

2045: Path to nation's golden age (Indonesia Policies and Management of Education)

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Abstract: Indonesia's journey since independence has encountered hardship at times but also reached important milestones. The generation of 1945 fought for and won its independence. The generation of 1966 continued with the objective of maintaining macroeconomic stability and focused on the development of critical infrastructure in every corner of the Indonesian archipelago. And despite suffering from a structural financial crisis, the generation of 1998 demanded reform that would spread to all layers of society and in the end would usher in the era of democracy for Indonesia. Education and health policies have been reinforced by a commitment from all layers of society to ensure that the euphoria of newfound freedoms does not breed excess. Educational development and democratization continue to exhibit a mutually reinforcing relationship.

Keywords: education policy, management education, golden generation, Indonesia, schools, kindergartens, universities, national education, reformation.

INTRODUCTION

"This country, the Republic of Indonesia, does not belong to any group, nor any religion, nor any ethnic group, nor to any group with customs and traditions, but the property of all of us from Sabang to Merauke!" - Sukarno, Speech in Bangkok, 24 September 1955.

Indonesia is an archipelago comprising approximately 17,508 islands. It encompasses 35 provinces with over 238 million people, making it the world's fourth most populous country. Indonesia constitution (1945 constitution) assigns the government to give equal opportunities for all citizens in education Act no 20/2003 on national education system: -" every citizen has equal rights to obtain quality education" (chapter 5 article 1).

Indonesian schools (from kindergarten to university) are divided into public (Negeri) and private (swasta) schools. The demand for schools is higher than the supply and the number of both types of schools has been growing rapidly in recent decades. The public schools are fully government-owned, meaning the land, buildings, and facilities are fully subsidized. School teachers and staff are civil servants, which gives

them status, a relatively reasonable wage, and a pension scheme. Like public schools, private schools receive an amount of money per student. However, they do have to find their sources of money for land, buildings, facilities, and wages. Because of this, and contrary to most countries, public schools are generally of better quality. Their facilities are more complete and the teachers are of better quality. The elite schools are the oldest schools, mostly built before independence. Both public and private (often catholic) elite schools charge high fees to be able to provide high quality and status.

Basic education offered in primary schools aims to provide the ability to read, write, and do arithmetic, and to instill primary knowledge and skills that are useful for pupils in line with their development levels, as well as to prepare students to attend education in lower secondary school. Basic education is also carried out in lower secondary schools and is aimed at expanding the knowledge and improvement of skills obtained in primary schools that are useful for students to develop their lives as individuals, members of society, and citizens.

The education program for primary schools is prescribed by Article 39, Clause 3, Law No. 2/1989 and Article 14, Clause 2, Government Regulation No. 28 of 1990, and the February 25, 1993 decree of the Ministry of Education and Culture No. 060/U/1993. The curriculum content of compulsory primary education consists of subject matter covering Pancasila education, religious education, citizenship education, Indonesian language, reading and writing, mathematics, introduction to science and technology, geography, national and general history, handicrafts and art, physical education and health, drawing, and the English language. And after announcing the Indonesian New Curriculum 2013, there some changes have been made, such as the number of subjects being reduced and the number of hours has increased.

HISTORY OF EDUCATION IN INDONESIA

During the period of the Dutch East Indies Company (VOC), the educational effort was rather minuscule. Whatever happened was done by the VOC in cooperation with the state church in agreement with the principal regnant at that time of the oneness between church and school, the unity between church and state. However, except for the area of the Moluccas, in general, the pupils were Dutch and Indo (children of Dutch and Indonesian parents), or non- Indonesian Asians. In this connection, a beginning step was taken by Governor-General Daendels who assumed office in 1807. In 1808, he directed several regents in Java to organize schools for indigenous children with a curriculum that included Javanese culture and religion so that the children would grow up to become good Javanese. He also initiated the opening of several vocational schools. This idea grew, it seems, out of the enthusiasm generated by the Enlightenment. As a result of its influence in the Netherlands, people began to hear the slogan, "national education" or "universal education". England, which exercised temporary authority (in all of the Dutch East Indies from 1811- 1816, and Sumatra until

1825) through Lieutenant Governor-General Thomas Stamford Raffles, also exhibited the enthusiasm of the Enlightenment. These included the organization of two types of schools: one using western language (*Europeesche scholen*) both at the elementary and secondary levels, and the other using the regional language (*inlandsche scholen*) limited to the elementary level. Indigenous children from the upper classes were permitted to attend European schools.

After 1848, thanks to their efforts, the Indies government itself became more serious about offering educational opportunities to Indonesians, instead of handing schooling over to others, including missionaries. This endeavor was parallel to the *Gouvernements-cultures* program, or as it was more familiarly known *cultuurstelsel*, which needed the services of educated Indonesians. Thus after 1848, there were various new decisions to expand school opportunities for Indonesians, including organizing teacher-training facilities.

The new policy taken in 1863 by Fransen van de Putte, the Minister for Colonies, encouraged the mobilization of government funds for education without requiring the financial support of the indigenous community and was a reflection of the politics of liberal education. Here it was evident that the government-sponsored education was no longer directed towards the production of governmental employees, but was directed towards the aim of developing indigenous communities. This liberal conception of education was first promulgated by Thorbecke, the Dutch prime minister in 1849-1853 and 1862-1866. He emphasized that "It is our task, our responsibility, to enlighten the East Indies through liberal education".

As a result of this new policy, the total number of schools increased rapidly, especially in Java. The administrative organization was also undertaken with more seriousness, for example, the office of inspector for indigenous education was established, and after January 1, 1867, a Department of Education, Religion and Industry (*Departement van Onderwijs, Eeredienst en Nijverheid*), was also formed. However, the more important development occurred during the 1870s and was characterized by the promulgation of a whole new series of regulations.¹⁰ In these regulations were included the following:

1. Standardization of all East Indies elementary schools;
2. Utilization of the regional language or Malay as the medium of instruction;
3. Prohibition of religious instruction for Indonesians studying in government schools (both for elementary schools as well as teacher-training schools) and also in private schools subsidized by the government during curriculum hours. In other words, the government followed a policy of neutrality in religious matters;
4. Mandatory payment of tuition as an indication of participation by the local community.

All of these indicated the increasing liberal influence in the educational policy of the Indies government, as made clear by Brugmans: *“Liberalism, with its strong nationalistic bent, followed the slogan “knowledge is power”. Because it was evident that Europe had become great thanks to Western knowledge, there was no need in principle to raise objections to the spread of knowledge in indigenous societies. Emphasis on Dutch elements in education formed the clearest indication of this view.”*

Since the establishment of the above-mentioned regulations, government schools increased rapidly at first, especially so after special schools were founded for the children of nobility (*Hoofdenscholen*). But after the beginning of the 1880s, there was a marked slowing down in the rate of developing new government schools.

During the years 1905-1907, this new policy was enunciated by several officials from both the Dutch government and the colonial government of the Indies. The most important element of the new policy as included in the *Staatsblad 1906, no. 241 and 242* consisted of the organizing of schools in all the villages, especially on the island of Java. According to the new regulations, the village was responsible for erecting and furnishing the school building, while the Indies government or regional government's treasury would pay the teachers' salaries according to the prevailing standard for village employees. In other words, the government moved towards a policy of decentralization and the cultivation of community participation. Because the main objective for village schools involved little more than the abolition of illiteracy, it was considered sufficient to teach the children reading, writing, and arithmetic. This limited objective could be attained in three years. Initially, this policy resulted in a rapid increase in the number of schools. However, not all private schools founded after the 1920s were labeled 'unauthorized'. In addition to Protestant and Catholic mission schools receiving recognition and subsidies were those sponsored by the Muhammadiyah movement. However, the Taman Siswa schools founded in 1922 by Ki Hadjar Dewantara (original name Soewardi Soerjaningrat) were originally considered unauthorized but gradually they became recognized even though the schools rejected all government subsidies. Furthermore, MULO using Javanese founded in 1939 as a Taman Siswa idea was praised by the government in 1940 as exemplary for its contribution to the educational system. Unfortunately, it never had an opportunity to provide concrete evidence of its achievement because the authority of the Dutch East Indies government ended at the beginning of 1942. From the perspective of quality, government schools, especially those organized along western lines: ELS, HIS, MULO, HBS, AMS, and vocational schools such as OSVIA, STOVIA, and NIAS, produced a new 'functional elite'.

The actual point of beginning mission schooling differed in each area because the time of arrival of missionaries and the places of the ministry of the various mission boards differed as well. For example, in the Moluccas, the NZG had an educational program since 1815, this was followed in Timor in 1819, and 1827 in Minahasa.³⁶

After that, the Rhenish mission (RMG) founded schools in Kalimantan in 1835, and among the Bataks in 1861, and later in Nias and other islands along the west coast of Sumatera.³⁷ The NZG was active in Java also since 1851 having succeeded in obtaining permission from the Dutch East Indies government.

INDONESIAN EDUCATION POLICY IN MODERN HISTORY

Suharto and his advisors recognized the importance of agricultural production, they also recognized the importance of being able to provide people with the means to obtain food. To buy food, one must have a job. Creating jobs in Indonesia started with education. As he had done in agriculture, Suharto and the Indonesian government transformed the country's education system. The state reformed the primary and secondary education systems, providing near-universal enrollment for children between 8 to 11 years old. The illiteracy rate dropped to 18.4%, lower than that of neighboring Malaysia. While Indonesia still had a long way to go in terms of education by the end of the Suharto regime, the fact remains that a large portion of the labor force received at least some education due to the government education system, which was virtually nonexistent under Sukarno's presidency. In the 1970s Indonesia had a national program that increased elementary school enrollment from 69 to 83 percent. The current wages to the education in the region of birth of the wage earner and concludes that one extra school per 1000 children led to an increase in wage of 1.5 to 2.7 percent. This counters the general concern that the results of increasing quantity will be offset by reduced quality. Besides the quality of education, quantity plays an important role too.

The Indonesian school system, since the days of Suharto, is based on the American school system. Six years of elementary school are followed by three years of junior high school, totaling nine years of compulsory education. After this, students choose a vocational school or senior high school, followed by university. There are several school standards: the national standard, national plus, and international standard. The difference is in the quality and amount of English used in class.

MANAGEMENT AND FINANCE OF EDUCATION IN INDONESIA

The Ministry of Religious Affairs is responsible for the Islamic preschools, primary schools, junior secondary schools, and senior secondary schools. Provision of higher education is managed by the Ministry of National Education and Culture through the directorate general of higher education, as well as by the Military Academy and the College for Civil Servants. Technically, the government is responsible for financing education. However, costs for education carried out by the community are recognized as the responsibility of those institutions. In some cases, government funding is limited to specific elements of compulsory education. The education programs funded by the government are mainly financed through the administration's annual budget along with a separate development budget. Other funding sources are

international aid (loans and grants) and assistance from regional governments and the private sector.

Primary school is free and theoretically requires no fees. Routine assistance for financing the middle and higher levels of education is the responsibility of the family in the form of a school fee paid to the state by each school to be reallocated back to the schools through an account known as the Education Funds Support. While the government offers subsidies to universities and among the various regions, it strongly encourages the participation of the local government, community, and business in educational finance. Essentially each educational institution is expected to manage its admission process and finances (J. Shaturaev, 2021d).

The Ministry of Education budget has expanded continuously over time. Within the first five-year development planning period or Repelita (1969-1973) the budget was 147 billion rupiahs. There was a marked increase in monies appropriated in 1973 in support of the presidential decree launching the compulsory six years of primary school education. The budget increased to 12.9 trillion rupiahs during the Fifth Repelita (1989-1993), and financial allocations for the first year of the Sixth Repelita (1994-1999) expanded to 4.6 trillion rupiahs. The annual percentage of MOEC budget fluctuates close to the gross domestic product (GDP).

The Ministry of Education designs most education policies (the Ministry of Religion generally copies this) and is responsible for education policy and the distribution of funds. The policy and funds trickle down from the ministry to the province's education authorities and from there to the municipalities and regional authorities (who have the same legal status). The regional authorities and municipalities distribute the money to the schools. The Bantuan Operasional Sekolah (BOS - Operational school help) is an amount per student per year for SD and SMP students. The money is intended to finance the operational costs of the compulsory education program and provided to both public and private schools. The amount for SMP students is higher than for SD students and the amount per student is higher in the city than in the rural areas. Besides the BOS, public schools are completely financed by the government and are not allowed to charge additional fees. An exception is made for schools that offer a higher educational standard (involving a partly English curriculum). The private schools have to find other sources of money (the BOS is not enough to completely finance a school) and private SMA schools do not receive any government funds at all. Non-formal schools are taken care of by the regional authority and municipality when it concerns permits and policy but are dependent on the Ministry in Jakarta for funds. Each year they have to file a proposal and hope they are eligible for a one-year block grant.

Indonesia is currently finalizing the implementation of its nine-year compulsory free education program. The focus now is on improving equality of learning

opportunities, improving the quality of research, and improving management through more local autonomy and decentralized education initiatives. The goal is that Indonesian learners must be smart and competitive by 2025 (Ministry of National Education, 2008). The vision of the Indonesian Ministry of Education (Departemen Pendidikan Nasional Indonesia) is: *"Bringing national education system as a strong and respected social institution to empower all citizens of Indonesia to become enlightened human beings who can keep abreast the challenges of the time."*

Its mission:

1. Expand educational access and better quality of education
2. Accommodate rights and needs of children
3. Improve accountability and professionalism of schools
4. Community participation is based on decentralization.

Although the published education policy is ridden with politics and ambiguities, the accessibility and quality of education for all citizens of Indonesia emerge as the main goals.

PROBLEMS AND SOLUTIONS EDUCATION SYSTEM IN INDONESIA

Indonesia has the fourth largest education system in the world yet in a landmark education report of 50 nations Indonesia ranked last. For a country that has been experiencing a stable 5 to 6 percent annual economic growth rate and is classed as a middle-income country by the World Bank, it is said that its education system and thus its youth are not benefitting (J. Shaturaev, 2021c).

So why did it rank so poorly? The answer, as is often the case with developing countries still finding their feet as a democracy, appears to be corruption. The funding is there but it ends up in the pockets of corrupt civil servants and not in classrooms. East 101's recent investigation highlighted some shocking facts about the Indonesian education system including:

- Only a third of Indonesian students - in a country where 57 million attend school - complete basic schooling.
- Education experts say less than half of the country's teachers possess even the minimum qualifications to teach properly and teacher absenteeism hovers at around 20 percent. Many teachers in the public school system work outside of the classroom to improve their incomes.
- Indonesian Corruption Watch claims there are very few schools in the country that are clean of graft, bribery, or embezzlement - with 40 percent of their budget siphoned off before it reaches the classroom.

One of the Indonesian government's responses to these findings has been to restructure the Indonesian curriculum, including postponing teaching science, geography, and ENGLISH until students attend secondary school (J.Shaturaev et al., 2020). For a nation economically prospering, geographically located in a region that

looks set to be at the forefront of world economics and politics it seems a bemusing choice to make. Moreover, the Indonesian education system does not encourage independent, creative thought but focuses more on learning by rote (J.Shaturaev, 2021b). Discipline is strict, commendation little, and many students are expelled for what in the western world we would consider slight misbehavior. The future success of communities and thus nations depends on today's youth and the education they access. Nowhere is education more important than in the world's poorest communities (J.Shaturaev, 2021b). The education system in place in the Mentawais is characterized by many of the above facts. Often schools are closed as there are no teachers to teach. Materials and equipment are lacking or at best basic. Books few and far between. Technology is non-existent. Teachers are poorly qualified. At a Liquid Future, we are working hard to change that. A communications tower is being put in at a nearby town which will provide internet access. Providing the youth of Katie and the surrounding villages with access to knowledge and information will empower them to play a role in the many changes their area is going to see over the coming years (J.Shaturaev, 2021a). The local Mentawai government has already blue-printed extensive parts of the beach area here for tourist development. It would be a win-win situation for the local community, tourists, and the environment if the upcoming local generation is informed, knowledgeable leaders can be a part of it. The government announced a new Curriculum 2013 which costs 82.9 million USD to improve Education System, and access to schools will be fixed in close future (J. N. Shaturaev & Jumaev, 2019).

CONCLUSION

Indonesia is getting the education the lower the quality. Survey-based United Nations Educational, Scientific and Cultural Organization (UNESCO), the quality of education in developing countries in the Asia Pacific, Indonesia is ranked 10th out of 14 countries. As for the quality of teachers, quality is located on level 14 of the 14 developing countries. There are a few factors of low-quality education in Indonesia:

- Fundamental Problems of Education in Indonesia
- Low-Quality Physical Infrastructure
- Low-Quality Teachers
- Low Teachers' Welfare
- Low Student Achievement
- Equitable lack of education opportunities
- The low Relevance to Needs Education
- Costly Cost of Education

To solve the problems, such as poor quality of infrastructure, poor quality of teachers, and others as described above, in general, there are two solutions, namely:

- Systemic Solutions, the solutions by changing the social systems that deal with the education system. As we all know the education system is closely linked to the

economic system that is applied. The education system in Indonesia today, applied in the context of the economic system of capitalism, which among other principled minimize the role and responsibilities of the state in public affairs, including education funding.

Technical solutions, regarding technical matters directly related to education. The solutions to resolve problems such as teacher quality and student achievement. Solutions to technical problems returned to the practical efforts to improve the quality of the education system. The low quality of teachers, for example, in addition to the given solution increased prosperity, is also given a solution to the financing of teachers continue to pursue higher education, and provide training to improve the quality of teachers. The low student achievement, for example, given a solution to improve the quality and quantity of learning materials, improve the tools and the means of education, and so on. So with the solutions of education in Indonesia is expected to rise from the ground, to create new generations of high School-Based Management, Pancasila and dignified personality. Indonesian Government is paying huge attention to Education System, in this case, new Curriculum 2013 was created, Teacher Certification Programs, access to knowledge in every single part of the country is being fixed. Speaking of the future, Indonesia will give good quality to its citizens as ones Muhammad Nuh said: *"If the country can provide good education and health care - the "software" and "hardware" of human development - for the 90 million Indonesians now aged zero to 19, then Indonesia will shine in the future. With better-managed educations provided by the government, these young people will run the nation better. They are the country's golden generation. It will be like a carriage that doesn't stop carrying good quality people. That will be our golden age"*.

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