

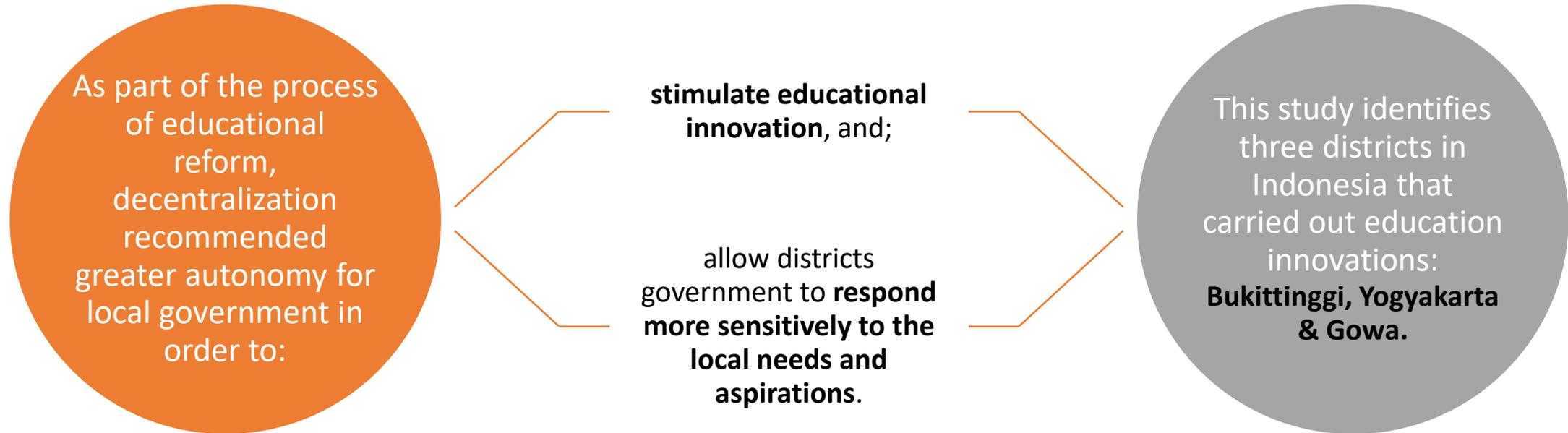


# Social Structure and Local Education Innovation in Indonesia

Shintia Revina | RISE Programme Indonesia



# Background

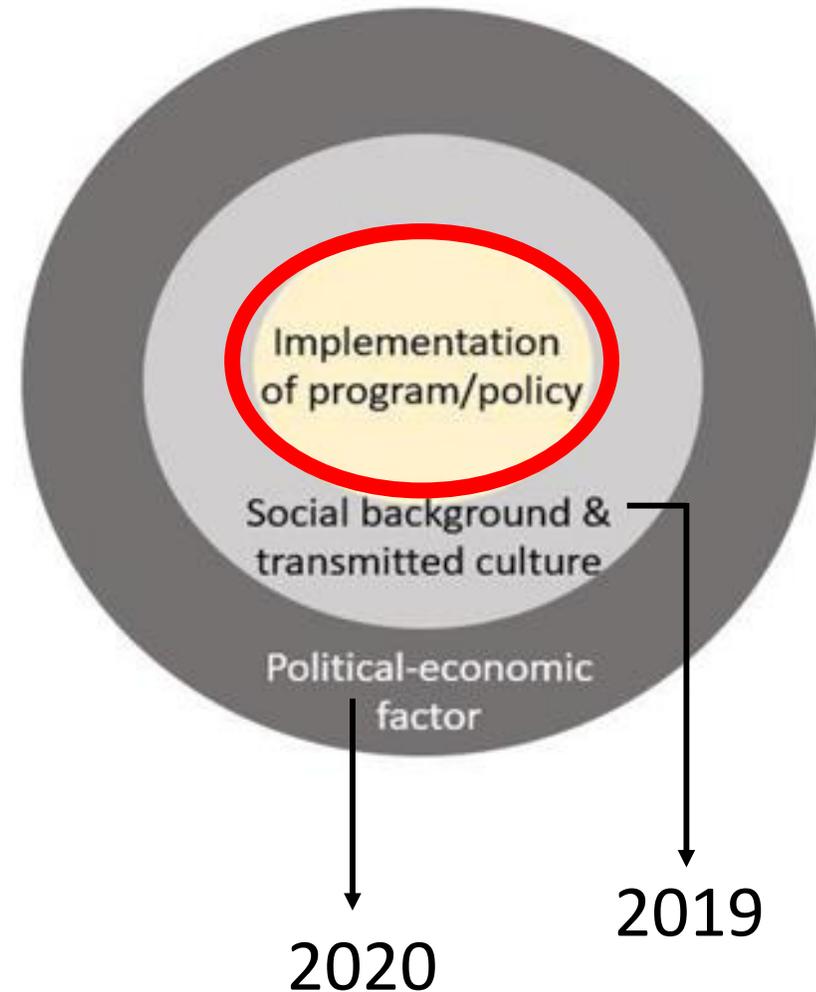


**“How are the types of innovation emerging in different districts related to local social structure?”**

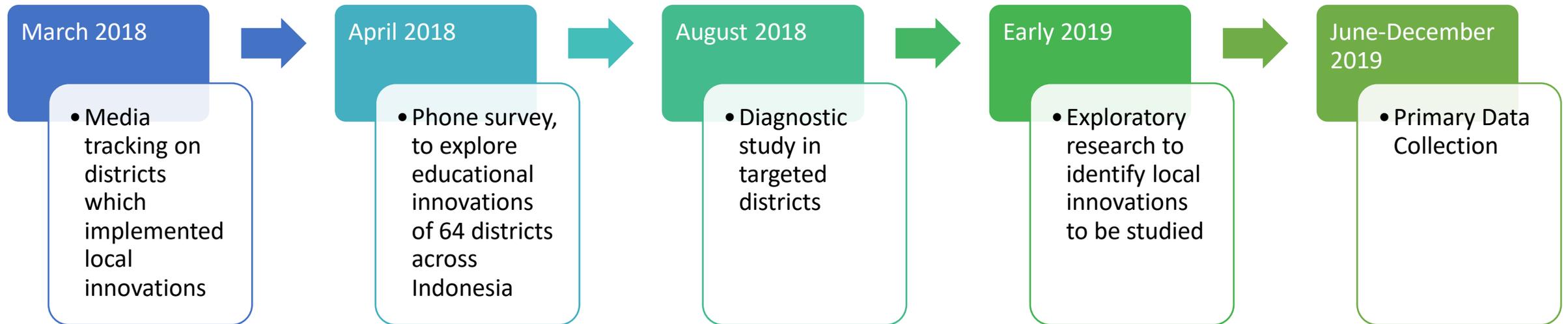
# Research design

## Innovation is a complex process

- We use ethnography to understand the **mechanisms and dynamics of how innovations emerge and unfold in practice.**
- In each site, we conducted in-depth, casual interviews, and group discussions with education stakeholders. During the research, we also did participant observation of the selected innovations



# Districts' Selection (Research Timeline in 2018-2019)



# THE TALE OF THREE DISTRICTS: BUKITTINGGI, YOGYAKARTA AND GOWA



**Bukittinggi**

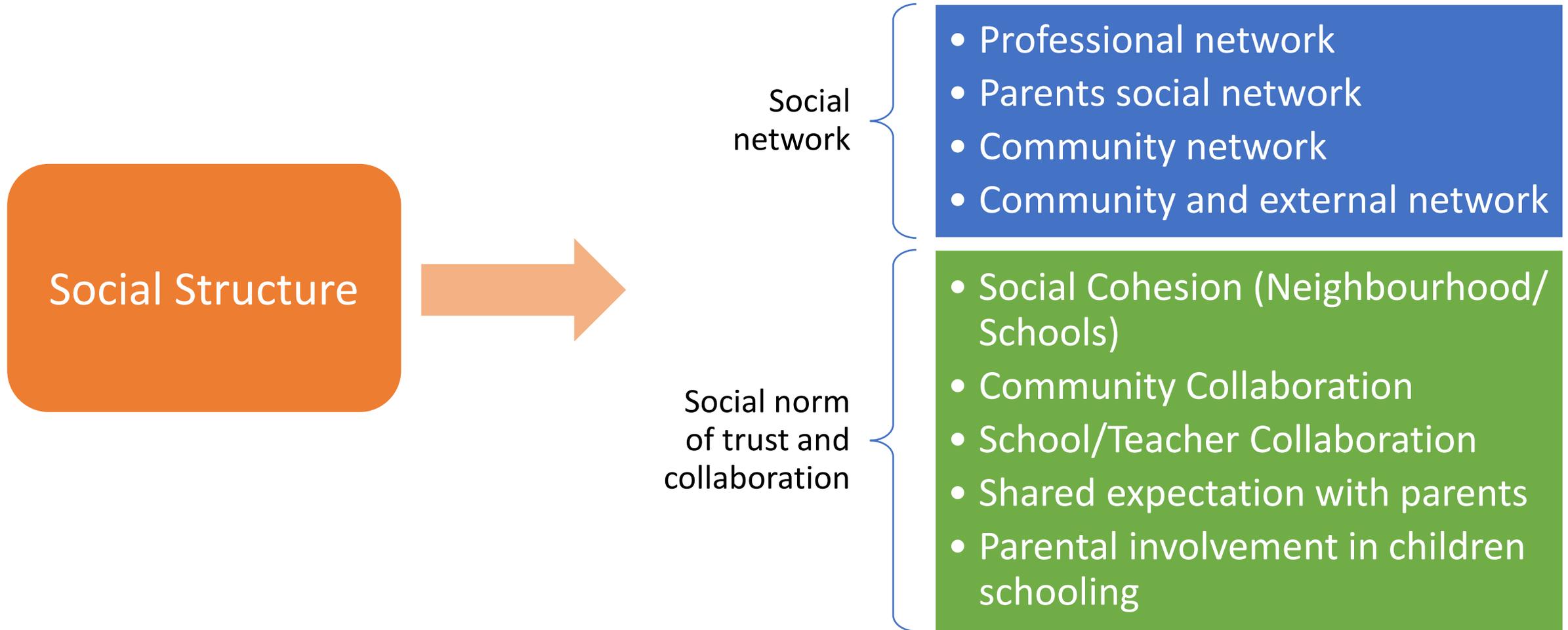
**Yogyakarta**

**Gowa**

# Background Contexts

Districts/ Area	Initiator of Education Innovation	Teacher Quality	Education Budget Allocation for Educational Innovation
Bukittinggi (25 km <sup>2</sup> )	<ul style="list-style-type: none"><li>School Supervisor and Principals</li><li>Local Education Agency</li></ul>	Above national average	Low
Yogyakarta (32 km <sup>2</sup> )	<ul style="list-style-type: none"><li>Community</li><li>Parents</li></ul>	Above national average (the highest in Indonesia)	High
Gowa (1880 km <sup>2</sup> )	Regent through Local Education Agency	Below national average	High (with special allocation for the innovation)

# Analysis framework



# Social Structure in Three Districts

Social capital aspects		Bukittinggi	Yogyakarta	Gowa
Social network	Hierarchical network	Moderate	Strong	Strong
	Professional network	Strong	Strong	Limited
	Community network	Strong	Strong	Limited
	Parents social network	Strong	Strong	Limited
	Community and external network	Limited	Strong	Not observed
Social norm of trust and collaboration	Trust in neighbourhood	High	High	Low
	Trust at school	High	High	Low
	Community collaboration	Limited	Strong	Not observed
	School/Teacher collaboration	Strong	Strong	Not observed
	Parental participation in children schooling	Mostly on financial support	Active participation	Limited
Shared expectation with parents	Competitive culture	Quality culture	Regular attendance at school	

# Bukittinggi: Inter-school Collaboration and Family Education Program



Objective

To evaluate teachers' performance objectively



Objective

To educate parents on the role of family in children education

# Yogyakarta: Parental and local community participation



Objective

Parents voluntarily participate in school programme



Objective

To provide learning space for all community members

# Gowa: Increasing attendance and automatic promotion



School Security Guards



Automatic Promotion (SKTB)



Objective

- To reduce teacher and student absenteeism
- To keep the school safe



Objective

- To overcome the low success rate of national exam in secondary schools and high rate of grade retention

# Social Structure and District Capacity



## Social Structure and Human Resources

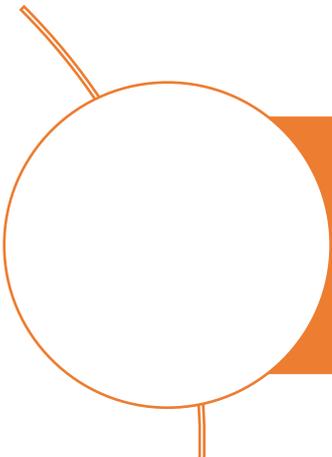
- Teacher learn from each other in Teacher Working Group
- Teacher and parents have access to numerous free seminars in Yogyakarta universities
- *Handarbeni* culture attract best talents to stay in Yogyakarta
- “Back to Hometown” program to attract best talents in Bukittinggi
- Facilitators of *Sekolah Keluarga* are civil servant officers in Bukittinggi government institutions



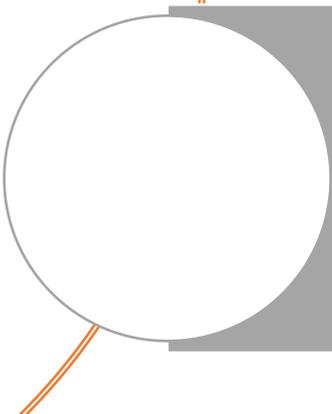
## Social Structure and Physical/Financial Resources

- Community run Reading Houses in Yogyakarta (and Bukittinggi)
- Community bought a land to build Open Space (now is utilized for Community Learning Hour activities) in a slum area in Yogyakarta
- Community Learning Hours just received some financial support in 2017 (from 1980s to 2016, there has been no support)
- Sekolah Keluarga is a *non-budget* activity

# Conclusion



Innovation is context-dependent. Districts with different social structures create different type of educational innovation.



Innovation arose from existing networks and leadership, not from access or resources.

# Takeaways from the three districts

Not “One size fits all policy”

- Innovation may not be transplanted universally (even in the same country), but some adoption is possible in districts with similar social structure.
- Create connections between districts so they can learn from each other

Can social structure be changed?

- Bazzi et al. (2019): Transmigration or resettlement program created hundreds of diverse communities across Indonesia.
- Moore (2015): Skills needed by private sector can induce changes as a society attempts to fulfill those needs.

## Next Step...

While social structure is crucial in implementing education innovation, our findings indicate that district innovation is highly political, and so we need a political economy perspective to understand the complex situation.

Under decentralisation, districts would have different capacities as well as emerging socio-political characters that might affect the way education initiatives are implemented.

# Thank You

 +6221-3193 6336 |  rise@smeru.or.id |  riseprogramme.id

[www.rise.smeru.or.id](http://www.rise.smeru.or.id)

