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Japan International Cooperation Agency

Republic of Indonesia
Ministry of National Education
Office of Research and Development

REGIONAL EDUCATIONAL DEVELOPMENT AND IMPROVEMENT PROJECT (REDIP)

FINAL REPORT

-MAIN REPORT-

September 2001

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Preface

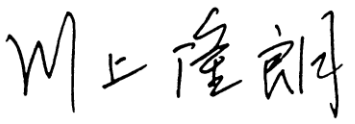
In response to a request from the Government of the Republic of Indonesia, the Government of Japan decided to conduct a Study on the Regional Educational Development and Improvement Project (REDIP) and entrusted the study to the Japan International Cooperation Agency.

JICA selected and dispatched a study team headed by Dr. Norimichi Toyomane of the International Development Center of Japan to the Republic of Indonesia between March 1999 to July 2001. In addition, JICA set up an advisory committee headed by Dr. Hiromitsu Muta, Professor of Tokyo Institute of Technology, between March 1999 and July 2001, which examined the study from specialist and technical points of view.

The team held discussions with the officials concerned of the Government of Indonesia and other stakeholders in the education sector, and conducted field surveys and a pilot project at the study area. Upon returning to Japan, the team prepared this final report. I hope that this report will contribute to the further development of lower secondary education in the Republic of Indonesia.

Finally, I wish to express my sincere appreciation to the officials concerned of the Government of Indonesia for their close cooperation extended to the study.

September, 2001



Takao Kawakami
President
Japan International Cooperation Agency

Letter of Transmittal

September 2001

Mr. Takao Kawakami
President
Japan International Cooperation Agency
Tokyo, Japan

Dear Mr. Kawakami;

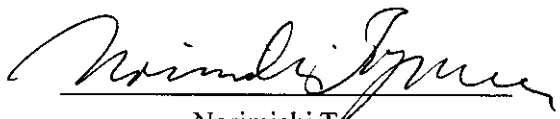
I am pleased to submit to you the final report of the Study on the Regional Educational Development and Improvement Project (REDIP) in the Republic of Indonesia. This report summarizes the results of the study carried out by a consortium of the International Development Center of Japan and PADECO CO., Ltd.

The report is divided into three parts: 1) Situation analysis of junior secondary education in Indonesia, 2) REDIP Pilot Project, its implementation and evaluation, 3) Lessons learned from the Pilot Project and suggestions to Post-REDIP Project.

In conducting this study, we worked closely with the Office of Research and Development of Ministry of Education, and Central Java and North Sulawesi Provincial Offices of Ministry of Education. We are grateful to them for their dedication. Our appreciation also extends to schools and communities who participated in the REDIP Pilot Projects for their commitment to improve education.

It is our hope that this report will contribute to the quality development of junior secondary education in Indonesia, and to further cooperation between Indonesia and Japan. Finally, on behalf of the study team, I would like to express my deepest gratitude to all the people whom we contacted during the study for their cooperation and valuable advice.

Very truly yours,



Norimichi Toyomane
Team Leader
Regional Educational development
and Improvement Project (REDIP)

REGIONAL EDUCATIONAL DEVELOPMENT AND IMPROVEMENT PROJECT (REDIP)

FINAL REPORT

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Abbreviations and Glossary

APBD	Anggaran Pendapatan dan Belanja Daerah	Provincial or District Budget
APBN	Anggaran Pendapatan dan Belanja Negara	National Budget
APK	Angka Partisipasi Kasar	Gross Enrollment Rate
APM	Angka Partisipasi Murni	Net Enrollment Rate
APPKD	Anggaran Penerimaan dan Pengeluaran Kas	Village Budget
Balitbang		Office of Research and Development
BAPPEDA	Badan Perencanaan Pembangunan Daerah	Regional Development Planning Board
BAPPENAS	Badan Perencanaan Pembangunan Nasional	National Development Planning Board
BKKBN	Badan Koordinasi Keluarga Berencana Nasional	National Family Planning Coordinating Board
BP3	Badan Pembantu Penyelenggaraan Pendidikan	Parents' Association
BPG	Balai Pelatihan Guru	Regional In-Service Teacher Training Institute
BPS	Biro Pusat Statistik	Central Bureau of Satistics
Bupati		Head of District
Camat		Sub-District Head
CAWU	Catur Wulan	Trimester, End-of-Trimester Test
CIMU		Central Independent Monitoring Unit
COPLANER		Community Participation in Planning and Management of Educational Resources (UNDP/UNESCO)
COPSEP		Community Participation in Strategic Education Planning for School Improvement
CPCU		Central Program Coordination Unit (in Scholarship/DBO programs)
DBO	Dana Bantuan Operasional	School Block Grant
Desa		Village
DIK	Daftar Isian Kegiatan	Routine Budget
Dikdasmen		Directorate of Basic and Secondary Education
Dikmenjur		Directorate of Vocational Secondary Education
Dikmenum	Direktorat Pendidikan Menengah Umum	Directorate of General Secondary Education
Diknas		National education
Dinas		Provincial, District, Sub-District Office with sectoral responsibility
Dinas P&K	Dinas Pendidikan dan Kebudayaan	Provincial, District, Sub-District Education Office in charge of Primary Schools
DIP	Daftar Isian Proyek	Approved Project Document for Development Project Funded from the Budget
DPRD	Dewan Perwakilan Rakyat Daerah	Regional Legislative Assembly

EBTANAS	Evaluasi Belajar Tahap Akhir Nasional	National End-of-Level Examination
EMIS		Education Management Information System
Formulir statistik		Statistical form (data gathering)
IIRT		Independent Implementation Review Team
IKIP	Institut Keguruan dan Ilmu Pendidikan	Teacher Training Institute
IT		Information Technology
JPS	Jaring Pengaman Sosial	Social Safety Net Program
JSE		Junior Secondary Education
Kabupaten, Kab.	Kabupaten	District
Kacab	Kepala Cabang	Branch Head
Kades	Kepala Desa	Village Head
Kadin P&K (Diknas) Kecamatan	Kepala Dinas P & K (Diknas) Kecamatan	Head of the Dinas Kecamatan Education Office
Kakancam	Kepala Kantor Kecamatan	Head of Sub-District Office of Central Government Ministry
Kakandep	Kepala Kantor Departemen (Kabupaten)	Head of District Office of Central Government Ministry
Kakanwil	Kepala Kantor Wilayah (Propinsi)	Head of Provincial Office of Central Government Ministry
Kakua	Kepala K.U.A.	Head of Religion Affairs Office (Kecamatan Level)
Kancam	Kantor Kecamatan	Sub-District Office of Central Government Ministry
Kandep Diknas	Kantor Departemen Pendidikan Nasional (P &	District Office of MONE
Kandepag	Kantor Departemen Agama	District Office of MORA
Kanin	Kantor Inspeksi	Inspection Office
Kanincam	Kantor Inspeksi Kecamatan	Kecamatan Inspection Office
Kantor		Office
Kanwil	Kantor Wilayah	Provincial Office of Central Government Ministry
Kecamatan		Sub-district
Kepala Desa		Village Head
KKKS (K3S)	Kelompok Kerja Kepala Sekolah	Principal's Working Group
KNS		Main data gathering instrument for junior secondary schools
Kotamadya, Kod.		Autonomous City
Kyai		Veneration title for Islam religious teacher or leader
LKGI	Latihan Kerja Guru Inti	Training Program for Core Teachers
LKKS	Latihan Kerja Kepal Sekolah	Principals' Organization

LKMD	Lembaga Ketahanan Masyarakat Desa	Village Community Development Council
LMD	Lembaga Musyawarah Desa	Village Council
Lurah		Village Head
LSM	Lembaga Swadaya Masyarakat	Non-Governmental Organization
MGMP	Musyawara Guru Mata Pelajaran	Subject Teacher Support Program for Secondary Schools
MI	Madrasah Ibtidaiyah	Islamic Primary School
MKKS	Masyawarah Kerja Kepala Sekolah	Meeting of Principals' Working Group
MONE	DEPDIKNAS (Departemen Pendidikan	Ministry of National Education
MOHA	DEPDAGRI (Departemen Dalam Negeri)	Ministry of Home Affairs
MORA	DEPAG (Departemen Agama)	Ministry of Religious Affairs
MTn	Madrasah Tsanawiyah negeri	Public Islamic junior secondary school
MTs	Madrasah Tsanawiyah swasta	Private Islamic junior secondary school
NER		Net Enrollment Rate
NSS		School Statistics Number
OPF, OPM	Operasi, Pemeliharaan dan Fasilitas	Government Development Budget Assistance Program for Operations, Maintenance and Facilities of Junior Secondary Schools under MOEC
OSIS	Organisasi Siswa Intra Sekolah	Students' Association
P3MD	Parencana Partisipatif Pembangunan Masyarakat Desa	Participatory Development Planning of Village Community
P4D	Proyek Pendukung Pemantapan Penataan Desentralisasi	Support for Decentralization Measures, SfDM
P5D	Pedoman Penyusunan Perencanaan dan Pengendalian Pembangunan di Daerah	Manual for the Preparation of Planning and Control of Regional Development which uses bottom-up planning process
Paket B		Non-formal Junior Secondary Education Program
Pancasila		The Five Principles of the State (1. Believe in One Supreme God, 2. Humanity, 3. National unity, 4. Democracy, 5. Social Justice)
PEQIP		Primary Education Quality Improvement Project (World Bank)
Penilik Diknas		School Inspector Diknas
PGRI	Persatuan Guru Republik Indonesia	Teachers' Union
PKBM	Pusat Kegiatan Belajar Masyarakat	Community Learning Center
PKG/SPKG	Pemantapan Kerja Guru, Sanggar PKG	In-service and On-service Teacher Training Program
PPOD	Proyek Percontohan Otonomi Daerah	Pilot Project for District Autonomy
PPPG	Pusat Pengembangan Penataran Guru	National In-Service Teacher Training Institute
PUOD	Direktorat Jenderal Pemerintahan Umum dan Otonomi Daerah	Directorate General of General Administration and Regional Autonomy, MOHA

PUSINFOT	Pusat Informatik	Center for Informatics
Rayon		School District
RAKERNAS		National education working meeting (coordination)
RAPBN		State Financial Budget Draft
RASP		Reports, analysis and statistical publications
REDIP		Regional Educational Development and Improvement Project (JICA)
REPELITA	Rencana Pembangunan Lima Tahun	5-Year Development Plan
RKSM		Junior secondary schools data summary
RPdd		School age population summary
RSLTPT		Open junior secondary schools data summary
SD	Sekolah Dasar	primary school
Sekolah Inti		Central School of SLTP Terbuka
SLTA	Sekolah Lanjutan Tingkat Atas	Senior Secondary School
SLTP	Sekolah Lanjutan Tingkat Pertama	Junior Secondary School
SLTP Kecil	Sekolah Lanjutan Tingkat Pertama Kecil	Small-scale Junior Secondary School
SLTP Kelas Jau		Branch School
SLTP Terbuka	Sekolah Lanjutan Tingkat Pertama Terbuka	Open Junior Secondary Education
SMK	Sekolah Menengah Teknologi Lain	Technical/Vocational Senior Secondary School
SMU	Sekolah Menengah Umum	General Senior Secondary School
Swadaya		Development process undertaken wholly by the local community, from project decision to funding and maintenance
Swakelolah		community involvement _n a government project, where the community act as implementers with government funding and collaboration
TPK	Tim Pengembangan SLTP Kecamatan	Kecamatan SLTP Development Team
Ulama		Islam religious teacher or leader
USAID		United States Agency for International Development
Wajar		Compulsory education (9 years)
Wali Kelas		Teacher in charge of Classroom
Walikota	Walikotamadya	Mayor
Yayasan		Private Non-profit Foundation

INTRODUCTION

The Study on Regional Educational Development and Improvement Project (REDIP) was implemented since March 1999 as a two and half year project with the cooperation of the Government of Indonesia, namely the Office of Research and Development, the Ministry of National Education (MONE) and the Japan International Cooperation Agency (JICA).

Since Indonesia has largely achieved universal primary education, the government set junior secondary education as the next target at which to aim. Despite the respectable figures of increased enrollment in Junior Secondary Education, it is commonly acknowledged that quality of education lags behind. It is also a serious concern that hidden under the aggregate figures there are wide disparities among regions in various ways. Considering Indonesia's vast diversity in ethnic composition, culture, religion, geographic and economic conditions, it would not be very surprising if nationwide drives or programs bring uneven results over the territory and across the communities. To make things harder, until now, the system of educational administration in Indonesia has been a highly centralized one, leaving little room for local or school initiatives or adaptation to local conditions.

Against this backdrop and out of the impending concern, REDIP started with the following objectives: in the short run, it should devise effective actions to arrest falling enrollment by the recent economic crises, in a close conjunction with on-going programs; in the med- to long-term, it should develop a province-wide plan to expand and improve junior secondary education and implement some priority measures or actions on a trial basis. Emphasis has been placed on the capacity building of local education administrations as well as local communities and schools in the setting of administrative decentralization. This officially started in January 2001. Specifically, REDIP has formulated measures to encourage school-based management with community participation and field-tested them in 15 kecamatan within 7 kabupaten/kota in Central Java and North Sulawesi. In total 154 experimental schools participated. The various pilots were implemented for one year, and then evaluated with respect to their particular effects on the intended targets.

In order to achieve the above objectives, REDIP created the major activities described in **Figure 1**, following the time schedule listed in **Figure 2**.

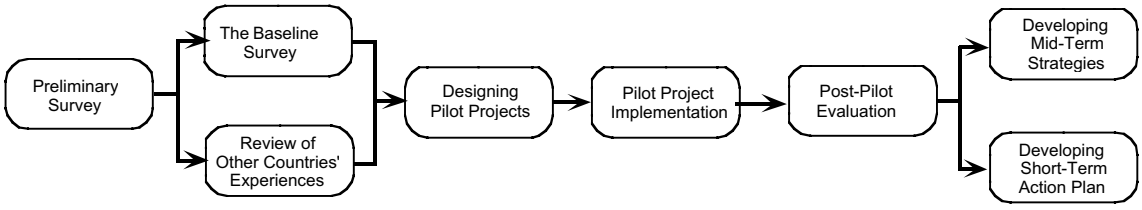

Figure 1: Work-Flow of REDIP Major Components

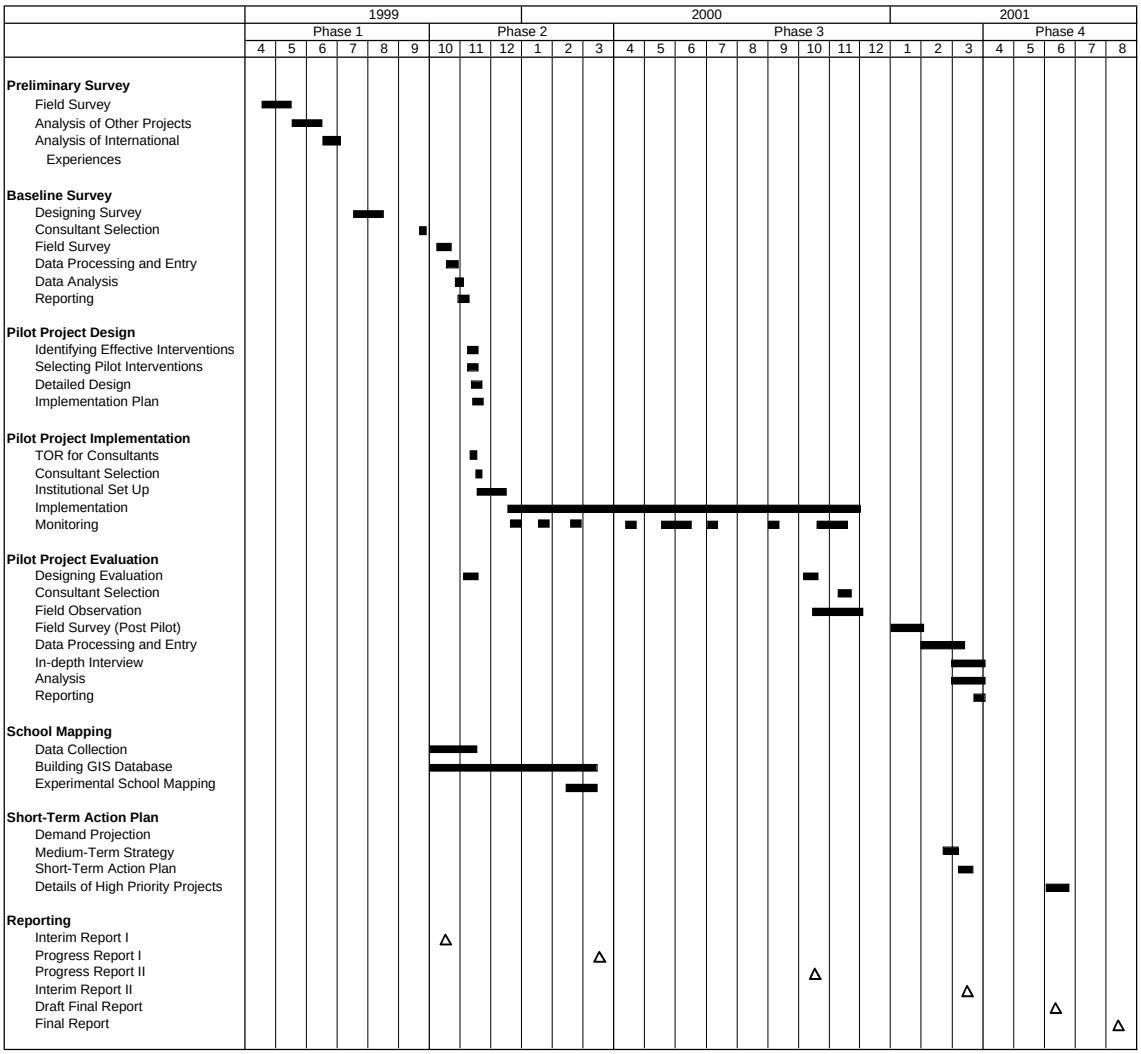

Figure 2: REDIP Time Schedule

Six types of pilots were identified (Component A and five Menus in Component B) after conducting a comprehensive survey. They are as follows:

1. **Component A: Kecamatan SLTP Development Team (TPK).** Built around the concepts developed under COPLANER and COPSEP, the TPK was created to improve awareness and participation of the community, government and school stakeholders in improving some aspects of educational quality. A second purpose was to mobilize the potential of the community by securing donated resources, volunteers and revenue.

2. **Component B, Menu 1: KKKS.** The purpose of this was to provide principals with a variety of skills to improve their leadership capabilities as well as to build the capacity of the KKKS organizational structure, a possible key to improving professionalism.

3. **Component B, Menu 2: MGMP.** The purpose of this pilot was to improve teacher pedagogical skills and to build the capacity of the MGMP organizational structure so

that it can serve the professional development needs of the teacher.

4. **Component B, Menu 3: Textbook.** The purpose of this was to provide stakeholders with classroom-based resources to increase learning.

5. **Component B, Menu 4: BP3.** The purpose of this pilot was to increase and broaden the role of parents participating in BP3 in ways other than raising revenues as well as to build the institutional capacity of the BP3 organization.

6. **Component B, Menu 5: Block Grant.** The purpose of this was to provide financial resources for use stakeholders to improve some aspects of the school that would have a positive impact on quality.

The pilot program model was structured in such a way as to build closer working relationships among six stakeholder groups – students, teachers, principals, parents, community members and government officials. It also aimed at building the capacity of existing organizational structures such as KKKS, MGMP and BP3. The creation of TPK was necessary since no such organization existed at the kecamatan level. By configuring the pilots as is shown, it was possible to have a multi-tiered impact on education from the kecamatan to the classroom-level.

REDIP experiments and their interim results are already attracting attention from government officials as well as other donors. For instance, the Asian Development Bank has designed one new project in Indonesia relying partly on REDIP experiments and their results. The World Bank, on the other hand, has made it clear that it would back REDIP once some donor have decided to implement it on a larger scale. Another notable instance of REDIP contribution is its Working Paper VIII on Indonesia's legal structure with regard to education. This is being closely studied by the "edform," an official working group in MONE newly created to draft a new Education Law of Indonesia due late this year.

This Final Report is a compilation of all the studies and analysis conducted during the period from April 1999 to June 2001 under REDIP. It consists of three parts: **Part I** is a description of the situation analysis of junior secondary education in Indonesia, most of which were conducted in the early 1999; **Part II** describes REDIP Pilot Project. All of the project cycle from the preparation to evaluation is described, such as how the pilots were designed, how they were implemented, and how they were evaluated; **Part III** discusses the strategies to be taken after REDIP such as why a Post-REDIP Project is necessary, how it should be designed and implemented, and how its economic and social feasibility is assessed. It is hoped that this report will become a solid basis for a new project to be formulated and implemented in the mold of REDIP, an experimental project that has demonstrated that the model can work in Indonesia.