


Spring 2013

Standardized Chaos: A Portrait of the Indonesian Education System

Andrea Bucciarelli

SIT Study Abroad, abucciar@hamilton.edu

Follow this and additional works at: http://digitalcollections.sit.edu/isp_collection

 Part of the [Curriculum and Social Inquiry Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), and the [Elementary and Middle and Secondary Education Administration Commons](#)

Recommended Citation

Bucciarelli, Andrea, "Standardized Chaos: A Portrait of the Indonesian Education System" (2013). *Independent Study Project (ISP) Collection*. Paper 1532.

http://digitalcollections.sit.edu/isp_collection/1532

This Unpublished Paper is brought to you for free and open access by the SIT Study Abroad at SIT Digital Collections. It has been accepted for inclusion in Independent Study Project (ISP) Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.

**STANDARDIZED CHAOS:
A PORTRAIT OF THE INDONESIAN EDUCATION SYSTEM**

Andrea Bucciarelli
Advisor: Pak Made Yudiana
SIT Study Abroad
Indonesia: Arts, Religion, and Social Change
Spring 2013

Acknowledgements

First and foremost, I would like to thank my Academic Director, Bu Ari, for her endless support and guidance. Throughout this project, and the entire semester, you have gone out of your way to make me (and everyone else on this program) feel comfortable and secure, and have spared no effort in spoiling us with meals, gifts, donuts, and Facebook photos. From the bottom of my heart, thank you for everything that you do. (I don't know what I'll do next semester when I don't get a daily text informing me of my schedule!)

Next, I would like to thank my ISP Advisor and Bahasa Indonesia teacher, Pak Yudi. Your support as an advisor and enthusiasm as a teacher are greatly appreciated; and your ability to work consistently with us to teach us a language vastly different from our own has been inspiring.

To Ratih and my family in Unwar, I extend my most sincere gratitude. Your hospitality and the readiness with which you opened your house and hearts to me are only further reassurance of the Balinese tradition of treating everyone as family. Though it was short, I truly enjoyed my time getting to know all of you.

This project would never have been completed were it not for the inexhaustible efforts of Mirah, Aries, and Dede. For your patience, flexibility, and assistance with translations and interviews, I thank you. During the rest of the semester, your roles as teachers, tour-guides, and friends have been invaluable to me, and I would not have had the fulfilling experience I did were it not for your sharing each step of the journey with us. Mirah, I will miss your melodic, cartoonish voice, and your hilarity every day. Aries, I will miss the endless conversations we have had comparing Indonesian/Balinese and American societies. Congratulations, and best of luck with your wedding! And Dede, I will just plain miss you, my Bro. I wish you the best with your continuing language explorations, which I have truly enjoyed hearing about this semester.

I also thank Pak Garrett, for his endless enthusiasm and eager storytelling throughout the semester, as well as for his guidance and explanation during several baffling temple ceremonies.

Table of Contents

Abstract	4
Introduction	4
Background	6
Methods	9
Results	11
<i>School Structure and Organization</i>	13
<i>Teachers</i>	15
<i>Scholarships</i>	17
<i>Examinations</i>	20
Discussion	23
Conclusions	28
<i>Limitations</i>	29
<i>Recommendations for Further Study</i>	30
Bibliography	31
Primary Sources	31
Secondary Sources	32
Appendices	32
Appendix I: Interview Guides (in English and Indonesian)	32

Appendix II: Glossary of Terms 39**Abstract**

The Indonesian education system exists to provide children across the archipelago with a high quality education that bears relevance to life and culture in Indonesia. School attendance is mandatory for at least nine years, however schools have yet to achieve 100% enrollment at any level. School curriculums, unified by national guidelines, cover a wide range of subjects and evaluate students on their knowledge at the end of each schooling level, through a national exam. Teachers are often, but not always, employed by the central government and assigned to teach in public schools. Other teachers may work part-time at public schools, filling gaps where government teachers are unavailable; they also may be employed full-time in private schools. Scholarships are available for students who cannot afford the full cost of attending school; tuition is universally charged except in government-run primary schools. Private schools are popular, but generally regarded as less desirable than public schools, regardless of their quality. The various policies and structures that make up the Indonesian education system provide a certain degree of organization, but limit the ability of schools to provide the high quality education they may otherwise be able to deliver to students. The government, too, is at fault for neglecting to give adequate attention and support to every school. This study, through observations and formal interviews, examines the public and private sectors of the Indonesian education system and compares its workings to similar aspects of the United States' education system, offering some insight for improvement in both systems.

Introduction

An overcrowded room swarms with students dressed in uniforms of red and white, chattering in small groups. A teacher in a black uniform stands at the front of the room, inquiring in English what each student ate for breakfast. Although it is late in the school year, he frequently needs to be reminded of a student's name before proceeding with the lesson. He then assembles a list of foods in English on the white dry-erase board propped on an easel at the front of the room. As he does so, he asks the students to call out English words. Many students continue chatting, not seeming to pay much attention. The teacher calls for order a few times throughout the hour-long class, but does not seem particularly bothered by the occasional lack of attention. When the bell rings, he calls out

the homework assigned for the next day, and as he bids his students farewell, there is a look of satisfaction on his face—as if he has just held a very successful class.

This scene was not uncommon in the classes I observed at various schools throughout Bali, Indonesia, and there are several aspects of this description that shed light upon the state of the Indonesian education system. Most apparent is the general chaos throughout the class period—this is not only an occurrence in both public and private schools, but it is also one that is not treated as particularly problematic. Additionally, classes are excessively large, teachers do not always foster individual relationships with their pupils, and lessons are sometimes composed on the spot, limiting their quality.

The Indonesian education system has been described as “sub-standard” in the international context (Lewis 2009, 397). It has a problematic infrastructure, exacerbated by disorganized policy implementation at the provincial and regency levels. Critical aspects at the local level, such as teacher placement, are controlled by the central government. Though there are various faults, there are also admirably organized portions of the system worthy of note. Content and student performance are standardized by way of a national curriculum and exam. The curriculum is set by the central government and expanded upon by teachers, and the national exam is required to progress through primary and secondary school.

This study seeks to examine several aspects of the Indonesian education system, and compare them with corresponding aspects of the American system. The parts of the Indonesian system on which this study focuses are its basic structure, teachers, scholarship availability, and standardizing examinations. Each part has a definite structure and presence in the education system, but is also restricted by the complicated

or inefficient way in which it is implemented, often lessening its potential positive impact.

Background

Indonesia is an archipelago comprised of over 17,000 islands. It has had a tumultuous history characterized by a long period of colonization by the Dutch, and three successive waves of governmental change and reform, culminating in its current state as a united democracy. Indonesia achieved independence in 1949, but fell into an unstable period now known as the Old Order regime until the mid-1960s. By the 1990s, significant efforts had been made to unite the many islands, each with distinct languages and practices; one effort at unification came through the improvement of the national education system (Meshkaty 2010, 6-7).

In 1950, the Basic Education Law was passed, establishing compulsory primary education for all Indonesian children. The law was revised in 1989 and expanded to a nine-year basic education cycle (Bangay 2005, 169). The nine-year program requires successful progress through primary and junior secondary school, and was intended to activate nationally over a 10-year period. Enrollment in schools across the nation has improved since the 1989 regulation; according to Lewis and Pattinasarany (2009), enrollment rates in 2005 for primary, junior, and senior secondary school were 93%, 65%, and 42% respectively (398). Although there have been improvements in creating and implementing basic compulsory education, the Indonesian system still faces challenges in policy and on-the-ground instruction and student achievement.

Currently, the education system is broken down into three main levels, controlled by different sectors of the government. Local regency governments run kindergartens and

primary schools, while junior and senior secondary schools are the responsibility of the province. Both public and private higher education institutions exist, and they are run in a similar fashion as in the United States—as individual institutions responsible for their own operations. As Lewis and Pattinasarany (2009) describe in their literature, the central government is in charge of “education policy at all levels, which includes...setting and monitoring school performance standards and compliance with sector regulations,” (398). As part of this task, the central government publishes a set of national curriculum guidelines. The curriculum outlines which subjects are to be taught in any school that follows the curriculum, and allows the principals and teachers of each school to compose specific content details and lesson plans. In conjunction with the curriculum, the central government distributes the *ujian nasional (UN)*, a national exam in late March or April, which acts as a standardizing measure to make students and schools comparable on a national level. Students must pass the UN three separate times at three grade levels in order to graduate from primary, junior secondary, and senior secondary school.

The Indonesian education system has both a public, government-run sector and a private sector. The term *public* in the Indonesian context refers to any school that is government-run. According to Nilan (2003), average class sizes at public schools are “large by Western standards: 37-46 in junior secondary and 33-47 in senior secondary classes,” which can compromise teaching strategies and teacher/pupil relationships (575). An Indonesian public school may or may not have its own property, buildings, and facilities, and such schools are provided by the central government with a certain amount of funding each year. The central government also responds to formal requests made by schools to provide government-employed teachers. The “Ministry of National Education (MONE) determines the distribution of available teachers across schools,” (Lewis et al.

2009, 398). Teacher wages are standardized by the central government, and principals are granted the freedom to provide extra incentive for extra work (Lewis, et al., 398). Teacher distribution and compensation is an issue of particular interest, which will be discussed later, in the results and discussion sections.

The *private* sector of the Indonesian education system is comprised of schools that do not rely exclusively on government funding, and do not necessarily utilize the national curriculum. Such schools may receive some funding from the government, and in several cases do teach the national curriculum, but they also may charge tuition fees and have other specifications that set them apart from the government-run public schools. The private sector accounts for a significant portion of the Indonesian education system; it provides “15% of primary, 29% of junior secondary and 41% of all secondary education” (Bangay 2005, 167). Private schools are most popular at the kindergarten level and as specialized schools, such as vocational secondary schools and Islamic schools of all levels (Bangay 2005, 170). Interestingly, private schools are often turned to as an alternate option when public schools are inaccessible. Government-run schooling has yet to reach many rural areas of Indonesia; private schools have sprung up as “a manifestation of civil society’s commitment to provide education in the face of the government’s inability to deliver,” (Bangay 2005, 167).

There are several factors that create difficulty in public and private school attendance for some Indonesian children—ranked highly among them is economic insufficiency. When school choice is restricted for parents by a combination of geography and poverty, boys are sometimes chosen to attend school over their sisters (Bangay 2005, 171). However, according to my research, this trend may be changing; Indonesian schools may be approaching gender equality, and scholarships are available

for those who cannot afford school-related expenses. Though there are numerous hurdles working against the Indonesian education system, still it strives towards improvement.

Methods

All research and interviews for this study were conducted on the island province of Bali, within the regency of Gianyar. Although Bali technically belongs to a group of small, generally poor islands and provinces to the east, it is a well-known tourist destination, which makes it more comparable to areas of Java that are considered the best portions of the nation in terms of economy and organization. Therefore, Bali provides a middle-of-the-road site for researching the Indonesian education system; it is not technically part of the wealthy sector of the country, but its relatively thriving tourist economy makes it comparable to such areas. Research for this paper was done in two sections, broken into an initial two-week period and a secondary one-week period.

During the first two weeks, I held an intern position at a small private school in a village in Gianyar. For the ethical purposes of this study, the school will be given a pseudonym and referred to as the One Heart Bali School (OHB). The school itself is perhaps unique—it is run as part of a non-profit organization, which seeks to provide additional education opportunities to Balinese children. The village in which OHB is located, Unwar, is a roughly suburban area by American standards—a town on the outskirts of a major tourist city, Tempuyang (pseudonyms also applied to research sites). Because of its location, OHB has many students who hail from Tempuyang and its surrounding villages, which are similar to Unwar. During my time at OHB, I volunteered to do whatever work was needed; as a native English speaker, I shadowed the English teacher and assisted or taught English classes for grades one, two, and three. I also

conducted formal interviews with the OHB administration, and held several informal conversations with teachers and administrators about the OHB structure and the Indonesian education system as a whole. A significant portion of my basic knowledge of the processes and policies of the Indonesian education system comes from these conversations.

During the third and final week of my research, I conducted formal interviews at a series of public schools. The schools were all located in the tourist city, Tempuyang; because Tempuyang has a thriving economy, these schools are some of the best in the regency in terms of their resources and rankings. I visited two primary schools, SD 1 and SD 5, as well as one junior secondary school, SMP 1, and one senior secondary school, SMA 1. The numbers in the schools' names are not of significance for primary schools. However, for junior and senior secondary schools, the numbers rank the schools. Number one is the most desirable ranking, so the secondary schools I visited were considered the best in Tempuyang.

All formal interviews followed a distinct set of specifications. Interview subjects were most often principals of the schools at which they worked; occasionally, interviews were also conducted with English teachers, as well as one vice principal that also acted as a mathematics teacher. Consent forms in English and Indonesian were obtained from interview subjects, and interviews were recorded electronically. Interviews were spoken in a mix of English and Indonesian, and always had a translator present, either Aries Pratiwi or Mirah Septiarini. Both Pratiwi and Septiarini are employed by the SIT Study Abroad Indonesia program, and therefore can be considered trustworthy translators for the purposes of this study. For ethical reasons, all potential identifiers have been altered.

Interview subjects, villages, and organizations have all been given pseudonyms in an attempt to maintain anonymity.

Interview questions covered a wide range of topics, including basic information about each school (education system information, school organization, demographics of students), as well as curriculum content, teachers, access and scholarships, and communication with parents. Once interviews at public schools commenced, new questions arose, particularly around topics such as the classifications of teachers employed, the national exam, and scholarship availability. As a result, new questions were created and interviews with junior and senior secondary schools were conducted with a revised interview guide. All interview questions appear in the appendices, where they may be examined in full.

Results

In general, the image of the Indonesian education system gleaned from observations and interviews reflects the literature. Public and private schools alike are putting forth a clear effort to ensure that all Indonesian children can complete the mandatory nine-year education program. Government-run primary schools are prohibited from charging tuition fees, and junior and senior secondary schools' tuitions vary according to the quality of the school. There are scholarship programs in place for students at every school included in the study; often, scholarships are available for economically underprivileged students and for students who show particular merit. Table 1.0 shows a basic overview of all included schools, listing the school level, the number of teachers employed and students enrolled, average class size, the number of students currently receiving scholarships, and the tuition rates.

Table 1.0: Basic Overview of Schools Included in the Study

OHB	Private, primary	15	148 (88/60)	26	25	Up to 13,000,000
SD 1	Public, primary	32 (20/12)	701 (378/323)	35-40	25	None***
SD 5	Public, primary	13 (7/6)	177 (96/81)	30	22; 10 pending	None***
SMP 1	Public, junior secondary	65 (56/9)	766 ~(388/378)	32	--	600,000- 1,600,000
SMA 1	Public, RSBI*	88 (70/18)	800	32	100-150	~2,000,000

*RSBI indicates Rintisan Sekolah Bertaraf Internasional status, the highest quality of three types of senior secondary schools in Indonesia. Generally, these schools maintain relations with schools from neighboring countries, allowing for international education opportunities.

** N: negeri—indicates government teacher H: honor—indicates non-government teacher (guru honor)

***Although public primary schools are prohibited from charging tuition fees, there are still costs involved.

~ indicates data that may be inaccurate, due to complications during interviews

-- indicates incomplete data. Scholarship data were limited at SMP 1.

There are four sectors of the education system on which specific emphasis will be placed: school structure and organization, teachers, scholarship availability, and examinations. In the school structure and organization section, a basic overview will be provided, in which topics and terms of importance will be introduced. In the teachers' section, the different types of qualifications and employment options for teachers will be discussed, distinguishing government-employed teachers from non-government-employed teachers. The scholarship availability section will detail the different types of scholarships and the processes required for students to receive them, as well as how the different school levels handle scholarships. Finally, in the examinations section, the national exam will be discussed, followed by the individual entrance exams that secondary schools may hold for admission.

School Structure and Organization

Each school included in the study had a specific hierarchy of which the principal was the top, with one exception. At OHB, the private primary school run by a non-profit organization, the principal occasionally had to report to the board of directors of the organization itself; the school was part of a larger hierarchy, which structured the non-profit. Public schools dealt with a similar bureaucracy on a larger level—principals were required to ensure their schools complied with all national regulations, and were therefore sometimes privy to inspection by regency, province, or central government officials. Government-run schools also publicized statistical information for the current and past two to three academic years. Such statistics include information on students (age, gender, religion) and teachers (personal information, year employment began, subject of specification, employment status, salary) as well as the school's mission statement, structural organization, and any organizations partnering with the school, such as the local parent's committee.

The public, government-run schools employed two different types of teachers. Often the majority of teachers were *negeri* teachers, or those employed directly by the central government, with appropriate certificates documenting their status as government employees. In the minority of employees were *guru honor*, teachers not employed by the government, but by schools on an individual level. Such teachers essentially work part-time, and often at more than one school. The intricacies of *negeri* teachers and *guru honor* will be discussed in further detail later. Only one private school was interviewed for this project; OHB did not employ any *negeri* teachers, only individuals with credentials deemed adequate by the school administration.

All schools included in this study followed the national curriculum. At the primary level (grades 1-6), the curriculum includes mathematics, Indonesian language, English language (usually beginning at grade 4), science, social studies, religion class focusing on the student's chosen faith, and a civics/ethics class that teaches Indonesia's national philosophy, Pancasila. OHB, as a private school, has an added series of subjects dubbed the "plus program," which includes "technology and computers, swimming, cooking, and English for kindergarten and grades one through three," (Interview/Pak Nyoman, 11 April 2013). At the junior secondary level (grades 7-9), the national curriculum covers the same subjects. School is also in session on Saturdays for extra-curricular activities, including Balinese dance, gamelan practice, sports, and arts, as well as administration meetings. Senior secondary schools (grades 10-12) offer more options and variety of subjects. There are three basic types of senior secondary schools:

1. SMK: Sekolah Menengah Kejuruan are vocational schools that exist at the junior and senior secondary level, for students who wish to study a trade or skill-set for a particular profession. At each level, vocational schools require the same three years of study as academic secondary schools.
2. SMA: Sekolah Menengah Atas are standard academic senior secondary schools. SMA students choose an area of study in which to major from the sciences, social sciences, or languages and humanities.
3. RSBI: Rintisan Sekolah Bertaraf Internasional (National Standard School Pilot) schools can be compared on an international level, and host exchange programs with neighboring countries. Of 12,000 senior secondary schools in Bali, only 300 are granted RSBI status (Interview/Pak Made, 25 April 2013). Currently, RSBI schools are being

replaced by Sekolah Kategori Mandiri (SKM), on which there is very little information; the replacement of RSBI schools is still underway.

Junior and senior secondary schools have the ability to hold entrance exams, allowing them to be selective in their admissions. In order for students to graduate from one school to the next, they must pass the UN, which covers the same subject areas as the national curriculum. Upon graduation from senior secondary school, for example, students will have taken three national exams: at the end of primary school, junior secondary school, and senior secondary school.

Teachers

The most notable aspect of the teaching sector of the Indonesian education system is that there are two different types of teachers employed simultaneously in Indonesian schools. As stated earlier, those types are *negeri* and *guru honor*. There are advantages and disadvantages to each type of teacher, and each career has a different impact on the school system and student body.

Negeri teachers are employed directly by the government. A bachelor's degree and teaching certificate are required as the minimum education level to be a negeri teacher. In addition, each candidate for negeri status must also pass a government-issued teaching exam. Becoming a negeri teacher is a long, difficult process, and unfortunately, many people "pay huge bribes [to the government] to get a teaching job," (Interview/Jason Stand, 12 April 2013). I was informed about the corruption in the teaching sector of the government by more than one person, both during casual 'off-the-record' conversations and during formal interviews. Jason Stand, quoted above, is an American-born man who has been living and teaching English in Bali for the past six years; his claim was substantiated by native Balinese school administrators.

Once a teacher achieves negeri status, he or she must teach wherever the central government deems necessary. Public schools send requests for teachers, and the government distributes them according to need. Although negeri teachers must endure a long waiting process and have no control over where they work, there are benefits available only to negeri teachers, primarily in the form of compensation. Negeri teachers' salaries come "from the government," and average Rp 4,000,000 yearly, plus almost as much again in benefits (Interview/Pak Made, 25 April 2013). They are also granted Assuransi Kesehatan health insurance, the coverage of which is extended to immediate family members. Negeri teachers enjoy almost certain job security. According to Jason Stand, "one of the...things about socialism that was passed on to [Indonesia] is that once you have a job, you [keep] the job," (Interview/Jason Stand, 12 April 2013). The way he explains it, employers don't like firing, so instead they are hesitant to employ at all, to ensure that their workers are of high quality. This seems to extend to the case of negeri teachers; although there was a shortage of teachers at several schools included in this study, the government is slow to employ a sufficient amount.

Guru honor, the alternative to negeri teachers, are essentially part-time workers. A guru honor may work at several different schools, arriving for classes and leaving when they are over. Generally guru honor are not 'class teachers' at primary schools; rather, they tend to teach subjects like English, dance, technology, Japanese, and social/ethics classes (Interview/Pak Ketut, 27 April 2013). The principals (and administrators) of each school are in charge of hiring guru honor, and decide what qualifications are necessary. At most schools included in this study, principals required at least a bachelor's degree with teaching certificate. At the senior secondary school SMA 1 (which was also classified as an RSBI school), Pak Made, the principal, stated that he sometimes hires

guru honor without bachelor's degrees or teaching certificates if they "have a specific skill" he thinks is important for his students to learn (Interview/Pak Made, 25 April 2013). Among the specific skills Pak Made listed were computers and technology, and tourism. Both subject areas are important for the Balinese economy, and therefore Pak Made considered them high-priority subjects for senior secondary students about to enter the workforce.

Guru honor enjoy some advantages to their more loose employment. They have more free time, which they can fill with additional employment options, either at numerous schools or in other areas of work. Often, guru honor are younger and have a reputation for "fresh teaching styles" and an energetic approach to their work (Interview/Pak Putu, 23 April 2013). Unfortunately, guru honor are not paid nearly as well as negeri teachers; they "can only get the basic salary, which is about Rp 4,000,000 ...across all of Indonesia," (Interview/Pak Made, 25 April 2013). For their flexibility and freedom, guru honor pay a hefty price in terms of compensation.

Scholarships

During interviews, principals talked about scholarships as if they were commonplace aspects of the education system. Although at several schools there are caps on how many students can be granted scholarships each year, it seems that many students require some kind of financial aid in order to attend school. Scholarships are dealt with separately from the funding that public schools receive from the government, which averages around "Rp 580,000 per student per year," (Interview, Pak Putu, 23 April 2013). The processes by which scholarships are awarded to individual students vary greatly with geography, school level, and scholarship type, however every principal outlined a general process that was in place at his school.

At primary schools, scholarships are often provided by a non-profit, Gerakan Nasional Orang Tua Asuh (GNOTA), the National Movement of Care-Taker Parents. Under GNOTA, foster parents and donors can fund students, providing the money they need for school attendance. Public primary schools do not charge tuition, so scholarship money at the primary level goes towards uniforms, materials, and any class books that students may need to purchase. At SMP 1, a junior secondary school, GNOTA was described as “a very special scholarship [which continues] from primary school” to secondary schools, offering children continued support throughout their schooling (Interview/Pak Ketut, 27 April 2013).

The most common type of scholarship provided is a *beasiswa miskin* (literally translated as ‘poor scholarship’), granted to economically underprivileged students. Beasiswa miskin are awarded to children who show a combination of academic aptitude and financial need. At all schools, the principals outlined a series of steps that lead to a student receiving a beasiswa miskin. Although the processes in Tempuyang are “different from other areas” of the island, there were some consistent qualifications across schools included in the study (Interview/Pak Putu, 23 April 2013). Among them are demonstrating academic aptitude (proven by good grades in the past), proof of poverty (either by a certificate or letter from the student’s village head), completed forms issued by the school applying for such scholarship, a house visit by a school official assessing the financial situation of the family, and an official proposal submitted by the school to the regency. Applications for beasiswa miskin are ranked according to economic need and prior achievement in school.

Once awarded a beasiswa miskin, “each student can get Rp 2,000,000 for a year...from the Balinese government and Rp 1,000,000 from the central government,” (Interview/Pak Made, 25 April 2013). The government agency that provides scholarship money is called Bantuan Operasional Sekolah (BOS), and exists at the provincial and national level. Beasiswa miskin cover tuition (at secondary or private schools, where tuition is charged), uniforms, materials, school books, and other academic needs. Generally, schools provide books for students, but “since this year’s new regulation, the students have to pay for workbooks,” increasing the cost of even primary education (Interview/Pak Putu, 23 April 2013). If a student is able to secure the full Rp 3,000,000 in scholarship money, he may attend school free of charge for the year. More often, though, students and their families still need to cover some school-related costs.

Merit scholarships are also available for students who show particular academic aptitude. In general, these scholarships are handed out on an individual basis by the principal. He may select certain students who participate in academic competitions, particularly if they do well, since such accomplishments bolster the school’s reputation. Interestingly, students who have clear financial need sometimes attempt to secure merit scholarships before beasiswa miskin, because “the parents will be ashamed if they [label] themselves as poor, because Tempuyang is considered to be a rich area,” (Interview/Pak Made, 25 April 2013). With Tempuyang’s tourist economy, residents consider themselves lucky, and are therefore hesitant to ask for assistance, even if their children may have a better chance of receiving a beasiswa miskin.

Examinations

Interview subjects spoke primarily of two different types of examinations. Most popular was the previously mentioned UN, or ujian nasional. The UN is a national examination taken by 6th, 9th, and 12th graders, usually in April. This year, the UN was in progress the same week I conducted interviews at public schools. The UN was created as a tool of standardization; within the past two years, a new regulation was made in which the “government set a certain grade...[to determine] whether students pass the national exam,” (Interview/Pak Putu, 23 April 2013). Students’ UN scores therefore determine whether they will graduate from their current level of schooling, as well as where they may be granted admission for secondary school, and even university.

The UN covers the same subject areas incorporated in the national curriculum. At the primary level, the UN tests students on primary subjects, including mathematics, Indonesian language, English language, science, and social studies. The junior secondary UN is roughly the same—it tests the same subject areas, at the junior secondary level. At the senior secondary level, the UN covers mathematics, Indonesian language, English language, and the student’s chosen major. At most senior secondary schools, students can major in the sciences: physics, biology, or chemistry; the social sciences: economics, sociology, geography; or languages and humanities: Japanese, Indonesian literature, anthropology, and cultural history (Interview/Pak Made, 25 April 2013). The test lasts almost a whole week, and “each day, students take one subject [exam],” (Interview/Pak Ketut, 27 April 2013). Often, grades not taking the UN are excused from school when the exam is in session.

The UN is scored on a scale of 1.0 to 10.0. To pass the exam, students must achieve an average score of 5.5, with a minimum score of 4.0 on all subject tests. There

are several complex formulas that determine specific scoring outcomes, generally irrelevant for the purposes of this study (Interview/Pak Ketut, 27 April 2013). Important to note, the UN is perhaps one of the most serious aspects of the Indonesian education system. I heard pointed references to the UN often throughout my research, as well as during casual conversations outside the research period. When the exam is in session, there are security personnel stationed inside classrooms and at the school's entrance, and school schedules work around that of the UN. At OHB, the UN was administered in the first grade classrooms. As a result, the two first grade classes had several days of field trips and adjusted class times to accommodate the UN. At SMP 1, a junior secondary school, I was forced to reschedule my interview with the principal because the UN was in progress, and the potential interruption was not permitted. Parents are often encouraged by primary school administrations to give extra support to their children when they are in the sixth grade, as they will be taking the UN for the first time (Interview/Pak Dewa, 22 April 2013).

The second examination mentioned in several interviews is the TPA, or *Tes Potensi Akademik*. Commonly referred to as a *tes masuk*, a TPA is an entry exam held by a junior or senior secondary school to determine which applicants will be granted admission. Students may gain admission to secondary schools by distinguishing themselves in other ways, including “non-academic achievements” such as athletics, dance, or gamelan prowess, or being an “*olimpiade*,” a student who competes in mathematics, science, English, or Indonesian language (Interview/Pak Ketut, 27 April 2013).

The average TPA covers the five main curriculum subjects: mathematics, Indonesian and English languages, science, and social studies, and are “usually taken

over the course of two days,” (Interview/Pak Ketut, 27 April 2013). Each secondary school is responsible for creating its own TPA, a task taken just as seriously as administering the UN. A junior secondary principal stated that there is an entire team of teachers assembled to write the exam (Interview/Pak Ketut, 27 April 2013). At SMA 1, a senior secondary school, the principal “does not allow the teachers to work on [the exam],” for fear they will distribute the material; instead, he travels “somewhere else to ask someone to work on it...not from the Tempuyang or Gianyar area,” (Interview/Pak Made, 25 April 2013).

The senior secondary schools possessing RSBI status are granted specific concessions regarding their TPAs. RSBI schools “have the privilege to hold the test earlier than other schools,” sometimes even before the UN, which allows them first pick of students, securing the best applicants (Interview/Pak Made, 25 April 2013). Usually, TPAs are held after the UN (Interview/Pak Putu, 23 April 2013). They too, are graded on a scale of 1.0 to 10.0, however I was told it was highly unusual for students to achieve a perfect TPA score. Sometimes, TPA scores are combined with UN scores to assemble a student’s cumulative evaluation, which is used to apply for admission to a secondary school. Other times, TPA scores may be rendered “indefinite” by a particular school, because the administration “will make a ranking of all [student scores]” and accept only the students who score the highest in relation to their peers (Interview/Pak Ketut, 27 April 2013). Policies surrounding TPAs vary significantly, as each secondary school creates, administers, and grades its own TPA according to how the administration may see fit.

Discussion

The aspects of the Indonesian education system presented above bear similarities and differences to the American education system, and each country could stand to take example from the other in order to improve their organization and function.

The structure of the Indonesian system is generally in line with the Western world, albeit not necessarily with the United States. School levels are broken up differently in America (primary schools teach grades 1-5, junior secondary 6-8, and senior secondary 9-12), but this hardly seems a strong enough difference to be significant. However, legislation surrounding schooling as well as the public and private sectors are worthy of further examination. In the United States, schooling is mandatory through senior high school. Students are permitted to drop out of school at age 16 with expressed parental consent, but the majority of American youths today complete a senior secondary education. Public school attendance in America is also free at all levels; there is no tuition charged at the secondary level the way there is in Indonesia. Alternately, every American citizen pays an education tax each year, which is funneled to the school district in which he lives. Through taxes, parents (and other residents) pay a certain amount of money to the local schools, whether or not they choose to send their children to the public school in their district. Students and their families are responsible for purchasing school materials, some books, and uniforms (when required) in the United States, just as in Indonesia.

The prevalence of the private sectors of education in both Indonesia and the United States warrant note. In the United States, private schools hold a general reputation for providing superior education, and are usually selective in their admissions. In order to gain admission to an American private school, students may take a variety of privately

administered admissions tests; a popularly utilized exam is the ISEE, or Independent School Entrance Exam. Similar in nature to the TPAs of Indonesia, these exams are used by private schools in the United States to determine applicants' IQ, learning difficulties, and general academic potential. Private schools usually rely on standardized admission exams, however each institution provides its own application consisting of an additional test and essay question, which students must complete in conjunction with entrance exams before they are considered for admission. While the two countries' admissions systems for private education are similar, it should be noted that TPA exams are also administered at government-run schools in Indonesia, not just at private schools. There are no entry exams in American public schools; provided students achieve passing grades, they automatically progress into the next grade level each successive academic year.

Additionally, American private schools usually charge high tuition rates, and while scholarships are available, access is too often reserved for students whose families can afford the cost of attending such an institution. In Indonesia, the economic situation is similar: private schools charge higher tuition rates than public schools, however their reputation is not the same. Interestingly, Indonesian public schools are usually considered superior to their privately run counterparts. Though it is fully recognized that some government-run schools do not operate well, and some private schools are indeed superior to even the best public schools, the general consensus is that admission to a public school is favorable over a private one. There is also, in the United States, an array of private schools with specific foci whose missions extend beyond providing a high quality education. There are single-sex schools, religious schools (Catholic schools are particularly popular), special education schools for students with learning and/or

developmental disorders, as well as schools for students who require alternative environments and teaching styles for successful learning. Such institutions may also exist in Indonesia, however the research for this study does not delve far enough into the private sector of Indonesian education to capably compare further details of the American and Indonesian private sectors.

Perhaps the most notable aspect of the Indonesian education system is its national curriculum and national exam. While the UN is used both for graduation to successive education levels and for college admissions in Indonesia, the case in the United States is different; such standardization does not exist at the national level. Instead, each of the 50 states designs and institutes a state curriculum, and holds an annual exam covering a variety of subjects. State exam scores have heavy consequences; they are used to evaluate student, teacher, *and* school performance, and rank schools in each state, determining how much annual federal funding each public school receives from the government. In Indonesia, exam scores impact the student's future, but not necessarily the teacher's, and funding is provided to schools based on the number of students, rather than the school's achievement. For college admissions, American students take the SAT or the ACT, exams administered by private testing institutions that claim to standardize students' academic ability and provide a scoring system through which all applicants may be compared. It is difficult to say which system works best; the American system of high-stakes state tests and separate college admissions exams is certainly not without fault, and the Indonesian system leaves leeway for teachers to slack, does not encourage underperforming schools to improve, and places a very large amount of significance on the outcome of a single week-long exam.

The system of teachers in each country also merits examination. In Indonesia, schools in many corners of the archipelago are without an adequate number of teachers because they are left waiting for the central government to assign them additional faculty. Although schools may hire guru honor in an attempt to remedy this issue, there is a waiting period of at least one year in which they are left with no alternative. Additionally, schools sometimes have mismatched teachers. At SD 5, a primary school, some teachers are “not qualified, because they’re supposed to teach junior and senior high school” but were sent to SD 5 instead to fill a quota (Interview/Pak Putu, 23 April 2013). The shortage of qualified negeri teachers leaves schools wanting for professionals, and students lacking appropriately trained teachers.

In the United States, there are also issues in this sector of the education system; teachers’ unions and tenure are hotly debated topics in current American society. Unions seek to secure improved working conditions and salary rates, while sometimes taking on too much power and undermining school administrations. Tenure, instituted to provide teachers with job security based on performance, is almost impossible to rescind once granted. While teachers certainly deserve job security, there is no suitable or timely process for dealing with tenured teachers who shirk their responsibilities to their students.

Scholarships are an interesting topic when comparing two countries so vastly different as Indonesia and the United States. Schools in Indonesia put forth significant effort in attempting to extend access to as many students as possible, regardless of economic privilege. The need for scholarships is less urgent in American public schools, not because there are no economically disadvantaged students, but because public school is free nationwide. Unfortunately though, in both countries, underprivileged children are often forced to attend schools of lower quality. In Indonesia, students can usually only

attend what schools they can afford, and the better the school, the higher the tuition. In the U.S., poor students tend to live in poor school districts, where the schools do not receive sufficient government funding, and are stuck in a cycle of underperformance.

Different from scholarships, but still worthy of note, are American charter schools. Charter schools are rather controversial, and their existence has been debated since their establishment. Charter schools function as private schools, but are government-funded. Admission to charter schools is usually done by random lottery, as spaces are limited. At charter schools, economically disadvantaged students may gain access to a better education than they would normally get from their local public school. However, just as Indonesian and American public schools vary greatly in quality, so too do charter schools, and their so-far limited number prevent them from being a viable widespread solution for underprivileged students seeking a high quality education.

There are other programs in place in American schools that bear similarities to those providing Indonesian children with increased education access. Just as GNOTA provides primary students with materials and other academic needs so that they may focus on their studies, economically disadvantaged students in the United States may apply for reduced or exempt lunch prices, allowing them to be appropriately nourished and preventing them from being socially ostracized for having unusual or nonexistent lunches. In general, though, economically disadvantaged families everywhere are consistently faced with additional challenges in finding extended education opportunities for their children. Higher education may be entirely unattainable for some students, simply for lack of sufficient funds. Access to education must be improved worldwide in order to create a level playing field for young adults exiting the school systems and entering their respective societies.

Conclusions

Since its establishment, the Indonesian education system has seen significant improvement, and continues to strive towards a global standard. The widespread and disconnected geography of the country makes any effort at standardization difficult. As a result, the Indonesian archipelago defaults to decentralization in many sectors of society. So far, education has managed to maintain a national standard by way of its curriculum, examination, and teacher network, though many aspects of the system vary greatly across the nation's several islands.

It is difficult to say whether the Indonesian education system should be compared on a global scale just yet, as there is still work to be done at even the most basic level of achieving universal enrollment. Furthermore, the Indonesian education system is neither entirely superior nor entirely inferior to that of the United States. The U.S. employs several strategies and policies within its education system that do not yield perfect outcomes; then again, the Indonesian education system is likewise rife with opportunity for improvement.

This study has outlined several important aspects of the Indonesian education system, detailing their workings and implementation. The basic structure of the system provides students with numerous educational trajectories. Between public and private, academic and vocational, students can build for themselves an education fit for their intended life course. The system of teachers in Indonesia provides schools with professionals trained to a national standard, but can be slow to deliver and is commonly described as corrupt. The availability of scholarships for economically underprivileged students is encouraging, as schools, parents, and government organizations may work together to create solutions to the oppressive effects of poverty. Standardized

examinations, like the UN and the TPAs, allow students to prove their aptitude and distinguish themselves from their peers. Unfortunately, like standardized tests in the United States, the UN is a long, exhausting exam and holds heavy consequences for a student's future. For all the system's organization at the national level, poor implementation causes a break down at the local level, resulting in disorder.

In conclusion, the Indonesian education system has both merits and faults, but if it continues on its current path towards improvement, it may one day be able to deliver a quality education to all of its students, despite geographical and economic hurdles.

Limitations

It should not be overlooked that there are several limitations to the scope of this study. The sample of interview subjects was neither appropriately large nor sufficiently random to make the study's conclusions generalizable to any larger population. Interview subjects were chosen based on availability and geographical convenience, since time constraints and study design made a large random sample impossible. Conclusions from this paper are not generalizable to all of Indonesia; comparisons were drawn between Indonesia and the United States only in situations where doing so was deemed necessary and appropriate for analysis. In general, data from this study may occasionally be generalizable to the Bali population, although further interviews are required to appropriately represent more rural areas of the province. Rather, this project may be better utilized if considered a case study of the generally urban area of greater Tempuyang.

Furthermore, the time constraints of the research for this study should be considered. A mere three weeks were allotted for research and interviews, two of which were consumed with an internship at a private primary school. Therefore, interviews with

public schools were conducted within the space of one week, which allowed little time for diversity in subjects or assessment of research. Unfortunately, interview clarifications and question uniformity were rendered impossible by the time constraints.

Recommendations for Further Study

This project does, however, lend itself to several recommendations for further study. In order to provide a more clear, accurate portrait of the Indonesian education system, more data are required. Ideally, research should be conducted over a significantly longer time period, allowing for travel throughout Indonesia, even to the far-removed rural areas. Additionally, the sample of interview subjects should be expanded as much as possible, to ensure an appropriately large and random sample, so that further studies may be generalizable to the Indonesian population.

Interview questions and data acquisition strategies could also be improved upon. A survey questionnaire may be useful in attempting to procure an array of standardized information about schools and administrations. The implementation of a survey would allow the researcher to identify a focus of study ahead of time. The foci for this study—structure and organization, teachers, scholarships, and examinations—were decided partway through the interview period, which caused difficulty in assembling uniform data. A predetermined focus would aid the researcher immeasurably in successfully obtaining sufficiently informative data.

Additionally, this study could not address the higher education sector in Indonesia. Several references were made to higher education during interviews, and a fair amount of research already exists documenting its merits and faults, but additional research can only improve the current picture. Further research could also focus on the private sector of Indonesian education. Though this study provides some insight,

information on the private sector comes in large part from one source, and increased research may uncover a larger variety of private educational institutions and options in Indonesia. Truthfully, more information is needed on the state of the entire Indonesian education system. There is not enough research currently available to give a clear image of all the various issues contained within the system, and every addition, however small, adds more color to the picture.

Bibliography

Primary Sources

Bu Maryata, personal communication, 17 April 2013.

Bu Puspa, personal communication, 20 March 2013.

Bu Metri, personal communication, 21 March 2013.

Jason Stand, personal communication, 12 April 2013.

Mirah Septiarini, personal communication, correspondence, April 2013.

Pak Dewa, personal communication, 22 April 2013.

Pak Ketut, personal communication, 27 April 2013.

Pak Made, personal communication, 25 April 2013.

Pak Nyoman, personal communication, 11 April 2013.

Pak Putu, personal communication, 23 April 2013.

Secondary Sources

Bangay, Colin. 2005. "Private Education: Relevant or Redundant? Private Education, Decentralization, and National Provision in Indonesia." *Compare*, Vol. 35 (2): 167-179.

Nilan, Pam. 2003. "Teachers' Work and Schooling in Bali." *International Review of Education*, Vol. 49 (6): 563-584.

Meshkaty, Azadeh S. 2010. "Determinants Of Gender Gap Reduction in Education Attainment: A Study of Primary Education in Indonesia." *ProQuest LLC*, 1-12.

Lewis, Blane D., Pattinasarany, Daan. 2011. "The Cost of Public Primary School in Indonesia: Do Schools Need More Money?" *Education Economics*, Vol 19 (4): 397-410.

*Note: all information on the American education system used for comparison purposes in the Discussion section was obtained between the Fall Semester of 2012 at Hamilton College, in Professor Susan Mason's Education 200 course: Issues in Education.

Appendices

Appendix I: Interview Guides (in English and Indonesian)

1.0 One Heart Bali School: Interview with Administration (Primary School Principal)

Introductory Questions

- What is your name, age, and profession? *Siapa nama Bapak/Ibu/Anda (B/I/A), Berapa umur B/I/A, dan apa pekerjaan B/I/A?*
- Where did you grow up? *B/I/A dibesarkan di mana?* Where do you currently live? *Sekarang B/I/A tinggal di mana?*
- What is your education level? *Apa latar belakang pendidikan B/I/A?*
 - Did you pursue higher education on your own, or did you have encouragement from your parents? *Apakah B/I/A memilih untuk bersekolah atas kemauan sendiri atau atas dorongan orang tua?*
- Do you have children of your own? *Apakah B/I/A punya anak?* Where do they go to school? *Di mana anak B/I/A bersekolah?*
- What made you want to work in a school? *Apa yang membuat B/I/A memilih untuk bekerja di sekolah?*
 - Do you enjoy your work? *Apakah B/I/A menikmati pekerjaan B/I/A?*

School in General *Sekolah Secara Umum*

- When was the OHB school founded? *Kapan OHB didirikan?*

- How has it developed over time? *Bagaimana perkembangan OHB dari waktu ke waktu?*
- What does the curriculum cover? *Kurikulum pelajaran di OHB mencakup apa saja? (Is English taught? Apakah Bahasa Inggris diajarkan?)*
- How much is yearly tuition to attend OHB? *Berapa biaya per tahun untuk bersekolah di OHB?*
 - How does this compare to other private schools? Public schools? *Bagaimana biaya itu jika dibandingkan dengan biaya di sekolah swasta lain dan sekolah negeri?*
- How many students does OHB have? *Berapa jumlah murid di OHB?*
 - What is the average class size? *Berapa rata-rata jumlah murid dalam kelas?*
- There are two OHB schools; can you explain their differences? *Ada dua OHB; bisa B/I/A tolong jelaskan perbedaannya?*
- Besides the schools, what else does OHB do for the community? *Apa lagi yang OHB kontribusikan untuk masyarakat selain sekolah ini?*
- Does the OHB school work closely with the main OHB administration/the office located in Ubud? *Apakah sekolah OHB selalu berhubungan dekat dengan kantor pusat OHB di Ubud?*
- Does the OHB spa have any interactions with the OHB school? *Apakah spa OHB selalu berinteraksi dengan sekolah OHB?*

Quality of Education *Kualita Pendidikan, Teachers Guru-guru*

- Is OHB considered a public school or a private school? *Apakah OHB dianggap sebagai sekolah negeri atau swasta?*
- What are the general demographics of OHB students? *Bagaimana demografis murid/siswa secara umum?*
 - Does OHB have any international students? *Apakah sekolah ini punya murid internasional?*
 - Are there more boys or girls here, or an equal split? *Bagaimana proporsi murid berdasarkan jenis kelamin di sekolah ini? Apakah lebih banyak laki-laki? atau laki-laki dan perempuan sama?*
 - Do OHB students come from a particular socio-economic bracket? *Apakah murid-murid itu berasal dari golongan sosial-ekonomi tertentu?*
- If a child wants to go to the OHB school, but can't afford it, what happens? *Andaikata seorang anak mau bersekolah di sini, tapi tidak mampu membayar biaya sekolah, apa yang akan terjadi?*
 - Are there any scholarships available to attend OHB? *Apakah OHB menyediakan beasiswa untuk anak-anak yang mau bersekolah di sini?*
 - Can you talk about the scholarship process? *Bisa B/I/A tolong jelaskan proses penerimaan beasiswa itu?*
- How many teachers are employed at OHB? *Berapa jumlah guru yang bekerja di sini?*

- Do they get high salaries? *Apakah mereka mendapat gaji yang tinggi? Are salaries based on experience? Apakah jumlah gaji yang mereka dapat berdasarkan pengalaman mereka?*
- What qualifications are required for teachers to work here? *Apa persyaratan-persyaratan untuk bisa diterima menjadi guru di sini?*
- Do teachers have frequent communications with parents to discuss student progress? *Bagaimana tingkat (extent) komunikasi antara guru dan orang tua dalam membicarakan kemajuan (progress) murid?*
- How is discipline handled at OHB? *Bagaimana cara sekolah dalam menangani kedisiplinan murid di sekolah ini? Is there a code of conduct that students are held to? Adakah tata tertib/kode etik yang dikenakan pada murid-murid di sini?*

Reputation *Reputasi*

- What is the reputation of the OHB school today? *Apa reputasi sekolah OHB sekarang ini?*
 - Is the school full to capacity, or is there room for more students? *Apakah OHB sekarang sudah penuh atau masih ada ruang untuk lebih banyak murid?*
 - Is there a waiting list for students who wish to attend? *Apakah ada murid-murid yang sekarang sedang di "waiting list" di OHB?*
- Has the school's reputation changed since the school's founding? *Apakah reputasi sekolah OHB mengalami perubahan sejak pertama beridir?*
- Is there anything else you want me to know about OHB? *Apakah ada hal lain yang kiranya perlu saya tahu tentang OHB?*

1.1 Public Schools: Interviews with Administration (Principals, Vice Principals)

Introductory Questions

- What is your name, age, and profession? *Siapa nama Bapak/Ibu/Anda (B/I/A), Berapa umur B/I/A, dan apa pekerjaan B/I/A?*
- Where did you grow up? *B/I/A dibesarkan di mana? Where do you currently live? Sekarang B/I/A tinggal di mana?*
- What is your education level? *Apa latar belakang pendidikan B/I/A?*
 - Did you pursue higher education on your own, or did you have encouragement from your parents? *Apakah B/I/A memilih untuk bersekolah atas kemauan sendiri atau atas dorongan orang tua?*
- Do you have children of your own? *Apakah B/I/A punya anak? Where do they go to school? Di mana anak B/I/A bersekolah?*
- What made you want to work in a public school? *Apa yang membuat B/I/A memilih untuk bekerja di sekolah negeri?*
 - Do you enjoy your work? *Apakah B/I/A menikmati pekerjaan B/I/A?*

Mandatory Education *Pendidikan Wajib*

- Is attending school mandatory in Indonesia? *Apakah bersekolah adalah sebuah kewajiban di Indonesia?*

- Are there any laws regarding education in Indonesia? Bali? *Apakah ada peraturan tentang pendidikan di Indonesia dan Bali?*
- I have seen children who don't appear to be in school; do all children go to school? *Saya pernah melihat anak-anak yang tampaknya tidak bersekolah; apakah semua anak-anak bersekolah?*
 - Can you mention some reasons why students wouldn't go to school? *Bisa B/I/A sebutkan beberapa alasan kenapa murid-murid/anak-anak tidak bersekolah?*
- Do all schools require uniforms? *Apakah semua sekolah mewajibkan pakaian seragam?*

Organization *Organisasi, Teachers Guru-guru*

- Can you explain the current curriculum? *Bisa B/I/A tolong jelaskan kurikulum yang sekarang ini/ yang paling baru?*
 - How is it different from previous curriculums? *Apa yang berbeda dari kurikulum sebelumnya?*
- What is the average class size? *Berapa rata-rata jumlah murid dalam kelas?*
- What are the general demographics of students? *Bagaimana demografis murid/siswa secara umum?*
 - Does this school have any international students? *Apakah sekolah ini punya murid internasional?*
 - Are there more boys or girls here, or an equal split? *Bagaimana proporsi murid berdasarkan jenis kelamin di sekolah ini? Apakah lebih banyak laki-laki? atau laki-laki dan perempuan sama?*
 - Do students come from a particular socio-economic bracket? *Apakah murid-murid itu berasal dari golongan sosial-ekonomi tertentu?*
- How many teachers are employed here? *Berapa jumlah guru yang bekerja di sini?*
 - Do they get high salaries? *Apakah mereka mendapat gaji yang tinggi?* Are salaries based on experience? *Apakah jumlah gaji yang mereka dapat berdasarkan pengalaman mereka?*
 - What qualifications are required for teachers to work here? *Apa persyaratan-persyaratan untuk bisa diterima menjadi guru di sini?*
 - Do teachers have frequent communications with parents to discuss student progress? *Bagaimana tingkat (extent) komunikasi antara guru dan orang tua dalam membicarakan kemajuan (progress) murid?*

Parents *Orang Tua*

- Is there a PTA or parental committee associated with each school? *Apakah di masing-masing sekolah ada komite orang tua?*
- How do schools interact with parents? *Bagaimana cara sekolah berinteraksi dengan orang tua murid?*
 - Do teachers host parent-teacher conferences, or call parents to report on student progress? *Apakah guru-guru mengorganisir pertemuan antara orang tua dan guru atau menelepon orang tua untuk melaporkan kemajuan murid?*

- How is discipline handled at this school? *Bagaimana cara sekolah dalam menangani kedisiplinan murid di sekolah ini? Are students held to a code of conduct? Apakah murid-murid di sini diikat oleh kode etik/tata tertib?*
 - What happens if the rules are broken repeatedly? *Apa yang akan dilakukan jika tata tertib itu dilanggar berkali-kali (repeatedly)*

Access Akses

- Is public education free? *Apakah sekolah negeri gratis?*
 - What are the costs involved in attending public school? *Berapa biaya untuk masuk ke sekolah negeri? (Are students responsible for getting their own schoolbooks? Apakah murid-murid bertanggung jawab sendiri untuk mendapatkan buku teks sekolahnya?)*
 - How are government funds allocated in public schools? *Bagaimana anggaran pemerintah dialokasikan untuk sekolah negeri?*
 - Why do education costs differ from student to student? *Kenapa biaya sekolah bisa berbeda untuk satu murid dengan murid yang lain?*
- If a child wants to go to this school, but can't afford it, what happens? *Andaikata seorang anak mau bersekolah di sini, tapi tidak mampu membayar biaya sekolah, apa yang akan terjadi?*
 - Are there any scholarships available to attend this school? *Apakah sekolah ini menyediakan beasiswa untuk anak-anak yang mau bersekolah di sini?*
 - Can you talk about the scholarship process? *Bisa B/I/A tolong jelaskan proses penerimaan beasiswa itu?*
- In your opinion, what is the quality of a public education? *Menurut B/I/A, bagaimana kualitas sekolah negeri? (Is it comparable to a private school education? Apakah kualitasnya sebanding (comparable) dengan sekolah swasta?)*

1.2 Public Secondary Schools: Revised Interview Guide for Interviews with Administration (Principals, Vice Principals)

Teachers: government employees vs. guru honor

- How many teachers here are government employees, and how many are guru honor? *Berapa guru-guru di sini yang sudah PNS, dan berapa yang honor?*
- What kinds of qualifications do guru honor need to teach here? *Apa syarat untuk guru honor bisa mengajar di sini?*
- Are there advantages to being a guru honor instead of a government employee, and if so, what are they? *Apakah ada keuntungan menjadi guru honor daripada guru negeri/PNS? Kalau ya, apa?*

Acceptance Tests

- Are there tests that students must pass to be accepted into this school? *Apakah ada tes masuk untuk murid-murid bias masuk ke sekolah ini?*
- What minimum grade must they get to pass? *Berapa nilai minimum untuk bisa masuk?*
- Are the acceptance tests for the best junior high schools harder than for lower-ranked schools? *Apakah tes masuk di SMP terbaik lebih sulit daripada SMP yang kualitasnya lebih rendah?*

National Exam

- When is the national exam administered? (what grades, what time of year, how often) *Kapan ujian nasional (UN) dilaksanakan? (kelas berapa, bulan apa biasanya, dan berapa kali dalam setahun)*
- What does the national exam cover? *Pelajaran apa yang diujikan di UN?*
- What is the minimum grade required to pass the test? *Berapa nilai minimum untuk bisa lulus UN?*
- What are the consequences of a student's national exam score? (I have heard that scores follow a student throughout their schooling, and even when they are searching for employment.) *Apa manfaat atau arti dari nilai UN untuk murid-murid?*
- Is the national exam used for college admissions purposes as well? *Apakah nilai UN juga dipakai untuk melamar ke universitas?*
- How is the national exam different from the acceptance exams for each school? *Apa yang membedakan UN dan tes masuk ke sekolah-sekolah?*

Scholarships (process, based on merit?)

- How many students are on scholarships at this school? *Berapa murid-murid yang dapat beasiswa di sekolah ini?*
- How is it decided which students get scholarships? *Bisa Bapak tolong jelaskan apa persyaratan untuk bisa mendapat beasiswa?*
- Are there some scholarships just for merit, and not for students who are poor? *Apakah ada beasiswa yang hanya untuk murid-murid dengan nilai terbaik?*

1.3 Interview Guide for Teachers—at Public or Private Schools of Any Level

Introductory Questions

- What is your name, age, and profession? *? Siapa nama Bapak/Ibu/Anda (B/I/A), Berapa umur B/I/A, dan apa pekerjaan B/I/A?*
- Where did you grow up? *B/I/A dibesarkan di mana?* Where do you currently live? *Sekarang B/I/A tinggal di mana?*
- What is your education level? *Apa latar belakang pendidikan B/I/A?*
 - Did you pursue higher education on your own, or did you have encouragement from your parents? *Apakah B/I/A memilih untuk bersekolah atas kemauan sendiri atau atas dorongan orang tua?*
- Do you have children of your own? *Apakah B/I/A punya anak?* Where do they go to school? *Di mana anak B/I/A bersekolah?*

Student Questions

- What school do you work at, what grade and subject do you teach? *Apa sekolah B/I/A bekerja? Apa menilai dan pokok B/I/A mengajar?*
- What made you want to work in a school? *Apa yang membuat B/I/A memilih untuk bekerja di sekolah?*
 - Do you enjoy your work? *Apakah B/I/A menikmati pekerjaan B/I/A?*
- How many students do you have? *Berapa murid B/I/A punya di kelas?*

- Do you teach the same students all day long, or do you teach many different classes of students?
- What are the demographics of your students? *Bagaimana demografis murid/siswa secara umum?*
 - Do you have more boys or girls in your class, or is it an equal split? *Bagaimana proporsi murid berdasarkan jenis kelamin di sekolah ini? Apakah lebih banyak laki-laki? atau laki-laki dan perempuan sama?*
 - Do you know much about your students' economic background or home life? *B/I/A tahu tentang status sosial-ekonomi di murid-murid, atau hidup rumah mereka?*

Teaching Questions

- What qualifications were required to be able to teach at this school? *Apa persyaratan-persyaratan untuk bisa diterima menjadi guru di sini?*
- Do teachers undergo evaluations of their performance?
 - If so, how often, in what ways, etc. *Kalau ya, berapa kali di satu tahun? Bagaimana?*
- Do teachers get tenure?
 - If so, how? *Bagaimana?*
 - Once tenured, do teachers have job security?
- What do you think is the most important thing to teach your students? *Apa hal yang paling penting yang mengajar murid I/B/A?*
- If students continually misbehave, how do you handle it? *Kalau murid-murid berbuat jahat banyak kali, apa melakukan B/I/A?*
- How often do you communicate with the parents of your class? *Bagaimana tingkat (extent) komunikasi antara B/I/A dan orang tua dalam membicarakan kemajuan (progress) murid?*
- What is your opinion of the Balinese education system? *Bagaimana pendapat B/I/A tentang sistem pendidikan di Bali?*
 - What are its faults? *Apa menyalahkan ada?*
 - What are its strong points? *Apa berkualitas baik ada?*
- Is there anything else you would like me to know about teaching in Bali? *Apakah ada hal lain yang kiranya perlu saya tahu tentang bekerja di sekolah di Bali?*

Appendix II: Glossary of Terms

Beasiswa Miskin: (Poor Scholarship); scholarships granted to economically disadvantaged students. Requirements for *beasiswa miskin* include academic potential and dedication, proof of poor economic status (in the form of a certificate or letter from the village head), and a house visit by school official to verify financial need.

BOS: Bantuan Operasional Sekolah (School Operational Support); a government program that provides scholarship money to schools and their students, often for *beasiswa miskin* (defined below).

Guru Honor: essentially a part-time teacher. *Guru honor* are not government employees, and often work at many schools at the same time to make a living wage. Most often, *guru honor* apply directly to the principal or school administration for a job, and usually have a bachelor's teaching certificate, but are not always required to have the same qualifications as *negeri* teachers. *Guru honor* are paid much lower rates—sometimes monthly salaries, sometimes by the class.

Private School: any school in Indonesia that is not considered government-run. Some private schools are autonomous institutions, and some are run by larger organizations (non-profits, NGOs, etc.). Private schools are not required to teach the national curriculum, hold the national exam, or employ *negeri* teachers, but some do anyway.

Public School: equivalent to government-run schools. Public schools receive a set amount of funding from the government per student per year (on average, Rp 580,000), utilize the national curriculum, require their students to pass the national exam to graduate, and employ both *negeri* teachers and *guru honor* teachers.

Negeri Teacher: a government-hired teacher, usually assigned to work at a public school by the central government. In order to become a *negeri* teacher, one must have a bachelor's teaching certificate, and pass the exam provided by the national government. *Negeri* teachers are paid a standard salary plus benefits, and are given health insurance, which extends coverage to immediate family members.

Olimpiade: similar to the Olympiads of American schools; students who compete in academic competitions in subject areas such as mathematics, sciences, or languages, and who are awarded recognition for success. Students represent their schools in such competitions, and may compete in teams or individually.

RSBI: Rintisan Sekolah Bertaraf Internasional (National Standard School Pilot); the highest level of senior secondary education. *RSBI* schools can be compared on an international level, and host exchange programs with neighboring countries, in addition to carrying out all the normal functions of a senior secondary school. Of 12,000 senior secondary schools in Bali, only 300 are granted *RSBI* status.

SKM: Sekolah Kategori Mandiri; senior secondary schools currently replacing *RSBI* schools. *SKM* schools function in a similar manner to *RSBI* schools, but information on them is limited since *SKM* schools are still on the rise.

Tes Masuk: see *TPA–Tes Potensi Akademik*, below.

TPA: Tes Potensi Akademik (Academic Potential Test); entrance exams administered by individual junior and senior secondary schools. Scores on *TPAs* are sometimes combined with *UN* scores; students are ranked according to their scores, and the top students are granted admission to secondary schools.

UN: Ujian Nasional (National Examination); a national exam created by the central government as a standardization of student achievement. Indonesian students must pass the *ujian nasional* in order to progress from one school to the next, as well as to be granted admission to universities in Indonesia. The test covers all subjects outlined in the national curriculum, and is graded on a scale of 1.0 to 10.0.