

RISE PROGRAMME IN INDONESIA

LOCAL INNOVATIONS OF A PERFORMING DISTRICT IN DECENTRALIZED EDUCATION IN INDONESIA

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Background

- Even though Indonesia has declared the transformation into regional autonomy for more than two decades, the majority of educational policies are still developed by national government (Heyward et al., 2017).
- However, previous studies revealed that there is no positive results between the national education policies and their implementations at local level (Bjork, 2003; Heyward et al., 2017).
- This paper is intended to show the implementation of local educational practices in *Kota Yogyakarta*.

Research question

1. What are the enabling factors to the initiation and sustainability of local innovations in Kota Yogyakarta?
2. What are the implications of the findings in (1) for national and local government effort to adopt the innovation?

Local innovation criteria:

- It focuses on basic education, i.e. grades 1 to 9 – which is under the authority of city/district government;
- It is carried out by the government (including central or provincial). If it is initiated by Central / provincial government, the policy must be modified by the district / city; OR It could be initiated and/or run by non-government parties, communities;
- Aiming to improve the quality of education;
- Been implemented for 2 years or more; and
- It is still running today.

Methods and Data

- We have conducted in-depth interviews with stakeholders from the local government officers and community members.
- Moreover, we did program's observation and run numerous group discussions with teachers, parents, and the students.
- To gain deeper information, this study focuses on 3 educational innovations: Jam Belajar Masyarakat (JBM), Paguyuban Orangtua and Kegiatan Belajar Siswa (KBS).

Local Innovations in Kota Yogyakarta

Jam Belajar Masyarakat (JBM)

- Initially, this program was invited the community to spare two hours in order to oversee the school age children to study at home. Consequently, the parents should turn off the television and accompany the children.
- This movement was supported by the *Sultan* (governor of Yogyakarta) in 1999 through a decree No. 93 of 1999 concerning JBM. Then, the mayor of *Kota Yogyakarta* also issued a regulation No. 53 of 2014 to reinforce this program implementation.

Paguyuban Orangtua (Classroom-Level Parents Association)

- In Yogyakarta City, parents at high performing (primary) schools are actively involved and engaged both in academic and non-academic school activities such as collectively providing additional books, lending book from parents with different cohort, or tutoring for the children after school hours.
- Such activities have been going on since early 2000.

KBS Online (Students Learning Consultation Program)

- KBS had been launched in 2007 but the services were only available for secondary education students (SMP and SMA).
- This is due to the delivery of program for primary school has just started in December 2017 when the central government issued law number 23 of 2014 to transfer the responsibility of senior high schools (SMA) to provincial government while the district government is responsible for basic education (SD and SMP).
- At the end of 2017, KBS online has started to adjust the services from junior and high school to junior high and elementary school students.

Result and Discussion: Understanding the Local Capacity of *Kota Yogyakarta*

Human capital and leadership

- Our findings indicated that one of the enabling factors to the initiatives to grow is the existence of a leader figure.
 - For example, the former chief of education office had a huge role such as initiating an educational program called KBS (Student Learning Consultation) in 2007
 - A former educator in *Kota Yogyakarta*, Wasis Siswanto, initiated JBM in 1980s.
- Moreover, the teachers, the district education office and other government officials are reported to be competent, cooperative and have high level of integrity and commitment.
 - The tutors of KBS are among the best teachers in *Kota Yogyakarta*.
 - Dinas Pendidikan staffs continuously develop KBS from time to time.

Financial capital

- In KBS scheme, the information and technology utilisation has become common interest from bureaucratic elites like the mayor and the house of representatives (DPRD) in Yogyakarta City to allocate special budget for implementing local educational policies.
 - This finding is contrast with Bjork (2016) and Heyward et al. (2017) studies which found the lack of local authorities in developing countries to conduct educational reform.
- KBS online have budget allocation to develop the online platform and pay the tutors
- Special budget is also allocated annually to support JBM and the facilitators since 2017.

Social capital

- There are active involvement of school management, principals, teachers, and parents in *Paguyuban Orangtua* because Yogyakarta citizens are hooked with Javanese culture which still upholding communal society.
- In JBM, people watch and monitor children in their neighbourhood during the agreed learning hours (18:00-20:00).
- Meanwhile, in KBS online, we see the dedication of local education office staff who design and organise this innovation as well as the help from other local government agencies (Dinas Pendidikan work closely with Kominfo and Bappeda).
- The budget of JBM is managed by the people/community member to run many activities annually.

Conclusion

- In this presentation, we observe that combination of human, financial and social capital has contributed to various innovations in Yogyakarta.
- A performing district like Kota Yogyakarta has its own mechanisms to ensure the quality of education. Hence, the role of national government could be minimized, instead of intervening the local government, the central could monitor and learn how a performing district like *Kota Yogyakarta* ensuring and implementing the local educational innovations.
- Findings also suggest that if a local or central government would like to adopt the initiatives, they need to consider the local context in terms of people engagement to ensure the programme's sustainability.
 - *An Example: JBM adoption in Jakarta Barat, Kembangan.*
 - *Paguyuban Orangtua as national program*

- Moreover, one may argue that the socio-cultural privilege of Yogyakarta may not replicable elsewhere, and therefore the adoption of initiatives that are successfully implemented in Yogyakarta in wider Indonesia is challenged.
- And, most part of the country are districts (Kabupaten), not cities (Kota), and obviously have different characteristics in many aspects from what we found in Yogyakarta.
 - *For this, future study may need to look at the capacity of districts to innovate and how the districts government promote learning outcomes in their respective context.*

Thank You



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