strategies are used:

- a. The provision and improvement of facilities and infrastructure for the implementation of qualified learning systems for KG/SKG that is evenly distributed across all the provinces, districts and cities;
- b. Provision of subsidies to increase affordability of qualified KG/SKG education services that s evenly distributed across all the provinces, districts and cities;

- c. The provision and improvement of facilities and infrastructure for the implementation of qualified learning systems in PS/SPS and JSS/SJSS that are evenly distributed across all the provinces, districts and cities;
- d. Provision of subsidies to increase affordability of qualified PS/SPS and JSS/SJSS educational services that are evenly distributed across all the provinces, districts and cities.

The targets for education program for Preschool and Primary Education are achieved through the following activities:

- a. Provision of Preschool Education Service;
- b. Assurance of the Affordability of Primary Education Service;
- c. Provision of Subsidies for Qualified PS/SPS Education;
- d. Assurance of the Affordability of Junior Secondary Education;
- e. Provision of Subsidies for Qualified JSS/SJSS;
- f. Improving Access and Quality of Special Education and Special Service Education of SKG/SPS/SJSS;
- g. Management and Implementation Support of Other Technical Task of Preschool and Primary Education

2. Secondary Education Program

The program is intended to support the objectives of the availability and affordability of qualified, relevant, and equal secondary education services, in all provinces, districts and cities. In implementing this program, use the following strategy.

- a. The provision and improvement of facilities and infrastructure for the implementation of qualified general senior secondary school learning system that is evenly distributed throughout the provinces, districts and cities;
- b. The provision and improvement of facilities and infrastructure for the implementation of qualified vocational learning system based on local advantages and relevant to the needs of the region that is evenly distributed throughout the provinces, districts and cities;
- c. Provision of subsidies to increase affordability of qualified GSSS/SSSS/VSSS education services that are evenly distributed throughout the provinces, districts and cities.

Secondary Education Program targets are achieved through the following activities.

- a. Provision and Improvement of GSSS Education Services;
- b. Provision and Improvement of VSSS Education Service;
- c. Increasing Access and Quality of Special Education and Special Service Education of GSSS/SSSS;

- d. Management and Implementation Support of Other Technical Task of Secondary Education

3. Higher Education Program

The program is intended to support the objectives of the availability and affordability of high-quality, relevant, internationally competitive, and equal higher education (HE) services, in all provinces. In implementing this program, the following strategies are used:

- a. Provision of competent lecturer to support the implementation of quality and competitive *Tri Dharma* of Higher Education;
- b. Improvement of quality of HE management to support the implementation of competitive and accountable *Tri Dharma*;
- c. Provision and improvement of facilities and infrastructure for the implementation of qualified and competitive learning systems in higher education that is evenly distributed throughout the province;
- d. Increased publication of results of research and community services that are high-quality, internationally competitive, and relevant to the needs of the nation;
- e. Provision of subsidies to increase affordability of qualified higher education services that are evenly distributed across provinces.

The targets of Higher Education Program are achieved through the following activities.

- a. Provision of Academic Service for Study Program;
- b. Provision of Institutional Services;
- c. Provision of Quality Lectures and Education Staff;
- d. Development for Research and Community Services;
- e. Management and Implementation Support of Other Technical Task of Higher Education.

4. Nonformal and Informal Education Program

The program is conducted to support the following goals.

- a. Availability and affordability of qualified and equal Early Childhood services in all provinces, districts and cities;
- b. Ensuring the affordability of qualified and equal primary education services in all provinces, districts and cities;
- c. Availability and affordability of high quality, relevant, and equal education services in all provinces, districts and cities;
- d. Availability and affordability of Continuing Education Services for Adult People that are high quality and relevant to community needs.

In implementing this program, the following strategies are used:

- a. Provision of subsidies to finance the implementation of the qualified Nonformal Early Childhood learning system that is evenly distributed throughout the provinces, districts and cities;
- b. Provision of subsidies to finance the implementation of qualified Packet A and B learning systems that are evenly distributed in all provinces, districts and cities;
- c. Provision of subsidies to finance the implementation of quality Packet C learning system that is evenly distributed throughout the provinces, districts and cities;
- d. Provision of subsidies to finance the implementation of quality education for adult people learning system that is evenly distributed throughout the districts and cities.

The targets of Nonformal and Informal Education Program are achieved through the following activities.

- a. Provision of Nonformal Early Childhood Education Services;
- b. Provision of Equality Educational Service;
- c. Provision of Course Services and Training;
- d. Provision of Community Education Service;
- e. Management and Implementation Support of Other Technical Task of Nonformal and Informal Education;

5. Quality and Welfare Improvement Program for Educators and Educational Staffs

The program is conducted to support the following objectives.

- a. Availability and affordability of quality and equal early childhood services in all provinces, districts and cities;
- b. Ensuring the quality and equal Primary Education Services in all provinces, districts and cities;
- c. Availability and affordability of quality, relevant and equal Secondary Education Services, in all provinces, districts and cities;
- d. Availability and affordability of Continuing Education Services for Adult People that are high quality and relevant to community needs.

In implementing this program, the following strategies are used.

- a. The provision of competent early childhood educators that is evenly distributed in all provinces, districts and cities which include the fulfillment of competent KG/SKG teachers and provision of competent tutors for nonformal ECE;
- b. The provision of competent early childhood management that is evenly distributed throughout the provinces, districts and cities, which includes the fulfillment of the educational unit heads, supervisors, and administrative staff;

- c. Provision of competent primary education teachers that is evenly distributed in all provinces, districts and cities, including the fulfillment of PS/SPS and JSS/SJSS teachers and competent tutors for Packet A and Packet B;
- d. Provision of competent PS/SPS and JSS/SJSS management and competent Packet A and Packet B that is evenly distributed in all provinces, districts and cities, including the fulfillment of the educational unit heads, supervisors, and administrative staff;
- e. Provision of competent secondary education teachers that is evenly distributed in all provinces, districts and cities, including the fulfillment of a GSSS/SSSS/VSSS teachers and competent tutors for Packet C;
- f. Provision of competent GSSS/SSSS/VSSS and Packet C management that is evenly distributed in all provinces, districts and cities, including the fulfillment of the educational unit heads, supervisors, and administrative staff;
- g. Provision of competent tutors that are evenly distributed in all provinces, districts, and cities that include the fulfillment of competent tutors for functional literacy and life skills education;

The targets of Quality and Welfare Improvement Program for Educators and Education Staffs are achieved through the following activities.

- a. Provision of Teachers for All Education Level;
- b. Provision of Educator and Educational Staffs for Nonformal Education;
- c. Improvement of quality and fostering for educational training and education quality assurance institutions;
- d. Education and Training for Educator and Educational Staff;
- e. Improvement of Quality Education Assurance;
- f. Provision of Formal Educational Staff for All Levels of Education;
- g. Management and Implementation Support of Other Technical Task of Direktorat General of Quality Development of Educators and Educational Staff.

6. Management and Implementation Support Program of Other Technical Task of MoEC

The program is conducted to support the objectives of management strengthening to ensure the implementation of excellent educational service. In implementing this program, the following strategies are used.

- a. Strengthening the institutional, work procedures, and human resources of MoEC;

- b. Strengthening the planning systems within MoEC work environment;
- c. Strengthening the recording systems within MoEC work environment.

The targets of Management and Implementation Support Program of Other Technical Task of MoEC are achieved through the following activities.

- a. Prime Service Improvement in Planning and Foreign Cooperation of MoEC;
- b. Prime Service Improvement in supporting the Public Service Function of MoEC;
- c. Prime Service Improvement in Procurement and Reorganization of Government Assets, Facilities, and Infrastructures of MoEC;
- d. Prime Service Improvement in Budget Management Division;
- e. Improvement of reliable Management and Development of staffing;
- f. Prime Service Improvement in Prima Regulation and Organization;
- g. Prime Service Improvement in the Information and Public Relations;
- b. Prime Service Improvement in supporting Educational services and Employees Training;
- a. Provision of High Quality and Low Cost Textbook;
- b. Development of Information and Communications Technology (ICT) for the Utilization of E-Learning and E-Administration;
- c. Research, Development, Coaching, and Services in Linguistic and literary;
- d. Quality Improvement of Student's Physical Condition and the Development of Health Promoting Schools;
- e. Development of Open and Distance Education in Southeast Asia.

7. Accountability Supervision and Improvement of MoEC Staff Program

The program is conducted to support the objectives of management strengthening to ensure the delivery of excellent educational service. In implementing this program, the Strengthening the Internal Control System strategy is used.

The targets of Accountability Supervision and Improvement of MoEC Staff Program are achieved through the following activities.

- a. Strengthening and expansion of the control for Accountable Region I, II, III, and IV
- b. Investigative Audit;
- c. Management and Implementation Support of Other Technical Task of Inspectorate General education.

8. Education Research and Development Program

The program is conducted to support the following objectives.

- a. The availability and affordability of qualified and equal early childhood education services in all provinces, districts and cities;
- b. Ensuring the affordability of qualified and equal Primary Education Services in all provinces, districts and cities;
- c. The availability and affordability of quality, relevant and equal Secondary Education Services, in all provinces, districts and cities;
- d. The availability and affordability of qualified, relevant, internationally competitive and equal Higher Education Service Quality in all provinces;
- e. The availability and affordability of Continuing Education Service for Adult People, that are high quality and relevant to Community Needs.

In implementing this program, following strategies are used.

- a. Provision and development of learning systems, data and research-based information, and quality standards of early childhood education and the implementation of early childhood education accreditation;
- b. The provision and development of learning systems, data and research-based information and quality standard of Primary Education and the implementation of Primary Education accreditation;
- c. The provision and development of learning systems, data and research-based information and quality standards of Secondary Education and the implementation of Secondary Education accreditation;
- d. Provision of data and research-based information and quality standards for of Higher Education and the implementation of Higher Education accreditation;
- e. The provision and development of learning systems, data and research-based information, and quality standards of functional literacy, life skills education, homeschooling and parental education and the implementation of accreditation of education institution unit for adult.

The targets of Education Research and Development Program are achieved through the following activities.

- a. Facilitate the Quality Standards and Accreditation;
- b. Completion of the Learning System;
- c. Provision of the Educational Data;
- d. Provision of Information for Educational Policy Formulation;
- e. Provision of Information for Educational Assessment;
- f. Management and Implementation Support of Other Technical Task of MoEC Research and Development.

3. Strategic target to guarantee to obtain basic education services which are quality and equal in every province, district and city:
 - a. National Net Enrollment Ratio (NER) of PS/IPS/Package A reach 96%; at least 85% provinces reach $NER \geq 95\%$; at least 90% cities have reach $NER \geq 96\%$, and at least 90% districts reach $NER \geq 94\%$.
 - b. School Enrollment Ratio (SER) of children between the age of 7-12 reach 99.9%.
 - c. National GER of JSS/IJSS/Package B reach 110%; at least 90% provinces reach $GER \geq 95\%$; at least 80% of cities reach $GER \geq 115\%$, and at least 85% of districts reach $GER \geq 90\%$.
 - d. NER JSS/IJSS/JSSLB/PackageB/equal reach 76.8%
 - e. SER for children at the age of 13-15 is 96%.
 - f. All principals and school supervisors of PS/SPS and JSS/SJSS undergo sustainable Professional Training.
 - g. The maximum drop-out rate for PS is 0.7% and JSS 1%, transition rate from PS/IPS/Package A to JSS/IJSS/ Package B is at least 97%.
 - h. The transition rate of JSS/IJSS/SJSS/equal graduates is 93.50%
 - i. At least 90% of PS/SPS and 90% of JSS/SJSS have been accredited.
 - j. At least 15% of PS/SPS and 27% of JSS/SJSS received a minimum B accreditation.
 - k. At least 40% of PS/SPS and 60% of JSS/SJSS implement e-learning;
 - l. At least 50% of district/city has Initiate International Standard School (IIS) or RSBI PS;
 - m. At least 60% of district/city has ISS or RSBI JSS;
 - n. At least 88% of PS/SPS teachers has *Sarjana*/Diploma IV qualifications and 80% of them are certified;
 - o. At least 98% of JSS/SJSS teachers has *Sarjana*/Diploma IV qualifications and 90% of them are certified;
 - p. At least 60% of district/city has fulfilled the ratio of Teachers and PS Students is 1:20 until 1:28 and JSS students is 1:20 until 1:32.
2. Strategic target to achieve availability and affordability of secondary education services which are quality, relevant and equal in every province, district and city
 - a. The national GER exceeds 85%, at least 60% provinces achieve minimum of 80%, at least 65% of cities reach minimum of 85%, and at least 70% districts reach minimum of 65%.
 - b. At least 95% of GSSS/SGSSS have been accredited and 40% of them are accredited B;
 - c. At least 90% VSSS have been accredited and 30% of them are accredited B;
 - d. At least 60% of districts/cities has ISS or RSBI GSSS and VSSS;

- e. At least 98% of GSSS/SSSS/VSSS teachers have *Sarjana*/Diploma IV education, and at least 90% of them already certified;
 - f. All VSSS are ISO 9001:2008 certified;
 - g. At least 75% of GSSS/SSSS and 70% of VSSS are conducting e-learning;
 - h. 70% of VSSS graduates are work at the same year of their graduation;
 - i. All VSSS provides services in entrepreneurial development assistance;
 - j. All principals and School Supervisors of GSSS/SSSS and VSSS undergo Sustainable Professional Training.
3. Strategic target to achieve availability and affordability of sustainable adult education services which are equal, quality and relevant with the needs of the society
 - a. At least 30% of skill courses and training programs and 25% of live-skills program (LSP) graduates has competency certificate;
 - b. At least 50% of district/city have applied gender mainstreaming in education;
 - c. At least 50% of districts/cities have provided parenting education facility.
 4. Strategic target to achieve availability of reliable governance system to ensure the delivery of excellent national education services
 - a. The Office of Financial Auditor audit opinion towards the financial report is Qualified Without Exception starting in 2014;
 - b. The score of Government Institution Performance Accountability Report (*LAKIP*) is at least 75.

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

The combined strategic targets are:

- a. The combined GER for Basic, Secondary and Higher Education are at least 86,3%;
- b. The mean years of schooling is 8.25 years;
- c. The national literacy rate for the age of ≥ 15 is 95.8%.

B. Education Development Strategy 2015-2019

Strategy and policy directions also consider the government's commitment to international conventions on education, in particular the Dakar Convention on Education for All, Convention on the Children Rights, Millennium Development Goals (MDGs), and the World Summit on Sustainable Development.

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

1. Strategy to accomplish strategic objectives of to have qualified and equal early childhood education available and affordable in all provinces, districts and cities, achieved by using the following strategy.
 - a. Provision of competent ECE educators, that are evenly distributed in all provinces, districts and cities that include the fulfillment of the need of KG/SKG teachers and the provision of competent and qualified tutors for nonformal ECE;
 - b. Provision of competent ECE management that is evenly distributed throughout the provinces, districts and cities, including the fulfillment of the need of educational unit heads, supervisors, and administrative staff;
 - c. Provision and development of learning systems, data, and research-based information, and quality standards of ECE and the implementation of ECE accreditation;
 - d. Provision and improvement of facilities and infrastructure for the implementation of quality KG/SKG learning systems that is evenly distributed throughout the provinces, districts, and cities;
 - e. Provision of subsidies to increase affordability of quality KG/SKG service that is evenly distributed throughout the provinces, districts, and cities;
 - f. Provision of subsidies to finance the implementation of nonformal qualified early childhood learning system that is evenly distributed throughout the provinces, districts, and cities.
2. Strategy to accomplish strategic objectives of to ensure that qualified and equal basic education services are accessible in all provinces, districts and cities, achieved by using the following strategy.

- a. Provision of competent basic education teachers that are evenly distributed in all provinces, districts and cities, including the fulfillment of the need of PS/SPS teachers and JSS/SJSS and competent tutors for Packet A and Packet B;
 - b. Provision of competent management for PS/SPS, JSS/SJSS and Packet A and Packet B is that are evenly distributed in all provinces, districts and cities, including the fulfillment of the need of educational unit heads, supervisors, and administrative staff;
 - c. Provision and development of learning systems, data and research-based information and quality standard of basic education, and the accreditation of basic education implementation;
 - d. Provision and improvement of facilities and infrastructure for the implementation of qualified learning systems in PS/SPS and JSS/SJSS that is evenly distributed across provinces, districts, and cities;
 - e. Provision of subsidies to increase affordability of qualified PS/SPS and JSS/SJSS educational services that are evenly distributed throughout the provinces, districts, and cities;
 - f. Provision of subsidies to finance the implementation of qualified Packet A and Packet B learning systems that are evenly distributed in all provinces, regencies and cities
3. Strategy to accomplish strategic objectives of the availability and the accessibility of qualified, relevant, and equal secondary education services, in all provinces, districts and cities, achieved by using the following strategy.
 - a. Provision of competent secondary education teachers that are evenly distributed in all provinces, districts and cities, including the fulfillment of the need of GSSS/SSSS/VSSS teacher and competent tutors for Packet C;
 - b. Provision of competent management for GSSS/SSSS/ VSSS and Packet C that is evenly distributed in all provinces, districts and cities, including the fulfillment of the need of educational unit heads, supervisors, and administrative staff;
 - c. Provision and development of learning systems, data and research-based information, and quality standards of secondary education, and the accreditation of secondary education implementation;
 - d. Provision and improvement of facilities and infrastructure for the implementation of high-quality learning system that is evenly distributed throughout the provinces, districts, and cities;
 - e. Provision and improvement of facilities and infrastructure for the implementation of qualified vocational learning system based on local advantages and relevant to the local needs that are evenly distributed across provinces, districts and cities;

- f. Provision of subsidies to increase affordability of qualified GSSS/SSSS/VSSS education service that is evenly distributed throughout the provinces, districts and cities;
- g. Provision of subsidies to finance the implementation of a quality Packet C learning system that is evenly distributed throughout the provinces, districts and cities.
- 4. Strategy to accomplish strategic objectives of the availability and affordability of sustainable adult education services that are equal, high quality, and relevant to the needs of the community, achieved by using the following strategy.
 - a. Provision of competent tutors that are evenly distributed among provinces,
 - b. districts, and cities that include the fulfillment of the need of functional literacy tutoring and life-skills education;
 - c. Provision and development of learning systems, data and research-based information, education and quality standards of functional literacy, life-skills education, homeschooling and parenting education and accreditation of adult education implementing institutions;
 - d. Provision of subsidies to finance the implementation of quality adult education learning system that is evenly distributed in all provinces, districts and cities.
- 5. Strategy to accomplish strategic objectives of the availability of a reliable governance system in ensuring the national education service excellence, achieved by using the following strategy.
 - a. Strengthening the institutional, work procedures, and human resources of MoEC;
 - b. Strengthening the planning and budgeting systems in the environment of MoEC;
 - c. Strengthening of the recording system in the environment of MoEC;
 - d. Strengthening internal control systems in the environment of MoEC.

All the above education development strategies can be formulated into a general strategy. The general strategies are groups to five education components. The general strategies for each education component is as follows.

- 1. Educators and educational staffs:
 - a. Provision of competent educator that is evenly distributed in all provinces, districts and cities.
 - b. Provision of competent educational unit management that is evenly distributed in all provinces, districts and cities.
- 2. Study and assessment
 - a. Provision of learning system in accordance with National Education Standard

- b. Provision of reliable data, information and educational accreditation
- 3. Facility and infrastructure.
Provision of improvement of quality educational facilities and infrastructures that are evenly distributed in all provinces, districts and cities.
- 4. Funding
 - a. Provision of subsidies to increase the affordability of qualified formal educational services that is evenly distributed in all provinces, districts and cities.
 - b. Provision of subsidies to fund the quality, formal and nonformal learning system application that is evenly distributed in all provinces, districts and cities.
- 5. Management
 - a. The reorganization to ensure the accomplishment the strategic targets and objectives of national education
 - b. Strengthening the accountability of financial system within MoEC
 - c. Strengthening the accountability of state owned assets management within MoEC
 - d. Strengthening the accountability of control system within MoEC

C. Development Policy Direction

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

- 1. Provision of competent educator that is evenly distributed in all provinces, districts and cities:
 - a. Improvement of educator qualification and certification
 - b. Improvement of quality of Educational Workforce Education Institutions (LPTK) and the graduates
- 2. Provision of competent educational unit management that is evenly distributed in all provinces, districts and cities:
Empowerment of school principal and supervisor.
- 3. Provision of learning system in accordance with National Education Standard:
 - a. The implementation of methodology in moral and national character
 - b. Development of Education Methodology in Developing Creative, Innovative, Competitive and Entrepreneurial Culture
- 4. Provision of reliable data, information and educational accreditation:
The integration of education evaluation system

5. Provision of improvement of quality educational facilities and infrastructures that are evenly distributed in all provinces, districts and cities:
 - a. Strengthening and Expanding Use of ICT in Educational Sector
 - b. Provision of low-cost textbook
6. Provision of subsidies to increase the affordability of qualified formal educational services that is evenly distributed in all provinces, districts and cities:
 - a. Rationalization of funding for education, research and community service
 - b. Empowerment of Community, Business and Industry Aspect
7. Provision of subsidies to fund the quality, formal and nonformal learning system application that is evenly distributed in all provinces, districts and cities:

Strengthening and Expansion of nonformal and Informal Education
8. The reorganization to ensure the accomplishment the strategic targets and objectives of national education, strengthening the accountability of financial system within MoEC, strengthening the accountability of state owned assets management within MoEC, and strengthening the accountability of control system within MoEC:
 - a. Bureaucracy Reform
 - b. Inter-ministry and/or Government Institutions Coordination and the Central-Local Government Coordination
9. The Combined strategies for strategies number 1, 2, 5, 6, and 7:

Accelerated Education Development in the Border, Under Developed, and Disaster Prone Area
10. The Combined strategies for strategies number 1, 3, and 5:

Alignment of Education with the Demands from Business and Industry.

The above policy directions are partially similar with the breakthrough policy that MoEC used over the period 2010 to 2014. The continued breakthrough policy is the policy that has been successfully implemented with some adjustment that emphasize on the period from 2015-2019. In addition, there is a need to strengthen the new breakthrough policies in accordance with the existing demands to be made towards the development of national education policy in 2015-2019 periods. The policy direction can be explained as follows.

1. Improvement for Qualification and Certification of Educators

Act Number 14/2005 on Teachers and Lecturers places teachers and university lecturers as a profession. Teachers must meet the minimum educational qualification of *Sarjana*/Diploma IV and educator certified, while university lecturer must meet the minimum educational

qualification Master/Doctor and educator certified. The Government should complete the improvement of qualification and certification of educators at the latest by the end of 2014. In addition, this step is done to ensure the regeneration of competent teachers considering within the next five years estimated at about 700 thousands teachers will retire. To achieve these targets, in the year 2015-2019 MoEC will maintain the policies of improving the qualifications and competency of teachers, as follows.

- a. Development of the teachers' recruitment system by awarding bonding-talent scout scholarships;
- b. Improving recruitment system for competent, *Sarjana/ Diploma IV* qualified teachers;
- c. The provision of scholarships to improve teacher's qualification into *Sarjana/Diploma IV* and increase the qualifications of university lecturers into Master/Doctor;
- d. Control of the implementation of educator certification in accordance with laws and regulations;
- e. Increasing the role of universities in sustainable teacher professionalism development through Teacher Working Groups (KKG) activities.

2. Quality Improvement for Educational Workforce Education Institutions (LPTK) and the Graduates

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

- a. Provision of competent lecturers at LPTK;
- b. Strict control toward licensing and accreditation requirements for LPTK;
- c. Control for unlicensed and/or non-accredited LPTK;
- d. Improvement of facilities and infrastructure of LPTK.

3. Empowerment of School Principal and Supervisor

In addition to educators, school principals and supervisors play an important role in improving education quality and accountability of education implementation in the educational unit. The problem commonly encountered from the principal is the weakness in managerial competence, while from the school supervisor is the lack of

competence in supervisory skill. Specifically, an elementary school principal encounters problem due to high workload because of the lack of school administrative staff. The empowerment of school principals and supervisors is conducted through the following policies.

- a. Awarding *Sarjana* and Master degree scholarship for principal and school supervisor;
- b. Delivering training in quality management and leadership for principals and training in qualified education control for school supervisors;
- c. Revitalizing professional educational staffs' organizations (MKKS / MKPS);
- d. Encouraging district/city local government to provide school administrative staff in every primary school.

4. Implementation of Methodology in Moral and National Character Education

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

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

5. Development of Education Methodology in Developing Creative, Innovative, Competitive, and Entrepreneurial Culture

To support of the Creative Economy Development (CED) in 2015-2019, which is the development of economic activities based on the creativity, skills, and talents of individuals to create creative ability and creative power of individuals which have economic value and impact on the welfare of the people of Indonesia, policies that stimulate the integration of the aspects of creative, innovative, competitive and entrepreneurial in the education methodology should be formulated.

This development of educational methodology is taken through the following policies.

- a. To review and take improvement action in education and training curricula to be more oriented to the development of students' creativity and entrepreneurship as early as possible;
- b. To improve the quality of national education that supports the development of creativity and entrepreneurship within the students as early as possible;
- c. To create access to creative economy information and knowledge sharing between the education provider
- d. To increase the number and improvement of quality and educational institutions and formal and nonformal training that support the development of creative personnel in the establishment of creative economy;
- e. Creating connectivity and integration among graduates of higher education and vocational high schools associated with creative economic development needs;
- f. To encourage successful entrepreneurs to share experience and expertise in institutions of basic education to higher education in developing the creative economy;
- g. To facilitate the development of networks and encourage cooperation among Indonesia's creative personnel at home and abroad.

6. The Integration of Educational Evaluation System

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

- a. Improvement of the implementation and supervision system of the national examination for all levels of education;
- b. Completion of the substance of the national examination which measures student achievement in learning outcomes which include assessment in aspects of cognitive, affective and psychomotor;
- c. Completion of the national examination results processing system;

- d. Development of a system that ensures integration of national examination results of secondary education with the college entrance selection system.

7. Strengthening and Expanding Use of ICT in Educational Sector

Utilization of ICT is believed to be supporting in efforts to increase and equalize access to education, improved quality, relevance, and education competitiveness, along with management, accountability, and public image toward education. Application of ICT for education by MoEC can expand the affordability of education, and strengthening governance at the same time. The need for comprehension and application of science and technology in order to face the global demand results in the increasing role of ICT in various aspects of life including in education, the increasing need to share information and knowledge using ICT, and internet developments that eliminate space and time boundaries to communicate and make access to information. The above condition requires the implementation of policies related to ICT. However, there still exists ICT literacy gap between the regions on one side and the development of the internet that also brought negative impact on values and norms of society and provided opportunities of plagiarism and IPR violations on the other side, require the use of ICT integration in educative learning. In the year 2015-2019, the strengthening efforts of the usage of ICT for e-learning, e-management, e-book, and e-services are conducted through the following policies.

- a. The provision of ICT infrastructure and facilities and ICT-based learning content for the strengthening and expansion of e-learning at all levels of education
- b. Development of e-management, e-reporting, and e-services to enhance the effectiveness of governance and public service.
- c. Development of knowledge management systems to facilitate the sharing of information and knowledge among learners and educators
- d. Development of ICT-based learning resource centers in primary and secondary education
- e. Increasing human resource capacity to support the efficient use of ICT in the central and local level.

8. Provision of Low Cost Textbooks

In order to increase the number of books published and encourage creativity and motivate writers, the Ministry of Education and Culture will continue the purchase program copyrights textbooks that support the program's textbooks. Provision of quality, textbooks easily available

at affordable prices and attempts to eliminate the monopoly of writing, copying, publishing and distributing books has been arranged through the Ministry of National Education Regulation No. 2 of 2008 on Textbook; Regulation of the Ministry of Education and Culture No. 71 Year 2013; and Regulation of the Ministry of Education and Culture No. 1 of 2015 regarding Textbooks and Guide Teacher's Curriculum 2013. However, the textbook reformation that does not entirely give impacts on the provision of low-cost textbooks to all students. In the year of 2015-2019, the effort to provide low-cost textbooks are conducted through the following policies.

- a. Provision of subsidies of the cost of textbooks to students who use books which copyrights have been purchased by MoEC.
- b. Facilitating access for the educational unit to download electronic textbook which copyrights have been purchased by MoEC.
- c. Evaluating assessment systems for purchased copyrighted books by MoEC to increase the use of those textbooks.
- d. Encouraging education unit to use textbooks which copyright have been purchased by MoEC.

9. Rationalization of Funding for Education, Research and Community Service

The School Operational Assistance / SOA (Bantuan Operasional Sekolah/BOS) program, SOA books, Special Assistance for Students (Bantuan Khusus Murid/BKM), and scholarships from primary to higher education level have been found to significantly reduce the drop-out rate and alleviate the burden of parents to provide education costs. Especially on higher education, the funding policy on education, research, and community service focused on improving coverage, quality, and relevance. The focus areas of research and community development are aimed at improving research and community service to answer the needs of the community which could result in international scientific publications, thereby increasing the competitiveness of universities. The rationalization of this funding is conducted through the following policies.

- a. Mapping the total cost structure of each educational unit by taking into account regional diversity;
- b. Setting a proportional education financial system by considering the local purchasing power index;
- c. Increasing the effectiveness of educational assistance to disadvantaged students by paying attention to the disparities between regions and sexes;
- d. Increasing the intensity of research and international publications;

- e. Increasing the effectiveness of educational aid for research and community service in higher education to meet the needs of society and to increase the competitiveness.

10. Empowerment of Community, Business and Industry Aspect

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

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

11. Strengthening and Expansion of Nonformal and Informal Education

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

- a. Strengthening and expansion of direct learning program at the Centre for Community Learning Activities (Pusat Kegiatan Belajar Masyarakat /PKBM);

- b. Strengthening and expansion of life skills education for school-age citizens who dropped-out from school or did not continue school and for the adult citizens;
- c. Strengthening and expansion of the reading culture through the provision of libraries, reading material, and other sources of information that is easy, inexpensive, and evenly distributed as well as the supporting facilities;
- d. Strengthening and expansion of nonformal and informal education to reduce the disparity of gender;
- e. Facilitating knowledge and skills improvement in parenting education and homeschooling.

12. Bureaucracy Reform

Bureaucratic reform is at the core of the various priority programs to improve the quality of public services. MoEC became one of 13 ministries/non-ministrial Government institution which should complete the bureaucracy reform in the year 2012/2013. Bureaucratic reform is needed in line with the greater responsibility of having to manage the budget for educational objectives that takes 20% of the national/state Budget. Restructuring the organization that supports the vision and mission MoEC;

- b. Improving the governance system;
- c. Improvement of the quality of human resources;
- d. Development of measurement system and performance-based remuneration;
- e. Monitoring and evaluating the implementation of the bureaucracy reform.

13. Inter-ministry and/or Government Institutions Coordination and the Central-Local Government Coordination

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

- (1) Improved coordination between MoEC with related ministries/non-ministrial Government institution to synergize the planning, execution, control and evaluation of education;
- (2) Increase coordination between MoEC with provincial, district and city government and education units to synergize the planning, execution, control, and evaluation of education.

14. Accelerated Education Development in the Border, Under Developed, and Disaster Prone Area

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

- a. Provision of educators and education staffs with special allowances in the border, under developed and disaster-prone area;
- b. Provision of educational facilities through the construction of a one-roof kindergarten-primary school, one roof primary-junior secaondary school, and boarding schools in the border, under developed, and disaster-prone area;
- c. Provision of subsidies for students to get formal and nonformal education in border, underdeveloped, and disaster-prone area.

15. Alignment of Education with the Demands from Business and Industry

Educational outcomes should be able to meet the needs of business and industrial world in order to aligning education with the needs of business and industrial world. These needs have a number of parameters that must be precisely adjusted with the supply of graduates of educational services, such as the number, competence and location. MoEC should be able to create and maintain standardized systems of education. The program, among others, pursued through the following policies.

- (1) Align educational service development plan with the industrial development plan, regional development plans, and investment plans;
- (2) Developing a synergy between ministries/non-ministrial Government institutions associated with the supply and absorption of labor;

- (3) Develop education and training institutions related with economic development in areas with potential for development as industrial clusters;
- (4) Building a partnership mechanism between governments, educational and training institutions with entrepreneurs to develop qualified education and training in economic development;
- (5) Improve the quality of research that can answer the challenges of the business and industrial world and make it as a national research priority.

CHAPTER V

EDUCATIONAL ATTAINMENTS

As of the policy agenda stated in the Fives Years Development Plan/FYDP (*Rencana Pembangunan Lima Tahun/Repelita*), starting from *Repelita* I (1969) to VI and Strategic Planning from 2001 to 2009, education has been developed mainly on the basis of three main strategies. From Strategic Planning 2005 to 2009, there are main policies: 1) the expansion of an equalization educational opportunity, 2) the improvement of education quality, relevancy, and competing ability, and 3) governance, accountability, and public image. The following will deal with the general education situation and problems during 1968 or 1969 to 2014.

A. Expansion and Equalization of Education Access

Government has made efforts in expanding opportunities for basic, vocational and professional education through formal and nonformal education channels. The main objective was to diminish social gap emerges in the society in the advent of modernization and globalization. Education is considered as the most determining factor in the expansion of labor opportunities, enhancement of status and position and other things considered important in one's life. It is assumed that justice and equity in social welfare can only be achieved through the provision of equal opportunity to quality education.

Within the framework of equalization in educational opportunities, gaps in educational infrastructure and facilities caused by uneven distribution of qualified teachers and other supporting facilities could be lessened or caused by different geographical conditions (urban and rural), different parts of Indonesia (east and west), social economic factors (the have and not-have), different types of educational programs (regular and special schools) and other factors.

Basic education had been expanded since 1973 during the boom of primary education. Before 1st FYDP, in 1968, the net enrollment ratio of Primary School shown in Table 5.1 was 58.38 percent, and it reached 93.43 percent at the end of 4th FYDP in 1998/1999 and 93.30 percent in 2013/2014. During 31 years (1968 to 1998/1999) the average growth was 1.6 percent per year and from 1998/1999 to 2014/2015 the average growth was 1.0 percent per year (Graph 5.1).

Besides, the number of primary school pupils was 12.16 millions in 1968. After 46 years, the pupils became 36.06 millions. In the other hand, during 14 years from 1998/1999 to 2013/2014, the pupils were

slightly decreasing becoming 30.16 millionss. When looking for Gross Enrollment Ratio, it was 67.98 percent in 1968 and continuing to increase to 111.54 percent in 1998/1999 and 110.68 percent in 2013/2014 (Graph 5.1).

In the beginning of the 4th FYDP (1984/1985) the Government of Indonesia implemented six-year compulsory education for primary school age children (i.e. 7-12 years). The result of this policy was significant, Table 3.1 also shows that the Net Enrolment Ratio (NER) in primary school increased to the level of 93.53 percent in 1993/1994 compared to 79.73 percent in 1978/1979 (Graph 5.1).

Table 5.1
Gross Enrollment Ratio and Net Enrollment Ratio
Primary School (PS)
Year 1968-2014/2015

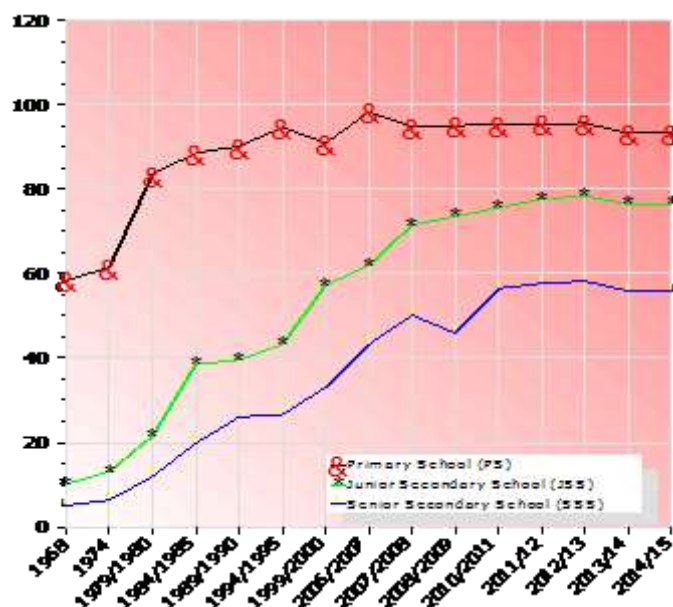
Year	PS and IPS Pupils		Population	GER	NER
	Total	7-12 years	7-12 years	(%)	(%)
1968	12,163,495	10,447,226	17,893,700	67.98	58.38
1969	12,802,415	11,202,113	18,504,600	69.19	60.54
1970	12,821,618	11,667,672	18,779,400	68.27	62.13
1971	12,896,147	11,993,417	18,954,000	68.04	63.28
1972	13,030,548	12,574,479	19,109,200	68.19	65.8
1973	13,069,456	12,808,067	19,150,000	68.25	66.88
1974	13,314,246	11,836,365	19,240,400	69.2	61.52
1975	14,280,157	12,695,060	19,550,200	73.04	64.94
1976	15,550,124	13,824,060	20,625,200	75.39	67.03
1977	17,265,291	15,348,844	22,200,500	77.77	69.14
1978/79	22,024,819	18,815,314	23,600,100	93.33	79.73
1979/80	24,165,724	20,095,457	24,050,200	100.48	83.56
1980/81	25,601,870	20,830,428	24,497,000	104.51	85.03
1981/82	26,962,488	21,892,710	25,226,000	106.88	86.79
1982/83	27,850,075	22,692,613	25,817,000	107.87	87.9
1983/84	29,044,380	23,619,308	26,668,900	108.91	88.56
1984/85	29,817,688	24,576,966	27,720,900	107.56	88.66
1985/86	29,561,125	24,594,228	27,623,000	107.02	89.04
1986/87	29,481,756	24,726,313	27,675,200	106.53	89.34
1987/88	29,760,590	24,923,650	27,827,500	106.95	89.56
1988/89	29,975,864	25,070,035	27,883,500	107.5	89.91
1989/90	29,584,890	24,910,500	27,600,300	107.19	90.25
1990/91	29,408,776	24,850,400	27,530,200	106.82	90.27
1991/92	29,557,701	25,067,100	27,460,300	107.64	91.28
1992/93	29,598,795	25,215,200	27,558,100	107.41	91.5
1993/94	29,699,586	25,075,283	26,810,300	110.78	93.53

1994/95	29,721,459	25,193,250	26,599,200	111.74	94.71
1995/96	29,447,990	24,943,878	26,321,400	111.88	94.77
1996/97	29,236,287	24,712,802	26,019,700	112.36	94.98
1997/98	29,250,987	24,474,774	25,772,500	113.5	94.96
1998/99	28,531,597	23,900,616	25,580,400	111.54	93.43
1999/00	28,504,462	23,983,602	26,361,100	108.13	90.98
2000/01	28,690,131	24,189,372	25,956,000	110.53	93.19
2001/02	28,926,377	24,429,548	25,797,100	112.13	94.7
2002/03	29,050,834	24,041,707	25,636,300	113.32	93.78
2003/04	29,100,438	25,225,991	25,473,400	114.24	99.03
2004/05	29,149,746	24,319,378	25,603,200	113.85	94.99
2005/06	28,982,708	24,793,019	25,195,200	115.03	98.4
2006/07	29,796,705	24,635,049	26,074,706	114.27	94.48
2007/08	30,384,766	24,964,102	26,304,320	115.51	94.9
2008/09	30,908,745	25,228,482	26,516,463	116.56	95.14
2009/10	31,049,530	25,322,138	26,591,180	116.77	95.23
2010/11	30,795,830	25,476,720	26,702,358	115.33	95.41
2011/12	30,599,197	25,328,619	26,508,500	115.43	95.55
2012/13	30,175,181	24,922,926	26,040,407	115.88	95.71
2013/14	29,973,015	25,266,070	27,080,700	110.68	93.30
2014/15	29,600,996	26,132,141	28,270,500	110.68	93.30

Source: Center for Educational and Cultural Data and Statistics, MoEC

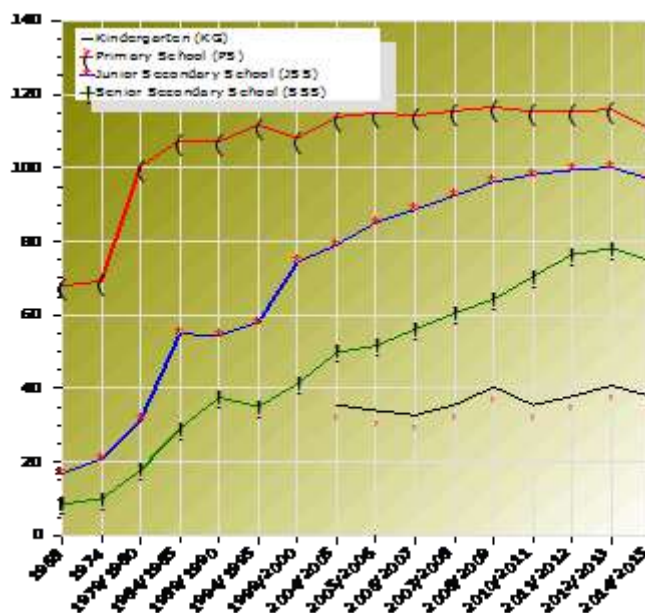
- Notes: 1. IPS = Islamic Primary School
2. Since 1978, including IPS

Graph 5.1
Trend of Net Enrolment Ratio by Levels of Education
Year 1968-2014/2015



Source: Center for Educational and Cultural Data and Statistics, MoEC

Graph 5.2
Trend of Gross Enrolment Ratio by Levels of Education
Year 1968-2014/2015



Source: Center for Educational and Cultural Data and Statistics, MoEC

Table 5.2
Number of Illiterate Population (IP) 10 year and above
Year 1971, 1980, 1990, 1997-2014

Year	Sex	IP > 15 year	Population > 15 year	% of IP >15 year
1971	Total	31,464,860	80,507,076	39.08
1980	Total	30,096,559	104,501,940	28.80
1990	Total	21,494,177	135,039,581	15.92
1997	Total	18,776,260	158,774,700	11.83
1998	Total	16,852,735	161,501,811	10.44
	Male	5,146,010	79,660,922	6.46
	Female	11,706,725	81,840,889	14.30
1999	Total	16,821,216	164,793,644	10.21
	Male	5,117,211	81,566,217	6.27
	Female	11,704,005	83,227,427	14.06
2000	Total	14,639,281	141,170,805	10.37
	Male	4,309,817	69,837,799	6.17
	Female	10,329,464	71,333,006	14.48
2001	Total	17,441,000	120,677,800	14.45

	Male	3,719,103	69,703,057	5.34
	Female	8,231,101	70,311,708	11.71
2002	Total	18,691,001	170,072,800	10.99
	Male	5,993,234	84,890,000	7.06
	Female	12,726,310	85,182,800	14.94
2003	Total	15,711,453	173,224,400	9.07
	Male	5,049,159	86,458,200	5.84
	Female	10,654,889	86,766,200	12.28
2004	Total	15,047,449	176,406,200	8.53
	Male	4,701,779	88,048,300	5.34
	Female	10,346,710	88,357,900	11.71
2005	Total	14,529,413	179,597,200	8.09
	Male	4,563,053	89,647,400	5.09
	Female	9,957,443	89,949,800	11.07
2006	Total	13,870,949	182,268,800	7.61
	Male	4,438,936	90,961,800	4.88
	Female	9,432,013	91,307,000	10.33
2007	Total	16,316,853	224,904,900	7.26
	Male	4,976,305	112,789,800	4.41
	Female	11,340,548	112,115,100	10.12
2008	Total	9,763,616	165,515,365	5.97
	Male	3,514,774	82,313,208	4.27
	Female	6,248,842	83,202,157	7.51
2009	Total	8,762,040	165,383,439	5.30
	Male	3,154,335	82,174,069	3.84
	Female	5,607,705	83,209,370	6.74
2010*)	Total	7,547,344	150,269,092	5.02
	Male	2,764,283	75,574,916	3.66
	Female	4,783,061	74,694,176	6.40
2011	Total	6,730,681	152,100,969	4.43
	Male	2,265,399	76,088,242	2.98
	Female	4,465,282	76,012,727	5.87
2012	Total	6,401,522	152,055,154	4.21
	Male	2,071,593	78,228,807	2.65
	Female	4,093,813	75,198,887	5.44
2014	Total	6,165,406	153,427,694	4.02

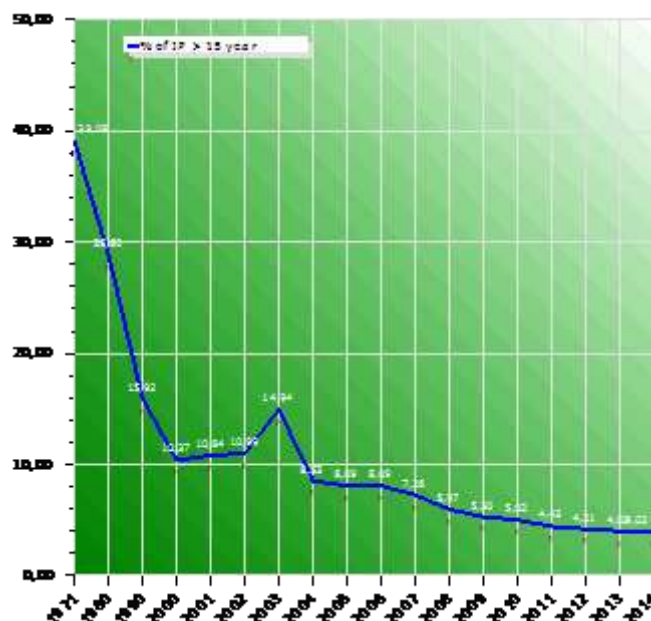
Source: Population Census 1971, 1980, 1990, Welfare Statistics 1997-2010 Central Board of Statistics

Note: Since 2014, illiterate and population used 15-59 years and older

The MoEC succeeded in multiplying the number of participants in primary education and consequently reduced the number of illiterates during the past 40 years. Table 5.2 shows the number of illiterate population from 1971 to 2012. The census showed that the number of illiterates in 1971 was 31.46 millions or 39.08 percent. It went down to

30.10 millions (28.8 percent) in 1980, 21.49 millions (15.92 percent) in 1990, 14.64 millions (10.37 percent) in 2000, and 6.16 millions (4.02 percent) in 2014.

Graph 5.3
Trend of Illiterate Population
Year 1971, 1980, 1990, 2000-2014



Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

In 1998, illiterate population for male (6.46 percent) was smaller than those of female (14.30 percent). This pattern happens from 1998 to 2012 where in 2012 illiterate population for male was 2.83 percent while illiterate population for female was 5.58 percent. Illiterate population for male slightly decline 3.63 percent from 1998 to 2012 and female decline 8.72 percent in the same period (Graph 5.3). The declining illiterate was due to the expanded move of literacy program and the Packet A programs so there was amount of 110,361 participants (male as well as female) in 2000/2001 then it increased to be 69,905 participants in 2012/2013 and then decreased to be 44,040 participants in 2013/2014. A package 2014/2015 school year there is no data collection study participants residents (Table 2.17).

Table 5.3
Gross Enrollment Ratio and Net Enrollment Ratio
Junior Secondary School (JSS)
Year 1968-2014

Year	LSS and ILSS Pupils		Population 13-15 years	GER (%)	NER (%)
	Total	13-15 years			
1968	1,150,000	690,200	6,818,000	16.87	10.12
1969	1,234,379	750,313	6,992,800	17.65	10.73
1970	1,292,230	790,900	7,248,140	17.83	10.91
1971	1,400,873	863,320	7,443,940	18.82	11.60
1972	1,441,556	894,525	7,686,900	18.75	11.64
1973	1,535,701	959,530	7,915,280	19.40	12.12
1974	1,691,078	1,063,913	8,119,980	20.83	13.10
1975	1,900,154	1,210,545	8,331,600	22.81	14.53
1976	2,136,067	1,391,700	8,511,400	25.10	16.35
1977	2,339,835	1,578,543	8,700,520	26.89	18.14
1978/79	2,673,976	1,816,345	9,159,740	29.19	19.83
1979/80	2,982,592	2,039,880	9,494,720	31.41	21.48
1980/81	4,169,409	2,845,070	9,992,200	41.73	28.47
1981/82	4,593,889	3,157,958	10,225,800	44.92	30.88
1982/83	5,085,636	3,521,931	10,464,800	48.60	33.66
1983/84	5,599,621	3,906,346	10,709,400	52.29	36.48
1984/85	6,061,273	4,258,796	11,047,800	54.86	38.55
1985/86	6,573,661	4,652,013	11,397,000	57.68	40.82
1986/87	7,068,267	5,012,628	11,757,200	60.12	42.63
1987/88	7,392,318	5,180,067	12,128,700	60.95	42.71
1988/89	7,451,758	5,258,432	12,512,000	59.56	42.03
1989/90	6,893,452	5,010,181	12,655,000	54.47	39.59
1990/91	6,764,517	5,022,847	12,799,700	52.85	39.24
1991/92	6,721,716	5,003,863	12,946,000	51.92	38.65
1992/93	6,741,940	5,033,951	13,094,000	51.49	38.44
1993/94	7,209,907	5,391,327	13,243,700	54.44	40.71
1994/95	7,777,164	5,801,930	13,405,300	58.02	43.28
1995/96	8,450,606	6,330,096	13,484,400	62.67	46.94
1996/97	9,239,891	7,079,696	13,499,200	68.45	52.45
1997/98	9,374,350	7,301,883	13,415,200	69.88	54.43
1998/99	9,340,572	6,945,582	13,261,900	70.43	52.37
1999/00	9,402,899	7,240,163	12,640,700	74.39	57.28
2000/01	9,557,771	7,355,685	12,724,000	75.12	57.81
2001/02	9,751,811	7,499,467	12,807,800	76.14	58.55
2002/03	9,930,749	7,630,760	12,887,500	77.06	59.21
2003/04	10,075,901	7,655,988	12,963,200	77.73	59.06
2004/05	10,307,202	7,907,717	13,038,900	79.05	60.65
2005/06	11,172,512	8,136,646	13,110,200	85.22	62.06
2006/07	11,503,387	8,561,758	12,971,116	88.68	66.01
2007/08	11,926,443	9,229,945	12,890,334	92.52	71.60
2008/09	12,538,448	9,598,138	13,036,554	96.18	73.62
2009/10	12,698,262	9,644,563	12,942,400	98.11	74.52
2010/11	12,834,058	9,885,649	13,069,509	98.20	75.64
2011/12	12,605,112	9,848,021	12,672,739	99.47	77.71
2012/13	12,796,074	10,019,344	12,775,079	100.16	78.43
2013/14	12,891,887	10,183,770	13,303,300	96.91	76.55
2014/15	12,638,764	9,930,647	13,001,045	96.91	76.55

Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

Note: 1. IJSS = Islamic Junior Secondary School
2. Since 1979 including IJSS

Net Enrollment Ratio for junior secondary school in Table 5.3 was 10.12 percent in 1968. 25 years later, the ratio increased rapidly to 40.71 percent or the average per year was 9.1 percent. But in 1993/1994 to 2013/2014 during 20 years, the ratio increased 38 percent becoming 78.43 percent (Graph 5.1).

Gross Enrollment Ratio for the 13-15 year old population at the junior secondary level was also meaningful from 1st FYDP (1968) to 2013/2014. Gross Enrollment Ratio for junior secondary school grew from 16.87 percent in 1968 to 19.40 percent in 1973 and 59.56 percent in 1988/1989. Yet it went up to 70.43 percent in 1998/1999, and 100.16 percent in 2013/2014 (Graph 5.2).

In the beginning of 5th FYDP (1994/1995), as part of the expansion of educational opportunities at the basic education level and within the initial stage of the Nine-year Basic Education Compulsory Program, the first step was taken by developing primary and junior secondary school. When looking at basic education (Primary and Junior Secondary School) in Table 5.4, there was 68.69 thousands schools with 13.94 millions pupils, and 408.37 thousands teachers of basic education in 1969.

Table 5.4
Trend of Basic Education Schools, Pupils and Teachers
Year 1969-2014

Academic Year	Schools			Pupils			Teachers		
	Primary	Lower	Basic	Primary	Lower	Basic	Primary	Lower	Basic
1969	63,056	5,639	68,695	12,802,415	1,134,379	13,936,794	323,220	85,149	408,369
1970	64,040	6,527	70,567	12,821,618	1,292,230	14,113,848	397,500	94,615	492,115
1971	64,335	7,029	71,364	12,895,957	1,400,873	14,296,830	414,799	104,123	518,922
1972	65,227	7,297	72,524	13,030,548	1,444,019	14,474,567	413,413	109,120	522,533
1973	65,910	7,463	73,373	13,069,456	1,518,138	14,587,594	427,211	107,457	534,668
1974	72,122	7,587	79,709	13,314,246	1,691,078	15,005,324	444,241	109,956	554,197
1975	73,589	7,843	81,432	14,280,157	1,900,155	16,180,312	472,698	117,584	590,282
1976	80,261	8,265	88,526	15,550,124	2,136,067	17,686,191	514,912	123,555	638,467
1977	83,590	9,395	92,985	17,265,291	2,339,835	19,605,126	551,927	134,012	685,939
1978/79	92,499	9,505	102,004	19,074,819	2,673,976	21,748,795	592,439	149,364	741,803
1979/80	98,248	9,805	108,053	21,165,724	2,982,592	24,148,316	619,772	163,578	783,350
1980/81	105,645	10,956	116,601	22,551,870	3,412,116	25,963,986	666,779	202,062	868,841
1981/82	110,050	12,037	122,087	23,862,488	3,809,348	27,671,836	713,222	215,879	929,101
1982/83	120,162	12,739	132,901	24,700,075	4,272,867	28,972,942	841,833	247,244	1,089,077
1983/84	129,388	14,544	143,932	25,804,380	4,757,644	30,562,024	925,834	275,680	1,201,514
1984/85	136,706	15,600	152,306	26,567,688	5,188,964	31,756,652	986,638	308,149	1,294,787
1985/86	139,511	16,860	156,371	26,550,915	5,669,966	32,220,881	1,037,174	339,387	1,376,561
1986/87	142,966	18,575	161,541	26,444,756	6,131,451	32,576,207	1,078,597	376,612	1,455,209
1987/88	144,561	19,708	164,269	26,649,890	6,422,423	33,072,313	1,107,100	401,748	1,508,848
1988/89	145,571	20,334	165,905	26,725,364	6,446,966	33,172,330	1,134,089	412,412	1,546,501

1989/90	146,558	20,985	167,543	26,528,590	5,852,507	32,381,097	1,141,486	467,122	1,608,608
1990/91	147,066	20,605	167,671	26,348,376	5,686,118	32,034,494	1,136,907	409,739	1,546,646
1991/92	147,683	19,973	167,656	26,325,701	5,604,515	31,930,216	1,141,032	389,549	1,530,581
1992/93	148,257	18,601	166,858	26,339,995	5,577,040	31,917,035	1,153,816	365,045	1,518,861
1993/94	148,942	18,876	167,818	26,319,852	5,890,554	32,210,406	1,172,523	380,072	1,552,595
1994/95	149,464	19,442	168,906	26,200,023	6,392,417	32,592,440	1,172,640	392,588	1,565,228
1995/96	149,954	19,968	169,922	25,948,574	6,945,433	32,894,007	1,172,688	412,065	1,584,753
1996/97	150,595	20,544	171,139	25,744,083	7,533,300	33,277,383	1,165,786	410,679	1,576,465
1997/98	150,921	20,777	171,698	25,667,578	7,596,386	33,263,964	1,158,004	413,921	1,571,925
1998/99	151,042	20,960	172,002	25,687,893	7,564,628	33,252,521	1,152,536	431,582	1,584,118
1999/00	150,612	20,866	171,478	25,614,836	7,600,093	33,214,929	1,141,168	420,310	1,561,478
2000/01	148,964	20,721	169,685	25,701,558	7,584,707	33,286,265	1,128,475	463,864	1,592,339
2001/02	148,516	20,842	169,358	25,850,849	7,466,458	33,317,307	1,164,808	476,827	1,641,635
2002/03	146,052	20,918	166,970	25,918,898	7,447,270	33,366,168	1,234,927	466,748	1,701,675
2003/04	145,867	21,256	167,123	25,976,285	7,523,318	33,499,603	1,256,246	490,307	1,746,553
2004/05	147,793	22,274	170,067	25,997,445	7,553,086	33,550,531	1,335,086	542,591	1,877,677
2005/06	148,262	23,853	172,115	25,982,590	8,073,389	34,055,979	1,346,846	616,364	1,963,210
2006/07	146,809	24,686	171,495	26,277,445	8,439,762	34,717,207	1,385,635	624,726	2,010,361
2007/08	143,979	26,277	170,256	26,627,427	8,639,966	35,267,393	1,438,091	621,878	2,059,969
2008/09	144,228	28,777	173,005	26,984,824	8,992,619	35,977,443	1,569,326	629,036	2,198,362
2009/10	143,252	29,866	173,118	27,328,601	9,255,006	36,583,607	1,627,984	636,948	2,264,932
2010/11	146,804	30,290	177,094	27,580,215	9,346,454	36,926,669	1,644,925	647,145	2,292,070
2011/12	146,826	30,290	177,116	27,583,919	9,425,336	37,009,255	1,550,276	513,831	2,064,107
2012/13	148,242	35,527	183,769	26,769,680	9,653,093	36,422,773	1,682,263	587,610	2,269,873
2013/14	148,272	35,527	183,799	26,504,160	9,653,093	36,157,253	1,539,819	587,610	2,127,429
2014/15	147,513	36,518	184,031	26,132,141	9,930,647	36,062,788	1,695,349	759,442	2,454,791

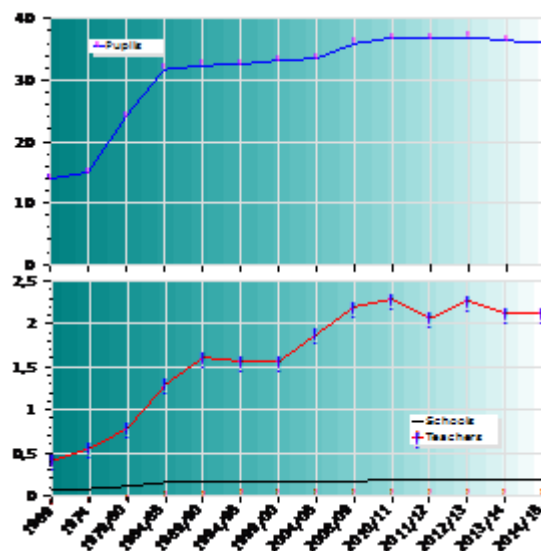
Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

Note: Teachers in schools under MoEC only

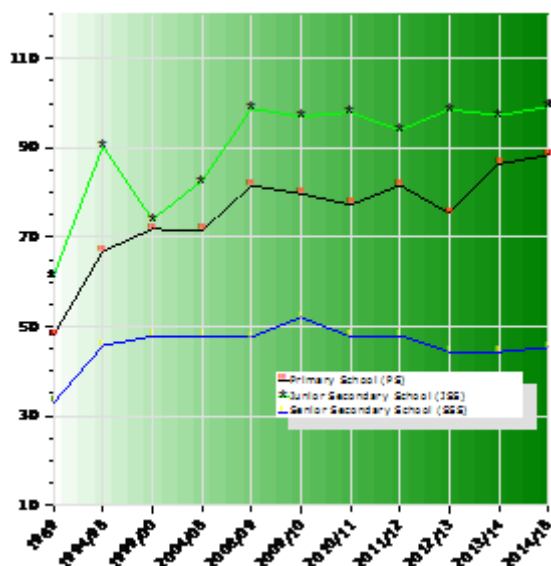
Currently the compulsory program has been extended to the 13-15 year old population (i.e. it was extended to junior secondary schools) when the Nine-year Basic Education Compulsory was launched on May 2, 1994. The result of this policy was significant, the Gross Enrolment Ratio in junior secondary school increased to the level of 96.91 percent in 2013/2014 compared to 58.02 percent in 1994/1995 (Graph 5.2).

The pupils of the Basic Education in Table 5.4 also grew from 32.59 millions in 1994/1995 to 36.06 millions in 2014/2015. At the same period teachers also grew from 1.56 millions in 1994/1995 and 2.45 millions in 2014/2015 (Graph 5.4).

Graph 5.4
Trend of Basic Education Schools, Pupils, and Teachers
Year 1969-2014/2015



Graph 5.5
Continuation Rate to JSS, and SSS
Year 1969-2014/2015



Source: Educational and Cultural Data and Statistics, MoEC

Results of the JSS development in Table 5.5 were not such good as the number of PS students continuing to JSS during 5th FYDP was low and it slightly increases. Then, the PS continuation rate was continuing to rise in 1994/1995 to 2014/2015 from 66.84 percent to 94.02 percent (Graph 5.5). By intensifying the JSS expansion due to Nine Year Basic Education Compulsory Program, it is hoped that within 16 years, all 4.950.870 millions of PS graduates will have the opportunity to continue to the JSS.

Table 5.5
Continuation Rate: PS to JSS, JSS to SSS, and SSS to HE
Year 1969/1970-2014/2015

Academic Year	Continuation Rate to LSS			Continuation Rate to USS			Continuation Rate to HE		
	NE to Gr. I LSS	PS Graduates	%	NE to Gr. I USS	LSS Graduates	%	NE to Gr. I HE	USS Graduates	%
1969	445,495	929,500	47.93	177,522	290,300	61.15			
1970	470,235	951,500	49.42	219,555	304,100	72.19			
1971	519,354	975,800	53.22	241,590	329,678	73.28			
1972	546,092	994,117	54.93	249,836	339,252	73.64			
1973	606,505	1,221,013	49.67	251,673	352,119	71.47			
1974	672,867	1,139,050	59.07	276,022	362,670	76.11			
1975	750,034	1,180,055	63.56	320,732	390,973	82.03			
1976	827,729	1,235,382	67.01	380,498	451,426	84.29			
1977	887,581	1,358,902	65.32	444,125	526,070	84.42			
1978/79	1,025,073	1,453,212	70.54	509,794	618,375	82.44			
1979/80	1,156,287	1,569,814	73.66	626,482	629,554	99.51			
1980/81	1,325,636	1,796,884	73.77	682,319	772,207	88.36			
1981/82	1,450,761	2,027,754	71.55	780,929	850,181	91.85			
1982/83	1,597,452	2,300,372	69.44	854,665	999,159	85.54			
1983/84	1,775,850	2,508,102	70.08	1,021,290	1,168,166	87.43			
1984/85	1,954,245	2,924,003	66.83	1,072,987	1,274,465	84.19			
1985/86	2,103,112	3,289,390	63.94	1,142,665	1,356,559	84.23			
1986/87	2,181,000	3,359,183	64.93	1,325,543	1,597,620	82.97			
1987/88	2,238,032	3,340,183	67.03	1,433,185	1,719,463	83.35			
1988/89	2,191,826	3,389,548	64.66	1,389,186	1,917,117	72.46			
1989/90	2,009,048	3,355,733	59.87	1,401,633	1,802,100	77.78			
1990/91	2,012,712	3,336,590	60.32	1,330,084	1,701,875	78.15			
1991/92	1,999,221	3,213,780	62.21	1,375,655	1,663,141	82.71			
1992/93	2,014,324	3,283,931	61.34	1,310,751	1,640,555	79.91			
1993/94	2,207,230	3,471,393	63.58	1,327,742	1,592,627	83.37	480,862	1,127,906	42.63
1994/95	2,389,816	3,575,250	66.84	1,500,260	1,659,628	90.41	519,670	1,142,518	45.48
1995/96	2,548,850	3,575,264	71.29	1,587,958	1,740,106	91.26	486,284	1,172,710	41.47
1996/97	2,795,075	3,605,674	77.52	1,653,158	1,981,201	83.44	509,687	1,218,810	41.82
1997/98	2,571,856	3,608,516	71.27	1,580,468	2,119,424	74.57	516,967	1,204,103	42.93
1998/99	2,559,796	3,629,577	70.53	1,608,538	2,315,116	69.48	595,574	1,292,905	46.06

1999/00	2,595,746	3,613,578	71.83	1,661,630	2,246,999	73.95	628,268	1,411,378	44.51
2000/01	2,605,413	3,612,842	72.12	1,707,353	2,281,432	74.84	703,996	1,460,324	48.21
2001/02	2,544,849	3,608,801	70.52	1,794,374	2,316,779	77.45	760,621	1,483,557	51.27
2002/03	2,495,335	3,567,174	69.95	1,875,990	2,249,932	83.38	1,125,284	1,590,768	70.74
2003/04	2,532,185	3,616,441	70.02	1,895,704	2,301,584	82.37	1,048,294	1,529,448	68.54
2004/05	2,611,108	3,657,261	71.45	1,956,330	2,368,339	82.61	1,058,036	1,619,554	65.33
2005/06	2,935,175	3,681,181	79.73	2,034,264	2,265,982	89.77	639,063	1,700,115	37.59
2006/07	3,035,713	3,700,814	82.03	2,172,873	2,436,506	89.18	696,402	1,717,820	40.54
2007/08	3,040,317	3,798,698	80.04	2,393,972	2,505,907	95.53	1,090,417	1,729,077	63.06
2008/09	3,156,308	3,872,972	81.49	2,532,369	2,563,220	98.81	997,531	1,841,531	54.17
2009/10	3,145,012	3,943,696	79.75	2,594,225	2,673,362	97.04	1,024,379	1,988,429	51.52
2010/11	3,191,899	4,131,513	77.26	2,873,464	2,934,123	97.93	1,140,107	2,123,072	53.71
2011/12	3,340,075	4,090,219	81.66	2,906,401	3,119,322	93.17	1,027,532	2,360,573	43.53
2012/13	3,266,002	4,336,261	75.32	2,863,421	2,903,421	98.62	1,145,636	2,449,404	46.77
2013/14	3,882,053	4,392,638	88.38	3,036,590	3,060,211	99.23	1,433,516	2,703,570	53.02
2014/15	4,654,700	4,950,870	94.02	3,371,558	3,027,988	89.80			

Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

Note: New entrants and graduates in schools under MoEC

Continuation rate from JSS to SSS is bigger than that from PS to JSS in all years. In the 1st FYDP (1969) continuation rate from PS to JSS was 47.93 percent and after 25 year or at the first year of 4th FYDP (1994/1995) was 66.84 percent and finally increased to became 94.02 percent in 2014/2015. Continuation rate from JSS to SSS in 1969 was 61.15 percent and after 25 years was 90.40 percent (in 1994/1995) and after it experienced the incremental trend finally increased to 89.80 percent in 2014/2015.

The JSS expansion will be supported by building new schools, appointing new teachers, making more infrastructure and facilities available and developing the Open Junior Secondary School (*SMP Terbuka*) program for 13-15 year old children who are not able to follow the regular JSS. At the nonformal education channel, the number of Packet B program participants grew even higher during 5th FYDP. The number of participants was 316.60 thousands in 1999 and became 353.81 thousands in 2010, but then decreases became 346,811 thousands in 2014 (Table 2.17). This program is equivalent to the JSS and is also directed towards the Nine-year Basic Education Compulsory Program launched at 1994/1995.

The senior secondary education level also showed some growth. It can be seen by the increase of gross enrollment rates in the general and vocational senior secondary schools (GSSS and VSSS). The number of 16-18 year old population at the SSS level grew consistently since 1st FYDP to 5th FYDP. GER was 8.58 percent in 1968 and has reached 33.87 percent in 1993/1994, and 74.63 percent in 2013/2014. NER enrollment ratio also increased from 5.03 percent in 1968 to 25.55 percent in 1993/1994 and finally to 60.95 percent in 2013/2014.

A number of studies found that one of the causes to influence the not equitable educational quality is the admission and finances. Every unit of education is expected to have the capacity to manage their own admission processed and educational finances. The participation of the local government, community and business in educational finance should be encouraged in order not to be a burden for the already limited funds provided by the central government.

Educational equity and equality need improvement by eliminating constraints that hinder gifted and talented candidates to get specific educational treatment according to their needs and capacities. The government subsidy also plays important role in assisting those gifted students of low economic status.

The educational policy in Indonesia pays attention to the issue of gender. A trend shows that the majority of new entrants are male in each province. Having set that the social-geographical are constant factors, male students turn out to have better opportunities of getting admission compared to girls.

Table 5.6
Percentage of Female Students
PS, JSS, and SSS
Year 1968-2014/2015

Academic Year	Primary School	Junior Sec. School	Senior Sec. School
1968	45,22	40,99	32,80
1973	45,28	38,33	33,88
1978/79	46,95	40,94	37,45
1983/84	47,64	42,47	40,61
1988/89	48,32	45,03	43,49
1993/94	48,26	46,52	45,65
1994/95	48,16	47,28	45,70
1995/96	48,11	47,55	45,58
1996/97	48,13	48,73	46,90
1997/98	48,15	47,99	48,04
1998/99	48,21	47,16	48,19
1999/00	48,33	48,22	47,81
2000/01	48,44	48,48	48,30
2001/02	48,46	48,5	48,32
2002/03	48,52	49,36	46,77
2003/04	48,77	49,07	46,67
2004/05	48,26	49,59	47,62
2005/06	48,26	49,58	47,72
2006/07	48,23	49,19	47,78
2007/08	48,23	50,81	52,22
2008/09	48,24	49,25	47,60
2009/10	49,65	49,3	52,08
2010/11	49,54	49,13	47,70
2011/12	48,48	49,13	47,91
2012/13	48,50	49,28	44,33
2013/14	45,91	49,90	40,95
2014/15	45,91	48,9	43,31

Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

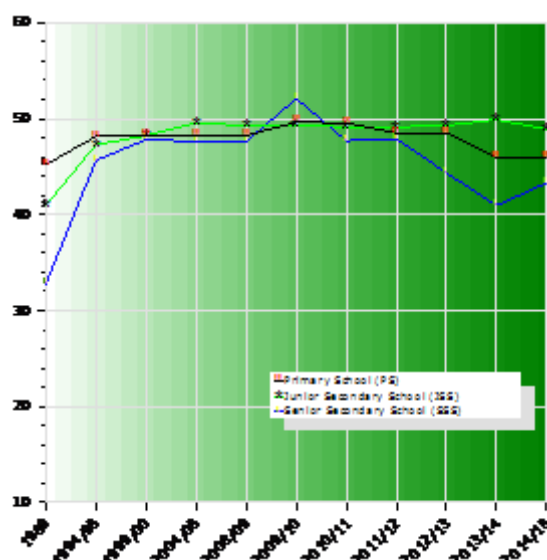
Note: Students in schools/institutions under MoEC only

Another trend in Table 5.8 also indicates that the higher the level of education, the greater proportion of male student compare to female

students. In 1968, the percentage of male students enrolled in PS was 54.78 percent and the percentage of female students was 45.22 percent. The percentage of male students enrolled at the JSS level was 59.01 percent and female students 40.99 percent. The percentage of male students enrolled at SSS level is 67.20 percent and female students 32.80 percent. During the past 25 years, in 1993/1994, the percentage of female students in PS increases to 48.26 percent, JSS to 46.52 percent, and SSS to 45.65 percent.

In 2014/2015 the proportion of student changed to 54.09 percent and 45.91 percent for male and female students in PS, respectively, 51.60 percent and 45.91 percent in JSS, 59.05 percent and 43.31 percent in SSS, at (Graph 5.6).

Graph 5.6
Trend of Percentage of Pupils by Sex and
Level of Education, Year 1969--2014/2015



Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

B. Improvement of Education Quality, Relevancy, and Competing Ability

At the end of the 20th century, Indonesia belongs to one of the Asia Pacific countries which evolve an industrial economic structure. Mentioned in Chapter I, competition among nations with economic power is tight and influences its development in science and technology. Facing a tight competition of industrial development, there is a growing need for Indonesia to have experts and technocrats in

several fields of science and technology which will provide quality of education.

Excellence in science and technology is not merely determined by the mastery of pure and applied sciences. Primary and secondary education is considered the bases of capacity and habit development of lifelong learning. As long as the superiority in science and technology is concerned, the quality of science and technology education is inseparable from primary, secondary and tertiary education. Notwithstanding, efforts in improving educational quality at every level and type of education is getting high priority during the last ten years.

Efforts have been made in improving the educational quality at the primary/basic level, through: 1) curriculum development, including the planning of subject matters that is conducive to early development of science and technology; 2) improved quality and welfare of teachers and other educational manpower; and 3) provision of adequate facilities.

Numerous factors influence educational quality, such as: teachers, facilities and equipment, curriculum, teaching-learning processes and evaluation system. However, teachers cannot be treated equally with other factors. The teacher is the prime factor to expedite development in the school system and is expected to encourage and utilize other factors effectively to increase the quality of process of teaching and learning. With regard to other factors, the teacher factor can be considered the most determinative factor for quality improvement in education.

Table 5.7
Number of Teachers by Teaching Qualification
Year 2014/2015

Level of Educational	Qualified	Under Qualified	Total
Kindergarten (KG)	121,391	180,791	302,182
Percentage	40.17	59.83	100.00
Primary School	1,247,661	292,158	1,539,819
Percentage	81.03	18.97	100.00
Lower Secondary School	544,595	51,494	596,089
Percentage	91.36	8.64	100.00
Upper Secondary School	404,427	53,993	458,420
Percentage	88.22	11.78	100.00
Total	2,324,766	578,436	3,134,117
Percentage	74.18	19.92	94.10

Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

Notes: Teachers/lecturers in schools/institutions under MoEC only
Qualified teachers of Primary School to Senior Secondary School
are teachers at least graduated from graduate program

(*Sarjana*/Diploma 4 or higher) Qualified Teachers of Higher Education are teachers graduated from postgraduate program (master's degree program or higher)

Based on 2013/2014 data in Table 5.9, and also based on Act Number 20, Year 2003 on the National Education System, the number of qualified teachers in primary school was low (81.03 percent) compared to junior secondary (91.36 percent), and senior secondary (59.00 percent), In average, qualified teachers in all levels were 74.8 percent (Graph 5.7).

Graph 5.7
Percentage of Teachers by Teaching Qualification and
Level of Education Year 2014/2015

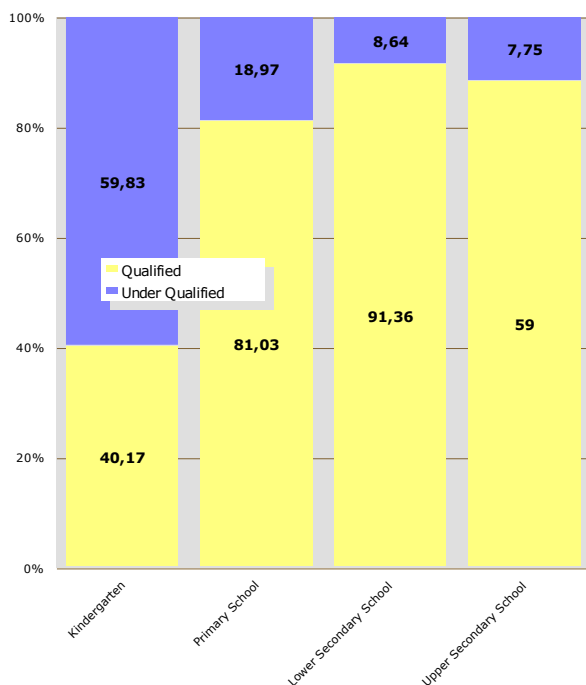


Table 5.8
Number of Teachers by Highest Certificate and Level of Education
Year 2014/2015

Highest Certificate	Level of Education					Total	%
	KG	PS	LSS	SSS	HE*)		
< Graduate Program	180,791	292,158	51,494	85,067	61,936	671,446	19.95
%	59.83	18.97	8.64	12.21	26.82		
≥ Graduate Program	121,391	1,247,661	544,595	611,719	2,945	2,528,311	75.12
%	40.17	81.03	91.36	87.79	1.28		
Master degree					132,472	132,472	3.94
%					57.37		
Doctorate Degree					33,562	33,562	1.00
%					14.53		
Total	302,182	1,539,819	596,089	696,786	230,915	3,365,791	100.00

Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

Notes: Teachers in schools/institutions under MoEC only

The relevancy of expertise and teaching job is related to the role of education institution to produce teacher. The quality of education at the school level (PS, JSS and SSS) is closely related to the capacity of the education institution in producing qualified teacher in accordance with the learning demand. Yet there are no studies on the quality of teachers produced by the institution, and the studies only discuss about the capacity of the institution to produce teachers and their ability to teach certain subjects.

Table 5.11 shows that the institution is estimated to be able to produce 11.51 thousands PS teachers from their graduate programs per year. This is a relatively small number compared to the national demand of teachers. The number of graduates is even smaller compared to the number of teachers retired, passing away or leaving (for other non-teaching jobs) which reaches 23.83 thousands persons every year.

Table 5.9
Needs of Teachers of Primary School
Year 2014/2015
(According to the School Level Curriculum)

A. By One Shift Assumption

Classification	Needs of Teachers (Global)	Graduates*)	Existing Teachers	Attrition	Stock	Needs of teacher (Real)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Class Teachers	1,032,818	11,515	1,025,893	15,388	1,022,020	-10,798
Sport Teachers	148,272	0	182,266	2,734	179,532	31,260
Religion Teachers	148,272	0	143,309	2,150	141,159	-7,113
English Tech.	148,272	0	99,083	1,486	97,597	-50,675
L.C Tch.	148,272	0	83,440	1,252	82,188	-66,084
Principals	148,272	0	148,272	741	147,531	-741
Total	1,774,178	11,515	1,682,263	23,751	1,670,027	-104,151
Shortage						
Surplus						

B. By Double Shift Assumption

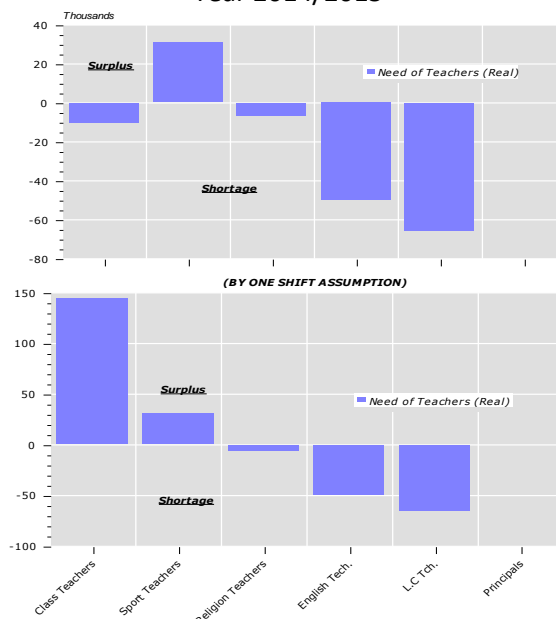
Classification	Needs of Teachers (Global)	Graduates*)	Existing Teachers	Attrition	Stock	Needs of teacher (Real)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Class Teachers	876,976	11,515	1,025,893	15,388	1,022,020	145,044
Sport Teachers	148,272	0	182,266	2,734	179,532	31,260
Religion Teachers	148,272	0	143,309	2,150	141,159	-7,113
English Tech.	148,272	0	99,083	1,486	97,597	-50,675
L.C Tch.	148,272	0	83,440	1,252	82,188	-66,084
Principals	148,272	0	148,272	741	147,531	-741
Total	1,618,336	11,515	1,682,263	23,751	1,670,027	51,691
Shortage						-86,240
Surplus						137,931

Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

- Notes:
- *) estimated figure
 - Teachers in schools under MoEC only
 - Assumption used:
 - every school needs one principal and one for each Sport, Religion, English, and Local Contents Teachers
 - one shift assumption: class teachers needed equal to number of classes
 - double shift assumption: class teachers needed equal to number of classes minus number of classes for grade 1 and grade 2
 - attrition of principals = 0.5 percent, of teachers = 1.5 percent
 - means shortage of teachers and + means surplus teachers

By using shift assumption in Table 5.11, an additional of 10.810 thousands persons were needed for class teachers, 7,113 thousands for religion teachers, 50,675 thousands for english teachers, 66,086 thousands for local contents teachers, and principals need 714 thousands. When using the double shift assumption as shown in Table 5,11B, the need of additional teachers including principals became smaller. There were a surplus of 137,931 thousands class and 31 260 thousands sport teachers in 2014/2015, but there were need of additional 86,240 thousands other subject matters teachers.

Graph 5.8
Need of Additional Teachers for Primary School
One and Double Shift Assumption
Year 2014/2015



Source: Center for Educational Data and Statistics, Secretariat General, MoEC

The number of JSS teachers needed in 2014/2015 as shown in Table 5.12 was 606.94 thousands. Those teachers are teaching several subjects according to the current curriculum. The number of graduates from the education institution that produced teachers was 81.66 thousands. In total, there was need of additional 32.94 thousands JSS teachers was in 2013/2014. In fact, there was surplus of 109.20 thousands teachers in almost all subject matter teachers and shortage of 76.26 thousands teachers in other subject matter teachers. These shortage teachers were handicraft and arts (34.68 thousands), ICT (1.86 thousands), and guidance and counseling (43.18 thousands) (Graph 5.9).

Table 5.10
Needs of Teachers of Junior Secondary School
Year 2014/2015
(According to the School Level Curriculum)

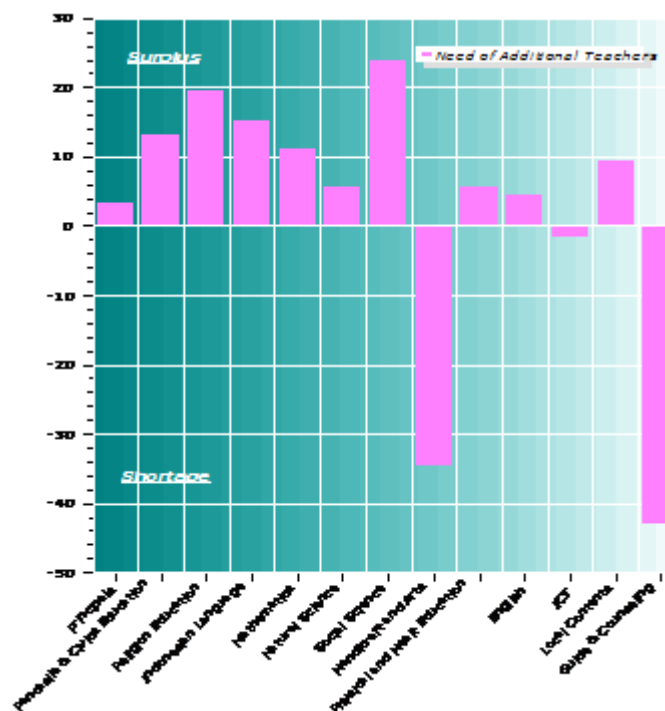
No.	Responsibility	Needs of Teachers (Global)	Graduates*)	Existing Teachers	Attrition	Stocks	Needs of teacher (Real)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.	Principals	37,559	0	35,527	1,776	33,751	3,461
2.	Pancasila & Civics Education	37,559	9,138	36,228	1,811	43,555	13,299
3.	Religion Education	37,559	1,551	51,058	2,553	50,056	19,800
4.	Indonesian Language	75,119	12,003	67,102	3,355	75,750	15,239
5.	Mathematics	75,119	8,706	66,532	3,327	71,911	11,400
6.	Natural Science	75,119	320	69,364	3,468	66,216	5,705
7.	Social Science	75,119	12,121	76,195	3,810	84,506	23,995
8.	Handicraft and Arts	75,119	5,614	21,278	1,064	25,828	-34,683
9.	Physical & Health Education	37,559	7,764	29,813	1,491	36,086	5,830
10.	English	75,119	10,120	57,811	2,891	65,040	4,529
11.	ICT	37,559	3,418	26,293	1,315	28,396	-1,860
12.	Local Contents	37,559	10,735	30,451	1,523	39,663	9,407
13.	Guide & Counseling	66,204	170	19,958	998	19,130	-43,180
Total		742,272	81,660	587,610	29,381	639,890	32,943
Shortage Teachers							-76,262
Surplus Teachers							109,204

Source: Center for Educational and Cultural Data and Statistics, Secretariat General, MoEC

- Notes:
- *) estimated figure
 - Teachers in schools under MoEC only
 - Assumption used:
 - every school needs one principal
 - teachers needed = (no. of classes x teaching hours) / load of teaching (18 hours)
 - attrition of principals = 0.5 percent, of teachers = 1.5 percent
 - means shortage teachers and + means surplus teachers

Table 5.12 shows an attrition of 29.38 thousands teachers in 2014/2015. The education institution big that produces teachers was demanded to produce at least 32.94 thousands teachers per year, i.e. the actual number of attrition (teaching leaving, retired or otherwise) plus current shortage of teacher. If assumed that 10 percent of graduates are not going to be teachers, the shortage was even bigger. In fact, in 2013/2014 the education institution that produced teachers was estimated to produce 81.66 thousands teachers for JSS (Graph 5.9).

Graph 5.9
Needs of Additional Teachers of Junior Secondary School
Year 2014/2015



Source: Center for Educational and Cultural Data and Statistics, Secretariat General, MoEC

Table 5.13 shows that the number of GSSS teachers was 279.245 thousands in 2014/2015. They teach several subjects according to the current curriculum. The number of graduates from the education institution that produced teachers was 81.66 thousands. In total, the need of additional GSSS teachers 53.69 thousands in 2014/2015. But, there was shortage of 13.86 thousands teachers in 3 subject matters; these were religion education, ICT, and Guide Counseling. On the other hand, there are surplus of 71,690 thousands teachers in 16 subject matters (Graph 3.10).

Table 5.13 shows an attrition of 13.22 thousands teachers in 2015/2015. In 2014/2015 the education institution that produced teachers only produced 81.66 thousands teachers for GSSS. This figure outnumbered the total number of teachers needed for each subject in 2014/2015. The surplus of teachers could compensate teachers leaving because of retired or other reasons (Graph 5.11).

Table 5.11
Needs of Teachers of General Senior Secondary School
Year 2014/2015

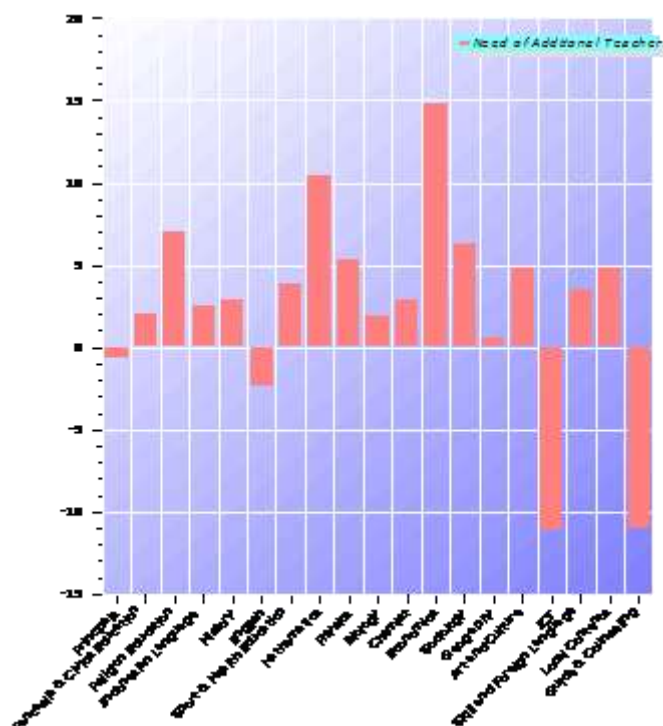
No.	Responsibility	Needs of Teachers (Global)	Graduates*)	Existing Teachers	Attrition	Stocks	Needs of teacher (Real)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.	Principals	11,306	0	11,182	559	10,623	-683
2.	Pancasila & Civics Education	12,448	364	14,896	745	14,515	2,067
3.	Religion Education	12,448	730	19,760	988	19,502	7,054
4.	Indonesian Language	25,229	6,560	22,334	1,117	27,777	2,548
5.	History	8,526	79	11,949	597	11,431	2,905
6.	English	24,964	293	23,478	1,174	22,597	-2,367
7.	Sport & Health Education	6,585	60	10,955	548	10,467	3,882
8.	Mathematics	24,832	12,667	23,886	1,194	35,359	10,527
9.	Physics	16,076	6,968	15,211	761	21,418	5,342
10.	Biology	16,076	1,243	17,730	887	18,087	2,011
11.	Chemist	16,076	4,259	15,524	776	19,007	2,931
12.	Economics	14,419	9,452	20,926	1,046	29,332	14,913
13.	Sociology	7,505	5,091	9,287	464	13,914	6,409
14.	Geography	11,193	8,142	9,330	467	17,006	5,813
15.	Art and Culture	6,585	4,308	6,781	339	10,750	4,165
16.	ICT	12,448	1,193	111	6	1,298	-11,150
17.	Skill and Foreign Language	12,713	11,630	4,815	241	16,204	3,491
18.	Local Contents	12,448	3,002	15,146	757	17,391	4,943
19.	Guide & Counseling	27,368	5,616	11,211	561	16,266	-11,102
Total		279,245	81,657	264,512	13,226	332,943	53,698
Shortage Teachers							-17,992
Surplus Teachers							71,690

Source: Center for Educational and Cultural Data and Statistics, Secretariat General, MoEC

- Notes:
1. *) estimated figure
 2. Teachers in schools under MoEC only
 3. Assumption used:
 - a. every school needs one principal
 - b. teachers needed = (no. of classes x teaching hours) / load of teaching (18 hours)
 - c. attrition of principals = 0.5 percent, of teachers = 1.5 percent
 4. means shortage teachers and + means surplus teachers

The other challenge is the requirement of having need assessment of teachers and other educational staff based upon demands in the field. The study should be an ongoing activity of the education institution that produces teachers, especially for provinces where the institutions are located. The need for teachers is not only limited to the number and composition of subject teachers but also to the quality of needed teachers based upon concept and empirically found in the field. There is a need for the institution and Provincial Office of Education to have a program of cooperation as the Provincial Office of Education will be the user and employer of their graduates. If this can be materialized, the institution will become an inseparable part of the educational workforce as their output can meet the demand of the users.

Graph 5.10
Needs of Additional Teachers of General Senior Secondary School
Year 2014/2015



Source: Center for Educational and Cultural Data and Statistics, Secretariat General, MoEC

Efforts in the improvement of higher education quality are emphasized through research and development of science and technology including the distribution and publication of research results to make the community become science-and-technology-minded. The efforts will improve the integration of research in education and the role of the community in the teaching-learning processes.

The quality of higher education can be viewed through several important factors like the quality of lecturers, time on task, supporting learning facilities, and equipment. The other important factor is the commitment of the lecturer towards their profession and expertise, capacity for research, and other remedial activities.

The other problem is the fact that not much time has been spent by the lecturers on teaching-learning processes at the universities. It is an important issue as many full-time lecturers work also in other universities on a part time basis, especially in private universities. The

reason given is the small remuneration received at a public university and the many vacancies at private universities.

In a modern university, there is space for each lecturer to discuss and show students which books to read and give explanation. The actual process of learning occurs in the library where the student usually sits. At the current Indonesian universities the most important and the only source of learning is the lecture given, and from where most of the test items are derived. The student is reluctant to look for other sources or reference books, and this becomes the constraint in developing independent learning, creativity and analytical thinking.

The other constraint for the lecturer is the inability to read books written in foreign languages. It is a basic problem as it applies to the majority of the lecturers. Translated copies are scarce and are mostly published by private enterprises not caring about good quality translations which often confuse the reader.

A complaint has been heard very often, that Indonesian universities do not produce knowledge but consume knowledge provided by developed countries. It is difficult to find empirical proof but it is evidenced by the small number of basic research that not to mention quality research. There is no research about the average number of studies where a lecturer is involved, but according to daily observations the majority of lecturers are working in research projects from outside or the private sector. In addition, the research projects may not be in line with their expertise. The funds provided by the Directorate-General of Higher Education for research need to be improved to attract the interest of lecturers to work in research. Aside from the provision of funds, research activities should also be encouraged to enrich lecturers' knowledge. Yet it is for certain that programs like these should be made known and communicated among the lecturers.

A library is the "heart" of the university. It is the place where all information and knowledge are kept and should be the source of information for all students. The role of the lecturer is to show and tell the students how to choose and use the right information effectively. The number of books stored in the library is one of the indicators for quality.

Viewed from the composition of available employment opportunity, higher education programs should better be adjusted to the needs. The provision of higher education graduates in the labor market is calculated on the basis of educational level and the number of students registered. The total number of student depends upon community aspiration and the number of available universities. The university has to consider three factors before opening a new department 1)

community aspiration, 2) employment needs viewed from the business world; and 3) the capacity of the institution.

Community aspiration towards higher education is one of the bases for determining which study subjects need to be offered, as it becomes the demand of the community. However, community aspiration is often biased towards the aim of having credibility (graduate degree and diploma programs for example) instead of mastering a certain subject. Sometimes being accommodative towards the community may result in having problems; the universities are mostly producing social science graduates while the country needs more manpower with natural science skills especially the business world in the advent of strategic planning.

The concept of "link-and-match", i.e. between provision and need of manpower should be used as the basis for university program development. The university is encouraged to foster and develop study programs that are better suited to and needed by the local environment to boost local development. Local development is an integral part of national development. Research in need assessment of various development sectors is a must in improving higher education relevancy to employment needs.

Imbalance between provision and need of graduate degree program graduates is interesting and becomes a challenge to improve higher education relevancy to the needs of various expertise across sectors. In line with the "link and match" policy within the framework of educational relevancy to employment needs, cooperation between universities and the business/industry/relevant organizations need to be improved and programmed systematically.

To strengthen the above policy, the MoEC emphasized the importance of cooperation starting from planning, implementation, and evaluation stages, including having research and development activities between MoEC and industry and relevant businesses.

Relating to the mentioned issues, the MoEC's policy may be elaborated as follows. First, the stage of curriculum development is cooperated to educational program. Dialogue between educational practitioners or higher education organizers and the industry and business people should be held continuously. It should not be done on an ad-hoc basis but it should be institutionalized to guarantee mutual benefits. Both sides should also feel the need to have functional interaction in developing curriculum and educational programs. Second, collaborative works is needed at the stage of teaching-learning process. The university and industry should work together for the benefit of education. The learning process is oriented towards industry as the

industry is more knowledgeable about industrial practices and what student should learn. Learning provided by the school is limited to enrichment of theoretical bases and concepts that may be useful in practice. Third, collaborative works is needed at the evaluation stage. Cooperation is based on the assumption that the higher education institution is not the most competent party in evaluating educational success. The role of professional association needs to be materialized in order to be able to assess the capacity and expertise of students after completing a certain stage. There is a need for the university to cooperate not only with business and industry but also with various professional associations. Fourth, collaborative works is needed at the research and development stage. This type of cooperation is definitely needed in the era of industrialization. It is beneficial for the universities to have information on problems that need to be studied and which are relevant to needs, and the universities can also count on the funds provided by the business for their research. It is mutually beneficial for the industry especially if they are planning to expand. They will be supported with university expertise, and the quality of research and development will be improved.

The four cooperation principles are implemented in the dual system applied by developed countries like Germany and other European countries. This approach should not just be adopted but also adjusted to our educational system and oriented towards the need of the Indonesian business and industry. If education is fully oriented towards future market demands, this kind of cooperation as emphasized by the MoEC needs to be implemented seriously.

Cooperation can vary by type and level, depending upon the outlook and good will of universities and industry/business people. Both sides should be more open in their approaches towards human resources development and all parties should be involved. The government, or in this case the MoEC, has started to work across sectors and ministries in the planning, development and utilization of industrial human resources development.

Large funds are indeed needed to implement relevant vocational education efforts. Having limited finance is the largest problem faced by the higher education institution in keeping up with technology. Only 45 percent of the national budget is allocated to educational activities at the MoEC, the rest is divided for education in other sectors and ministries. Although ideas have been introduced intensively to match education with manpower needs, yet due to limited funds, not all can be materialized.

Short and long-term planning is needed to improve industrial expertise and profession. Short-term planning would include direction towards revision and slight re-modification of education conducted by the coordinated departments and business/industry, the chambers of commerce, the association of professionals, and other relevant parties. Long-term planning includes the basic effort of structural educational management that is mostly done by business and industry, implicating that the business sector should be authorized to participate in vocational education activities.

C. Governance, Accountability and Public Image

The national education system is not only determined by the role of one main unit but by all units within the MoEC. A MoEC policy will only be successful if all units at the central as well as the provincial levels can work together in achieving the objectives of education.

Successful implementation of MoEC policies does not only depend upon provision of school buildings, teachers and technical staff, educational infrastructure and facilities, but also on various interrelated factors. Along with all the provisions mentioned, there are still many issues that need to be tackled by MoEC to ensure that school education is running smoothly.

Observations were made and it has shown that the management of national education system does not have the sufficient level of efficiency. There are indicators that the efficiency level varies for different types and levels of education.

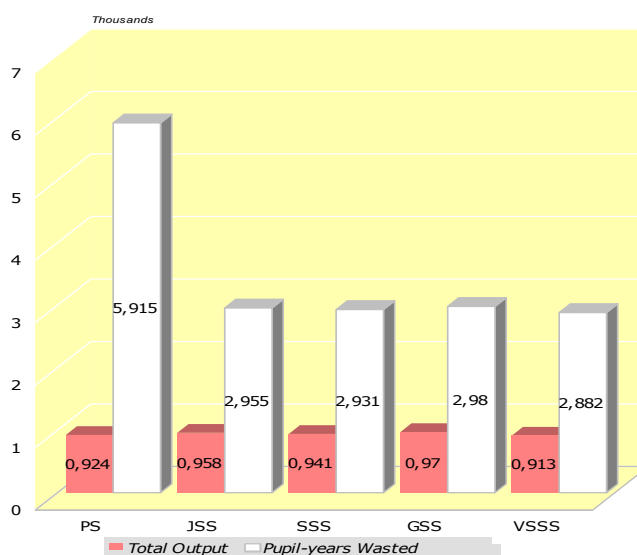
Table 5.12
Internal Efficiency by Level of Education
Year 2014/2015

No.	Components	PS	LSS	USS	GUSS	VUSS
1	Total Output	924	958	941	970	913
2	Total Pupil-years	5.915	2955	2.931	2.980	2.882
3	Total Drop-outs	76	42	59	30	87
4	Total Repeaters	116	7	7	8	6
5	Average Study Time					
	a. Graduates	6,12	3,01	3,01	3,01	3,01
	b. Drop-outs	3,45	1,76	1,84	2,10	1,57
	c. Cohort	5,91	2,96	2,93	2,98	2,88
6	Pupil-years Wasted					
	a. Total	532	87	113	78	147
	b. Repeaters	271	14	13	14	11
	c. Drop-outs	260	74	100	64	136
7	Years Input per Graduate	6,40	3,08	3,20	3,24	3,16
8	Input-output Ratios (Coefficient of Efficiency)	0,94	0,97	0,94	0,92	0,95

In primary school, from cohort 1000, after 6 years of learning total output were 924 in 2014/2015. In junior secondary school, after 3 years of learning total output were 958 from cohort 1000 in 2014/2015. In senior secondary school, after 3 years of learning total output were 941 from cohort 1000 in 2014/2015. While, for general senior secondary after 3 years of learning total output of was 970 and vocational senior secondary was 913 (Graph 5.11).

The more time needed to complete a level of education is an indicator of low efficiency and the larger the costs spent by the government. The internal efficiency indicator that calculates the time wasted due to dropout or repeating is called "student year wasted". This can be derived by converting the number of students at Grade I with an index of 1,000, follow it through until the last grade to get the number of repeating and dropping-out. Pupil-years wasted in primary school is 532, junior secondary is 87, senior secondary is 113, general senior secondary is 78, and senior secondary vocational is 147. Based on two indicators above (total output and pupils-years wasted, general senior secondary school is better than the other two (Graph 5.11).

Graph 5.11
Total Output and Pupil-years Wasted
By Level of Education
Year 2014/2015

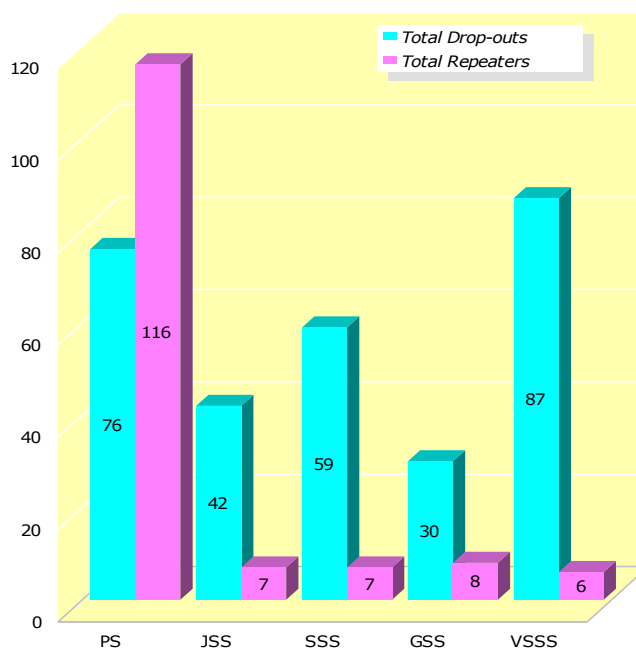


Source: Center for Educational and Cultural Data and Statistics, MoEC

From cohort 1000, total drop-out in PS was 76, JSS was 42, and SSS was 59. Total drop-out in GSSS was 30 and VSSS was 87. Besides that, from cohort 1000, total repeater in PS was 116, JSS was 7, and SSS was 7. Total repeater in GSSS was 8 and worse than those of VSSS, i.e. 6 (Graph 5.12).

The high rate of repeaters will result in longer duration of a student completing a certain level of education. The PS students need relatively more than the scheduled time (6 years) to graduates. The average study time of graduates for PS was 6.12 years. For JSS using the same condition was 3.01 years and for SSS was 3.01 years with GSSS was 3.01 and VSSS was 3.01 years (Graph 5.13).

Graph 5.12
Total Drop-outs and Total Repeaters
By Level of Education
Year 2014/2015



Source: Center for Educational and Cultural Data and Statistics, MoEC

In 2014/2015 years input per graduate for PS was 6.40 years. For JSS using the same condition was 3.08 years and for SSS was 3.20 years, with GSSS was 3.24 years and VSSS was 3.16 years (Graph 5.13).

Graph 5.13
Average Study Time and Years Input per Graduate
By Level of Education
Year 2014/2015



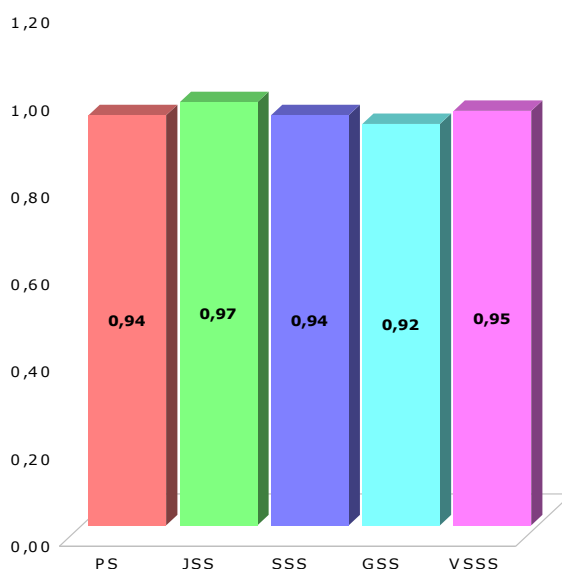
Source: Center for Educational Data and Statistics, MoEC

If we are looking for efficiency of teaching-learning process, we use input-output ratio (coefficient of efficiency). The input-output ratio does not stand alone but is influenced by the number of students repeating and dropping out at certain grades. Coefficient of efficiency for each educational level in 2014/2015 was GSSS has reached the lowest level of efficiency, i.e. 0.92, compared to PS and JSS. Input-output ratio for each type of school was PS is 0.94, SSS was 0.97, JSS was 0.94 a little bit smaller than VSSS 0.95 in 2014/2015 (Graph 5.14).

To seek for the extent to which the input-output ratio accountable for internal efficiency of an education system, there is a need for a monitoring system to improve the internal efficiency of education supported by a good information system and data collection. The low rate of internal efficiency is very much determined by other factors like teachers, books, infrastructure, facilities, and the teaching-learning processes. This would be the improvement attained by the Office of

Education at provincial and district level, as well as enhancing their public image.

Graph 5.14
Input-Output Ratios by Level of Education
Year 2014/2015



Source: Center for Educational Data and Statistics, MoEC

Table 5.15 showed that the number of primary school children dropping-out was relatively high, i.e. 1.46 percent or 76 students. The total number of drop-outs for each level between in 2014/2015 show that the majority drop-outs in PS are at Grade I, Grade IV, and Grade V, these were 1.31 percent, 1.45 percent, and 2.28 percent respectively. Repeaters were reported at 2.89 percent.

High percentage of Grade I repeaters of primary school in 2014/2015 needs serious attention. This situation happen because Grade I students were not yet ready to go to school. Data in Table 5.15 shows that the higher the grade the lower the repetition rate. Since high repetition rate (above 1 percent) happen at almost each grade (except Grade VI=0.07 percent), special program need to be made. It was 4.53 percent at Grade I, 2.41 percent at Grade II, 1.98 percent at Grade III, 1.49 percent at Grade IV, and 1.00 percent at Grade V.

Table 5.16 shows that the number of junior secondary school children dropping-out is relatively high, i.e. 1.41 percent. The total number of drop-outs for each level between in 2014/2015 showed that the majority drop-outs at Grade I JSS, i.e. 2.49 percent, while Grade II was 0.21 percent and Grade III JSS was 1.52 percent.

Table 5.13
Internal Efficiency using Student Cohort Model
Primary School
Year 2013/2014-2014/2015

Year		Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI	Total
2012	Students	4.668.150	4.735.300	4.672.982	4.605.652	4.550.879	4.350.956	27.583.919
2013	Students	4.086.103	4.509.738	4.662.289	4.590.905	4.516.154	4.121.244	26.486.433
	Repeaters	211.408	114.040	92.456	68.407	4.491	2.982	493.784
2012	Promotion	94,16%	96,51%	96,78%	97,07%	96,72%	99,66%	96,21%
	To Repeaters	4,53%	2,41%	1,98%	1,49%	1,00%	0,07%	2,59%
2013	Drop-outs	1,31%	1,09%	1,24%	1,45%	2,28%	0,27%	1,46%
2012	Graduates	4.336.261						
Total Outputs		=	924	Average Study Time				
Total Student Year		=	5.915	Student-Years Wasted				
Total Drop-outs		=	76	Gr- duates	Drop- outs	Co- hort	Total	Repe- aters
Total Repeaters		=	166	1,12	3,45	5,91	532	271
				Years Input per Graduate			Input-output Ratios	
				6,40			0,94	

Notes: Schools under MoEC only

Different to PS, the number of repeaters of Junior Secondary school in 2014/2015 for each level did not need serious attention. It was 0.27 percent at Grade I, 0.31 percent at Grade II, and 0.17 at Grade III.

Table 5.17 shows that the number of Senior Secondary school children dropping-out is relatively high, i.e. 3.31 percent. The total number of drop-outs for each level in 2014/2015 showed that the majority drop-outs at Grade III SSS was 4.07 percent, Grade I SSS was 3.27 percent and at Grade II SSS was 2.59 percent.

Table 5.14
Internal Efficiency using Student Cohort Model
Junior Secondary School
Year 2013/2014-2014/2015

Year		Grade I	Grade II	Grade III	Total	Graduates
2012	Students	3,354,317	3,144,104	2,952,044	9,255,006	2,934,123
2013	Students	3,274,993	3,009,032	3,135,937	9,346,454	
	Repeaters	0	10,489	5,084	25,159	
2012	Promotion	97.25%	99.48%	98.31%	98.35%	
	To Repeaters	0.27%	0.31%	0.17%	0.25%	
2013	Drop-outs	2.49%	0.21%	1.52%	1.41%	

Total Outputs	=	947	Average Study Time			Student-Years Wasted		
Total Student Year	=	2,911	Graduates	Drop-outs	Cohort	Total	Repeaters	Drop-outs
Total Drop-outs	=	53	3.01	1.76	2.96	87	14	74
Total Repeaters	=	8	Years Input per Graduate			Input-output Ratios		
			3.08			0.97		

Table 5.15
Internal Efficiency using Student Cohort Model
Senior Secondary School
Year 2013/2014-2014/2015

Year		Grade I	Grade II	Grade III	Total	Graduates
2012	Students	2,917,532	2,825,973	2,472,119	8,215,624	2,934,123
2013	Students	2,873,245	2,841,425	2,747,709	8,462,379	
	Repeaters	9,824	5,649	4,523	19,996	
2012	Promotion	96.26%	97.08%	95.61%	96.3200%	
	To Repeaters	0.47%	0.33%	0.31%	0.37%	
2013	Drop-outs	3.27%	2.59%	4.07%	3.31%	

Total Outputs	=	947	Average Study Time			Student-Years Wasted		
Total Student Year	=	2,911	Graduates	Drop-outs	Cohort	Total	Repeaters	Drop-outs
Total Drop-outs	=	53	3.01	1.84	2.93	113	13	100
Total Repeaters	=	8	Years Input per Graduate			Input-output Ratios		
			3.20			0.94+		

If compare to JSS, the repetition rate of SSS in 2014/2015 for each grade was low. It was 0.47 percent at Grade I, 0.33 percent at Grade II, and 0.31 at Grade III. The opposite situation happened for drop-out. The drop-out rate of SSS in 2014/2015 for almost each level was higher than those of JSS. It was 3.27 percent at Grade I, 2.59 percent at Grade II, and 4.07 percent at Grade III.

Table 5.18 shows that the repetition rate of GSSS was slightly lower, i.e. 0.27 percent, and the dropping-out rate were lower too, i.e. 1.02 percent, compare to those of SSS. The lowest repetition rate and drop-out rate of GSSS in 2014/2015 was in Grade II, i.e. 0.17 percent and 0.82 percent.

Table 5.16
Internal Efficiency using Student Cohort Model
General Senior Secondary School
Year 2013/2014-2014/2015

Year		Grade I	Grade II	Grade III	Total	Graduates
2012	Students	1,420,331	1,476,501	1,299,635	4,196,467	1,196,285
2013	Students	1,404,920	1,403,114	1,464,826	4,272,860	
	Repeaters	5,870	2,495	2,857	11,222	
2012	Promotion	98.61%	99.02%	98.50%	98.71%	
	To Repeaters	0.41%	0.17%	0.22%	0.27%	
2013	Drop-outs	0.97%	0.82%	1.28%	1.02%	

Total Outputs	=	897	Average Study Time			Student-Years Wasted		
Total Student Year	=	2,908	Graduates	Drop-outs	Cohort	Total	Repeaters	Drop-outs
Total Drop-outs	=	103	3.01	2.10	2.98	78	14	64
Total Repeaters	=	12	Years Input per Graduate			Input-output Ratios		
			3.24			0.92		

Table 5.19 shows that the repetition rate of VSSS was lower, i.e. 0.21 percent, compare to that of SSS and GSSS. The opposite situation happened for the dropping-out rate that was higher, i.e. 2.95 percent, than drop-out rate of GSSS, but that was lower than drop-out rate of SSS. Looking repetition rate of VSSS by grade, only repetition rate in grade II (0.23 percent) was slightly higher than repetition rate of the same grade in GSSS. The highest drop-out rate of VSSS in 2014/2015 was in Grade II, i.e. 4.82 percent. Special attention has to be made to decline that high drop-out rate. The lowest drop-out rate was in Grade III, i.e. 0.14 percent.

Table 5.17
Internal Efficiency using Student Cohort Model
Vocational Senior Secondary School
Year 2013/2014-2014/2015

Year		Grade I	Grade II	Grade III	Total	Graduates
2012	Students	1,497,201	1,349,472	1,172,484	4,019,157	1,196,285
2013	Students	1,468,325	1,438,311	1,282,883	4,189,519	
	Repeaters	3,954	3,154	1,666	8,774	
2012	Promotion	95.86%	94.94%	99.72%	96.84%	
To	Repeaters	0.26%	0.23%	0.14%	0.21%	
2013	Drop-outs	3.88%	4.82%	0.14%	2.95%	

Total Outputs	=	913	<i>Average Study Time</i>			<i>Student-Years Wasted</i>		
Total Student Year	=	2,882	<i>Graduates</i>	<i>Drop-outs</i>	<i>Cohort</i>	<i>Total</i>	<i>Repeaters</i>	<i>Drop-outs</i>
Total Drop-outs	=	87	3.01	1.57	2.88	147	11	136
Total Repeaters	=	6	<i>Years Input per Graduate</i>			<i>Input-output Ratios</i>		
			3.22			0.95		

Improvement of educational efficiency is determined by two factors: 1) professional management of education and 2) expanded participation in educational management. Efficient management of education is one of the main strategies of MoEC. It is determined by the capacity of bureaucrat in making decisions, planning, and management. Past experience showed that the formulation of policies is more or less influenced by irrational consideration. There is a need to institutionalize the role of data and information as a routine system that is capable to support decision-making and to ensure accurate and fast decision making. The MoEC officials should have the capacity to be administered, process, analyze, and present data according to needs. The data collection system at the Ministry should be coordinated and involving all units to produce integrated data needed to formulate policies.

In the long run an accurate and effective data processing systems needs to be established through improved infrastructure at the central

and provincial levels covering staff capacity, the flow of data as part of administration, training centers, and other supporting facilities. To improve the efficiency of educational management, data analysis and retrieval needs to be implemented continuously and in-depth to ensure that each working unit is managing efficiently.

Professional management of the educational systems should be done on a continuous basis by improving the capacity of central and provincial working units. They are expected to be able to produce, analyze/utilize, and dissemination data and information effectively so each unit will know and understand its problems of data management and then makes decisions, or to plan and manage their local educational activities efficiently. An information system should also be developed in order to be able to provide high quality data and information through the establishment of a database in each district. This database will become the only source of data for all apparatus at the provincial and national levels.

To further improve the capacity of local officials, there is a need to develop further school-mapping based on a Geographical Information System (GIS). The planning, decision making and management of education can thus be adjusted to the condition of the province based upon the latest information. If educational management conducted by local data and information staff has been improved, then the central government would only act as a facilitator and decentralization functions can grow and flow down vice versa effectively. The efficiency of educational management is automatically improved if the above condition prevailed.

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