



EDUCATION DEVELOPMENT IN INDONESIA 2014/2015



Ministry of National Education and Culture
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EDUCATION DEVELOPMENT IN INDONESIA 2014/2015

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PREFACE

“Education Development in Indonesia, 2014/2015” 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 2010-2015; (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, Desember 2016

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. MoEc 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 2015.

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:

1. Availability and affordability of Early Childhood Education (ECE) services which are quality and equality in every province, district and city;
2. Guarantee to obtain basic education services which are quality and equal in every province, district and city;
3. Availability and affordability of secondary education services which are quality, relevant and equal in every province, district and city;
4. Availability and affordability of higher education services which are quality, relevant, internationally competitive and equal in every province;
5. Availability and affordability of sustainable adult education services which are equal, quality and relevant with the needs of the society;
6. 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; and 6) Strategic target to achieve availability of reliable governance system to ensure the delivery of excellent national education services.

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CHAPTER 1

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 move 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 loosing 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 2006-2015
(In percent)

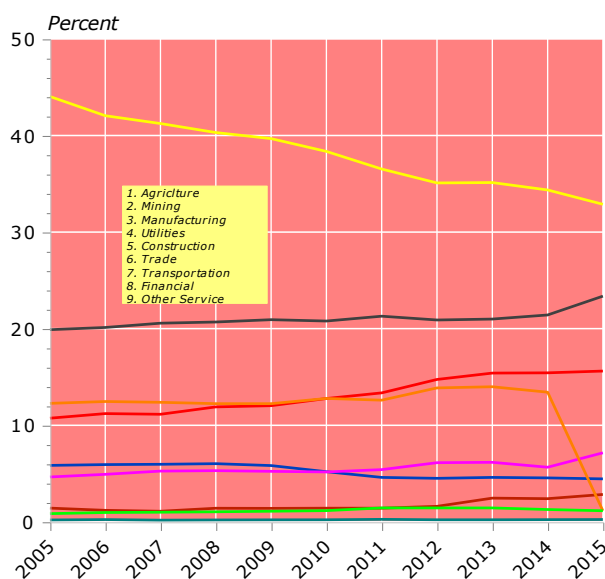
No.	Industrial Sectors	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
1.	Agriculture	42.05	41,24	40,30	39,68	38,35	36.53	35.09	35.53	34	32,88
2.	Mining	0.97	1,00	1,04	1,10	1,16	1.44	1.44	1.49	1,25	1,15
3.	Industry	12.46	12,38	12,24	12,24	12,78	12.6	13.87	15.36	13,31	13,29
4.	Utilities	0.24	0,18	0,20	0,21	0,22	0.26	0.22	0.27	0,25	0,25
5.	Construction	4.92	5,26	5,30	5,23	5,17	5.41	6.13	6.58	6,36	7,15
6.	Whole	20.13	20,57	20,69	20,93	20,79	21.29	20.9	22.06	21,66	22,37
7.	Transportation	5.93	5,96	6,03	5,83	5,19	4.6	4.51	5.59	4,46	4,45
8.	Financial	1.41	1,40	1,42	1,42	1,61	2.46	2.4	3.19	2,64	2,84
9.	Other Services	11.9	12,03	12,77	13,35	14,75	15.4	15.43	15.94	16,07	15,52
	Total	100	100	100	100	100	100	100	100	100	100

Source: Labor Force Situation In Indonesia August 2016, 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 2005-2015



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 248.818,1 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 2015, the population projected at 255.461,7 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 2006-2015
(In thousands)

Age	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
0 year	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	4.794,8
1 year	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	4.797,8
2 year	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	4.811,2
3 year	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	4.824,8
4 year	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	4.836,9
5 year	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	4.772,8
6 year	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	4.679,3
7 year	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	4.648,9
8 year	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	4.635,1
9 year	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	4.594,3
10 year	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	4.539,5
11 year	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	4.490,3
12 year	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	4.473,4
13 year	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	4.489,4
14 year	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	4.468,9
15 year	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	4.427,7
16 year	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	4.427,9
17 year	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	4.430,7
18 year	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	4.422,7
19 year	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	4.386,4
20 year	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	4.338,0
21 year	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	4.313,7
22 year	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	4.289,4
23 year	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	4.265,3
24 year	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	4.241,5
25 year	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	4.217,8
26 year	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	4.186,6
27 year	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	4.161,5
28 year	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	4.129,4
29 year	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	4.115,1
30 year	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	4.097,7
31 year	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	4.107,2
32 year	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	4.116,1
33 year	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	4.089,8
34 year	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	4.037,5
35 year	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	4.049,8
36 year	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	3.992,2
37 year	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	3.974,5
38 year	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	3.919,2
39 year	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	3.880,4
40 year	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	3.781,8
41 year	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	3.729,7
42 year	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	3.669,3
43 year	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	3.597,6
44 year	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	3.516,7
45 year	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	3.438,7
46 year	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	3.352,0
47 year	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	3.259,3
48 year	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	3.160,2
49 year	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	3.056,3
50 year	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	2.966,2
51 year	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	2.855,0
52 year	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	2.747,8
53 year	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	2.647,2
54 year	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	2.550,3
55 year	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	2.416,9
56 year	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	2.318,9
57 year	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	2.208,8
58 year	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	2.082,5

59 year	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	1.945,6
60 year	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	1.841,2
61 year	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	1.706,2
62 year	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	1.579,7
63 year	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	1.465,6
64 year	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	1.362,6
65 year	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	1.267,7
66 year	945,0	956,3	9.961,0	9.961,0	729,4	1.016,4	1.044,4	1.073,5	1.114,6	1.170,0
67 year	904,5	912,0	9.424,0	9.424,0	965,8	944,8	969,6	1.015,9	1.044,5	1.084,8
68 year	863,2	868,4	892,0	892,0	781,3	880,7	921,0	940,4	985,6	1.013,7
69 year	818,5	824,4	845,5	845,5	935,7	824,4	872,6	890,4	909,5	953,4
70 year	770,5	779,5	802,1	802,1	1.272,1	776,8	822,4	840,5	857,8	876,9
71 year	716,7	732,3	761,5	761,5	609,0	738,6	770,6	789,0	806,8	823,9
72 year	657,0	681,8	723,1	723,1	567,0	710,3	710,7	736,0	754,0	771,3
73 year	588,3	627,5	686,6	686,6	474,9	692,6	657,2	674,9	700,0	717,4
74 year	510,5	567,8	652,0	652,0	533,4	686,1	605,1	621,3	638,4	662,5
>74year	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	4.388,5
Total	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	255.461,7

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 **2006-2015**
(In thousands)

Age	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
0 year	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	2.346,7
1 year	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	2.350,3
2 year	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	2.357,7
3 year	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	2.365,2
4 year	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	2.372,2
5 year	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	2.322,1
6 year	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	2.280,5
7 year	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	2.260,2
8 year	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	2.260,3
9 year	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	2.232,9
10 year	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	2.213,7
11 year	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	2.190,7
12 year	2135,9	2.081,4	2.091,8	1.972,1	2.282,2	2.150,2	2.17,0	2.179,9	2.189,3	2.183,1
13 year	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	2.188,5
14 year	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	2.178,3
15 year	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	2.167,3
16 year	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	2.162,9
17 year	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	2.161,6
18 year	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	2.161,2
19 year	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	2.153,4
20 year	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	2.141,2
21 year	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	2.132,4
22 year	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	2.123,7
23 year	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	2.115,0
24 year	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	2.106,3
25 year	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	2.097,8
26 year	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	2.081,0
27 year	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	2.070,4
28 year	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	2.052,8
29 year	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	2.052,9
30 year	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	2.050,2
31 year	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	2.066,8
32 year	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	2.071,1
33 year	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	2.058,3
34 year	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	2.032,8
35 year	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	2.038,3

36 year	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	2.009,7
37 year	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	1.985,6
38 year	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	1.955,3
39 year	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	1.933,3
40 year	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	1.883,4
41 year	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	1.855,1
42 year	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	1.823,8
43 year	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	1.788,3
44 year	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	1.749,1
45 year	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	1.711,2
46 year	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	1.669,5
47 year	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	1.625,2
48 year	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	1.578,6
49 year	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	1.529,9
50 year	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	1.484,1
51 year	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	1.431,7
52 year	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	1.379,5
53 year	901,9	953,1	1.080,8	1.062,5	969,2	1.164,6	1.181,1	1.223,4	1.285,5	1.328,3
54 year	854,2	901,0	1.020,9	1.001,9	994,8	1.103,3	1.123,7	1.173,3	1.215,4	1.277,2
55 year	807,5	84.91	961,8	941,1	1.103,4	1.040,6	1.056,1	1.115,5	1.164,9	1.206,9
56 year	762,6	798,6	903,1	881,2	886,5	979,7	982,3	1.047,9	1.107,0	1.156,0
57 year	721,3	753,0	846,5	826,8	865,8	921,5	940,8	974,0	1.039,0	1.097,7
58 year	683,6	711,8	793,7	779,5	731,9	867,1	866,6	932,0	965,0	1.029,6
59 year	649,3	675,8	743,1	738,6	812,8	816,2	803,4	857,7	922,6	955,4
60 year	617,5	641,7	693,6	698,5	897,3	767,2	755,5	794,3	848,3	912,5
61 year	586,0	608,5	645,4	660,5	555,3	719,6	719,2	746,1	784,7	838,1
62 year	560,0	579,2	602,4	625,6	504,9	674,5	666,8	709,5	736,1	774,3
63 year	539,3	554,9	565,6	592,9	424,7	632,2	635,4	656,8	699,0	725,3
64 year	522,4	533,8	533,3	563,2	545,0	592,7	605,2	624,9	646,0	687,6
65 year	505,4	513,0	502,1	536,0	575,8	556,0	575,1	594,1	613,5	634,4
66 year	48,9	493,2	473,0	509,7	355,6	522,1	545,0	563,2	582,0	601,2
67 year	471,4	473,7	445,7	486,3	479,4	491,0	515,4	532,5	550,4	569,0
68 year	452,8	454,5	419,6	464,0	384,8	463,0	488,6	502,3	519,1	536,7
69 year	432,2	434,4	395,3	442,8	429,4	438,0	463,8	474,7	488,2	504,7
70 year	410,2	414,6	371,5	423,8	546,6	416,3	441,1	449,1	459,9	473,2
71 year	384,5	391,9	348,2	405,7	284,3	398,1	419,7	425,6	433,5	444,0
72 year	355,5	367,9	325,3	388,7	259,1	383,4	389,0	403,2	409,0	416,8
73 year	321,0	341,7	302,3	371,9	214,2	372,5	363,0	371,9	385,7	391,5
74 year	282,0	312,7	278,8	356,3	227,2	365,4	337,1	345,3	353,9	367,3
>74 year	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	2.574,2
Total	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	127.095,1

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 2006-2015
(In thousands)

Age	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
0 year	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	2.448,1
1 year	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	2.447,5
2 year	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	2.453,5
3 year	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	2.459,6
4 year	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	2.464,7
5 year	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	2.450,7
6 year	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	2.398,8
7 year	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	2.388,7
8 year	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	2.374,8
9 year	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	2.361,4
10 year	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	2.325,8
11 year	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	2.299,6

12 year	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	2.290,3
13 year	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	2.300,9
14 year	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	2.290,6
15 year	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	2.260,4
16 year	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	2.265,0
17 year	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	2.269,1
18 year	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	2.261,5
19 year	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	2.233,0
20 year	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	2.196,8
21 year	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	2.181,3
22 year	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	2.165,7
23 year	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	2.150,3
24 year	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	2.135,2
25 year	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	2.120,0
26 year	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	2.105,6
27 year	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	2.091,1
28 year	1.936,0	1.978,5	2.085,4	2.066,7	2.095,2	2.068,6	2.049,9	2.053,8	2.065,2	2.076,6
29 year	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	2.062,2
30 year	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	2.047,5
31 year	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	2.040,4
32 year	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	2.045,0
33 year	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	2.031,5
34 year	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	2.004,7
35 year	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	2.011,5
36 year	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	1.982,5
37 year	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	1.988,9
38 year	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	1.963,9
39 year	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	1.947,1
40 year	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	1.898,4
41 year	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	1.874,6
42 year	1.515,9	1.507,0	1.585,4	1.619,4	1.551,0	1.666,0	1.746,4	1.779,9	1.815,3	1.845,5
43 year	1.477,0	1.513,0	1.541,9	1.582,5	1.372,2	1.631,9	1.703,0	1.740,6	1.774,0	1.809,3
44 year	1.438,2	1.473,0	1.498,8	1.542,7	1.593,1	1.594,9	1.656,0	1.696,8	1.734,2	1.767,6
45 year	1.397,2	1.432,0	1.454,6	1.501,0	1.728,5	1.556,2	1.605,0	1.649,3	1.690,1	1.727,5
46 year	1.355,5	1.391,0	1.410,2	1.458,0	1.365,2	1.516,6	1.551,5	1.597,9	1.642,0	1.682,5
47 year	1.310,6	1.345,0	1.361,5	1.414,4	1.364,7	1.475,8	1.508,7	1.543,8	1.590,1	1.634,1
48 year	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	1.581,6
49 year	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	1.526,4
50 year	1.151,5	1.195,0	1.185,0	1.280,2	1.600,9	1.346,4	1.350,5	1.388,9	1.433,4	1.482,1
51 year	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	1.423,3
52 year	1.041,5	1.089,0	1.066,2	1.184,0	1.056,9	1.251,7	1.245,5	1.296,5	1.330,3	1.368,3
53 year	984,0	1.032,0	1.007,3	1.128,1	930,1	1.199,8	1.200,4	1.234,5	1.285,2	1.318,9
54 year	926,5	972,0	950,2	1.068,3	979,5	1.145,4	1.150,7	1.188,9	1.222,8	1.273,1
55 year	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	1.210,0
56 year	813,3	8.569,0	838,2	950,4	792,7	1.034,7	1.033,4	1.081,6	1.125,2	1.162,9
57 year	760,7	8.018,0	787,5	892,3	764,8	977,9	973,2	1.019,9	1.067,8	1.111,1
58 year	714,3	7.525,0	743,5	836,6	640,2	919,7	913,7	959,4	1.005,6	1.052,9
59 year	672,2	7.061,0	705,4	782,6	785,2	860,9	851,8	899,5	944,6	990,2
60 year	630,9	6.606,0	668,5	729,7	964,2	80,3	787,0	837,4	884,2	928,7
61 year	59,1	6.166,0	633,4	677,7	557,5	745,9	722,0	772,5	821,8	868,1
62 year	556,0	5.775,0	600,8	630,2	528,0	690,6	681,7	707,2	756,9	805,4
63 year	527,6	5.448,0	572,5	589,2	467,6	637,3	616,9	666,4	691,5	740,3
64 year	503,7	5.165,0	546,3	553,3	614,3	586,5	563,7	601,7	650,3	675,0
65 year	479,9	4.894,0	522,6	518,6	706,1	538,7	525,8	548,5	585,7	633,3
66 year	456,3	4.631,0	499,6	486,4	373,7	494,3	499,4	510,3	532,6	568,8
67 year	433,1	4.383,0	477,9	456,1	486,4	453,8	454,2	483,4	494,1	515,8
68 year	410,4	4.139,0	457,5	428,0	396,5	417,7	432,4	438,1	466,5	477,0
69 year	386,3	3.900,0	.	402,7	506,2	386,4	408,8	415,7	421,3	448,7
70 year	360,3	3.649,0	418,8	378,3	725,4	360,5	381,3	391,4	397,9	403,7
71 year	332,2	3.404,0	399,2	355,8	324,7	340,5	350,9	363,4	373,3	379,9
72 year	301,5	3.139,0	379,5	334,4	307,9	326,9	321,0	332,8	345,0	354,5
73 year	267,3	2.858,0	359,9	314,7	260,7	320,1	294,2	303,0	314,3	325,9
74 year	228,5	2.551,0	338,9	295,7	306,1	320,7	268,0	276,0	284,5	295,2
>74 year	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	1.814,3
Total	110.156,4	111.558,9	113.077,0	114.900,7	115.806,6	118.010,4	162.284,4	123.331,4	126.715,2	128.366,7

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

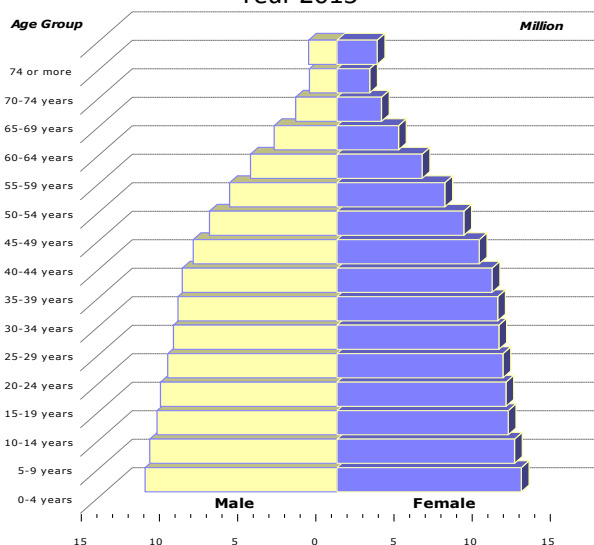
Table 1.3 shows the structure of population, Indonesia expects to experience various fundamental changes. In the coming third millennium, the growth rate of the Indonesian population will increase. In 2015, male population (49.80 percent) was a little bit bigger than female population (50.20 percent). 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 2015
(In thousands)

Age	Male	%	Female	%	Total
0-4 years	12.273,4	51,00	11.792,1	49,00	24.065,5
5-9 years	11.974,4	51,33	11.356,0	48,67	23.330,4
10-14 years	11.507,2	51,23	10.954,3	48,77	22.461,5
15-19 years	11.289,0	51,09	10.806,4	48,91	22.095,4
20-24 years	11.765,1	52,56	10.618,6	47,44	22.383,7
25-29 years	10.455,5	50,24	10.354,9	49,76	20.810,4
30-34 years	10.169,1	49,73	10.279,2	50,27	20.448,3
35-39 years	9.893,9	49,93	9.922,2	50,07	19.816,1
40-44 years	9.195,4	50,26	9.099,7	49,74	18.295,1
45-49 years	8.152,1	50,12	8.114,4	49,88	16.266,5
50-54 years	6.865,7	49,87	6.900,8	50,13	13.766,5
55-59 years	5.527,1	50,37	5.445,6	49,63	10.972,7
60-64 years	4.017,5	50,50	3.937,8	49,50	7.955,3
65-69 years	2.643,6	48,16	2.846,0	51,84	5.489,6
70-74 years	1.759,2	45,67	2.092,8	54,33	3.852,0
75 or more	1.814,3	41,34	2.574,2	58,66	4.388,5
Total	128.366,7	49,59	127.095,1	50,41	255.461,8

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 2015



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 millionss in 2000 to about 252,16 millions in 2014. The population continually increased to about **238,18** millions in 2015, and to about 261,54 millions in 2020.

Table 1.4
Number of Population by Age-Group
Year 2015
(In thousands)

Age	2000	2010	2014	2015	2020
0-4 years	20,021.4	22.678,7	24.086,8	24.065,5	20,954.5
5-9 years	21,946.2	23.253,5	23.109,5	23.330,4	20,922.4
10-14 years	21,238.0	22.671,1	22.360,2	22.461,5	20,670.1
15-19 years	21,264.0	20.880,7	22.024,7	22.095,4	20,220.7
20-24 years	20,092.2	19.891,6	21.352,4	21.447,9	19,707.9
25-29 years	18,731.8	21.310,4	20.716,3	20.810,4	21,595.0
30-34 years	16,962.4	19.830,7	20.430,9	19.816,1	20,808.8
35-39 years	14,991.7	18.505,1	19.587,1	18.295,1	20,724.3
40-44 years	12,638.9	16.524,9	18.004,7	16.266,5	19,456.3
45-49 years	9,860.1	14.041,0	15.867,4	13.766,5	17,935.6
50-54 years	7,506.3	11.561,3	13.313,7	10.972,7	15,910.6
55-59 years	5,936.8	8.448,6	10.518,1	7.955,3	13,585.8
60-64 years	5,073.6	6.058,8	7.518,8	5.489,6	10,822.4
65-69 years	3,822.8	4.694,0	5.253,4	3.852,0	7,704.8
70-74 years	2,659.9	3.456,3	3.757,0	3.852,0	5,054.1
75 or more	3,097.4	3.834,6	4.263,8	4.388,5	5,466.3
Total	205,843.6	237.641,3	252.164,8	238.865,4	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	2010	2014	2015	2020
0-4 years	9,832.7	11.016,3	11.785,6	11.792,1	10,259.1
5-9 years	10,788.9	11.279,4	11.252,2	11.356,0	10,255.8
10-14 years	10,413.9	11.008,7	10.911,9	10.954,3	10,144.7
15-19 years	10,611.7	10.266,4	10.786,9	10.806,4	9,942.8
20-24 years	10,333.2	10.003,9	10.583,9	10.618,6	9,716.2
25-29 years	9,596.4	10.679,1	10.318,1	10.354,9	10,665.9
30-34 years	8,507.0	9.881,3	10.280,7	10.279,2	10,257.9
35-39 years	7,454.4	9.167,6	9.784,5	9.922,2	10,397.2
40-44 years	6,143.6	8.202,1	8.950,5	9.099,7	10,053.9
45-49 years	4,689.9	7.008,2	7.918,2	8.114,4	9,238.8
50-54 years	3,625.7	5.695,3	6.663,1	6.900,8	8,051.8
55-59 years	2,941.5	4.048,3	5.198,5	5.445,6	6,869.4
60-64 years	2,592.1	3.131,6	3.714,1	3.937,8	5,422.5
65-69 years	2,012.2	2.468,9	2.753,2	2.846,0	3,849.1
70-74 years	1,392.3	1.924,9	2.042,0	2.092,8	2,617.9
75 or more	1,728.2	2.228,3	2.506,4	2.574,2	3,062.2
Total	102,663.7	118.010,4	125.449,8	127.095,0	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	2010	2014	2015	2020
0-4 years	10,188.7	11.662,4	12.301,4	12273,4	10.695,0
5-9 years	11,157.3	11.974,1	11.857,3	11974,4	10.667,0
10-14 years	10,824.1	11.662,4	11.448,3	11507,2	10.525,0
15-19 years	10,652.3	10.614,3	11.237,8	11289	10.278,0
20-24 years	9,759.0	98.877,0	10.768,5	10829,3	9.992,0
25-29 years	9,135.4	10.631,3	10.398,2	10455,5	10.929,0
30-34 years	8,455.4	9.949,4	10.150,2	10169,1	10.551,0
35-39 years	7,537.3	9.337,5	9.802,6	9893,9	10.327,0
40-44 years	6,495.3	8.322,7	9.054,2	9195,4	9.402,0
45-49 years	5,170.3	7.032,7	7.949,2	8152,1	8.697,0
50-54 years	3,880.6	5.866,0	6.650,6	6865,7	7.859,0
55-59 years	2,995.3	4.400,3	5.319,6	5527,1	6.716,0
60-64 years	2,481.5	2.927,2	3.804,7	4017,5	5.400,0
65-69 years	1,810.6	2.225,1	2.500,2	2643,6	3.856,0
70-74 years	1,267.6	1.531,5	1.715,0	1759,2	2.436,0
75 or more	1,369.2	1.606,3	1.757,4	1814,3	2.404,0
Total	103.179,9	119.630,9	126.715,2	128.366,7	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 **14,712** millions in **2015**. Meanwhile, the dependency ratio of young age increased from 63.20 in 2000 to **61.95** in **2015**. 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	69.857,400	171.874,200	13.730,100	48,63%	40,64%	7,99%
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 secondary education, this is **0-18** years old. The number of male population (**52,125.20** millions) in **2015** was bigger than that of female population (**49,730.20** million) in all school age groups so that the total male and female population was **101,855.40** millions (Graph 1.3).

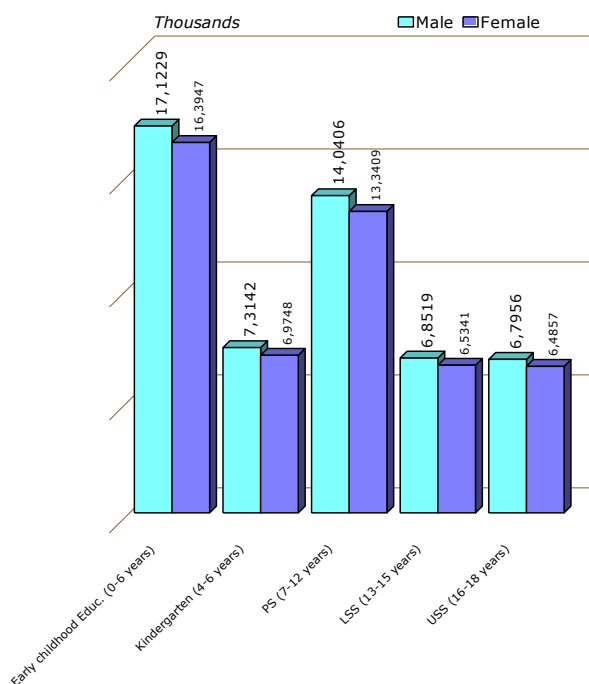
Based upon the education age classification in Table 1.7, the composition of school age population also changed. There is tendency that school age for kindergarten (4 to 6 years) unstable (from 2000 was 13.071 millions, then it goes up to **14,289** millions in **2015**, and goes down to 12,581 millions in 2020).

Table 1.6
Number of Population by School-Age Groups
Year 2015
(in thousands)

Level of Education	School Ages	Male	Female	Total
Early childhood Education	0-6 years	17.122,90	16.394,70	33.517,60
Kindergarten	4-6 years	7.314,20	6.974,80	14.289,00
PS	7-12 years	14.040,60	13.340,90	27.381,50
LSS	13-15 years	6.851,90	6.534,10	13.386,00
USS	16-18 years	6.795,60	6.485,70	13.281,30
Total	0-18 years	52.125,20	49.730,20	101.855,40

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 2015



For primary school age 7-12 years, there is a tendency that the PS unstable population growth from 2000 to 2015, but there was a turning point in 2011. Table 1.7 shows the downward trend from 2000 to 2020. In 2000 there were 25 955 million, down to 24 354 million in 2010 and then rose to 26 927 millions in 2012, 27,080.7 millions in 2013, 27,234.5 millions in 2014, and then down again to **27,381.5** millions in 2015 and rose again to 24.98 millions 2020.

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

Level of Education	2000	2010	2011	2012	2013	2014	2015 *)	2020
Early childhood Education 0-6 years	28,791.0	30,113.3	30,160.1	33,097.8	33,289.2	33,420.7	33,517.6	29,339.8
Kindergarten 4-6 years	13,071.7	12,578.2	12,871.0	13,903.4	13,980.8	14,110.0	14,289.0	12,581.0
PS 7-12 years	25,955.6	24,354.6	26,508.5	26,927.4	27,080.7	27,234.5	27,381.5	24,983.8
JSS 13-15 years	12,723.9	12,246.5	12,672.7	13,308.9	13,303.3	13,332.2	13,386.0	12,311.0
SSS 16-18 years	12,810.4	12,628.6	12,628.6	13,075.5	13,171.2	13,251.3	13,281.3	12,159.6
Total	117,632.5	113,106.1	114,699.1	121,586.2	100,825.2	101,348.7	101,855.4	115,055.9

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

Senior secondary school age (16-18 years) tends to slightly decreasing growth though there was a fluctuation growth (from 12.81 millions in 2000 went down slightly to 12,682 million in 2010 and went up 13,075 millions in 2012; then went up again to 13,171 millions in 2013; went down further to 13,281 million in 2015; and finally went down again to 12,159 million in 2020).

Table 1.8
Shift of Employment Structure
Year 2006-2015
(In Percent)

Level of Education	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
No Schooling	6.11	5.94	5.9	6.4	5.8	5.83	4.84	4.61	4.31	3.68
Did not Complete PS	11.63	11.66	11.73	16.94	15.97	14.45	14.54	14.07	13.29	12.69
PS Graduates	34.21	34.47	33.62	26.75	27.05	27.95	29.25	28.68	28.04	26.91
JSS Graduates	21.19	22.18	22.15	21.9	22.26	21.63	18.25	18.57	17.98	18.28
GSSS Graduates	14.51	14.25	14.62	14.84	15.26	15.33	15.57	25.10	16.85	18.30
VSSS Graduates	6.05	6.09	6.44	7.31	7.4	7.63	8.58	8.48	9.72	10.28
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 2015 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.

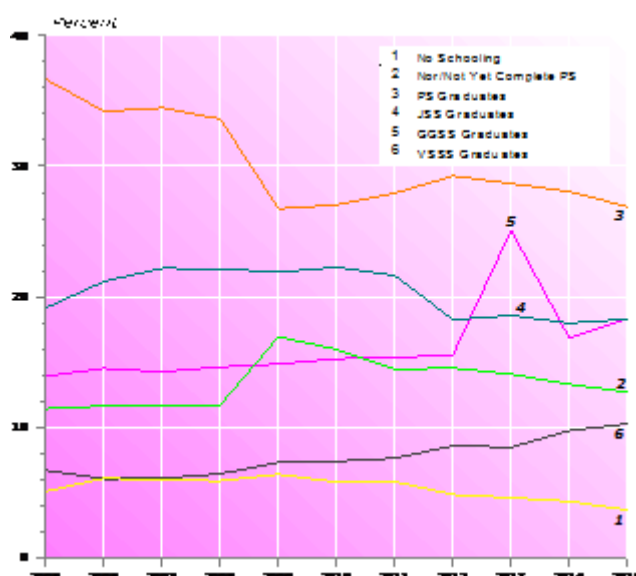
If the educational programs can produce graduates matching with the requirements of various types of employ in the needed sectors, the percentage of

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 2006-2015



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. Organisation of Ministry of National Education

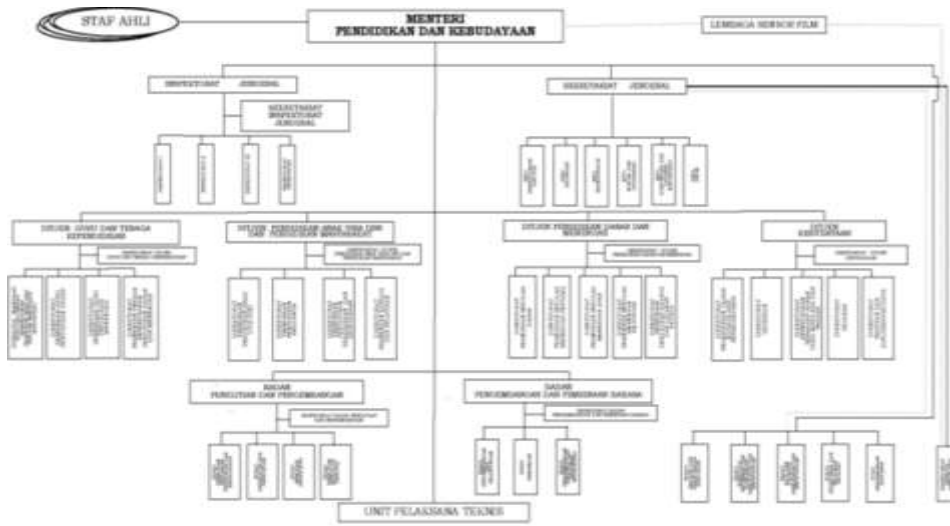
Based on Act Number 20, Year 2003 on National Education System, Article 3, vision of national education system is to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued 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 (MoEC). 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 MoEC 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, indicates that 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 2014/15). 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 workforce. 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 30 year period from 1985 to 2015, the Government is able to meet people's basic needs 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

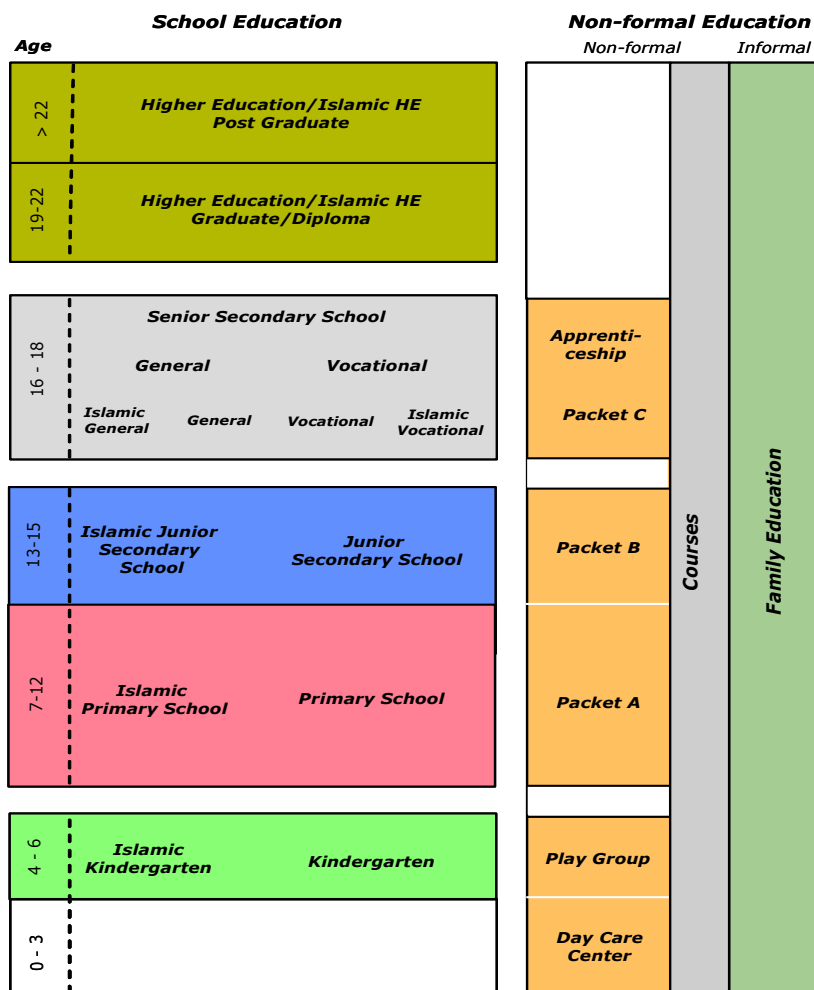
The national education system has its roots in the Indonesian culture. The system is based on *Pancasila*, the 1945 Constitution, and Act of the Indonesia, Number 20, Year 2003 on National Education System aims to generate abilities and to increase the standard of living and dignity of the Indonesian 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 47 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).

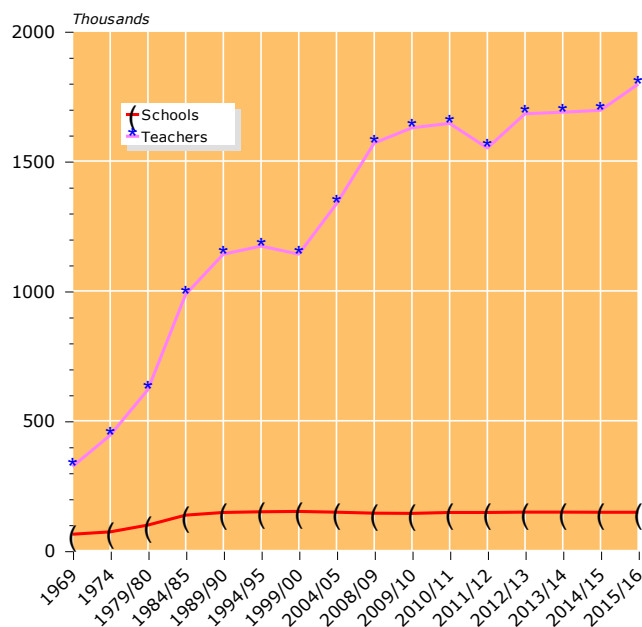
Table 2.1
Number of Schools, Pupils, Teachers, Classes, and Ratios
Kindergarten (KG)
Year 1969-2015/2016

Academic Year	Schools	Pupils	Teachers	Classes	Ratio			
					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	-
2013/2014	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	3.49	-
2015/2016	85,499	4,495,432	366,635	-	53.00	12.00	4.00	-

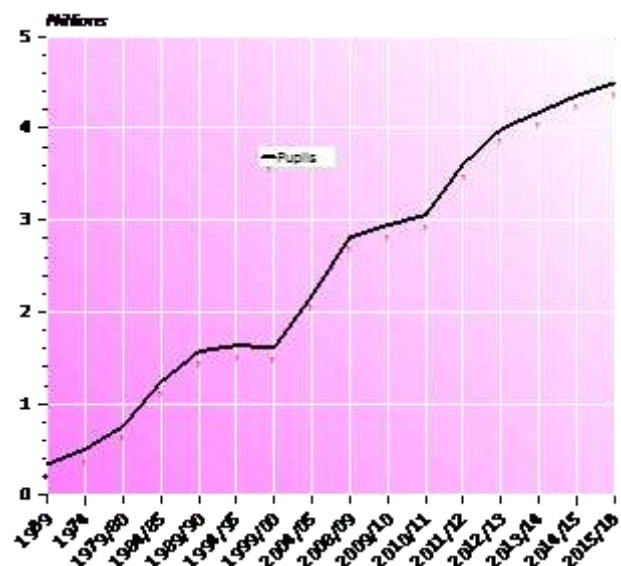
Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

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 1969-2015/2016



Graph 2.2
Number of Pupils
Kindergarten
Year 1969-2015/2016



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 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 2015/2016. Since 1969, primary schools have increased in terms of its quantity. During 47 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).

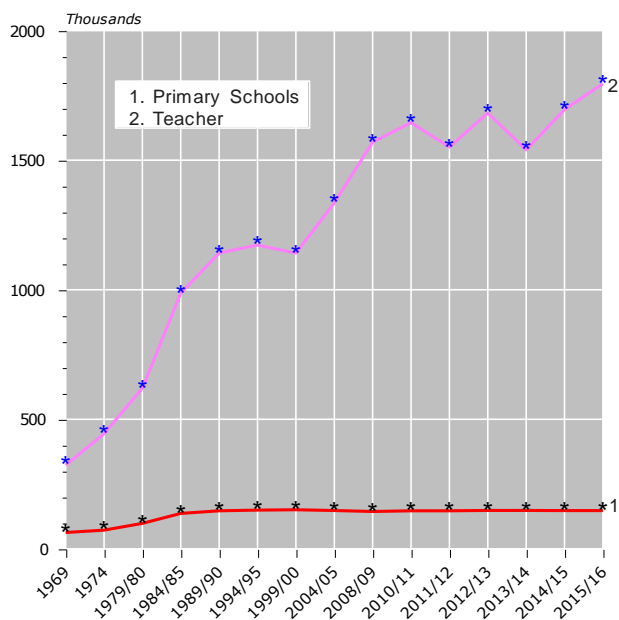
Table 2.2
Number of Schools, New Entrants to Grade I, Pupils, Graduates,
Teachers, Classes, and Owned Classrooms Primary School (PS)
Year 1969-2015/2016

Academic Year	Schools	New Entrants to Grade I	Pupils	Graduates	Teachers	Classes	Owned Classrooms
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
2015/2016	147.536	4.202.975	25.885.053	4.381.997	1.795.613	1.036.552	1.036.552

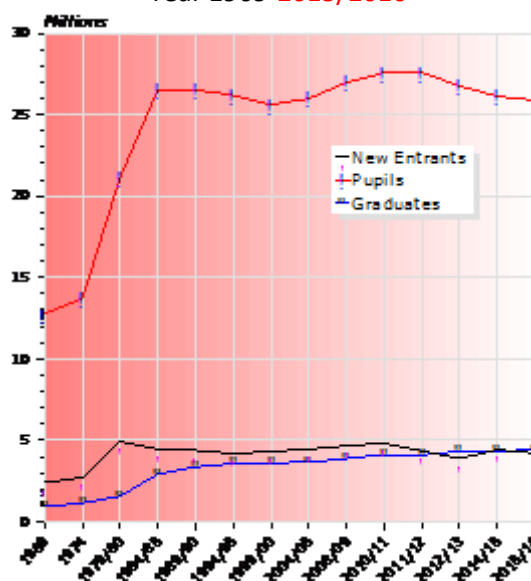
Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

Graph 2.3
Number of Schools and Teachers
Primary School
Year 1969-2015/2016



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

Graph 2.4
Number of New Entrants, Pupils, and Graduates
Primary School
Year 1969-2015/2016



Source: Educational Data and Statistics, Secretariat General, MoEC

Elementary school-based religions, such as Islam primary school (IPS) in Table 2.3 also improved in quality. Over a period of 26 years, from 1990 to 2016 increased significantly. The number of schools rose 1.12 times, the students rose 1.18 times, and teachers rose 3.22 times (Graphs 2.5).

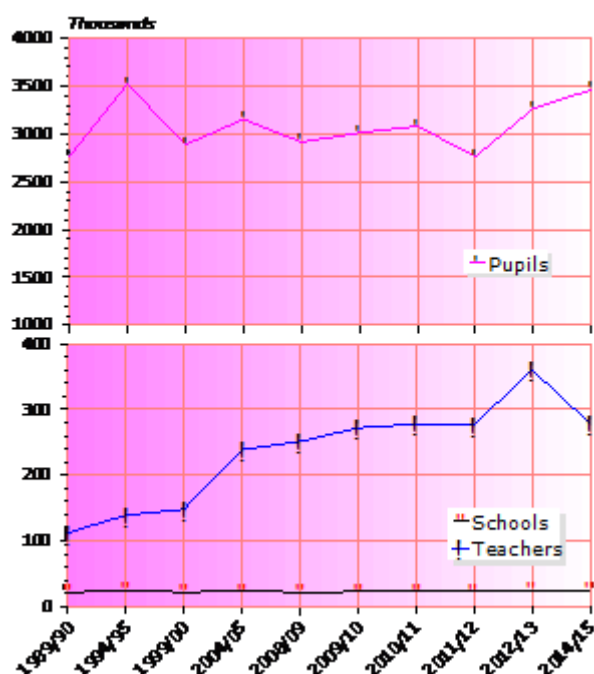
Table 2.3
Number of Schools, Pupils, and Teachers
Islamic Primary School (IPS)
Year 1989/1990-2014/2015

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	1.303	3,128,500	3,258,500	17.547	104.854	122.401
1993/94	607	24.372	24.979	17.661	3,203,124	3,379,734	8.011	115.569	123.58
1994/95	825	23.407	24.232	180.291	3,341,545	3,521,836	8.911	13.002	138.931
1995/96	874	23.586	2.446	193.262	3,306,154	3,499,416	11.088	1.342	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	2.344	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	995	171.727	181.677
1999/00	1.454	20	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	2.168	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	2.233	216.603	238.933
2005/06	1.584	21.045	22.629	33.327	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	21.098	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
2014/15	1.686	22.667	24.353	454.725	3,008,303	3,463,028	33.827	244.984	278.811

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

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 47 years, the number of schools increased 6.56 times, the number of new entrants increased 7.71 times, the number of pupils increased 8.13 times, the number of graduates rose 11.28 times, the number of teachers increased 4.47 times, the number of classes rose 11.18 times, the number of owned classrooms rose 16.27 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 26 years, the number of schools increased 14.15 times, the number of pupils rose 3.40 times and the number of teachers rose 4.20 times (Graphs 2.8).

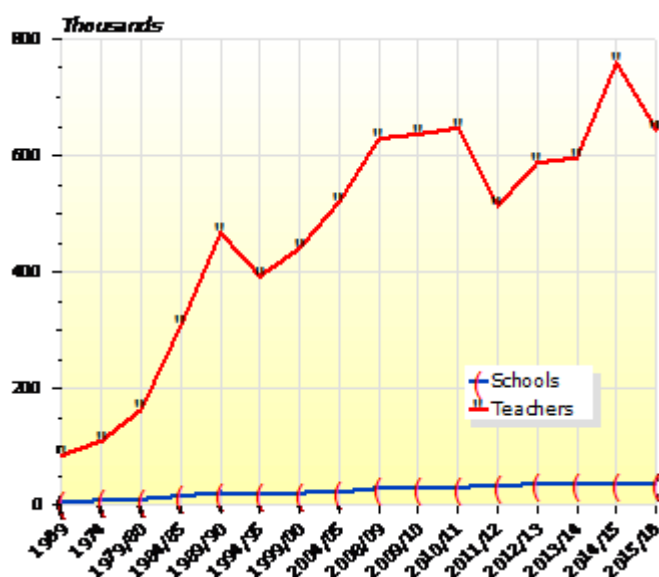
Table 2.4
Number of Schools, New Entrants to Grade I, Pupils, Graduates,
Teachers, Classes and Owned Classrooms
Junior secondary School (JSS)
Year 1969-2015/2016

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
2015/16	37.023	3.435.984	10.040.277	3.274.813	644.399	345.258	336.404

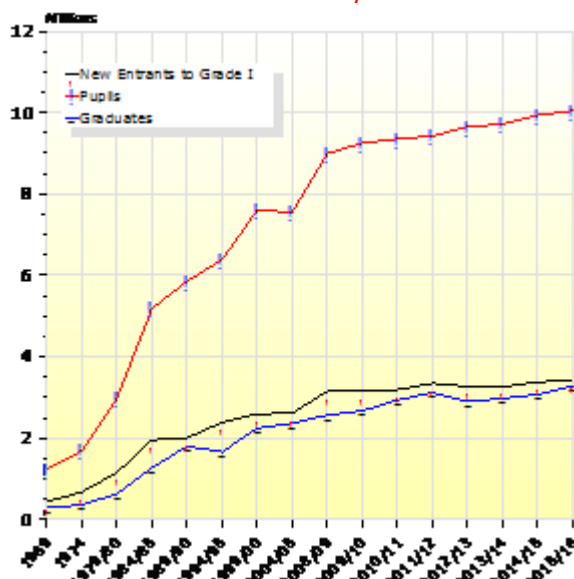
Source: Educational and Cultural Data and Statistics, Secretariat General MoEC.

Graph 2.6
Number of Schools and Teachers
Junior Secondary School
Year 1969-2015/2016



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

Graph 2.7
Number of New Entrants, Pupils, and Graduates
Junior Secondary School
Year 1969-2015/2016



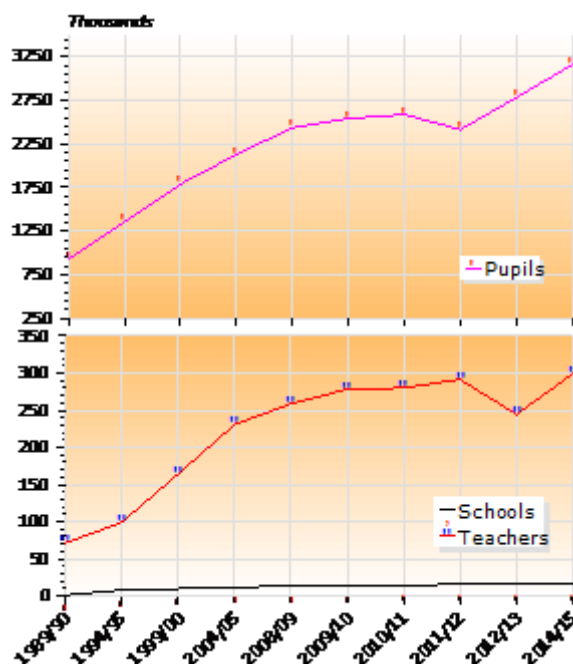
Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

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	46.263	225.160	244.423
2014/15	1.437	15.304	16.741	731.266	2.427.423	3.158.689	48.904	250.456	299.360

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.

- Curriculum Structure Islamic Primery Schools (IPS)

The curriculum structure IPS include learning substance taken within hours of learning per week. The burden of learning on the 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 IPS approach-integrated thematic learning. Teachers can arrange lessons per week according to the needs of learners in achieving competence. The curriculum structure IPS compiled based on competency standards and competency standards subjects.

Table 2.6
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 Islamic Junior Secondary School (IJSS)

- IJSS Curriculum Structure

The curriculum structure 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
IJSS Curriculum Structure

Subject Matter		Class and Allocated Time		
		VII	VIII	IX
Group 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
Group B				
1.	Art and Culture (including local content)	3	3	3
2.	Sport and Healt (including local content)	3	3	3
3.	Craft (including local content)	2	2	2
Total		38	38	38

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

- Curriculum Structure Islamic Global Senior Secondary Schools (IGSSS)

Curriculum structure of 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 (IGSSS) as well as the choice of academic and vocational (IVSSS). 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 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
IGSSS Curriculum Structure 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
IGSSS Curriculum Structure 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

- Curriculum Structure Islamic Vocational Senior Secondary Schools (IVSSS)

Curriculum 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 IVSSS 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
IVSSS Curriculum Structur Grade X
Program 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
IVSSS Curriculum Strurture Grade X
Program Four Years

Subject Matter		Clas 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 / IVSSS)		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 IVSSS held in the form of dual system of education. Allocation of the hour-face lessons are 45 minutes. 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 IVSSS are 48 weeks in a school year. Long education provision 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.

Table 2.8
Number of Schools, New Entrants to Grade I, Pupils, Graduates,
Teachers, Classes, and Owned Classrooms
Senior Secondary School (SSS)
Year 1969-2015/2016

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	362.693	280.683	268.980
2015/16	25.348	3.175.407	8.647.394	2.853.477	569.265	300.043	287.864

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

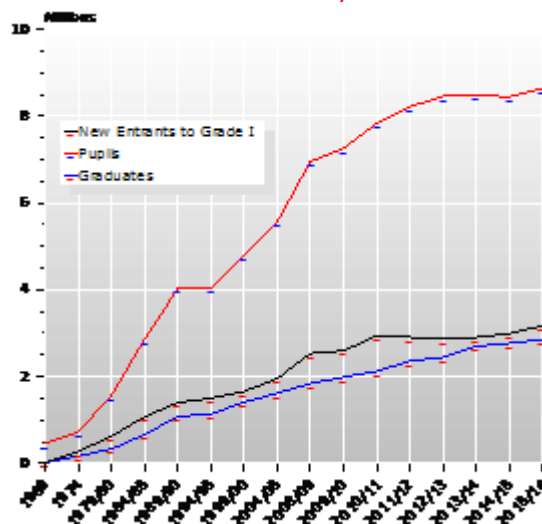
- 1) to develop students' knowledge to continue their studies to higher levels of education and to develop themselves in accordance with the development of science, technology, and arts; and
- 2) to develop students' ability as members of the society to interact with their social, cultural and natural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

Graph 2.9
Number of Schools and Teachers
Senior Secondary School
Year 1969-2015/2016



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

Graph 2.10
Number of New Entrants, Pupils, and Graduates
Senior Secondary School
Year 1969-2015/2016



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 2.8 shows the main data of Senior Secondary Education (SSS). 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 senior secondary schools has grown rapidly since 1969. It was 2.472 in 1969 to 25.348 in 2015/2016. The growth of senior secondary schools was 10.25 times, new entrants were 161.35 times, pupils were 18.69 times, graduates were 5.04 times, teachers were 14.69 times, classes were 17.63 times and owned classrooms were 27.31 times (Graphs 2.9 and 2.10).

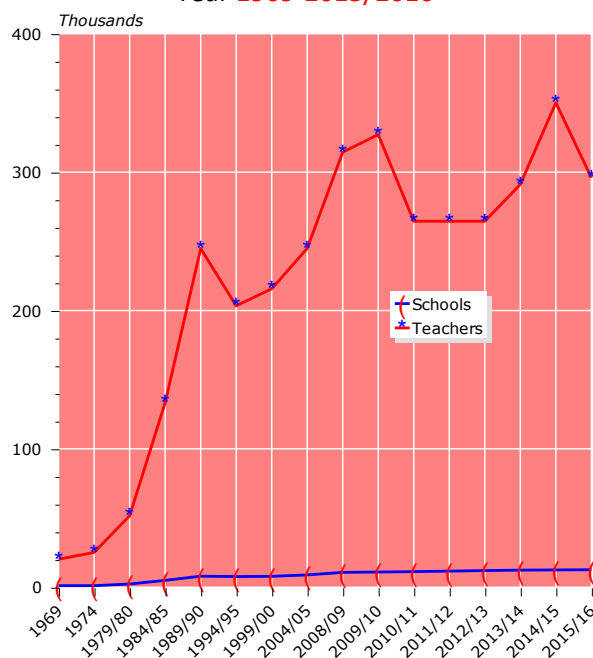
Table 2.9
Number of Schools, New Entrants to Grade I, Pupils, Graduates,
Teachers, Classes, and Owned Classrooms
General Senior Secondary School (GSSS)
Year 1969-2015/2016

Academic Year	Schools	New Entrants to Grade I	Pupils	Graduates	Teachers	Classes	Ow ned 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
2015/16	12.689	1.543.896	4.543.896	1.423.607	295.912	149.194	143.645

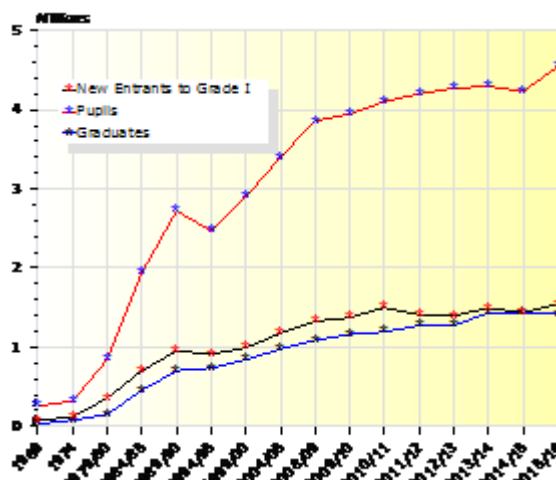
Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC

Graph 2.11
Number of Schools and Teachers
General Senior Secondary School
Year 1969-2015/2016



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 1969-2015/2016



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

Table 2.9 shows the main data of General Senior Secondary School (GSSS). The number of GSSS was 1.194 in 1969 to 12.689 in 1969 to 12.689 in 2015/16. The growth of GSSS was 9,63 times, new entrants were 19,40 times, pupil, were 16,51 times, graduates were 42,89 times, times, teacher were 13,60 times, classes were 17,88 times and owned classrooms were 29,37 times (Graphs 2.11 and 2.12).

Table 2.10
Number of Schools, Pupils, and Teachers
Islamic Senior Secondary School (ISSS)
Year 1989/1990-2014/2015

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	109.456	135.878
2012/13	759	6.160	6.919	357.105	707.043	1.064.148	33.000	125.229	158.229
2014/15	759	6.823	7.582	384.630	823.986	1.208.616	30.773	117.246	148.019

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 25 years, the number of schools increased 3.52 times, the number of pupils rose 3.93 times and the number of teachers rose 5.64 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.

Graph 2.13
Number of Schools, Pupils, and Teachers
Islamic Senior Secondary School
Year 1989/1990-2014/2015

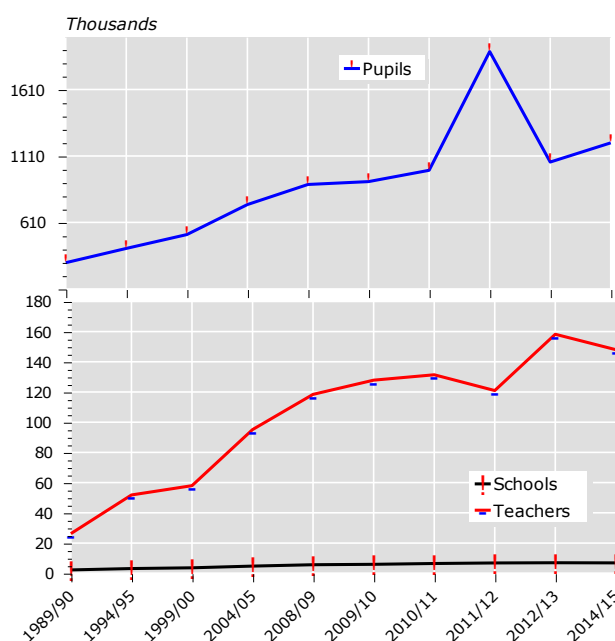
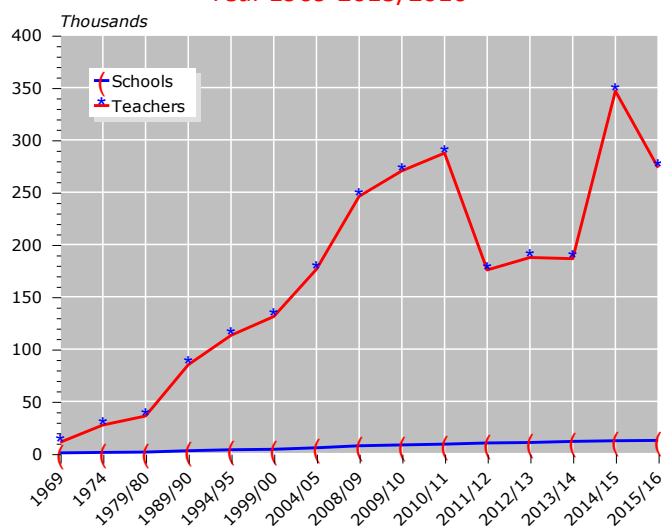


Table 2.11
Number of Schools, New Entrants to Grade I, Pupils, Graduates, Teachers, and
Owned Classrooms
Vocational Senior Secondary School (VSSS)
Year 1969-2015/2016

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
2015/16	12.659	1.631.511	4.334.987	1.429.870	273.353	138.670	131.722

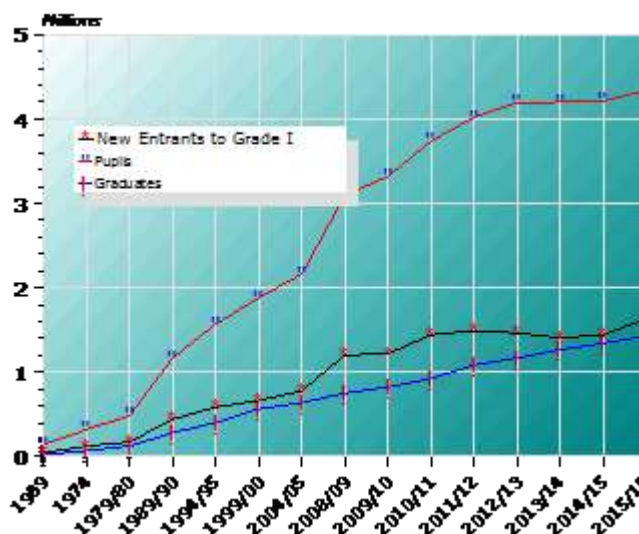
Source: Center for Educational and Cultural Data and Statistics, Secretariat General, MoEC

Graph 2.14
Number of Schools and Teachers Vocational Senior Secondary School
Year 1969-2015/2016



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 1969-2015/2016



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 12,659 in 2015/2016. The growth of vocational senior secondary

schools was 16.66 times, new entrants were 35.41 times, pupils were 30.12 times, graduates were 55.20 times, teachers were 25.11 times, classes were 36.21 times and owned classrooms were 58.28 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, namely 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 1969-2015/2016

Academic Year	Schools (S)	Pupils (P)	Teachers (T)	Ratio		
				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
2014/15	2.023	109.594	29.398	54,17	3,73	14,53
2015/16	1.962	114.085	24.897	58,15	4,58	12,69

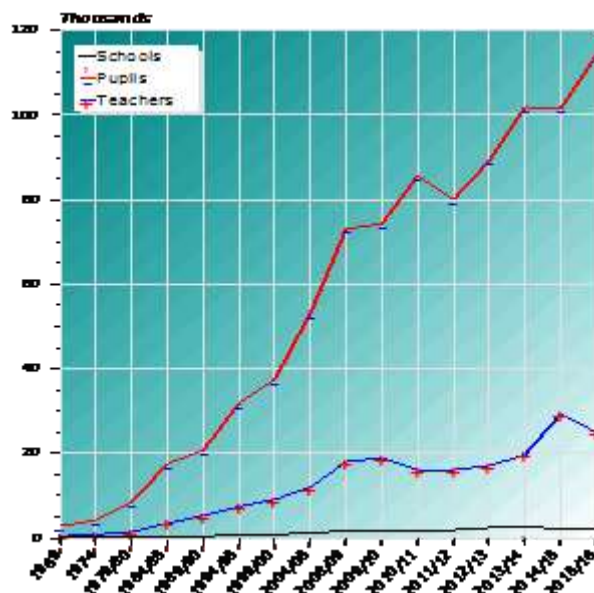
Source: Educational and Cultural Data and Statistics, Secretariat General, MoEC, Notes: P/S is ratio of pupils to schools, P/T is ratio of pupils to teachers, T/S is ratio of teachers to schools

Physical disabilities include: 1) visual disabilities, namely eye disorder which results in blindness or in decrease of sight; 2) hearing impaired, namely wholly or partially without hearing; and 3) other physical disabilities, namely 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, namely 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 2.12 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 47 years, the number of schools increased 29.28 times, the number of pupils rose 39.57 times, and the number of teachers rose 54.60 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 2.16).

Graph 2.16
Number of Schools, Pupils and Teachers
Special Education
Year 1969-2015/2016



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.

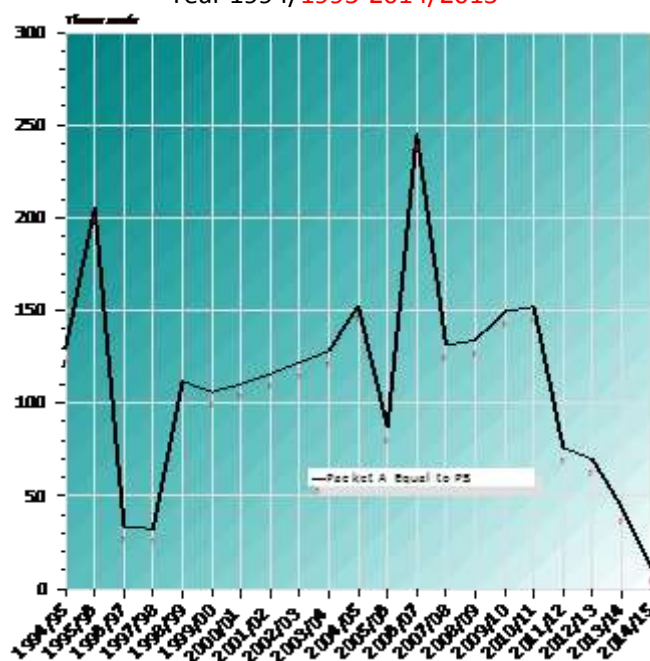
Table 2.13 shows the participants of study groups Equality education. Since 1994/1995, the package B has increased in terms of participants. The number of participants rose 1.37 times Package B for 21 years from 1994/1995 to 2014/2015. This indicates that the public is aware of the importance of studying the role to help make the program successful nine-year compulsory. (Chart at 2.17 and 2.18). Number of Packet A, Packet B, and Packet C Participants Year 1994/1995-2014/2015.

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 JSS	Equal to GSSS
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	2.590	4.050	6.923
2012/13	1.696	4.480	6.968
2013/14	-	5.904	9.307
2014/15	11.583	169.086	249.717

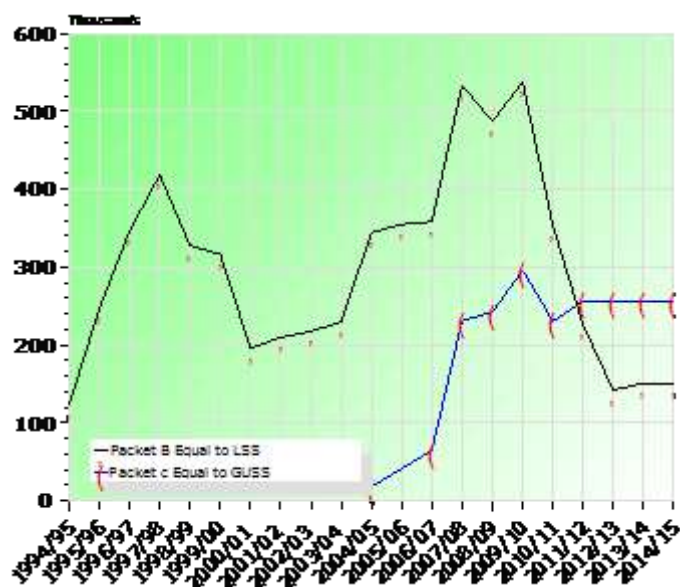
Source: Center for Educational and Cultural Data and Statistics, MoEC

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

PERSPECTIVES OF NATIONAL DEVELOPMENT PROGRAM 2010-2014

As mentioned in the National Development Program for 2010-2014, (Education Strategic Planning) The following is the vision and mission of the Ministry of Education and Culture (MoEC).

Vision : Individuals as well as the formation of Ecosystems Education and Culture Based Character with the Mutual Cooperation.

Mission: 1. Realizing Educational and Cultural Actors Strong (M1);
2. Realizing the Expanding Access, Equitable, and Fair (M2)Realizing Learning Quality (M3);
3. Realizing PelestarianKebudayaan and Language Development (M4);
4. Realizing Strengthening Governance and Enhancing Effectiveness of Bureaucracy and Public Involvement (M5).

A. The Related Situation

To achieve the systems and educational climate of national democratic, just spread out, and has the quality to form the Indonesian human being religious, devoted, have a noble character, creative, innovative, with a national vision, intelligent, healthy, disciplined and responsible, skilled and controlling science and technology. Various breakthroughs and development achievements in the period 2005-2009 as a teacher and lecturer, national education standards, the certification of teachers, provision of professional allowances, as well as commitments in the compulsory nine years to the district and the city remains a priority in the development agenda in 2010-2014. In addition, MoEC initiated various new ways to improve education services in Indonesia.

1. Equitable Access of Education

During the period 2010-2014, the government in collaboration with local governments and communities has increased participation Early Childhood Education (ECE), 3-6 years to 68.10% in 2014, up 17.89% of the achievements in 2010, namely amounting to 50.21%. The achievement was supported by the Paudisasi program which is a government movement to realize the expansion of access to early childhood education with the goal of the villages have at least one unit of early childhood education. To support this program, MoEC allocate aid for 25 774 new ECE stub with the allocation of aid by an average of forty-five million for each unit of ECE. The program is also supported through cooperation with local governments, private companies, state enterprises, and partner organizations to develop ECE. As a form of government commitment to the development of access and quality of ECE, in 2013 the President had issued Presidential Regulation of the Republic of Indonesia Number 60 Year 2013 on ECE Development Holistic-

Integrative which aims to ensure (a) the fulfillment of the essential needs of early childhood as a whole covers health and nutrition, stimulation of education, moral-emotional development and care so that children can grow and develop optimally appropriate age groups; and (b) the implementation of early childhood services in an integrated and harmonious inter-agency related services, under the conditions of the region by encouraging the commitment of all levels of society in developing ECE.

Furthermore, as the government's efforts in improving the quality of early childhood institutions have published Regulation of the Minister of Education and Culture No. 84 Year 2014 on the Establishment of ECE Unit and MoEC No. 137 of 2014 on National Standards of ECE. For the institutional arrangement for ECE providers in its original capacity as an international school has risen Education and Culture Minister Regulation No. 31 of 2014 concerning Cooperation Organization and Management of Education by the Institute of Foreign Education at the Institute of Education in Indonesia. When this has been issued 106 permits Cooperation Education Unit Kindergarten and Preschool.

The focus of the development of access to basic education in 2010-2014 was completed the nine-year compulsory until at district and municipal levels. One of the breakthroughs made of achieving the compulsory nine years of improving unit prices School Operational Assistance (BOS) to the level of Primary Schools / Madrasah Ibtidayah in 2009 amounted to three hundred and ninety-seven thousand rose to four hundred and fifty thousand in 2012 and planned increase to eight hundred thousand in 2015. As for JSS/IJSS in 2009 of five hundred and seventy thousand, up to seven hundred and ten thousand, and in 2015 and planned to ride into and one million by 2015. Breakthrough another goal is to increase the quota Help Poor Students (BSM) to guarantee basic education can be affordable by all segments of society without burdening parents with levies.

The second impact breakthroughs boosted the gross enrollment rate (GER) of primary school age population that is GER PS / Outstanding PS / Package A being 97.31% and GER JSS / Middle School Outstanding / Package B to 74.29%. The breakthrough also affects the decrease disparities between districts and the city where in 2014 the disparity GER PS / IPS between districts / cities fell to 1.9% from earlier in 2010 reached 2.15%. Similarly, the disparity GER JSS / IJSS between districts / cities fell from 15% in 2010 to 12.75% in 2014. The achievement of a target rate of participation by encouraging education in a more specific government gives affirmation to the areas that still need improvement enrollment , In particular, the government gives attention to areas Remote, Behind, Frontier / Outer (3T) which are pockets of dropouts by providing assistance in the form of educational facilities as well as resolving problems limitations teacher with the program "Bachelor of Teaching in the Region 3T".

Along with the improvement of access to basic education, the government is trying to boost the quality of basic education. The publication of Minimum Service Standards for Basic Education through the Education Minister Regulation No. 15 of 2010 which subsequently amended by Decree of the Minister of Education and Culture No. 23 of 2013 is the central government's commitment to ensure the implementation of compulsory affairs in the field of primary education in order to

increase access to education is done in conjunction with improved quality of service education. SPM is designed as a bridge in improving the quality of education services leading to the fulfillment of the standard of educational services in accordance with National Education Standards (NES).

Efforts to improve the quality of basic education is intended to encourage increased average quality of educational services indicated by the increasing number of basic educational unit accredited minimal B. Recorded in 2013 as much as 68.7% PS / IPS and 62.5% JSS / IJSS have been accredited minimum B. It is a result of breakthroughs made by the government such as the rehabilitation of basic education facilities and infrastructure conducted massive, the process of redistribution of teachers and improving the competence of teachers becoming qualified S1 / D4, the certification process educators, and curriculum development conducted to improve the quality of education services.

Development of secondary education focused on two things: increase the average length of schooling of the population aged 15 years and above and improve the relevance of secondary education graduates to the world of work. For that the government guarantee the access to the widest secondary education that is expected to raise the average qualification of manpower in Indonesia which is currently dominated by graduates of basic education. Participation of the population who follow secondary education increased significantly during the period 2010-2014. GER Achievement high school / vocational school / Outstanding Secondary School / Package C amounted to 68.92% in 2014. Seeing the need for skilled labor and increased input of higher education, the Government accelerate the development of secondary education by initiating the Universal Secondary Education (PMU), which is the first step towards the implementation of compulsory education to 12 years. As a follow up the implementation of the PMU, in 2013 the government issued a policy of School Operational Assistance (BOS) for secondary education with a unit cost per student one million per year and is planned to increase to one million two hundred thousand in 2015. Besides BOS, while poor students are still given Help Poor Students (BSM). BOS secondary education was formerly a Quality Management Operational Assistance (BOMM) applied following the BOS mechanism on basic education.

In line with Law Number 11 Year 2010 on Heritage, Government of the registration process culture stages of registration, assessment, determination, registration, grading, and deletion. Kemendikbud cooperate with relevant agencies to form a team of national experts to examine each registered cultural heritage of the district / city. Until October 16, 2013, a total of 2,632 cultural heritage objects have been registered. The registration of cultural heritage will be selected and designated as a national cultural heritage is further recommended as a form of cultural diplomacy Indonesia abroad. The goal, so that cultural heritage is recognized as Indonesia's cultural heritage at the international level.

The Ministry of Education and Culture launched the Cultural House Indonesia (RBI) to introduce Indonesian culture to the international world. Cultural space was set up in eight countries that are considered strategic for Indonesia as the United States, the Netherlands, Germany, France, Turkey, Japan, Australia, and Singapore.

RBI is expected to act as a coordination center for the network of cultural centers throughout Indonesia, universities, and conservatories which has a field of study Indonesia. Commitments in conducting cultural diplomacy is shown also by the organization of the World Culture Forum in 2013 in Bali. The forum resulted in "Promise Bali" that are deal earnestly to berasma together to build a new world more civilized and cultured.

Preservation and development of language among others, can be seen from the increasing number of speakers of Indonesian overseas. In that connection, the number of Indonesian speaker is the fifth largest number in the world, 4.5 million people (Ministry of Foreign Affairs, 2011). At least 45 countries to teach Indonesian to its citizens. In some countries, the Indonesian language is a language that is popularly used in daily communication or be used as a second foreign language after English. In anticipation of the increased need for speakers of Indonesian Government implement a policy breakthrough Scheme for Academic Mobility and Exchange (SAME) specialized field of teaching BIPA in addition to setting up a language service center.

2. Quality of Education

Besides efforts to maintain the level of participation in education at every level of education, efforts to improve the quality and relevance of education were also developed. Unlike the equity of access to education, improving the quality of education so far do not show results that have not been optimal. Improving access to education at all levels shall be aligned with acceleration to improve education. This is because education does not only print the graduates who will go on to higher education, but also prepare graduates who have the skills necessary to be ready workforce and skilled. In terms of improving the quality of secondary education, up to the year 2013 as many as 73.5% GSSS / IGSSS and the 48.2% minimum accredited vocational competency skills B.

MoEC continuously seeks to encourage improved education services such as improvement of teachers' qualification and competence. This is due to the competence and the distribution of teachers is still inadequate, the lack of educational facilities, and a curriculum that is not right. In line with the development of scientific and technological competence into teacher demand for PS also adjusted. Based on Minister of Education and Culture No. 16 of 2007 on Academic Qualification Standards and Teacher Competence, requirements to become teachers PS one must have a minimum qualification of Diploma 4 (D4) or Bachelor Degree (S1). Data provided academic year 2015/2016 show that approximately 1,795.613 teacher PS there are still around 324 154 (18.05 percent) had a D4 or lower education. Extra hard effort must be made because of the need for quality teachers to be higher, for example: all teachers from kindergarten through high school must have a Bachelor's degree (stratum 1) plus a professional certificate.

The low quality of teachers and other education personnel is the lack of interest among graduates of secondary school age, especially for those who excel, to choose the field of teacher education. The teaching profession is not attractive because there is no system of rewards / education staff salaries by level of ability, professionalism, and dedication. In addition, career building systems for teachers and other education personnel are also not strong enough. Another factor, the cause of the low quality of education is the uneven distribution of teachers, as well as the area of study. In general, there is a surplus of teachers in urban areas, while in rural areas there is a shortage of teachers. Based on Data and Statistics Center of Education and Culture (PDSPK) 2015/2016 academic year nationally, at the level of the shortage of teachers at PS 106 793 people with a surplus of 19.841 teachers, in JSS shortage of 21 987 people with a surplus of 295 544 teachers, and SSS shortage of 12 398 people with surplus 77 440. This is because certain subjects that teachers teach other subjects combined. In addition, the establishment of limited lead educational efforts in certain areas to experience a shortage of teachers.

Adult Education (POD) is a non-formal education (PNF) for learners aged 15 and over that includes literacy education and improvement of reading culture, education courses and training, equal education, family education, gender mainstreaming and women's empowerment, life skills education, education and prevention of destructive behavior. The focus of literacy education is to improve literacy and skills in work or entrepreneurship for the population aged 15 years and over through courses and vocational training. Poverty *keniraksaraan* done by applying basic literacy education, literacy education independent business education combined with skills and increase reading culture. During the period 2010-2014, the government managed to reduce the number *niraksara* be 3.76% in 2014 from 4.75% in 2010. The decline in *niraksara* occur quite significantly during the past 10 years. In 2004, there were 12 provinces with the *niraksara* above 10%, currently living two provinces. This success is reflected in declining percentage of the population *niraksara* and the narrowing of gender disparities. In 2005 the figure *niraksara* 14.89 million (9.55%) with a gender disparity of 6.56%. Meanwhile, in 2014, *niraksara* figure is 6.00 million (3.76%) with a gender disparity of.

Improving the quality of training provider institutions and courses aimed at ensuring the quality of training and courses so that participants can be accepted by the labor market or motivated to become entrepreneurs. The number of courses and training institutes accredited reached 1,275 from 18,458 institutions spread all over Indonesia. This accreditation efforts made to increase the capacity of management institutions and training courses, apprenticeships, and performance assessment institutions in preparation for accreditation. The government encourages the accreditation process and the alignment of the organizers / institutional courses and training in order to comply with the standards of operations and adapting the National Qualifications Framework Indonesia (KKNI) and the National Competence Indonesia (SKKNI) as a cornerstone in the frame the matter and teaching methods appropriate to the needs of the working world , Improving the quality of the course organizers have positive impact on the increasing number of students and the quality of graduates. Number of students

and training courses in 2014 has reached 2,818,505, an increase of nearly doubled compared to the year 2010 as many as 1,433,147 people. Reinforce government efforts to improve the quality of the institutional unit non-formal education by publishing Permendikbud Number 81 Year 2013 on the Establishment of Non-formal Education Unit; Permendikbud No. 129 of 2014 on School House; Permendikbud Number 86 Year 2014 on Guidelines for the Implementation of Basic Literacy Education.

Improving the quality of non-formal education conducted on education in the family circle as the first place of education and pre-school education. In addition to acting as the initial vehicle for social interaction before children enter primary education was developed into a better ability to lay the groundwork for building character and personality as well as instilling the values of good character through Early Childhood Education (ECE). Since 1998 the activities undertaken with the aim to support education, health and nutritional / holistic integral, especially for children, early childhood (0-6 years) to be ready to enter elementary school at maturity; Among these activities are: (1) the operational guidelines reflect local conditions (community) and institutions handling it; (2) map the implementation of early childhood programs; (4) seminar on ECE Development at the National Level. In addition to guaranteeing the quality of non-formal education programs such as Package A and Package B equivalent PS equivalent JSS, preparations are held through a national exam which is based across sectors and departments to receive recognition from the community and the world of work.

In an effort to support the program Compulsory Basic Education Package A and Package B is held to boost entrepreneurship. Guidance is given to the Business Study Groups in the form of venture capital assistance and with the guidance of the courses that exist in society. Another important determining factor of the quality of education is the availability of educational facilities. 2014/2015 academic year the number of classrooms PS as much as 1,043,053. However, if viewed from the quality, 55.53% lightly damaged, 7:10% damaged, heavily damaged by 5.29%, 10.15% in total disrepair. JSS classroom as much as 328 806, 55.45% lightly damaged, 5:45% damaged, severely damaged 3.78%, 11.07% in total disrepair. SSS as many as 268 980 classrooms, minor damage 41.71%, 2.47 damaged, severely damaged 1.91, 8.99 total disrepair.

This is to illustrate that the physical condition of education in Indonesia all aspects of building and equipment is very alarming. An interesting fact about the destruction of the data is that 10.33 percent of classrooms PS in damaged condition in total are in the province of West Java. It is very contradictory given the West Java close to various facilities. But it is also possible to understand that the numbers of schools were sufficiently high, the price of land is expensive and population density has resulted in enormous challenges for improving classrooms that actually meet the standards of a good school.

On the other hand the lack of adequate infrastructure is a major textbooks. According to the calculations for the procurement of major textbooks in 2013/2014 PS level is filled with a ratio of one packet of school for one student. Therefore, the procurement of books only have properties replace damaged books and books for

the transitional application of the curriculum, from SBC to K-2013. But the field is still no shortage of books found in schools. This situation among others is due to difficulties in distribution so that the book does not reach schools and data on the number of students is not appropriate.

This fact is especially true in areas where transportation infrastructure is not adequate, such as in the area of the island. In addition, books to VSSS still very limited in the author, so that foreign publications books needed to be translated into Indonesian. At the JSS level procurement main textbook reckoning has also reached a ratio of one set of books for one student. As for the general upper secondary school (GSSS) major textbooks have not yet reached a ratio of one set of books to the students. This is due to the various types of books to be purchased at the SSS. This situation also occurs in secondary vocational schools (VSSS). This is because in VSSS vary widely between schools. the number of students per subject areas also vary widely, making it difficult to meet the needs in each school textbooks.

Another problem encountered in the secondary level is that the number and type of graduate VSSS with professional education at the tertiary level are not yet fully in accordance with the needs expertise in various fields of development. In addition, the system and the process of learning and teaching in GSSS level has not been able to produce graduates with sufficient quality to continue to pursue higher education.

3. Education Management System

In improving Indonesia's human resources excellence, competitive, and characterized, the Ministry of Education and Culture continuously seeks to develop education and culture with reference to the Nawacita that has been stipulated in the National Medium Term Development Plan (RPJMN) 2015-2019, namely an increase in quality of life, national character of the revolution, increase people's productivity and competitiveness in the international market, as well as strengthen diversity and strengthening social restoration Indonesia. In implementing the seven directions of education development policy, which meets the financing of national priorities in the Government Work Plan (RKP) in 2017 for the achievement Nawacita, Kemdikbud continues to improve the quality of learning at all levels and access to education, both public and private, with the quality gap growing small.

The policy direction of further education is to give greater attention to disadvantaged regions, outermost and foremost (3T), ensuring the poor and marginalized groups have easier access to education with attention to gender equity, utilizing the development budget of education as much as might be perceived by the public, ensuring maximum public involvement, and strengthening the governance of education and cultural development, including the implementation of the budget in a transparent and accountable. Cultural development policy is to improve public understanding of the importance of the noble values of the nation's history and culture and its relevance for contemporary life in the various sectors, and in collaboration with various ministries and agencies

both within the country and other state agencies to promote tolerance. Then increase the education of art and culture from an early age and provide the facilities and infrastructure of art both for production and appreciation, develop a registration system and management of cultural heritage effective, open centers of artistic and cultural activities (Culture House) in rural areas, increase promotion culture between regions, as well as improving the development of human Index (HDI / HDI) to measure the achievement of human development in the field of culture.

With the policy direction, the goals and targets education and culture can be determined. Adapu six targets and objectives of education and culture are as follows. The first reinforcement fruitful educational actors. This strengthening Kemendikbud will enhance the competence, performance and appreciation of teachers and education personnel, partnerships and strengthening the role of parents, community involvement in educational activities in order to realize Nawacita revolutionary character of the nation, Kemdikbud will increase civic education and national character.

The second is to improve access to education. In improving access to education, the target Kemdikbud 2017 is giving Indonesia Smart Card (KIP) to 17.9 million students, to build 210 units of the new school, to build 2,500 new classrooms, rehabilitate 41 thousand classrooms, renovate 294 schools, build 2,140 school laboratories and build 1,332 libraries.

The third is to help increase the qualification to 14 thousand teachers, provide incentives for teachers Non-Civil to 116 thousand teachers, giving special allowance to 24 thousand teachers, providing 796 thousand teachers learners, providing 14 thousand assistance education equipment, certified to 100 thousand teachers, giving literacy assistance to 96 thousand people, 3,500 teachers will teach in leading regions / GGD, 7.6 million students will follow the National Examination, mentoring 74 thousand schools in the implementation of Curriculum 2013, has accredited 40 thousand schools and institutions.

Fourth is the improvement and preservation and strengthening of cultural diplomacy. These targets and objectives Kemendikbud will develop special incentive to introduce and raise the local culture, enhance the cultural exchange process for pluralism as a cultural force. Besides, preserving and registering 13 thousand cultural heritage, build and revitalize 122 museums, revitalize 75 indigenous villages, providing assistance to 175 cultural and historical communities, and provide assistance to 100 school art tools.

The fifth is the improvement and strengthening of the development, supervision, and protection of the language. These targets and objectives Kemendikbud will accelerate the development of vocabulary, literacy school, laboratory development of diversity, disseminate state language, as well as 220 teachers sent abroad BIPA. and will add as many as 36,400 Lema, "said Education Minister.

Sixth is strengthening governance and public participation. Target Kemendikbud in 2017 will maintain the CPC opinion Unqualified (WTP), Getting value Government Agencies Performance Accountability Report 80, and get the value of the index of satisfaction of stakeholders 77. In addition, there are activities to support the

priority for strengthening governance and public participation will strengthen the internal control, improve the quality of financial management, and Integrated Service Unit.

Increasing the effectiveness, accountability and transparency in the management of the budget and the bureaucracy is one of the main agenda of the Internal Reforms (RBI) in Kemendikbud. In terms of information disclosure, Kemendikbud get three awards, namely the Open Government of the Presidential Work Unit for Development Monitoring and Control (UKP4) for the implementation of the program Aim Mission, Best I category advertorial Ministry / Institution (K / L) on the A nugrah Media Relations (AMH) in 2013, as well as the certificate of accreditation for Filing Unit Ministry of National Archives of the Republic of Indonesia (ANRI).

In finance and performance management of government agencies, by the year 2013 evaluation report (LHE) Performance Accountability of Government Agencies (AKIP) Kemendikbud got a category B (Good) and an unqualified opinion (WTP) of the CPC on the financial statements of 2013. This achievement would be the trigger for Kemendikbud to continuously improve performance management of the institution.

B. Policy Strategy

Description of the policy and strategy of a national strategic plan to MoEC RPJMN assignment, in accordance with their duties and functions. Kemendikbud responsible in realizing the vision, mission, goals and strategic objectives Kemendikbud. Directions of development in 2015-2019 RPJMN Indonesia is to create a sovereign, independent, and personality based on cooperation. This policy is further elaborated in the framework of the development to ensure that Indonesia can grow faster and stronger, inclusive and sustainable.

Direction of national policy and strategy in the development of education and culture is affected by the main problems and challenges faced by the nation in the next five years and the strategic environmental conditions. Main problems the nation is fundamental in the development of educational and cultural intolerance and national identity crisis. Luntarnya culture of respect for diversity fosters the emergence of opposition attitudes, discrimination, and violence in society are exacerbated by the displacement of the nation's character as a result of advances in information technology which is a threat to the nation's character building.

Policy and strategy of the MoEC years 2015-2019 contains measures in the form of an indicative program to solve problems that are important and urgent to be implemented, as well as having a great impact on the achievement of the vision, mission, goals and strategic objectives Kemendikbud in the period concerned. The program also includes activities RPJMN priorities in accordance with the related field. Policy and strategy Kemendikbud also prepared with great attention to results and performance evaluation of education and cultural development until 2014. Another consideration is that all the results of the study, research, stakeholder input, and community aspirations. Included is a prediction and environmental conditions in the future. Therefore, the focus of policy in the period 2015-2019 is based on accelerating the improvement of quality and access to face global

competition with the appreciation of diversity, strengthening good practice and innovation.

Policy and strategy is also concerned the government's commitment to the development of the Human Development Index (Human Development Index, HDI), Agenda implementation of the AEC (ASEAN Economic and Community AEC) in 2015, an international convention on education, in particular the Convention on the Dakar Education for All (Education for All) including the agenda of EFA after 2015, the CRC (Convention on the Right of the Child), UN Post 2015 Development agenda, and the World Summit on Sustainable Development, and the Convention on the Protection of World Heritage (Convention Concerning the Protection of the World cultural and Natural Heritage), the Convention for the Protection of Intangible cultural Heritage (Convention for the Safeguarding of the Intangible cultural Heritage-CSICH) and Rail protection and promotion of diversity and cultural expressions (Convention on the Protection and promotion of the diversity and cultural expression), meeting culture Worldwide (world cultural Forum) in Bali, as well as the outcomes and agreements world Heritage Convention (WHC) others, to preserve the natural, cultural, historical sites of the world for the benefit of society, ASEM Language Diversity Forum (2012), and the Congress of Languages Indonesia XIII (2013). Explanations of each policy and strategy for achieving Strategic Objective (SS) on each Strategic Objective (T) are grouped based on the national development agenda (Nawacita). Details are in the following description.

The main challenge of the development of education and culture in the next five years weeks to achieve the goals of education are as follows. 1) to attempt expansion and equal opportunity to obtain a high quality education for all Indonesian citizens in line with the creation of high quality human Indonesia through a significant increase in the education budget; 2) to increase the academic and professional capabilities as well as to improve the social security of staff education to educational staff will be able to function optimally, especially in improving education in order to restore the authority of the institution and staff; 3) Improving the nation's character education as a means of forming character and personality of a mature student with internalizing and integrating character education into the national curriculum and local effective in meeting local interests, learning systems, and assessment systems in education; 4) to empower and improve the quality of educational institutions both formal and informal as a center for the cultivation of values, attitudes and capabilities, while increasing participation of families and communities, educational institutions supported by the infrastructure of education and culture were adequate (specifically in 122 districts) disadvantaged areas, leading / outer, and remote; 5) Improving the understanding and awareness of the importance of language, customs, traditions, and values of local wisdom that is positive as unifying the nation, cultural promotion of interregional and cultural diplomacy between countries, as well as improve the quality of protection, development, and utilization of cultural heritage; 6) to improve the quality of educational institutions organized either by the public or the government to strengthen the education system effective and efficient in dealing with the development of science, technology and the arts; and 7) Improving the

integrity, accountability, effectiveness and efficiency of the bureaucracy in governance, development, and public services. Taking into account the key issues of the nation and the challenges of development and environmental conditions encountered strategic, national development 2015-2019 related to the duties and functions Kemendikbud aimed to achieve the fundamental objective / major educational and cultural development as well as governance and bureaucratic reform.

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 the sphere of strengthening the continuation of education for disadvantaged students and to curb the number of drop-outs or repeater, it will be necessary to provide guidance, enlightenment and motivation to students, parents and the community. For gifted students and high achievers who can not afford, it should strive to obtain scholarships and other assistance from the various types of education at least up to secondary school level. educational services for groups of people who for various reasons can not follow the regular junior secondary education would be regulated through the Open JSS or non-formal education (mainly Package A, Package B and Package C). In remote areas with limited

population ages JSS will be arranged. 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 VSSS 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 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 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 PROGRAM 2015-2019

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 pendaftaran, 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. Education 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 following 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 are 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.

- 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.

In implementing this program, the following strategies are used.

- 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;
- h. Prime Service Improvement in supporting Educational services and Employees Training.

The targets of management and implementation support program of other technical Task of MoEC are achieved through the following activities.

- 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 Countable 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;

The target of Management and Implementation Support of Other Technical Task of MoEC Research and Development.

- a. Strategic target to guarantee to obtain basic education services which are quality and equal in every province, district and city:
 - 1) 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 $NER \geq 94\%$.
 - 2) School Enrollment Ratio (SER) of children between the age of 7-12 reach 99.9%.
 - 3) 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 $GER \geq 90\%$.
 - 4) NER JSS/IJSS/JSSLB/PackageB/equal reach 76.8%
 - 5) SER for children at the age of 13-15 is 96%.
 - 6) All principals and school supervisors of PS/SPS and JSS/SJSS undergo sustainable Professional Training.
 - 7) 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%.
 - 8) The transition rate of JSS/IJSS/SJSS/equal graduates is 93.50%
 - 9) At least 90% of PS/SPS and 90% of JSS/SJSS have been accredited.
 - 10) At least 15% of PS/SPS and 27% of JSS/SJSS received a minimum B accreditation.
 - 11) At least 40% of PS/SPS and 60% of JSS/SJSS implement e-learning;
 - 12) At least 50% of district/city has Initiate International Standard School (IISS) or RSBI PS;

- 13) At least 60% of district/city has ISS or RSBI JSS;
 - 14) At least 88% of PS/SPS teachers has *Sarjana*/Diploma IV qualifications and 80% of them are certified;
 - 15) At least 98% of JSS/SJSS teachers has *Sarjana*/Diploma IV qualifications and 90% of them are certified;
 - 16) 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.
- b. Strategic target to achieve availability and affordability of secondary education services which are quality, relevant and equal in every province, district and city:
- 1) 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%.
 - 2) At least 95% of GSSS/SGSSS have been accredited and 40% of them are accredited B;
 - 3) At least 90% VSSS have been accredited and 30% of them are accredited B;
 - 4) At least 60% of districts/cities has ISS or RSBI GSSS and VSSS;
 - 5) At least 98% of GSSS/SSSS/VSSS teachers have *Sarjana*/Diploma IV education, and at least 90% of them already certified;
 - 6) All VSSS are ISO 9001:2008 certified;
 - 7) At least 75% of GSSS/SSSS and 70% of VSSS are conducting e-learning;
 - 8) 70% of VSSS graduates are work at the same year of their graduation;
 - 9) All VSSS provides services in entrepreneurial development assistance;
 - 10) All principals and School Supervisors of GSSS/SSSS and VSSS undergo Sustainable Professional Training.
- c. Strategic target to achieve availability and affordability of sustainable adult education services which are equal, quality and relevant with the needs of the society:
- 1) At least 30% of skill courses and training programs and 25% of live-skills program (LSP) graduates has competency certificate;
 - 2) At least 50% of district/city have applied gender mainstreaming in education;
 - 3) At least 50% of districts/cities have provided parenting education facility.
- d. Strategic target to achieve availability of reliable governance system to ensure the delivery of excellent national education services
- 1) The Office of Financial Auditor audit opinion towards the financial report is Qualified Without Exception starting in 2014;
 - 2) 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, districts, and cities that include the fulfillment of the need of functional literacy tutoring and life-skills education;
 - b) 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;
 - c) 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 Bachelor/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.

- a. Improved coordination between MoEC with related ministries/non-ministrial Government institution to synergize the planning, execution, control and evaluation of education;
- b. 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 secondary 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.

- a. Align educational service development plan with the industrial development plan, regional development plans, and investment plans;
- b. Developing a synergy between ministries/non-ministrial Government institutions associated with the supply and absorption of labor;
- c. Develop education and training institutions related with economic development in areas with potential for development as industrial clusters;
- d. Building a partnership mechanism between governments, educational and training institutions with entrepreneurs to develop qualified education and training in economic development;
- e. 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 2010 to 2014, 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 2015/2016.

A. Expansion and Equalization of Education

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 (Table 5.1).

Besides, the number of primary school pupils was 12.16 millions in 1968. After 16 years, the pupils became 36.06 millions. In the other hand, during 47 years from 1998/1999 to 2015/2016, the pupils were slightly decreasing becoming 29.57 millions. 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 2015/2016 (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 5.1 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 5.2).

Net Enrollment Ratio for junior secondary school 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.

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).

Table 5.1
Gross Enrollment Ratio and Net Enrollment Ratio
Primary School (PS)
Year 1968-2015/2016

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

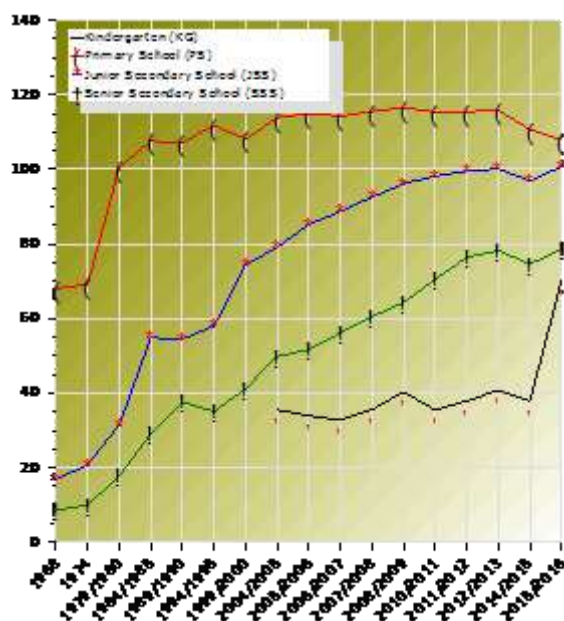
1994/95	29.721.459	25.193.250	26.599.200	111,74	94,71
1995/96	29.447.990	24.943.878	26.321.400	111,88	94,77
1996/97	29.236.287	24.712.802	26.019.700	112,36	94,98
1997/98	29.250.987	24.474.774	25.772.500	113,5	94,96
1998/99	28.531.597	23.900.616	25.580.400	111,54	93,43
1999/00	28.504.462	23.983.602	26.361.100	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	29.699.771	25.471.493	27.234.500	109,05	93,53
2015/16	29.571.978	25.567.828	27.381.500	108,00	93,38

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

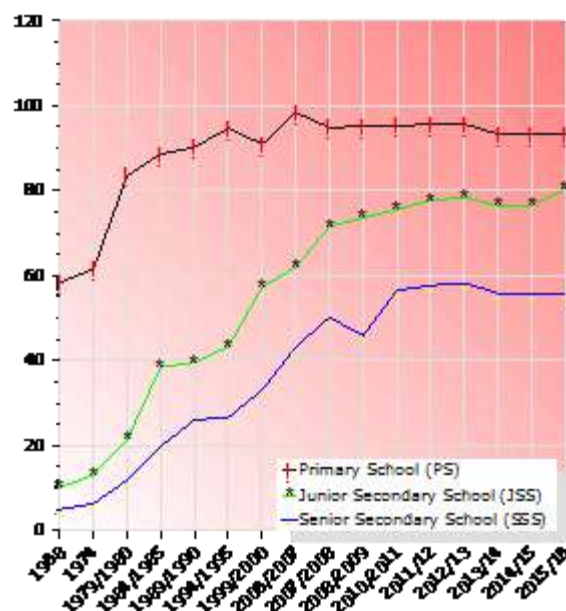
Notes: 1. IPS = Islamic Primary School

2. Since 1978, including IPS

Graph 5.1
Trend of Gross Enrolment Ratio by Levels of Education
Year 1968-2015/2016



Graph 5.2
Trend of Net Enrolment Ratio by Levels of Education
Year 1968-2015/2016



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

The Ministry of Education and Culture succeeded in multiplying the number of participants in basic education and consequently reduce the number of illiterates over the last 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. He fell to 30.10 million (28.8 per cent) in 1980, 21.49 millions (15.92 percent) in 1990, 14.64 million (10.37 percent) in 2000, 6.16 millions (4.02 percent) in 2014, and 5.98 (3.60 percent) in 2016.

In 1998, the population is illiterate for men (6,46 per cent) smaller than women (14.30 per cent). This pattern occurs 1998-2012 where in 2012 the population was illiterate for men was 2.83 percent, while the population of illiterate women is 5.58 percent. illiterate population for males slightly decreased 3.63 percent from 1998 to 2012 and a 8.72 percent decrease in women over the same period. At the end of 2014 dropped to 6,007,486 people, or only the remaining 3.76 percent of the total population. Throughout 2015, the government managed to eradicate as many as 157 920 people illiterate. In the previous year, the number of illiterate population still reached 6,165,406 people, or 4.03 percent of the total population of Indonesia. It is based on BPS and the Directorate of Public Education in 2015 (Table 5.2).

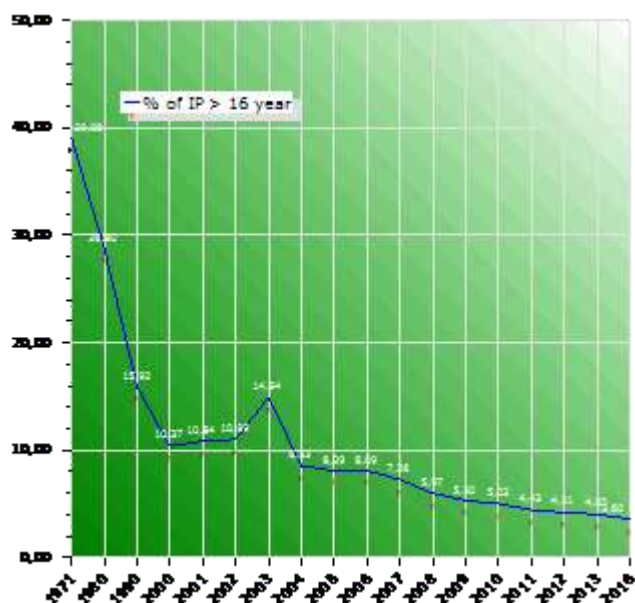
Table 5.2
Number of Illiterate Population (IP) 10 year and above
Year 1971, 1980, 1990, 1997-2016

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	2,265,399	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
	Male	2,154,267	71,878,500	3.00
	Female	3,829,808	94,482,900	4.05
2016	Total	5,984,075	166,361,400	3.60

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

Note: Illiterate and population used 15-59 years and older.

Graph 5.3
Trend of Illiterate Population
Year 1971, 1980, 1990, 2000-2016



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

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 100.72 percent in 2015/2016 (Table 5.3).

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), there was 68.69 thousand schools with 13.94 million pupils, and 408.37 thousand teachers of basic education in 1969 (Table 5.4).

Table 5.3
Gross Enrollment Ratio and Net Enrollment Ratio
Junior Secondary School (JSS)
Year 1968-2016

Year	LSS and ILSS Pupils		Population	GER	NER
	Total	13-15 years	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	13.400.196	10.767.209	9.930.647	100,51	80,761
2015/16	13.390.600	10.803.858	10.040.277	100,72	80,682

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

Note: 1. IJSS = Islamic Junior Secondary School

2. Since 1979 including IJSS

Table 5.4
Trend of Basic Education Schools, Pupils and Teachers
Year 1969-2016

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	466.747	1.701.675
2003/04	145.867	21.256	167.123	25.976.285	7.523.318	33.499.603	1.256.246	490.308	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
2015/16	147.536	37.023	184.559	25.885.053	10.040.277	35.925.330	1.795.613	681.422	2.477.035

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

Note: Teachers in schools under MoEC only

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 2.47 millions in 2015/2016.

Graph 5.4
Trend of Basic Education Schools, Pupils, and Teachers
Year 1969-2015/2016

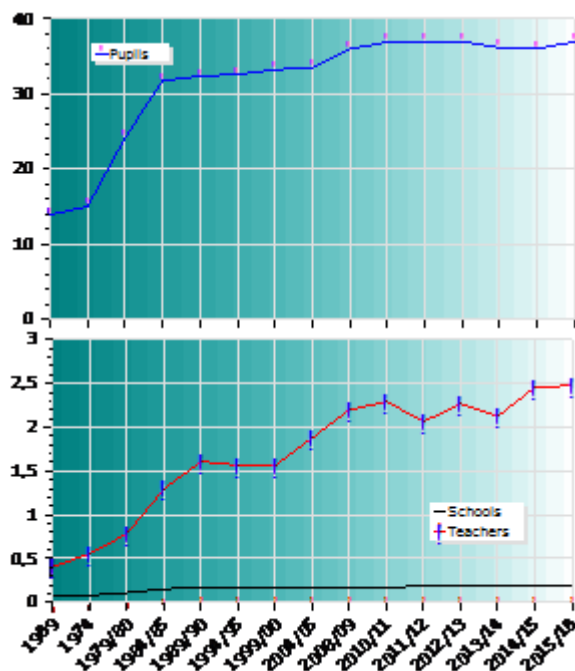


Table 5.5
Continuation Rate: PS to JSS, JSS to SSS, and SSS to HE
Year 1969/1970-2014/2015

Academic Year	Continuation Rate to LSS			Continuation Rate to USS		
	NE to Gr. I LSS	PS Graduates	%	NE to Gr. I USS	JSS 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
1994/95	2.389.816	3.575.250	66,84	1.500.260	1.659.628	90,41
1995/96	2.548.850	3.575.264	71,29	1.587.958	1.740.106	91,26
1996/97	2.795.075	3.605.674	77,52	1.653.158	1.981.201	83,44
1997/98	2.571.856	3.608.516	71,27	1.580.468	2.119.424	74,57
1998/99	2.559.796	3.629.577	70,53	1.608.538	2.315.116	69,48
1999/00	2.595.746	3.613.578	71,83	1.661.630	2.246.999	73,95
2000/01	2.605.413	3.612.842	72,12	1.707.353	2.281.432	74,84
2001/02	2.544.849	3.608.801	70,52	1.794.374	2.316.779	77,45
2002/03	2.495.335	3.567.174	69,95	1.875.990	2.249.932	83,38
2003/04	2.532.185	3.616.441	70,02	1.895.704	2.301.584	82,37
2004/05	2.611.108	3.657.261	71,45	1.956.330	2.368.339	82,61
2005/06	2.935.175	3.681.181	79,73	2.034.264	2.265.982	89,77
2006/07	3.035.713	3.700.814	82,03	2.172.873	2.436.506	89,18
2007/08	3.040.317	3.798.698	80,04	2.393.972	2.505.907	95,53
2008/09	3.156.308	3.872.972	81,49	2.532.369	2.563.220	98,81
2009/10	3.145.012	3.943.696	79,75	2.594.225	2.673.362	97,04
2010/11	3.191.899	4.131.513	77,26	2.873.464	2.934.123	97,93
2011/12	3.340.075	4.090.219	81,66	2.906.401	3.119.322	93,17
2012/13	3.266.002	4.336.261	75,32	2.863.421	2.903.421	98,62
2013/14	3.882.053	4.392.638	88,38	3.036.590	3.060.211	99,23
2014/15	4.431.362	4.369.379	89,81	3.371.558	3.027.988	89,81
2015/16	4.202.975	4.381.997	95,91	3.435.984	3.274.813	95,31

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 **95.91** percent in 2015/2016. 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 169.086 thousands in 2015. 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 **100.72 percent in 2015/2016**.

NER enrollment ratio also increased from 5.03 percent in 1968 to 25.55 percent in 1993/1994 and finally to 80.68 percent in **2015/2016**.

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 **1968-2016**

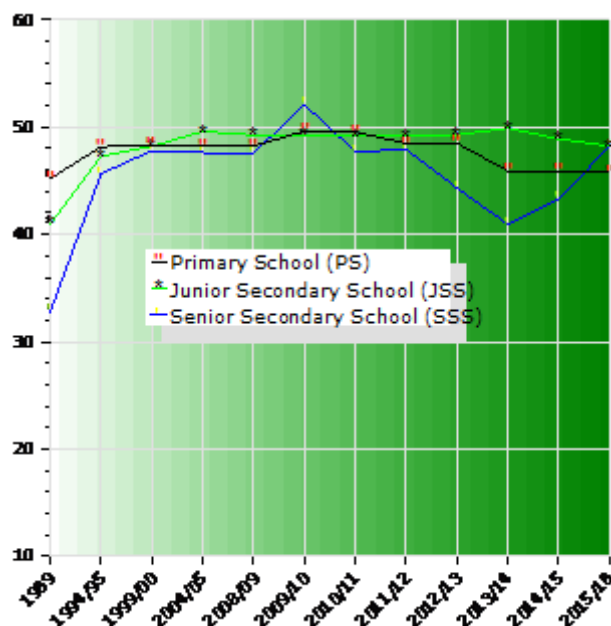
Academic Year	Primary School	Junior Sec. School	Senior Sec. School
1968	45,22	40,99	32,80
1973	45,28	38,33	33,88
1978/79	46,95	40,94	37,45
1983/84	47,64	42,47	40,61
1988/89	48,32	45,03	43,49
1993/94	48,26	46,52	45,65
1994/95	48,16	47,28	45,70
1995/96	48,11	47,55	45,58
1996/97	48,13	48,73	46,90
1997/98	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
2015/16	45,75	48,23	48,24

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 2015/2016 the proportion of student changed to 45.75 percent and 54.25 percent for male and female students in PS, respectively, 48.23 percent and 51.77 percent in JSS, 48.24 percent and 51.76 percent in SSS, at (Graph 5.5).

Graph 5.5
Trend of Percentage of Pupils by Sex and
Level of Education, Year 1969--2015/2016



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 2015/2016

Level of Educational	Qualified	Under Qualified	Total
Kindergarten (KG)	138.594	142.542	281.136
Percentage	49,30	50,70	100,00
Primary School (PS)	1.455.349	1.795.613	3.250.962
Percentage	44,77	55,23	100,00
Junior Secondary School (JSS)	594.554	681.422	1.275.976
Percentage	46,60	53,40	100,00
General Senior Secondary School (GSSS)	282.612	295.912	578.524
Percentage	48,85	51,15	100,00
Vocational Senior Secondary School (VSSS)	252.669	273.353	526.022
Percentage	48,03	51,97	100,00
Total	2.723.778	3.188.842	5.912.620
Percentage	46,07	53,93	100

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 2015/2016 data in Table 5.7, and also based on Act Number 20, Year 2003 on the National Education System, the number of qualified teachers in primary school was low (55.23 percent) compared to junior secondary (53.40 percent), and

senior secondary (**51.15** percent), In average, qualified teachers in all levels were 74.8 percent (Graph 5.6).

Graph 5.6
Percentage of Teachers by Teaching Qualification and
Level of Education Year 2014/2015

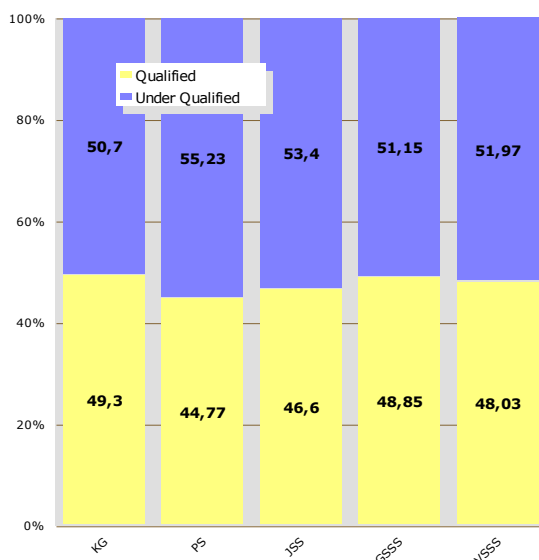


Table 5.8
Number of Teachers by Highest Certificate and Level of Education
Year **2015/2016**

Highest Certificate	Level of Education				Total	%
	KG	PS	JSS	SSS		
< Graduate Program	176.321	16.105	2.026	31.861	288.249	25,06
%	99	10,92	5,47	5,72		
> Graduate Program	190.314	131.431	34.997	524.715	884.402	76,89
%	107	89,08	94,53	94,28		
Master degree	44.946	324.159	84.842	31.427	617.846	53,71
%	25	220	229	5,65		
Doctorate Degree	1.112	1.323.918	559.557	512.490	2.430.639	211,31
%	0,62	897,35	1.511,38	92,08		57,58
Total	178.224	147.536	37.023	556.576	1.150.274	366,97

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.

By using shift assumption in Table 5.9, an additional of 98,617 thousand persons were needed for class teachers, 36,960 thousand for religion teachers, 45,424 thousand for english teachers, and principals need 738 thousands. When using the double shift assumption as shown in Table 5.9B, the need of additional teachers including principals became smaller. There were a surplus of 305,781 thousand clas and 36,960 thousands sport teachers in 2015/2016, but there were need of additional 235,210 thousand other subject matters teachers.

Table 5.9
Needs of Teachers of Primary School
Year 2015/2016
(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	1.100.097	115.510	1.099.699	16.495	1.198.714	98.617
Sport Teachers	147.536	0	187.306	2.810	184.496	36.960
Religion Teachers	147.536	0	169.926	2.549	167.377	19.841
English Teachers	147.536	0	103.667	1.555	102.112	-45.424
L.C Teacher	147.536	0	87.479	1.312	86.167	-61.369
Principals	147.536	0	147.536	738	146.798	-738
Total	1.837.777	115.510	1.795.613	25.459	1.885.664	47.887
Shortage						28.046
Surplus						19.841

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	912.774	115.510	1.099.699	16.495	1.198.714	285.940
Sport Teachers	147.536	0	187.306	2.810	184.496	36.960
Religion Teachers	147.536	0	169.926	2.549	167.377	19.841
English Teachers	147.536	0	103.667	1.555	102.112	-45.424
L.C Teacher	147.536	0	87.479	1.312	86.167	-61.369
Principals	147.536	0	147.536	738	146.798	-738
Total	1.650.454	115.510	1.795.613	25.459	1.885.664	235.210
Shortage						-70.571
Surplus						305.781

Source: 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 and one for each Sport, Religion, English, and Local Contents Teachers

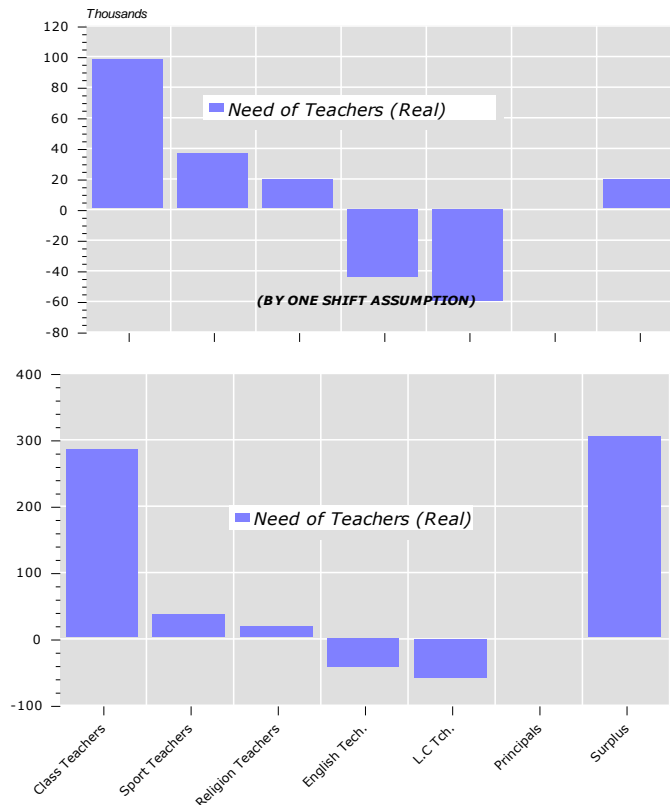
b. one shift assumption: class teachers needed equal to number of classes

c. double shift assumption: class teachers needed equal to number of classes minus number of classes for grade 1 and grade 2

d. attrition of principals = 0.5 percent, of teachers = 1.5 percent

4. - means shortage of teachers and + means surplus teachers

Graph 5.7
Need of Additional Teachers for Primary School
One and Double Shift Assumption
Year 2015/2016



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

The number of Junior Secondary School (JSS) teachers needed in 2015/2016 as shown in Table 5.10 was 756,640 thousands. Those teachers are teaching several subjects according to the curriculum 2013 (C-2013), in total, there was need of additional 275,343 thousand JSS teachers. In fact, there was surplus of 295,544 thousand teachers in almost all subject matter teachers and shortage of 20,201 thousand teachers in other subject matter teachers. These shortage teachers were handicraft and arts (9,661 thousands), ICT (-12.326 thousands), and local contents (-762) (Graph 5.7).

Table 5.10
Needs of Teachers of Junior Secondary School
Year 2015/2016
(According to the C-2013)

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	37.023	0	37.023	1.851	35.172	-1.851
2.	Pancasila & Civics Education	37.023	0	49.829	2.491	47.338	10.315
3.	Religion Education	37.023	0	72.565	3.628	68.937	31.914
4.	Indonesian Language	37.023	0	91.353	4.568	86.785	49.762
5.	Mathematics	37.023	0	90.407	4.520	85.887	48.864
6.	Natural Science	37.023	0	94.739	4.737	90.002	52.979
7.	Social Science	37.023	0	104.706	5.235	99.471	62.448
8.	Handicraft and Arts	37.023	0	28.802	1.440	27.362	-9.661
9.	Physical & Health Education	37.023	0	40.639	2.032	38.607	1.584
10.	English	37.023	0	79.436	3.972	75.464	38.441
11.	ICT	37.023	0	25.997	1.300	24.697	-12.326
12.	Local Contents	37.023	0	38.169	1.908	36.261	-762
13.	Guide & Counseling	37.023	0	42.800	2.140	40.660	3.637
Total		481.299	0	796.465	39.823	756.642	275.343
Shortage Teachers							-20.201
Surplus Teachers							295.544

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

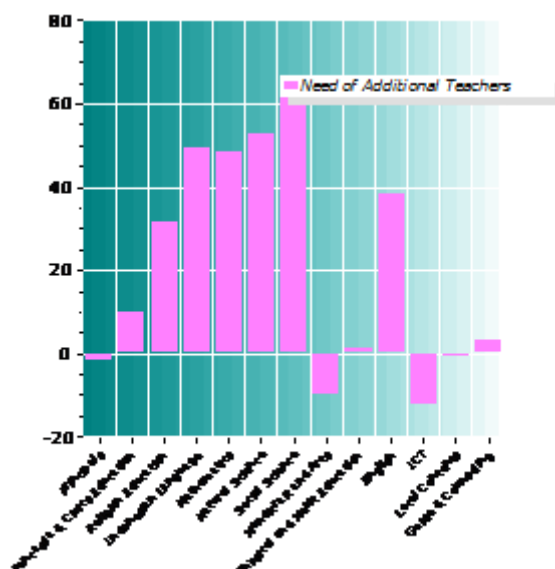
b. teachers needed = (no. of classes x teaching hours) / load of teaching (18 hours)

c. attrition of principals = 0.5 percent, of teachers = 1.5 percent

4. – means shortage teachers and + means surplus teachers

Table 5.10 shows the friction 39 823 teachers in 2015/2016. educational institution that produces teachers, required to produce at least 275.343 teachers per year. However, the actual number of teachers teaching there is friction, plus the current shortage of teachers retiring. If it is assumed that 10 percent of the graduates will not be a teacher. (Graph 5.8).

Graph 5.8
Needs of Additional Teachers of Junior Secondary School
Year 2015/2016



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

Table 5.11 shows that the number of teachers GSSS is 238, 916 in the year 2015/2016. They teach some subjects in accordance with the current curriculum, K-2013. However, to achieve the ideal requirements, educational institutions need an additional -12 398 teachers Information and Communication Technology. On the other hand, there is a surplus of 77 440 thousand teachers, in 12 subjects. (Graph 5.10).

Table 5.11
Needs of Teachers of General Senior Secondary School
Year 2015/2016

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	12.513	0	12.513	626	11.887	-626
2.	Pancasila & Civics Education	12.513	0	19.852	993	18.859	6.346
3.	Religion Education	12.513	0	15.477	774	14.703	2.190
4.	Indonesian Language	12.513	0	30.519	1.526	28.993	16.480
5.	History	12.513	0	15.338	767	14.571	2.058
6.	English	12.513	0	32.200	1.610	30.590	18.077
7.	Sport & Health Education	12.513	0	14.818	741	14.077	1.564
8.	Mathematics	12.513	0	32.395	1.620	30.775	18.262
9.	ICT	12.513	0	121	6	115	-12.398
10.	Physics	12.513	0	20.463	1.023	19.440	6.927
11.	Biology	12.513	0	24.231	1.212	23.019	10.506
12.	Chemist	12.513	0	20.989	1.049	19.940	7.427
Total		150.156	0	238.916	11.946	226.970	76.814
Shortage Teachers							24.234
Surplus Teachers							77.440

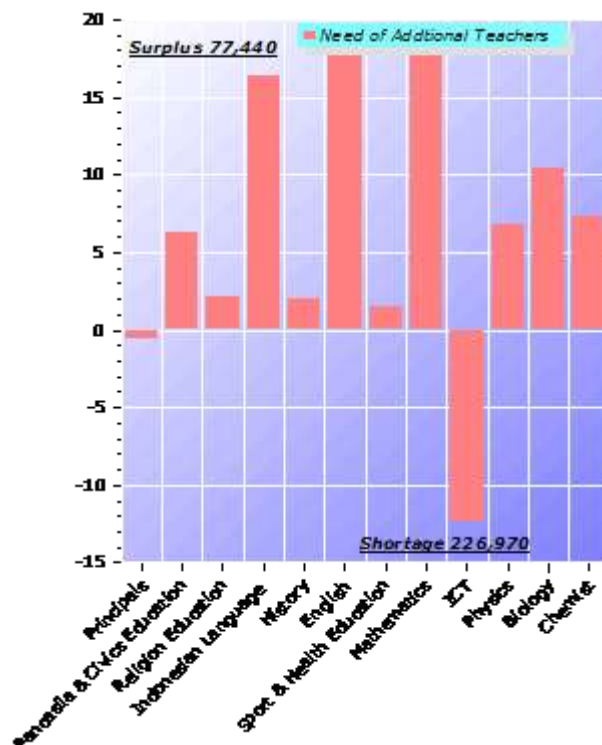
Source: Center for Educational and Cultural Data and Statistics, Secretariat General, MoEC

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 5.9
Needs of Additional Teachers of General Senior Secondary School
Year 2015/2016



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. Policies 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.

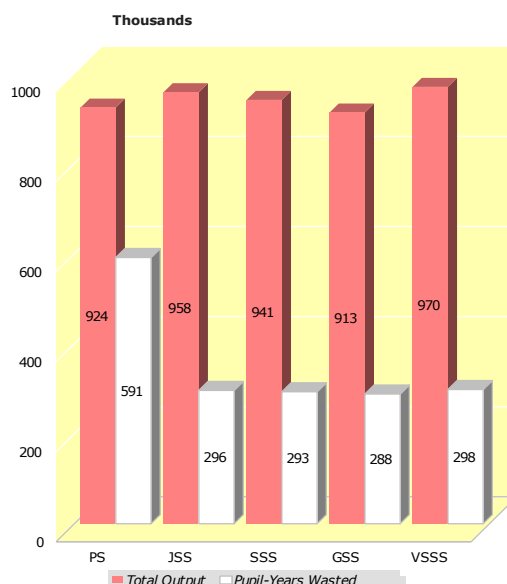
Table 5.12
Internal Efficiency by Level of Education
Year 2015/2016

No.	Components	PS	JSS	GSSS	VSSS	SSS
1	Total Output	924	958	941	913	970
2	Total Pupil-years	5,915	2,955	2,931	2,882	2,900
3	Total Drop-outs	76	42	59	87	30
4	Total Repeaters Average Study Time	116	7	7	6	8
	a. Graduates	6,12	3,01	3,01	3,01	3,01
	b. Drop-outs	3,45	1,76	1,84	1,57	2,10
6	c. Cohort Pupil-years Wasted	5,91	2,96	2,93	2,88	2,98
	a. Total	532	87	113	147	78
	b. Repeaters	271	14	13	11	14
	c. Drop-outs	260	74	100	136	64
7	Years Input per Graduate	6,40	3,08	3,20	3,16	3,24
8	Input-output Ratios (Coefficient of Efficiency)	0,94	0,97	0,94	0,95	0,92

In primary school, from cohort 1000, after 6 years of learning total output were 924 in 2015/2016. In junior secondary school, after 3 years of learning total output were 958 from cohort 1000 in 2015/2016. In senior secondary school, after 3 years of learning total output were 941 from cohort 1000 in 2015/2016. 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 5.10).

Graph 5.10
Total Output and Pupil-years Wasted By Level of Education
Year 2015/2016

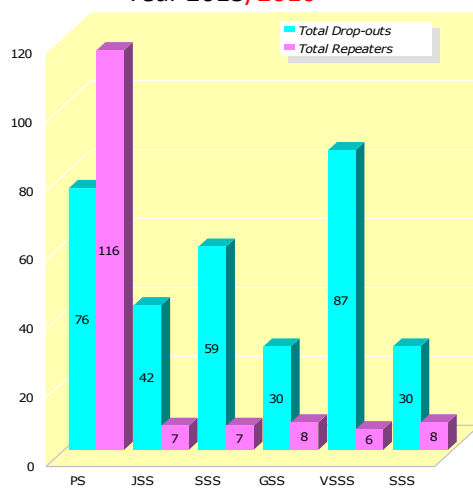


Source: Center for Educational and Cultural Data and Statistics, MoEC

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 5.11).

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 5.12).

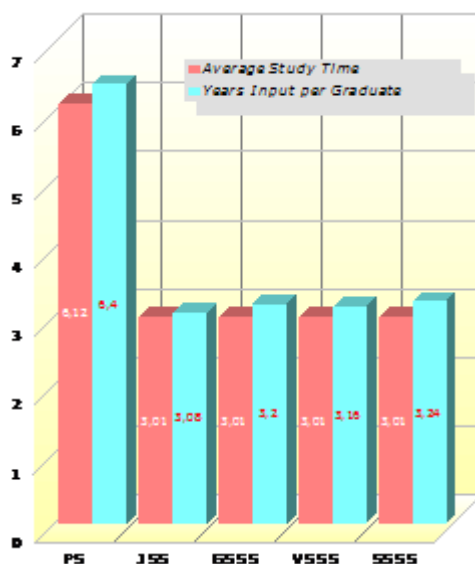
Graph 5.11
Total Drop-outs and Total Repeaters By Level of Education
Year 2015/2016



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

In 2015/2016 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 5.12).

Graph 5.12
Average Study Time and Years Input per Graduate
By Level of Education
Year 2014/2015

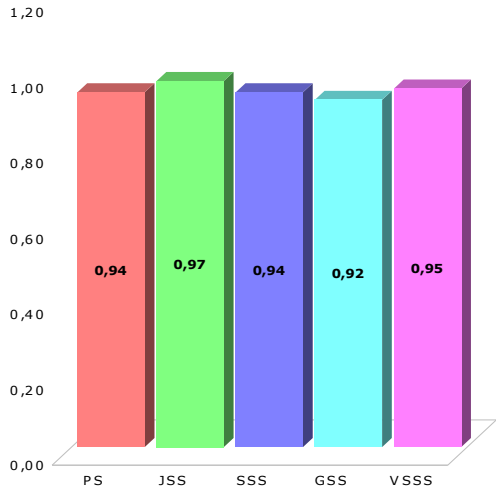


Source: Center for Educational Data and Statistics, MoEC

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 2015/2016 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 2015/2016 (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 5.13
Input-Output Ratios by Level of Education
Year 2014/2015



Source: Center for Educational Data and Statistics, MoEC

Table 5.12 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 2015/2016 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 2015/2016 needs serious attention. This situation happen because Grade I students were not yet ready to go to school. Data 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.

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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