

University of Groningen

The education divide in Indonesia

Muttaqin, Tatang

IMPORTANT NOTE: You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.

Document Version
Publisher's PDF, also known as Version of record

Publication date:
2017

[Link to publication in University of Groningen/UMCG research database](#)

Citation for published version (APA):
Muttaqin, T. (2017). *The education divide in Indonesia: Four essays on determinants of unequal access to and quality of education*. University of Groningen.

Copyright

Other than for strictly personal use, it is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license (like Creative Commons).

The publication may also be distributed here under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license. More information can be found on the University of Groningen website: <https://www.rug.nl/library/open-access/self-archiving-pure/taverne-amendment>.

Take-down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Downloaded from the University of Groningen/UMCG research database (Pure): <http://www.rug.nl/research/portal>. For technical reasons the number of authors shown on this cover page is limited to 10 maximum.

THE EDUCATION DIVIDE IN INDONESIA

Four essays on determinants of unequal access to
and quality of education

Tatang Muttaqin

To family and friends

© Tatang Muttaqin

ISBN (print): 978-90-367-9604-0

ISBN (digital): 978-90-367-9603-3

Printed by: Ridderprint BV, the Netherlands

Cover illustration: Kholid Barkah

Funding: This PhD project has been financed by *Scholarship for Strengthening the Reforming Institutions (SPIRIT)*, Ministry of National Development Planning/National Development Planning Agency, Republic of Indonesia.



university of
 groningen

THE EDUCATION DIVIDE IN INDONESIA

Four essays on determinants of unequal access to and quality of education

PhD thesis

to obtain the degree of PhD at the
University of Groningen
on the authority of the
Rector Magnificus Prof. E. Sterken
and in accordance with
the decision by the College of Deans.

This thesis will be defended in public on

Monday 27 March 2017 at 12.45 hours

by

Tatang Muttaqin

born on 22 February 1972
in Garut, Indonesia

Supervisor

Prof. R.P.M. Wittek

Co-supervisor

Dr. L. Heyse

Assessment Committee

Prof. D.R. Veenstra

Prof. R.J. Bosker

Prof. P.L.H. Scheepers

Table of contents

1 Introduction	9
1.1 Introduction	10
1.2 Government efforts to improve access to and quality of education in Indonesia	11
1.2.1 Expanding access to preschool	11
1.2.2 Universal education	11
1.2.3 Targeting the poor	12
1.2.4 Improving scores in the national examinations	13
1.2.5 Decentralizing the education system	13
1.3 The problem: persistent gaps in quality of and access to education in Indonesia	13
1.4 Access to and quality of education: a multilevel, multi-resource framework	14
1.5 Applying the framework: four studies	18
1.5.1 Being out of school: municipality and household level antecedents	19
1.5.2 Preschool participation: household and community level antecedents	20
1.5.3 Educational attainment: provincial and municipal level antecedents	21
1.5.4 Student achievement: school level antecedents	21
1.6 Research design and data	22
1.6.1 National socio-economic survey (Susenas 1996-1999 and 2008-2011)	22
1.6.2 Village potential (Podes, 2011)	23
1.6.3 National examination dataset (MoEC, 2013)	23
1.6.4 Local government expenditure/LGE (MoF, 2013)	24
1.6.5 Fiscal capacity index (MoF, 2011)	24
1.6.6 Municipality development (MDDR, 2011)	24
1.6.7 Newly created municipalities (MoHA, 2008-2011)	25
1.6.8 Expert interviews with heads of Traditionalist, Modernist and Integrationist organizations	25
1.7 Contributions	27

2 Why do children stay out of school in Indonesia? The impact of municipal variations and household characteristics	29
2.1 Introduction	30
2.2 Theoretical framework	33
2.2.1 The Impact of local (government) resources	35
2.2.2 The impact of household socio-economic status (SES)	36
2.3 Data, measurement and analytical procedure	38
2.3.1 Data	38
2.3.2 Measurements	39
2.3.3 Analytical procedure	42
2.4 Results	42
2.4.1 The impact of variations in municipality characteristics	45
2.4.2 The impact of household characteristics	46
2.5 Discussion and conclusions	50
2.5.1 Impact of the municipality level	50
2.5.2 Impact of household and individual levels	52
2.5.3 Policy implications	53
3 Household- and community-level factors of preschool participation in Indonesia: the moderating role of social capital	55
3.1 Introduction	56
3.2 The preschool system in Indonesia	58
3.3 Theory and hypotheses	59
3.3.1 Socio-economic status (SES) factors	60
3.3.2 Modernization and urbanization	62
3.3.3 Social capital	63
3.3.4 The moderating role of social capital: compensating effects	65
3.4 Data and method	67
3.4.1 Data collection	67
3.4.2 Data description	67
3.4.3 Analytical procedure	72
3.5 Results	73

3.6 Discussion and conclusion	82
4 The impact of decentralization on educational attainment in Indonesia	85
4.1 Introduction	86
4.2 Research questions	87
4.3 Social and scientific significance	88
4.4 Research design and methodology	89
4.5 Decentralization and education in Indonesia	89
4.6 Theory and hypotheses	91
4.7 Data and method	95
4.7.1 Data and measurements	95
4.7.2 Variables	96
4.7.3 Statistical analysis plan	97
4.8 Results	98
4.8.1 Descriptive results	98
4.8.2 Multilevel analysis	100
4.9 Conclusion and discussion	104
4.9.1 Summary of findings	104
4.9.2 Unexpected findings, limitations and avenues for future research	105
5 Organizational and ideological differences between private Islamic schools in Indonesia and their effects on student achievement and the achievement gap	109
5.1 Introduction	110
5.2 Organizational and ideological differences in private Islamic school system	112
5.3 Theory	114
5.3.1 School track differences and student achievement	115
5.3.2 School streams differences and student achievement	116
5.3.3 The gender achievement gap across school tracks and streams	117
5.3.4 The SES achievement gap across school tracks and streams	118
5.3.5 Context variables	119
5.4 Data and methods	120
5.4.1 Data collection	120

5.4.2 Data description	121
5.4.3 Variables	124
5.4.4 Analytical strategy	125
5.5 Results	126
5.5.1 Multilevel analysis	127
5.6 Discussion and conclusion	137
6 Discussion and conclusion	141
6.1 Conclusion	142
6.2 Summary of the main findings	143
6.2.1 Municipality and household resources' effect on the likelihood of children to be in or out of school	143
6.2.2 The moderating role of social capital	143
6.2.3 Political resources' effect on the length of schooling	144
6.2.4 The effect of organizational and ideological resources on achievement and achievement gaps	145
6.3 Theoretical implications	149
6.4 Methodological implications	151
6.5 Practical implications	152
References	155
Nederlandse samenvatting	173
English summary	177
Acknowledgements	181
About the author	183
ICS Dissertation series	185