

THE INDONESIAN EDUCATION SYSTEM

Drs. I Ketut Budarma

筆者紹介

バリ・プロテスタント・キリスト教会は1987年にパンティ・アスハン（児童・生徒用養護施設）を開設し貧困層の子弟を受け入れ、生活と教育の機会を提供し今日に至っている。貧困家庭の児童が貧困を克服する手だてとして教育にける期待が大きい。その教育の必要性については、別掲の拙著「インドネシアにおける貧困と低教育水準」¹を参照されたい。

インドネシアでは、1945年憲法の第31章第2節に基づき、国民教育法が制定された。1989年3月27日に1989年第2号法として、その国民教育法が改訂された。この改訂により、小学校までの義務教育課程に中学校課程を含め、9年間をもって基礎教育とするように位置づけられた。2003年7月8日、メガワティ大統領により、2003年第20号法として、再度、国民教育法が改訂されている。この改訂のポイントは、教育における地方行政自治権の拡大、学校運営に地域住民の参加、宗教教育を充実すべく、校内に各宗教の授業を専任する教員を配置し、各宗教の祈祷所を設置することを義務づけた、幼稚園教育を非公式教育として位置づけたこと等があげられる。

このインドネシアの教育制度について総合的に紹介するために、ブダルマ氏に特別寄稿を依頼した。

1 林陸雄「インドネシアにおける貧困と低教育水準 その悪循環克服の試み」『桃山学院大学キリスト教論集』第43号、2006年、133～168頁。

ブダルマ氏の略歴を紹介する。氏はバリ国立ポリテクニク観光学科の英語講師であり、カリキュラム委員長である。2000年から2004年の間、バリ教会の教育事業部門である教育財団ハラパンの議長を務めている。なお、ブダルマ氏の紹介および授業実践例については、別掲の“ The reality of my English education in State Polytechnic of Bali ”²を参照されたい。

(桃山学院大学 経済学部教授 林 陸雄)

. BACKGROUND

Before discussing the Indonesian Education System, we need to see why the Government of the Republic of Indonesia is constitutionally obligated to provide education for its people.

The Preamble of the 1945 Constitution has mandated that the Government of the Republic of Indonesia protect all her citizens, maintain territorial integrity, promote public welfare, enhance the intellectual life of the nation, and support world peace, with a foundation based on independence, enduring peace, and social justice.

The 1945 Constitution has mandated that the Government organize and administer a national education system based on a legal framework that will strengthen the people's faith and piety to God the Almighty as well as their moral character as a means for enhancing the intellectual capacity of the nation.

2 Iketut Budarma, The reality of my English education in State Polytechnic of Bali. 『桃山学院大学キリスト教論集』第43号, 2006年, 206 ~ 224頁。

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A national education system should ensure equal opportunity, improve the quality, relevance, efficiency of the nation to meet various challenges in the wake of changes of local, national and global lives; therefore it requires a well-planned, well-directed, and sustainable education reformation.

1. Education means a conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and the noble character and skills that one needs for him/herself, for the community, for the nation, and for the State.
2. National education is an education based on Pancasila³ (Indonesian five principles) and the 1945 Constitution, which is rooted in the religious values, national cultures of Indonesia, and one that is responsive to the needs of the ever-changing era.
3. National education system is the overall components of education, which are interrelated in an integrated way in the pursuit of national education objectives.

³ Pancasila is the five principles or the philosophy of Indonesian people consisting of,

a. believe in one almighty God, b. Humanity, c. Unity of Indonesia, d. Democracy and e. Social justice of all Indonesian people.

. VISION AND MISSION OF THE NATIONAL EDUCATION SYSTEM

Vision

The Vision of national education is constituted through peace, democracy, intellect, skill, and competitiveness, going forward and securing a prosperous Indonesian society in the Republic of Indonesia. This is supported by healthy, self-supporting, faithful, pious, and august behavior, love of the fatherland, pursuant to the environment and law, mastering technology and science, being highly motivated and also having discipline as an Indonesian human being.

Mission

To realize the vision of national education, youth, and sport specified by the mission and to achieve the goals of national education, youth, and sport, the following has been declared:

1. To realize a democratic and high quality national education system and climate, to create a nation populated with people of august behavior, to foster a creative, innovative, national perspective, to be smart, healthy, disciplined, responsible, skillful, and also master in the fields of technology and science.
2. To realize a dynamic, creative, and resistant to globalization influences society and culture.
3. To observe religion in everyday life through teachings and deeds, to realize the quality of the belief in God and to fear God the Great Unity,

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and the brotherhood among religious people who have august behavior, tolerant, harmonious, and peaceful.

4. To improve the quality of human resources to be productive, self-supporting, and going forward, to be competitive, environmentally aware and enduring in order to achieve society's endeavors for the entire national economic power and especially the small, middle, and co-operative entrepreneurs.

. **FOUNDATION, FUNCTION, OBJECTIVE**

As mentioned above, the foundation of the Indonesian education system is the Pancasila and the 1945 constitution ideology.

The function of education is to develop human potential and transform the character and the nation's civilization in its effort to educate the people to improve the learners' ability and inculcate their faith in God, with high moral character, to be healthy, knowledgeable, competent, creative, independent and to become democratic and responsible citizens.

1. **Goal of Education:** National education strives to make the Indonesian people aware of the possibilities to sustain their lives and lifestyles and to continuously evolve from one generation to the next. The national education system is to be carried out in a universal (open to every citizen), sound (covering all units, channels, types and levels of education) and consolidated (national education is interconnected with national development) manner.

2. **The Education System:** The system is organized into formal (in-school) and non-formal (outside-school) education, consisting of basic education, senior secondary education and higher education. Formal education is organized in schools through teaching and learning activities, which are graduated, hierarchical, and continuous. Non-formal education is organized outside the formal schooling system. Basic education is compulsory and provides learners with basic knowledge and skills in a nine-year academic cycle six years of primary and three years of junior secondary school. Senior secondary education consists of general, vocational, religious, service, and special secondary schooling, while higher education consists of academic and professional education.

The National Education System of Indonesia is generally aimed at elevating the intellectual life of the nation and developing the Indonesian people fully, i.e. as people who are devoted to God, have knowledge and skills, are in good physical and spiritual health, are independent and fair, and feel responsible for their countrymen and nation.

The education system also strives to create a patriotic spirit, strengthen love for the fatherland, enhance the national spirit, social solidarity and awareness of Indonesia's history, remembrance for national heroes, and create a forward looking attitude. The learning and teaching climate strives generate self-confidence and a learning culture across all layers of society that induces an attitude and behavior of creativity, innovative thinking, and orientation toward the future. The education system has its roots in the Indonesian culture based on Pancasila and the 1945 Constitution. In law No. 20 of 2003 concerning the National Education

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System, the system aims at generating abilities and increasing the standard of living and dignity of the Indonesian people in order to achieve the national development objectives. Based on the law, the national education system is identified in terms of units, paths, types, and levels of education.

The units of education (school or out-of-school) organize learning and teaching activities that are implemented inside and outside the schools respectively. The education system is organized in two different paths, i.e. school and out-of-school education. School education is organized in school through teaching and learning activities, which are graduated, hierarchical, and continuous. Out-of-school education is organized outside formal schooling through teaching and learning activities, which may or may not be hierarchical and continuous. Education in the family is an important part of the national education system. These are out-of-school education practices and provide religious, cultural and moral values, and skills.

. STREAMS, LEVELS, AND TYPES OF EDUCATION

1. STREAMING

Educational streaming consists of formal education, non-formal education, and informal.

- a. Formal education is defined as an educational stream, which is structured and has levels, encompassing basic education, secondary education, and higher education.
- b. Non-formal education is defined as education outside formal education,

which can be implemented structurally, or in several levels.

- c. Informal education is defined as family education and education in informal contexts.

These forms of education can complement and enrich each other.

2. LEVELS OF EDUCATION

The levels of education consist of basic education, secondary education, and higher education. Based on the National Education Law No. 20 of 2003, the levels of education that include the formal school system consist of the following levels of education, i.e. basic education, secondary education, and higher education. Apart from the levels of education mentioned above, pre-school education is also provided. Out-of-school education can be held at the outside schools and provided by governmental and non-governmental agencies of the private sector and the community. Basic Education is general education consisting six years of primary and three years of junior secondary school. The goal of basic education is to develop learners as individuals, members of society, citizens and members of humankind, as well as to prepare them to pursue secondary education. Basic education is compulsory education that provides the learners with basic knowledge and skills. In addition to basic education, there is also an Islamic Primary School called Madrasah Ibtidaiyah, equivalent to Primary School and an Islamic General Junior Secondary School called Madrasah Tsanawiyah, equivalent to General Junior Secondary School that is managed and run by the ministry of Religious Affairs.

Secondary education is available to graduates of primary school. The

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paths of secondary education include general secondary school, vocational secondary school, religious secondary school, and service related secondary school. Secondary education gives priority to expanding knowledge and developing learners' skills and prepares them to continue their studies at the higher level of education or prepares them to enter the world of work and expands their professional attitude. The length of secondary education is three years for general secondary education and three or four years for vocational education. In addition to secondary education, there is also an Islamic General Senior Secondary School called Madrasah Aliyah, equivalent to General Senior Secondary School managed and run by the Ministry of Religious Affairs.

Higher education is an extension of secondary education consisting of academic and professional education, academic education is mainly aimed at mastering science, technology, and research, whereas professional education is more aimed at developing practical skills. Institutions involved in higher education are of the following types: academics, polytechnics, and schools of higher learning, institutes, and universities. The length of higher education is three years for the diploma program and four years for the graduate program. After completing the graduate program students can continue on to a master program for two years and finally to a doctorate program for three years.

Pre-school education aims at stimulating the physical and mental growth of children out-side of the family circle before entering primary education that can include both the formal school system or out-of-school education. Among the types of pre-school education available are kindergartens at the formal school and play groups and day care centers

at out-of-school locations. Kindergarten is provided for children ages 5 to 6 years for one to two years of education, while children at least 3 years old attend playgroups and day car centers. Types of out-of-school education consist of general education, religious education service-related education, and vocational education. Out-of-school education may include courses, group learning such as the packet A, B Income Generating Program, apprenticeships, or any other learning activities.

3. TYPES OF EDUCATION

Types of education include general education, vocational education, academic oriented education, professional education, religious education, special education and service related education

- a. **General education** prioritizes expansion of general knowledge and improvement of skills. Learner's specialization is also needed in the final grade.
- b. **Vocational education** prepares learners by mastering a number of specific vocational skills needed for employment.
- c. **Academic-oriented education** focuses primarily on improving the mastery of science.
- d. **Professional education** prepares learners primarily on mastering specialized or job-related knowledge and skills.
- e. **Religious education** prepares learners to play a role, which requires the mastery of specific knowledge about religion and related subjects.
- f. **Special education** provides important skills and abilities for learners with physical and/or mental disabilities.
- g. **Service-related education** aims at increasing abilities required for a government official or a candidate to implement a certain task.

The streams, levels, and types of education can take the form of an

educational units organized by the Government, local governments, and/or the community.

. NON FORMAL EDUCATION

Non-formal education is provided for community members, who need education services that function as a replacement, complement, and/or supplement to formal education in the framework of supporting life-long education.

Non-formal education is aimed at developing learners' potentials, with emphasis on the acquisition of knowledge and functional skills and developing personality and professional attitudes.

Non-formal education comprises life-skills education, early childhood education, youth education, women empowerment education, literacy education, vocational training and internship, equivalency programs, and other kinds of education aimed at developing learners' abilities.

A non-formal education unit is realized through training centers and colleges, study groups, community learning centers, Islamic community learning center (majelis taklim), and other education units of similar type.

Training centers and colleges are provided for community members who are in need of knowledge, competencies, life-skills, and attitudes to develop their character, professionalism, work ethic, entrepreneurship, and/or for further education.

The outcomes of the non-formal education programs shall be recognized as being equal to the outcomes of formal education programs after

undergoing a process of assessment by an agency appointed by the Government or the local governments based on national education standards.

. INFORMAL EDUCATION

Informal education can be realized through forms of self-learning, provided by families and surroundings. The outcomes of informal education as mentioned above shall be recognized as being equal to the outcomes of formal education and non-formal education after successful evaluation through an assessment according to national education standards. The Government Regulation shall, further stipulate the implementation of the provisions for informal education.

. SCHOOL COUNCIL

The purpose of issuing the Government Local Act Number 22 Year 1999 is to give broad, real, responsible authority to a specific district and to society so that by giving opportunities to the district and society they are enabled to govern implement initiatives in accordance to local society needs and each district's potential.

The implementation of education needs adequate political and social support. As an alternative, in an effort to obtain support for the educational sector, high-quality one-sidedness is needed, starting from the country's leader to the lowest government official, and a society that is very active in the private and industrial sector. This concrete one-sidedness needs to be channeled politically to become a collective force

installed by the Educational Council and located in the district/city and School Committee in the level of educational unit.

1. CHARACTERISTICS

The Educational Council and The School Committee are independent institutions; there is no hierarchical relationship with other educational units or other government agencies. The position of the Educational Council, the School Committee, an educational unit, and other government agencies relate to their respective expertise based on valid stipulation.

2. TARGET OF THE COUNCIL

The purpose the educational unit Council and School Committee formation shall be as follows:

- a. Facilitating and channeling society's initiatives and aspirations in bearing educational programs and policies for the district/city.
- b. Increasing responsibility and fostering an active role at every society level in education implementation.
- c. Creating transparent conditions and an open atmosphere, that is accountable and democratic in implementation and servicing high quality education, in the district/city area and educational unit.

3. ROLE

The role that is performed by the Educational Council is to consider educational policy execution and determination. The institution also oversees financial support, policymaking and manpower for educational implementation. Furthermore, the Educational Council also acts as overseeing order to create transparent and accountable to education

implementation and output, and also as a mediator between government, as an executive body and parliament, as a legislative body and society.

On the other hand, the role that is performed by the School Committee is to consider the execution and determination of educational policy in the educational unit. The institution also acts as support both for financial matters, policymaking and also ideas in educational implementation of the educational unit. Furthermore, School Committee acts as oversight in order to implement the accountable and transparent output of education, in the educational unit, and also as a mediator between government as an executive body and society in the educational unit.

4. FUNCTION

To carry out this role, Educational Council and School Committee have assumed the function of advancing the growth of society's commitment and awareness towards the implementation of high quality education. Furthermore, the Committee motivates institutions, cooperating with society through individuals, organizations, business and industry, government and parliament in regard of high quality education implementation. An additional function is to accommodate and analyze aspirations, views, demands, and various educational needs raised by society.

Furthermore, the function of Educational Council and School Committee is to give input, recommendations and advice to local government/parliament and to educational units concerning education programs and policy, area performance criterion in the field of education, lecturer criterion, specified teacher/tutor and heads of educational units; education

facility criterion; and miscellaneous issued that are related to education.

Lastly, the function of the Educational Council and School Committee is to motivate parents and society to participate in education and raise funds from society in order to implement educational initiatives in the educational unit.

5. MEMBERSHIP

Members of Educational Council consist of citizens that can be added through bureaucracy element / legislation. Members can come from the Self-Supporting Institute of Society or non government organizations, the Educational sector; elite figures (Moslem scholar, cultural, prominent custom, etc); and society members who have interest in the improvement of education, public figures in the area: education experts who have an interest in the improvement of education; education organizing institutions such as public and private schools, Islamic school foundation; business/ industry/professional associations; Indonesian lecture profession unions; and approved delegations from the School Committee. Bureaucracy elements, for example, from local Office of Education elements, legislative elements that specialize in education, can comprise up to four to five Educational Council members.

The number of Educational Council members must be an odd number and can reach a maximum of seventeen people. Conditions, rights, obligations, and also the period of devoting Educational Council membership are specified in the statute. On the other hand, School Committee members come from existing elements in the society. Besides, the teacher council element, institution/educational organizer institute

personal and village consideration council participants can be included as members. School Committee members from the society element can come from delegations of parents/education participant sponsors, based on class level, who democratically voted; public figures (chief of sub-village, head of orchard, Moslem scholar, cultural observer, prominent custom); society members having interest will be made figures and, striving to increase the quality of education; local government functionary such as chief of village, police department, military representatives, department of labor, Indonesian chamber of commerce; student delegations for the level of secondary school/senior high school, vocational senior high school, that are voted democratically based on class level; and the alumni forum delegation, and elementary, secondary, senior high school, vocational high school participants who are mature and independent. Members of School Committee who come from teacher council elements, educational implementation institutions, Village Consideration Council, can make up as many as three members of the organization.

The number of School Committee members must be an odd with at least 9 people. Conditions, rights, obligations, and also period of School Committee membership are specified in the statutes.

6. ORGANIZATION

The official members of the Educational Council and School Committee were specified based on statute that at a minimum consists of a chief, a secretary, and a treasurer. If necessary, the organization can be completed with certain areas according to the requirements. In addition, a special officer can be hired to take care of administration matters.

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Official members of the council are selected from and by members democratically. Specially, the chairman of Educational Council is not appointed by local government elements and parliament and the chairman of School Committee is not appointed by the head of the educational unit. Conditions, rights, obligations, and also a period of devoting membership of Educational Council and School Committee are specified in statute.

7. FORMATION

The formation of the Educational Council and School Committee must be done transparently, democratically, and demonstrating accountability. To achieve transparency, the School Committee must be formed openly and in a process open to society from the starting formation phase committee preparation, socialization process by the committee, candidate member criterion, candidate member selection process, candidate member announcement, and the election process. Forwarding of election results is conducted through accountable to means that is, the preparation committee should submit its performance responsibility report and also the use of committee fund report. The course of election of members and official members conducted through general consensus deliberations are conducted democratically. If considered necessary, the member and official member election can be executed through voting.

The formation of the Educational Council and School Committee starts with the formation of the preparation committee formed by the head of educational unit and/or by society. The preparation committee at least 5 people, consists of education practitioners like teacher, head of educational unit, education organizer, education observer (education care NGO, public figure, religion figure, corporate world and industry) and parents of

students.

. EDUCATION DEVELOPMENT

In an effort to improve the quality of human resources, development of the education sector plays an important role and is a high priority for national development as a whole.

The Guidelines of national policy stipulate that education is a cultural process, which raises the values and dignity of humanity. Education lasts a lifetime, and its benefits can be felt within the family, the community, and the state. Therefore, education is the mutual responsibility of the family, the community, and the government.

The emphasis of education development has raised the quality of every level and type of education in addition to the expansion of educational opportunities, especially at the junior high school level, in anticipation of a nine-year compulsory education system.

National education as a vehicle for the advancement of science and technology is enriched by moral values, culture and humanity to raise the value and dignity of every individual. That is why teaching about Pancasila and religion is continuously carried out in every level and type of education, starting from kindergarten to higher education in public as well as private schools.

Since the Indonesian Government's announcement of its local autonomy policies in 1999, the national education system has undergone many processes of reform. As in many other sectors, education is to be

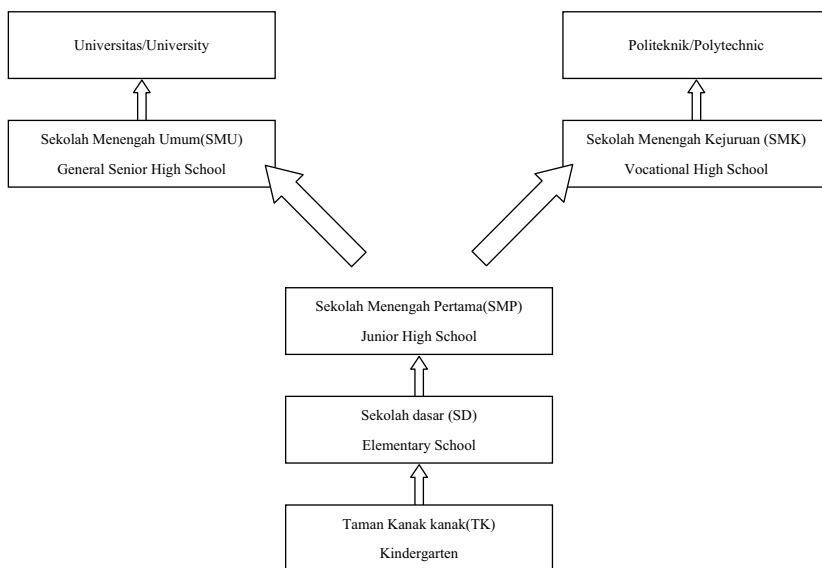
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decentralized and more control will rest in the hands of individual schools, communities and local governments.

In general the national education system is similar to systems implemented in other countries. As a matter of law, education in Indonesia is divided into two categories, formal education and non-formal education. The department of education administers formal education from primary to university levels. Non-formal education is administered by a section of the education department called the Community Based Education. This section provides licenses and consultative advice and standard control towards non-formal education institutions giving short courses and training needed by the community to acquire specific skills including computer expertise, foreign languages, plumbing, mechanical skills.

The curriculum for formal education is set, delivered and controlled by the department of education. They provide guidance and consultation to ensure that each level of education meets the national standard. All students are tested nationwide. Score achieved by students in remote areas will reflect similar competencies to those achieved by students residing in the capital city. Institutions based on the current needs of the community independently design the curriculum for non-formal education. The length of the courses and training to obtain a specific skill at one level is three months. Basic or elementary levels to advanced levels are provided. Indonesia also has special schools for people who are mentally or physically challenged.

The chart outlines the education system 1



. COMPETENCY BASED CURRICULUM

Competency-based education is an approach that designs curriculum based on an analysis of roles to be filled on completion of an educational program. Instead of examinations that simply assess mastery of course material, the focus is on the ability of the student to demonstrate proficiency or competency in these external roles. The competency-based education movement started in the early 1970s as an education initiative for a more effective and practically useful curriculum. Currently, businesses have shown an interest in competency-based programs for the training of their technical employees, while liberal arts colleges have used a competency approach to develop communication and critical thinking skills. In addition, a competency-based education framework is being used

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by some colleges, universities, and distance education providers to facilitate the educational re-entry of adult learners by granting credit for life experience. Most broadly, competency-based education is an educational reform that seeks for a closer fit between higher education and the needs of society for both skilled employees and the capable citizen.

Two divergent educational philosophies have served as theoretical frameworks in designing competency-based programs: the behaviorist or functional view, and the humanistic/holistic view. The behaviorist or functional approach defines roles and builds curriculum in terms of highly refined, specifically stated skills. The humanistic approach views life roles from a holistic perspective and builds curriculum that incorporate elements of culture, personality, and citizenship. Proponents of the humanistic approach believe that education cannot be confined to the narrowly defined and task-specific curriculum, which lacks breadth and inhibits intellectual and moral growth. They claim that the primary purpose of curriculum is to educate learners to acquire a full intellectual and social understanding of the world, not simply train them for a specific occupation. Functionalism, on the other hand, suggests that the competency of practical skills does not detract from the value of education; rather it enhances the education learners receive by assuring them that their efforts will be rewarded in the marketplace.

The fund for the Improvement of Postsecondary Education (FIPSE) during the 1970s was a major force advocating and supporting competency-based education. It was formed in 1971 as a government foundation to enable colleges and universities to adapt to changing conditions and to improve postsecondary education. In fulfillment of its

mission, FIPSE announced a special interest in competency-based education in 1974. This decision to focus on competency-based education was seen by FIPSE as a way to give high priority to the issue of accountability, to the need for a more cost-effective education, and to the establishment of a more rational basis for certification. During the 1970s, grants from FIPSE supported a number of colleges and universities in their development of competency-based curriculum, and sponsored some related research projects and reports.

A competency-based curriculum includes three components: (1) an explicit statement of desired competencies; (2) a set of specific procedures for assessing the achievement of these competencies; and (3) the design of learning experiences that facilitate the achievement of competencies. Different from other reform initiatives, competency-based education is outcome-directed and assessment-oriented. It initiates a process directed towards the desired outcomes of a college education and the means to assess them. Outcomes are specified in a competency statement, and are broken down into components and subcomponents, which provide more direction to the learning necessary to achieve each competency. Because the expected outcomes are clearly defined, this style of assessment places the emphasis on diagnosis and improvement until competency is achieved. Individual students, therefore, can play a pivotal role in deciding when and how often to be assessed.

Competency-based education has had a considerable impact on the roles of students and faculty in education and has redefined their relationship. It demands of students that they become self-motivated learners who play an active role in their own education. Students must demonstrate

satisfactory performance and competency in order to fulfill the requirements of the curriculum; they cannot be regarded simply as receptacles to be filled with knowledge. Faculty members must act as mentors (rather than as lecturers) by observing the performance of students and building relationships with them to facilitate learning toward achieving competency. In addition, faculty must move away from paper and pencil tests of comprehension and towards designing assessment instruments that measure performance in real-life settings. And students and faculty together must recognize that competency-based education is not easily achieved within a fifty minute class or a 15 week semester, but rather the curriculum requires a range of learning experiences over varying amounts of time before student performance reaches the prescribed level.

Competency-based education has raised several concerns among educators. Some question whether education should be directed to the mechanistic measuring of specific behaviors, leaving little room for the element of discovery in education. Such criticism suggests that by defining education in terms of predefined competencies, any other learning becomes irrelevant to the educational process. Another concern is related to the assessment criteria. What standards of competency are going to be applied and who will define and measure them? Some educators are reluctant to cede the development of their curriculum to employers of professional groups, particularly at the undergraduate level. A related issue is the role of liberal arts and general education in competency-based education. What does it mean to be competent in history or literature, for example? What are the critical variables of performance, apart from work-related skills, that marks a liberally educated person? Finally, there is a

concern with baseline aspects of competencies. Opponents claim that, although competency-based education attempts to achieve individualization in education, each student is expected to display the same competencies. When competency is defined as a minimum level of performance, there is little incentive for the individual student to strive for excellence.

. POLYTECHNIC EDUCATION SYSTEM IN INDONESIA

The polytechnic education system in Indonesia emerged in 1987 as a response by well-trained workers required by industries in various fields. Polytechnics provide a practically oriented alternative to the traditional University. Extensive working life connections have led to high employment rates among polytechnic graduates.

Polytechnics are favored by industries because its curriculum is characterized by applied and practical skills that are required by industry.

In general State Polytechnic education in Indonesia consists of two departments, commerce and technology. Commerce includes three programs, tourism, business administration and accounting, while technology offers four departments; civil engineering, electrical, machinery and refrigeration.

State Polytechnics of Indonesia has been committed to provide practical and job oriented training for students. The proportion of their curriculum is 40% theory and 60% practical activities done in in-campus workshops. Due to the nature of practical learning activities, the Polytechnic campuses are designed as real-life work places and are very well equipped. Due to this industry-like campuses and industry-like atmosphere created on the campus, the polytechnic education system carries a high cost, since all

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materials and equipment must closely resemble those in actual businesses and industries.

The vocational training taught in Polytechnics requires 6 semester; this program is called diploma III. All the fifth semester students have to take on the job training in related industries for 3 up to 12 months. The State Polytechnic of Bali provides three locations for the students to complete their job training including Bali, Singapore, and The USA. Most related industries in Bali prefer a three-month job-training program, six months for Singapore and a year for the USA.

Soon after their finishing their job training students must write a report on their final projects related to their job training experiences. Most of them are recruited by the private sector during their job-training period.

Companies prefer to employ Polytechnic graduates because they have multiple and adaptable skills. Also, they can adapt to a new working environment in a relatively short period of time.

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As a big country of 250 million people, the Indonesian government has to set a national education system, as guidance for educational policies in provincial and regency levels.

The system has to accommodate the diversity and unite all people, in one legal education system. The system designed in such a way, to make Indonesian people well educated and trained, and preserve their values, culture and traditions. The system shall guarantee that, all people have equal opportunity, for education with a national standard.

Indonesia is a multi ethnic country. Each ethnic group has its own culture and tradition, and each group wants to preserve their culture and tradition, as their ethnic identity. The ethnic identities will be adopted as the national identity. Seeing this fact, the national education system, provides opportunities for schools located in certain ethnic groups areas, to teach students thier own local dialect as a compulsory subject.

Indonesia consists of 36 provinces; each province has its own local need. For instance, the province of Bali, who relies on tourist business, will be given opportunity by the national government to develop subjects related to tourism.

The main objectives of the education in Indonesia is to provide quality education and training for all Indonesian people in order to have capability

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to create job opportunities and fill available job opportunities for both locally and internationally, with good standing moral values, professional attitude and behavior, and preserve their Indonesian culture and tradition, as the national identity