

» DEVELOPMENT OF QUALITY ASSURANCE SYSTEM FOR EARLY CHILDHOOD EDUCATION

» OVERVIEW OF THE ISLAMIC EDUCATION SUB-SECTOR IN INDONESIA

» IMPROVING TEACHER WORKFORCE PLANNING IN ACEH

» EVALUATION OF ICT IN EDUCATION IN PAPUA PROVINCE



Photo: BKLM Kemendikbud

## Development of Quality Assurance System for Early Childhood Education

In order to achieve the ultimate goal of the early childhood education (ECE) program - to improve the capacity of children (from birth to 6 years of age) to develop and learn - ECE services should be of high quality and the providers need to be held accountable for such quality. However, the provision of high-quality ECE services is still a major challenge facing Indonesia.

The establishment of an effective quality assurance (QA) system is critical. The initial steps for the development of such a system has already been taken including the regulatory framework, government regulations, the ministry's strategic plan as well as the establishing of national standards for ECE services. It is now critical to ensure the effective implementation of these regulations as well as to establish processes to assure the quality aligned to such standards is being achieved.

This rapid study was conducted in four selected districts, namely Sukabumi of West Java, Pringsewu of Lampung, Banjar of South Kalimantan, and West Sumba of NTT. In addition to direct visits to the field, the study also conducted a literature review of the implementation of quality assurance systems in other countries. Quality assurance refers to a systematic and effective process of checking to see whether a service being developed is meeting specified requirements or standards.

Based on the data/information collected, and supported by the literature review, a pilot design on the ECE quality assurance system will be developed, especially for the non-formal or "non-kindergarten" ECE at the district level. These non-formal ECE institutions comprise 58% of all ECE institutions nationwide and are often the poorest resourced and lacking in any quality assurance system.

The study findings include the following:

- (i) coordination in the implementation of ECE quality assurance between Quality Assurance Unit (PPMP) and other units is lacking; each unit involved in QA tends to be segmented based on their own task and functions;
- (ii) many ECE stakeholders in the government – from the center down to the district level - are not aware or do not understand ECE regulations, or its quality assurance processes, resulting in weak implementation;
- (iii) the main challenges to the achievement of national standards relating to ECE are in the areas of qualifications and competence of educational personnel, availability of infrastructure and facilities, and the financing of the services. For example, the number of supervisors and inspectors - the spearhead for quality assurance in the field - is very limited, as well as often seriously lacking in competence or qualification to fulfill such a role.

A significant finding from the survey is that although the public response is positive about the need for and the benefit of ECE, there is a misunderstanding that the ultimate quality of ECE is measured by a learning outcome of literacy and numeracy at this early stage.

This seems to be partly the result of a misperception that students entering Grade 1 of primary school need already to be able to read, write and count to cope with the "thematic" content of the newly introduced Curriculum 2013. However, the reality is that the role of ECE is to provide pre-literacy and pre-numeracy stimulation as a readiness to develop literacy and numeracy at the primary level.

The study also examines the need for implementation of a Holistic-Integrative Early Childhood Development (HI-ECD) model linking education, health, child care, parenting and protection.

Based on the rich findings from the field, the study includes specific policy options relating to the design and implementation of a quality assurance system at central, provincial and district levels.

The study is particularly timely since the establishment of a Directorate General of Early Childhood Development (DGPAUD) in the restructuring of MoEC leaves the way open for a consideration of how the critical function of quality assurance of ECE is best facilitated and structured under the new organizational arrangement.

## Overview of the Islamic Education Sub-sector in Indonesia

ACDP is supporting the Ministry of Religious Affairs through the development of a comprehensive *Overview of the Islamic Education Sub-Sector in Indonesia*. The overview report presents a thorough and up-to-date profile and highlights challenges and strategic issues.

The report includes brief historical context and locates the sub-sector within the national development context including social, economic and political dimensions, and specifically with respect to the national education system as a whole. Key dimensions strategic issues include access, quality, management and financing.

The report provides in-depth review of every type and level of education included in the Islamic Education sub-sector, exploring the specific characteristics of each. For example the status and role of madrasah as general education with Islamic characteristics, and how madrasah education is implemented with reference to education laws, regulations and standards. Pesantren education in Indonesia is unique and particular focus is given to its curriculum, including comparative analysis with similar types of education in other countries.

The overview report is being used as a key resource for the preparation of Islamic Education Strategic Plan 2015-2019 and, as the first of its kind, will serve as a key reference for various stakeholders both at national and international level. The report will be published as a book in Bahasa Indonesia and English in mid-2015.

## Improving Teacher Workforce Planning in Aceh

ACDP is supporting the Provincial Government of Aceh in its efforts to develop evidence-based policies to strengthen education sector planning and service delivery. The Provincial Coordinating Team for Aceh Education Development in Aceh (TKPPA) is responsible for leading the policy research in collaboration with relevant provincial and district government departments, schools, university research institutions, and other key stakeholders. The first of three policy studies for Aceh has recently been finalised.

The study on *Improving Teacher Workforce Planning in Aceh* is focused on the development of policies, plans, systems and capacity for more equitable and efficient distribution of teachers in Aceh province. Indonesia's education costs are considered to be expanding unsustainably and this is significantly related to the costs of the teacher workforce. The study therefore focuses on maximizing the efficiency with which teachers are used.

The study identifies four key issues. *Firstly*, there are too many teachers overall but shortages of key government teachers. Across all levels of schooling, there is one teacher for every 9-10 students, which has resulted in a teacher over-supply of 20,000 teachers.

*Secondly*, teachers are distributed unevenly across geographical areas and teaching areas. Aceh has large numbers of small remote schools (around 37% of primary and junior secondary schools have fewer than 100 students). Teachers, particularly government teachers, are reluctant to work in these schools, not only because of their remote locations but also because of low teaching loads. There are also considerable imbalances in the supply of teachers across study programs, and this varies by district.

Photo: BKML Kemendikbud



Thirdly, teacher education institutions are producing large numbers of graduates, far in excess of the numbers of new teachers required. The majority of institutions are private and are characterized by low levels of accreditation. There is little coordination or information sharing between provincial or district governments, and TEI's.

Fourthly, over the next two decades Aceh will benefit from a 'retirement bonus' in the form of a large wave of retirements, beginning with basic education.

The study identified a wide range of strategic options to improve utilisation of the teacher workforce. These include, for example, strengthening systems and controls on hiring non-

government teachers, improving merit based selection, enforcing implementation of existing regulations, in particular the 2011 regulation on the structuring and distribution of civil service teachers, and strengthening coordination and planning processes.

The study highlights a number of implications for national policy including, for example, issues related to norms and standards for class size and staffing, the need to consider multi-grade and multi-subject teaching (and related implications for teacher development), and the need to strengthen the regulation of teacher education institutions.

## Evaluation of ICT in Education in Papua Province

Information and Communications Technology (ICT) such as computers, internet, wireless technology, and even television and radio are today a part of people's everyday lives, rapidly changing the way information is produced, stored, processed, distributed and exchanged. Educators from all parts of the world are recognising that ICT can potentially open up education to more learners while providing possible solutions to issues of not only access but also to equity and limited resources.

This is especially true in remote locations like in the rural areas of Papua, where ICT promises to connect students and teachers to information that may not otherwise be available and that can help them develop 21st century skills. Papua has already initiated ICT programs in its schools. For example, the TV Edukasi program has established two TV channels for education purposes, one for students and one for teachers.



Photo: ACER

1135 schools have received ICT hardware and 1500 teachers have received professional development through the BPP ICT Centre (Papua Education and Culture Office). Most of these fledgling initiatives have received positive feedback from education practitioners and administrators.

To support and build upon Papua's ICT initiatives, ACDP commissioned a study, *Evaluation of ICT in Education in Papua Province*, which aims to determine the effectiveness and impact of programs like TV-Edukasi and to make recommendations for future ICT-in-education initiatives. The study was designed to assess the geographical availability and reach of ICT infrastructure and evaluate the respective ICT programs, among other things. Important questions were posed: To what extent is ICT being used in Papua? What are the reasons ICT is not being used more often and more effectively?

The study revealed that ICT was not being used regularly in schools in Papua. Only 30-40% of respondents used TV-Edukasi channels and CDs/DVDs. Only 10%-20% indicated they used other ICT programs like Portal Rumah and School Net. Of those teachers using some form of ICT, about 70% used ICT more for administration purposes than for actual teaching and learning in the classroom. In addition, only about 20% of students reported to have at least weekly use of ICTs.

Reasons for low ICT usage include there being an absence of power, reliable Internet service and/or hardware in Papua. Papua has only 30% electrification, and there is unstable power in urban and sub-urban areas. This study highlights the importance for remote schools to overcome power challenges by investing in solar, wind, geothermal and mini hydro sources.

As for Internet connectivity and hardware, 73 % of students had no Internet access at school, and 50% of schools had only 1-2 hardware items or none. Many schools had broken down equipment with little or no budget for maintenance or for procuring new items.

Another major reason for the low ICT use is that teachers themselves are not trained to use ICT, and even when some training is given, they are often not trained to incorporate ICT in their curriculum. 20-30% of teachers and principals found ICT difficult to understand and frustrating and 95% believed they needed to increase their own skills before being allowed to use ICT.



Photo : ACER & SMK Negeri 3 Merauke

Most teachers seem to be working with their classes at the threshold stage of what UNESCO terms "technology literacy". These teachers will need a much better understanding of ICT and its use, if they want to move beyond this stage and use ICT to deepen students' learning processes and build 21st century skills such as creativity, problem solving and knowledge creation, which require students to take advantage of the considerable benefits of ICTs to enable self-managed learning.

Despite relative low usage, those accessing ICT services were generally positive about their value. Most teachers, principals and students who have access to ICT believe it helped them acquire knowledge and communication skills, collaborate and learn creativity.

Thus, this report makes recommendations aimed at continuing to increase the value of ICT in education, emphasizing that Papua will need to focus on careful implementation of plans to avoid the pitfalls of the past to develop the use of ICT systematically. Students will need access to a wider range of ICT hardware and to a broader range of software and ICT opportunities, made possible by each school having a budget allocation for procuring new equipment and for maintenance and repair.

In addition, teachers and principals will need opportunities for professional development to improve ICT use and build teaching and learning pedagogical skills. Above all, however, the success of these ICT-in-education initiatives rests on Papua finding ways for providing sustainable power and a vastly improved telecommunications infrastructure.

**Research studies and other analytical work are available on the ACDP website: [www.acdp-indonesia.org](http://www.acdp-indonesia.org)**

The Government of Indonesia (represented by the Ministry of Education and Culture, the Ministry of Religious Affairs, and the Ministry of National Development Planning / BAPPENAS), the Government of Australia, the European Union (EU), and the Asian Development Bank (ADB) have established the Education Sector Analytical and Capacity Development Partnership (ACDP). ACDP is a facility to promote education policy dialogue and facilitate institutional and organizational reform to support national strategic priorities and education performance improvement. The EU's support, through the Education Sector Support Program (ESSP), also includes sector budget support along with a Basic Education Minimum Service Standards capacity development program. Australia's support is through Australia's Education Partnership with Indonesia. This Newsletter has been prepared with grant support provided by the Government of Australia and the EU, through ACDP.

**ACDP Secretariat:  
Ministry of Education and Culture  
National Office for Research and Development  
(BALITBANG)**

E Building, 19th Floor  
Jalan Jenderal Sudirman, Senayan,  
Jakarta 10270  
Phone : (021) 578-51100  
Fax: (021) 578-51101  
Email : [secretariat@acdp-indonesia.org](mailto:secretariat@acdp-indonesia.org)  
Website : [www.acdp-indonesia.org](http://www.acdp-indonesia.org)

