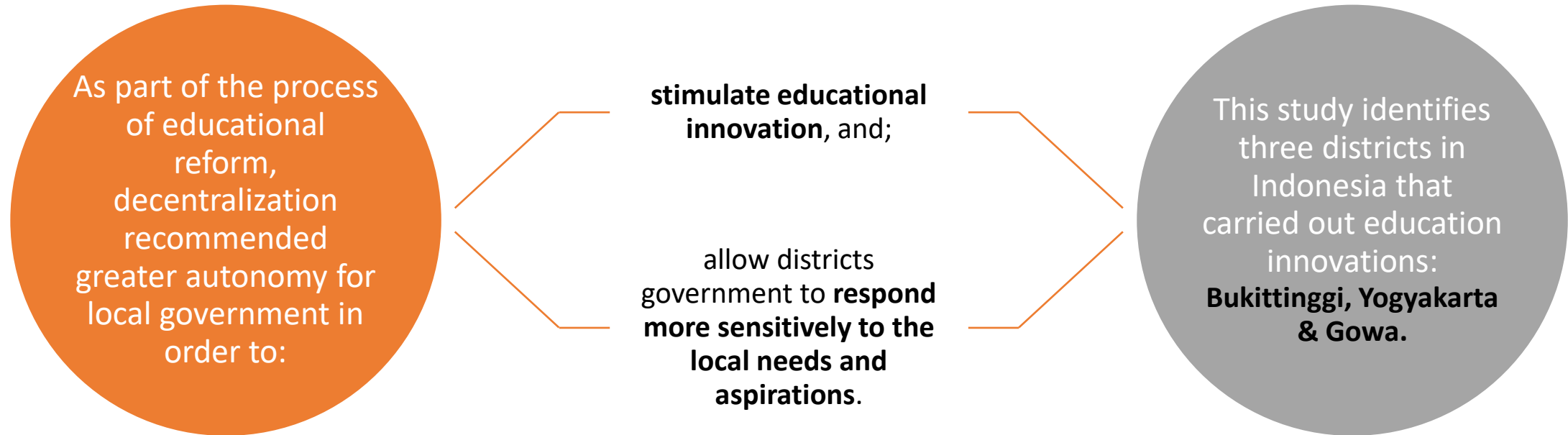


# Social Structure and Local Education Innovation in Indonesia

Shintia Revina | RISE Programme Indonesia

# Background

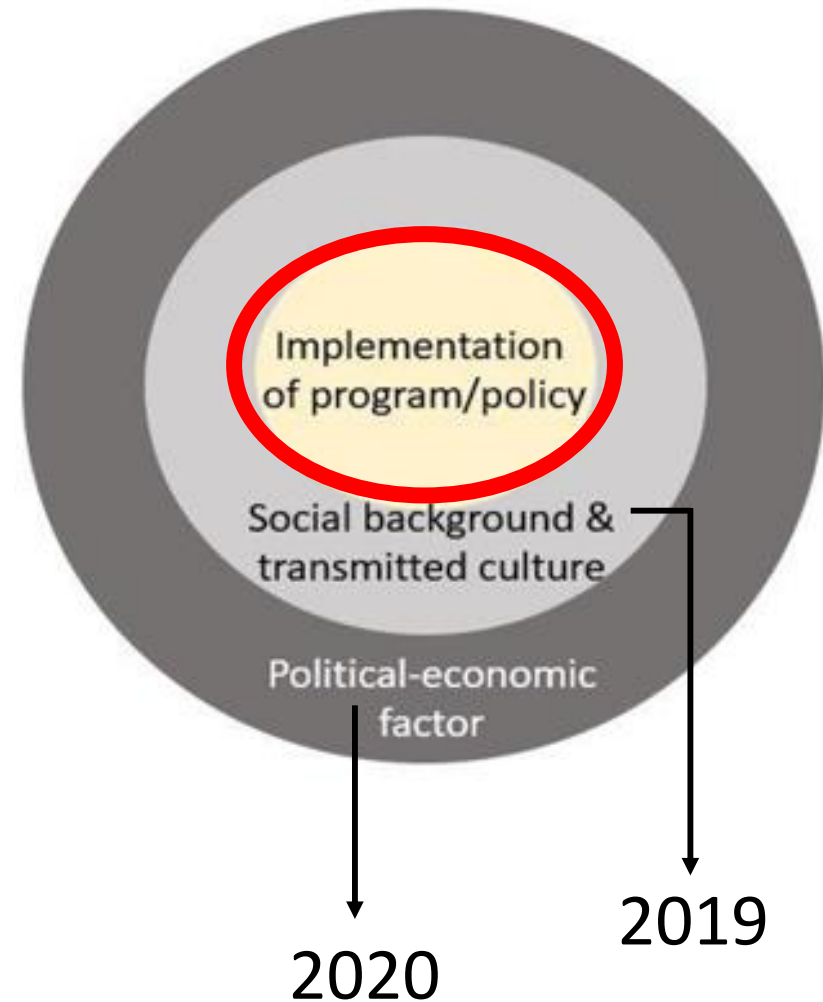


**“How are the types of innovation emerging in different districts related to local social structure?”**

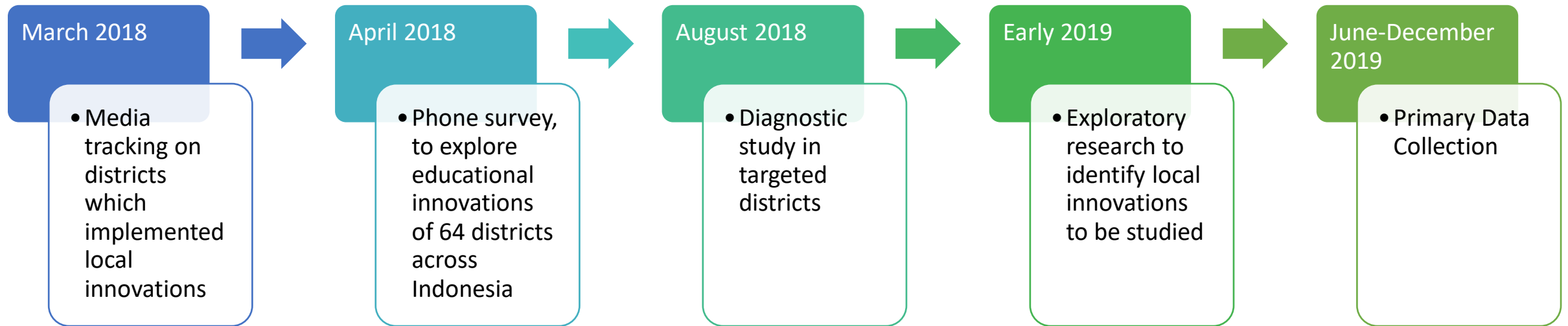
# Research design

## 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)



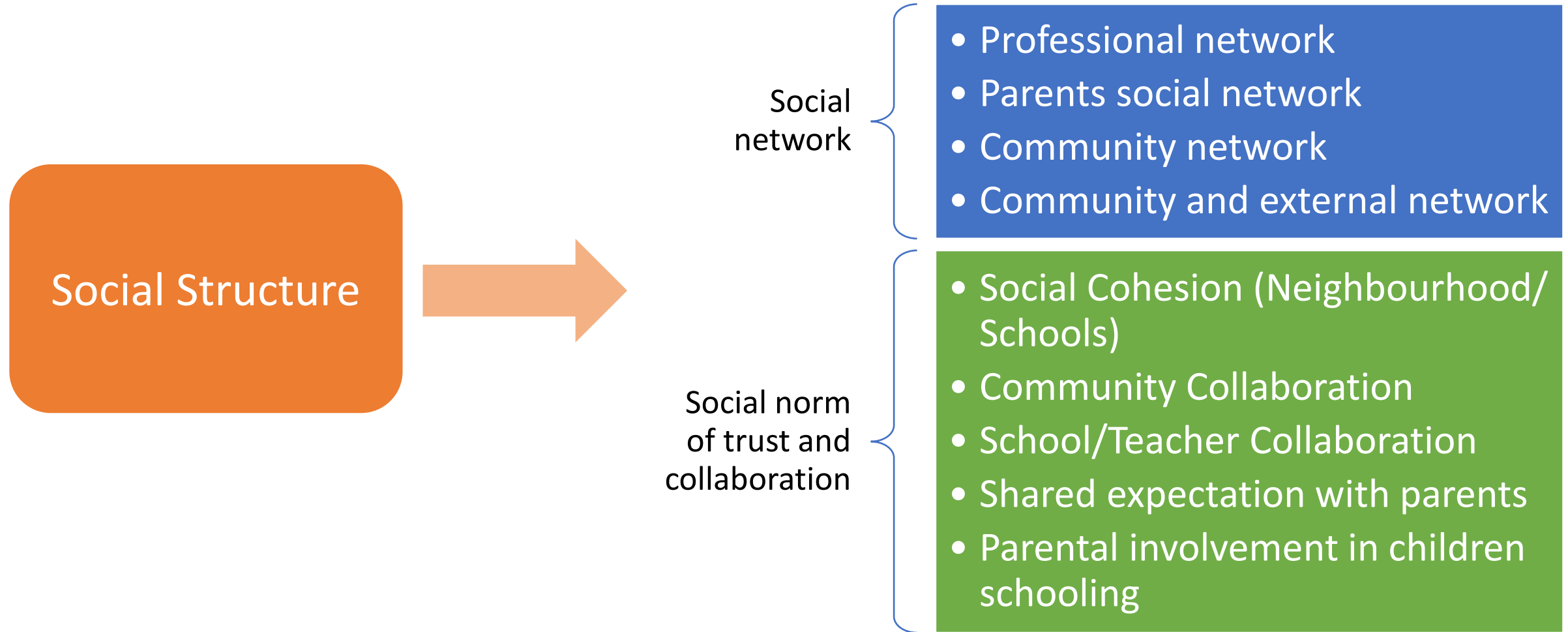
# THE TALE OF THREE DISTRICTS: BUKITTINGGI, YOGYAKARTA AND GOWA



# 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



Cross Classroom Observation



Family Education



Objective

To evaluate teachers' performance objectively



Objective

To educate parents on the role of family in children education

# Yogyakarta: Parental and local community participation



Parents Association



Community Learning Hours (JBM)



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



Objective

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



Automatic Promotion (SKTB)



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



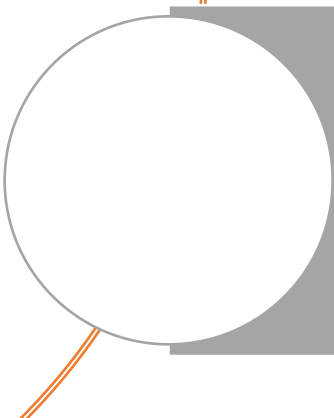
## Social Structure and Physical/Financial Resources

- 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



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