PEDAGOGICAL APPROACHES IN INDONESIAN EDUCATION SYSTEM

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Two major problems:

- Access to formal education
- Quality of education
Background

- **Access → Compulsory education policy:**
  - 1984: six years compulsory education
  - 1990: nine years compulsory education

- **Impact → Increase participation rate:**
  - 92.43% (primary school) in 2012
  - 70.73% (secondary school) in 2012

- **Quality ?**
<table>
<thead>
<tr>
<th>Official School Age</th>
<th>Level</th>
<th>Type of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>25/ Above</td>
<td>Higher Education</td>
<td>Post Graduate in Islamic Studies, Ministry of Religious Affairs, Ministry of Education</td>
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<tr>
<td>24</td>
<td></td>
<td>Graduate in Islamic Studies, Ministry of Religious Affairs, Ministry of Education</td>
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<tr>
<td>23</td>
<td></td>
<td>Bachelor in Islamic Studies, Ministry of Religious Affairs, Ministry of Education</td>
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<tr>
<td>22</td>
<td></td>
<td>Undergraduate Diploma (Academy), Ministry of Education</td>
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<td>21</td>
<td></td>
<td>Graduate, Ministry of Religious Affairs, Ministry of Education</td>
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<td>20</td>
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<td>Bachelor, Ministry of Religious Affairs, Ministry of Education</td>
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<tr>
<td>19</td>
<td></td>
<td>Vocational High school, Ministry of Education</td>
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<tr>
<td>18</td>
<td>Upper Secondary School</td>
<td>Muslim High School (Madrasah Aliyah), Ministry of Religious Affairs, General High School (SMU), Ministry of Education</td>
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<td>17</td>
<td></td>
<td>Vocational High school, Ministry of Education</td>
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<td>16</td>
<td></td>
<td>Junior Secondary School (SMP), Ministry of Education</td>
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<td>15</td>
<td>Lower Secondary School</td>
<td>Muslim Lower Secondary School (Madrasah Tsanawiyah), Ministry of Religious Affairs, Primary School (SMP)</td>
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<td>14</td>
<td></td>
<td>Junior Secondary School (SMP), Ministry of Education</td>
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<td>13</td>
<td>Primary School</td>
<td>Muslim Primary School (Madrasah Ibtidaiyah), Ministry of Religious Affairs, Primary School (SD)</td>
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<td>12</td>
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<td>Primary School (SD), Ministry of Education</td>
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<tr>
<td>11</td>
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<td>Kindergarten (SD), Ministry of Education</td>
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<td>Kindergarten (non-denominational), Ministry of Education</td>
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<td>5</td>
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<td>4</td>
<td>Pre-school</td>
<td>Muslim Kindergarten (RA), Ministry of Religious Affairs, Kindergarten (non-denominational), Ministry of Education</td>
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<td>Kindergarten (non-denominational), Ministry of Education</td>
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Questions

- What are the prevailing pedagogical approaches in Indonesian education system?
- Do existing pedagogical approaches feature any innovative practices that are proven to be affective for learning? What are the practices and in what ways they are considered effective?
- What are the features of future pedagogical approaches that respond to the changing learning environment?
- How the education policies, related to the improvement of quality education, be implemented both at the national and institutional levels?
Methodology

- Documentary study
- Sources
  - Government document
  - Research Reports
  - Interviews
- Descriptive
Findings
Quality Education Policy

- National Education Act 2003
- National Standards of Education
  - Curriculum Redesign
  - National Examination
  - Teacher Certification
- Teacher training → new methods of teaching
Prevailing Pedagogical Approaches

- Multiple Intelligence Research (MIR)
- Active Learning (PAIKEM)
- Fun learning for science and math (GASING)
- Character Education
Multiple Intelligence Research (MIR)

- Analysis of students’ dominant intelligence
- Individual treatment, i.e. different approaches are used to serve different students
- Significantly influence the result of learning
Active Learning (PAIKEM)

- Variety of methods
- Training for teachers
- Improve students’ performances
Fun learning for science and math (GASING)

- Introduced by Prof. Johannes Surya
- Making math and science easy
- Proven to be effective for math and science learning

[Image of GASING book cover]

[Link: http://www.kandelmultimedia.com/store]
Character Education

- Character Education as non-cognitive skill
- Realization of character education
- Integrated into various subjects
- Formulation of 18 character
18 values of character

- Religious awareness,
- Honesty,
- Tolerance,
- Discipline,
- Hardworking,
- Creative,
- Independence,
- Democratic,
- Curiosity,
- Nationalism spirit,
- Loyalty to the country,
- Appreciative to achievements,
- Friendly/communicative,
- Love of peace,
- Love of reading,
- Care to environment,
- Care to society, responsible.
Curriculum

- Competence Based Curriculum, since 2004
- School Based curriculum development 2006 - 2013
- New curriculum (2013 Curriculum)
  - Created by central government
  - More school hour
  - Integrated subject in primary school
  - Comprehensive objectives
National Examination

- For primary, secondary and high school levels
- Measured against national standard
- Only limited subjects:
  - Indonesian language
  - English
  - Math
  - Sciences
Analysis

- Education for quality is a major challenge.
- Learning strategies is transforming towards constructivism (active & fun learning instead of lecturing).
- Teachers need more trainings for effective learning.
- Character education is designed to prepare students to face future challenges, but the formulation remains less-comprehensive to cover the 21st century skills.
- The implementation of several policies (such as national examination and curriculum) remains ineffective in several areas.
Conclusion

- Educational policy is directed towards quality education.
- The problem of implementation of various policies (such as national examination) needs serious attention.
- 21st century knowledge and skills are implemented through character education, but need further reformulation.
- National examination and curriculum reform can be seen as part of the efforts to improve the quality standard.
Thank you