



# Addressing Disparity in Education Quality in Indonesia

*Who Learns What in Basic Education? (Rythia Afkar)*

*Indonesia's Experience in Employing and Deploying Teachers: Lessons in Good Practice (Ratna Kesuma)*

*Producing Quality Teachers: A Look Inside Indonesia's Teacher Education and Training System (Susiana Iskandar)*

Which number is seventeen?

- a. 17
- b. 27
- c. 71

# 40%

of students do not learn the curriculum material in the early grades of primary school (recognizing 2-digit numbers by the end of 2<sup>nd</sup> grade)

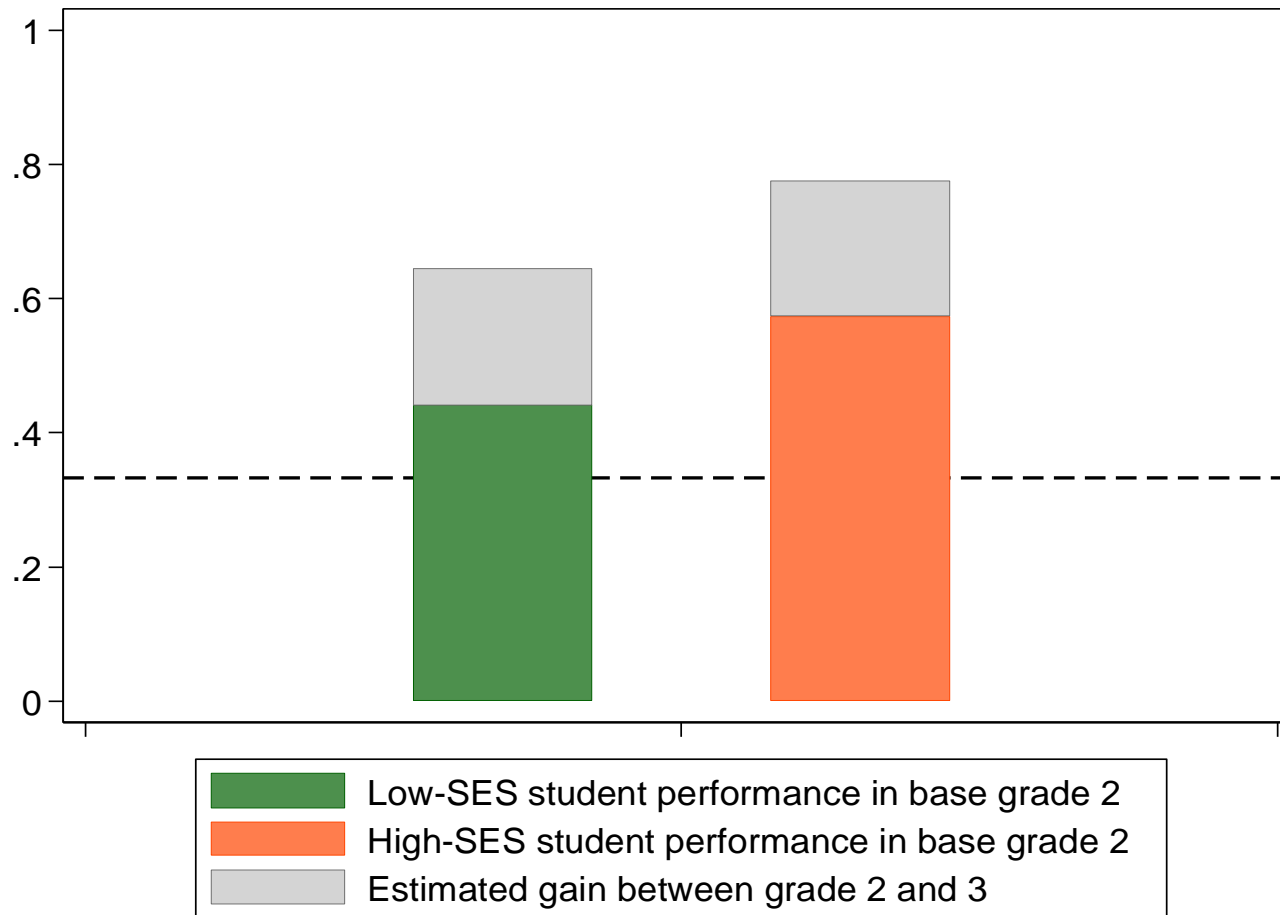
$$9 \times 7 = \dots$$

a. 63

b. 72

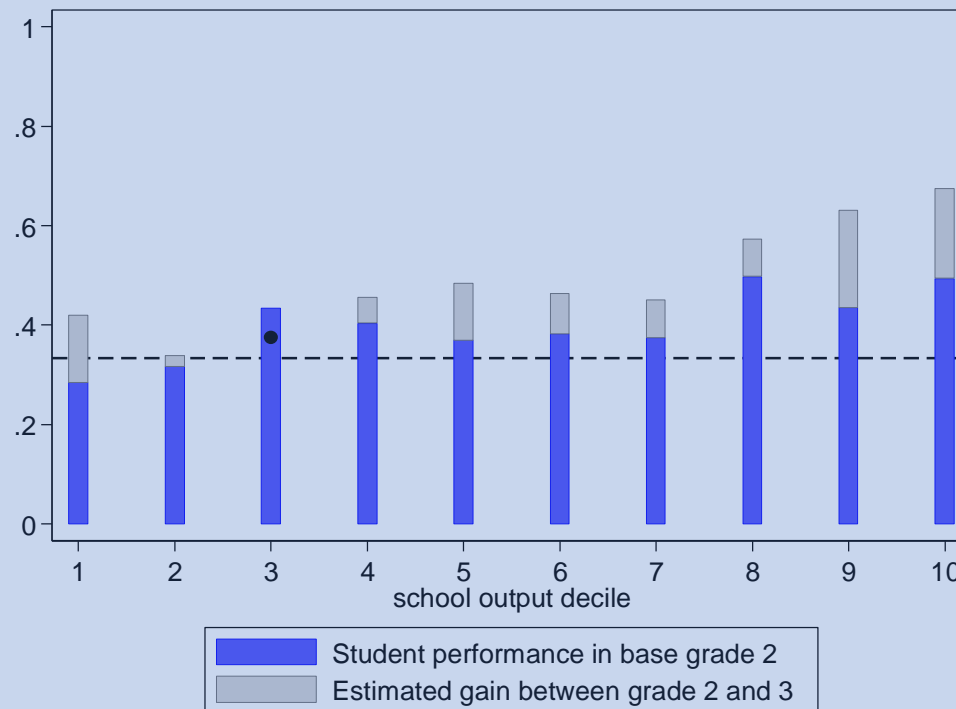
c. 81

and students who are too far behind do not seem to catch up..



# Only a minority of students how to approach math question presented with a story

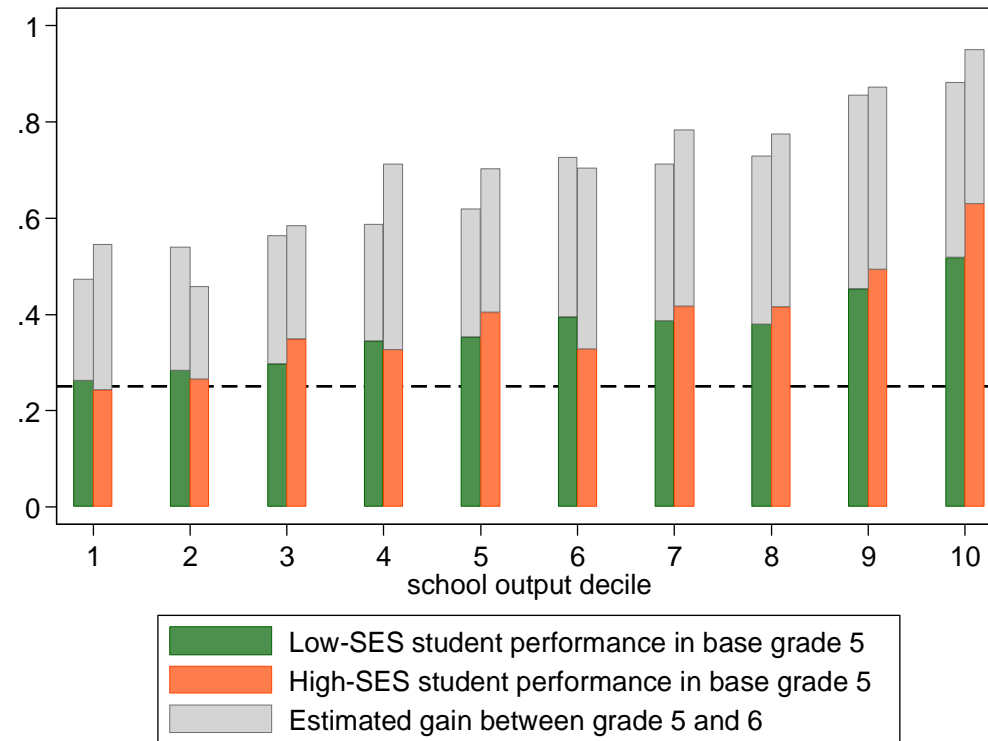
*A factory produces 415 sheets, 252 of which are sold to another factory, with the rest sold at the market. How many sheets are sold at the market? Answer: a. 163, b. 553, or c. 263*



# Impressive test score gains observed between the 5th and 6th grades

*Calculate the volume of a rectangular cuboid with sides measuring 8cm, 18cm and 12cm.*

*Answer: a. 1,738cm<sup>3</sup>, b. 1,728cm<sup>3</sup>, c. 1,638cm<sup>3</sup>, or d. 1,628cm<sup>3</sup>.*



**1.** Significant percentage of students lacked very basic competencies early on in their schooling careers.

**2.** Most Indonesian students had difficulties with exercises in which the mathematics was embedded in short stories.

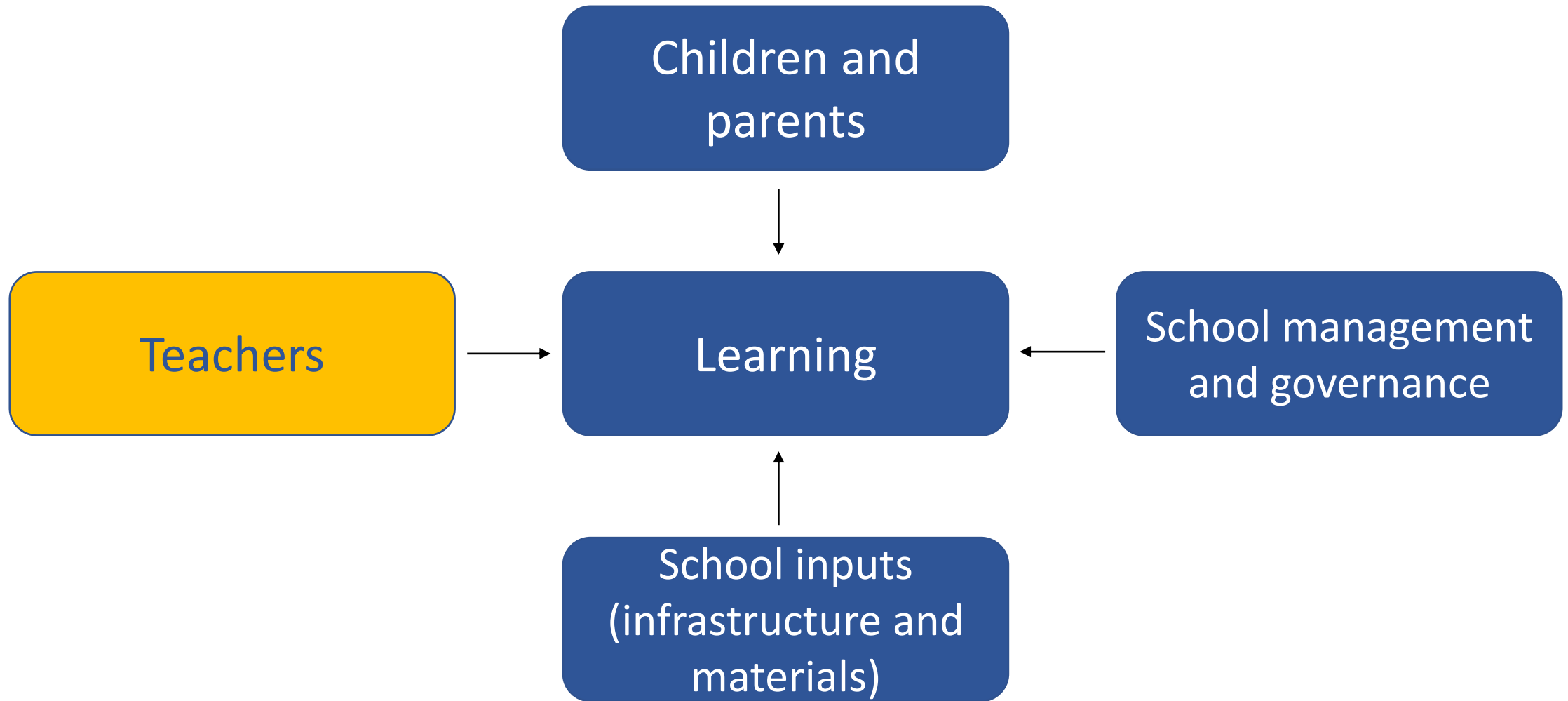
**3.** Poor achievement levels overall in combination with the 6th grade catching up effect suggests that schools, teachers, and students are sensitive to outside pressure.

**4.** Due to the absence of any performance pressure in the early years, schools appear to be slow-starting. Outcomes might be improved by monitoring students' performance in the early grades as well.

**5.** A low-cost solution would be for education policymakers to communicate clear intermediate learning goals to schools, teachers, and parents.







The image is a collage of three classroom scenes. The left panel shows a male teacher in a batik shirt looking at a document with a female student in a pink hijab. The middle panel shows a female teacher in a brown hijab sitting at a desk cluttered with papers, looking at a document. The right panel shows a female teacher in a light green uniform standing and reading a book to a group of students in blue and white uniforms sitting at their desks.

# Addressing Disparity in Education Quality in Indonesia

Indonesia's Experience in Employing and Deploying Teachers: Lessons in Good Practice

(Ratna Kesuma)

# Teacher Deployment - Oversupply and Undersupply

1

Accurate database on teacher need is not available. Three different databases (MoEC, MenPAN, and BKN) show different levels of teacher need.

2

District governments and schools responded to the civil service hiring moratorium policy by hiring non-civil service teachers.

3

45% teachers are non-civil service teachers.

4

A proliferation of central government regulations on teacher workforce management has created more gaps in the fulfillment of the demand for teachers.

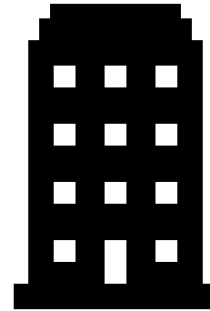
# Mapping Demand for Teachers



Teachers update the data required by schools (operator); schools send in the teacher data (existing and teachers needed) to Education Office each month



Planning division at Education Office analyzes the requests, identifies the number and types of teachers needed by schools, and verifies the accuracy of data at the school level.



DKG book (request for teachers) from Education office submitted to to BKD. BKD sends it to MenPAN.

DKG data also submitted to MoEC through the online system to Dapodik.



## 1. Semarang

Education office instructs school to hire teacher using local BOS funds. All regulations and requirements are set by Dinas.

**2. Jakarta & Gorontalo** directly contract teachers to provide teaching service.

The study used both quantitative and qualitative approaches involving 156 local government representatives, 127 principals, and 170 teachers (154 civil servants and 16 contract) from 127 schools.

# Lesson learned: Factors for Success

**1.** Solid support and political commitment from key stakeholders (mayor/governor, local parliament, Education Dinas, Bappeda, BKD, Regional Secretary, Finance Office).

**2.** Strong managerial capacity within the regional or provincial Education Office team and commitment to finding solutions by being innovative while adhering to established rules and regulations.

**3.** Teacher recruitment should use performance-based contracts (P3K: *Pegawai Pemerintah melalui Perjanjian Kerja*).





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Producing Quality Teachers: A Look Inside Indonesia's Teacher Education and Training System  
(Susiana Iskandar)

# PPG challenges in preparing good teachers

1. Estimated number of PPG Graduates needed is huge, particularly for primary school level
2. Limited number of LPTKs qualified to open/implement PPG program (currently only 45 LPTK)
3. Potential inefficiencies case:
  - Interest of SMA graduates to enter LPTK has been increasing since the ratification of teacher law
  - Limited opportunity to enter PPG
  - Limited quota of PNS
4. The need to improve PPG Program:
  - Curriculum and content development and delivery
  - Practical Field Experience in the Classroom (PPL) through an immersion program collaborating with NIE (National Institute of Education) and HEAD foundation.
  - Clarity and enforcement on policies around recruitment of new teachers
  - Better infrastructure for increased number of student teachers

## Challenges in Science and Mathematics CPD

### Science - IBL:

Inquiry Based Learning (IBL) in Science is mandated by the curriculum, however:

- Lack of alignment of curriculum and implementation of IBL in Science teaching and learning
- Lack of practical guidance for IBL implementation

### Mathematics – Spatial Reasoning:

- World Bank TIMSS Video Study 2014: Mathematics teachers still mostly used exposition teaching strategy.
- UKG 2015: Mathematics teachers are in need to enhance their pedagogical and professional skills particularly in geometry

MoEC should strengthen the CPD by aligning of K-13 implementation with IBL principles through more practical teacher guidelines and adoption of Spatial Reasoning will help leverage science and mathematical (beyond geometry) skills.





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**THANK YOU**

For more information please visit: <https://www.worldbank.org/en/country/indonesia/brief/improving-teaching-and-learning-in-indonesia>