INDONESIAN SHADOW REPORT ON EFA’S GOALS
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PREFACE

Praise God Almighty. After going through the long process of writing and editing, finally, the book of “The Indonesian Shadow Report on EFA’s Goal” has successfully completed and have now been published. We thank you profusely to all parties, especially the writers, editors, and national secretariat of NEW Indonesia for their good efforts.

Education for All (EFA) is internationally agreed has 6 goals to be achieved by 2015. They are: 1) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children; 2) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality; 3) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes; 4) Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults; 5) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality; and 6) Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Based on the EFA Development Index (EDI), from 120 countries, Indonesia ranks 64th. The ranking was up 5 ranking from the previous year, ranks 69th of 127 countries in 2011. However, the ranking is of course still very alarming. The position is also inversely related to the government’s claim to the educational attainment of the MDGs report that has always stated that the Indonesian educational attainment is still on the track.
Why such things can happen? Based on the report of Education for All (EFA) Global Monitoring Report (GMR) 2012, Indonesia was only met three of the six EFA goals set since 13 years ago. The three goals were not achieved, namely early childhood education, life skills, and the quality of education. All three goals that are not merely listed as goals in the MDGs.

On the other hand, civil society has been less gain access to the EFA's report submitted by the government. It thus continues to occur, even when Indonesia has committed to implementing the Open Government Partnership (OGP) in the last 3 years. Though OGP clearly requires equal partnership between civil society and government to achieve some indicators of open government, such as transparency, participation, and accountability.

The book is one of the civil society effort to make an assessment of the achievement of EFA in Indonesia. Such reports should be equipped with a government report of course, so there is synergy between civil society report to the government. This simple book once expected to contribute to the achievement of the EFA process forward, especially in terms of monitoring the achievement of education in Indonesia. We hope critical of ourselves will lead us to the process of understanding the problem and jointly formulate a strategy and determine future actions.

This book is open to criticism and feedback, both from government and civil society who have not been involved in the process of preparation of the shadow report. We can discuss in any forum, we share evaluation and recommendation for Indonesian education for a better future. Amen.

Abdul Waidl
National Coordinator
QUESTIONING QUALITY AND CARE FOR THE MOST VULNERABLE AND DISADVANTAGED CHILDREN

1. BACKGROUND

Early Childhood Education (ECD) is an attempt to stimulate, guide, and nurture learning activities that will result in an increase in the children’s abilities and skills. Early childhood education is conducted on children from birth through to eight years. Education at this stage focuses on the knowledge of cognitive, physical, social and emotional attributes.

This is in accordance with Law No. 20 of 2003 on National Education System (Sisdiknas) article 1, which expresses the value of education as a conscious and deliberate effort to create an atmosphere of learning and the learning process. The aim is that learners are actively developing the potential to have the spiritual strength, self-control, personality, intelligence, and moral values, as well as the skills needed by society, nation and state.

In the context of early childhood education, improvements have been made every year, both for children living in the area, as well as those living in urban areas. This is so that every child gets a decent education adapted to the development and growth of children, thus developing the potential of children across the country.
The Education Law also stipulates that every citizen has an equal right to obtain a quality education. Even citizens who have physical, emotional, mental, intellectual, and/or social disabilities are entitled to special education and justice. Similarly, citizens in remote or underdeveloped areas, and indigenous peoples, are all entitled to special education services and educational services in accordance with the conditions and circumstances in which the region is located.

But the reality is still far from complete, where there were many children in remote and disadvantaged areas, as well as indigenous people, who do not obtain education in accordance with their rights. Similarly, many children with disabilities, even those residing in urban areas such as Jakarta, Bandung, and Surabaya, still do not obtain specialized services for early childhood education. Moreover, children with disabilities residing in remote areas, and indigenous peoples, must acquire educational services much faster.

It is recognized that the service and protection of the disabled is often constrained due to various problems, such as lack of knowledge and information, poor socio-economic circumstances that do not allow children with disabilities to obtain needed services, as well as the indifference of many of the needs and rights of decent living for children with disabilities.16

Not surprisingly, children with disabilities cannot survive for long: abandoned and neglected, they lack an adequate quality of life to be able to live independently, and do not get help, treatment, intervention, and education according to their needs. For that they need the help of various parties, including the care and attention from the public, which includes early childhood education programs (ECD), Integrated Health Centre (Posyandu), Village Health Post (Poskedes), Health Post Pesantren (Poskestren), School

16 http://www.sumbarprov.go.id/
Health Unit (UKS), that can then help children with special needs entering various forms of intervention, including early education, in accordance with their needs.

In 2012 the Indonesian government, through the Education for All Coordination Forum, issued a national report on Education for All (EFA), in which it described the progress of the government’s performance in achieving the six goals agreed in Dakar Convention. Through this paper we want to explain the achievements and goals related to the analysis of the first EFA goal from CSO perspective pertaining to expand and improve comprehensive care and education for young children (early childhood), especially for children who are most vulnerable and disadvantaged (expanding and improving the comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children).

2. CONTEXT OF EARLY CHILDHOOD EDUCATION

a. Standardization of early childhood services

According to NAEYC (National Association for the Education of Young Children), early age children are children who are in the age range 0-8 years. In Indonesia, however, the national education system stipulates that early childhood is between the ages of 0-6 years. Children at this age need different forms of services and support from adults, from physical needs to spiritual needs. In this period services should be directed to facilitate growth, as a proper foundation for human growth and development, so that the child can grow and develop in an optimal way, according to the values, norms, and expectations of society. In the age range 0-8 years, rapid growth occurs in various aspects, including physical, cognitive,

socio-emotional and spiritual. This period is referred to as the 'golden age'.

Actually, the Indonesian government has set the process of education that can be given to early childhood according to the needs and development of children. The government has provided many devices ranging from curriculum, funding, teaching staff and facilities to support early childhood education services. But in reality, not all children receive the right education, so it is not uncommon to find children who did not receive early education services, especially children who are in the age range of 0-3 years. In addition, many people knowingly and voluntarily establish ECD units, but these are not developed in accordance with the required children’s education standards, tend to be careless and, do not take into account the standardization needs of the child's development in a holistic manner.

In general, the standardization of early childhood services that should be developed is the implementation of formal early childhood education– shaped Kindergarten (TK) / Raudhatul RA (RA) and other equivalent forms – using a program for children aged 4-6 years. While the implementation of non-formal early childhood education pathways shaped TPA (TPA) and other equivalent forms, using a program for children aged 0-2 years, 2-4 years and 4-6 years, parenting programs for children aged 0-6 years, and play group, and other equivalent forms, using a program for children aged 2-4 years and 4-6 years.

The standard of early childhood consists of four components, namely: (1) the level of achievement of development standards; (2) Standard teachers and other personnel; (3) standards for content, process, and assessment; and (4) The standard of facilities and infrastructure, management, and financing. The standard level of achievement shows the development of the rules of growth and development of young children from birth to the age
of six. Standard educators (teachers, assistant teachers, and caregivers) and education personnel load the required qualifications and competencies. Content standards, processes, and assessment including planning, execution, and assessment of the program are implemented in an integrated / unified way in accordance with the needs of children. Standard facilities and infrastructure, management, and financing of the facility set requirements, management, and financing in order to organize early childhood education properly.\textsuperscript{18}

From early childhood standards that exist, the implementation of early childhood education in Indonesia is still relatively far from being standardized. Looking at the early childhood teachers / educators\textsuperscript{19} aspect, only about 15 percent are qualified early childhood teachers / educators. Furthermore, the other aspects are also below standards. Those problems are supposed to be addressed by the government; the Ministry of Education and Culture should have a mechanism or system to implement good and proper early childhood education and in accordance with the minimum service standards that are set by the government.

\textbf{b. Government Policy Against ECD}

In the Strategic Plan of the Ministry of Education and Culture, on the field of early childhood education, the policies developed by Directorate General of Early Childhood Education, Non-formal and informal (PAUDNI) 2010-2014 is to encourage the implementation of HOLISTIC-INTEGRATED ECD, are to optimize / jump-start a child’s intelligence, according to the stage of development of the child, and to give the readiness to follow further education, and to reach target with increasing widespread, quality, equitable and

\textsuperscript{18}National Education Ministerial Regulation No. 58 Year 2009 about ECD Standards.

\textsuperscript{19}http://berita.upi.edu
The Policy of Holistic-Integrative Early Childhood Development was passed under Presidential Decree No. 60 in 2013. With this regulation, the government targets to increase the quality of human resources in achieving optimal growth and development in children development during the early childhood period, i.e., from the fetal stage until six years. The indicator is the increased level of health and nutritional status of children, intelligence and cheerfulness, emotional and spiritual maturation, as well as child welfare. According to this regulation, the implementation of ECD-Integrative Holistic is conducted by the Indonesian government, local government, and society. "The government is responsible for setting norms, standards, procedures and criteria, including supervision, advocacy and training."

In 2011 the Ministry of Education and Culture delivered 4 policies on Early Childhood Education (ECD), namely: (1) institutional arrangements; (2) an increase in companion tutor qualifications, and kindergarten teachers who participated in early childhood teaching and learning process; (3) related to the content and teaching materials / early childhood curriculum; and (4) the availability of facilities and infrastructure. The Ministry of Education and Culture have also targeted Gross Enrolment Ratio (GER) in 2014 to 75 percent in accordance to the agreement of Dakar Convention year 2000, through the “One Village, One ECD” program. The following graph depicts the access to early childhood development from 2010-2013:

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20 Presidential Decree No. 60/2013 about the Development of ECD Integrative Holistic, Article 7 Verse 1-3.

21 Kemendikbud.go.id
Indonesian Shadow Report on EFA’s Goals

Graph 1. Increased Gross Enrolment Ratio (GER) and Target 2014

Note: GER of ECD = Number of ECD participants / number of population 3-6 years old

From the above chart it is known that the achievement of government targets in 2014 is 75 percent GER. Currently the GER of ECD has reached 69 percent, but it is certainly still begs the question, whether the performance targets in 2013 and 2014 is the target age ranging from 3-6 years or 0-6 years. To give an idea of the estimated targets as well as the targeted year, see the following table:

Chart 1.
Target and Estimated Attainment of Early Childhood Education in Indonesia Year 2010-2014

<table>
<thead>
<tr>
<th>Target</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Number of Children 0-6 years old</td>
<td>30,2 million</td>
<td>30,3 million</td>
<td>30,35 million</td>
<td>30,4 million</td>
</tr>
<tr>
<td>ECD Target (Formal &amp; Non-formal)</td>
<td>18,7 million (61.8 %)</td>
<td>19,9 million (65.7 %)</td>
<td>21 million (69.3 %)</td>
<td>22,1 million (72.6 %)</td>
</tr>
<tr>
<td>Target of Formal ECD</td>
<td>5,85 million (19.37 %)</td>
<td>5,9 million (19.5 %)</td>
<td>5,95 million (19.6 %)</td>
<td>6 million (19.7 %)</td>
</tr>
<tr>
<td>Target of Non-formal ECD</td>
<td>12,85 million (42.43 %)</td>
<td>14 million (46.2 %)</td>
<td>15,05 million (49.7 %)</td>
<td>16,1 million (52.9 %)</td>
</tr>
</tbody>
</table>

22 Conveyed at the National Conference of ALCoB Indonesia, held by Development and Research Bureau of Ministry of Education and Culture in Bandung, 21-23 October 2012
To ensure achievement, the government provided direction on the development of education and culture in 2013, which improved the access and quality of Early Childhood Education and Development (ECD), non-formal education and informal education.\textsuperscript{23}

3. EARLY CHILDHOOD EDUCATION ATTAINMENT

a. Gross Enrolment Ratio (GER) of Early Childhood Education and Development

ECD has an important role in encouraging the optimal growth and development of children in Indonesia, and in better preparing them to enter into elementary education. Many efforts have been made by the government and the community to expand and improve the quality of early childhood education. Efforts to provide services at the level of early childhood education has shown an increase in GER in children aged 3-6 years from 63.01 percent (2012) to 69.4 percent (2013). While in 2012, the GER in children aged 0-6 years is 34 percent; the distribution can be seen in the following graph:

\textsuperscript{23} Conveyed at the National Conference of ALCoB Indonesia, held by Development and Research Bureau of Ministry of Education and Culture in Bandung, 21-23 October 2012
b. Institutions of ECD

The increase in GER above can not be separated from the number of early childhood institutions that continue to grow every year. Until December 2013, the number of early childhood institutions in Indonesia reached 174,367. This amount consists of 74,487 kindergartens (TK), 70,477 Playgroup (KB), 26,269 early childhood institutions, and day care totaling 3,134. The number of early childhood institutions in Indonesia can be seen in the following graph:
c. Early Childhood Educators

Qualification of early childhood educators is yet to meet minimum service standards. Of the 402,493 early childhood teachers, as much as 84.28 percent or 339,209 educators has not qualified with S1 / D4 degree. 284,475 of them have not even participated in any training in the field of early childhood. The lack of these qualifications must be addressed, so that the mission of the Ministry of Education to establish a comprehensive, intelligent Indonesia by the 100th anniversary of independence can be met. To achieve the target of 75 percent GER ECD 2015, 132,000 early childhood educators are required annually. Today, we only have around 63,000 well-educated early childhood teachers. As many
as 664,000 teachers are needed to meet the GER target 75 percent.

The spread of early childhood teachers, especially teachers who are in service Playgroup / Child Care and other ECE equivalent forms, is shown in the following graph:

Graph 5. Total Teachers of Playgroup (KB)/ Day Care (TPA)/Other equivalent forms (SPS) Per Province Year 2013

In addition, the spread of early childhood teachers in each province from Kindergarten and Kindergarten for special need children can be seen in the following graph:
The figure below shows the level of education of the Early Childhood Educators and the scheme to improve their qualification. Most of the teachers are below the ideal qualification which is minimum bachelor degree (S1):

Figure 1. The Qualification of ECD Educators, 2013
4. ANALYSIS OF GOALS’ ATTAINMENT

a. ECD Program Implementation

Ministry of Education and Culture reported that the number of early childhood institutions reached 174,367 by the year 2013. Looking at the number of children aged 0-6 years in 2013 which was 30.35 million, the number of early childhood institutions is actually still very low compared to the number of children to be served (ratio 1 institution: 174 children). In addition to the uneven distribution, the limited number of ECD institutions is also a factor that causes the GER to be far from expectations.

Although the number of early childhood institutions has increased quite significantly from previous years, it is not indicative of government success, because government funding for early childhood education from year to year has been reduced. Rather it indicates the role of CSOs or communities in developing early childhood education. Unfortunately the government has not explained how many early childhood institutions were organized by communities compared to the total number of early childhood institutions acknowledged in the government final report on achieving EFA.

Here are some quotes about the reduced funding of early childhood education from a variety of sources.

In the context of government, reduced ECD budget every year is a challenge and something questionable. With the target GER ECD as agreed by Dakar to still be pursued by at least 75 percent of children aged 0-6 years, the budget should be increased, allowing increased access to early childhood education, especially in the less developed regions, without giving support to communities, or instead placing responsibility for early childhood education by rely on the communities.

“From the Rp 2.4 trillion, Rp 676.2 billion has been allocated for early childhood development, with as many details as Rp 324 billion from the budget allocated for Operational Support of Education (BOP) for 45,000 early childhood institutions, and establish 1,491 new early childhood institutions in 2013. While for training teachers and other personnel (teachers) Rp942,1 billion has been allocated.” (http://www.meristanews.co.id/kemendikbud-anggarkan-rp-24-triliun-untuk-pembinaan-paudni/)

““The total budget allocation for Directorate General of Non-formal and informal ECD was also reduced from Rp 2.93 trillion in 2012 to Rp 2.40 trillion this year. This resulted in a decrease in the budget of almost all directorates. The allocation to the Directorate of ECD development declined from Rp 1.01 trillion in 2012 to Rp 676 billion this year. “(http://mandirinews.wordpress.com/2013/01/11/dana-dekonsentrasi-paudni-ditarik-ke-pusat/)

Based on the data of Education Statistic Data Centre of Ministry of Education and Culture (MoEC) and Ministry of Religious Affair (MoRA) in 2012, from several types of early childhood education, the most widely followed by children aged 0-6 years is TK / RA / BA which is equal to 53.5 percent. This is followed by ECD with other equivalent forms. Others followed as much as 11.4 percent, and playgroup (KB) of 33.58 percent. Day care is the least followed, only accounting for 1.6 percent. Looking at the data, the
government’s target of 75 percent of children aged 0-6 years accessing early childhood education will be difficult, because also the number of daycare users is still very small compared to the number of early childhood education. This is because TK and RA / BA are largely accessible to children aged 4-6 years, and the main target of the playgroup is children aged 2-4 years, while the government is comparing the number of children aged 0-6 years.

**Grafik 7. Type of ECD in Percentage Year 2012**

<table>
<thead>
<tr>
<th>Lembaga PAUD</th>
<th>Persentase (Persen)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK</td>
<td>38.2</td>
</tr>
<tr>
<td>KB</td>
<td>33.5</td>
</tr>
<tr>
<td>RA/BA</td>
<td>15.3</td>
</tr>
<tr>
<td>SPS</td>
<td>11.4</td>
</tr>
<tr>
<td>TPA</td>
<td>1.6</td>
</tr>
</tbody>
</table>

**b. Aspects of Care**

In accordance with the Ministerial Regulation No. 58 In 2009, the government includes the integration of health, nutrition, education, parenting, and protection to the principles of early childhood Processing Standards. The government has also been working with UNICEF to develop policies related to the above-mentioned principles.

“UNICEF is working with governments to develop a comprehensive policy framework to implement various interrelated components of early childhood. These components include the care, early stimulation, early learning, nutrition, health (including access to clean water and sanitation), HIV and AIDS and the protection of the entire situation from pregnancy through the transition
from home to school.“

Unfortunately the government has not explained the achievement-related aspects of this treatment on the report issued by the EFA. As a comparison, we can draw the following data related to the health status of children aged 0-6 years.

Graph 8. Child under 5 Mortality Rate

Source: Indonesian Demographic Health Survey, several years.

Graph 9. Underweight Prevalence
The decline in Infant Mortality Rate and Child under 5 Mortality Rate from 2003 through to 2012 did not show a significant success, but when compared to the increase in the number of early childhood education (which is seen to rise significantly), this should be able to contribute more to the reduction of infant and child under 5 mortality. Even in provinces which are lagging, for example NTT, the number of child under 5 deaths increased from 585 in 2012 to 791 in 2013. The Child under 5’s mortality rate in Papua also increased from 42 per 1,000 live births (2007) to 54 per 1,000 live births (2012).

Graph 10. Underweight Prevalence

Source: Basic Health Survey, several years.

The prevalence of malnutrition in children under five in Indonesia is also likely to increase. In 2010 the prevalence of underweight based on Weight compared to Age recorded 17.9 percent, but the Basic Health Survey (Risksdas) results of 2013 showed the prevalence of underweight increased to 19.6 percent. The increase of early childhood services for children, according to the agreement of World Fit for Children education delegation’s meeting in New York in 2002, was expected to create better and healthier lives for the children. Nutritional status is considered as an in-
dicator of healthy child development.

Lacks of data related to the aspects of care in the EFA report by government raises the question of attention and seriousness of the government on aspects of care in early childhood services. As it is written on the agreement of Education for All, our government has agreed to extend and improve the overall care and early childhood education (ECD), preferably for children who are particularly vulnerable and disadvantaged.

c. Aspects of Vulnerability

From table of GER ECD outcomes by province shows that the lagging regions and borders such as NTT, Maluku, Papua, East Kalimantan, and West Kalimantan, have GER in the lowest category. This shows the limitation of early childhood education on children in the underdeveloped province and provinces of Indonesia’s border with Malaysia. The table below shows the access gap between children from the richest group with children from the poorest groups in which children from the poorest 20 percent of the group can access only about 5-8 percent of early childhood education, as children from the richest 20 percent are accessing ECD of 19-68 percent.
“Less than a third of the 30 million children aged 0-6 years in Indonesia have access to early childhood programs, with the majority of those living in underserved rural areas and from poor families.”

Observing the data distribution of ECD per village per province reveals a great need to provide access to early childhood education to children who are most vulnerable and marginalized in rural areas, remote, underdeveloped. For instance, in NTT, of the 2,837 villages in the province, there is only one-third or 1,021 villages with ECD. While in Papua, of the 3,560 villages, only 556 are with ECD, or just one seventh of it.

Graph 12. Distribution of ECD Per village in Provinces at Borders
5. CONCLUSIONS AND RECOMMENDATIONS

From the discussion above, civil society needs to question the government’s commitment to expand and improve the overall care and early childhood education, especially for children who are very vulnerable and disadvantaged. Early childhood education is still far from the target numbers of One Village One early childhood. In villages in the eastern part of Indonesia such as NTT, North Maluku and Papua, the number of early childhood is still especially low compared to the number of villages.

The quality of teachers is also still very low. Lots of early childhood educators are not properly trained. Additionally, Children under 5 and Infant Mortality Death has decreased very slowly, increasing malnutrition and lowering GER in lagging regions. All of those show the missing aspects – care and vulnerable and disadvantaged (related to its goal to provide access especially to most vulnerable and disadvantaged children) – from the attainment of EFA the first goal.

Considering these flaws, the government’s commitment to expand and improve early childhood education is necessary to be strengthened. It is recommended to: 1) Increase the budget allocation for early childhood development that will drive the pace of development of early childhood education, especially in the border areas that are often marginalized; 2) Provide education and training opportunities for early childhood educators in order to increase its capacity; 3) Coordination between sectors, both at central and local levels, as to realize that holistic integrated early childhood education is not only the responsibility of the Ministry of Education and Culture, but also the Ministry of Health, Ministry of Public Works, and others.
Stories of Early Childhood Education Needs
05/20/2014 - Villagers Kelikiku, District Ndona, Ende is currently in dire need of the Institute of Early Childhood Education (ECD) in the area.

This was conveyed by the young leaders, Ferdinandus Five Langi, when he met floresbangkit.com some time ago at his residence, Kelikiku village, district Ndona, Ende.

He said the number of children aged 4 to 5 years in the village of Kelikikuis as much as 30 children, and there is no formal educational institutions to nurture them.

“People really want an ECD, today they have realized that education is very important. Education is the gateway to address a variety of social problems, as well as its ability to evoke the spirit of learning in children. There are around 30 children here. They just play with peers without any formal institutions to nurture them. I, represent the Kelikiku community, really hope that the so that the Regional Government of Kelikiku Ende will invest by build an early childhood institution. For the land, we have prepared for it”.

Source: http://www.floresbangkit.com/2014/05/warga-kelikiku-butuh-paud/
GOAL II

GOAL 2
ACCESS TO QUALITY EDUCATION

A. BACKGROUND

The state’s obligation to provide basic education services for its citizens is set out in the Preamble of the Constitution, particularly in Article 31 which states (1) Every citizen has the right to education, (2) Every citizen is obliged to follow basic education and government is obliged to finance them, (3) The government prioritize at least 20% of the State budget and Regional budget for education.

The elected local government provide free education program to fulfill this mandate. If we put greater scrutiny in the existing schools and colleges in Indonesia, none of it provides completely free educational service. Education in Indonesia is absolutely not a free education, because in every level of education-primary education, secondary education (general and vocational), and higher education-the parents and students are still burdened with the costs of education.

However, the lower middle-income people obviously welcome the promise of elected local government to realize free education, in which all educational costs including tuition fee, exam fees, books, and other expenses are covered by the state/regional
budget. Hence the (local) government should earnestly implement the strategic steps that focus on three main points, namely: (1) Improving equity and access to education, (2) improvement of quality, relevance and competitiveness for all levels of education and (3) Improvement of governance, accountability and public image in education. These three main things should be implemented by the (local) government in providing equitable and quality educational services.

B. GENERAL CONDITION OF BASIC EDUCATION

The general condition of basic education in Indonesia is reflected in some of the data below, namely the achievement of Gross Enrolment Ratio (GER) or Angka Partisipasi Kasar (APK) and Net Enrolment Ration (NER) or Angka Partisipasi Murni (APM) targeting elementary school/junior high school or equal, the quality and competence of teachers, dropout rates, the condition of the infrastructure of basic education, and the availability of government programs intended to widening access and improving the quality of basic education.

The Government’s target in 2015 is to achieve 119.1 percent of the GER for SD/MI/Package A; 96 percent of the NER for Primary School level SD/MI/Package A, and 110 percent of the GER for Junior High School level SMP/MTS/Package B. Until 2012/2013, the GER SD/MI/Package A is 115.88 percent, NER SD/MI is 95.71 percent, GER SMP/MTS/Package B is 100.16 percent, and NER SMP/MTS/Package B is 78.43 percent. Seeing the slow pace of GER/APK and NER/APM in basic education, it is doubtful that the 2015 target of APK and APM in basic education will be achieved.

In general, the quality and competence of teachers in Indonesia is not as expected. Until now, only about 51 percent of teachers have university education. In addition, only 70.5 percent of
Teachers fulfill the qualifications to be a certified teacher. This is consistent with a survey conducted by Putera Sampoerna Foundation, where as many as 54 percent of teachers in Indonesia is low quality. Even worse, it is revealed in the limited Cabinet meeting at the Ministry of Education and Culture that out of 285 thousand teachers who participated in the competency test, 42.25 percent scored below average, said the President to the press. This situation occurs even though most of the national budget for education is allocated to salaries and benefits of teachers that are increasing every year.

Currently, the dropout rate in Indonesia is quite high. In the year 2010, the number reached 1.08 million children, up to 30 percent as compared to the previous year. Based on the Education for All Global Monitoring Report released by UNESCO in 2011, Indonesia was ranked 69 of 127 countries in the Education Development Index. At Asian level, Indonesia is far behind from Brunei, who is ranked 34. Brunei entered the ranks of the group with high scores along with Japan, which ranks first in Asia. Indonesia is only manages score above countries such as the Philippines, Cambodia, India and Laos.

The Indonesian government has committed to ensuring equitable access to special needs groups. This commitment is characterized by a gradual increase in the enrollment rate at the Primary School for Special Need Children (SDLB) and Secondary School for Special Need Children (SMPLB) level. Provision of special needs education services is still dominated by the private sector in both SDLB and SMPLB level. However, there are two obstacles that occur, namely (1) the cost barriers for poor families associated with the cost of private schools, and (2) the number of special education providers. In many provinces, the average number of Special Schools is less than 20 schools. Therefore, the provincial government policies geared to improving special needs education servic-
es by opening inclusive class, both in the public elementary school and junior high school. The provision of special needs education is a major challenge to be overcome by modifying the school infrastructure and trained teachers in order to achieve the target of Education for All.

According to sources in the Ministry of National Education in 2014, there were as many as 143,252 schools consist of 130,563 public elementary schools and 12,689 private primary schools. The number of primary school classrooms nationwide is 899,016 classrooms; consist of 808,872 public Elementary School classrooms, and 90,144 private elementary school classrooms. As for the junior high level, the national number was around 31,183 schools; consist of 19,425 public Junior High School and 11,758 Private junior high schools. The number of junior high school classrooms nationwide is 298,268 classrooms, consist of 212,740 public junior high school classrooms and 85,528 private junior high school classrooms.

School Operational Cost (BOS) has been expanded to the high school level that was first enacted in the 2012-2013 school year. With this program commencing from the year 2005 to 2013, the government has disbursed Rp 243.28 trillion for BOS. In addition to providing BOS funds, the government also provides Poor Students Assistance Fund (BSM) for elementary and junior high schools in 2009, as well as providing BidikMisi Student Scholarship for university students.

These programs are a reflection that the government is very serious about building a high quality young people to change the fate of the country. In 2013 there were 16 million students who received the BSM with Rp 6 trillion budget. It is recorded in the period of 4 years (2009-2013) that 91,412 students has received BidikMisi scholarship with budget allocation of Rp 914.12 billion. In addition to the exemption of school fees and provision of
scholarships, the government also provides school construction program and new school facilities as well as repairing damaged classrooms. In the period 2004-2013 there were construction of elementary schools/equivalent as many as 24,030 units, junior high school building/equivalent as many as 27,656 units, high school/equivalent as many as 15,221 units and as many as 1,387 units of university.

With the abovementioned construction, the number of school building increased in the past 10 years (2004-2013). In 2004 there were 145,876 units of primary school buildings and in 2013 there were 169,897 units. For junior high school level, the number increased 100 percent from 21,256 units in 2004 to 48,912 units in 2013. The number of high school buildings increased from 13,353 units to 28,574 units in 2013. The university buildings increased from 2,428 units to 3,815 units in 2013. In addition, the government has also built 8 Autism Center in East Java for children with special needs as well as built 20 community colleges to improve the quality of vocational school graduates. In addition to providing free school facilities, the government is also providing additional food for 1.2 million preschool and elementary school students in remote and underdeveloped areas.

In addition to improving the quality of the younger generation, the government also seeks to improve the quality of teachers in Indonesia by conducting training and certification benefits. The number of certified teacher increased from 15.42 percent in 2008 to 95.5 percent in 2013. The government has managed to cut the number of dropouts (DO) at all levels of schooling. Elementary school dropout rate decreased from 2.95 percent in 2004 to 0.65 percent in 2013, the junior high school level dropout rate decreased from 2.51 percent in 2004 to 1.20 percent in 2013, and the high school dropout rate decreased from 2.76 percent in 2004 to 1.40 percent in 2013. To run the program, the government set
aside 20 percent of the state budget since 2009 for the education budget. In the period of 4 years from 2009 to 2013, the total budget spent for education budget is Rp 1,322.45 trillion.

C. STRATEGY FOR PROGRAM IMPLEMENTATION

The general condition of the basic education mentioned above can not be separated from policy implementation strategies outlined in the Strategic Plan of the Ministry of National Education, including:

a. Continuing development of new building units (UGB) and classrooms (RKB) for areas in need, particularly in remote and isolated rural areas, remote. In the construction of the UGB and RKB, school mapping will be used as input in the planning of the program and regrouping of adjacent school will be continued, especially those that still have the capacity or lack of students;

b. Improving the provision of assistance and empowerment of private schools in the provision of new classrooms (RKB), books and lessons tools, and educational staff, as well as educational assistance and training for teachers to improve their competence;

c. Empower and improve the quality of Open Junior high schools that have been developed in previous years. For this purpose, the consolidation and improvement of institutional management will be implemented, as well as improving the quality of teachers and coaching tutors, improvement of module quality, improvement of teaching and learning processes, and increased support and collaboration with the community;

d. Improve the implementation of Package A and Package B program in dealing with school age children who for what-
ever reason can not get education through the school system, got dropped out and/or not continuing to the next level. Also, encouraging the growth of Community Learning Centers (PKBM) as an educational unit to conduct Package A and Package B programs;

e. Optimizing the implementation of basic education through Salafiah boarding schools, both madrasah DiniyahUla (equivalent to elementary school) or madrasahDiniyahWustha (equivalent to junior high school), through the addition of three (3) main subject in the learning activities, namely: Indonesian, Mathematics, and Science;

f. Consolidate Small Primary School (SD), One Teacher Primary School(SD), Small Junior High School (SMP) and integrated SMP, so that these institutions can be empowered and improved the quality of education services for citizens in need;

g. Improving educational services for school age children of 7-15 years which is included in the special target group of the 9 years compulsory basic education, such as children who come from remote areas, children who have physical or mental limitations, slum children, street children, and a group of other children who could not afford basic education services;

h. Provide an element of vocational education to students of elementary education, so they master one or more types of skills that can be the useful in life as well as to cope with life with the community;

i. Improve the qualifications, competence, professionalism of education personnel in accordance with the needs of basic education through the education and training of educational personnel in educational institutions (LPTK) and professional training institutions;

j. Continuing efforts to improve teacher qualifications at the SD/MI and SMP/MTs, as well as teacher certification mismatch, so
that they can reach the level of S1. Improving qualification is done through engagement with local colleges that meet quality requirements as well as through distance programs;

k. Continuing procurement of tutors for Package A and Package B to overcome the shortages of tutors in areas in need. Furthermore, it provides an opportunity for teachers in formal schools that lack teaching hours to become a tutor in the Package program;

l. Improving the quality of non-formal education teachers and staff through training and workshops in order to improve quality, especially using participatory and andragogy approaches;

m. Rehabilitation of damaged schools so that they can provide educational services to the community at utmost quality;

n. Creating competitive and co-operative atmosphere between schools in promoting and improving the quality of students and the school in accordance with established standards;

o. Improving information management system to provide accurate and actual data as a basis for planning and better services;

p. Increased efforts to reduce school dropouts, among others, through a scholarship program for students from elementary and junior high school are less capable, and operational grants for schools that are in the pockets of the people who have difficulties to access education;

q. Increased efforts to reduce student repeating the class, especially in the elementary school/MI. This effort will be done without compromising the quality of education;

r. Increased consolidation program and school revitalization, especially adjacent elementary schools with little number of students. This effort will optimize the use of educational resources to be more efficient and effective;
s. Increasing the capacity and competence of education management in the province and district/city. Increased efforts to encourage the development of the Board of Education in District/City level, and the School Committee in the elementary/MI and SMP/MTs, as an institution that serves to give inputs of education/school policy, support the implementation and management of education/schools, performance monitoring and evaluation of education/school, as well as mediation between the manager and the organizer of education.

D. ANALYSIS OF PROGRAM IMPLEMENTATION

Based on the Strategic Plan and program performance data in the previous section, analysis could be done to identify the needs of programs and activities in the future. Analysis was performed using the SWOT method by looking at the strengths and weaknesses as well as external environment analysis namely opportunities and threats. Analysis of the internal environment is an attempt to understand the strengths and weaknesses that can affect the successful implementation of educational programs. While the external analysis is an attempt to understand the opportunities and challenges in the implementation of basic education programs so that the success rate can be predicted.

Successful implementation of the program of basic education cannot be separated from the strengths, weaknesses, opportunities, and challenges. Various problems were encountered in the implementation and education services, including:

a. Provision of qualified teachers. In the rural areas, it is very difficult to make a qualified primary school teacher stay, let alone make them comfortable to live in the isolated areas. Many trained teachers who come from rural areas tend to settle or move to urban areas after completing their education.
The interest of female teachers to teach in the regional area is also very low. Another difficulty is in recruiting teachers with university education to teach in isolated areas.

b. Provision of basic infrastructure of education has not been fully implemented. In rural areas with little number of school-populations, some classes are often rarely used, whereas in dense urban areas, there are classroom shortages. This condition causes significant variation in the number of students per class.

c. Basic educational facilities in many areas are still limited. Junior high school facilities that have not been provided in the past results in high level of drop out or student stop their education after completing elementary school. When facilities are available, the efficiency of the facility creates new problem, as there are low population of school age children in isolated areas.

d. Participation of children with special needs does not provide a significant contribution to enrollment rate at school in general. Implementation of special needs education services is still dominated by the private sector with 80 per cent of the SDLB is private. The main obstacle in the equity of access include: (a) the cost barriers for poor families associated with the cost of private schools, (b) the amount of special needs education providers in many provinces averaged less than 20 schools. Therefore, government policies geared to improving special needs education services by opening inclusive class in the public elementary and junior high school levels.

e. Geographical barriers, particularly population density and topographic factors remain a major obstacle. There are junior high school and high school located far away from the settlement, which causes access barriers related to distance, transportation costs, and the unfavorable geographical conditions.
f. Data and information of the 9-year compulsory education program has not been updated hence the available data is often different with actual situation. This situation has implications for the preparation of program planning. Basic education targets are less stable because it is not based on complete and accurate data.

g. In some areas, the educational cost is uncertain. Although at this time there has been the School Operational Assistance Fund (BOS) but effectiveness of BOS program implementation needs to be improved to and provide education that is completely free of charge.

h. Implementation of educational autonomy as a logical consequence of regional autonomy led to the management of informal and non-formal education that tends to be less effective hence the 9-year compulsory education program often run less than optimal.

Internally, the following things determine the strength of the implementation of the basic education program:

a. Strong government commitment and legislative support in the provision of the 9 years basic education. It is associated with the targets and success indicators of the Basic Education Program in the MDGs and the HDI;

b. High intention from families in both urban and rural areas to educate their children;

c. The existence of funding (blockgrant) to schools and institutions of non-formal basic education providers (Package A/Package B) to support basic education programs;

d. Cooperation and partnership exist between the Ministry of Education with social institutions, religious organizations, women's organizations, universities, and others, which fully provide support for the success of the basic education program.
Meanwhile, the weaknesses encountered in the implementation of Basic Education are as follows:

a. In the rural areas, it is very difficult to get a qualified elementary school teachers to settle and teach, especially in the isolated areas, hence efforts should be made through providing adequate incentives and special allowances;
b. There is a shortage of basic education facilities and infrastructure, because there are a lot of damaged school buildings and other support facilities.
c. Geographical factors and population density causes the access barriers related to distance, transportation costs, and geographic conditions unfavorable to the location of the school.
d. Data and information of basic education has not been recorded fully and accurately so that the data is often different with reality. It created inaccuracy in the preparation of program planning and targets.
e. The implementation of regional autonomy led to the management of informal and non-formal education tends to be less effective hence the 9-year compulsory education program often run less than optimal.

Based on the analysis of the external environment, some of the opportunities and challenges that may affect the successful implementation of programs in the field of basic education can be formulated. The opportunities are as follows:

a. Ministry of Education and Culture and the Ministry of Religious Affairs has been conducting several programs to ensure continuity of education service through: (a) programs of facility rehabilitation in elementary and junior high schools throughout Indonesia, (b) the BOS as an effort to eliminate the core cost of education, (c) provision of fund for the procurement textbooks so that students have instructional mate-
rialis, and (d) dissemination of the result of student achievement through elementary and junior high school committees and the national examination system;

b. Provincial Education Office and provincial Religious Affairs office have been doing rehabilitation and expansion program to build new school units (elementary/junior high school) through the provision of government funds. The government has adopted a community-based infrastructure management and strategy implementation model to support broader governance strategy. It is estimated that by using a community-based model, 20% of the budget can be saved;

c. Since 2000 the government supported by donors have developed a result-based management system at school level with the aim to increase the capacity of the school committee in planning and developing medium-term school programs, preparation and monitoring targets. The program is supported by some financial assistance from the government, including BOS;

d. Innovative models have also been developed by the Ministry of Education and Culture and the Ministry of Religious Affairs to reach out to groups of dropouts or groups who never went to school which include: equality programs, optimizing the function of the school as a center for lifelong learning society by providing assistance to communities providing educational service, expansion of equity education in the religious institutions in the provinces.

Some of the challenges must be observed in the implementation of basic education programs, including the following:

a. Developing innovative models that reach the unserved 5 percent of the elementary school target group and 20 percent of junior high school target groups through the implementation
of a special approach. A number of models of approaches have been introduced; including the consolidation of integrated schools (one-roof school) at various levels of education. The challenge lies in the development of these approaches.

b. System of education management where all subjects is effectively facilitated, as part of the implementation plan.

c. Challenges of EFA partly occur at the local level especially when it comes to response and adaptation strategies and programs. The priority in terms of institutional strengthening include: (1) strengthening leadership at the provincial level associated with the process of strategic planning and performance monitoring functions, (2) strengthening operational planning at the district level, resource management and performance monitoring systems, and (3) improvement strategies and technical support for the management and the school committee. Necessary institutional development approaches based on ‘demand side’, taking into account differences that have existed in the capacity of the organization.

d. The Government has committed to expanding school infrastructure program through the provision of government funds allocated from the state budget funds. But the challenge is how to mobilize public support, especially in the more difficult areas and make sure that the school committees make the necessary budget allocations for maintenance and repair of school.

e. The government has also sought to reduce barriers to financing the improvement of access to education, by implementing the BOS program that aims to free tuition as tuition fee is the main obstacle for poor families to gain access to education. The challenge of this program lies in how the implementation of the BOS program can run well and truly effective.
E. CONCLUSION AND RECOMMENDATIONS

1. Government has formulated commitment and policies to achieve quality education that can be enjoyed by all, but the level of implementation is not yet in line with expectations.

2. The data above show that the achievement of the Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) target in elementary and junior high school or equivalent has not been fully achieved. With the Indonesian Health Card program (KIS) by the new government, it is expected to reach the target in the countryside, inland, and the border areas.

3. Provision of basic educational facilities need to be increased, both in terms of quantity and quality. This can improve the quality of educational services.

4. The capacity of educational workers is low and distribution is not equal. It is necessary to increase the capacity of educators through training, provision of scholarships, and so on.

5. It is important to increase the educators’ commitment to educators who have improved their capacity to be placed in the isolated areas in Indonesia.
[GOAL 3]  
Relevance of Education and Life Skill

“Adil ka’ Talino, Bacuramin Ka’ Saruga, Basengat Ka’ Jubata”  
(With the grace of God Almighty and with Guidance from Religious Teaching/ Belief to be Just to Humankind)

1. Background and Context

The challenge of national education in Indonesia includes four aspects, namely the improvement of: (1) equal opportunity, (2) quality, (3) efficiency, and (4) relevance. The challenge on the fourth aspect/relevance is highly related to the introduction of life skill education to all types and levels of education that are increasingly unequal. The gap between education and life skill is widening in quality and quantity. Education is increasingly isolated from the real world hence graduates from any types and levels of education are considered unprepared to face the real life.

Central Bureau of Statistics (BPS) reported that high school and university graduates could not compete in business, moreover to create their own job opportunity. Youth in Indonesia comprises of 69 million people or 25 percent of the total population. With this amount, youth are supposed to be competitive and innovative. The common enemy of youth today not only comprises of economic imperialism and colonialism, but also apathy, back-
wardness, poverty, corruption, the low quality of education and unproductive human resources.

According to “The Global Competitiveness Report 2013-2014” of 148 countries, Indonesia succeeded in increasing its rank from 50 in the year 2012/2013 to 38 in the year of 2013/2014. In 2013, Human Development Index (HDI) of Indonesia ranked 121 of 185 countries; it increased as compared to 2012 in which Indonesia ranked 124 of 187 countries. Indonesia scored 0.629 in terms of labour aspect, health and education. Nevertheless, this rank is far from ideal.

Part of the activities to widen access, equality and relevance of education is to include nonformal education in the Strategic Planning (Renstra) of Ministry of Education and Culture year 2010-2014 based on Law No. 17 Year 2007 on Long Term National Development Plan year 2005-2025, Law No. 20 Year 2003 on National Education System, Law No. 25 Year 2004 on System of National Development Plan and Presidential Regulation No. 5 Year 2010 on Mid Term National Development Plan 2010-2014.

Nonformal education program is a tool to equip citizen with knowledge, values, and skills needed to improve the quality of life and wider community. It means the nonformal education program is a consequence of change in community that needs anticipation and adaptation.

One of the target of nonformal education is adult with low education, so that they have skill to develop their potency, emphasizing the understanding of knowledge, skills, life skills, and professional attitude, hence nonformal education could also function as a substitute, enhancer an/or complement to formal education to create life-long learning community, to be part of alternative education that fulfill national and international standard.
2. Metamorphosis of Life Skill Program

*Ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani*

(“give examples in front, give encouragement in the middle, give push from behind”)

2.1. Changing Perception: Life Skills from Outside School Education Program (PLS), Life Skill Education (PKH), Early Childhood, Non formal and Informal Education (PAUDNFI) to Adult Education (POD)

Term of Life Skills is meant to be skills that is needed for someone to be willing and courageous in facing life problems casually without feeling depressed, and proactively and creatively find solution to overcome it. Life skills education is broader than working skill and manual skill.

Indicators that are included in life skills can conceptually be grouped into: (1) self awareness or personal skills, (2) thinking skills or academic skills, (3) social skills, (4) vocational skills, also known as “kejuruan” or skill related to specific workfield (specific skills or technical skills).

Most of the adult education and learning program includes literary education, poverty eradication through life skill, entrepreneurship, preventing destructive behaviors, women empowerment and gender mainstreaming in education, also character building. Adult Education and Learning in Indonesia is related with the target of Education for All (EFA) and the Millenium Development Goals (MDGs).

The target of nonformal education is to provide educational service to citizen who has no education or illiterate, marginal com-
munity, dropout students, young children, adult with low education and other citizen that could not fulfill their educational necessities through formal education.

What is the essential goal of human education? The answer is very simple. The goal for every human being is to solve life problems they face. If after completing education they couldn’t solve their life problems, it shows that they goal of education is not reached. Based on this notion, in education, the participants need to be equipped with life skills. Life skills education is known as “Life Skills Oriented Education (PBKH).

Andragogy is derived from the ancient Greek word: “aner”, stemmed from andr, which means adult andagogus which means to guide or foster. Adult education (POD) means educating adult without patronizing; hence the core is to decide schedule and learning material together to create contact and reciprocity. The learning material is flexible, not determined by tutor or organizer, so it can be tailored to the need of participants.

Baruwadi, Romy (2012) studied that the application of andragogi principles could enhance participation, increase life skills and utilization of local advantages. Romadhon Habib (2011) studies the Life Skill-Based Training Model for the Blind in UPT Rehabilitation Center for Blind People, East Java Social Office. The result is this model is necessary to increase information to approach adult through related adult education. It is expected to increase learning facilities such as practice material, and the development of product creation and engaged marketing practices.
2.2. Hold on to Hope: Definition and Challenge

According to Sudjana (2001:11), “The educational system in Indonesia is considered to createworker society, while to fulfil the need of industrial society, post-industry, and information society, education has to prepare independent technicians and employee society. Worker society is basically proletariat while employee is cognitariat. The advancement of society and the nation at globalisation era is based on strong employee society, not worker society.

Education process in vocational high school (SMK) tends to be isolated from the real need of business and industry. The education program tends to besupply driven because the study program, study material, teaching style, learning media, evaluation and certification are determined by the main provider, the government.

Vocational education at school (SMK), is usually rigid in character and not flexible to be adjusted to the needs and change of job market. Education program has not yet been oriented to changing needs of job market, making it trapped in a byword “aiming at the moving target”. The number, field, and study program is relatively fixed, not in accordance to the changing need of job market.

Based on Directorate of SMK (2014), the number of active SMK is 11,743 schools, public SMK is around 3,040 schools and private SMK is about 8,703 schools. It comprises of speciality in technology and engineering, information and communication technology, health, art craft and tourism, agrobusiness and agro-tourism and business management.

Central Statistical Bureau (BPS) reported the amount of unemployment in August 2013 is as much as 7.4 million people with open unemployment rate (TPT) as much as 6.25 per cent. TPT in August 2013 increased as compared toin February 2013 which is 5.92 per cent and August 2012 6.14 per cent. Looking at the educational background, SMK is at the highest unemployed which is
as much as 11.19 per cent. This number is increased from August 2012 which is 9.87 per cent.

Meanwhile, vocational education through training or life skills education (PKH) is more relevant to the need of job market. It is more flexible and adjustable to the need of job market. Training is more demand driven, because the type of educational program could change according to the need of job market. Training program and PKH could be tailored with the occurring needs of the community.

The low quality of human resources could be seen from the Human Development Index of marginal areas that is only 6.7 per cent on average. This factor is caused by the low-income level and low educational and health services. At the same time, the quality of health and education affects to low productivity and leads to low HDI at marginal areas. On average, the HDI of marginal areas in 2013 is 66.54 per cent, far under the national HDI which is 73.67 per cent and far below the average of developed district which is 78.68 per cent.

The fact is influential in the social and economic inequalities, so the impact on participation in education, such as lack of adequate school facilities, unequal education system, teacher deployment limitations, inavailability tools and information that can support the learning process. For example, it can be seen from the data Sukabumi District Education Office (2011), the findings set out from among a cohort of students who showed sizable levels, ie from 44,923 new students entering elementary school and a high school or
vocational school graduate, there are 8459 people, meaning there
difference of 36,464 people, with a figure of 81.2 per cent. The fig-
ure shows the low capacity, by increasing the number of dropouts.

Image below shows the budget distribution in the General Di-
rectorate of Early Childhood Education, Non-Formal and Informal
Education (Ditjen PAUDNI) in 2013. The budget for Adult Educa-
tion (including courses, trainings, and its development cost –see
blue and red parts) is only one forth of the total budgets managed
by Ditjen PAUDNI.

Source: Ella Yulaelawati (2013). Pengalaman dan Perspektif
Indonesia Terkait Pembelajaran dan Pendidikan Orang Dewasa.
Paper presented in International Policy Forum for Literacy Edu-
cation and Life Skills for vulnerable youth through Community
2.3. Bridging Justice: Potentials and Opportunities

Based on BPS data per Februari 2013, based on the educational background, as much as 121.19 billion labour force in Indonesia is dominated by population who graduate from elementary school or less, as much as 56.67 billion (46.7 %), junior high school 22.1 billion (18.25 %), high school 11.03 billion (9.10 %), Diploma 3.41 billion (2.81 %) and University 8.36 billion (6.90 %). It means, the number of workers absorbed are poorly educated and put in less strategic positions in companies or other jobs, guaranteed to receive relatively low wages.

Data above is parallel with the key message conveyed in GRALE II on August 20 to 22, 2013.

Despite global progress in terms of a decrease in the amount of illiterate, but disadvantaged groups are still lagging behind and is difficult to obtain high quality learning opportunities.

This is also shown by the fact that empirical increasing number of unemployed in the society due to lack of capabilities of human resources, where the quality is not in accordance with the progress or changes that occurred in the business field that is rapidly changing.

Development of life skills that emphasizes the following aspects: (1) Relevant skill to master learners, (2) the learning materials according to the developmental level of the learner, (3) learning experiences and activities of learners to achieve competence, (4) facilities, tools and adequate learning resources, and (5) capabilities can be applied in the lives of learners.

Life skills will have a broad meaning when learning experiences are designed to give a positive impact on learners in solving the problems of life. Life skills education is to prepare students to cope with the problems of life and facing life in a proactive and creative manner in order to find a solution to the problem.
Based on the above image, the evidence suggests that most of the graduates of our schools both elementary, junior high or senior high school can not continue their studies to a higher level with a variety of reasons, mostly due to unaffordability to pay for the education cost. The graduates generally do not have adequate ability and skills to apply the knowledge acquired in school in solving the real problems that they face.

**BOX 1. I never dreamed this far...**

Yono (Vehicle Reparation Unit, Sukaringin Bekasi)

I am an ordinary Babelan kid, a child of farm labour, only live by the courtesy of land owner. In 1999, when Pertamina entered our village, we dream of change. We hope that as Pertamina opened exploration and exploitation area, we could change our fate. But the change was not significant. I had to drop out of school on the second level of junior high school. For almost a year I was jobless or work precariously. Until 2001, PPM-LPM Atmajaya and DIKTI introduced life skill program. I registered for the vehicle reparation training, facilitated by Kanzen motor. Thank God, we also got simple facilities and tools.

For the first time, Dirjen PLS 2002, Mr. Fasli Djalal, launched our vehicle reparation unit. We are so proud, though we need to improve a lot. With constant fostering, after three years, now we have 10 employees and 2 branches in Penombo or about 10 km from our place.
Thus, in line with the development trend and demands of society, it is driving the need for increased non-formal education. The evidence suggests that formal education and the school system was not sufficient to address the various problems faced by the community. It can be seen from the low level of public education, high rates of illiteracy for adults, high levels of unemployment, high levels of poverty and so on.

Work Training Center (BLK) plays significant role in preparing skilled labours. Different programs and training held by BLK are expected to help job seeker to be absorbed in the work force or to create their own work opportunity through entrepreneurship.

Based on data from the Ministry of Labour and Transmigration (2013), there are currently 13 BLK UPTP (Central Technical Services Unit) of the Ministry of Labour and Transmigration and the 252 BLK UPTD (Regional Technical Services Unit) that belongs to the provincial government and districts/cities in Indonesia. Meanwhile, the number of instructors reached 3,132 people.

Box 2. Work Training Center (BLK) Revitalisation: a Study Case in Aceh

http://aceh.tribunnews.com/2013/07/31/revitalisasi-blk

Only some BLKs in Aceh are undergoing routine activities, for example BLK in Banda Aceh, Aceh Barat, Aceh Selatan, Subuluussalam, Sabang, Bener Meriah, dan Aceh Utara.

Other BLKs are mostly not in operation as it is supposed to be due to lack of facilities or infrastructure. Meanwhile, BLKs that are in operation also face the same challenge at some level, besides other main problems such as the relevance of vocational education and training and the job market.

Under deeper scrutiny, it could be seen that the vocational education and training under a lot of BLKs are not fully linked and matched with the necessities of the job market.
The number of PKBM in Indonesia, up to 2012 is 9,655 institutions in 33 Provinces, in which 6,554 PKBM has a registered institutional number (NILEM). Vocational school is mostly in West Java, as much as 1,704 schools, comprises of 203 public SMK, and 1,501 private SMK.

Currently enrolled courses and institutions have an online registration number as many as 17,800 institutions. It is estimated that there are 3,000 institutions that have not signed up courses online. Of course institution recorded a total of about 12,000 of which have been verified (only about 10 percent, or 700 institutions accredited by performing new A and B). 14 Meanwhile, according to the info kursus.net (2014), the number of Institutions and Courses Training (LKP) as many as 18 659, mostly in West Java with at least 2,588 LKP and West Papua with 26 LKP and the number of verified LKP is 12 318.

Realization based on data of Performance Accountability Report by the Ministry of Education and Culture in 2013, that the target for the year 2013 through the implementation of a program providing life skills education BOP (PKH) as many as 29,470 people from the target of 29,000 people, the provision of entrepreneurship education community BOP (PKM) as many as 11,120 people out of a target of 11,000 people, and the provision of vocational village BOP 10,875 people from the target as many as 11,000 people. For more details can be found in the table below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Program</th>
<th>Target(Person)</th>
<th>Realization (Person)</th>
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<tbody>
<tr>
<td>1.</td>
<td>PKH</td>
<td>29,000</td>
<td>29,470</td>
</tr>
<tr>
<td>2.</td>
<td>PKM</td>
<td>11,000</td>
<td>11,120</td>
</tr>
<tr>
<td>3.</td>
<td>Vocation Village</td>
<td>11,000</td>
<td>10,875</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>51,000</strong></td>
<td><strong>51,465</strong></td>
</tr>
</tbody>
</table>
3. GROW Analysis: Doing Joint Action

Sacangreud pageuh sagolek pangkek
(Commitment, Fulfil Promise and be Consistent)

GROW Instrument (G – Goal (Session Goal) R – Reality (Where they are and what’s going on for them) O – Options (Ideas and brainstorming – what they COULD do to move forwards) W – Will Do (Their actions – what they WILL do to move forwards) was coined in 1980 by Sir Jhon Whitmore, and also being developed by Alan Fine and Graham Alexander.

In general, GROW instrument is utilized to analyse achievement and reformulate strategic plan. GROW instrument also used for learning supervision in 2013 curriculum, towards the teacher and headmaster and as a tool for analysis of the Curriculum Implementation training 2013.

The 5KMission of Ministry of National Education year 2010-2014 is the mission of educational development year 2010-2014, namely availability of educational services, affordability of educational services, quality of educational services, equality to access educational services and certainty in educational services.

With the missions mentioned above, GROW analysis includes five key words, namely availability, affordability, quality, equality and certainty. To simplify analysis, availability and affordability are put in the same group with access, and quality and equality are put in the same group with quality and relevance, while certainty is related with management.

The regrouping is continued with writing the challenge, to provide information in the analysis. The grouping of issues and challenge is as follows:
### Table: Issues and Challenge based on GROW Analysis

<table>
<thead>
<tr>
<th>Issues</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Access</td>
<td>• Huge population&lt;br&gt;• Social economic disparity, and demographic bonus&lt;br&gt;• Limited capacity&lt;br&gt;• Pemerataan layanan pendidikan</td>
</tr>
<tr>
<td>2. Quality and Relevance</td>
<td>• Improvement of facilities&lt;br&gt;• Quality and distribution of teachers&lt;br&gt;• Character building&lt;br&gt;• Alignment with job opportunity&lt;br&gt;• Graduate competence</td>
</tr>
<tr>
<td>3. Life Skill Management</td>
<td>• Inefficient use of resources&lt;br&gt;• Not focus on the main tasks and functions&lt;br&gt;• Lack of transparency&lt;br&gt;• Lack of accountability&lt;br&gt;• Limited source of funding from the National Budget (APBN)</td>
</tr>
<tr>
<td>GROW</td>
<td>Goal 1: Access</td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
</tr>
<tr>
<td>Goal</td>
<td>Availability and Affordability Services Adult Education (POD)</td>
</tr>
<tr>
<td>Reality</td>
<td>• Based on Central Statistical Bureau (2013), the national average number of dropouts aged 7-12 years reach 0.67 percent or 182,773 children; aged 13-15 years as much as 2.21 percent or 209,976 children; and age 16-18 years higher up 3.14 percent or 223,676 children.</td>
</tr>
<tr>
<td></td>
<td>• Central Statistical Bureau (2013) reported the unemployment rate in Indonesia reached 7.17 million (5.92 percent) of the total number of Indonesian labor force of 121.2 million people.</td>
</tr>
<tr>
<td></td>
<td>• In June 2013 the Central Statistical Bureau released the poverty portrait of March 2013, in which the number of poor people reached 28.07 million people or 11.37 percent of the total population. As compared to the condition in the previous year, there is a slight decline of 0.59 percent or 1.06 million people.</td>
</tr>
<tr>
<td>Options</td>
<td>• Up to 2012, the number of PKBM is 9,655 institutions, in which 6,554 PKBM has a registered institutional number.</td>
</tr>
<tr>
<td></td>
<td>• According to Ministry of Labour and Transmigration (2013), there are 13 BLK UPT that belongs to the Ministry of Labour and Transmigration and 252 BLK UPTD that belongs to the Provincial/Regional/District government. Meanwhile, the instructur is as much as 3,132 personnels.</td>
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</tr>
</tbody>
</table>
**Goal 1: Access**

- Strengthen PKBM Communication forums and enhance cooperation, as a learning forum to exchange information.
- Increasing the capacity and competence of education managers through education and training to meet the needs of education, non-formal education, and Creative Industry, and business to ensure effective and efficient implementation of the education program.

**Goal 2: Quality and Relevance**

- Ensuring the availability and affordability of all education managers through education and training to meet the needs of education, non-formal education, and Creative Industry, and business to ensure effective and efficient implementation of the education program.
- Providing a forum of education and training courses to enhance the quality of education.
- Providing financial assistance to education managers through education and training.
- Ensuring the availability and affordability of all education managers through education and training.

**Goal 3: Life Skills Governance**

- Strengthening accountability of Non-Formal Education Accreditation Board (PNF).
- Ensuring the availability and affordability of all education managers through education and training.
- Strengthening the accountability of Non-Formal Education Accreditation Board (PNF).
- Ensuring the availability and affordability of all education managers through education and training.

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**Reality**

- Based on Central Statistical Bureau (2013), the mechanism to organize PKH Service center is not available.
- The national average number of dropouts aged 7-12 years reach 0.67 percent or 182,773 children; aged 13-15 years as much as 2.21 percent or 209,976 children; and aged 16-19 years is 4.27 percent or 223,676 children.
- Central Statistical Bureau (2013) reported that 7.17 million (5.92 percent) of the poor released the poverty portrait of March 2013, in which the number of poor people reached 28.07 million people or 11.37 percent of the total population. As compared to the condition in the previous year, there is a slight decline of 0.59 percent or 1.06 million people.
- According to Ministry of Labour and Transmigration (2013), there are 13 BLK institutions, in which 6,554 PKBM has a registered institutional number.
- Transmigration and 252 BLK UPTD that belong to the Ministry of Labour and Transmigration.
- The unregistered courses are estimated to be 3,000 institutions. As much as 12,000 institutions have been verified (only 10% or 700 institutions are accredited A or B).
- The government has devoted extraordinary energy various poverty alleviation programs.

**Options**

- Web Education Accreditation Board (http://web.pbkn.mendikbud.go.id)
- Strengthening the accountability of Non-Formal Education Accreditation Board (PNF).
- Ensuring the availability and affordability of all education managers through education and training.
- Ensuring the availability and affordability of all education managers through education and training.

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**Forward**

- Providing a system of evaluation and certification for non-governmental organizations, non-governmental organizations, community leaders, adjacent, education program.
- Establishing accountability of Non-Formal Education Accreditation Board (PNF). This is one of the markers and indicators of the quality of education.
- Providing a web-based online information system that community-based education is at the heart of this movement.
- Publishing NILM PKBM online as an effort to provide data needed for planning.
- The instrument in Government UPT that belongs to the Ministry of Labour and Transmigration.
- Developing Indonesia Youth online as a tool to map Indonesia digital zone for formal and non-formal education including special education.
- Access life skills/POD involving joint action.
- Ensuring the availability and affordability of all education managers through education and training.
4. Conclusion and Recommendation

*Kudu silih asih, silih asah jeung silih asuh*
*(Have to love, advise and take care of each other)*

4.1. Conclusion

Life skilleducation is education that equip learning participant with skills to life in the real world and solve problems creatively, without pressure and with full independence.

It needs to be understood that education for all is the rights of each citizen to get educational service and access without discriminating social and economic status, territory or cultural background. Hence, education empowerment is a challenging and noble context. It is challenging because its huge spectrum to determine the future of the nation. It is noble because it humanize human. That is why different kinds of innovation is needed to optimize the target of Education for All (EFA).

Building the bridge for justice is an effort to create survival of the nation and the country. Hence life skill could perform as a vaccine for social change to increase the social status of participants through enhanced skills. Also, life skills are like a ladder to force better role and position in a concerted effort to build Greater Indonesia.

4.2. Recommendation

To fulfill the third target of education for all, GROW analysis is important to be constantly utilized because it could create a different and deeper perspective in analyzing the relevance of education and life skills, including access, quality and relevance, and governance of life skills. This target could be achieved if all process,
including planning, implementation, monitoring and evaluation, and report-making, could be done intensively, comprehensively, and on a regular basis.

Brilliant ideas, breakthrough and innovation is necessary to develop life skill. It is important to give solution to access, quality, relevance and management of life skills program, through adult learning principles, not only theoretically but also in practice. Adult learning principles are alternative education that needs to be implemented in outside-school education, hence orientation at every stage of adult learning activities is important to increase the instructors understanding of the andragogy principles.

A breakthrough to finance the implementation of life skill program is regulated in Government Regulation (PP) Number 93 Year 2010 and Finance Ministry Regulation (PMK) Number 76/PMK 03/2011 on the procedures of recording and reporting donation for national disaster alleviation, research and development donation, educational facilities donation, sport donation, and social infrastructure development fees that could be deducted from gross income.

Criteria for success in any learning model are essentially related with the achievement of learning outcomes by learning participants in the life skills program. Improving and optimizing the learning outcomes of participants could be done through (a) optimization of learning motivation and stimulation for participants at the identification phase; (b) learning process should be more oriented towards learning by doing and reward of promising result; and (c) evaluation system should not only oriented to result but also to the process and learning effect. These three points are the main task of future ministry of education and culture.
[GOAL 4]
LITERACY FOR EMPOWERMENT
A. BACKGROUND

The rate of literacy is one of the main measures in determining the quality of human resources. Literacy ability is a parameter that affects the development of human life (Human Development Index), determines the level of welfare (gross domestic product), and also helps determine the level of life expectancy. Therefore, an increasingly literate population is essentially in allowing the community to progress.

Because of this, illiteracy became a powerful factor in inhibiting the success of the 9 years Compulsory Education Program in Indonesia. Various studies have shown that when parents are illiterate throughout child bearing, the children tend not to attend school. Even if they attend school, they are much more likely to repeat grades and drop out of school in the early elementary grades.

Illiteracy is not just an issue for Indonesia: across the world, many countries are still weighed down with the same problem. UNESCO reported data (September 2013) shows that there are 774 million adults in the world who are still illiterate. In addition there are 61 million children who have never attended school. One of the major challenges of the literacy program is the state’s commitment. Learning from the experience of literacy in many parts of the world, it is literacy organized by the state that is the most successful.
Indonesia has experienced some success in eradicating illiteracy, during the reign of the old order. In 1948, Sukarno launched Eradication of Illiteracy or Pemberantasan Buta Huruf (PBH). Although, at that time Indonesia was still struggling in the fight against colonialism. In 1960, Sukarno issued a command to combat illiteracy until 1964. Almost all mass organizations, especially from the PKI, Gerwani, non-vaksentral PGRI (Indonesian Teachers’ Union), engage in courses of PBH throughout the country. As the result, on December 31, 1964, Indonesia declared that its population aged 13-45 years (except for residents of West Irian) to be free of illiteracy.

Unfortunately, Indonesia’s achievements at the era of Sukarno did not last. In the era of New Order, despite the Package A-B-C Program, our literacy problem is far from resolved. It was because the Package A-B-C Program was not able to mobilize the masses. Even worst, the reformation eras seems fairly slow in the literacy program.

As a result, until 2013 illiteracy was experienced by 6.2 million (4.02 percent) of the population of Indonesia. When compared with the previous year, there is a decline, but the decline is slow, still struggling in the amount of 6 million inhabitants. In 2011 there were 6.7 million (4.43 percent), which dropped to 6.4 million (4.21 percent) in 2012. The downward trend is appreciated by UNESCO: Indonesia was awarded the King Sejong Prize Literacy.

Upon receiving this award, the Ministry of Education and Culture (MoEC) has optimistically targeted that Indonesia can be fully literate by 2015. However, this optimism could be unfounded: it is difficult to imagine targets of full literacy by 2015 when experience from previous years shows us that illiteracy rates never exceed a rate of decline of more than 2 per cent from year to year. Optimism supposed to be based on realistic calculations.
B. LEVEL OF ILLITERACY AND GENDER DISPARITIES

Literacy education is part of a learning community that specifically aims to improve the basic ability to read, write, count and impact functional ability in daily life. Education was organized in bulk by various stakeholders, including government and society. Prioritized target of the literacy education is citizen aged between 15-45 years.

Because the illiteracy rate is very influential on the human development index rankings, the decline in the illiteracy rate is always part of a government program, from time to time. The level of illiteracy will be the main determinant of high or low quality of Indonesian human development. However, it could be make as a priority program with full support, or only limited to slogans without maximum effort.

The Indonesian government’s success in eradicating illiteracy never happened in the era of the old order. In a period of 16 years (1948-1964), Indonesia’s population aged 13-45 years was declared free of illiteracy, except West Irian. Regardless of the validity of these data, it is natural that it is important to appreciate, as a reflection of the success. Yet, how is the condition of literacy education today?

Total illiterate and Gender Disparities

Source: Central Bureau of Statistic, 2013
Based on data from the Central Bureau of Statistics (BPS) above, the trend of illiteracy in Indonesia from 2009 to 2013 continued to decline. In 2009, the illiteracy rate stood at 8.76 million people (5.3 percent), fell to 7.54 million (5.02 percent) in 2010, fell further to 6.73 million (4.43 percent) in 2011, and in 2012 the illiteracy rate was lowered to 6.4 million people (4.21 percent).

This figure shows that the problem of illiteracy in Indonesia is still significant, due to the fact that the decrease in the illiteracy rate is so slow. Based on EFA targets, illiteracy rate reduction should be 50 percent each year. Indonesia fails to meet this target. Until 2013, the illiteracy rate reached 4.02 percent of Indonesia’s population, equivalent to 6.2 million people. This is a serious problem that must continue to be addressed.

Another problem is the disparity between men and women. This is an obstacle that also needs to be addressed. Based on the BPS data, the percentage of disparity was always down, from 2.4 percent (2011) to 2.17 percent (2012), and then down again to 1.3 percent (2013). Out of the total illiterate population (6.2 million), two thirds of are women – approximately 4.1 million people. However, based on data from the Ministry of Women’s Empowerment and Child Protection, it turns out that there are 5.1 million Indonesian women are still illiterate. Therefore, treatment for female literacy is an important priority.

In regard to the distribution of illiterate population, percentage and number of illiterate people makes a different distribution. Based on the percentage, there are five provinces with a high illiteracy rate above 6 percent. These are the provinces of Papua, West Nusa Tenggara, West Sulawesi, Nusa Tenggara, and South Sulawesi.
Differently, based on the number of illiterate people, most illiterate population is concentrated in seven provinces, namely: East Java, Central Java, Papua, West Java, South Sulawesi, West Nusa Tenggara and East Nusa Tenggara. Illiteracy in seven provinces reached more than 200,000 million people. What about the illiteracy rate in the district or city? There are six districts or cities that have the highest illiteracy rates, more than 100,000 people, namely Jember, Sampang, Indramayu, Sumenep, Bogor, and Central Lombok.

Having said that, in 2013 the UNESCO Institute for Statistics (UIS) placed Indonesia as one of the nine largest illiterate countries in the world. Globally, the majority of adults are illiterate in South Asia, West Asia and sub-Saharan Africa. In average, two-
thirds of the disadvantaged population is women. Therefore, literacy eradication program is important to implement, especially targeting women. There are three main reasons why illiteracy eradication program should be a priority. First, literacy is a basic right for every person, as well as an opening for the acquisition of other rights. Second, the problem of illiteracy is strongly associated with poverty, ignorance, backwardness and helplessness within the community. Third, illiteracy affects the development of the nation, the productivity of the community, a lack of awareness to educate children, a lack the ability to access information, difficulty in accepting innovation, and a low human development index.

As stated, the Indonesian government, especially the Ministry of Education and Culture, has always held a literacy program. Unfortunately, the program does not become the main program and its echo is not heard in the community. As a result, programs initiated by the government are still mediocre. Here are some strategies that the government may implement in order to eradicate illiteracy:

1. Prioritize literacy in provincial and district / city with high illiteracy. By doing so, the eradication of illiteracy in the province and district / city with high illiteracy determines the success of eradication of illiteracy throughout Indonesia.

2. Implement a system of blocks: eradication of illiteracy should start from the most illiterate area, later shifting to an area with a lower illiteracy rate. And so on, until the area with the lowest illiteracy rate.

3. Apply a vertical approach through the use of the structure of government to mobilize all segments of society to be actively involved in eradicating illiteracy.

4. Apply a horizontal approach through collaboration with various non-governmental organizations, such as social organi-
zation, religious, women, youth, boarding, board of mosques, churches, community organizations, the Community Learning Centres (PKBM) and other organizations.

5. Cooperate with the various universities, by doing Field Work Experience (KKN) and thematic programs to eradicate illiteracy.

6. Complete integration between illiteracy eradication programs and poverty eradication programs, involving remote indigenous communities, communities in transmigration areas, etc.

Based on this strategy, the government made various types of programs that are specifically aimed at eradicating illiteracy in Indonesia. If simplified, the program can be classified into five forms: basic literacy, self-entrepreneurship literacy, life skills education, entrepreneurship literacy, and the CN-MN-LFT (Children Newspaper, Mother Newspaper, Literacy Based on Folktales). See the table below for details of participants from each of these programs:

**Literacy programs name and number of participants**
Based on the table above, it is clear that the programs most in demand are the basic literacy and self-entrepreneurship literacy. Those two programs provide more on the ability of literacy alone. None provide more capabilities in the empowerment of the learners. The government should also prioritize literacy education programs that provide value added at the level of empowerment, as reflected in the life skill education programs and entrepreneurship literacy. Both programs are clearly not only focusing on literacy education, but also the provision of life skills so that learners could get out of the circle of poverty. This is important because low or high illiteracy rate is affected by poverty. Thus, literacy programs cannot be separated with poverty eradication programs, because the two are inextricably linked.

C. CAUSES OF THE ENDEMIC ILLITERACY

The decline in the illiteracy rate in Indonesia is very slow. From the years 2009-2013 it was not possible to reduce the number by 50 percent. If this decline is not accelerating, then it will still take 3-4 years for Indonesia to be freed from illiteracy. It does not mean that there is no recognition for the government’s efforts, but it is a fact to build hope for optimal illiteracy eradication.

Illiteracy eradication program from the government has no guarantee for permanent literate. However, the re-illiterate might happen because it relates to various things. The MoEC also recognizes it. Thus, we need a systematic and sustainable policy framework in creating illiterate-free Indonesian society.

The illiteracy eradication agenda set in government policy has been constrained by several factors. First, illiterate people tend to come from poor families. Poverty is often a very practical constraint inhibits the learning effort. These people are often busy with their effort to meet their needs of everyday life. Due to being
busy with the daily work routine, they attach little importance to literacy. For them, to address the poverty problem is much more pressing amidst the multidimensional crisis.

Second, they are located in remote areas and corners, where people think of themselves as being inferior due to their distance from the cities, typically considered the centre of both culture and civilisation. Thus the effort of eradication of illiteracy is not so important on the social agenda, because they are not aware of literacy for its role in creating progress and prosperity.

Third, the mindset that hinders people from getting high motivation to learn. Learning has not become a priority of their daily routine because they think it is too late to learn. Even worst, learning is often considered a waste of time. Such a mindset is still implicated in the tradition of Indonesian society and not only among those who are illiterate. Those who are already literate can still remain reluctant and lazy in improving learning and reading skills. Learning and reading is often considered to be something strange and pedantic. This is still a dilemma in the structure of awareness in Indonesia.

In the midst of these acute problems, in order to realize the eradication of illiteracy, the government must work in collaboration with various stakeholders, conducting strategic, systematic, and sustainable social work. Cooperation is important to:

First, unpack the apparent awareness of learning. Awareness of the lack of motivation to learn is the basic problems in the right of literacy. Various programs can be projected, but if people are reluctant and not motivated to learn, the results will certainly not be optimal. Apparent awareness need to be demolished, replaced with the authentic one of total learning motivation and sincerity.

Second, maximize cooperation with public and private universities in an effort to eradicate illiteracy in a massive movement. Cooperation in this context can be done through student fieldwork
that direct into the heart of the local tradition. Should the cooperation work, the maximization efforts are directed to farthest and marginalized areas. This cooperation will be very effective if the government and universities are also working with the various social institutions that have a clear cultural basis in various regions of the farthest corners. For instance, working with socio-religious organizations that have a strong tradition of religious rituals in society. Illiteracy eradication campaign can be maximized in a variety of religious rituals, especially when campaigned by religious and local community leaders.

Third, the program is integrated with other government programs. In the present context, the maximization of literacy can be continued through the education budget by 20 percent. 20 percent of the total state budget can be a valuable asset in creating literate societies. The large budget should not only be oriented in quality assurance and higher secondary education. The illiteracy should be taken more seriously, so that the human development index (HDI) is also increasing.

For the sake of our nation’s future, we must eradicate illiteracy. Literacy is an important part of the fulfilment of human rights. The world annual celebration of Literacy Day is important for Indonesia to continue its improvement to meet the dreamt vision of Indonesia 2030 advanced and civilized.

**D. ILLITERACY RELATION TO POVERTY**

Generally, the illiterate population lives in rural areas, and includes groups such as small farmers, labours, fishermen and urban poor groups such as low income or unemployed workers. We understood that there is a linear relationship between illiteracy and poverty: the number of poor people in an area is often directly proportional to the number of illiterate people the area, as demon-
strated in Papua, NTB, and NTT. However, the relation of poverty will be divided into four zones. Quadrant I: high poverty rates, low illiteracy rate. Quadrant II: High poverty, high illiteracy rate. Quadrant III: Low poverty rates, high illiteracy rate. Quadrant IV: low poverty rate, low illiteracy rate. For more details, refer to the table below:

POVERTY AND ILLITERACY QUADRANT

Source: International Policy Forum
For Literacy Education and Life Skills, 2013

Poverty is a condition in which a person is below the standard value of minimum requirements, both for food and non-food, the so-called poverty line or poverty threshold. The poverty line is identical to the number of dollars needed by each individual to be able to pay the equivalent of 2100 household need: food per person per day, and non-food needs, which consists of housing, clothing, health, education, transportation, and various other
goods and services. According to the SMERU Institute, poverty has many dimensions, such as disability and social disadvantage (abandoned children, women victims of domestic violence, poor widows, marginalized and remote groups).

The main indicators of poverty are: (a) lack of adequacy and quality of food; (b) limited access and low quality of health services; (c) limited access and low quality of health services; (d) lack of job and business opportunities; (e) weak protection of business assets and wage differentials; (f) lack of access to housing and sanitation; (g) lack of access to clean water; (h) lack of certainty of ownership and control of land; (i) the deterioration of the environment and natural resources, and limited public access to natural resources; (j) weak sense of security; (k) lack of participation; (l) the magnitude of the burden caused by the large population dependents; (m) the bad governance that led to inefficiency and ineffectiveness in the public services, widespread corruption and lack of social security to the community.

Poverty in general includes structural, functional and systematic. And the estuary of poverty is (a) powerlessness, both financial / economic, skills, and intelligence; (b) relatively huge gap that appears between regions, or between rural and urban areas. The gaps widen when there is no concern for the condition. Poverty became more pronounced in the area of type 3T (underdeveloped, backward and marginalized). Conditions in such areas are even more alarming. Access to education, health, transportation, economic, physical and non-physical development is far from adequate.

Literacy education is an appropriate instrument in order to boost the level of knowledge, progress and independence of the community. Poverty twisted them because they are not able to (a) access development, (b) accept the changes and innovations going on, and (c) use information relating to accelerated development.
Why are they not able to engage in the development reaching them? It is because they did not have the ability to examine and read all the presented information brought to them. Illiteracy, which is the inability to read, write and count, placed the illiterate people in the condition of an absolute poverty. Unfortunately, certain individuals or groups instead use poverty as a political commodity during Election.

Literacy education as a poverty eradication therapy should be preceded by a program of community empowerment through skills based on their interests and learning needs. Literacy education should be entered into the heart of the problem of poverty that hits residents. Poverty can be alleviated through the functional skills training program in the form of courses, job training and manufacturing export-oriented products. Skills must be the main program and within the skill training activities, the lessons of reading, writing and counting could be inserted.

Literacy education should position itself as a tool that will deliver quality of life to the illiterate. Poverty that continues to envelop residents can actually be alleviated through illiteracy eradication program based on the social change. This means that literacy education bringing great social change can only occur if (1) changes in the method or approach to learning in functional literacy, not only emphasizing the achievement of the lessons (subject matter) but also being oriented to social change; (2) giving the skill training first and followed by lessons in reading, writing, and counting (3) take advantage of PNF unit as set forth in Law No. 20 in 2003 and positioned as the Unit field PNF districts / cities and BPKB as a spearhead in the planning, program design, implementation and evaluation of activities. Despite the weakness, optimizing the role of UPT than PNF will better ensure the quality of functional literacy; and (4) financial support for Illiteracy eradication programs rose significantly.
Poverty is an undesirable condition. Through literacy programs oriented to social change, it is expected that there will be significant changes in the release of illiterate people from absolute poverty. Thus it can be expected that literacy education will return to the main corridor that is empowering the community through the refunction of the letter comprehensively.

**E. EMPOWERING LITERATE WOMEN**

**ILLITERACY DISPARITIES**

Source: Central Bureau of Statistics, 2013

In the midst of the heavily mainstreamed gender movement, there is a still unresolved problem. It is because a lot of women in this country suffer from illiteracy. The Central Bureau of Statistics reported that 67 percent of the total illiterate population are women.

It is very sad that women, despite being the main pillars supporting this nation, are left behind because of illiteracy. In addition to narrowing access to the knowledge, illiteracy is also degrading, not just to the illiterates, but also the nation at large.

Poverty is considered to be one of the main drivers of illiteracy for women. Indeed, poverty is not the only cause of illiteracy in women, but also in men. That’s because poverty inhibits people’s ability to develop their talents and potential. The logic is simple: poor people cannot be separated from the issue of food and livelihood on a day-to-day basis, thus learning to read and write becomes marginalized.
Certainly, there are some poor women who are successful. However these are the exception rather than the rule. They are women with determination, will, ideals and spirit to move forward. Women like this are successful typically by becoming entrepreneurs, intellectuals, teachers, politicians, and so on. Thus, there needs to be literacy strategies targeting poor women as described, with more emphasis on the efforts of awareness of existence, fertilization motivation, and accompanied by the empowerment potential.

If poverty is the main trigger, then the next trigger is discriminatory access to education. Current educational access has widened, and many scholarships are provided by the government, regardless of gender. However, women’s access to educational opportunities remains limited. Long ago, our society considered it taboo for women to receive an education. This is because the main task of women was perceived to be constrained to the kitchen, bed and wells. As a result, women often received far less education than men.

Unsurprisingly, women become less adept at reading and writing and optimizing their potential. Literacy is a window in which to see the world: women who are illiterate will see the world in a narrow view, because they receive such little information.

Because of illiteracy and a limited access to knowledge, many women lack the expertise to enter the workforce. Illiterate women must be willing to be women workers (TKW), domestic servants, factory workers, shopkeepers and other low professions. Yet in the neighbouring countries, illiterate TKW often get discriminated without being able to do anything about it. Sutinah is an example of the sad fate of migrant workers.

The gender movement will not be effective if there are still many women shackled ignorance due to illiteracy. The field work on the emancipation of women, particularly in the important ar-
eas, should focus on the eradication of illiteracy. Various parties need to be involved, both public and stakeholders in the national and local levels.

Since 2010, the government has implemented a scheme called life together UNESCO literacy initiative for empowerment (LLIFE). Program LLIFE is not only to provide literacy, but also to empower women with economic illiteracy, socio-cultural, and environmental. It means people do not learn script first, but learn new life skills and later followed by introducing characters. The program needs to be supported critically, in order to have a positive impact for women in need.

It is critical and urgent for a gender movement to eradicate illiteracy, especially among women. Women who sit on executive- and legislative bodies need to fight for the passing of policies that lead to it, not forgetting their recent promises during the campaign season.

Socio-religious organizations and NGOs with an interest in the field of gender need to formulate a strategic move. Meanwhile, the next government should realize the task of the intellectual life of the nation’s constitution, including the women in it. Finally, we will be a nation that is slowly growing and even moving forward, if the female illiteracy rate is still increasing.

F. CONCLUSIONS AND RECOMMENDATIONS

Based on the data and analysis above, several conclusions can be drawn:

1. The illiterate population in Indonesia declined from year to year. In 2013, the illiteracy rate reached 4.02 percent of Indonesia’s population, equivalent to 6.2 million people. This figure shows that Indonesia still has a relatively high illiteracy problem. The general trend of decline should be appreciated, but of the magnitude of the decline is questionable, since the decline is slow. Based on the EFA targets, the reduction rate should be 50 percent
illiteracy each year: Indonesia fails to meet this target.

2. Some areas have a particularly high percentage rate of illiteracy, namely Papua (34.38), West Nusa Tenggara (11.81), West Sulawesi (8.17), and East Nusa Tenggara (7.89). On the other hand, the provinces are also known as regions with high poverty rates. Therefore, the problem of illiteracy is strongly related to poverty.

3. The disparity in men and women in the amount of illiteracy is still a serious problem. Based on the total illiterate population (6.2 million), two thirds are women with approximately 4.1 million people. It means about 67 percent of the total population who are illiterate are women. While the calculation is based on data from the Ministry of Women’s Empowerment and Child Protection, turns out there are 5.1 million Indonesian women are still illiterate. Therefore, the handling of these illiterate women needs special handling.

4. Illiteracy is still happening in Indonesia is largely due to three factors that surrounded him. First, it comes from a poor ancestry. Second, being in remote and rural areas. Third, the wrong mindset, that learning is not part of a priority because it is already too late.

The recommendation to the government in order to increase literacy rates in Indonesia are as follows:

1. The government should focus on accelerating the decline in illiteracy rates, so that the decline is at least 50 percent each year. The decrease in the disparity of men and women should be accelerated by not discriminating against women’s access to educational institutions.

2. In literacy, the government should give more consideration to the areas (provincial / district / city) with the highest number and highest percentage of illiteracy, especially in remote and rural areas.

3. Literacy education programs should be designed in an in-
novative way, which not only teaches them to become literate, but also equips them with life skills and entrepreneurship education in an integrated manner. Therefore, illiteracy has a strong link to poverty.

Author: Abdulah Ubaid dan Helga Dyah Vianinditasari
GOAL V

[ GOAL 5 ]
PROMOTE GENDER EQUALITY AND JUSTICE EDUCATION

A. BACKGROUND

“Everyone has the right to develop themselves through the fulfillment of basic needs, the right to education and to benefit from science and technology, arts and culture, in order to improve the quality of life and for the welfare of human beings”

1945, paragraph 1 of Article 28C

The article clearly gives an overview of how the people of Indonesia are granted the right to a good education and to be able to elevate their lives regardless of their gender. But in fact, the issue of education is increasingly complex, starting from the problem of lack of access to equal education, to inadequate educational facilities. Quite often we find in some parts of Indonesia, people do self to provide education that can be reached by them, even with a very limited capacity to provide educational services independently. These efforts are a community initiative.
to get out of the abyss of ignorance, which ultimately impact on their living conditions.

Another problem faced by Indonesia in education is cultural issues that distinguish treatment between women and men in education. Cultural issues are actually triggered by economic conditions or occur as a result of poverty. The legitimacy of this poverty is a culture that reinforces that men are going to provide a living for his family, so that boys can be prioritized for higher education.

This is also an issue with the cultural context of public awareness related to discriminatory treatment against women and gender awareness. Low power assertiveness towards gender issues results in women feel less capable. This also affects the education: in urban areas the percentage to have never attended school reached 5.04 percent (women) and 1.69 percent (males) in 2012.24

This figure shows the gap or disparity between women and men in urban areas which provide educational facilities. As for the percentage of rural areas, the percentage to have never attended school is 5.29 percent (male) and 11.68 percent (women). It is indeed a significant comparison, resulting from a culture that marginalizes women, so that the percentage of female participation in education in remote rural areas compared with men is far fewer.

This issue also continues into higher education: the higher the level of education the higher the decline in female learners. The decline occurred in many rural areas, and quite often the alleged reason is women having to help families to ease the burden of household expenditure by way of “marrying”.

The Central Statistical Bureau (BPS) recorded that many rural areas experienced a decrease in the percentage of female students compared with urban areas. For the elementary school level (SD / MI) the percentage of female learners in urban areas reached 22.06 percent, while in rural areas it reached 34.68 percent.

24 Assertiveness is an attitude or the courage to open and reveal a state or with honest.
Compared to the percentage of men, SD / MI education ranked women at a higher position. As for education level, junior high school female learners in urban areas are higher than in males: 21.71 percent (women) and 21.38 percent (males). On the other hand, in the rural areas, the number of male students at the junior high school level reached 21.24 percent (men), while women only reached 19.61 percent: the gap reached 1.63 percent. The gap can be seen in the following graph, on the left is data from urban areas and on the right is from the rural areas (blue for males and red for females):

Differences between urban and rural areas have become one of the problems in Indonesia. It is increasingly difficult to get access to a proper education and facilities in rural or remote locations, and the real number of villages in Indonesia reaches ± 73 thousand villages spread over 34 provinces. This is not just a question of access as a constraint, but the issue of education infrastructure was also a trigger why the number of learners be greatly decreased at a higher level.
Gaps are increasingly visible at the Secondary education (high school) and university levels. In rural areas, high school graduation reaches 16.86 percent (men) and 11.91 percent (women). In urban areas, these figures rise to 36.62 percent (men) and 29.81 percent (women). The gap is usually caused by a lack of infrastructure in rural areas compared to urban areas. Generally, not every village has Senior High School (SMA) so that the youth should be looking into other villages where the population density is higher.

In Higher Education (PT), the gap between urban and rural areas is not only between men and women, but between men and between women. In urban areas, men who completed the PT reached 11.48 percent, while in rural areas the figure is only 3.09 percent: the difference reached 8.39 percent between urban and rural areas. As for women, 10.66 percent completed the PT in urban areas, and 3.12 in rural areas: disparities reached 7.54 percent. The gap is often caused by two main things, namely; 1) The higher number of higher education facilities in urban areas than rural areas (either private or public); and 2) the problem of high cost that must be paid by the public to be able to pursue higher education.

To overcome the problems of education due to poverty, the Government has set targets in a structured program of a Long Term National Education Development Plan (RPPNJP) for the years 2005-2025, with four themes outlined in the educational development; 2005-2009: focus on capacity building and modernization, 2010-2015: emphasis on the strengthening of educational services, including the provision of adequate educational facilities, 2015-2020: emphasis on strengthening regional competitive-
ness, and 2020 - 2025: a strengthening of the previous year, the strengthening of international competitiveness. Unfortunately, the spirit of this RPPNJP not accompanied by quality (curriculum and system) existing education.

Dissemination of the importance of education is not often undertaken by the local government, and many poverty reduction programs oriented toward education do not take into consideration the number of female learners. As a result, government programs such as the School Operational Assistance (BOS), Education Operational Support (BOP), Assistance for Poor Students (BSM), and the Family Hope Program (PKH) do not consider gender justice. Not infrequently, beneficiaries of PKH programs in some regions are not included in the category of people who are poor and not measurable. In programs such as those mentioned above even the highest level of education was limited to high school, and not university level. With such conditions in education, it will mostly generates “labors/workers” or “employees” only.

B. QUANTITATIVE BASIC EDUCATION ACHIEVEMENT

Development of education is one of the top priorities in the national development agenda. Development of education is very important, playing a significant role in achieving progress in various fields of life; social, economic, political, and cultural. Therefore, the government is obliged to fulfill the right of every citizen in obtaining educational services in order to improve the quality of life of the Indonesian people. In reality, the world of education in Indonesia still has problems related to limited access and quality of education, especially in remote areas (remote areas, leading and lagging).

Based on data from the Ministry of Education and Culture In
2013, all education indicators in the Medium Term Development Plan (RPJMN 2010-2014) may be achieved / on-track. This can be seen in the following chart, highlighting 10 years of educational and cultural development:

![Education Attainment in Indonesia 2004 - 2012](image)

Source: Press Conference of MoEC, 2013 (processed data)

Nationally, Indonesia has made significant progress in almost all indicators of education for all (EFA). This suggests that educational programs that have been implemented can work quite effectively. From the above chart, it can be seen that the national net enrollment ratio (NER) and Gross Enrolment Ratio (GER) in almost all levels of education has increased quite considerably. However, achievement of service access and quality of education still needs to be accelerated, so that the targets that have been set, both in 2010-2014 and the subsequent RPJMN, can be readily achieved. If not, the commitment of the Ministry of Education and Culture to give create the ‘Golden Generation’ in 2045 celebrating 100 years of Indonesian independence by providing of qualified and competitive human resources will be difficult to achieve.

One that need to be given attention from the above achieve-
ment is the declining enrollment rates with increasing levels of education. This suggests that equitable access to education is not achieved particularly well. Currently the proportion of elementary, junior high, and senior high schools shaped a conical form, the number of primary school reached about 169 thousand, but we have only about 26 thousand of senior high school. It means the system has been designed deliberately uneven, so that only a few of the elementary school children reach the level of education up to high school, moreover university.

Based on the Annual Report of UNICEF Indonesia, as of 2012 about 2.3 million children aged 7-15 years did not attend school or dropped out of school during the transition from primary to secondary school. The provinces of Central Java, East Java and West Java, accounted for as much as 42 percent of dropouts. When viewed by type of region, school dropouts are more prevalent in rural than in urban areas. The high school dropout rate is affecting the Human Development Index (HDI), where Indonesia is placed far behind other developing countries. Internationally, based on the Education Development Index (EDI Education Development Index), the quality of education in Indonesia is ranked 65th out of 120 countries worldwide.

In addition to the high dropout rates, the gap between men and women is also a great task for the government. Based on BPS data (National Social Economic Survey, 2012) it was clear that the higher the education level, the more obvious the inequality between men and women. In both urban and rural areas, the percentage of females who do not have a degree is greater than men. The proportion of women achieving in education is also lower than men, especially in rural areas. Gaps also occur at the same level of educational achievement (PT): men generally have a far greater degree than women.

25Laporan Education for All Global Monitoring Report 2012, UNESCO
Based on the research results of gender equality for Indonesia Governance Index (IGI) conducted by the Partnership in 2013, there is a nationwide trend for more girls to drop out of school. On average, boys study for 8 years before dropping out of school, while girls only last 7.5 years. Regional levels of inequality between men and women are still high, as indicated by Papua Province. One indicator of this gap is the tendency of Papuan girls to drop out of school 1.5 years faster than boys.

![Gross Enrolment Ration TK and SD by Sex Year 2011/2012](image)

Source: MoEC, 2012

Based on the graph, the education gap between men and women is evident for the new students who enter primary school, in the amount of 3.08 percent or as much as 30,235 children. Of the total girls aged 6-7 years as much as 4.2406 million children, only 50.85 percent or 2,156,338 children are able to access basic education in primary schools.

The gap of access to education as shown in the graph above is caused by several factors, among others: lack of money and are required to work to help their parents. This factor is closely related to economic factors (poverty or economic status of parents). The second factor is the geographical issues such as hilly areas,
rural areas, and islands which makes access difficult for reaching school, the availability of a minimal number of schools, as well as socio-cultural factors such as the notion that women should not go to school for too long.

In some parts of Indonesia, there is a culture that prioritizes men to acquire higher education than women. Men are considered obliged to support a family with earning a living, so it is required to obtain a higher education. In addition, early marriage that must be endured by women, which is usually due to an arranged marriage by parents, also contributes to the cause of the high dropout rates of girls. Nationally, the number of dropouts due to early marriage is quite high at 67.29 percent.26

C. IMPACT OF GENDER GAP IN THE WORLD OF EDUCATION

Although the government has allocated 20% for educational affairs, and at first glance it seems that the efforts have made significant progress, we can see from the data on gender disparities in access to and quality of education in Indonesia that women are still far behind men.

The low level of women’s education has far-reaching impact in various sectors of life, including:

1. Until now, women are still faced with the problems of poverty. If poverty is associated with gender issues, women are most affected. Data MDG’s (2010) report states that of the third of the world’s population living below the poverty line, about 70 percent are women. In Indonesia, the number of poor people reached 28.59 million, or 11.66 percent of the Indonesian population, and 70 percent of them are women.27

26 Profile of Indonesian Children 2012, KPP and PA.
27 Profile of Indonesian Children 2012, KPP and PA.
2. The rise of the women who choose to work abroad as migrant workers may be as a result of low levels of education. The low level of education makes fewer work options. Similarly, the business world would tend to classify them as a kind of lowly worker (unskilled labor). From the BNP2TKI data in 2012 there were 279,784 female maids or by 56.67 percent of the total workers. Most of them are not a well-educated labor force, such as domestic workers (housemaid).

3. Low access of women micro entrepreneurs to economic resources that are useful to develop businesses, such as credit assistance, information, technology and market access.

4. The high maternal mortality rate (MMR). The results of Indonesia Demographic and Health Survey (SDKI-2012), mentions, during the period from 2007-2012 maternal deaths increased sharply. It is known, in 2012, the MMR reached 359 per 100,000 live births, an increase of approximately 57 percent when compared with the condition in 2007, which only amounted to 228 per 100,000 live births. For remote and disadvantaged areas, such as Papua, MMR reaches 362 per 100,000 live births. Indonesia is ranked third highest in the ASEAN countries. The first rank is occupied by Laos with 470 maternal deaths per 100,000 live births, while the small mortality rate of Singapore is 3 deaths per 100,000 live births. Many factors contributed to the high maternal mortality rate, one of which is the low level of education and knowledge.

5. Susceptibility to violence. The National Commission for Women stated that in 2012 there were 216,156 cases of sexual violence. In Jakarta, there are about 80,000 labors. 90 percent of that figure is women workers, and 75 percent of them have experienced sexual violence.

6. The low competitiveness. Lack of education and unequal quality of education of women in higher education is lowering
women’s competitiveness in the world of work. In 2012, the proportion of women who worked was 47.91 percent, while the proportion of men reached 79.57 percent. The total working population includes 31.28 percent of female workers who are unpaid, including family workers who do not receive remuneration. In contrast only 7.01 percent of the men who work are unpaid workers.

7. In general, there are differences between the wages of male workers and female workers. Men and women receive the average wage of Rp 1,899,128 and Rp 1,399,547 respectively, in which an estimated 73.7 percent female wages are lower than men’s wages, which shows that the wage gap between male workers and women still exist.30

8. Limited access to information and technology. According to research carried out by Intel and Dalberg (2012) in eight countries in Asia Pacific, the gap between male and female Internet users is massive. There are around 800 million male users, but only 600 million female users. The role of information technology today is very important, particularly in the field of dissemination of knowledge and increase of family income.

9. The high number of early marriage. According to BKKBN data in 2012, young women in Indonesia as much as 0.2 percent aged 10-14 years married, and more than 22,000 young women aged 10-14 years in Indonesia are married. The number of young women aged 15-19 who are married is greater when compared with young men aged 15-19 years (11.7 percent of women: 1.6 percent of men). Among the group of women aged 20-24 years, more than 56.2 percent are married. The cause of the high rates of early marriage among them is the lack of public enthusiasm for the education, and well-being due to an increase in economic growth is not accompanied by an increase in the quality of life in

30 ILO, 2013.
the field of education.

10. Women’s participation in politics is still low. Although women in Indonesia contribute to the national economy (SME sector and other productive work), but their involvement in the decision making process in both the structure of the family, society and the state is very low. Their lack of involvement in the decision-making process is in part due to the low level of women’s education. In some cases in rural areas, the involvement of women in the village development meeting (Musrembang) is still low and more dominated by men. Women’s groups are involved on average are those who have a higher education course.

11. Leadership for rural women is still very low. The number of women who became the village head and the village, sub-district and district office device, the village council (BPD) is still very small. 31 Many factors lead to low female leadership in the village, one of which is lagging educational levels of women with men.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION

The problem of education in Indonesia is not only limited to cultural issues: the system created by state officials has also contributed. Several problems were encountered in implementing gender equality in education in Indonesia, including:

1. Textbooks that appeal more to boys than girls, which may impact the mindset of students in the future.
2. There are still common discriminatory attitudes by both girls and boys in choosing majors for the next educational level.
3. There is still a lack of programs that are run to address inequalities in education by providing opportunities and include children who are less fortunate, including girls from poor and marginalized families.
4. Gender expertise of educators is still low, impacting the learning process.
5. The concept of gender is not adapted to the beliefs, sociocultural traditions and religion in Indonesia, so the issue of gender has been difficult for the public to understand.
6. Early marriage became one of the important issues encountered in certain areas in Indonesia (West Java, West Nusa Tenggara, East Java), meaning many girls may be unable to attend university.
7. The central and local government data by sex is not adequate, so that progress in the education sector is difficult to assess beyond the school and the number of children who participate in the learning process.
RECOMMENDATIONS

With the issues above in mind, there are several steps that must be taken by the Government in education;

1. In developing policies for education, the government should refer to; Constitution of the Republic of Indonesia, the Convention on the Rights of the Child (CRC), the Convention on the Elimination of all forms of discrimination against women (CEDAW), Education for all (EFA) and the Millennium Development Goals (MDGs).

2. A general policy to improve the quality of basic education and changing the level of basic education must be implemented.

3. Improving schooling opportunities and expanding learning opportunities for all children of school age, especially for women from poor and marginalized backgrounds.

4. Allowing more children access to quality, basic education regardless of gender.

5. Incorporating the perspective of injustice and gender equality into the education curriculum.

6. Harnessing alternative education methods and programs so that people can enjoy education in poor and remote areas.

7. Providing equal opportunities for boys and girls to education, especially primary education.
QUALITY OF EDUCATION IN INDONESIA
A. BACKGROUND

The uneven quality of education in Indonesia results in our society lagging behind other countries. Furthermore, education is a major factor in building national character and plays a role in driving the economy of a nation.

According to the Education For All Global Monitoring Report 2011 issued by UNESCO, in the Education Development Index (EDI) ranking, Indonesia is ranked 69th out of 127 countries. This places Indonesia below Malaysia (65) and Brunei (34). In the Human Development Index (HDI) ranking, Indonesia ranks 108 out of 187 countries, achieving 0.864 in 2013. There is a shift upwards, though not far from the previous year, namely 0.681. In this context, Indonesia lags behind Singapore (9), Brunei (30), Malaysia (62), and Thailand (89), but is superior to other ASEAN member countries such as the Philippines (117), Vietnam (121), Cambodia (136), Laos (139), and Myanmar (150).16

The World Economic Forum (WEF) recently published its annual ‘Global Competitiveness Report 2013-2014’, which indicates that Indonesia’s Competitiveness Index rose to the position 38 of 148 countries in 2012-2013, after having decreased from position 46 to position 50 in 2011-2012.17 There are three factors that

have a major influence in the rise in Indonesia’s rating: innovation, higher education and training, and technological readiness. Indonesia’s competitiveness is higher than the average competitiveness of countries categorized as an ‘efficiency-driven economy’, or a country with a per capita income of US dollar 3000-8999.

The increase in Indonesian’s Competitiveness Index is contributed by basic education and health sector; it rose from 5.69 index in the year 2012/2013, rising to 5.71 in the year 2013/2014. In addition, higher education and training rose from 4.17 to 4.70. Innovations also rose from 3.61 to 3.82. Overall, Indonesia has shifted up 12, ranks the highest increase in history. However, the picture of the quality of education in Indonesia can also be seen from the following data:

1. Teacher Competency

   Based on the data from the initial competency test (UKA), before receiving a professional teaching certificate, we can see that the value of the national average was 42.25 for the value scale of 0-100. That is, the value of the national average level of teacher competency is far enough below 50, or half the numbers of the ideal value. The highest value was 97.0 and the lowest value was 1.0.

   Most of the teachers or about 80-90 thousand people are at the intervals of 35-40. From the distribution based on province, only 8 of 33 are above the national average. The eight provinces are DIY (50.1), Jakarta (49.2), Bali (48.8), East Java (47.1), Central (45.2), West Java (44.0), Riau (43.8), and Sumatra (42.7). Meanwhile, 25 other provinces have a value below 42.25, while the three lowest values are owned by the province of Maluku (34.5), North Maluku (34.8) and West Kalimantan (35.4).
When viewed from the school level, the highest national average value obtained was for kindergarten teachers (58.9), followed by high school teachers (51.3), vocational school teachers (50.0), special need teachers (49.1), junior high school teachers (46.1), and elementary school teachers (36.9).
Meanwhile, based on the online teacher competency test results (UKG) that were made to the teacher after obtaining a professional certificate, the obtained national average value was 45.82 on a value scale of 0-100. Still, the value of the national average is below 50, or less than half of the ideal number. The highest value was 96.25 and the lowest value was 0.0. Most of the teachers, or about 60-70 thousand people are at intervals of 42-43. If seen from the distribution based on province, only 7 of 33 provinces are above the national average. The seven provinces are DIY (53.60), Central (50.41), Babel (48.25), Jakarta (47.93), East Java (47.89), Sumatra (47.21), and Jabar (46.81). The other 26 provinces received grades below the national average, 45.82, while the three lowest values are held by North Maluku (38.02), Aceh (38.88), and the Moluccas (40.00).

When viewed from the school level, the highest national average value was obtained by junior high school teachers (51.23), fol-
allowed by vocational teachers (49.75), high school teachers (47.7), kindergarten teachers (45.84), and primary school teachers (42.05). From the results of UKA and UKG above, the lowest national average value is always held by elementary school teachers, which is 36.9 (UKA) and 42.05 (UKG). Currently, the number of primary school teachers is the biggest part of the national number of teachers, which is about 1.6 million (55 percent) of the overall number of teachers in Indonesia.

The low quality of education in Indonesia is also supported by data from the World Bank (2012), showing the low quality of Indonesian Teachers UKG results, with an average score of -4.20. FSGI showed that as much as 62 percent of elementary school teachers have never received training. Most of the teachers in the city just had training once in 5 years.

2. Teacher Certification

The success of teacher certification that aims to improve the quality of teachers in Indonesia is still questionable. Since it was first held in 2004, it has not proven successful in improving the quality of teachers. Fahmi Maulana Yunus (2011) and Bjork (2012) found no evidence that successful certification results in improved quality and performance of teachers and students.

De Ree et al (2012) and Surhayadi & Sambodho, found that certification is not successful in improving learning outcomes in the 360 SDN and SMP. But they did find that an increase in revenue due to teacher certification allowances reduces the tendency of teachers looking for a second job for extra income, which reduces the impact of financial difficulties and, in turn, well-being.
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Program 101 East, belonging to Al Jazeera, has released an investigative report about the education system in Indonesia, titled “Educating Indonesia”. In essence, the report was written to find out the answer to the question “why is Indonesian education ranked one of the worst in the world?” An investigative report based on the results of this survey cited a number of causes of the decline of the education system in Indonesia. One is still a poor level of competency of teachers who teach in schools in Indonesia.

It was reported that only about half or 51 percent of teachers in Indonesia have the right competencies to be able to teach well and professionally. “Only 51 percent of Indonesian teachers have the right qualifications to teach,” said the Pearson report.

3. Results Certification Less Relevant and Not Significant

By looking at the above figures, it can be concluded that Al Jazeera was closer to reality than the 101 East report. In fact, with the national average value of less than 50, the real situation is a little worse than what was reported by the Qatar-based media group.

In short, either before or after the teacher followed the certification or given allowances, the number of teachers who have a competency test value of 50 and above is far from half, or only in the range of 40s percent. While the rest, which is much larger number is teachers with competency test below 50. Of course, the above conclusion is accompanied by a note that there are still more than half of the 2.7 million teachers who have not become certified.

<table>
<thead>
<tr>
<th></th>
<th>Sulawesi Barat</th>
<th>Maluku</th>
<th>Maluku Utara</th>
<th>Papua Barat</th>
<th>Papua</th>
<th>Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>935</td>
<td>1,590</td>
<td>390</td>
<td>269</td>
<td>632</td>
<td>184,142</td>
</tr>
<tr>
<td>29</td>
<td>959</td>
<td>1,525</td>
<td>1,309</td>
<td>856</td>
<td>1,785</td>
<td>267,929</td>
</tr>
</tbody>
</table>

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Based on data from UKA and UKG above, it can also be shown that the allowances of the teaching profession (TPG) for teachers who have passed the certification only accounts for the increase in the national average rate of 8.45 percent. In fact, for the provinces of Jakarta, TPG grants actually decreased the value of the provincial average, from 49.20 to 47.93. Yet a factor of computer illiteracy among teachers to fill online examination should be considered too. When UKG took place, some teachers still struggled with technology, impacting the test results received.

The existence of such facts and UKG / UKA results was once recognized by the Head of Human Resources Development for the World Bank in Indonesia, East Asia and the Pacific, Ma Chu Chang, who said the results of teacher certification, including the provision of professional allowances, does not significantly affect the improvement of teacher quality. “The certification of teachers does not have a significant impact on academic performance to be passed on to their students,” said Chu, Wednesday (10/17/2012) at a Seminar in Jakarta.

The same thing has also been expressed by the Secretary of the Committee for Teacher Certification Rayon X West Java, Uman-Suherman, who said that of the 540 thousand teachers who had attended certification in 2011, only 20 percent showed increased capabilities in terms of teaching. The rest, Uman said, showed no effect of funding on improving the competence of teacher certification. In fact, he said again, of the 80 percent of teachers who did not have increased competency, 10 percent of them actually displayed declining competence.

The cause of the failure of many factors related to certification includes:

First, the learning process becomes routine for the student teacher. The teachers are generally just repeating lessons from the textbook, given homework, tested on the material, and then...
provide performance reports to the parents or guardians of the students. This causes a lack of imagination and creativity of the teacher in the learning process to the students.

Second, the lack of qualified teachers in the field of education, because of the learning process that they previously received from university (Workforce Education Institutions), such as Teachers’ Training College (turned into a State University) and the faculty or study program in environmental Tarbiyah UIN, IAIN or STAIN. The learning process of teachers or teacher candidates in LPTK does not encourage the growth of imagination and creativity. They spend a lot of time in the course on technical teacher training courses rather than focusing on substance.

The future of Indonesian primary and secondary education cannot be merely a routine. Improvement is necessarily started from the quality of teachers through a reform of LPTKs, so as to produce prospective teachers who are not only technical experts, but also master in the substance of sciences. LPTK makes room for the growth of their creativity and imagination. The government is expected to restore the functions of institutions such as the Teachers’ Training College (IKIP) that is experienced in creating qualified teachers.

4. Equitable Distribution of Teachers

Quantitatively, the number of teachers in Indonesia is adequate; however distribution and quality are generally still low. This can be evidenced by the number of teachers who have still not yet taught at the high school graduate / vocational level, and many teachers are not in accordance with their disciplines. This situation is quite alarming, with a percentage of more than 50 percent in Indonesia.
Table 2
Student to Teacher Ratio Developments, 2010-2011

<table>
<thead>
<tr>
<th>No.</th>
<th>Education Level (Formal)</th>
<th>Ratio Student/Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>1</td>
<td>TK</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>SD</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>SMP</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>SM</td>
<td>12</td>
</tr>
</tbody>
</table>

Source: PDSP Ministry of Education and Culture, 2012

Teachers’ educational background and mastery of subject needs to be improved, especially teachers who master in the subjects of mathematics, science, and history (the main subjects in the curriculum).

According to data from 2010 Events Calendar, access to education in Indonesia still needs attention: more than 1.5 million children each year cannot attend school. In terms of the quality of teachers and teaching commitments, there are more than 54 percent teacher qualification standards that need to be improved and 13.19 percent in the condition of school buildings that need to be repaired.

Teachers who were recruited directly by schools contribute the largest part of total teachers that exists today, especially at the elementary level. In 2010, teachers recruited by primary schools are as much as 30 percent and at the junior high school level as much as 36 percent of the total teachers at each level of education. These teachers have not undergone formal recruitment procedures based on the standard.

In addition, the number of teachers who are reported by the central and local governments typically does not include teachers who were recruited by schools, so many districts / cities reported an overall shortage of civil service (PNS) teachers. Although the
estimated figures suggest that the overall number of teachers is too large, some subjects actually suffer a shortage of teachers. For example, at the elementary level there is an excess of classroom-based teachers, but a lack of physical education teachers. On the junior high school level, there is an excess of Indonesian teachers and religious teachers, but a lack of computer teachers.

Teachers are not evenly distributed. Some schools lack teachers, while others have an excess in large numbers. There is a strong necessity for the redistribution of teachers: if the local government followed the latest standards, approximately 340,000 primary school teachers and junior high schools, or 17 percent of the total number of educators, would have to be moved. Redistribution is the displacement of teachers in the same district / town. Teachers need to be moved out of the district / city from areas of excess to shortage.

5. Facilities and Infrastructure

There are three main issues with educational facilities: 1) Facilities are minimal, so many learners in villages cannot enjoy the comfort and facilities of students in the city. Therefore, the quality of education in villages is often unable to compete with the quality of education in the city. In addition, there are many facilities that do not meet the minimum quality of service standards; 2) The allocation of funds is hampered, and in many cases the school administration misuses funds, making school facilities and infrastructure unable to materialize as expected; and 3) treatment is poor, and indifference towards the maintenance of school facilities and infrastructure results in damage to facilities, such that it is not convenient to use by students. Such cases usually occur in the absence of a long-term awareness of teachers, students, and school administrators.

Based on data from the Ministry of Education and Culture, in 2011 there were 194,000 elementary school classrooms (SD) and
Junior High School (SMP) in severely damaged condition. The government will only rehabilitate approximately 21,500 elementary school classrooms and junior high schools, which are damaged due to the age of the building and inadequate quality.

The buildings of many schools and colleges resemble the picture above. Another issue that concerns the lack of infrastructure is the ownership and use of learning media, incomplete library books, non-existent laboratory standards, and inadequate use of information technology. In fact, there are many schools that do not have their own building, library, laboratory and / or sports field.
In addition, the distance to school students is still an obstacle. Ideally, the maximum distance is 3 kilometers to the elementary and 6 kilometers to junior high school. But in disadvantaged areas the distance to elementary school could be 3 times further, while for SMP it could be 2 times as far as the ideal distance.

6. Availability of Instructional Materials and Laboratory

Based on the basic data of secondary education in 2011 from 11,535 high schools (SMA), 10.18 percent of the 142,525 classrooms were severely damaged. While from the vocational school (SMK) 9875, 9.68 percent from 85,992 classrooms were severely damaged. There are 7,262 or 66 percent high schools with a library, while SMK has more library, which is 6,337 schools or 76 percent.
Facility Information and Communication Technology (TIK) is inadequate. More than 50 percent of SMA / SMALB / SMK already had internet facilities in 2009, but the availability of e-learning is still limited at 27 percent. 63 percent high schools and vocational schools have multimedia, computer and e-library facilities.
B. Analysis of the Causes of Poor Quality of Education in Indonesia

One of the fundamental problems in education is teacher quality. In chapter 39 Education Law states that the teacher has the task of learning to plan, implement learning, assessing learning outcomes, coaching, training, conducting research, and performing community service. Therefore, teachers must have the expertise and specialized skills and must master a deep knowledge of specialty.

Mastery of this knowledge is a necessary condition in addition to other skills. Currently the problem is a lecturer or teacher in Indonesia does not implement the ideal system of teaching in the classroom. Teacher certification programs are also judged to be capable of improving the quality of teachers.

According to a World Bank survey, the quality of teaching in Indonesia is still low. As a result, teaching and learning activities in the classroom are far from ideal. Fasli in collaboration with the World Bank conducted a video survey of the teaching and learning activities in 2011 in countries such as Indonesia, Singapore, Thailand, Japan, and others. This indicates that in fact teacher certification does not change the quality teachers. Increased academic qualifications do not change the quality of teaching in the classroom.

Based on the survey results, there are some weaknesses in teaching teachers. First, the teachers waste too much time. For example, in a one hour lesson, our teachers spend 11% of time on things that are not useful. In other countries this is value is as low as 1%.

Second, teachers set the material at a fairly low difficulty. They do not encourage their students to engage with more advanced material. As a result, the way of thinking of the students
left behind. The survey showed that only 10% of teachers provide students with the means to answer a question with more than one answer. In other countries, up to 76% of the questions allow students to answer the question with more than one answer.

Third, teachers often do not give a lesson related to everyday life. In the United States and Japan, however, teacher education materials to describe the daily life are up 3-fold and 5-fold respectively. Based on the survey results, mastery of the content and implementation of the pedagogy of learning is also weak. The results of this survey seem to be the same as the results of a similar survey conducted in 2007.

Meanwhile, based on data from The Ministry of Education and Culture, the quality and competence of teachers in Indonesia is not as expected. Until now, only about 51 percent have bachelor degree (S1) and the rests are not. Only about 70.5 percent of teachers are eligible for certification. This is consistent with a survey conducted by the PuteraSampoerna Foundation, where as many as 54 percent of teachers in Indonesia were regarded low quality. From the data, we need to find the causes of low teacher quality which is a critical problem for this country, even though most of the national education budget is allocated to salaries and benefits of teachers, and every year is increasing.

In addition, data from the Research and Development in 2010 shows that about 1.2 million elementary school teachers / MI only 13.8% were educated to diploma education DII or above, about 680,000 teachers SMP / MTs only 38.8% were educated DIII or above. At the high school level only 57.8% or 337,503 teachers who have S1 upwards. At the higher education level of 181,544 professors, only 18.86% were holding master degree (S2) and only 3.48% have doctoral degree (S3). According to data from Indonesia Berkibar about 54% of teachers in Indonesia do not have sufficient qualifications.
The low quality of education in Indonesia has been a growing concern over the years, and has been answered by a variety
of educational policies that do not support quality improvement. Education tends to be managed with “project orientation” and little consideration for the capacity of human resources (HR). Here is proof that the Ministry of Education and Culture manages education with “project orientation” and without any apparent grand design.

<table>
<thead>
<tr>
<th>No.</th>
<th>Program Awal</th>
<th>Program Yang Dikembangkan</th>
<th>Kerugian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Procurement of digital books (BSE), purchased the copyright for 15 years (Rp. 125 million per book times 36 book titles), 2008</td>
<td>The implementation of curriculum 2013 programmed Constructing, a new book that will be distributed free of charge. The budget is prepared to make a new book of 10 T (FSGI data from reliable sources), 2013</td>
<td>Book BSE has not reached 15 years, and has made a new book that requires a budget of trillions, and is a waste of state finances. Book BSE became redundant.</td>
</tr>
<tr>
<td>2</td>
<td>National examination results are high, but the result of UKG is nationally low, 2011. (how could low-quality teachers produce students that pass the graduation 99% in Indonesia?)</td>
<td>Unmatched findings between the National Examination and UKG allege that the National Examination is full of fraud, but this fact has always been denied by the government. Interestingly, all policies passed by the government aims to minimize fraud, for example, National Examination 2013 will be made in 20 types of question sets. (It eventually shows that the government recognizes the existence of fraud during the National Examination)</td>
<td>State financial scattering, because the National Examination cannot be used as a measure of the quality of education of students in Indonesia. National Examination builds a dishonest character of the students. It is contrary to the intention of the Ministry of Education and Culture building a character education program (2010), but the Ministry of Education and Culture continues to impose organized National Examination because the project value is large enough (more than 600 billion rupiah).</td>
</tr>
<tr>
<td>3</td>
<td>National examination cheating is widespread and occurs systemically (indirectly acknowledged by government through its policies the number of types of questions that continue to rise)</td>
<td>National Examination which still applied despite its lost in the Supreme Court, but instead continue to be legitimized by putting the National Examination as a tool for university entrance from 2013.</td>
<td>Creates inequities for middleclass students. Screening to Entrance State’s Higher Education (SNMPTN) is by invitation only and dominated by the middle class and above.</td>
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<td>The national test can be said to have proved a failure in improving the academic achievement of our students. Assessment-international assessment such as TIMSS, PIRLS, and PISA, is apt to be an indicator of the failure of the National Examination. Various studies conducted around the graduation exam in some countries have not succeeded in proving that the graduation exam is the right instrument to improve student academic achievement.</td>
<td>Policy to remove the SNMPTN writing test has been accompanied by increasing the number of SNMPTN-invitation channels by 50 percent, and all students can register. The state is to bear the cost for the reception of the invitation. This is also a billions of rupiah project.</td>
<td></td>
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<td></td>
<td>NEW Indonesia</td>
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</tbody>
</table>
| 4 | **Teacher Competency Examination (UKG)** policy held online, the results are planned UKG online training for teachers who do not pass the UKG. (though without UKG, many studies show teacher quality is low)  

Policies train teachers in line with curriculum changes in 2013, namely to train 40,000 master trainers, but according to the commission X of legislative, it is not the teacher training budget proposed by The Ministry of Education and Culture. The Ministry of Education and Culture were asking 516 billion rupiahs to change the curriculum and its socialization (Ferdiansyah in various online media)  

Online Teacher Competency Examination (UKG) is not necessary, because the quality of teachers has been proved from various studies. UKG allegedly squandered state finance projects because it cost more than Rp. 250 Billion.  

According to sources obtained by FSGI, in a meeting at the agency led by SyawalGultom, the Teacher Competency Examination is considered as a failed project. |
| 5 | **TIMSS study shows that Indonesian students reasoned lower than Palestinian students**  

Addressed by National Examination  

Addressed by changing of curriculum  

Low power of reason when education is expensive.  

Educates students to memorize, not only sharpen mindset. |
<table>
<thead>
<tr>
<th>6</th>
<th>Pearson Research data shows that the education system in Indonesia is the lowest in the world, and parallel to Mexico</th>
<th>National Examination Teacher Competency Examination (UKG) Changing of Curriculum</th>
<th>Education is neither qualified nor equitable. Curriculum 2013 only benefits middle socio-economic class and above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>World Bank study states the low quality of Indonesian teachers (2011) Bureau of Adult Education (ASPBAE) and the Global Campaign for Education: Indonesian teachers quality rated E and was ranked 14th (2005)</td>
<td>The Government considers that the capacity building of teachers is the regional authority, while the central government is accountable only to teacher certification, ensuring the availability of teachers, and designing needs of teachers. According to Teacher Competency Examination, one of the government’s concerns related to the quality of teachers (professional development of educators BPSDM campus, Unifah). Source: Kompas, 6 December 2012</td>
<td>The lack of training reduces teachers’ quality, while the government does not care about building the capacity of teachers, but tend to use teachers as scapegoats for education quality. Teacher quality is considered low because: Regulations are not in favor of strengthening school teachers, such as the abolition of the SPG, SGA and SGO, and following the abolition of Teachers’ Training College (IKIP).</td>
</tr>
<tr>
<td>To address the teacher low quality problem, the government has spent too much effort on doing the teacher examination (UKG). Although, we should be able to know the quality of the teachers from the current research findings without implementing UKG.</td>
<td>Now a teacher graduate is also competed by PPG, where all graduates can become a teacher only with taking 2 semesters of college in the teacher education programs (PPG). Regulation has resulted in the reduced quality of teachers as measured through pedagogic and academic ability. Factories producing teachers or LPTKS (Institute of Teachers Education Personnel) are low in quality, but never been questioned, and even ignored. The lack of training for teachers to develop themselves and build capacity. The low welfare of part-time teachers, both in public and private schools.</td>
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</tr>
</tbody>
</table>
PROFILE OF WRITERS

Abdul Rahman was born in Jakarta, September 1, 1972. He is currently working in Yayasan Pembinaan Anak dan Remaja Indonesia (YAPARI -the Child and Youth Development Foundation of Indonesia). He has experience in the organization of Peer Education Program, Human Rights, and AIDS in the village.

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Development from various Colleges, subtitles Effectiveness of Poverty Reduction Policies and Programs (INFID, 2014) “.

PROFILE OF EDITOR

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