

RISE PROGRAMME IN INDONESIA

Opportunities and Challenges in Improving the Quality of Indonesian Teachers



Shintia Revina | The Jakarta Post Webinar | 12 August 2020

Improving Indonesia's Education through Quality Teaching



“Kebijakan untuk meningkatkan kualitas manusia Indonesia juga akan ditekankan pada perbaikan kualitas guru, mulai dari proses penyaringan, pendidikan keguruan, pengembangan pembelajaran, dan metode pengajaran yang tepat dengan memanfaatkan teknologi.”

(President Joko Widodo's speech before members of the country's executive, legislative, and judicial branches at the Parliamentary Complex, 16 August 2019)

What Has Been Done So Far: Improving Access and Increasing Education Budget

Massive expansion of schooling in the 1970s with the openings of *SD Inpres*

Increased enrolment (primary school net enrolment rate is 97%)

(Susenas 2015)

Allocation of 20% of the State Budget (APBN) for education

Doubling the base pay for certified teachers

What Do Studies Say About Indonesian Education?

Learning outcomes have stagnated

- › Indonesia performed poorly in the latest PISA, with reading literacy of Indonesian students in 2018 was at the same level as in 2000 (OECD, 2019).
- › Indonesian learning profiles remained flat from 2000 to 2014, indicating the stagnation of student learning outcomes (Beatty et al., 2018).

Teachers' competence is low (both in subject matter and pedagogical knowledge)

- › 1.3 million teachers could not meet the minimum standard in teacher competence test (UKG) in 2015.

Learning gaps remain for the poor

- › 1.3 million teachers could not meet the minimum standard in teacher competence test (UKG) in 2015.

Teaching quality is poor

- › Only 3% of problems presented in Indonesian classrooms could be recorded as high complexity, whereas in other countries the figure is between 6% and 39% (World Bank, 2010).
- › Fewer opportunities for students to examine different ways of solving problems and exploring alternative solutions.
- › High incidence of exposition (teacher explaining while students listen and answer closed questions), indicating that it is the most commonly used teaching strategy.

On Teacher Recruitment: Ineffective Recruitment System

No mechanism to ensure the quality of teachers recruited

(Huang et al., 2020)

Civil servant teachers are recruited based on the State Budget allocation, less on the school needs

Contract teachers as a band-aid solution

Civil servant teachers selection is part of the civil servant system, less on the teaching skills assessment

No recruitment mechanism for contract teachers

On Teacher Education: Competitiveness of the Graduates

• Only 12.4% of pre-service teachers perceived that they are skilled in teaching reading upon completing the PPG PGSD programme (Alifia et al., 2019).

• Only 21.3% of pre-service teachers perceived that they are skilled in teaching mathematics upon completing the PPG PGSD programme (Alifia et al., 2019).

• Teachers with bachelor's degree provide the same value added to student learning as teachers without a bachelor's degree (World Bank, 2015).

• RISE's Teachers Diary study shows that some PPG graduates found difficulties finding teaching jobs after graduating from the Programme.

On Teacher Development: Problematic TPD

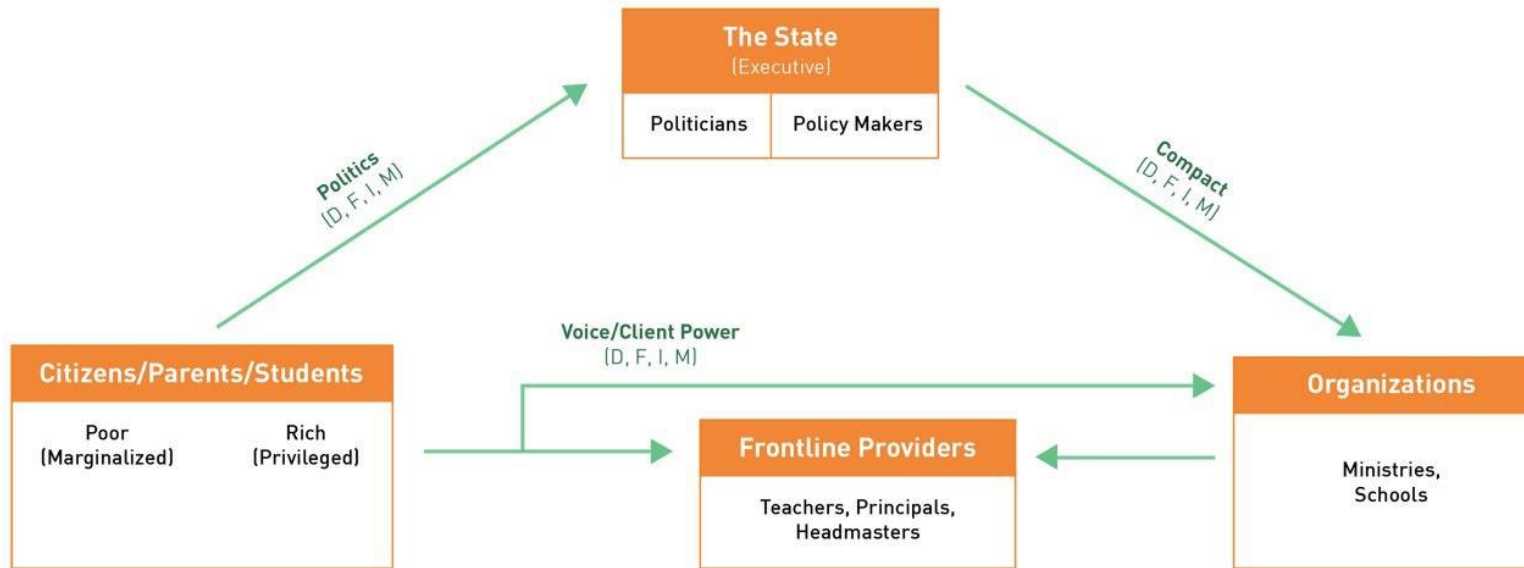
The problematic Teacher Professional Development (TPD) has been happening for four decades.

- Insignificant impact of PLPG on teacher competence
- KKGs in many districts are inactive
- Compared to PKG initiatives in the 1980s, PKB is ineffective
- PKB contributed to increasing teacher scores in UKG, **but was not sufficient to meet the minimum standard**
- **TPD is underfunded**

The current professional standards for teachers only set the basic minimum skills.

- The current standards do not lead to the need for a continuing professional development programme
- No differentiation of TPD for basic, intermediate, and advanced skills of teaching

What Needs to be Fixed



The Indonesian education system is incoherent in terms of teacher quality.


In the accountability relationships—between the State, organisations, parents, and frontline providers—aspects of delegation, financing, and information on teacher quality are largely missing.

An example: TPD is underfunded. Delegation and information is crucial, but financial support for effective TPD is essential as well.

Recommendations




- Set more measurable and comprehensible standards that constitute competence



- Recruit high-skilled teachers



- Establish performance-based pay



- Apply performance-based certification and recertification

Thank You



+6221-3193 6336



rise@smeru.or.id



riseprogramme.id

www.rise.smeru.or.id

