



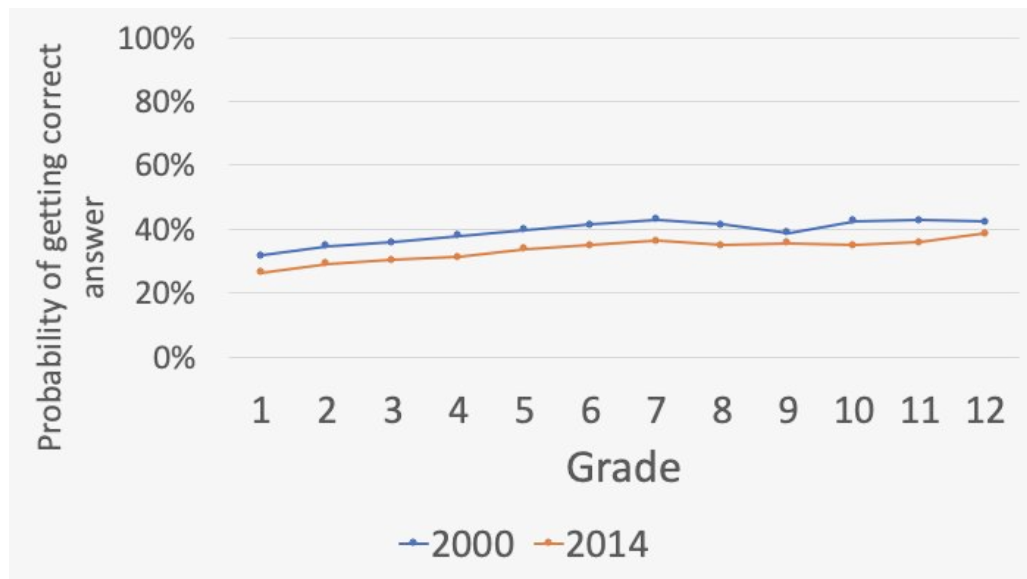
# Learning to run before walking

A system-level analysis of  
education in Indonesia

Niken Rarasati |  
RISE Programme Indonesia



# Learning Crisis has become salient for some districts



## How do they respond?

- Larger budget for education
- Most programs focus on “teaching to test” or tangible aspects (e.g., green school or infrastructure)



# Central Government: Standardise, standardise, standardise!

- The 8 National Education Standards: focus more on the process than the outcomes
- The 5 school principal basic competencies: management, supervision, personality, social, and entrepreneurial skills
- The 4 teacher competencies: personality, social, professional, and pedagogical skills

Do all district governments, teachers, and principals have **sufficient capability** to meet the national standards?



# Not all districts are capable of meeting the “standards”



**Way Kanan**  
Incomplete System



**Kebumen**  
Complete system,  
but dysfunctional



**Bukittinggi &  
Yogyakarta**  
Functioning system

Why do  
districts have  
different  
outcomes?

## The 4As CAPABILITY

**Acceptance**  
of the existing  
problem

Willingness to  
take **Agency**

**Ability** to run  
the solution

**Awareness** of  
local values  
and norms

Why do districts have different outcomes?



## WAY KANAN

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## KEBUMEN

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Why do districts have different outcomes?



## BUKITTINGGI & YOGYAKARTA

**Acceptance**  
of the existing  
problem

Willingness to  
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**Awareness** of  
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# Our experience in building the 4As Capability



## CO-DIAGNOSE

- Map actors, their power distance, and their agendas
- Co-diagnose the binding constraint of improving learning and its root causes
- Assess the capabilities of the actors



## CO-DESIGN AND ADAPT

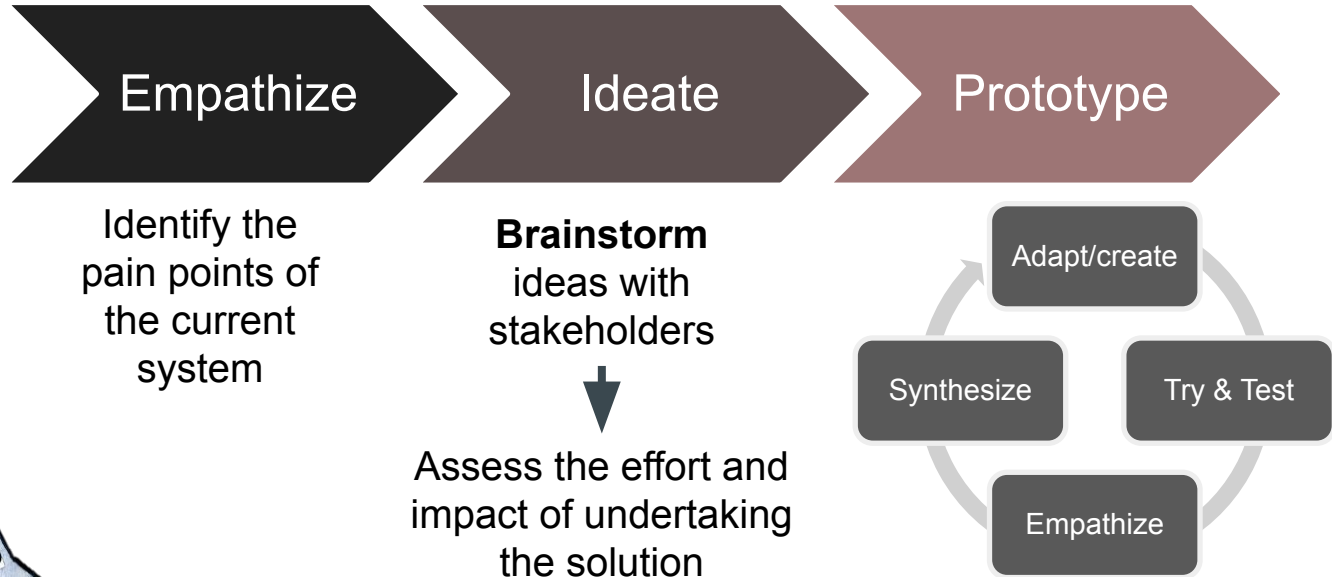
- Diagnose the pain points in the current system
- Find ideas of solution from positive deviant schools or brainstorm with local stakeholders
- Create a prototype
- Test and adapt!



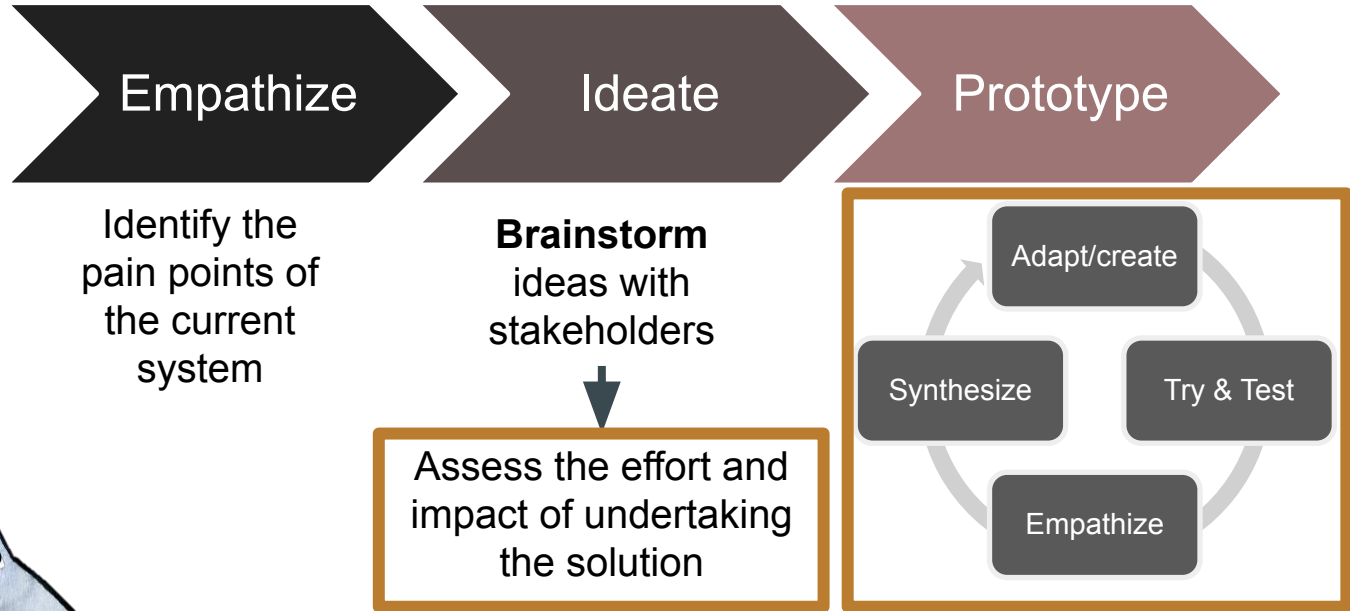
## EVALUATE AND ADAPT

Evaluate whether the solution can improve learning outcomes and understand the context of improvement

# Design process in Way Kanan



# Design process in Way Kanan



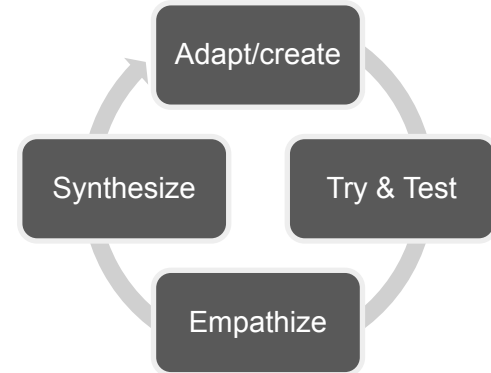
# Design process in Kebumen



Identify the pain points of the current system

Grab ideas from **positive deviant schools**

Discuss the effort & impact of undertaking the ideas



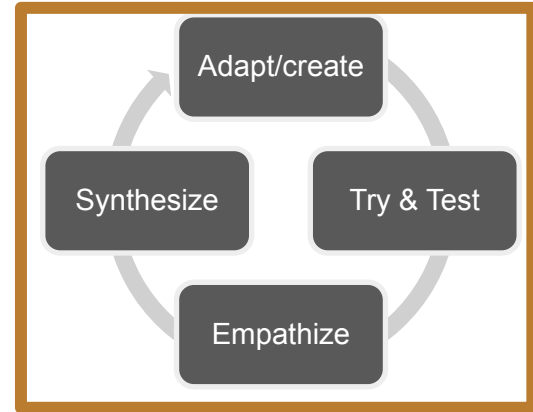
# Design process in Kebumen



Identify the pain points of the current system

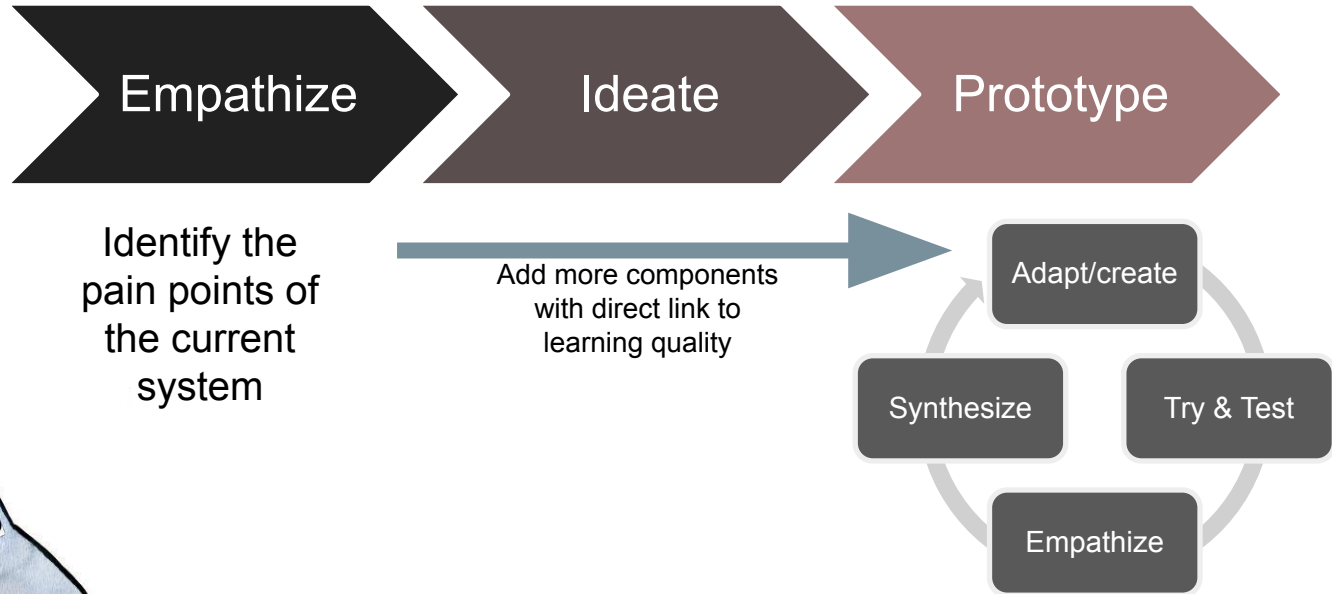
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# Design process in Bukittinggi and Yogyakarta



# What have we learned?

1. Solutions should be designed within the range of the **stakeholders' level of capability**
2. **Spoon-feeding** education stakeholders with “**ideal**” **ideas** that they are not capable to take **will only push** them to **implement superficial programs**
3. Setting **ambitious standard** for low-capability districts will only force them to **comply administratively** to the standard
4. Being **empathetic** and mindful with the “**knowing-nothing**” **mindset** help researchers to diagnose beyond facts
5. Districts with **high awareness of local values and norms** are in a better position to **select practices that fits their context**

# Thank You



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