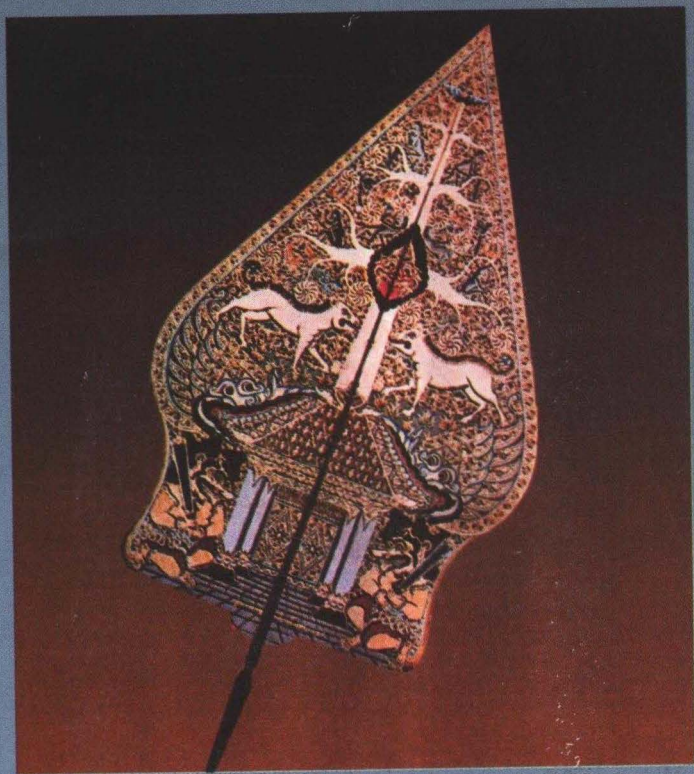




# THE GOVERNMENT'S ROLE IN CULTURAL DEVELOPMENT



DEPARTMENT OF EDUCATION AND CULTURE



# THE GOVERNMENT'S ROLE IN CULTURAL DEVELOPMENT

Project of the Development of Cultural Media  
Directorate General for Culture  
Department of Education and Culture  
Jakarta  
1997/1998

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## FOREWORD

**I**n entering the take-off era to take place in PJP II (the Second 25-Year Long Term Development Program), it should be undertaken that the national culture as a manifestation of creation, feeling, disposition and endeavor of the Indonesian nation, based on the eminent values of Pancasila, characterized by “Bhinneka Tunggal Ika” (Unity in Diversity) and the “Wawasan Nusantara” (Archipelago Outlook), is to perpetually inspire the society’s behavior and the implementation of development, as well as to stimulate solidarity, social responsibility, discipline and unyielding spirit.

The aforementioned should become the common responsibility of all layers of the Indonesian society, either within the government or private circles. This booklet contains the government’s policy, in this case the Department of Education and Culture, formulated within the framework of nurturing and developing the national culture.

It is hoped that this book would be able to guide, stimulate and motivate all of us, citizens of the Republic of Indonesia, to play a more active role in promoting national culture as prescribed by Article 32 of the 1945 Constitution and its related clarification.

May this booklet serve its purpose.



Director General of Culture

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## I. INTRODUCTION

Culture is essentially an attainment of man's ability to actively adapt himself to his environments in the widest sense of the word. Because of this, culture is a pattern of actual and unrealistic behaviors accomplished and inherited through a learning process by the use of symbols.

The meaning of culture involves materials and artifacts produced by man, whereas the nucleus of culture itself consist of ideas and cultural values resulting from the proponents' abstracted experience, which subsequently govern their attitude and behavior.

In view of man's limited spiritual and physical capability to actively adjust himself to his environments, the artifacts that have been developed by man into an actual material culture, have an enormous meaning in facilitating and alleviating his life. Nevertheless, a mere material culture element does not mean much without being founded on the knowledge relating to its means of production, processing and application. Other cognition being used as a reference in assuming man's attitude and social behavior such as cultural values, social norms and way of life, have always been applied by man in dealing with his environment.

The aforementioned thoughts have made culture to function as a reference framework that gives meaning and direction to social life. They also function as controlling mechanism in fostering social interaction within the process of active self-adjustment with the environment, in changing and creating a new environment which is more harmonious with the physical demand as well as the subsequently emerging cultural needs.

## **II. FOUNDATION FOR THE DEVELOPMENT OF CULTURE**

### **A. Rational Foundation**

If ethnic and regional culture exists in a social group because of kinship and the existence of one particular trait within a certain area, national culture functions as a controlling mechanism and adhesive by which national trait pervades ethnic as well as regional cultural areas.

The strength of national culture as an adhesive to unite and unify the nation is caused among other things by the reality that national culture has the following strengths:

- (1) capable of giving significance and direction of national destination and ideals;
- (2) serving as a reference to social attitude and behavior in inter-action among fellow citizens;
- (3) forming national identity that develops the feeling of pride and unites all proponents thereof.

### **B. Juridical Foundation**

The policies on the development of culture are formulated on the basis of the following laws and regulations:

- (1) Article 32 of the 1945 Constitution which stipulated that "the is to promote the Indonesian national culture", and its related related clarification;
- (2) Article 36 of the 1945 Constitution which stated that "the National Language is the Bahasa Indonesia", and its related clarification;
- (3) Article 29 of the 1945 Constitution, clause (1) which stipulated that "the State is founded on the Belief in

the one God Almighty, and clause (2) which stipulated “the State guarantees the liberty of every citizens to profess their respective religion and to worship according to their religion and faith ”, and its related clarification.

The comprehension of “respective faith”, as mentioned in Article 2, is interpreted as Belief in the one God Almighty, which was later emphasized in the People’s Consultative Assembly’s Decree II of 1973, 1978, 1983, 1988, and 1993. In its subsequent development, pursuant to the Presidential Decisions No. 27/1978 and No.40/1978 respectively, the question of Belief in the one God Almighty, has become the responsibility of the Department of Education and Culture.

- (4) The Guidelines of State Policy (GBHN) of 1993, particularly the relating to culture.
- (5) Law No.5/1992, concerning Cultural Reservation Object and Government Regulation (PP) No.10/1993 on the Implementation of Law No.5/1992.

### **III. ORGANIZATIONAL STRUCTURE, DUTIES AND FUNCTION OF THE DIRECTORATE GENERAL FOR CULTURE**

#### **A. Organizational Structure of the Department of Education and Culture**

The Department of Education and Culture consists of four Main Technical Units, namely:

1. Directorate General for Elementary and Secondary Education (DITJEN DIKDASMEN);
2. Directorate General for Higher Learning (DITJEN DIKTI);
3. Directorate General for Extra-curricular Education and Sports (DITJEN DIKLUSEPORA); and
4. Directorate General for Culture.

In addition to the above, there are three supporting units:

1. Secretariat General (SETJEN DEPDIKBUD)
2. Inspectorate General (ITJEN DEPDIKBUD)
3. Research, Education and Cultural Promotion Agency (BALITBANGDIKBUD)

At provincial level there is a Regional Office of the Department of and Culture (KANWIL DEPDIKBUD), at the District/Municipality level there is a District/Municipal Office of the Department of Education and Culture (KANDEP DEPDIKBUD KAB/KODIA) and the Sub-district level there is a Sub-district Office of the Department of Education and Culture (KANDEP DIKBUDCAM).



## B. Organizational Structure of the Directorate General for Culture.

### 1. Brief Account

Prior to the colonialists' arrival in Indonesia, there were already several kingdoms with some form of governmental organization based on the monarchic system of administration. During that time, the court, apart from being the center of government, also functions as the center for cultural development. The existence of various positions like: *juru sungging* (painter), *juru sastra* (writer or man of letters), *juru pangrawit* (gamelan music expert), *juru keris* (expert in weaponry, especially kris) etc., were evidence that culture has become the objective in the kingdom's administration.

During the era of colonialism (Portugal, Dutch, British and Japan), the management of culture were in the hands of the ruling feudal lords and the colonialists, geared to establishing and defending their powers. The promotion of culture attempted by the colonialists was aimed at cultivating the culture they had brought along, whereas the indigenous culture were forced to adjust itself to the foreign culture.

Prior to Indonesia's independence there were institutions such as: Oudheidkundige Dienst (Archaeological Service), Koninklijk Bataviasch Genootschap Van Kunsten en Wetenschappen (Royal Batavia Institute for the Arts and Sciences), which were all organizations administering culture for the colonialists' interest. Organizations established by the Indonesian people like Taman Siswa, Boedi Oetomo etc., were as a matter of fact testimonies of the people's reaction

against the colonial administrative system in the promotion and development of culture during the colonial era.

During the Japanese colonialism, Keimin Bunka Shidoso (Cultural Center) was established. This center, which was indirectly a vehicle serving the cultural administration, aimed at promoting the quality of art and culture towards the establishment of an Indonesian cultural identity.

In the era of independence, efforts towards the promotion and development of culture through an administrative system was started when the Cultural Division at the Department of Education and Culture was established by virtue of the Minister of Education and Culture's Decision No. 203 dated September 11, 1946. The first step being undertaken was caderization program through civil service training.

Subsequent developments were as follows:

- a. In 1948, the Cultural Division was changed into Division D, by virtue of the Minister of Education and Culture's Decision No. 35571 D, dated April 24, 1948. Its main task and function were to enhance and maintain the level of general culture and art of the Indonesian people, to provide leadership, assistance, and guidance to the society in the area of culture based on the philosophy of "*Ing Ngarso Asung Tulodho, Ing Madyo Mangun Karso, Tut Wuri Handayani*" (In front position-giving example; in mid-position-creating will power; in rear position- giving encouragement).
- b. In 1949, the Cultural Service (Jawatan Kebudayaan) was established by the Minister of

Education and Culture's Decision No. 57/5 dated August 5, 1949, replacing Division-D. Its task and function were to manage and maintain everything related to culture, both ancient and modern.

- c. In 1964, the Cultural Service was changed into the Directorate of Culture by virtue of the Minister of Education and Culture's Decision No. 34/1964, dated May 9, 1964. In addition, other institutions were also established, namely: the National Heritage and Antiquities, Language and Literature, and the National Museum.
- d. During the Dwikora Cabinet (1964-1966) the President of the Republic of Indonesia appointed three Assistant Ministers, one of whom was the Assistant Minister for Cultural Affairs (Mrs. Lasmidjah Hardi) whose duty was to assist the Minister and as coordinator in the execution of ministerial duties or policies in cultural affairs and to coordinate the existing directorates and institutions.
- e. By virtue of Presidential Decision No. 170/1996 and the Ampera Cabinet's Decision No. 175/Kep/II/1996 dated November 3, 1996, the Department of Education and Culture was divided into four Directorate Generals, one of which was the Directorate General for Culture. As the executor at provincial and regency/municipality levels a regional inspectorate for culture was set up, which was subsequently changed into the Regional Office of the Directorate General for Culture at provincial level, and regency/municipality level respectively.

## 2. *Organizational Structure of the Directorate General for Culture*

In 1969, by virtue of Presidential Decision No. 39/1969 on the Department of Education and Culture and pursuant to the Minister of Education and Culture's Decisions No.34/1969 and 35/1969, organizational units of the Directorate General for Culture were established as follows:

- a. Secretariat of the Directorate General for Culture
- b. Directorate of Art
- c. Directorate of Art Education
- d. Directorate of Museums
- e. Institute of National Language
- f. Institute of National Heritage and Antiquities
- g. Institute of History and Anthropology
- h. Institute of Musicology and Choreography

At provincial level the activities are coordinated by the Head of the Regional Office of the Department of Education and Culture assisted by a Cultural Assistant. While at the regency / municipality level they are vested on the Office of Cultural Promotion and Art Education.

Later in 1975, the organizational structure of the Directorate General for Culture by virtue of the Minister of Education and Culture's Decision No. 079/0/1975 dated April 23, 1975, was subsequently improved as follows:

- a. Secretariat of the Directorate General for Culture
- b. Directorate of Art Promotion
- c. Directorate of Art Development
- d. Directorate of Museums
- e. Directorate of History and Antiquities

The Directorate General for Culture is also responsible for the technical guidance of:

- a. The Center for Promotion and Development of Language
- b. The Center for Antiquities Research and National Heritage
- c. The Center for History and Cultural Research

Sub-divisions of Art, Museums, History and Antiquities are established at provincial level, while a Head of Cultural Section and Cultural Inspector, were appointed at the regency/municipality level

In 1980, by virtue of Ministerial Decision No. 0222/e/1980, the organizational structure of the Directorate General for Culture was again updated, which is still valid until now. The new organizational structure is as follows:

- a. Secretariat of the Directorate General for Culture (SETDITJENBUD);
- b. Directorate of Art (DITNI);
- c. Directorate of History and Traditional Values (DITJARAHNITRA)
- d. Directorate for the Protection and Maintenance of Historical and Archaeological Heritage (DITLINBINJARAHA).
- e. Directorate of Museums (DITMUS)
- f. Directorate for the Development of Adherents to Belief in the one God Almighty (DITBINYAT).

In addition to the aforementioned, the Directorate General for Culture is the technical mentor of:

- a. The Center for Promotion and Development of Language (PUSPINBANGSA)

b. The National Research Center of Archaeology (PUSLIT ARKENAS).

In addition to the above, there are 76 units of Technical Implementors (UPT), namely: National Museum (1), State Provincial Museums (27), Special Museums (4), Cultural Parks (23), Antiquities and Historical Heritage Reservations (9), Borobudur Conservation Agency (1), Language Research Agency (3), Archaeological Agency (5), Historical and Traditional Values Research Agency (6), scattered in all provinces of Indonesia.

At the Regional Office of the Department of Education and Culture, there are a Sub-division of Art, Sub-division of Museums and Archaeology and Sub-division of History and Traditional Values. While a Head of Cultural Section and Cultural Inspector are attached at district and sub-district levels.

3. *Tasks and Function of the Directorate General for Culture*

The Minister of Education and Culture's Decision No. 0222e/O/1980 stipulated the main task of the Directorate General for Culture as follows:

"Executing part of the Department of Education and Culture's principal task based on policies decided upon by the Minister". In the execution of the prescribed task the Directorate General for Culture has the following functions:

- a. Formulating technical policies, providing promotional guidance, and permits in the area of culture in accordance to the policies decided upon by the Minister and based on the existing laws and regulations;



- b. Executing cultural promotion commensurate with the main tasks of the Directorate General for Culture and in accordance with the existing laws and regulations;
- c. Implementing technical safeguard over the execution of the Directorate General's main tasks in accordance with policies decided upon by the Minister and based on the existing laws and regulations.

Further, considering the very wide scope of cultural comprehension, and in pursuance of the aforementioned ministerial decisions, cultural areas being cultivated and developed as specified in the Directorate General's main task, involve the following:

- (1) History
- (2) Cultural Values
- (3) Art
- (4) Antiquities and Historical Heritage
- (5) Museums
- (6) Adherence to the Belief in the one God Almighty
- (7) Language and Literature
- (8) Archaeology

#### IV. POLICY PRINCIPLES

**A**rticle 32 of the 1945 Constitution stated that "the Government promotes the Indonesian national culture", while in the explanation of the article it was mentioned among others that "the nation's culture is culture that grows as a resultant of efforts by all the Indonesian people. Ancient and indigenous cultures performing as the apex of regional culture throughout Indonesia, belong to the national culture. Cultural endeavors have to head towards civil progress, culture and unity, without prejudice against new materials coming from foreign culture which can develop or enrich our own national culture, and enhance the human dignity of the Indonesian nation"

This formulation shows that national culture should be seen as something dynamic, continuously developing and can serve as a guide towards development as civilization. Endeavors to promote the diversified Indonesian culture will enhance national unity, and not on the contrary build a narrow regional behavior. The Indonesian nation should behave openly, but also selectively and able of adapting new materials coming from other cultures.

Based on the above-mentioned, Article 32 and its explanation are in fact containing a two-step policy aiming at two different targets. The first target, to have the government together with the people maintain and perpetuate the national cultural heritage from extinction, whilst the second target is to promote and develop national culture.

In order to avoid the two targets contradicting one another, the policy for the promotion of national culture as prescribed by the 1945 Constitution is to strive for the creation of a climate conducive to the merging of the two targets through "PROMOTIONAL and DEVELOPMENTAL activities." Developmental steps are aimed at enhancing

the quality and preparing the society as an alert, proponent of culture, being tenacious and responsible in facing the challenge of time, within the efforts to implant and enforce cultural values, thoughts, and ideas commensurate with the development of sciences and technology. As such, the society is not only to develop behavioral pattern befitting the national cultural values being developed, but also to become an active and creative proponent of culture in the expansion and enrichment of the nation's culture.

Meanwhile, steps with developmental characteristic are interpreted as efforts aimed at enhancing the quality of national culture, enriching values and strengthening the identity of national culture in conformity to the explanation of Article 32 of the 1945 Constitution, and striving for the attainment of several facilities supportive of the endeavor to promote national culture.

Strategic steps undertaken within the framework of developmental activities have the following characteristics:

- (1) maintenance and protection
- (2) search and research
- (3) development and enrichment
- (4) dissemination
- (5) benefaction
- (6) dealing with negative foreign influence
- (7) cooperation

The aforementioned are elaborated as follows:

(1) *Maintenance and Protection*

Efforts are carried out to ward off threats on the perpetuation of cultural heritage, either non-material culture in the form of values, social norms and society's view, or material culture (arts and cultural reservation objects) in order to protect them from damage, deterioration and extinction.

Threats upon non-material culture are caused by the

rapid flow of foreign influence, bringing about shifting and changing of values to social norms and society's way of life. Activities being done in this regard are among others : making of inventories, recordings, writings, translations, transcripts, depicting the nation's cultural values and implanting them to the coming generations.

Threats upon material heritage or cultural reservation objects are caused by natural process, both biological and chemical in accordance with the law of nature, and therefore need to be protected to prolong their life. The most dangerous threat does indeed come from man itself. Several cases of destruction, wild excavations, pilfering, illegal exports and thefts of cultural reservation objects are on the increase.

Steps taken in this regard are to undertake maintenance and treatment, conservation, cleaning, restoration, storage and protection of cultural heritage objects from various disturbances. The protection and maintenance of cultural reservation objects are based on a set of regulations, i.e. Law No.5/1992 on Cultural Reservation Objects and Government Regulation (PP) No. 10/1993 on implementation directives of Law No. 5 / 1992.

One of the effective ways to maintain and protect culture in Indonesia, both material or non-material culture, is through the education line, because education is regarded as a process to civilize man. The process goes by transferring the existing essential cultural values and transforming them into current cultural values, from generation to generation , either through scholastic or extra-scholastic routes.

Education , besides its function to maintain continuity, has also additional functions, namely to sustain, absorb, guide, and prepare for the future.

Education has a preparative function through which, efforts are done to maintain existing cultural values. Education also functions as absorber and blender, for it actively concocts and digests ancient cultural values with current values so that a culture with modern characteristic can be formed and considered as the nation's current possession. Education has also a function to prepare future culture. The latter function is carried out by introducing universal values in accordance with the development of science, technology and communication, so that the national culture is able to anticipate emerging values in the future.

## (2) *Search and Research*

Search activities can have two meanings. First, to delve in the sense of uncovering, classify and study non-material cultural heritage, i.e. concerning values, social norms and society's view to be offered and "marketed" and subsequently implanted upon the succeeding generation. Second, to dig in the sense of excavating or digging situs to look for and find cultural reservation objects so that their historical background can be researched, studied and revealed and used as materials for the formulation of history and the development of science.

Search and research activities being undertaken among others are field research, library research, excavation, laboratory analysis, revitalization, reconstruction (of art) nearing extinction, seminars, discussions and publications.

## (3) *Development and Enrichment*

In cross-cultural encounters between ethnics and nations a process of mutual-influence and take-and-give between one another, has inconspicuously taken place. The process of mutual influence will be able to enrich

the cultures concerned . Activities in this respect are among others conducted through discussions, lectures, talks, guidance and elucidation, cultural exchanges, competitions, festivals, exhibitions and demonstrations.

#### (4) *Dissemination*

In the framework of promoting cultural appreciation and materializing national development with cultural conception, cultural wealth resulting from search and research activities on cultural riches need to be introduced and disseminated to all layers of society. Through dissemination efforts, results of search and research activities are offered and marketed, and subsequently absorbed and materialized in daily life, which in turn propel the growth of and strengthen national unity. Activities are carried out through various media (TV, Radio, Newspapers/Magazines) among other things: film recording, video, picture/photo, slide, publication of books, exhibition, performance, lecture, guidance and elucidation.

#### (5) *Benefaction*

The Indonesian culture which has developed throughout history is the basic asset and dominant factor in supporting the success of national development. For this reason, the national culture should be benefited to provide for the society's welfare and sustainment of the nation's culture. This can be done among others by drawing benefits from cultural heritage as an object of tourism and as a supporting element in the implementation of education.

Education and culture have in fact a tight and mutually beneficial relationship. The success of education are among other things upheld by the potential of national culture, and on the other hand the existence and progress of culture is dependent upon the success of edu-



cation. In order to mold a culturally conscious human being, who is able to understand, comprehend and develop national culture, education has been carried out in an atmosphere where people are at liberty to choose and open minded to receive. As such, students will be able to research, study, appreciate and develop their national culture as well as their creativities. Activities conducted in competitions, festivals, contests, training and performances, exhibitions of various branches of art held at various stages of schools education are very effective means to be benefited from in order to develop cultural consciousness, so much so that schools should be made a center of cultural activities.

The role of curriculum within the process of shaping the Indonesian people to become a culturally enlightened person through education is very decisive in nature, both at the national level or local content curriculums. Elements of culture contained in curriculums like: the Guide to the Comprehension and Practical Application of Pancasila (P-4), Religion, Civics, Bahasa Indonesia, National and General History, Handicrafts and Art/Culture, are as a matter of fact, efforts to gain benefit from culture in molding national identity and the social engineering for the sustainment and development of culture. Besides, culture must be used as reference by educators as prescribed in Article 31 clause 2 of Law No.2/1989, which stated that "education personnel must uphold the national culture".

It is therefore evident that education and culture cannot be separated. Likewise, various cultural facilities outside the conference of education, like museums, cultural parks, cultural centers, art workshops, camps, libraries, cultural heritage and archeological objects etc. need to be benefited to support the success of education in molding a total Indonesian person in the sense of being Indonesian in quality and cultural orientation.

## (6) *Dealing with Negative Foreign Influence*

The entry of foreign culture could come from various directions, at any times and places, either in material or non-material culture. As has been explained before, owing to the rapid development of science and technology and the success of national development, cultural contacts are impossible to avoid. The contacts are so incessant that we hardly have an opportunity to choose from those which are suitable and those which are not. Cultural contacts have seemingly become something “compulsory” rather than an act of free choice.

Pancasila, apart from being the foundation and philosophy of the Indonesian nation, is also an eminent concord for the Indonesian nation. As such, all people should comprehend, adhere to, obey and carry out the concord with full awareness and responsibility. Throughout its historical journey, to date, Pancasila has proven its viability in filtering and preventing the entry of foreign cultures which cast negative influence upon the sustainability of the national culture. Its five principles that are embodied in the people's daily life have grown as a norm which regulates whether foreign culture could or could not be accepted, as seen from the legal norm, courteousness, decency, courtesy, and other norms emanating from the Pancasila philosophy. In this respect, activities to be undertaken are efforts to:

- a. inculcate the conviction that we have our own identity and cultural sovereignty;
- b. b. inculcate openness of attitude and preparedness to acknowledge and respect other nation's identity and cultural sovereignty;
- c. c. inculcate critical and selective attitude vis-a-vis the entry of foreign culture.

## (7) *Cooperation*

As mentioned in item 6, inter-ethnic and international contacts are difficult to avoid. For this reason, cultural co-operation need to be directed to yield benefit to both parties, that is mutually developing and enriching.

Moreover, international cultural relations can give a positive impact on diplomatic relations or more known by the terminology “diplomacy with cultural dimension.” The implementation of cooperation either bilateral, multilateral or regional, among other things have been carried out through the exchange and sending of cultural/art mission, organizing of exhibition, demonstration, seminar, discussion, and workshop. Bilateral cooperation is carried out through mutual cultural agreement, along two ways:

- a. Cooperation based on agreement.
- b. Cooperation which are not based on a general agreement, but carried out to meet a specific need and based on a special agreement for each activities.

Multilateral cooperations are conducted with several countries, which, in this respect are coordinated by a special agency like the UNESCO, while regional cooperations involve Asian and Southeast Asian neighbouring countries, such as: ASEAN Committee on Culture and Information (COCI), Seameo Project in Archaeology and Fine Arts (SPAFA), Asian Cultural Center for UNESCO (ACCU) etc.

In addition, cooperations are also conducted with various agencies/foundations/foreign institutions (among others: the Japan Foundation, the Ford Foundation), while domestically cooperations are carried out either at the central or regional levels within the framework of implementing cultural development.

## V. POLICIES ON THE DEVELOPMENT OF CULTURE DURING PJP-II

The development of national culture and Belief in the one God Almighty is still facing a number of problems that have to be solved to meet the development and developmental demand during PJP-II which started with Repelita VI. Various tendencies in the future, and emerging problems in line with changes involving various aspects of life, either nationally, regionally or globally, bring about challenges which have to be faced in the context of national cultural development and Belief in the one God Almighty. Challenges, constraints, opportunities and policies on the development of culture within PJP-II are as follows:

### *1. Challenges*

Since Pelita IV, the world has been overrun by various aspects of life, which still continue in the forthcoming PJP. International interactions driven by the rapid scientific-technological progress, particularly in telecommunication and transportation technologies, have brought about a swift current of information and the entry of foreign cultural values that are not always compatible with the religious and noble values of the national culture. The inroad of values contrary to Pancasila and other noble values through package programs of foreign televisions, films, and foreign literature constitute a threat to national cultural development. This matter can lead to the shallowing of moral values of the national culture, which in turn can result in identity and national identity crises.

On the other side, the Indonesian society has not fully possess a dependable deterrent power and ability to choose and select various foreign influences, in order to

ward off the negative impact of globalization. In this context, the first challenge to be met within the development of national culture is how to strengthen self-identity and Indonesian national identity in order to secure a solid and reliable socio-cultural resilience.

In the meantime, the development process has not fully been able of eliminating and deterring narrow premordial thinking, feudal demeanor, exclusive and individualistic attitudes. Rapid urbanization which caused dense population in urban areas has produced among other things tendencies of unhealthy competition and other negative cultures which in turn could lead to conflict of perceptions and dissension between fellow members within the community. The aforementioned values are not in accordance with the norms and values of the nation's culture that uphold mutual cooperation, togetherness, and the slogan of: mutual affection, teaching and caring for. (*Javanese: silih asih, asah, asuh*).

Another problem faced within the context of cultural development is the society's low awareness of the richness and loftiness of the nation's art and culture. Nowadays, there is a tendency of increasing flows of foreign art and cultural elements into our society which are not so suitable to the national identity. In addition, the uneven apportionment of awards to artistic creations and the artists to stimulate the development of artistic creativity have caused limited turn over of quality art works, including grand literary works. In the context of art development, the third challenge is how to create an atmosphere which could persuade all members of society to increasingly respect the nation's art and culture and to maintain their sustainability as well as to stimulate new and quality works of art.

Meanwhile, the persistent second national awakening spirit during the PJP II, which is marked globally by the

rapid development of science and technology, need quality Indonesian people and an Indonesian society which have the capabilities to benefit, develop, and master science and technology without neglecting religious values and noble values of the nation's culture. But, as a matter of fact part of the Indonesian society is still tied to traditional values which do not always support the readiness and maturity of thoughts, do not bear an open and progressive behavior and attitude, do not have awareness of time and the courage to engage in healthy competition. The culture of writing, reading, learning and familiarizing themselves with science and technology have not yet flourished among the majority of the Indonesian society.

In this respect, the fourth challenge being faced within the development of culture is how to foster and develop culture that has the power to develop science and technology instrumental in building a progressive and self-relying nation of quality, but still retaining the Indonesian identity.

Proficiency in and the use of a good and correct Indonesian language is a reflection of a logic and systematical way of thoughts that can support the development of science and technology. In reality, the Indonesian language has not been fully used properly and correctly, and with a feeling of complete pride. According to a population census of 1990, among the population aged five years and above only 15 percent have used the Indonesian language in their daily life, around 17 percent who do not understand the language, and approximately 68 percent who comprehend, but do not use it in their daily life. Besides, there is also limitation in translations and writings of scientific books, in quantity as well in quality. As such, the fifth challenge in cultural development is how to develop the Indonesian language as a science and technological language, in line with the writings



and publications of various books of quality.

The development of life that adheres to the Belief in the one God Almighty has succeeded in increasing the faith and devotion to the one God Almighty. It has also been able to foster inter-religious harmony between religious followers and believers in the one God Almighty. Nevertheless, there is still difficulty in nurturing believers of spiritualism to prevent them to turn inwardly, and not to head towards the formation of a new type of religion, to be always in accord with the foundation of the one God Almighty and a just and civilized humanity. This matter has also become the sixth challenge in the development of culture and Belief in the one God Almighty.

## 2. *Constraints*

The efforts to meet various challenges during PJP II, starting with Repelita VI, will encounter various constraints, if left unattended, could hamper national cultural development and fosterage of adherents to the Belief in the one God Almighty. The constraints are among others:

First, the low level of awareness among part of the society which could result in a low filtering and deterring powers against the negative influence of foreign culture. In the meantime, the low educated segment of society has also difficulty in absorbing and developing positive new values, so-much-so that it could impede efforts to accomplish a progressive and self-reliant society characterized by the Indonesian identity.

Second, the unsteady mechanism for filtering the penetration of negative foreign culture, either through television broadcast or other mass-media.

Third, the still feeble role of the family in fostering,

nurturing and developing the noble values of the nation's culture and religious values since early in the game, that were caused among other things by the shifting of life pattern and the society's inadequate readiness in facing the general tendency of structural transformation from traditional agriculture society to modern industrial society.

Fourth, the fairly big number of population who live below the poverty line causing some economic and social disparities. This situation will become more difficult if the privileged society does not have social awareness and solidarity as embodied in the noble values of Pancasila, which in turn could spawn social envy constituting a constraint or even a threat to the nation's unity and integrity.

Fifth, difficulties in digging, studying and conserving cultural reservation objects, particularly those on sites in isolated hinterland.

Sixth, the lack of manpower in techno-cultural field and library either in quantity or quality, including inadequate means and infrastructure for the development of culture and library.

Seventh, a special constraint for the development of adherents to Belief in the one God Almighty is the existing introvert attitude among the believers in giving information for the need of development.

### 3. *Opportunities*

In spite of the aforementioned constraints, there are still some tenable opportunities in developing culture and Belief in the one God Almighty, as supporting factors.

The opportunities are as follows:

(1) the increasingly popularized Guide to the Compre-

hension and Practical Application of Pancasila (P4) and the acknowledgement of Pancasila as the only principle of society life, national life and the increasing solidification of the Archipelagic Outlook as a result of the P4 inculcation;

- (2) the nation's culture that has developed throughout the history of the nation characterized by diversity in unity;
- (3) the diversity of the nation's culture that constitutes invaluable richness to the national culture;
- (4) the increasing opportunities for the citizens to obtain education as evidence by the increasing participation numbers at every course, type and level of education;
- (5) the Indonesian nation has since centuries possessed cultural riches and high tolerance ability that enables it to absorb and adapt positive foreign cultural influence;
- (6) the increasing expanse of information dissemination including library services that can be used as a vehicle to disseminate the noble values of culture, science and technology.

In the framework of attaining the objectives of national cultural development in line with the GBHN's guidance, a series of policies have been formulated within the PJP II aimed at maintaining preservative and developmental endeavors. The policies involve several areas, such as:

(1) fostering and developing of cultural values; (2) development of languages, literature and libraries; (3) development of art; (4) development of traditions, historical heritage and museums; and (5) fostering of adherents to Belief in the one God. Those five areas are elaborated as follows:

#### *(1) Fostering and Developing of Cultural Values*

Endeavors relating to the fostering and developing

of the nation's noble cultural values are increasingly enhanced in the framework of enforcing national identity and personality among others through identification of the cultural element and its role as the mold of national identity and developing of cultural values that form the foundation of creativity, civility, behavior, noble character, etiquette, national discipline and productive work ethic, as well as hard work, and creative thinking shaped since the earliest stage of education either within the family circle, at school or in society.

The efforts to improve cultural perception among education participants, particularly at the primary level, are done through a study and application of education materials augmented by the supply of textbooks for teachers and reading materials for education participants, the sources of which come from customs, norms, and the noble values of national culture.

Information dissemination backed up by a dependable information processing should be continuously done to provide for an effective and efficient cultural information that can be utilized at every times to cater for various interests either national, regional or international. Within the context of information dissemination, communication on cultural concepts should also be developed aimed at preparing the development of an industrial society for Indonesian citizens. In this regard, the role of communication institutions, either governmental or private should be continuously propelled and enhanced so that they can seriously execute their function in maintaining and developing national civility as the mold of national identity. Inter-institutional cooperation and coordination either governmental or private at domestic, regional and

international levels should be stepped up, especially to enhance the image of the national culture's noble values by upraising the function of the nation's culture various richness in support of development.

Various endeavors carried out through all aspects of life in the framework of expanding the nation's cultural horizon and aspiration conducive to the strengthening of national concert and unity are continuously developed and spurred towards positive direction. They should be imbued by the spirit of self-correction, self-awareness, mutual empathy, socio-economic solidarity and high sense of responsibility towards togetherness and solidarity in the efforts of improving the welfare of the Indonesian society and nation. Their implementation are continuously aimed at preventing and eliminating the widening economic disparity and exclusivism, and also for the sake of strengthening national concert and unity in the framework of stabilizing the embodiment of the Archipelagic Concept and National Resilience.

(2) *Development of Language, Literature and Library*

The Indonesian national language (Bahasa Indonesia), being the mold of national identity, either as the official language or as national lingua franca that constitutes a medium for communication and development of science and technology, is nurtured and developed. Efforts being done are among other things: popularizing the good and correct use of Bahasa Indonesia at various levels of society, amongst governmental agencies and the private sector. In addition, the usage of regional languages and literature as part of cultural perception is sustained to enrich the nation's cultural treasury. In this respect, the development of quality in the subjects of regional language and literature in the edu-

cational curriculum particularly at primary and medium levels of education should be endeavored.

The fostering and developing of Indonesian literature as one of the sources of the nation's spiritual richness in the framework of promoting society's appreciation of the noble values of ancient and modern culture should be enhanced for the sake of national cultural development. The fostering and developing of regional language and literature are enhanced to enrich the repertory of the Indonesian language and literature and the national cultural treasury, as one of the elements of national identity and personality. In this context, the roles of expertise and society are stepped up within the efforts of fostering and developing both the Indonesian and regional languages and literatures.

Proficiency in foreign languages as the medium for absorbing and mastering science and technology and to widen the horizon of national perception in accordance with developmental requirements are advanced both through curricular and extra-curricular courses. The negative impact of foreign language upon the development of Bahasa Indonesia should be avoided, among others by refraining from the usage of foreign words or terminologies that have existing equivalence in Bahasa Indonesia, and employing the correct usage of foreign language relevant to place and requirement.

The society's opportunity for reading is expanded in support of efforts to create a society that loves reading and learning in the framework of creating an enlightened national life towards the realization of an increasingly cultured, progressive and self-reliant society. In this respect, libraries and their quality are continuously developed to make

them more evenly distributed and able to reach all layers of society, including the rural areas. These efforts involving all kind of libraries are carried out among others by increasing the number and quality of libraries, developing cooperation between libraries and improving the affectivity and efficiency of library management. Besides, the diversification of library's function is developed in the framework of establishing libraries as attractive venues for children and youth to learn and develop their creativities.

Referring to the above-mentioned activities, translations of various books on culture and science and technology in foreign languages into Bahasa Indonesia and vice-versa are increased to enhance cultural perception and the mastery of science and technology as well as to introduce Indonesian culture to other countries.

### *(3) Development of Art*

The development of art is aimed at fostering creative power that can enrich the national cultural treasure in the framework of strengthening national identity and originality, enhancing national pride, exposing subtleness of feeling and beauty, and enforcing national concert and unity.

Regional arts, particularly those which are almost extinct, are developed by enhancing society's appreciation of regional arts in the framework of preserving and developing national art and culture. Meanwhile, the fostering and developing of modern art is geared to have it strongly rooted upon the nation's noble culture.

The education of art as a vehicle for implanting eminent values of the nation's culture, patriotism

and national pride as well as art education for professional purposes are carried out through scholastic education, exhibition, and staging of performing art with increased involvement of the society's activity and creativity.

At the same time, the development of existing art organizations and institutions is enhanced and directed towards producing quality works of art in the framework of enriching the nation's culture.

Efforts to enhance the image of Indonesian art as a support to tourist programs and diplomacy with cultural dimension are done among others by the dissemination of art-related information abroad and exchanges of cultural missions with other countries.

(2) *Development of Tradition, Historical Heritage and Museums*

Efforts to preserve and protect various evidences of historical and archaeological heritage as cultural richness and national pride are increased among others by safeguarding and protecting cultural reservation objects from possibilities of destruction, theft, smuggling and trading of the objects. For this purpose cooperation between state and private institutions at home and abroad should be continuously developed. The function and role of museums should be developed not only as repository of historical and archaeological heritage objects, but also as vehicle for cultural research and education as well as awareness and comprehension of national identity, particularly to the younger generation. Science and technology museum should also be developed in the framework of implanting and developing science-and-technological culture since the



earliest stage. In order to develop heroic spirit, national pride and patriotism as well as historical awareness, recordings, writings, and dissemination of heroic events in history and biography of historical figures, writings of historical education materials reflecting values of national struggle should be undertaken to fulfill the needs of both scholastic and extra-scholastic education.

(3) *Fostering of Adherents to Belief in the one God Almighty*

The fostering of Belief in the one God Almighty is aimed at avoiding the creating of a new religion and to take effective implementing steps in nurturing the Belief in the one God Almighty, that are based on the principle of just and civilized humanity.

The fostering of adherents to Belief in the one God the Almighty is carried out within the effort of enhancing faithfulness and adherence to the one God Almighty, maintaining harmony between fellow believers and adherents to the one God Almighty, and to increasingly raise the awareness and active role of believers on their responsibility for jointly strengthening the spiritual, moral and ethical foundation for the interest of national development and implementing the tenets of Pancasila.

## VI. PROGRAMS AND ACTIVITIES IN REPELITA VI

**I**n Repelita VI, the Sub-sector National Culture and Belief in the one God Almighty has the following programs:

### 1. Main Program

#### a. *Program on Fostering and Developing of Cultural Values*

This program aims at exposing, implanting and socializing the noble values of Indonesian culture in the framework of strengthening the identity and individuality of the nation.

Research activities on regional culture to be carried out include among other things etiquette, discipline, customs and cultural values of the people, popular games, social norms and society's views. The products of those activities will be benefited and disseminated to the society, among others through the mass media and existing social and educational institutions.

In the efforts of developing modern culture, information will be disseminated to the society at large through exhibitions and cultural demonstration as well as researches conducted on the impact of modern art upon children, adolescence, youth, women and family life. In the framework of developing national culture and cultural values in support of productivity, efficiency, productive work ethic and developing of science and technology, the learning and research on developing of national identity and personality, contests and competitions on the writing of essays in cultural field, and cultural festivals are conducted for participation by adolescence, youth, and the society

at large. In addition, an information system on culture that can reach all levels of society will be developed.

In the framework of stimulating the cultural actors' creativity, a conducive climate and condition are developed, among other things through periodical cultural dialogs and the awarding of creative cultural actors who are able to produce quality works of culture. In this context, participation of the business world should be encouraged and increased.

*b. Program for the Development of Language, Literature, and Library*

(1) Fostering and Developing of Language and Literature

This program is aimed at fostering and developing the Indonesian language and literature within the efforts of fostering Bahasa Indonesia as the official as well as modern language that can function as means for national communication and vehicle for science and technological development. This program covers studies on various aspects of language and literature, either Indonesian or regional, studies and development of system for the teaching of both national and regional language and literature as well as foreign literature.

The efforts of developing the Indonesian language and literature are undertaken through standardization of the language, improvement of the standard grammar in Indonesian language, improvement and formulation of dictionaries, such as science-and-technological and regional languages' dictionaries, guidance and instruction, and the awarding of quality works in lan-

guage and literature. The writing and translation of various quality books on language, literature, science and technology will be undertaken in the effort of accelerating the transfer of science and technology and enriching the national language, Indonesian literature and library.

The regional language and literature will also be developed, among others through the mapping and preservation of regional languages, enhancing society's comprehension and appreciation of regional literary work, preparation of texts and provision of literary books for children and adolescence, which contain regional and national cultural values and literature, organizing literary competition for adolescence, youth and the society at large, and presenting of awards on quality literary works.

In the framework of increasing proficiency in foreign language through scholastic and extra-scholastic courses, additional materials are provided for teachers of foreign languages. Efforts to reduce the negative influence of foreign language upon Bahasa Indonesia, the appropriate use of the language at public places and the mass media should be observed.

## (2) Development of Library

This program aims at developing reading and learning interest of the society. In Repelita VI activities being done are stabilizing the quality of the national library service system in order to be more capable of reaching all layers of the society through the development of school and university libraries. In addition, the affectivity and efficiency of library management through

networking between government's library institution both at national and regional levels should be enhanced. The development of the library's function and role is carried out, particularly to develop the learning interest among children and youth.

*c. Program for the Development of Art*

This program is aimed at fostering the creative power of members of the society, especially artists, expanding society's appreciation of art, and extending the society's opportunity to participate and partake of the nation's art and culture. For this purpose, a joint co-operation for the development of art will be undertaken. At the same time assistance to art organizations and appreciation to artists will be extended.

The development of art is supported by activities in exploring, processing, documenting, recording, and researching of art in the framework of preserving, maintaining, and developing regional and national art. For this purpose, operational activities and maintenance of facilities at cultural parks are carried out in order to increase their affectivity and efficiency. Meanwhile, technical guidance, instruction, training and artists meetings are conducted to increase the quality of art. Additionally, efforts are being done to improve cultural achievement at international fora.

*d. Program for the Development of Tradition, Historical Heritage and Museums*

(1) Study and Implantation of Historical Awareness

This program aims at supporting national cultural development which is strongly rooted on

tradition and historical values, while retaining their high dynamics. Activities being done in this program are among others: studies of history to reveal the nation's history, thoughts, and exemplary figures of the society and from history.

Historical research is aimed at recording and clarifying historical problems that remain alive in society and among others done through the exposure of historical values to foster national pride and enliven the examples of national historical figures. Efforts to support the development of historical awareness among the society are done among other things by working on the inventory and documentation of national and regional history.

In view of the limited teaching materials for the teaching of Indonesian history at schools concerning the eastern Indonesian territory, a special historical study on this special subject is taken up.

## (2) Development of Historical Heritage and Antiquities

This program is aimed at preserving and benefiting of historical and archaeological evidences to support education program for the enhancing of patriotism and national pride and enriching the nation's culture as well as promoting tourism activities.

Within the efforts of protecting and maintaining objects of historical and archaeological heritage, feasibility and technical studies, rehabilitation and renovation of structures at historical and archaeological sites like temple compounds, mosques, churches, shrines, ancient graves, and traditional houses are undertaken.

Guidance, instruction, lectures, and dissemination of information through the printed and electronic media are carried out in the framework of enhancing society's appreciation and participation in preserving and processing cultural reservation objects.

Efforts to retrieve and salvage underwater cultural reservation objects as cultural resource and very significant historical chain in understanding Indonesian maritime history, are done through studies and researches and relevant security measures.

### (3) Museum Development

Museum development aims at increasing the role and function of museums as center for research, education, and recreative education which upholds the enhancement of patriotism and national pride, tourism, and the implantation of science-and-technological culture since the early childhood. Activities to be implemented include among other things consolidation of the museum system and socialization of regulations on museums, preservation and development of cultural objects. The development of the national museum as center of studies on cultural heritage and center of information on history is to enable it develop into a museum of international standard. Also to pave the way for the development of science-end-tech museum to develop science-and-technological culture since the early stage. Apart from supporting those activities, operational activities and maintenance of facilities are conducted at provincial museums.

#### (4) Archaeological Research

Archaeological research aims at revealing archaeological data, saving ancient cultural heritage as a foundation for opening the horizon of the nation's cultural concept. Activities in this regard are among other things conducted through archaeological researches and publication of the results..

##### *e. Program for the Development of Adherents to Belief in the one God Almighty*

This program aims at developing the quality of faithfulness and adherence to the one God Almighty, the quality of harmonious life among adherents to the Belief in one God Almighty, within the effort to strengthen national integrity and unity. The projected activities are among others: working on the inventory and documentation of the teachings of Belief in the one God Almighty, developing faithfulness and adherence to the one God Almighty, and developing harmonious relationship among the believers.

## **2. Supporting Programs**

##### *a. Program for the Development of Children and Adolescence*

The program aims at preparing children and adolescence to comprehend, deepen and adhere to the noble values of the nation's culture since early age in order to strengthen their personality. The implementation thereof is done through scholastic and extra-scholastic tracks including the family and society.

The activities are carried out among other things through the family and society, in the forms of dissemination of folklores, exhibitions of regional cultures, popular games relevant to the development of



children and youth, guidance and instruction to the family and society.

*b. Program for the Development of Youth*

The youth program aims at preparing the younger generation to become a dependable, perseverance, and self-reliant cadets of national leadership in facing developmental challenges, possessing a sense of responsibility for the future life of the state and nation, and a reliable cultural resilient. For this purpose, activities to enhance work ethic, will power and the awareness to strengthen fighting mentality, pioneering and patriotic spirit, propelling youth' activity and creativity, fostering the growth of social solidarity, reading habit and reverence to the preceding generation, as well as enhancing the younger generation's appreciation of and attitude towards the nation's noble values. Guidance, instruction, lecture, contest, competition, exhibition and cultural presentation are carried out to support this program.

*c. Program for the Role of Women*

This program aims at strengthening the identity of the Indonesian women as an equal partner to men in national development commensurate to the noble values of the nation's culture through various education on culture either through scholastic, or extra-scholastic tracks as well as the mass-media.

*d. Program for Cultural Education, Training and Guidance*

This program aims at increasing the ability and affectivity of human resources in the cultural area either through technical or administrative means, enhancing efficiency and affectivity of cultural management and

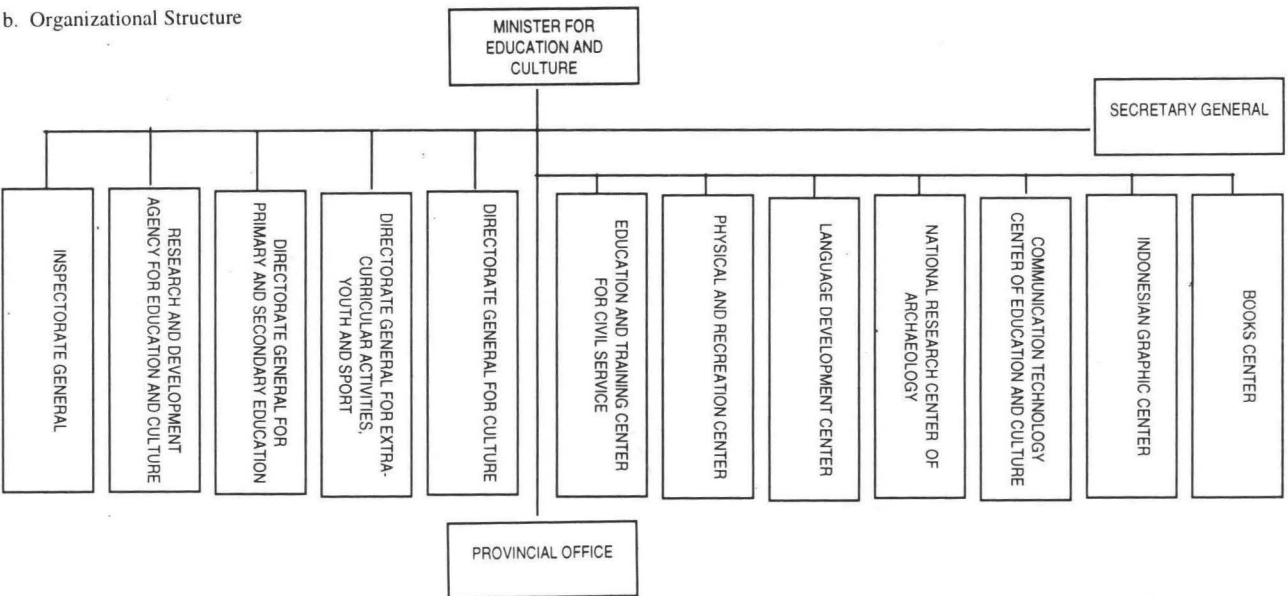
raising the society's cultural perception. The projected activities are among others: training of technical staff and the consolidated plan for human resources development in the cultural field, guidance to the society including guidance on cultural legal products, like Law No.4/1990 on Transfer of Printed and Recorded Works and Law No.5/1992 on Cultural Reserve's Objects.

## **VII. BUDGETARY PLAN FOR DEVELOPMENT IN REPELITA VI**

**T**he aforementioned programs are implemented either by the government or the society. Of those programs, the one that involves national culture and Belief in the one God Almighty, are to be funded by the developmental budget of Repelita VI (1994/95 - 1998/99) to the amount of Rp. 338.460 billion. The budget plan for national cultural development and Belief in the one God Almighty earmarked for the first year of Repelita VI according to sectors, sub-sectors and the program within the APBN system are given in the attached diagram.

## ORGANIZATIONAL STRUCTURE OF THE DEPARTMENT OF EDUCATION AND CULTURE

### b. Organizational Structure



# ORGANIZATIONAL STRUCTURE OF THE DIRECTORATE GENERAL FOR CULTURE

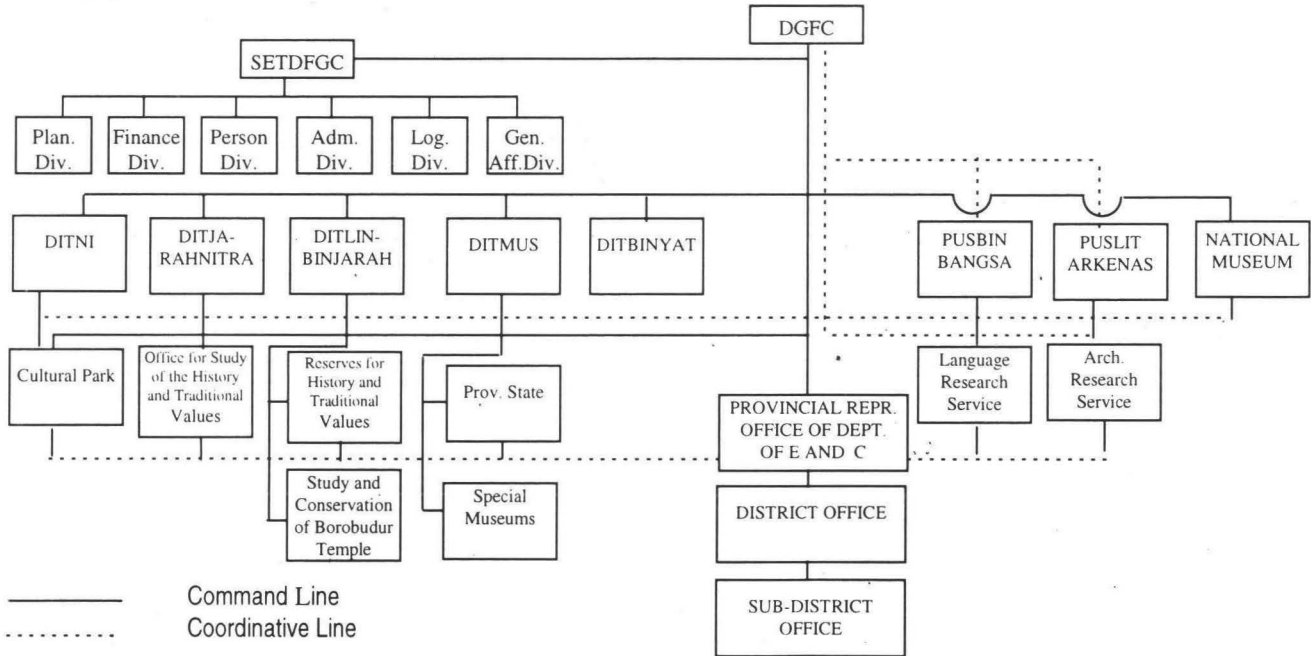
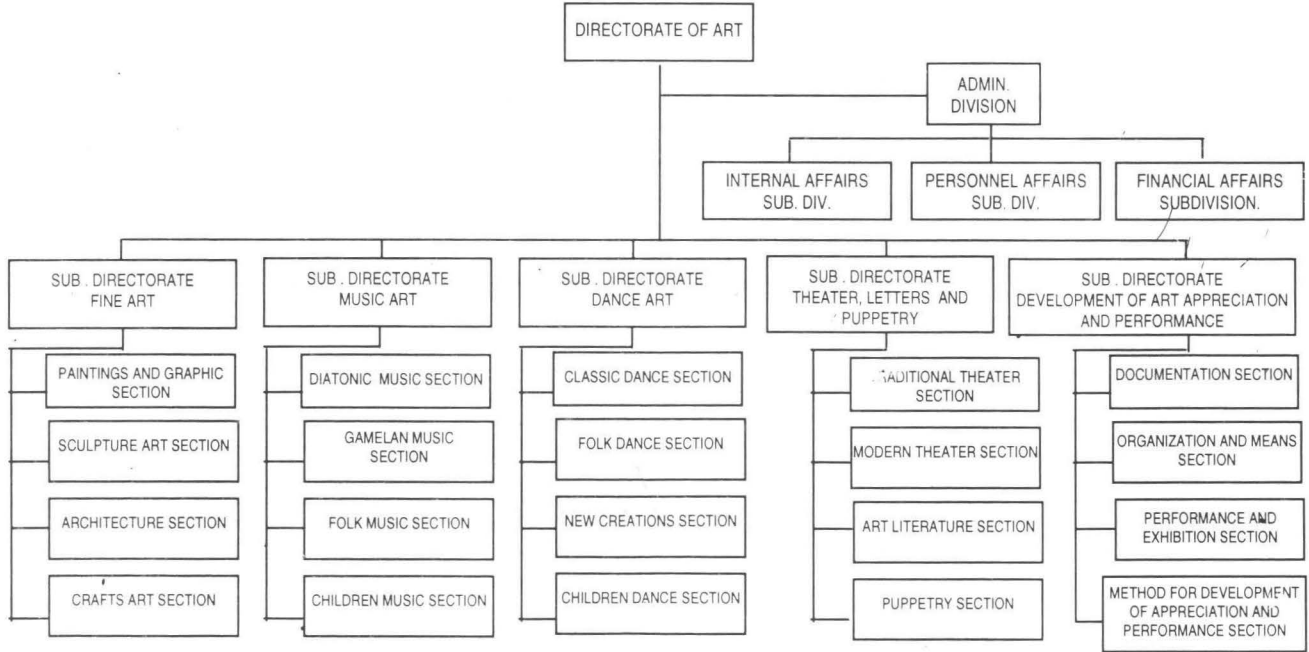
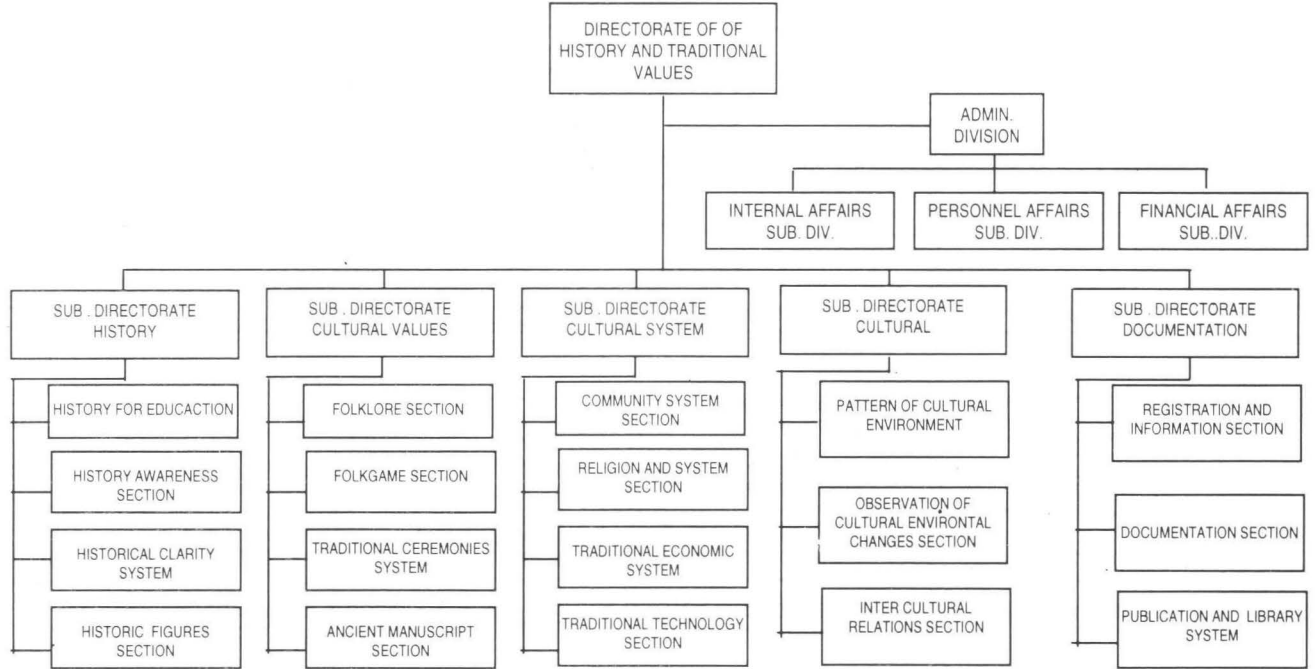


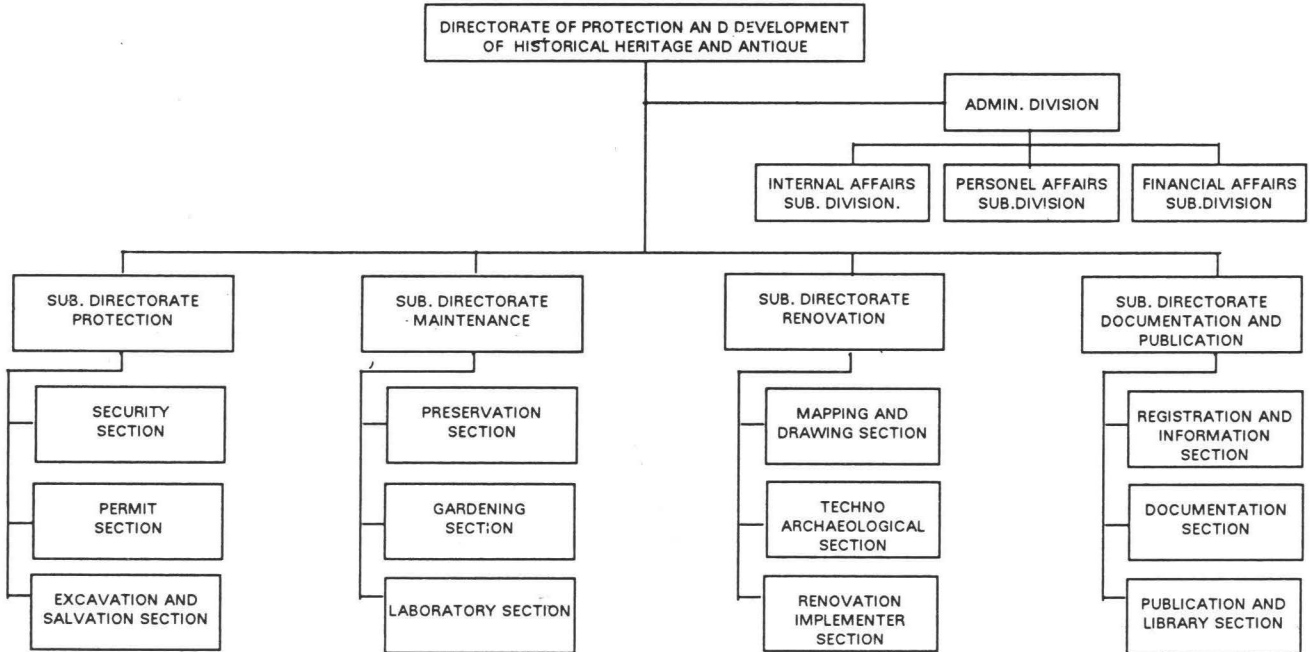
DIAGRAM OF THE DIRECTORATE OF ART



# DIAGRAM OF THE DIRECTORATE OF HISTORY AND TRADITIONAL VALUES



# DIAGRAM OF THE DIRECTORATE FOR PROTECTION AND DEVELOPMENT OF HISTORICAL HERITAGE AND ANTIQUITIES





## DIAGRAM OF THE DIRECTORATE OF MUSEUMS

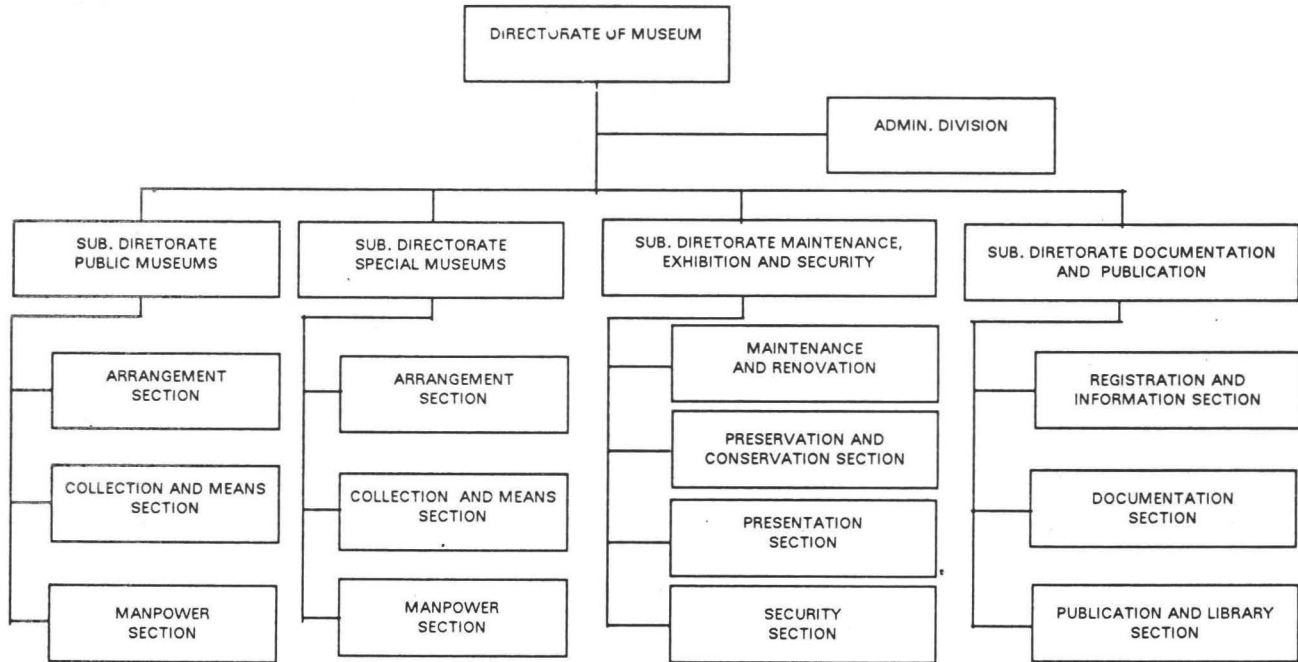


DIAGRAM OF THE DIRECTORATE FOR DEVELOPMENT OF ADHERENTS TO BELIEF IN THE GOD ALMIGHTY

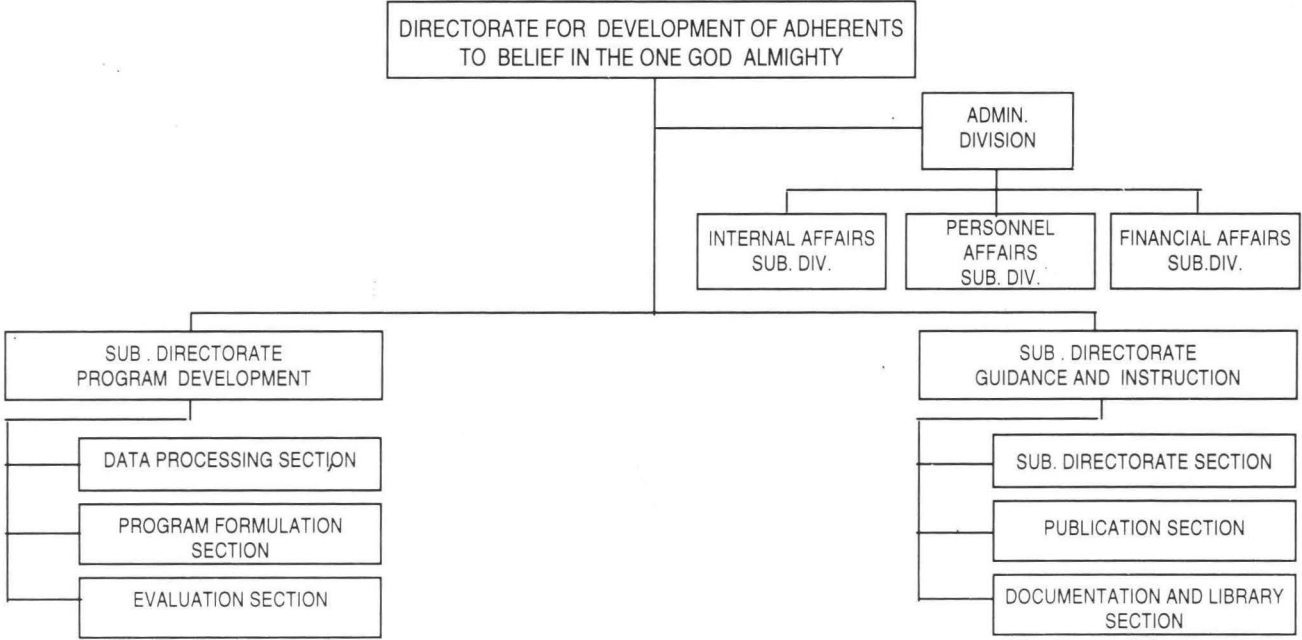


DIAGRAM OF THE CENTER FOR DEVELOPMENT OF LANGUAGE

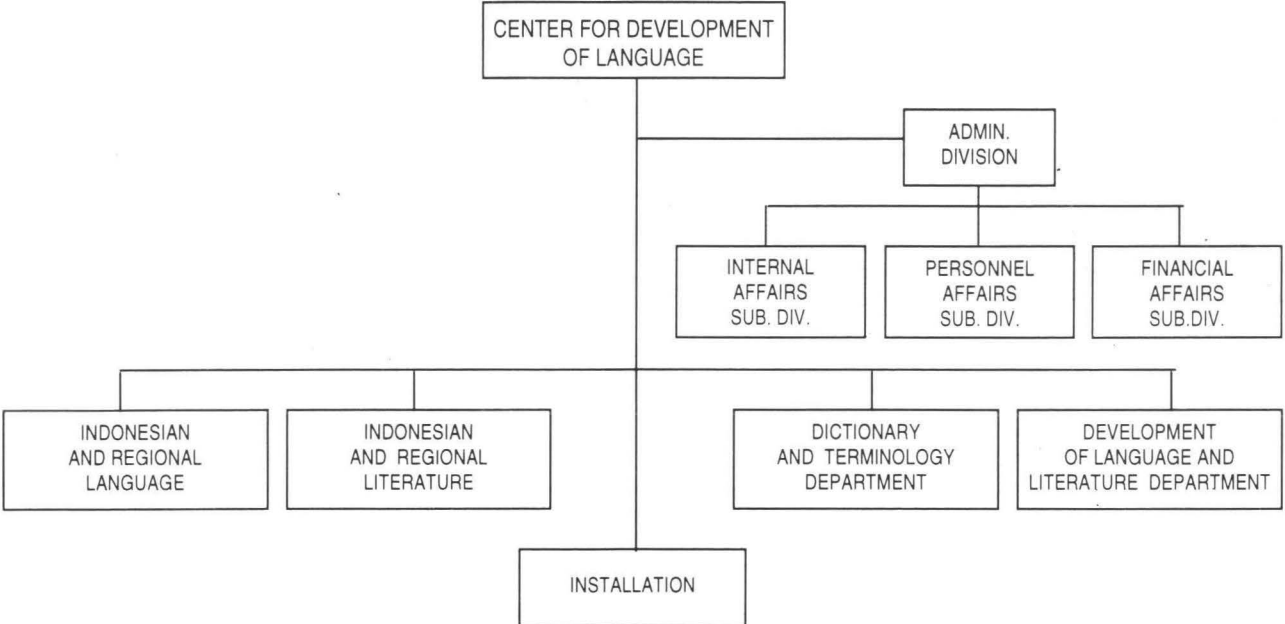
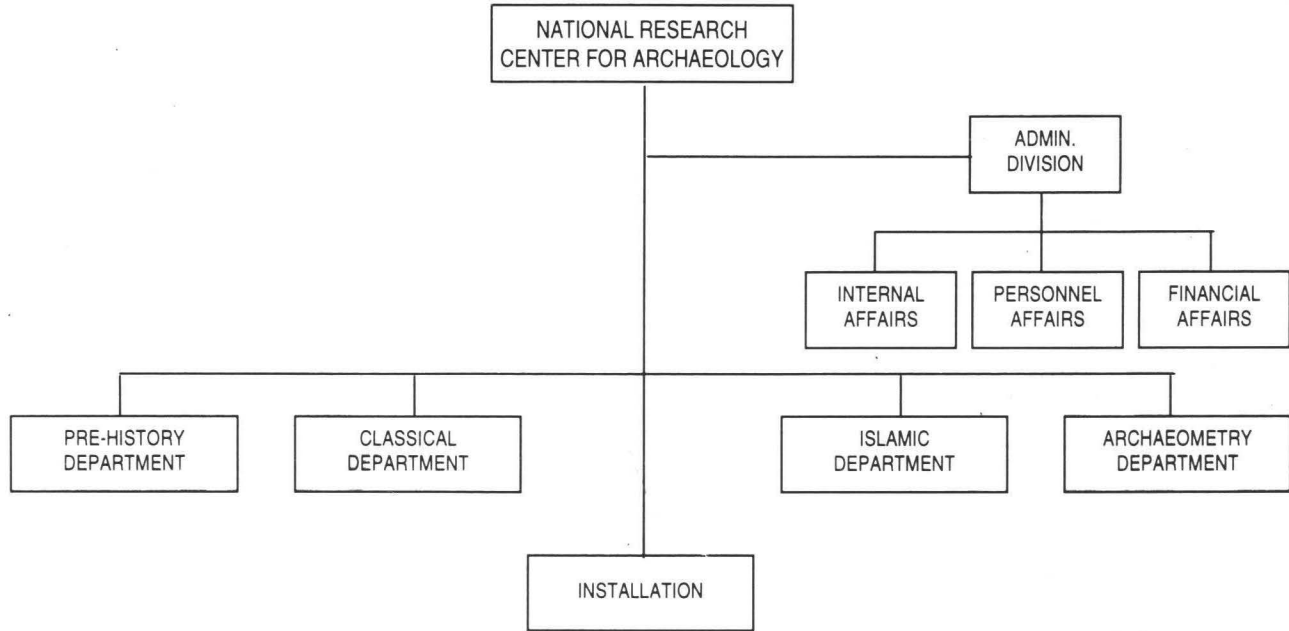


DIAGRAM OF THE NATIONAL RESEARCH CENTER FOR ARCHAEOLOGY



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