

Education Outlook:
**Towards Indonesia
Emas 2045**



Copyrights and Legal

This book is a result of a collaboration between the Tanoto Foundation and Tenggara Strategics to present a big picture of how the education sector has been developing over the years by the Indonesian government. It is aimed at identifying the important issues, policymakers, and other relevant actors, including philanthropic organizations, involved in all education levels to navigate the potential policies in achieving the vision of Indonesia Emas 2045.

© Published by Tanoto Foundation, Tenggara Strategics, 2025

www.tanotofoundation.org

www.tenggara.id

**Tanoto
Foundation**

Indonesia

Jl. M. H. Thamrin No.31

Jakarta 10230

+62 21 392 3189

info@tanotofoundation.org



Strengthening Minds, Shaping Nations

As Indonesia approaches its centennial in 2045, the aspiration to become a just, prosperous, and globally competitive nation—Indonesia Emas 2045—rests on one pivotal asset: the strength of its human capital. At the core of building this capital is an education system that is equitable, future-ready, and capable of unlocking the full potential of every learner across our diverse archipelago.

Achieving this vision, however, requires more than ambition—it demands action. At Tanoto Foundation, we believe that meaningful education reform requires more than policy change. It calls for robust public-private partnerships, data-driven decision-making, and locally grounded innovation that can be sustained over time. As a philanthropic organization dedicated to improving learning outcomes and reducing inequality, we are proud to support and co-create with national and regional stakeholders to accelerate educational progress.

In this spirit, *Education Outlook: Towards Indonesia Emas 2045* represents our commitment to this critical national conversation. Developed in collaboration with Tenggara Strategics, this publication draws on three rigorous studies commissioned by Tanoto Foundation and conducted by three trusted partners:

- ***Education Landscape in Indonesia***, by the Center for Indonesian Policy Studies (CIPS);
- ***Indonesia Education Policy Analysis***, by the Centre for Strategic and International Studies (CSIS); and
- ***Contribution of Philanthropy Organizations to Indonesia's Education Agenda***, by Filantropi Indonesia (FI).

This book provides a comprehensive and evidence-based reflection on the current state of education in Indonesia—its achievements, enduring challenges, and opportunities for transformation. It also emphasizes that while the road ahead is demanding, the potential impact of well-directed reform is enormous. With clarity of vision, bold collaboration, and shared commitment, real progress is within reach.

This book outlines reform priorities that are both ambitious and actionable. From addressing foundational learning and strengthening teacher quality, to aligning education with workforce needs and integrating inclusive, technology-enabled approaches—it offers a strategic roadmap that policymakers and stakeholders across sectors can adopt. Crucially, it underscores the need for responsive governance, effective financing mechanisms, and the alignment of national strategies with local innovation.

More than just a report, *Education Outlook* is a call to action. It invites leaders in government, education, philanthropy, and the private sector to forge deeper partnerships and align efforts toward a shared goal: building an education system that empowers every Indonesian child to thrive in an increasingly complex and fast-changing world.

We hope this publication serves as both a compass and a catalyst—informing policy, guiding implementation, and inspiring collaboration—so that together, we can realize the full promise of Indonesia Emas 2045 through transformative investments in education.

Tanoto Foundation

Book Foreword	ii
Abbreviations	iv
01 Unveiling Indonesia's Education Architects	2
02 Current Dynamics in the Indonesian Education Sector	20
03 The Role of Non-State Entities	64
04 The Role of Philanthropic Organizations and Collaborative Initiatives	80
05 The Vision of Indonesia Emas 2045	96
06 Prabowo - Gibran	102
07 Conclusion and Recommendations	106
Appendix	116

1.	3T	:	<i>Daerah Tertinggal, Terdepan, dan Terluar</i> (Frontier, Remote, and Outer Regions)
2.	ADB	:	Asian Development Bank
3.	ADB I	:	Asian Development Bank Institute
4.	AJEL	:	Active, Joyful, and Effective Learning
5.	AKS	:	<i>Angka Kesiapan Sekolah</i> (School Readiness Rate)
6.	AKSI	:	<i>Asesmen Kompetensi Siswa Indonesia</i> (Indonesian Student Competency Assessment)
7.	AN	:	<i>Asesmen Nasional</i> (National Assessment)
8.	APBD	:	<i>Anggaran Pendapatan dan Belanja Daerah</i> (Regional Budgets)
9.	APBN	:	<i>Anggaran Pendapatan dan Belanja Negara</i> (National Budgets)
10.	APE	:	<i>Alat Permainan Edukatif</i> (Educational Play Equipment)
11.	APK	:	<i>Angka Partisipasi Kasar</i> (Crude Participation Rate)
12.	APM	:	Achievement Performance Monitoring
13.	ARKAS	:	<i>Rencana Kegiatan dan Anggaran Sekolah</i> (School activity plans and budgets)
14.	ASN	:	<i>Aparatur Sipil Negara</i> (Civil Servants)
15.	BAN PAUD-PNF	:	<i>Badan Akreditasi Nasional Pendidikan Anak Usia Dini dan Pendidikan Nonformal</i> (National Accreditation Board for ECE and Non-Formal Education)
16.	BAN-S/M	:	<i>Badan Akreditasi Nasional Sekolah dan Madrasah</i> (National Accreditation Board for Schools/Madrasahs)
17.	Bappenas	:	<i>Badan Perencanaan Pembangunan Nasional</i> (National Development Planning Agency)
18.	BBGP	:	The Transformational Teachers Center
19.	BCA	:	Bank Central Asia
20.	BE-MSS	:	Basic Education Minimum Service Standards
21.	BGP	:	Transformational Teachers
22.	Bidikmisi	:	Biaya Pendidikan Mahasiswa Miskin Berprestasi
23.	BKKBN	:	<i>Kementerian Kependudukan dan Pembangunan Keluarga</i> (National Population and Family Planning Board)
24.	BKN	:	<i>Badan Kepegawaian Negara</i> (National Civil Service Agency)
25.	BNSP	:	<i>Badan Nasional Sertifikasi Profesi</i> (The National Education Standards Agency)
26.	BOP	:	<i>Bantuan Operasional Pendidikan</i> (Operational Assistance)
27.	BOP PAUD-ABK	:	<i>Bantuan Operasional Pendidikan PAUD Anak Berkebutuhan Khusus</i> (Operational Assistance for ECE Education for Children with Special Needs)

28.	BOS	:	<i>Bantuan Operasional Sekolah</i> (School Operational Assistance)
29.	BP	:	British Petroleum
30.	BPS	:	<i>Badan Pusat Statistik</i> (Statistics Indonesia)
31.	BSKAP	:	<i>Badan Standar, Kurikulum, dan Asesmen Pendidikan</i> (Educational Standards, Curriculum and Assessment Agency)
32.	CECCEP	:	Centre For Early Childhood Care Education and Parenting
33.	CfDS	:	Center for Digital Society
34.	CIPS	:	Center for Indonesian Policy Studies
35.	CMHDC	:	Coordinating Ministry for Human Development and Culture
36.	CSIS	:	Centre for Strategic and International Studies
37.	CSR	:	Corporate Social Responsibility
38.	DAK	:	<i>Dana Alokasi Khusus</i> (Special Allocation Fund)
39.	Dapodik	:	<i>Data Pokok Pendidikan</i> (Primary Education Data)
40.	DAU	:	<i>Dana Alokasi Umum</i> (General Allocation Fund)
41.	DBH	:	<i>Dana Bagi Hasil</i> (Revenue Sharing Fund)
42.	Ditjen GTK	:	<i>Direktorat Jenderal Guru dan Tenaga Kependidikan</i> (Directorate General of Teachers and Education Personnel)
43.	DTKS	:	<i>Data Terpadu Kesejahteraan Sosial</i> (Integrated Social Welfare Data)
44.	Dukcapil	:	<i>Dinas Kependudukan dan Pencatatan Sipil</i> (Population and Civil Registration Agency)
45.	ECE	:	Early Childhood Education
46.	EMIS	:	Education Management Information System
47.	FHEI	:	Foreign Higher Education Institution
48.	FSGI	:	<i>Federasi Serikat Guru Indonesia</i> (Indonesian Teachers Union Federation)
49.	FSGI	:	<i>Federasi Serikat Guru Indonesia</i> (Indonesian Teachers Union Federation)
50.	GDP	:	Gross Domestic Product
51.	GIZ	:	Gesellschaft für Internationale Zusammenarbeit
52.	GK Indonesia	:	<i>Gerakan Kepedulian Indonesia</i>
53.	GNOTA	:	<i>Gerakan Nasional Orang Tua Asuh</i>
54.	GPE	:	Global Partnership for Education
55.	GTK	:	<i>Komunitas Guru dan Tenaga Kependidikan</i> (MoECRT's Teacher and Educator Community)
56.	HEI	:	Higher Education Institution
57.	ICT	:	Information and Communications Technology
58.	IGI	:	<i>Ikatan Guru Indonesia</i>
59.	IHF	:	Indonesia Heritage Foundation
60.	IISMA	:	Indonesian International Student Mobility Awards
61.	ISO	:	International Organization for Standardization

62.	ITU	:	International Telecommunication Union
63.	K/L	:	Kementerian/Lembaga (ministries/agencies)
64.	Kadin	:	Kamar Dagang dan Industri Indonesia (Indonesia Chamber of Commerce and Industry)
65.	KFP	:	Komunitas Filantropi Pendidikan
66.	KIP Sekolah	:	Kartu Indonesia Pintar Kuliah
67.	KM	:	Kampus Mengajar (Campus Teaching)
68.	KPAI	:	Komisi Perlindungan Anak Indonesia (Child Protection Commission)
69.	KPK	:	Komisi Pemberantasan Korupsi (Corruption Eradication Committee)
70.	LMS	:	Learning Management Systems
71.	LPTK	:	Lembaga Pendidikan Tenaga Kependidikan (the Educational Institution for Educational Personnel)
72.	MA	:	Madrasah Aliyah
73.	MAK	:	Madrasah Aliyah Kejuruan
74.	MBKM	:	Merdeka Belajar Kampus Merdeka (The Independent Learning-Independent Campus Program)
75.	MDTF	:	Multi-Donor Trust Fund
76.	MI	:	Madrasah Ibtidaiyah
77.	MKKS	:	Musyawarah Kerja Kepala Sekolah (Principal's Working Conference)
78.	MoA	:	Ministry of Agriculture
79.	MoABR	:	Ministry of Administrative and Bureaucratic Reform
80.	MoCI	:	Ministry of Communication and Informatics
81.	MoEC	:	Ministry of Education and Culture
82.	MoECRT	:	Ministry of Education, Culture, Research, and Technology
83.	MoF	:	Ministry of Finance
84.	MoH	:	Ministry of Health
85.	MoHA	:	Ministry of Home Affairs
86.	Mol	:	Ministry of Industry
87.	MoM	:	Ministry of Manpower
88.	MoMAF	:	Ministry of Marine Affairs
89.	MoPWPH	:	Ministry of Public Works and Public Housing
90.	MoRA	:	Ministry of Religious Affairs
91.	MoRT	:	Ministry of Research and Technology
92.	MoSA	:	Ministry of Social Affairs
93.	MoWECP	:	Ministry of Women Empowerment and Child Protection
94.	MSIB	:	Magang dan Studi Independen Bersertifikat (Internship and Certified Independent Study)
95.	MSS	:	Minimum Service Standards
96.	MTs	:	Madrasah Tsanawiyah
97.	NES	:	National Education System
98.	NIK	:	Nomor Induk Kependudukan (National Identification Number)
99.	NIP	:	Nutrition Improvement Program

100.	OECD	:	Organisation for Economic Cooperation and Development
101.	P2MW	:	Program Pembinaan Mahasiswa Wirausaha (Student Entrepreneurship Program)
102.	PAUD	:	Pendidikan Anak Usia Dini
103.	PAUD-HI	:	Pendidikan Anak Usia Dini – Holistik Integratif (Early Childhood Education Holistic Integrative)
104.	PhD	:	Doctor of Philosophy
105.	PHTC	:	Program Hasil Terbaik Cepat (Best Quick Result Programs)
106.	PIRAC	:	Public Interest Research Advocacy Center
107.	PISA	:	Programme for International Student Assessment
108.	PJJ	:	Pembelajaran Jarak Jauh (Remote Learning Program)
109.	PKBM	:	Pusat Kegiatan Belajar Masyarakat (Non-Formal Learning Centers)
110.	PKK Ormawa	:	Program Penguatan Kapasitas Organisasi Kemahasiswaan (Strengthening the Capacity of Student Organizations)
111.	PKM	:	Program Kreativitas Mahasiswa (Student Creativity Program)
112.	PMM	:	Platform Merdeka Mengajar (Independent Teaching Platform)
113.	PMM	:	Pertukaran Mahasiswa Merdeka (Merdeka Student Exchange)
114.	Pokjantal	:	Kelompok Kerja Operasional (Operational Working Group)
115.	Posyandu	:	Pos Pelayanan Terpadu (Integrated Health Post)
116.	PPDB	:	Penerimaan Peserta Didik Baru (New Student Admission System)
117.	PPG	:	Pendidikan Profesi Guru (teacher professional education)
118.	PRIME SteP	:	Promoting Research and Innovation through Modern and Efficient Science and Technology Parks Project
119.	PSF	:	Putera Sampoerna Foundation
120.	PSPK	:	Pusat Studi Pendidikan dan Kebijakan
121.	PTN-BH	:	Perguruan Tinggi Negeri-Badan Hukum (Legal Entity State Universities)
122.	PUSKAPA UI	:	Pusat Kajian dan Advokasi Perlindungan dan Kualitas Hidup Anak Universitas Indonesia
123.	RA	:	Raudhatul Athfal
124.	RAPBS	:	The participatory planning and monitoring of school budgets
125.	RF	:	Rajawali Foundation
126.	RPJMN	:	Rencana Pembangunan Jangka Menengah Nasional (National Medium Development Plan)
127.	Sakernas	:	Survei Angkatan Kerja Nasional (National Labor Force Survey)
128.	SAKIP	:	Sistem Akuntabilitas Kinerja Instansi Pemerintah (Government Agency Performance Accountability System)
129.	SD	:	Sekolah Dasar

130.	SDGs	:	Sustainable Development Goals
131.	SEAMEO	:	Southeast Asian Ministers of Education Organization
132.	SI	:	Surya Institute
133.	SIGAP	:	<i>Siapkan Generasi Anak Berprestasi</i>
134.	SMA	:	<i>Sekolah Menengah Atas</i>
135.	SMK	:	<i>Sekolah Menengah Kejuruan</i>
136.	SMP	:	<i>Sekolah Menengah Pertama</i>
137.	SNP	:	<i>Standar Nasional Pendidikan (National Education Standards)</i>
138.	SOEs	:	State-owned businesses
139.	SPBE	:	<i>Sistem Pemerintahan Berbasis Elektronik (electronic-based government systems)</i>
140.	SPM	:	<i>Standar Pelayanan Minimal (Minimum Service Standards)</i>
141.	STEAM	:	Science, Technology, Engineering, Art, and Mathematics
142.	STEM	:	Science, Technology, Engineering, and Mathematics
143.	TBM	:	<i>Taman Bacaan Masyarakat (Community Reading Parks)</i>
144.	TBP	:	Taman Bacaan Pelangi
145.	TELADAN	:	<i>Transformasi Edukasi untuk Melahirkan Pemimpin Masa Depan (Transforming Education to Produce Future Leaders)</i>
146.	TFI	:	Teach for Indonesia
147.	TJSL	:	<i>Tanggung Jawab Sosial Lingkungan</i>
148.	TKNV	:	<i>Tim Koordinasi Nasional Revitalisasi Pendidikan Vokasi dan Pelatihan Vokasi (National Vocational Coordination Team)</i>
149.	TPG	:	<i>Tunjangan Profesi Guru</i>
150.	TVET	:	Technical Vocational Education and Training
151.	TVRI	:	<i>TV Republik Indonesia</i>
152.	UKG	:	<i>Uji Kompetensi Guru (Teacher Competency Test)</i>
153.	UNDP	:	United Nations Development Programme
154.	UNESCO	:	United Nations Educational, Scientific, and Cultural Organization
155.	UNICEF	:	United Nations International Children's Emergency Fund
156.	UNICEF MICS-EAGLE	:	UNICEF Education Analysis for Global Learning and Equity
157.	UPT	:	<i>Unit Pelaksanaan Teknis (Education Implementation Units)</i>
158.	USAID	:	United States Agency for International Development
159.	WCP	:	World Class Professor
160.	WCU	:	World Class University
161.	WHO	:	World Health Organization
162.	WLF	:	William & Lily Foundation
163.	WMK	:	<i>Wirausaha Merdeka (Merdeka Entrepreneurship)</i>
164.	World Bank GEPD	:	World Bank Global Education Policy Dashboard
165.	World Bank SABER	:	World Bank Systems Approach for Better Education Results
166.	WTT	:	We the Teachers

167.	WVI	:	<i>Wahana Visi Indonesia</i>
168.	YABB	:	<i>Yayasan Anak Bangsa Bisa</i>
169.	YAPB	:	<i>Yayasan Pemimpin Anak Bangsa</i>
170.	YCAB	:	<i>Yayasan Cinta Anak Bangsa</i>
171.	YDBA	:	<i>Yayasan Dharma Bhakti Astra</i>
172.	YISK	:	<i>Yayasan Insan Sekolah Kasih</i>
173.	YPH	:	<i>Yayasan Pelita Harapan</i>

Chapter I

Unveiling Indonesia's Education Architects



Unveiling Indonesia's Education Architects

Indonesia's education system has experienced a remarkable evolution, shaped by an ongoing process of reform and adaptation to meet the country's diverse and growing needs. Over the years, the system has transitioned from a highly centralized structure to one that embraces decentralization, recognizing the importance of local autonomy in addressing the unique challenges faced by different regions. This shift reflects the government's understanding of Indonesia's vast geographical, cultural, and socio-economic diversity, necessitating a more tailored and flexible approach to education that aligns with the specific demands of various communities.

Central to this development has been the government's ability to formulate policies, regulations, and programs through the collaboration of multiple stakeholders, spanning both national and local levels. The collective effort to improve education is not only a matter of implementing national strategies but also of engaging with local authorities to ensure that education systems are responsive to regional conditions.

The journey is ongoing, and the challenges remain complex. Ensuring that all regions, regardless of their geographical location or economic standing, can access high-quality education remains a priority. The government continues to refine its policies and strengthen its programs, striving to balance national standards with the flexibility needed to accommodate regional differences. The ongoing dialogue between central authorities and local entities highlights the importance of cooperation in achieving the shared goal of an educated and empowered populace.

Who Are the Regulators?

The national education system is governed by the Ministry of Education, Culture, Research, and Technology (MoECRT), with the Ministry of Religious Affairs (MoRA) overseeing religion-based schools. This dual oversight ensures both secular and religious education receive appropriate attention and resources. Policies are implemented across 38 provinces as well as 540 regencies and cities, requiring coordination among at least ten ministries and central government institutions.

As a note:

In 2021, the Ministry of Research and Technology (MoRT) was merged with the Ministry of Education and Culture (MoEC) to form the Ministry of Education, Culture, Research, and Technology or so-called MoECRT. Some of the regulations that are still in effect refer to MoEC regulations before the merger, followed by MoECRT regulations enacted after the merger.

What is the Vision?

In his 2019 re-election speech, President Joko "Jokowi" Widodo emphasized the need for an adaptive, productive, innovative, and competitive nation. He underscored that the key to a prosperous future lies in developing human resources, which hinges on a robust education and training system capable of enhancing citizens' well-being and improving human capital. A World Bank report in 2020 highlighted that achieving these ambitious goals requires aligning educational outcomes with economic and development objectives.



Education does more than just make Indonesians smart and knowledgeable; it is an effort to truly humanize us.

- Ir. Joko Widodo

The National Medium Development Plan (*Rencana Pembangunan Jangka Menengah Nasional/RPJMN*) for 2020-2024 echoes this vision, aiming to cultivate “quality and competitive human resources” who are “healthy and smart, adaptive, innovative, skilled, and of character.” To prosper, Indonesia needs an education and training system capable of enhancing citizen well-being, improving human capital, and achieving economic and development goals.

Therefore, it is important to note that this book was completed during the final period of President Jokowi’s administration to comprehend how the foundation of the education system was developed over the last ten years, which will be an important feature of the future educational landscape in the country. Although educational affairs are currently managed by at least three main ministries—the Ministry of Basic and Secondary Education, the Ministry of Higher Education, Science, and Technology, and the MoRA—this book addresses matters related to the educational structure and programs of the MoECRT and MoRA based on President Jokowi’s administration.

Public and Private Synergy

Public education bodies, governed by the MoECRT and the MoRA, set national education standards, develop curricula, and ensure access to education across the archipelago. Their policies provide a foundation for lifelong learning and equitable education opportunities.

Private education bodies introduce innovation, flexibility, and additional resources into the educational ecosystem. They pioneer new teaching methodologies, incorporate cutting-edge technology, and offer specialized programs that swiftly adapt to evolving needs. Private institutions also alleviate the burden on public systems by accommodating a significant portion of the student population.

The synergy between public and private education sectors is vital. Public institutions ensure broad access and equity, while private entities enhance quality and diversity. This chapter explores how both sectors can collaborate, share best practices, and leverage their strengths to build a more robust and dynamic education system.

This chapter aims to explore the central and strategic roles of public education institutions in shaping Indonesia’s educational landscape. By examining their unique contributions and collaborative efforts, we seek to illuminate how these entities collectively drive the pursuit of quality education in Indonesia. Furthermore, we will explore Indonesia’s journey toward educational decentralization and scrutinize the education budget from 2022 to 2024.




A. MoECRT & MoRA

Indonesia’s education sector is the fourth-largest in the world, with 53.8 million students currently enrolled in formal pre-tertiary education. Education governance involves various central ministries and local governments at the provincial and regency/city levels, creating a complex education ecosystem with numerous stakeholders.

The education ecosystem is mainly overseen by two ministries: the MoECRT and the MoRA. The majority of Indonesian children attends public or private schools under the jurisdiction of the MoECRT or MoRA. Approximately 15 percent, or 8 million, of these primary and secondary school students attend MoRA schools.



Table 1. Division of Work Among MoRA and MoECRT

	MoECRT	MoRA
 <p>School Supervision & Management</p>	<p>Public and Private Schools</p> <ul style="list-style-type: none"> Manages both formal and non-formal public and private educational institutions. Covers K-12 education¹, tertiary education, and non-formal education (adult education, community education) through respective Directorate Generals. Implements decentralized governance: MoECRT sets national standards, while local governments manage K-12 schools. Enforces education standards in private schools through accreditation and conditional assistance funding. 	<p>Religious-based Public and Private Schools</p> <ul style="list-style-type: none"> Manages formal and non-formal religious education institutions from early childhood to tertiary levels, including religious content for Muslim, Hindu, Christian, Buddhist, and Confucian students. Implements centralized governance: MoRA enforces education standards for religious public schools. Has limited authority to enforce standards in private religious schools and institutions.
 <p>Education Standards</p>	<p>Sets the Education Standards</p> <ul style="list-style-type: none"> Defines national education standards (<i>Standar Nasional Pendidikan/SNP</i>) for the learning process, infrastructure, personnel, management, and financing. Formulates national policies on culture, literature (including Bahasa Indonesia and local languages), film, as well as science and technology. 	<p>Adheres to MoECRT's Education Standards</p> <ul style="list-style-type: none"> Complies with MoECRT's education standards, including curriculum and teacher management. Makes minor implementation adjustments through Ministerial Decrees. Adjusts the curriculum and duration of teacher professional education as needed.
 <p>National Curriculum</p>	<p>Develops the national curriculum and adheres to MoRA for religious-based school subjects</p> <ul style="list-style-type: none"> Develops the national curriculum for primary and secondary education, including technical guidance for its implementation. Sets mandatory school subjects that must be included in the national curriculum. 	<p>Implements the national curriculum with adjustments and sets religious content for school subjects.</p> <ul style="list-style-type: none"> Develops religious content for subjects such as Islamic education and Arabic language within the national curriculum. Allows <i>madrasahs</i> to adjust certain aspects of the curriculum: teaching time, religious materials, local content, and extracurriculars. Permits Christian-based schools to develop general and local teaching subjects in accordance with MoECRT's education standards.

¹ K-12 refers to the succeeding 12 years of basic education.

Box 1. Public faith-based schools are centrally managed under MoRA

In contrast to the MoECRT's decentralized governance of schools, which grants greater autonomy to local governments, the MoRA specifically oversees 52,576 faith-based institutions. These institutions provide both formal and non-formal education, as well as religious content, for Muslim, Hindu, Christian, Buddhist, and Confucian students, from early childhood education to the tertiary level.

In addition, 95 percent of schools under MoRA are private, contributing to 11.8 percent of Indonesia's pre-tertiary student population. *Madrasahs* account for the majority of student enrollments in MoRA's primary and secondary schools.

Madrasahs offer formal education with an emphasis on Islamic studies at four levels:

1. *Raudhatul Athfal* (RA): equivalent to early childhood education
2. *Madrasah Ibtidaiyah* (MI): equivalent to primary level
3. *Madrasah Tsanawiyah* (MTs): equivalent to junior secondary
4. *Madrasah Aliyah* (MA): equivalent to senior secondary and vocational schools

The Art of Coordination

Achieving excellence in education demands seamless coordination. According to MoECRT Regulation No. 28 of 2021, the MoECRT's Bureau of Cooperation and Public Relations plays a key role in connecting the dots. They link up ministries, government bodies, NGOs, and communities to foster educational partnerships. Making education better means coordinating within and between ministries, from top to bottom. To pull off policies successfully, everyone needs to be on the same page—programs, policies, and action plans all aligned.

In Indonesia's education landscape, teamwork goes beyond just the MoECRT. It teams up with the MoRA to manage both secular and religious education and tackle various challenges. The MoECRT also collaborates with other ministries to recruit teachers, push digital education, improve technical and vocational training, upgrade school facilities, and monitor education quality using Minimum Service Standards (MSS).

Table 2. Relevant Ministries & Institutions Supporting MoECRT


Ministry	Programs
Coordinating Ministry for Human Development and Culture (CMHDC), Ministry of Home Affairs (MoHA), Ministry of Finance (MoF), & National Development Planning Agency (Badan Perencanaan Pembangunan Nasional/Bappenas)	MSS
Ministry of Public Works and Public Housing (MoPWP) & Ministry of Health (MoH)	Sanitation
MoRA	Religion-based Education
MoPWP	School Construction
Ministry of Industry (Mol)	Workforce Development (Technical and Vocational Education and Training)
Ministry of Administrative and Bureaucratic Reform (MoABR), MoF, Mol & the Ministry of Manpower (MoM)	Teachers Recruitment
Ministry of Communication and Informatics (MoCI)	Digitalization in Education

Driving Digital Transformation: Integrating Interministerial Programs through Electronic-Based Government Systems

Presidential Regulation No. 82 of 2023 aims to accelerate digital transformation by prioritizing electronic-based government systems (*Sistem Pemerintahan Berbasis Elektronik/SPBE*), particularly in education and integrated services governance. Under this directive, the MoECRT is developing edtech platforms and advancing digital learning content.

Table 3. MoECRT's SPBE Programs

Ministry	Target for Education Outcome	SPBE Program
MoECRT	Access of Education	<i>TanyaBOS</i> <i>Mandiri Belajar</i>
	Quality of Education	<i>Merdeka Belajar</i> <i>Rapor Pendidikan</i>
	School Improvement	Akun Belajar.id SIPLah
	Workforce Development	<i>Kampus Merdeka</i> <i>Kedaireka</i>
	Governance	School's activity plan and budget (<i>Rencana Kegiatan dan Anggaran Sekolah/ARKAS</i>) Primary Education Data (<i>Data Pokok Pendidikan/Dapodik</i>)



The SPBE's development strategy in the education sector also aims to integrate Dapodik with other ministries or institutions, as illustrated in Table 3. Dapodik can serve as a data source for local governments to evaluate school management and formulate future education plans. This system is immensely crucial as it supports various aspects in shaping education policies.

Table 4. Incorporating MoECRT's Dapodik into Programs Across Other Ministries

Ministry/Government Agency	Target for Education Outcome	Program
Population and Civil Registration Agency (Dukcapil)	Access	Incorporating National Identification Number data for out-of-school children management
Directorate General of Higher Education		Data support for education support for outstanding poor student (<i>biaya pendidikan mahasiswa miskin berprestasi</i> or <i>Bidikmisi</i>) program (now <i>Kartu Indonesia Pintar Kuliah/KIP Kuliah</i>) and student admission process
Ministry of Social Affairs (MoSA)		Utilizing Integrated Social Welfare Data (<i>Data Terpadu Kesejahteraan Sosial/DTKS</i>) as the basis for eligibility for education assistance programs

Ministry/Government Agency	Target for Education Outcome	Program
National Population and Family Planning Board (BKKBN)		Data on extreme poverty
MoERCT	Quality of Education	Integration between National Accreditation Board for Schools/Madrasahs (<i>Badan Akreditasi Nasional Sekolah dan Madrasah/ BAN-S/M</i>) and the National Accreditation Board for Early Childhood Education and Non-Formal Education (<i>Badan Akreditasi Nasional Pendidikan Anak Usia Dini dan Pendidikan Nonformal/BAN PAUD-PNF</i>) on school accreditation data
Corruption Eradication Committee (<i>Komisi Pemberantasan Korupsi/KPK</i>)		Supporting data for <i>Jaga Sekolah</i> (anti-corruption program for schools run by KPK)
Statistics Indonesia (<i>Badan Pusat Statistik/BPS</i>)	School Improvement	Providing data from Dapodik for <i>Statistik Pendidikan</i> or Education Statistics publications
MoRA		Collecting religious education unit data via Dapodik for state-recognized faiths' designated schools, supporting MoRA's Education Management Information System
MoPWH		Data and Information on rehabilitation and construction of schools
Ministry of Agriculture (MoA)	Workforce Development	SMK under MoA, MoA programs covering SMK under MoERCT
Ministry of Marine Affairs (MoMAF)	Governance	Data and Information on Schools under MoMAF
Ministry of Health (MoH)		Data and Information on Education Units with a Community Health Center (at the technical integration phase) to support sanitation programs (Sustainable Development Goals or SDGs)

Building Education Ecosystem

There is a growing call from educational practitioners and experts to develop a comprehensive education ecosystem where stakeholders from diverse sectors and areas of expertise can engage in meaningful collaboration. This proposed ecosystem aims to break down silos and encourage cross-sector partnerships, creating a more integrated and holistic approach to education. By fostering communication and establishing linkages between policymakers, educators, private sector players, community leaders, and parents, this ecosystem can harness the strengths and resources of each stakeholder group to address the complex challenges facing the education system.

The creation of such an ecosystem would involve regular dialogue and knowledge-sharing forums where stakeholders can exchange ideas, insights, and best practices. For instance, the collaboration among national and local governments, educational institutions, and industry can lead to the development of curricula that are more aligned with the needs of the labor market, thereby enhancing students' employability.

Moreover, public-private partnerships can provide schools with access to additional resources, such as technology and infrastructure, which are crucial for improving the quality of education.

Ultimately, this ecosystem will create a more responsive and resilient education system that is better equipped to meet the diverse needs of learners across different regions and socio-economic backgrounds. By leveraging the expertise and resources of various stakeholders, the ecosystem will contribute to the creation of an educational environment where all students have the opportunity to thrive and succeed.

Analyzing Indonesia’s education ecosystem through this lens reveals five layers of partnership and interaction encompassing both national and local levels (Tanoto Foundation & CIPS, 2024).

Table 5. National Scale vs. Local Scale

National Scale		Local Scale	
 The House	<ul style="list-style-type: none"> • Policymaking • Supervision of policy 	 Local Government	<ul style="list-style-type: none"> • Regional Policymaking • Public-Private Partnership • Teacher Management and Recruitment
 MoECRT	<ul style="list-style-type: none"> • Policymaking • Public-Private Partnership • Teacher Management and Recruitment • International Partnerships 	 Public/Private Schools & Higher Education Institutions	<ul style="list-style-type: none"> • Regional Policymaking • Public-Private Partnership • Teacher Management and Recruitment • Increase School Autonomy • Linkage to Industry
 MoRA	<ul style="list-style-type: none"> • Policymaking • Public-Private Partnership • Teacher Management and Recruitment • International Partnerships 	 School Leaders (School Principal & School Committee)	<ul style="list-style-type: none"> • School Autonomy • Public-Private Partnership • Teacher Management and Recruitment • Parental Engagement
 Other Ministries	<ul style="list-style-type: none"> • Construction of School Facilities • Workforce Development • Teacher Recruitment • Supply of Infrastructure (e.g. sanitation, electricity, internet) 	 Teachers	<ul style="list-style-type: none"> • School Autonomy • Public-Private Partnership • Parental Engagement
 Private Sector	<ul style="list-style-type: none"> • Public-Private Partnership • Teacher Capacity Building • International Partnerships • Parental Engagement • Education Financing 	 Parents	<ul style="list-style-type: none"> • School Autonomy • Public-Private Partnership • Parental Engagement • Early Childhood Development

The relationship between the national and local scales in the education sector involves various interconnected stakeholders who contribute to policy formation, program implementation, and the enhancement of education quality in Indonesia. At the national level, institutions such as the House of Representatives, the MoECRT, the MoRA, and other ministries are responsible for policy formulation, oversight, public-private partnerships, educator management, and facility development. They also play a role in establishing international partnerships and allocating resources to improve the quality of education nationwide.

At the local level, regional governments, schools (both public and private), higher education institutions, school leaders, teachers, and parents play a role in implementing the policies set at the national level. They are involved in regional policymaking, public-private partnerships, educator management and recruitment, and enhancing school autonomy. This autonomy allows schools to be more responsive to local needs, including industry and community involvement. Additionally, parents actively participate in early childhood development and support school activities, all of which contribute to the successful implementation of education policies at the local level.

The interaction between the national and local scales reflects a dynamic where national policies are adapted to meet the specific needs of regions, with each stakeholder playing a crucial role in the complex education ecosystem.

B. Education Decentralization: Shaping Central-Local Relations

Decentralization has become a crucial agenda in the global educational reform movement. This is evident in the MoECRT’s continuous commitment to ensuring quality education, particularly since 2019. During this period, the Indonesian education system has shifted its focus from emphasizing access to prioritizing quality. This transition has included enhancements in human resources, educational services, and learning outcomes, with a dedicated effort to promote equal access to quality education.



Current Structure

While acting as a catalyst for educational advancement, the central government through the MoECRT maintains greater authority over postsecondary education. Local regency/city governments focus on early childhood education (ECE), non-formal, primary, and junior secondary education, while provincial governments oversee senior secondary and special education, which is the equivalent of SMA and special education. With this education reform, schools have gained increased autonomy in managing their entities to ensure educational quality as exhibited in Table 6.

Table 6. Structure and functions of the Indonesian education system after decentralization

Education Management			
Central Government	Province	Regency/City	School Principal
<ol style="list-style-type: none"> 1. National education standards 2. Higher education 	<ol style="list-style-type: none"> 1. Senior secondary education 2. Special education 	<ol style="list-style-type: none"> 1. Primary education 2. Junior secondary education 3. Early childhood and nonformal education 	<ol style="list-style-type: none"> 1. Management of individual school: planning, budgeting, school self-evaluations

Curriculum development			
Central Government	Province	Regency/City	School Principal
National curriculum for secondary education, primary education, early childhood education, and nonformal education	Local content curriculum for senior secondary education and local special education	Local content curriculum for primary education, junior, secondary education, early childhood education, and nonformal education	Implementation of local content curriculum

Accreditation
Central Government
Accreditation for higher, secondary, primary, early childhood education, and nonformal education

Educators and Educational Staff Management			
Central Government	Province	Regency/City	School Principal
<ol style="list-style-type: none"> 1. Control of the educators' training, the hiring of permanent teaching staff, educators' translators, and educators' career development 2. Transfers of educators and educational staff between provinces 	Transfers of educators and education staff across regency/city regions within one province	<ol style="list-style-type: none"> 1. Allocation and transfers of educators and educational staff within a regency /city region 2. Hiring of teachers on district-level contracts 	Hiring of teachers on school contracts

Educational Licensing		
Central Government	Province	Regency/City
<ol style="list-style-type: none"> 1. Licenses for private universities 2. Operating licenses for foreign educational units 	<ol style="list-style-type: none"> 1. Licenses for private secondary education 2. Licenses for private special education 	<ol style="list-style-type: none"> 1. Licenses for private primary education 2. Licenses for private early childhood education and private non-formal education

Language and Literature Subjects		
Central Government	Province	Regency/City
Fostering Indonesian language and literature	Language and literature across regency/city regions within one provincial region	Language and literature whose speakers are present within the regency/city region

Assessment		
Central Government	Regency/City	School Principals
Supervises and implements assessments of student skills on a population basis	Work with schools to develop student assessments	<ol style="list-style-type: none"> 1. Performance assessments of teachers 2. School self-assessment against the minimum service standards

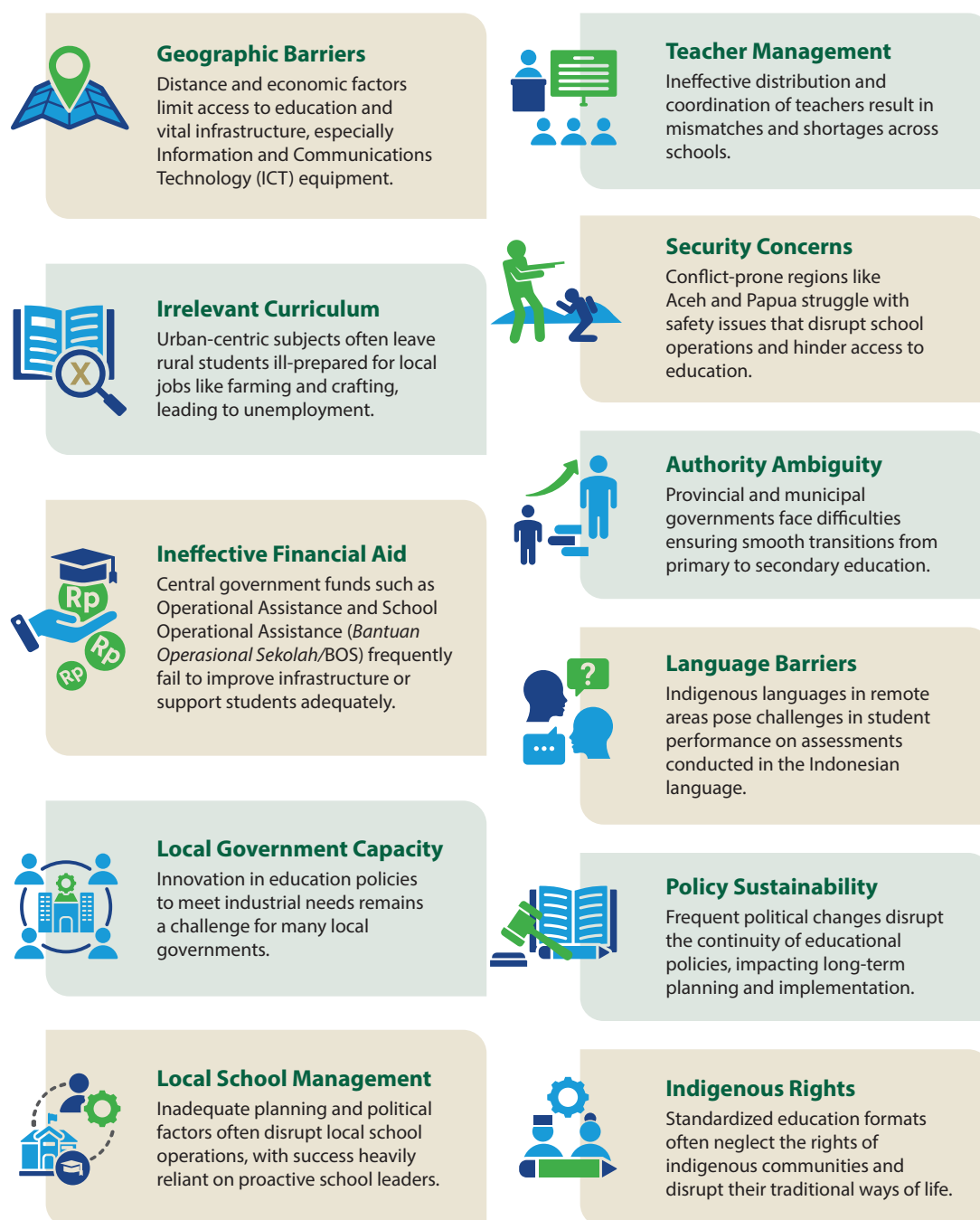
Higher Education Stipulated in Law No.12 of 2012 on Higher Education	
Central Government	Higher Education Leadership
<ol style="list-style-type: none"> 1. Sole authority in the policy development and formulation process, as well as the monitoring and evaluation process for higher education institutions 2. Also charged with facilitating capacity-building efforts for higher education institutions staff 3. Can issue and revoke permits for higher education institutions 	<ol style="list-style-type: none"> 1. Higher education institutions are granted autonomy to pursue academic freedom in accordance with <i>Tridharma</i>. 2. Higher education institutions have the autonomy to develop their own curriculum but must offer mandatory subjects on religion, Pancasila, civics, and Indonesian. 3. Communities/private sector can establish private higher education institutions.

Implementing decentralization highlights the importance of local capacity in reaching educational milestones. To empower local roles in this process, the central government has collaborated with the MoHA to actively engage with local authorities by transforming the functions of Education Implementation Units (*Unit Pelaksana Teknis/UPTs*) to support the technical aspects of decentralization implementation. The UPTs play a crucial role in promoting educational equality, resolving school funding issues, as well as acting as mediators between schools and parents in order to facilitate local government-led decentralization.

What Hurdles Stand in the Way?

However, decentralizing education presents a myriad of challenges that stem from the complexity of distributing authority and resources across diverse regions. While decentralization aims to make education systems more responsive to local needs, it often reveals disparities in capacity, infrastructure, and governance. Local governments and institutions may struggle to manage the responsibilities that come with greater autonomy, leading to inconsistencies in policy implementation and educational outcomes.

Figure 2. The Challenges of Decentralizing Education in Indonesia



(Tanoto Foundation & CIPS, 2024)

Furthermore, the diverse socio-economic, cultural, and geographic conditions across regions can create significant barriers, complicating efforts to ensure equitable access to quality education for all students. The tension between maintaining national standards and allowing regional flexibility often results in fragmented educational systems, where the effectiveness of reforms is uneven, and progress is hindered by local challenges. Chapter II will delve deeper into these complexities within Indonesia's education sector.

C. Existing Regulation

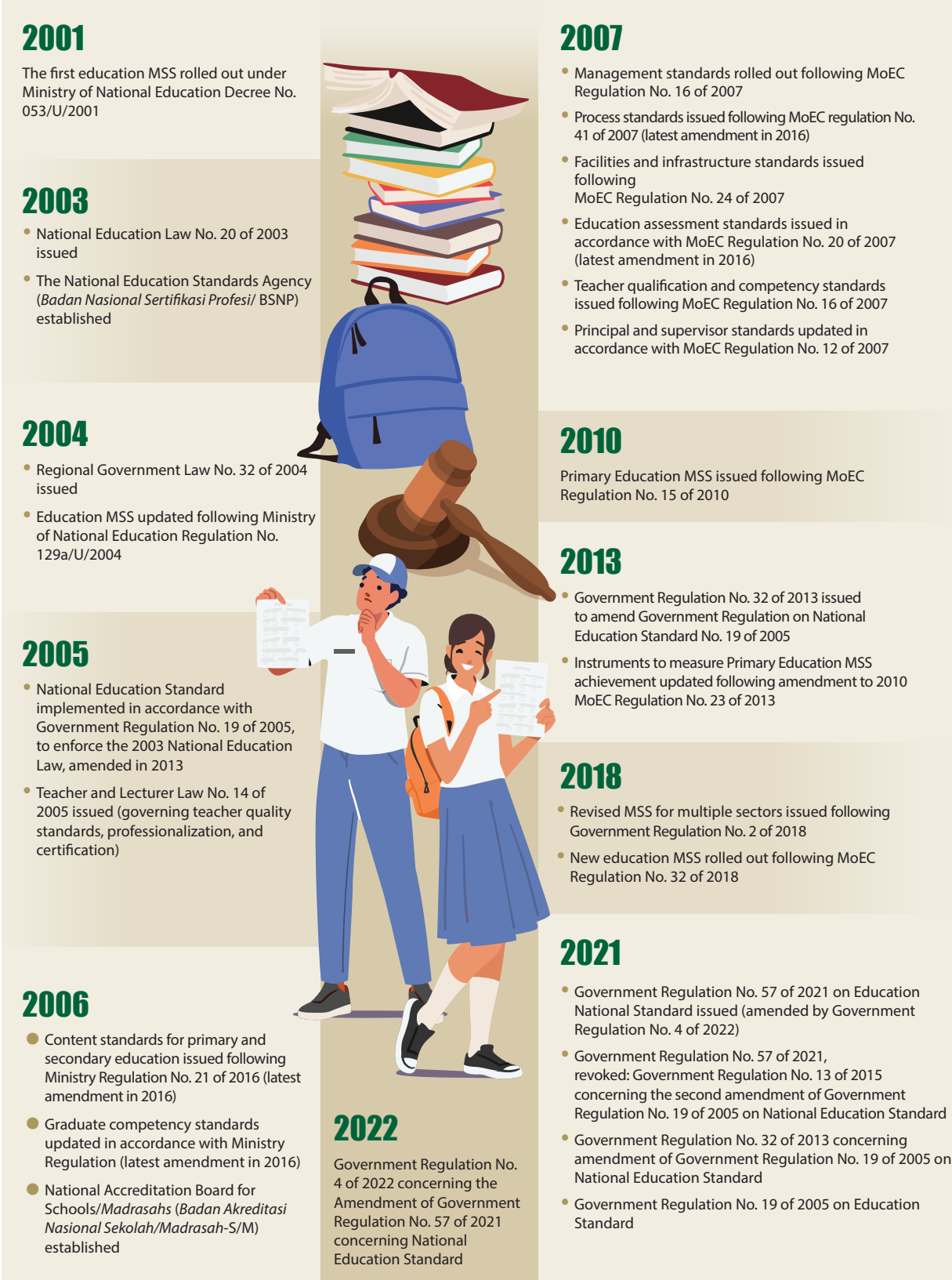
As Indonesia's education system has evolved, so too have the approaches to managing and improving it. Decentralization brought about significant changes, allowing for greater regional autonomy but also revealing a need for more cohesive standards to ensure consistent educational quality.

Recognizing these challenges, the government has continuously refined its regulatory framework, introducing and updating policies to address disparities and align with global benchmarks. Indonesia's commitment to enhancing

educational quality and equity is reflected in the evolution of National Education Standards and Minimum Service Standards (MSS). This timeline captures the legislative milestones that have shaped the nation's educational landscape, from foundational policies to recent advancements aimed at aligning with international standards.

Exploring these key moments reveals how Indonesia's government is strategically aiming to provide top-notch education for all, ensuring every student has the opportunity to thrive. This retrospective not only celebrates achievements but also highlights ongoing challenges and opportunities for advancing educational excellence.

Figure 3. Journey through pivotal moments shaping Indonesia's educational policies



The Indonesian education sector is built on a robust legal framework, with Law No. 20 of 2003 on the National Education System at its core. Government regulations and ministerial decrees further reinforce this framework, outlining key educational goals, policies, and plans. This foundational law shapes the structure and scope of education in Indonesia, categorizing it into formal, non-formal, and informal streams.

Formal education in Indonesia follows a well-defined path, beginning with primary school (*Sekolah Dasar/SD*, and *Madrasah Ibtidaiyah/MI*) and progressing to junior secondary school (*Sekolah Menengah Pertama/SMP*, and *Madrasah Tsanawiyah/MTs*). It continues through senior secondary education, including both general and vocational tracks (*Sekolah Menengah Atas/SMA*, *Sekolah Menengah Kejuruan/SMK*, and *Madrasah Aliyah/MA*), culminating in higher education. This system offers various types of education, including general, vocational, academic, professional, technical, religious, and special education.

Non-formal education provides a versatile alternative to formal schooling, designed to meet the needs of those requiring additional, supplementary, or replacement education to support lifelong learning. This flexible stream offers structured programs outside the traditional system, including equivalency education (*Pendidikan Penyetaraan* through *Paket A, B, or C*), specialized courses, and various training programs.

Informal education flourishes in the nurturing environments of home and community, where learning happens naturally through everyday activities. This type of education includes homeschooling, where families take the lead in providing a personalized and self-directed learning experience, fostering curiosity and growth outside the traditional classroom.



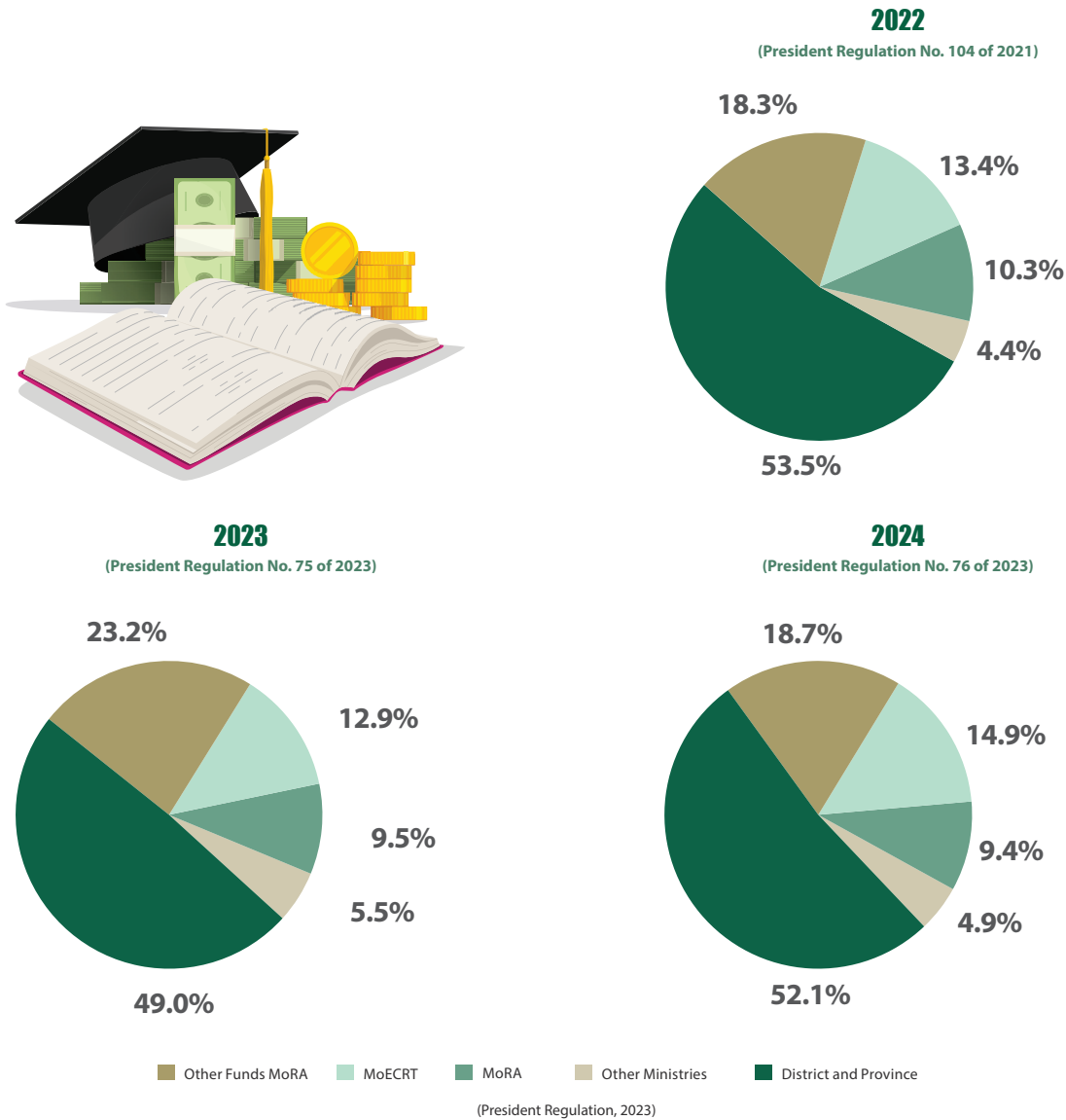
Table 7. Levels of Education

Level	Formal	Non-Formal	Informal
Specialized Education	Government-affiliated Academy	Non-Formal Learning Center (<i>Pusat Kegiatan Belajar Masyarakat/PKBM</i>)	
Higher Education	Diploma 1-4 (D1-4) / Bachelor's Degree (S1)/ Master's Degree (S2)/ Doctoral Degree (S3)	Advanced Training Program (<i>Pendidikan Keterampilan/ Pelatihan Kerja</i>)	
Senior Secondary Education	Senior High School & Vocational School (SMA/ SMK/MA)	Non-Formal Senior Secondary Program (<i>Paket C</i>)	Homeschooling (<i>Pendidikan Keluarga & Pendidikan berbasis Lingkungan</i>)
Junior Secondary Education	Junior High School (SMP/MTs)	Non-Formal Junior Secondary Program (<i>Paket B</i>)	
Primary Education	Primary School (SD/MI)	Non-Formal Primary Program (<i>Paket A</i>)	
Early Childhood Education	Kindergarten (TK/RA)	Playgroup (KB)	
General Education	Religious-based Education (<i>Pendidikan Diniyah, Pabhaja Samanera, Pondok Pesantren, Majelis Taklim, Sekolah Minggu</i>)		
		Daycare	

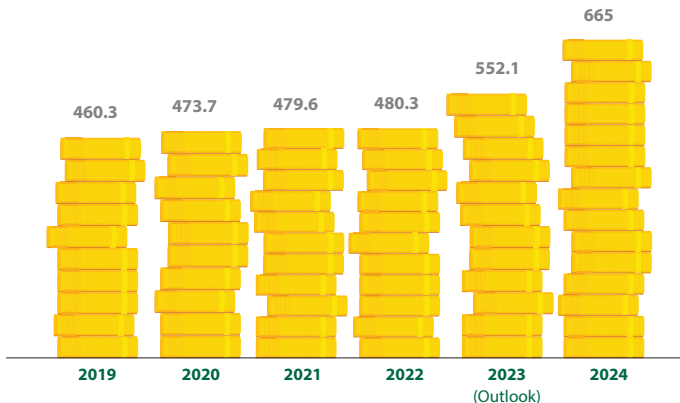
From primary to tertiary education, as well as various forms of special and faith-based education, each level plays a vital role in shaping the competencies and skills needed in this information age. Collectively, they significantly contribute to achieving national education goals.

D. Indonesia’s Education Budget for 2022-2024

Figure 4. Indonesia’s Education Budget for 2022-2024



Education Budget Development 2019-2024 (trillion rupiah)



Regulation and Challenges: What is the Deal with the Budget?

The 1945 Constitution’s Article 31 sets a clear mandate: at least 20 percent of the national and regional budgets (*Anggaran Pendapatan dan Belanja Negara/APBN* and *Anggaran Pendapatan dan Belanja Daerah/APBD*) must be dedicated to education. Law No. 20 of 2003, Article 49 backs this up, emphasizing that funds—excluding teacher salaries and admin costs—should hit the 20 percent mark from both APBN and APBD.

But here is where it gets tricky. Constitutional Court Decision Number 24/PUU-V/2007 threw a curveball by ruling that the 20 percent minimum already includes teacher salaries, stirring debates and dilemmas.

What Needs Funding?

Building and upgrading schools (think classrooms, sports fields, libraries, labs, cafeterias, worship places, internet networks)

Financing education (free schooling, subsidies, scholarships)

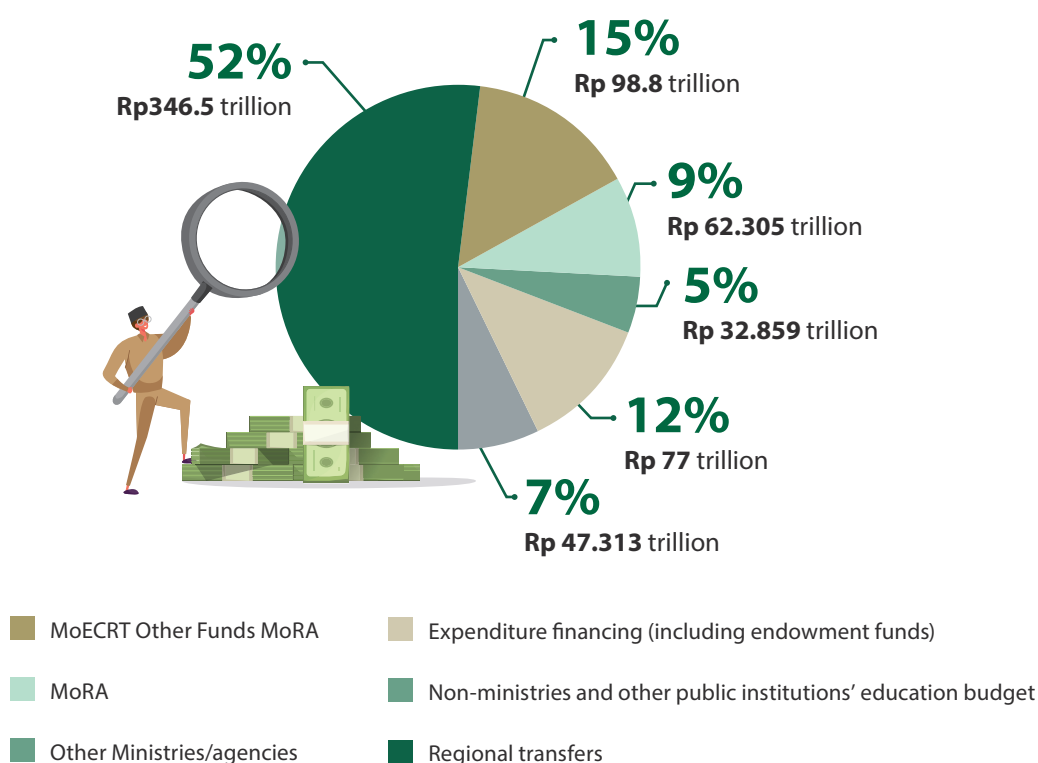
Providing essentials (textbooks, uniforms, stationery, laptops, free breakfast)

Boosting teacher professionalism (training, professional development, competency testing, certification)

Budget Breakdown for 2024

According to Presidential Regulation No. 76 of 2023, the education budget for 2024 is Rp 665 trillion, with the following breakdown:

Figure 5. Indonesia’s Education Budget for 2024



The regional transfers include the General Allocation Fund (*Dana Alokasi Umum/DAU*) and Revenue Sharing Fund (*Dana Bagi Hasil/DBH*), the Special Allocation Fund (*Dana Alokasi Khusus/DAK*), and special autonomy funds.

Management and Allocation

Despite the hefty and growing budget, managing and allocating the 20 percent earmarked for education is a major challenge. This funding is supposed to cover everything from school infrastructure and learning facilities to educational financing, resources, and continuous professional development of teachers.

The Constitutional Court ruling and legislative adjustments have sparked debates about whether the 20 percent includes teacher salaries or requires additional funds, complicating budget utilization.

Moreover, education competes with other sectors for funding, leading to compromises that can affect the quality and reach of educational resources and services. The broad interpretation of education expenditure includes not only primary education but also vocational and higher education, vital for a skilled workforce and national development.

The Bottom Line: Quality & Outcomes

National education quality is under constant scrutiny, with society evaluating graduation rates, employability of graduates, and overall educational outcomes. These assessments reflect not just the efficacy of budget allocations but also the effectiveness of educational policies in ensuring equitable access to quality education and preparing future generations for a globalized world.

Chapter II

Current Dynamics in the Indonesian Education Sector



Current Dynamics in the Indonesian Education Sector

Indonesia's education system encompasses various levels, each playing a vital role in the nation's development. It begins with early childhood education (ECE), progresses through primary education (grades 1-6), continues with junior secondary education (grades 7-9) and senior secondary education (grades 10-12), and culminates in higher education.

The education system is designed to support students at each stage of their academic journey, laying a solid foundation and building progressively towards higher levels of learning and skill development.

ECE plays a crucial role in this process by laying the groundwork for future learning, as rapid brain development during this stage profoundly impacts cognitive and social skills. These programs nurture young minds, preparing them for later stages of education.

In primary education, students develop essential literacy and numeracy skills while also cultivating a love for learning, curiosity, critical thinking, and problem-solving abilities. As they move into junior secondary education, the curriculum expands to include specialized subjects, preparing students for higher education and the workforce while encouraging exploration and building on the foundational skills acquired in earlier years.

Senior secondary education then offers both general and vocational pathways tailored to students' interests and career goals. Through programs such as general high schools (*Sekolah Menengah Atas/SMA*) and vocational schools (*Sekolah Menengah Kejuruan/SMK*), students receive academic and technical education, equipping them for higher education or immediate employment.

Finally, higher education represents the pinnacle of the system, focusing on advanced studies and research. Universities and colleges produce innovative, adaptable graduates who are essential for driving economic growth and societal development, ultimately shaping the nation's future.

A. Indonesia's Educational Landscape

In today's rapidly evolving landscape of science and technology, the demand for new competencies has become imperative. This tech-driven era demands a shift in our educational priorities, pushing us to develop frameworks that can tackle contemporary challenges head-on. We are in the information age, and it calls for a fresh set of talents and skills—skills that foster teamwork, drive innovation, and are built on meticulous information gathering, thorough analysis, and seamless integration. By honing these abilities, students will be primed to create practical, creative solutions, making a real impact in their fields.

For Indonesian education to keep pace, it needs a transformation. Schools and universities must align their teaching with current trends, international standards, regional needs, and national goals. This ensures that students are not just locally competent but also globally competitive.

Improving education outcomes involves a wide array of indicators, and for policymakers, setting comprehensive targets within the MoECRT and MoRA's realms can be challenging. Drawing from planning documents by the MoECRT and international frameworks (UNICEF MICS-Eagle², World Bank GEPD³ & SABER⁴, Organisation for Economic Cooperation and Development [OECD] Education Policy Outlook⁵), we can categorize outcomes into five key areas (Tanoto Foundation & CIPS, 2024):

1	Access to education	4	Workforce development
2	Quality of education	5	Governance
3	School improvement		

² UNICEF MICS-Eagle (Education Analysis for Global Learning and Equity) aims to address education issues through the equity lens, including through the analysis of gender, socio-economic status, and ethnicity.

³ World Bank GEPD (Global Education Policy Dashboard) concentrates on identifying systemic barriers in the education system, this includes politics, policies, and practices.

⁴ World Bank Systems Approach for Better Education Results (SABER) emphasizes the quality of education policies and institutions impacting countries' education systems and goals.

⁵ OECD Education Policy Outlook oversees the policies on students, institutions, and systems within the education ecosystem to offer a comparative perspective of policy changes, outcomes, and continuity.

This analysis will dive into how these categories apply to each educational level. By breaking down access to education, quality of learning, school improvement, workforce development, and governance, we can achieve a comprehensive understanding of their impact on early childhood, primary, secondary, and higher education. This approach ensures that we address the unique challenges and opportunities at every educational stage, offering a thorough and engaging analysis.

Early Childhood Education

Law No. 20 of 2003 on the National Education System, Early Childhood Education and Development in Indonesia, focuses on children from birth to six years old. This effort involves educational stimulation to support physical and spiritual growth, preparing children for future education.

To ensure quality ECE, the government of Indonesia established national standards following MoEC Regulation No. 137 of 2014. Recently, as a means of demonstrating its commitment to the 2030 Education Agenda, the government introduced a pioneering initiative: one year of compulsory pre-primary education for all Indonesian children, under Presidential Regulation No. 59 of 2017.

The government emphasizes transforming early childhood education units into quality institutions that go beyond education, addressing essential needs such as health, nutrition, caregiving, protection, and welfare. This aligns with Presidential Regulation No. 60 of 2013 on Holistic and Integrative Early Childhood Development (Pendidikan Anak Usia Dini Holistik Integratif / PAUD HI).

Moreover, the government encourages every city and regency to establish ECE units that meet PAUD HI standards, working alongside Integrated Health Posts (Pos Pelayanan Terpadu/Posyandu) to provide comprehensive services for young children. This initiative follows Ministerial Regulation No. 1 of 2019 from the Coordinating Ministry for Human Development and Culture, which mandates that the responsibility for implementing ECE integrative and holistic indicators (Holistik dan Integratif/HI) lies with both the central and local governments. As of 2021, data reveals that out of 204,678 ECE units nationwide, 56,193 units meet at least six ECE HI.

Here are some key aspects that we can observe from the ECE landscape based on the strategic plan of the Directorate of Early Childhood Education 2020-2024, which has been integrated with the current conditions (Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024).



Figure 6. ECE landscape Access to Education

HOW IS THE PROGRESS?	
Participation rate across education levels⁶	<p style="text-align: center;">School Readiness Rate</p> <p style="text-align: center;">101.26%</p> <p style="text-align: right;">Target 75.59% Realization 76.54%</p> <p style="text-align: center;">(MoECRT, 2023)</p>
Financial assistance coverage	The funding framework in the Directorate of Early Childhood Education’s strategic plan for the 2020-2024 period requires Rp 571.06 billion by 2024.
School availability	The indicator for schools built was mentioned in the MoEC Strategic Plan 2015. The responsibility for school availability is given to both central and local governments due to education decentralization.

⁶The participation rate for early childhood education is measured using the Crude Participation Rate, which was later changed to the School Readiness Rate.

WHAT ARE THE CHALLENGES?

Equal access

- Access to early childhood education services in Indonesia is uneven, with many villages still lacking early childhood education coverage.
- As of 2020, there were still 22,629 (26.85 percent) villages without early childhood education facilities.
- Aceh Province, Papua Province, and West Papua Province have not yet reached 50 percent coverage of their villages.

Quality of Education

HOW IS THE PROGRESS?

Early childhood development milestones

The MoECRT 2020 Strategic Plan outlines crucial developmental milestones for young children, including targeted assessments for those aged 5-6 years.



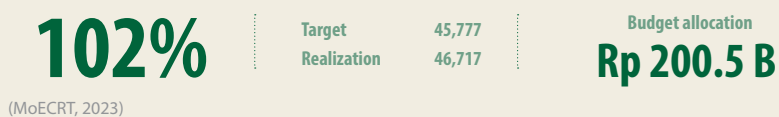
Provision of early childhood education-HI services

Based on the MoECRT 2023 performance report, the unit of early childhood education institutions that organize early childhood education-HI services shows positive performance with 100 percent achievement, meeting the target of 5,000 institutions.

Good accreditation

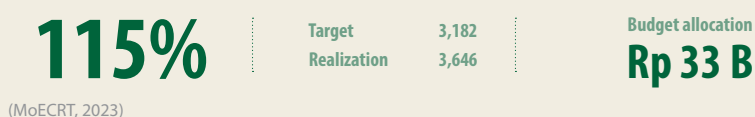
- Early childhood education institutions are accredited by the National Accreditation Body, early childhood education-PNF.
- Accredited units have increased over sixteen-fold from 2015 to 2021, with an average annual growth rate of 50.53 percent during this period.

Unit of ECE institutions accredited



Provision of early childhood education *Penggerak* services

Unit of ECE *Penggerak* with assistance



Improving early childhood education quality

ECE Units that received Quality Improvement Assistance



WHAT ARE THE CHALLENGES?

Inclusive Early Childhood Education Remains a Challenge

In 2023, the Primary Education Data (Dapodik) recorded approximately 26,657 early childhood children with special learning needs registered to participate in regular early childhood education. This year, 2,000 children received Operational Assistance for Early Childhood Education for Children with Special Needs (*Bantuan Operasional Penyelenggaraan Pendidikan Anak Usia Dini untuk Anak Berkebutuhan Khusus/BOP PAUD-ABK*) of Rp 2 million per child (Paudpedia, 2023).



Current Situations:

- **Lack of Inclusion:** Disability is not a standalone component in the early childhood education strategic plan.
- **Government Regulation:** Mandated by Government Regulation No. 57 of 2021 (amended by No. 4 of 2022) but with limited implementation.



Monitoring and Evaluation:

- **Oversight:** Managed by MoECRT through the Educational Standards, Curriculum, and Assessment Agency
- **Issues:** Unclear monitoring criteria for inclusive preschool education



Quality Standards:

- **2005 Minimum Service Standards (Standar Pelayanan Minimum/SPM):** Ensures one year of quality preschool education but lacks provisions for children with disabilities.
- **2018 Update:** Still does not cover inclusive education for children with disabilities.



Curriculum and Teacher Training:

- **2013 Early Childhood Education Curriculum:** Focuses on holistic development but lacks disability-specific provisions.
- **Teacher Knowledge Gaps:** Many early childhood education teachers are unsure how to apply inclusive education principles.



Addressing Challenges:

- **Ad Hoc Implementation:** Lack of quality standards and monitoring leads to inconsistent quality.
- **Local Government Initiatives:** Assigning 'inclusive preschools' is often done without proper support and quality assurance.



Key Issues:

- **Quality Variations:** Differences in inclusive preschool quality across and within districts
- **Limited Government Support:** Insufficient resources and support for inclusive education initiatives


Despite the government's initiatives, early childhood education in Indonesia still faces many challenges, including problems related to inclusion and equity. In managing early childhood education settings, organizations are still in the process of adopting the national standard of MoEC Regulation No. 146 of 2014 on the early childhood education 2013 Curriculum, which sets out how children with Special Education Needs should be included. Unfortunately, there is a lack of curriculum guidance on inclusive pedagogy. Presently, most early childhood education settings show discrepancies in their internal policies and have organizational structures that are hardly inclusive. The implementation of inclusive practices depends on professionalism as well as cultural background.

School Improvement

HOW IS THE PROGRESS?					
Curriculum reform for teacher's pedagogical knowledge	Reforming the curriculum measures for teacher professional education to include practical and pedagogical knowledge				
Teacher career assistance	<p style="text-align: center;">ECE Teachers Facilitated in Career Development (People)</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <h1 style="font-size: 2em; margin: 0;">106%</h1> </div> <div style="text-align: center;"> <table border="0"> <tr> <td style="font-size: 0.8em;">Target</td> <td style="font-size: 0.8em;">2,275</td> </tr> <tr> <td style="font-size: 0.8em;">Realization</td> <td style="font-size: 0.8em;">2,404</td> </tr> </table> <p style="font-size: 0.7em; margin-top: 5px;">(MoECRT, 2023)</p> </div> <div style="text-align: center;"> <p style="font-size: 0.8em; margin: 0;">Budget allocation</p> <h2 style="font-size: 1.5em; margin: 0;">Rp 1.90 B</h2> </div> </div>	Target	2,275	Realization	2,404
Target	2,275				
Realization	2,404				
School leadership & autonomy	<ul style="list-style-type: none"> • Supporting teachers and school leadership as role models and agents of change (Transformational Teacher or <i>Guru Penggerak</i>; Transformational School or <i>Sekolah Penggerak</i>) • These indicators were launched in 2020 and incorporated as part of the education personnel leadership transformation. 				
Provisions of SPM	MoECRT Regulation No. 32 of 2022 has incorporated & expanded the SPM on education derived from MoHA Regulation No. 59 of 2021				
Student-friendly learning environment	<ul style="list-style-type: none"> • The provision of Educational Play Equipment (<i>Alat Permainan Edukatif/APE</i>) assistance to early childhood education institutions to support the improvement of quality learning environments • According to the MoECRT's 2020 Performance Report, 410 early childhood education institutions were provided with APE assistance 				
WHAT ARE THE CHALLENGES?					
Clear role of parental involvement	Following the enactment of MoEC Regulation No. 9 of 2020, the emphasis on parental education has diminished, with the removal of the Directorate of Family Education Development, including the Sub Directorate of Parental Education				
Teacher's distribution	<ul style="list-style-type: none"> • As of 2020, the number of early childhood education educators officially recorded in the main data of social education for early childhood education reached 541,400 people. Of this number, 44.28 percent have only a high school education or less, and the majority are non-formal early childhood education educators (68.58 percent). • This is a significant challenge because, according to the National Early Childhood Education Standards, early childhood education educators should have an S-1 or D-4 education. 				

WHAT ARE THE CHALLENGES?	
Effective teacher monitoring and evaluation process	Inefficient monitoring and evaluation of teacher performance and certification programs at the local level
Parental involvement⁷	Following the enactment of MOEC Regulation No. 9 of 2020, the emphasis on parental education has diminished, with the removal of the Directorate of Family Education Development, including the Sub Directorate of Parental Education. However, this decision aims to underscore the importance of parental education as a critical factor in the overall education of students across all educational levels which was previously focused on the ECE level.
ICT facilities support	The government is still facing issues with geographic and economic barriers, making it even more challenging to implement ICT beyond computer use evenly, particularly in 3T regions.

Governance

HOW IS THE PROGRESS?	WHAT ARE THE CHALLENGES?
Effective disbursement of School Operational Assistance	Managing teacher recruitment
Partnerships with private educators and improvements through international and local cooperation in education	Budget allocation by local governments
	Education database accuracy for Dapodik and Government Agency Performance Accountability System (<i>Sistem Akuntabilitas Kinerja Instansi Pemerintah/SAKIP</i>)
	Implementation of capacity building for local governments to meet School SPM and empower school leaders and teachers in the effective use of School Operational Assistance

ECE's Institutional Framework

At the heart of ECE lies a complex web of institutional factors that both hinder and drive progress. Formal education for pupils aged 4-6 years, focusing on ages 5-6, is typically found in kindergartens. Playgroups, on the other hand, cater to children aged 2-6 years, with an emphasis on ages 3-4, as part of the non-formal education pathway. This division between formal and non-formal ECE has boosted enrollment rates but also highlighted disparities in teacher welfare and ECE quality. Challenges like curriculum development, quality standards, teacher training, leadership, governance, and parental involvement also persist (Tanoto Foundation & CIPS, 2024).

Primary Education

The Structure of Primary Education

Primary education in Indonesia spans nine years, consisting of six years at primary school/*Madrasah Ibtidaiyah* (SD/MI) and three years at junior secondary school/*Madrasah Tsanawiyah* (SMP/MTs). Enshrined in Law No. 20 of 2003 and detailed in Government Regulation No. 47 of 2008, this phase is mandatory, free, and jointly supported by the central government, local authorities, and the community (Haryati, 2014).

⁷ See chapter III for further discussion

The nine-year compulsory education program ensures that all children aged 6 to 15 have access to education. The primary goal is to develop “well-rounded” individuals who are active in society, responsible citizens, contributors to humanity, and prepared for the next stages of education. Primary education is essential for providing the foundational knowledge and skills necessary for future learning and personal development.

Here are some key aspects we can observe from the primary education landscape, based on the Directorate of Primary Education’s strategic plan for 2020-2024, which has been integrated with the current conditions.

Figure 7. Primary Education Landscape

Access to Education



HOW IS THE PROGRESS?

Participation rate across education levels⁸

Crude Participation Rate
(Angka Partisipasi Kasar/APK)
SD/equivalent
105.62%

Crude Participation Rate
(Angka Partisipasi Kasar/APK)
SMP/equivalent
92.51%



(BPS, 2023)

Financial assistance coverage

Primary School/Package A Students Who Get Indonesia Pintar Program (People)

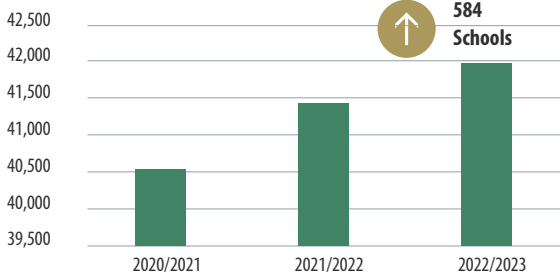
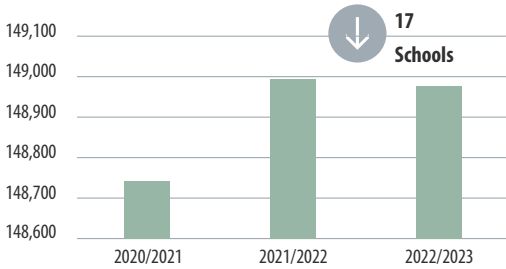
100.3% Target 10,360,614 Budget allocation
Realization 10,386,997 **Rp 4.2 T**

Junior High School/Package B Students Who Get Indonesia Pintar Program (People)

102% Target 4,369,968 Budget allocation
Realization 4,471,118 **Rp 2.7 T**

(MoECRT, 2023)

School availability



■ SD ■ SMP

(Statistik, 2023)



WHAT ARE THE CHALLENGES?

Ensuring access to 3T regions⁹

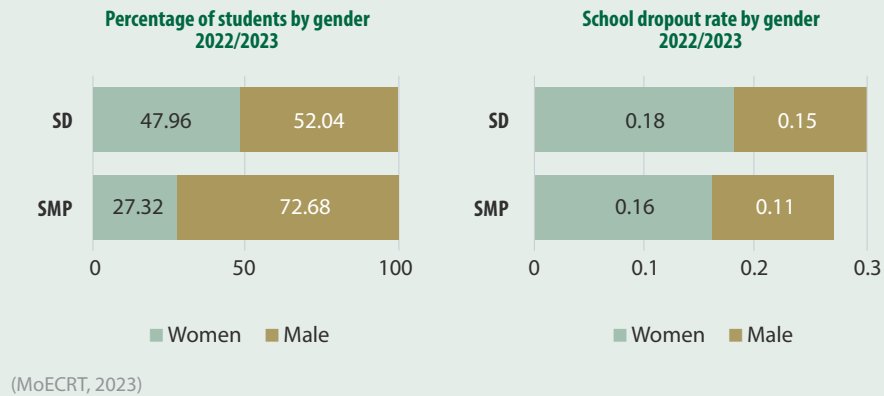
The provision of transportation tools and networks is one of the keys to teacher and student attendance at school, especially in the 3T areas.

⁸ As a note, to understand the achievements in the participation rate for primary and junior secondary schools, based on the 2023 MoECRT Performance Report, the participation rate for these levels uses the School Participation Rate data. For the School Participation Rate (ages 7-12), the realized percentage was 99.84%, with an actual realization rate of 99.16%, compared with the target of 99.32%. Meanwhile, for the School Participation Rate (ages 13-15), the participation percentage was 99.75%, with a realization rate of 96.10%, against the target of 96.34% (MoECRT, 2023).

⁹ From interviews conducted by Tempo with heads of elementary and junior high schools in Sawa Erma District, Asmat regency, Papua, in 2016, it is known that schools provide boats to take children and teachers’ home. If this is not done, they will find it difficult to come to school due to the inaccessibility of the area (Tempo, 2023).

WHAT ARE THE CHALLENGES?

Equal access¹⁰



Quality of Education

HOW IS THE PROGRESS?

Learning assessment from National Assessment (Asesmen Nasional/AN)

98.46%

AN 2023
SD/MI/Paket A/SDLB

Population 174,255
Implement 171,568

97.64%

AN 2023
SMP/MTs/Paket B/SMPLB

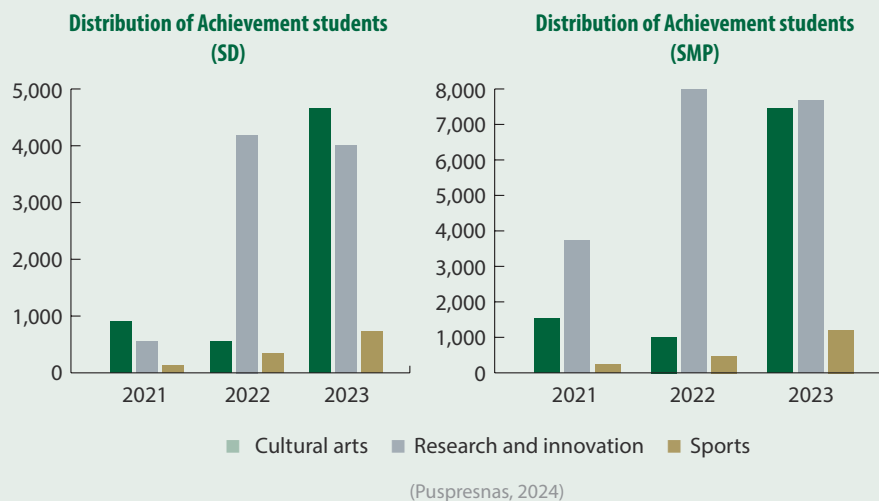
Population 68,482
Implement 66,865

(MoECRT, 2023)

Attention to critical thinking through applied literacy and numeracy skills

- The *Kurikulum Merdeka* enhances quality through a flexible framework that emphasizes critical thinking and character education.
- The 2022 National Assessment results indicated improvements in critical thinking, with literacy and numeracy skills achieving 159.86 percent and 125.24 percent of their respective targets.

Student achievement through competition¹¹



¹⁰ The MoECRT 2020 Strategic Plan does not particularly include access for female students in education but mentions women's participation in Indonesia's cultural sector.

¹¹ Government measures to address the quality of education involves assessing students' achievements in national and international competitions across various educational levels and fields of study, equipping them with competencies in subjects such as literacy and numeracy, developing innovative and contextualized curriculum, and ensuring school accreditation.

WHAT ARE THE CHALLENGES?

<p>Character education and bullying prevention¹²</p>	<ul style="list-style-type: none"> • The majority of bullying cases in the school environment occurred in elementary and junior high schools. • Out of 30 bullying cases reported in 2023, 50 percent took place in junior high schools, while 30 percent occurred in elementary schools. • Bullying cases in 2023 overall occurred in 12 provinces, covering 24 regencies/cities, with the highest number of incidents reported in West Java. This marks an increase from 2022 when bullying incidents occurred in 11 provinces and 18 regencies/cities (Annur, 2024). • As of January 2024, there were 299 victims from Junior high schools and 235 victims from elementary schools experiencing violence out of a total of 989 victims nationwide (Aisyah, 2024).
<p>Encouraging digitalization¹³</p>	<ul style="list-style-type: none"> • Many schools still have teachers who do not master computer operating systems, with 22.03 percent of teachers lacking proficiency in this area. • The situation is even more concerning for application programs (learning programs and school administration), where 44.07 percent of schools have teachers who are not proficient in these programs (Jakaria, 2024).

School Improvement

HOW IS THE PROGRESS?

<p>School leadership & autonomy</p>	<ul style="list-style-type: none"> • Supporting teachers and school leaders as role models and agents of change (Transformational Teacher or <i>Guru Penggerak</i>; Transformational School or <i>Sekolah Penggerak</i>) (Tanoto Foundation & CIPS, 2024). • These indicators were introduced in 2020, which have since been integrated into the education personnel leadership transformation.
<p>Provisions of SPM</p>	<p>MoECRT Regulation No. 32 of 2022 has incorporated and expanded the SPM on education outlined in MoHA Regulation No. 59 of 2021.</p>

WHAT ARE THE CHALLENGES?

<p>Teacher's distribution¹⁴</p>	<ul style="list-style-type: none"> • Although the national student-teacher ratio at the primary level does not exceed the ideal limit, three provinces still have ratios above this limit: West Java, Banten, and Papua. • The lowest ratio is in Aceh Province, where one teacher is responsible for 10 students, while in Papua Province, one teacher is responsible for 23 students (BPS, 2023).
---	---

¹² As a way of paying attention to this issue, the government has stipulated MoECRT Regulation No. 46 of 2023 in an attempt to address violence in schools which includes bullying mitigation and handling.

¹³ Based on the results of MoECRT research in 2024 on mapping information technology capabilities in primary and secondary education in Indonesia.

¹⁴ Government Regulation No. 74 of 2008 on Teachers Article 17 states that at the primary, junior secondary, and senior secondary education levels, ideally one teacher should be responsible for 20 students, while at the vocational level ideally one teacher should be responsible for 15 students.

WHAT ARE THE CHALLENGES?

Teacher absenteeism

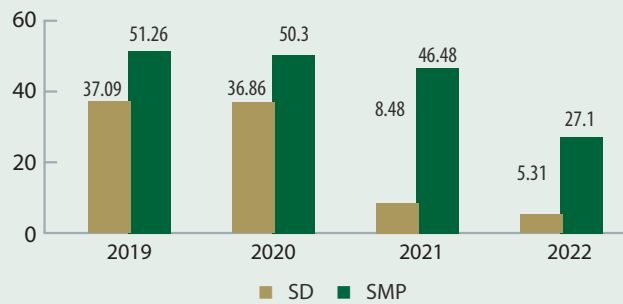
- According to the 2020 data from the World Bank, there is a high level of teacher absenteeism in Indonesia's primary education system, with nearly one in four teachers (23.5 percent) absent from class on any given day (World Bank, 2020).
- Most of these absences are officially authorized, suggesting that the system accommodates a significant number of teacher absences.

School committees and community participation

Many School Committees struggle to effectively supervise and support school management due to members' limited knowledge of regulations concerning education management standards, as reported by a 2020 MoECRT report (Tanoto Foundation & CIPS, 2024).

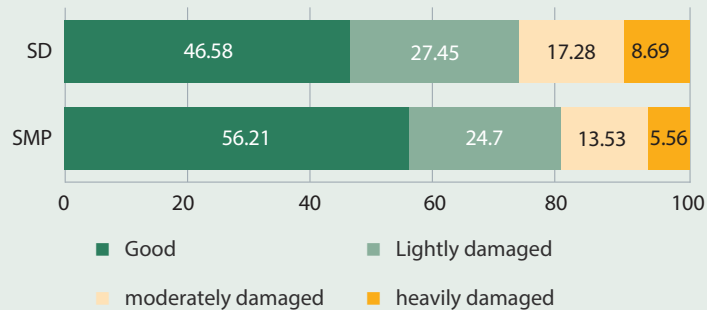
ICT facilities support

Proportion of Indonesian Schools with Computer Access 2019-2022



Infrastructure

Percentage of classrooms by condition 2022/2023



Parental improvement

As many as 80 percent of parents never provide input in school decision-making, and 30 percent never discuss matters with teachers (Setiawan, 2017).



Governance

HOW IS THE PROGRESS?
Effective disbursement of School Operational Assistance
Partnerships with private educators and improvements through international and local cooperation in education

WHAT ARE THE CHALLENGES?
Managing teacher recruitment
Budget allocation by local governments
Education database accuracy for Dapodik and SAKIP
Implementation of capacity building for local governments to meet School SPM and empower school leaders and teachers in the effective use of School Operational Assistance

Secondary Education

Secondary schools are designed for those who finish primary education, consisting of the following institutions.

Table 8. Institutions Within Secondary Education

General secondary education or Sekolah Menengah Atas (SMA)	Aims to improve students' knowledge and skills and prepare them for further education.
Secondary vocational education or Sekolah Menengah Kejuruan (SMK)	Develops skills that apply to a specific occupation, so as to prepare students for employment and develop a professional attitude.
Religious secondary education or Madrasah Aliyah (MA)	Focuses on mastering the teachings of the respective religions.
Religious vocational education or Madrasah Aliyah Kejuruan (MAK)	Develops skills that apply to a specific occupation, so as to prepare students for employment and develop a professional attitude.

The objectives of general secondary education are to: (1) increase the knowledge of students to enable them to progress to higher education levels and develop themselves in line with advances in knowledge, technology, and art; and (2) enhance the ability of students to become contributing members of society by developing beneficial mutual relationships with their social, cultural, and natural surroundings.

Following the issuance of Law No. 23 of 2014 on Regional Governance, which regulates the transfer of authority for managing secondary education (SMA/SMK) and special education from district/city governments to provincial governments, many regions began strengthening their role in the education sector, particularly at the secondary education level. The law stipulates that the authority to manage secondary education is now the responsibility of the provincial government, while district/city governments are directed to focus on managing primary and junior secondary education. This regulation was officially implemented in 2016. On average, public schools have double the enrollment of private schools. *Madrasah Aliyah* schools account for just 11 percent of all senior secondary students (Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024).

Figure 8. Secondary Education Landscape
Access to Education



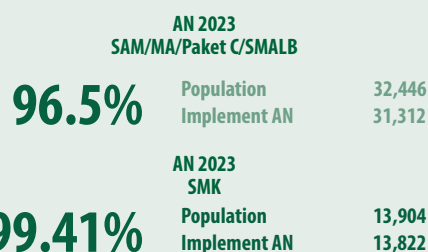
¹⁵ The MoECRT 2020 Strategic Plan does not particularly include access for female students in education but mentions women’s participation in Indonesia’s cultural sector.

¹⁶ See special cases section for further discussion

Quality of Education

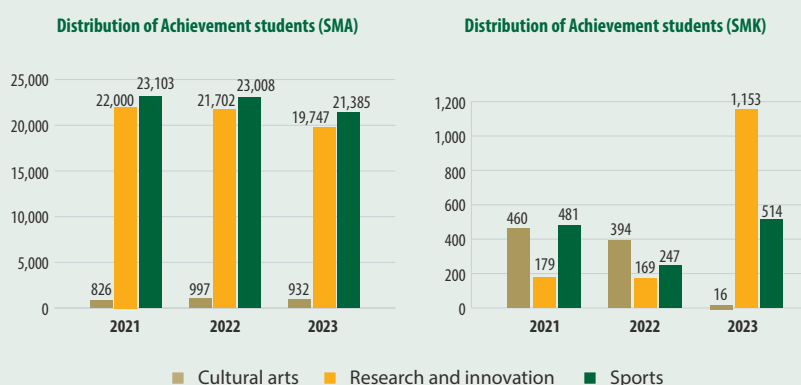
HOW IS THE PROGRESS?

Learning assessment from the National Assessment¹⁷



(MoECRT, 2023)

Student achievement through competition



(Puspresnas, 2024)

Quality improvement assistance¹⁸



(MoECRT, 2023)

WHAT ARE THE CHALLENGES?

Character education and bullying prevention¹⁹

- Of the 30 bullying cases in 2023 nationally, 10 percent occurred at the senior high school level, and 10 percent at the vocational high school level (Annur, 2024).
- Bullying cases in 2023 overall occurred in 12 provinces, covering 24 regencies/cities, with the highest number of incidents reported in West Java. This marks an increase from 2022 when bullying incidents occurred in 11 provinces and 18 regencies/cities (Annur, 2024).
- As of January 2024, senior and vocational high school students experienced the most violence among students, with 342 victims out of a total of 989 victims nationwide (Aisyah, 2024).

Teacher qualification and competence

- Teachers have insufficient capacity to adopt an interactive, student-centered, innovative, and creative approach.
- The shift from a teacher-led process to a more active approach has been slow (Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024).

¹⁷ The National Assessment maps the quality and gaps in education quality at the education unit and regional levels. The implementation of the National Assessment is targeted to be able to achieve all education unit targets in capturing the quality of education. The results of the National Assessment will be displayed in the Education Report Card platform, namely the Regional Education Report Card and the Education Unit Report Card.

¹⁸ Note that there is no record of vocational school (SMK) quality improvement assistance in the MoECRT Performance Report 2023.

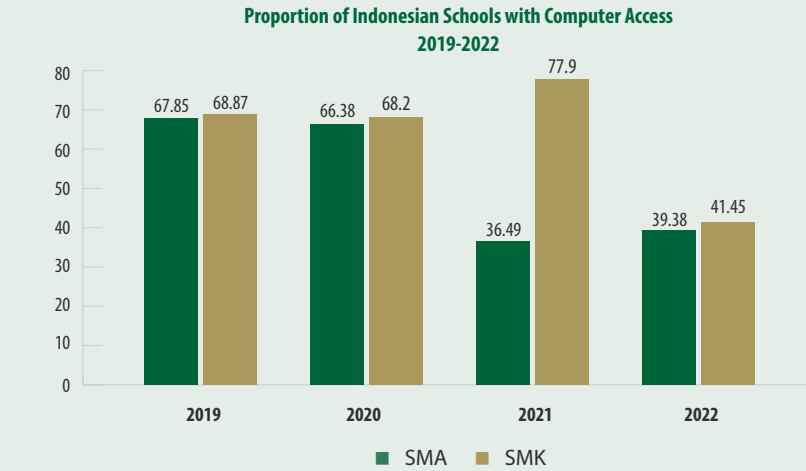
¹⁹ According to the Federation of Indonesian Teachers' Unions (Federasi Serikat Guru Indonesia/FSGI), there were 30 cases of bullying in schools throughout 2023. This figure increased from the previous year, which amounted to 21 cases. As many as 80 percent of bullying cases in 2023 occurred in schools under the MoECRT, and 20 percent in schools under the MoRA. As a way of giving attention to this issue, the government has stipulated MoECRT Regulation No. 46 of 2023 in an attempt to address violence in schools which includes bullying mitigation and handling.

WHAT ARE THE CHALLENGES?

Standards and accreditation

There is a lack of guidance and supervision in the implementation of education standards and the *Kurikulum Merdeka* in senior secondary education (Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024).

Encouraging digitalization²⁰



School Improvement

HOW IS THE PROGRESS?

Curriculum reform for teacher's pedagogical knowledge

Reforming the curriculum measures for teacher professional education to include practical and pedagogical knowledge (Tanoto Foundation & CIPS, 2024)

School leadership & autonomy

- Supporting teachers and school leadership as role models and agents of change (Transformational Teacher or *Guru Penggerak*; Transformational School or *Sekolah Penggerak*).
- These indicators were launched in 2020 and incorporated as part of the education personnel leadership transformation (Tanoto Foundation & CIPS, 2024).

Provisions of SPM

MoECRT Regulation No. 32 of 2022 incorporates and expands the SPM on education derived from MoHA Regulation No. 59 of 2021.

School committees and community participation

Optimizing partnerships and community empowerment at the high school level, including by strengthening regional partnerships supporting the Papua region (MoECRT, 2023)

Student-friendly learning environment

Capacity building on violence prevention and handling in education units for stakeholders, including the Education Implementation Units of MoECRT in the regions, the Education Office, the Principal's Working Conference at the junior high, high school, and vocational levels, as well as the MoECRT Partner Teacher Community (MoECRT, 2023)

²⁰ Based on the results of MoECRT research in 2024 on mapping information technology capabilities in primary and secondary education in Indonesia

WHAT ARE THE CHALLENGES?

Teacher's distribution ²¹	At the vocational secondary level, several provinces have student-teacher ratios above the ideal limit. These include West Kalimantan Province and four provinces on Java Island, which tends to be heavily populated: Jakarta, West Java, and Central Java (BPS, 2023).
Teacher absenteeism	According to a World Bank analysis, in 2015, vocational secondary school principals reported that teacher absenteeism was nearly 10 percent. By 2018, this figure had increased to about 14 percent. A similar increase was observed in general secondary high schools, where absenteeism rose from approximately 3 percent in 2015 to 6 percent in 2018 (Ramadhan, 2020).
ICT facilities support	Geographic and economic restrictions remain a challenge for the government in funding ICT infrastructure, making it extremely difficult to deploy ICT uniformly beyond PC use, especially in 3T (remote, outermost, and disadvantaged) regions. However, ICT aid from interministerial programs continues to address these issues (Tanoto Foundation & CIPS, 2024).

Workforce Development

HOW IS THE PROGRESS?

Vocational schools developed based on Industry 4.0	Vocational Schools Developed Based on Industry 4.0 (Institution)			Budget allocation
	258%	Target Realization	31 80	Rp 7.21 B
	<small>(MoECRT, 2023)</small>			
Creative and entrepreneurial project development	Vocational Schools that Develop Creative and Entrepreneurial Projects (Institution)			Budget allocation
	100%	Target Realization	240 240	Rp 13.8 B
	<small>(MoECRT, 2023)</small>			
Certified competencies relevant to job needs	Certified Vocational Students on Competencies Relevant to Job Needs (People)			Budget allocation
	100%	Target Realization	46,690 46,690	Rp 21.4 B
	<small>(MoECRT, 2023)</small>			

²¹ Government Regulation No. 74 of 2008 on teachers Article 17 states that at the primary, junior secondary, and senior secondary education levels, ideally one teacher should be responsible for 20 students, while at the vocational level ideally one teacher should be responsible for 15 students.

WHAT ARE THE CHALLENGES?


<p>Linkage with industries</p>	<ul style="list-style-type: none"> • Vocational schools lack sufficient connections with industries, leading to poor graduate employment rates. • The 2022 National Labor Force Survey (<i>Survei Angkatan Kerja Nasional</i> or Sakernas) reveals that 22 percent of the unemployed are vocational graduates, amounting to 1.8 million.
<p>Unemployment rate</p>	<p>Open Unemployment Rate, stratified by education type, reveals the highest rate among vocational education graduates at 9.42 percent, followed by senior secondary education (8.57 percent), primary education (5.95 percent), and the population without formal schooling or SD (3.59 percent) (BPS, 2023).</p>
<p>Curricula</p>	<p>Current curricula overly emphasize theoretical content, which does not align with workforce demands (Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024)</p>
<p>Public vs. private vocational schools²²</p>	<p>There is a significant gap between private vocational schools (74.1 percent) and state vocational schools (25.9 percent), whereas high schools have a more balanced distribution.</p>

Governance

HOW IS THE PROGRESS?

<p>Effective disbursement of School Operational Assistance</p>
<p>Partnerships with private educators and improvements through international and local cooperation in education</p>

WHAT ARE THE CHALLENGES?

<p>Managing teacher recruitment</p>	
<p>Budget allocation by local governments</p>	
<p>Education database accuracy for Dapodik and SAKIP</p>	
<p>Implementation of capacity building for local governments to meet school SPM and empower school leaders and teachers in the effective use of School Operational Assistance</p>	

Presidential Regulation No. 68 of 2022 on the revitalization of vocational education and vocational training outlines that the goal of state vocational education is to produce a competitive, skilled, and productive workforce. The regulation aims to generate graduates who meet labor market demands or pursue entrepreneurial endeavors. It emphasizes collaboration with various stakeholders, including the labor market, business and industrial communities, and central and regional governments. However, there is limited discussion on the involvement of the private sector. According to Article 7 No. 3 of the regulation, private sector engagement is specifically defined as (1) developing Indonesian National Work Competency Standards in partnership with employers, professional/industry associations, and the Indonesia Chamber of Commerce and Industry (KADIN); and (2) coordinating with relevant ministries.

²² Since 1999, there has been a focus on vocational education, with a shift in the ratio of senior secondary schools to vocational schools from 30 percent to 70 percent to a more balanced distribution.




Another issue is the involvement of multiple technical ministries in vocational education. The government has established a National Vocational Coordination Team (*Tim Koordinasi Nasional Revitalisasi Pendidikan Vokasi dan Pelatihan Vokasi/TKNV*) to oversee, coordinate, and assess the integrated and hands-on application of vocational education and training. Notably, this team focuses solely on vocational education and operates at the echelon 1 level. The organizational structure and operating procedures of the National Coordinating Team for Revitalizing Vocational Education and Training are detailed in Regulation No. 5 of 2022, issued by the Coordinating Ministry for Human Development and Culture (CMHDC). This regulation designates the CMHDC as the team’s chief executive officer, with the steering team comprising the coordinating ministers for investment and maritime affairs, as well as economic affairs.

As a result of this structure, the MoECRT’s crucial role in shaping vocational education policy is diminished. The MoECRT’s responsibilities now include developing a process for recognizing prior learning, aligning vocational learning and training standards, improving learning methods, preparing curricula, establishing minimum infrastructure and facility requirements for each competency, and developing the curriculum according to Presidential Regulation No. 68 of 2022 Article 12 (Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024).

Higher Education

Based on Law No. 20 of 2003 on the National Education System, higher education institutions can take the form of academies, polytechnics, colleges, institutes, or universities. These institutions may offer academic, professional, and/or vocational programs.

Table 9. Institutions Within Higher Education

 <p>Academic education</p>	<p>Refers to undergraduate and postgraduate programs primarily focused on mastering specific disciplines of knowledge. It includes bachelor’s degree programs (S1), master’s degree programs (S2), and doctoral degree programs (S3).</p>
 <p>Professional education</p>	<p>Refers to higher education provided after completing an undergraduate program, designed to prepare students for careers that require specialized expertise.</p>
 <p>Vocational education</p>	<p>Refers to higher education that prepares students for employment in specific applied skills, up to the level of a bachelor’s degree. This type of education emphasizes practical experience over theory and includes Diploma I (D1), Diploma II (D2), Diploma III (D3), and Diploma IV (D4) programs.</p>

The Indonesian Vision 2045 highlights Pancasila and the 1945 Constitution as the bedrock for all national and higher education policies. More specifically, Article 31 of the 1945 Constitution—amended in the Fourth Revision—outlines three key missions for higher education: broadening access to education for all citizens, fostering a system that nurtures character development aligned with Indonesia’s independence goals, and advancing science, technology, civilization, and overall welfare.

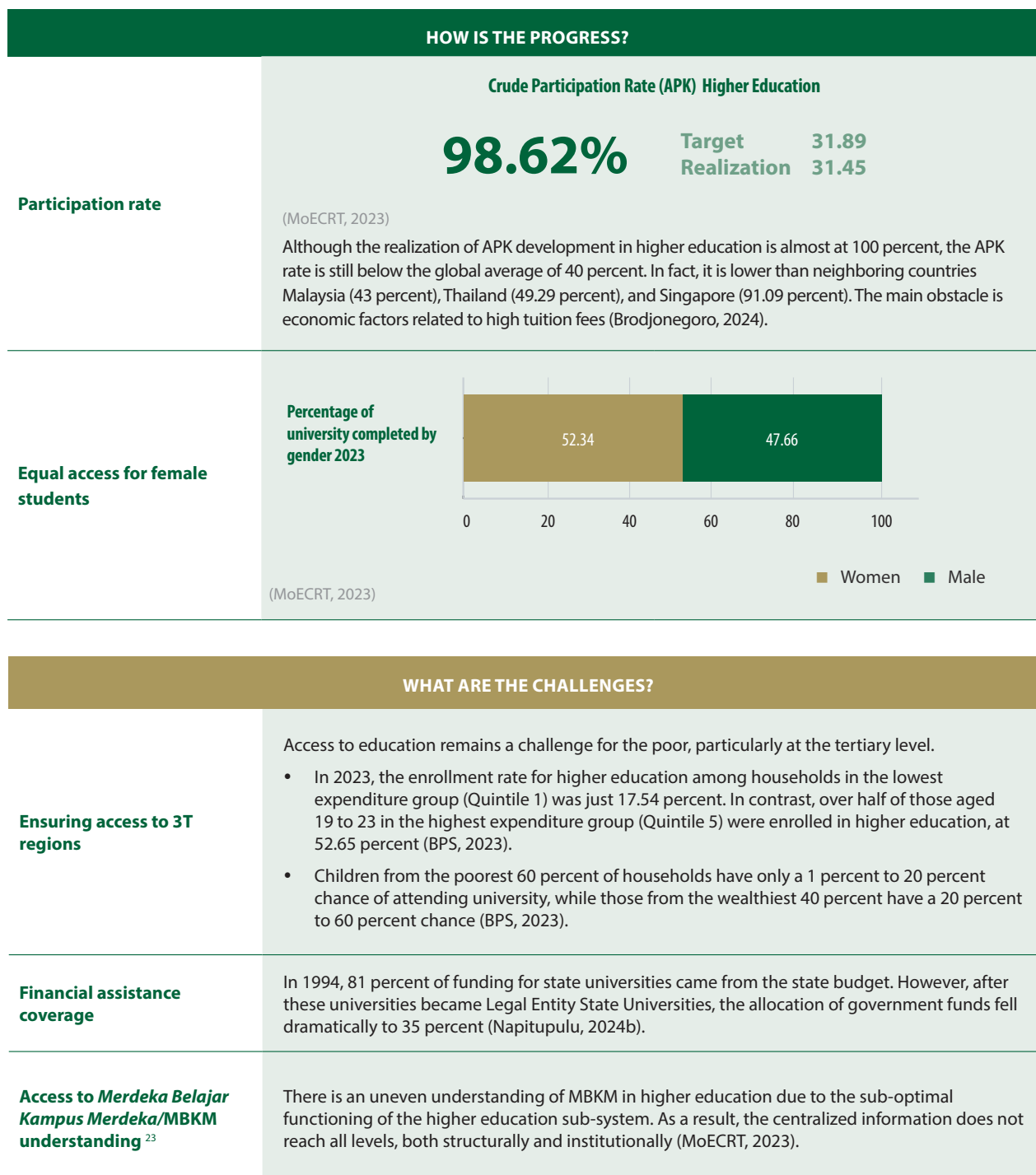
At present, higher education is pivotal for driving scientific and technological progress. Thus, the successful transfer of research outcomes into the economic sphere is anticipated. The evolution toward an entrepreneurial university model underscores the importance of innovation and economic development through the collaboration of five key stakeholders—the penta-helix: universities, businesses/industries, the community, media, and government. Each of these stakeholders must play a proactive role while fostering constructive collaboration.

Higher education is a core component of the national education system. According to Law No. 20 of 2003, the national education system is a network of interconnected educational components working together to achieve educational goals. National education aims to elevate the nation’s life, making higher education institutions crucial for enhancing human development and mastering science and technology. They also contribute to building a more advanced civilization amid rapid global changes. The *Tri Dharma* of higher education, outlined in Law No. 12 of

2012, encompasses three pillars: (1) education, (2) research, and (3) community service. These pillars support the constitutional mission of the national education system and align with Indonesia's Vision 2045.

Figure 9. Higher Education Landscape

Access to Education



²³ Indonesia's vast territory with its wide diversity is not homogeneous so implementation cannot be "one size fits all" and each region has different challenges (MoECRT, 2023).

WHAT ARE THE CHALLENGES?

School availability²⁴

State University	Private University	State Lecturer	Private Lecturer	State University Students	Private University Students
125	2,982	85,612	183,713	3,379,828	4,495,453
3,107		269,325		7,875,281	

Regional Distribution of Universities in Indonesia

Java	1,477 units
Sumatra	768 units
Sulawesi	365 units
Kalimantan	187 units
Bali & Nusa Tenggara	180 units
Maluku & Papua	130 units

(BPS, 2023)

Quality of Education

HOW IS THE PROGRESS?

Quality assurance

222%

Target 3,048
Realization 6,794

Budget allocation
Rp 18.49 B

(MoECRT, 2023)

The Independent Learning-Independent Campus Program²⁵

The MBKM is a breakthrough program that aims to transform National Education Standards through the following four pillars:

1. Opening new study programs,
2. Higher education accreditation system,
3. Higher education legal entity, and
4. The right to study outside the study program.

In practice, universities manage and fund their MBKM programs independently, without support from the MoECRT. The main goal is to maximize students' off-campus experiences, laying a solid foundation for their future careers. Students awarded Indonesian International Student Mobility Awards (IISMA) scholarships through the MBKM program gain access to a global network of academic and professional contacts. This offers Indonesian students a valuable chance to study at prestigious international universities and develop cross-cultural skills essential for the global job market.

²⁴ Overall, the highest number of higher education institutions in 2022 was in West Java, with a total of 388 units. Meanwhile, the province with the fewest higher education institutions was North Kalimantan, with only 10 units. West Java led in the number of private higher education institutions in Indonesia in 2022, with a total of 376 units. On the other hand, East Java had the highest number of state universities, with 17 units (Annur, 2023).

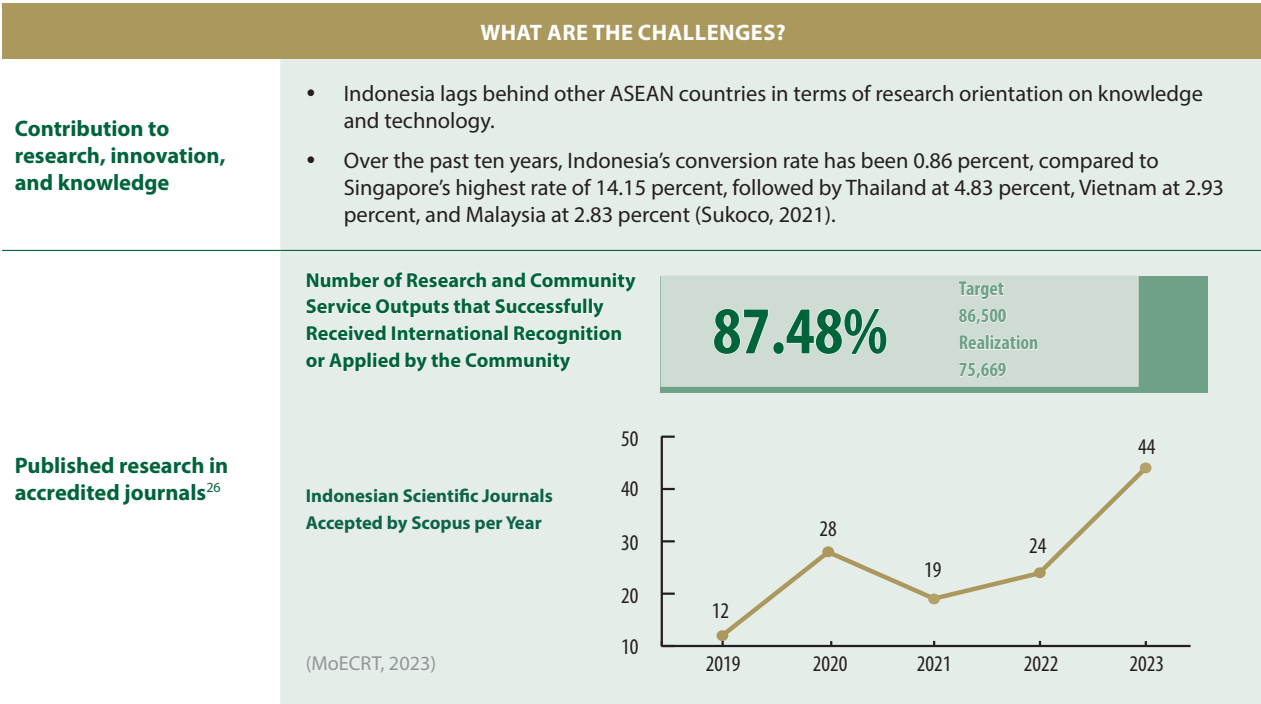
²⁵ The MBKM consists of two levels, namely National MBKM, which the MoECRT organizes, and MBKM Mandiri, an initiative of the MoECRT to encourage each university to implement the MBKM independently. Also, MoECRT Regulation No. 3 of 2020 emphasizes the National Education Standards, which govern the MBKM as a form of innovative learning activity. Furthermore, these regulations have been further clarified by the MoECRT Regulation No. 53 of 2023, which addresses quality assurance in higher education.

The MBKM teaching practitioner program fosters collaboration between educators and industry professionals, ensuring students benefit from a blend of classroom theory and real-world experience. This initiative offers significant advantages to everyone involved—students, instructors, universities, professionals, and the business sector. For students, it means up-to-date knowledge through practical experience, networking opportunities, potential job or internship offers, and recognition for outstanding achievements.

Moreover, the program helps students enhance their soft skills. Through its well-defined goals and comprehensive content, MBKM students can expect to acquire approximately five key professional skills (Tanoto Foundation & CIPS, 2024).

1. **Public Communication:** Mastering both written and verbal communication, including active listening, effective presentations, and proficient report and correspondence writing.
2. **Teamwork and Collaboration:** Developing skills in sharing ideas, building consensus, solving problems, and resolving conflicts.
3. **Time Management:** Learning to prioritize tasks, set clear goals, optimize schedules, and balance personal and academic responsibilities.
4. **Emotional Intelligence:** Building empathy, self-awareness, and resilience to thrive in dynamic and competitive work environments.

Last but not least, the practical teaching component allows industry practitioners to identify and recruit talented students. Participating companies gain access to promising new talent, contribute to educational progress, and build positive partnerships.



²⁶ There was a decrease from 2022, this was caused by several factors, including the process of publishing articles in reputable international journals that took longer and the quality of articles, which declined so that many were rejected (MoECRT, 2023). The unequal distribution of high-quality higher education institutions raises concerns about research output. Public institutions make up nine of the ten with the most SCOPUS-indexed publications yet represent fewer than 2 percent of all Indonesian higher education institutions (Tanoto Foundation & CIPS, 2024).

WHAT ARE THE CHALLENGES?

Accredited universities	In 2019, only 2 percent of Indonesian higher education institutions received top-grade "A" accreditation, while 32 percent had "C" accreditation, and about half remained unaccredited.
Lecturer competence and welfare	Lecturer competence is also an issue, with only 15.4 percent holding a doctorate of philosophy (PhD), compared with 37 percent in Malaysia.
Lecturer welfare²⁷	<ul style="list-style-type: none"> • Most lecturers earn less than Rp 3 million per month, even after six years of service. • A civil servant lecturer with a PhD and assistant professor status earns a basic salary ranging from Rp 2.6 million to Rp 4.4 million. They may receive an additional Rp 2.8 million per month after three years with lecturer certification (Napitupulu, 2024c). • Private university lecturers are at even greater risk, with a seven times higher chance of earning less than Rp 2 million per month.



School Improvement

HOW IS THE PROGRESS?

School infrastructure readiness	Revitalized Vocational College Facilities (package)		
	182.76%	Target: 29 Realization: 53	Budget allocation Rp 180.72 B
School infrastructure readiness	Revitalized Vocational College Buildings (unit)		
	100%	Target: 8 Realization: 8	Budget allocation Rp 530.32 B
Industry standardized quality reinforcement	Vocational Higher Education that Implements Industry Standardized Quality Reinforcement (Institutions)		
	183%	Target: 142 Realization: 256	Budget allocation Rp 104.28 B
Competency improvement	Vocational Higher Education Human Resources who following Competency Improvement (Institutions)		
	106%	Target: 380 Realization: 784	Budget allocation Rp 4.38 B

²⁷ Due to limited tenure, many new lecturers are ineligible for certification and supplementary allowances. Typically, after two-three years, they receive an initial allowance of about Rp 375,000 upon promotion to expert assistant. Consequently, they seek supplemental income through additional activities, committee work, research grants, or structural roles within their universities.

WHAT ARE THE CHALLENGES?

Quality and capacity of faculty members	Service officers in integrated services have limited knowledge of MoECRT policy updates (MoECRT, 2023).
Lecturer workload	The assessment of lecturers' workloads is considered unfair and restricts their ability to develop their capacities, negatively impacting their career paths and welfare. This can hinder the improvement of the quality of higher education and society (Napitupulu, 2023b).
Effective teacher monitoring and evaluation process	This issue is on the government's radar and will be addressed through a new teacher performance assessment by MoECRT's teacher and educator community (<i>Komunitas Guru dan Tenaga Kependidikan/GTK</i>) in 2024 (Tanoto Foundation & CIPS, 2024).
The gap between public and private universities	<ul style="list-style-type: none"> • Only about 10 percent or about 300 private universities in Indonesia are operating well, while the remaining 90 percent or about 2,800 out of 3,128 private universities are in poor condition. • Private universities currently educate as many as 72 percent of students, highlighting the need for improved attention to quality. • Support or assistance allocated to private universities is less than 6 percent of the state budget, whereas public universities receive approximately 94 percent of the total budget (Prastiwi & Ihsan, 2022).
ICT facilities support	The government is still facing issues with geographic and economic barriers, making it even more challenging to implement ICT beyond basic computer use evenly, particularly in 3T regions (Tanoto Foundation & CIPS, 2024).

Workforce Development

HOW IS THE PROGRESS?

Kampus Merdeka for innovative out-of-class learning	<ol style="list-style-type: none"> 1. Student Entrepreneurship Program (<i>Program Pembinaan Mahasiswa Wirausaha/P2MW</i>)²⁸ 2. Student Creativity Program (<i>Program Kreativitas Mahasiswa/PKM</i>)²⁹ 3. Strengthening the Capacity of Student Organizations (<i>Program Penguatan Kapasitas Organisasi Kemahasiswaan/PPK Ormawa</i>) Program³⁰ 4. Merdeka Entrepreneurship (<i>Wirausaha Merdeka/WMK</i>)³¹ 5. Internship and Certified Independent Study (<i>Magang dan Studi Independen Bersertifikat/MSIB</i>)³² 6. Indonesia International Student Mobility Awards (IISMA)³³ 7. Campus Teaching (<i>Kampus Mengajar/KM</i>)³⁴ 8. Merdeka Student Exchange (<i>Pertukaran Mahasiswa Merdeka/PMM</i>)³⁵
--	--

²⁸ The P2MW is a business development program for students who already have a business through development funding assistance and coaching by providing business assistance and training (coaching) to students participating in the P2MW.

²⁹ The Student Creativity Program enhances higher education students' academic and professional abilities to apply, develop, and disseminate science, technology, and arts, enriching national culture.

³⁰ The program strengthens the capacity of student organizations through a series of processes of coaching student organizations by universities, which are implemented in community service and empowerment programs.

³¹ The Merdeka Entrepreneurial Program collaborates with participating universities to foster entrepreneurial learning, enhance entrepreneurial spirit, increase hands-on entrepreneurial experience, and improve student employability. It aims to ignite student interest in entrepreneurship, develop entrepreneurial mindset and skills, and enhance overall higher education graduate capacity and quality.

³² Part of the Kampus Merdeka program that gives students the opportunity to do internships or courses with final projects in world-class companies.

³³ Initiated and organized by the MoECRT, which aims to provide rights and opportunities for students to develop competencies and knowledge and provide study experience at foreign universities.

³⁴ The Teaching Campus program presents students to become teacher partners in primary and secondary education units determined by the MoECRT based on mapping results that refer to Dapodik and National Assessment data in 2022.

³⁵ The Merdeka Student Exchange Program is oriented to provide learning experiences at universities in Indonesia and experience diversity through Nusantara Module activities to foster the spirit of Indonesian unity and nationalism.

Science, innovation, and technology capacity building through Techno Parks³⁶	Development and implementation of Science Techno Parks are underway at four state universities: Bogor Agricultural Institute, Bandung Institute of Technology, Gadjah Mada University, and the University of Indonesia (Romanti, 2023).							
Employability of graduates³⁷	Percentage of Vocational Education Graduates who Get Employment/entrepreneurship within 1 year after graduation with Minimum Salary/Income 1x UMP or Upah Minimum Pekerja <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="font-size: 2em; font-weight: bold;">106.4%</div> <table border="0"> <tr> <td>Target</td> <td>45%</td> </tr> <tr> <td>Realization</td> <td>47.88%</td> </tr> </table> </div>			Target	45%	Realization	47.88%	
	Target	45%						
Realization	47.88%							
Percentage of Graduates of Higher Education who Get a Job in Less than 1 Year and Earn a Competitive Salary (1.2x UMP) <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="font-size: 2em; font-weight: bold;">156.2%</div> <table border="0"> <tr> <td>Target</td> <td>20%</td> </tr> <tr> <td>Realization</td> <td>31.24%</td> </tr> </table> </div> <p>(MoECRT, 2023)</p>			Target	20%	Realization	31.24%		
Target	20%							
Realization	31.24%							
Entrepreneurial innovation development	Student Develop Entrepreneurial Innovation (people) <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="font-size: 2em; font-weight: bold;">151.64%</div> <table border="0"> <tr> <td>Target</td> <td>5,000</td> </tr> <tr> <td>Realization</td> <td>7,582</td> </tr> </table> </div> <p>(MoECRT, 2023)</p>			Target	5,000	Realization	7,582	
Target	5,000							
Realization	7,582							
Vocational learning model innovation	Vocational Learning Model Innovation Refers to Job Needs (Study) <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="font-size: 2em; font-weight: bold;">179%</div> <table border="0"> <tr> <td>Target</td> <td>14</td> <td rowspan="2" style="vertical-align: middle;">Budget allocation Rp 1.82 B</td> </tr> <tr> <td>Realization</td> <td>25</td> </tr> </table> </div> <p>(MoECRT, 2023)</p>			Target	14	Budget allocation Rp 1.82 B	Realization	25
Target	14	Budget allocation Rp 1.82 B						
Realization	25							
Link and Match Curriculum	Vocational Study Programs that Implement Link and Match Curriculum (Institution) <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="font-size: 2em; font-weight: bold;">291.67%</div> <table border="0"> <tr> <td>Target</td> <td>12</td> <td rowspan="2" style="vertical-align: middle;">Budget allocation Rp 9.5 B</td> </tr> <tr> <td>Realization</td> <td>35</td> </tr> </table> </div> <p>(MoECRT, 2023)</p>			Target	12	Budget allocation Rp 9.5 B	Realization	35
Target	12	Budget allocation Rp 9.5 B						
Realization	35							

WHAT ARE THE CHALLENGES?


Soft skills development	Vocational education lacks the English language skills and soft skills required for the job market (Tanoto Foundation & CIPS, 2024).
Curriculum alignment with employment and industry requirements	Many participants in the industry-based curriculum guidance have not been able to formulate learning outcomes in accordance with their study programs, based on the guidelines for preparing the Vocational Higher Education curriculum and MoECRT Regulation No. 53 of 2023 (MoECRT, 2023).
Collaboration with private sector	Vocational education in Indonesia also requires alignment with employment and industry requirements, as training, professional development, and industry-ready designs are crucial. To address this need, the government should collaborate with the private sector to enhance vocational education (Tanoto Foundation & CIPS, 2024).

³⁶ The MoECRT supports the establishment of Techno Parks in Indonesian universities through the launch of the Promoting Research and Innovation through Modern and Efficient Science and Technology Parks Project (PRIME SteP) 2023-2027 through the Directorate General of Higher Education for the development of Science Techno Parks in four became legal entity state universities.

³⁷ Although the data shows that this exceeds the MoECRT target limit every year, the employability of graduates is still low below 50 percent. This is also coupled with a decrease in the percentage of higher education graduates who get a job in less than one year, which is 4.65 percent from 2022 with a total achievement of 35.89 percent.

Lack of entrepreneurial education	Only a few universities have implemented the Merdeka Entrepreneurial Program. In 2023, a total of 34 universities successfully implemented the program, which constitutes approximately 1.14 percent of all universities (MoECRT, 2023).
Perception and access to vocational education³⁸	<ul style="list-style-type: none"> • Vocational education is often perceived as being for economically disadvantaged and/or academically inferior students. • A notable effort to address this public perception includes a survey conducted by the MoECRT in collaboration with MarkPlus, which revealed that the majority of respondents are aware of and interested in pursuing vocational education (Tanoto Foundation & CIPS, 2024).

Governance

HOW IS THE PROGRESS?		
Effective disbursement of School Operational Assistance		
WHAT ARE THE CHALLENGES?		
Managing faculty recruitment		
Budget allocation by local governments		
Education database accuracy for Dapodik and SAKIP		
Implementation of capacity building for local governments to meet school SPM and empower school leaders and teachers in the effective use of School Operational Assistance		

Research has shown that an increase in the average years of schooling is positively linked to higher wages in the labor market (Arbi, 2024). This underscores that higher education is a critical factor in enhancing an individual's socioeconomic status. As society advances, the importance of pursuing higher education for achieving upward family mobility becomes increasingly evident.

Higher education serves as a crucial pathway for developing an advanced generation. This long-term investment requires a concerted effort from all stakeholders, including the government's role in educating its citizens. While higher education alone is not a panacea for employment issues, it is a powerful means to improve individual welfare, helping people escape poverty, and enhance their quality of life.

Achieving a prosperous Indonesia by 2045 necessitates long-term investments, starting with improvements in the quality of education and infrastructure. Therefore, higher education has become an essential need for society in building a developed nation.

³⁸ 82.05 percent respondents interested in vocational secondary school and 78.6 percent interested in pursuing vocational higher education, mainly due to employment opportunities (Tanoto Foundation & CIPS, 2024).

B. Challenges in the Education Sector

Education faces obstacles at every level, but there are specific issues that must be addressed to ensure our nation meets its goal of developing high-quality human resources. Here are some key concerns affecting the effort to build a strong education sector:

Educational Disparities

The divide between developed and developing districts continues to be a major issue. Education quality varies significantly across Indonesian regions, with urban areas typically enjoying better facilities, more qualified teachers, and modern teaching methods. In contrast, many schools in rural, remote, or underdeveloped regions struggle with basic resources like books, laboratories, and even qualified teachers.

For instance, while the national average for years of schooling stands at 9.08 years, Jakarta boasts the highest at 11.3 years, whereas Papua province lags behind with only 7.31 years. This gap is exacerbated by geographic factors: urban residents participate in higher education at twice the rate of those in rural areas. Financial barriers, driven by structural poverty and low incomes, often push families in rural areas to prioritize immediate earnings over education, increasing dropout rates.

Moreover, students with disabilities face even greater challenges, participating at roughly one-third the rate of their peers without disabilities. This underscores the urgent need to address both the cost of education and the need for greater inclusivity in higher education.

Another significant barrier is the scarcity of high-quality higher education institutions in Indonesia's eastern and remote provinces. The best-accredited institutions are mainly located in Java and Sumatra, leaving lesser-quality options in the more distant provinces. Poor learning outcomes in elementary and secondary schools further diminish students' chances of gaining admission to higher education institutions, exacerbating the disparity between urban and rural areas.

Addressing these challenges requires supporting adults and school dropouts from diverse intellectual and socioeconomic backgrounds. Community college pathways and bridging programs are crucial for enhancing their readiness for postsecondary education. The Indonesian Association for Education and Teachers advocates for clear pathways and credit transfer options to facilitate smoother transitions into higher education (Tanoto Foundation & CIPS, 2024).

Challenges in 3T

The 3T regions—those that are remote, disadvantaged, and underdeveloped—have made strides in education reform, yet face numerous obstacles that hinder quality and accessibility. Here are some key challenges:

Implementation Issues

Educators and nonprofits in the 3T regions have found that the *Kurikulum Merdeka* implementation has faced difficulties, partly due to premature execution. Critical factors such as energy availability, internet connectivity, and teacher preparedness have not been fully addressed. The International Telecommunication Union (ITU) reports that 42,159 schools, or 19 percent of Indonesian schools, lack internet access, with the eastern region experiencing the largest connectivity gaps. Furthermore, guaranteed access to electricity is still largely confined to Java and Bali.

Socialization efforts have been limited and vary by grade level, often dependent on local education office judgments. Some local offices focus on boosting their Local Education Report status by registering schools for *Kurikulum Merdeka* and its edtech platform, PMM, without providing comprehensive technical support or training.

Cultural Relevance

The curriculum often neglects traditional cultural values and indigenous practices, particularly in formal education. Designed with urban settings in mind, the curriculum fails to equip students with the life skills needed in their home villages, such as farming. This disconnect results in joblessness upon returning home, as parents feel alienated from the education system that disregards their cultural knowledge and local dialects.

Literacy Challenges

Teaching literacy in the 3T regions is complicated by the use of Indonesian, which does not accommodate regional linguistic diversity. Many 3T communities do not speak Indonesian as their first language, making standardized tests like PISA less reflective of local contexts. Research by INOVASI in 2020 found that 81 percent of male students

and 71 percent of female students whose mother tongue is a local language did not meet the required literacy proficiency levels. The language barrier, alongside disability, significantly impedes literacy achievements.

Financial Barriers

Budgeting and financial constraints are major factors affecting school access. Families from low socioeconomic backgrounds may prioritize immediate income over education due to expenses like committee fees, transportation, and unpaid lunches. Schools in remote areas, often less equipped to secure funding, are particularly affected.

Non-Formal Learning Opportunities

Students who drop out of secondary education may continue their education through non-formal learning centers (*Pusat Kegiatan Belajar Masyarakat/PKBM*). Higher dropout rates in rural areas are partly due to the greater emphasis on earning money over education, as immediate financial benefits outweigh the long-term value of schooling.

Higher Education Access

Access to higher education is notably lower in rural areas, with a crude participation rate of 22.04 percent compared with 37.44 percent in urban areas. Rural students face higher dropout rates, with financial constraints being a major factor. Higher education institutions in isolated areas often struggle with inadequate funding and resources, lacking the infrastructure needed to implement modern programs such as *Kampus Merdeka*.

Early Childhood Education

ECE participation is significantly lower in 3T regions compared with urban areas. In remote areas, access to ECE and related extracurricular activities is limited. Statistics Indonesia shows that essential ECE support is twice as available in urban communities as in rural ones. Parental understanding of ECE's value and financial constraints often influence enrollment rates. Many rural parents believe that early education does not provide immediate benefits, affecting their willingness to invest in it.

Dangerous Learning Environments

Dangerous learning environments are prevalent in the 3T regions, influenced by political unrest and ongoing corporal punishment practices. A 2019 survey reported that physical discipline was used by parents in some regions if students fell behind in school. The Ministry of Women's Empowerment and Child Protection (MoWECP) highlights increased violence against children in isolated villages, impacting their educational experience.

Political Influences

Local governments' political interests will significantly affect education policy implementation. Decisions on funding and hiring are often influenced by nepotism, affecting the effectiveness of charitable initiatives. School support decisions may be based on political connections rather than need, compromising the aid's impact.

Geographic Barriers

Geographic location remains a significant barrier, especially in island regencies. Students and teachers in difficult terrains often attend classes in improvised buildings. The distance between homes and schools, averaging 149 km or five hours, impacts local governments' ability to oversee schools effectively. High transaction costs and long commutes discourage motivated teachers from moving to rural areas, leading to high absenteeism rates.

Child Marriage and Gender Issues

Statistics Indonesia reports that 15 to 20 percent of women aged 20 to 24 in West Nusa Tenggara, Kalimantan, and Sulawesi were married before 18. Gender-related tradition and parental neglect contribute to child marriages in rural areas. Poor parents often work long hours and may not adequately supervise their children, increasing the risk of teenage pregnancy. Moreover, the belief that education is less important for girls after literacy reduces secondary education enrollment for females.

Religious Education Access

Access to religious education varies significantly by province, influenced by systemic cultural factors. Indigenous and ethnic minority groups may lack access to their preferred religious instruction, while public schools often employ predominantly Muslim or occasionally Christian educators. Minority students might be forced to attend the only available religion classes, affecting their educational experience.

Physical Facilities

Adequate educational facilities are crucial for supporting effective teaching and learning. However, many schools are still lacking basic necessities like proper classrooms, libraries, labs, and internet connectivity, which significantly affects the quality of education provided.

During the 2018–2019 period, the MoECRT reported that 969,817 classrooms required renovation. This number surged by 26 percent in 2019–2020, reaching an additional 250,000 units. For example, SD 02 Jampang state elementary school in West Java had a dilapidated roof structure, infested with termites and lacking ceiling boards. Despite concerns from parents about their children’s safety, the school administration was unable to address the problem immediately. Although the school had proposed repairs to local authorities, the restoration process was expected to be time-consuming. According to MoECRT data, only 14 percent of the 1,413,523 classrooms in Indonesia were found to be in good condition as of 2021 (BBC Indonesia, 2021).

Data from Statistics Indonesia indicates an increase in the number of school buildings out of commission between 2020 and 2022. In particular, elementary school buildings showed the highest percentage of medium defects in 2021–2022 (Putri, 2023). Some schools face severe challenges due to their difficult locations. For instance, 132 Lubuk Linggau elementary school in South Sumatra is situated in a mountainous area with steep roads and landslide-prone surroundings. In response, the government allocated Rp 2.2 trillion in 2023 through the MoECRT to address the 22,023 medium-sized defective classrooms documented (Dewan Perwakilan Rakyat, 2023).

As education evolves in the digital age, the disparity in technology access between urban and rural areas remains a challenge. Many rural schools lack sufficient technology and internet connectivity. Nonetheless, with the integration of e-learning and digital resources, technology has the potential to significantly enhance educational quality and accessibility.

Decentralized Governance

Indonesia’s decentralization policy aims to empower local governments with greater control over education management, addressing long-standing issues such as poor building maintenance and inequalities in the 3T areas. While the intention is to make education more relevant and responsive to local needs, decentralization introduces new challenges. Not every region has the capacity or resources to manage education effectively, resulting in significant regional disparities. Across the country, there are 552 local authorities at the provincial, regency, and city levels.

Despite local authorities’ significant control over education, progress toward delivering high-quality, locally relevant education remains limited. Decentralization was meant to foster innovative educational practices tailored to local contexts. However, current efforts tend to focus on high-profile issues such as teacher salaries and increased student aid. For instance, in Jakarta, local authorities and the SMERU Research Institute are working to enhance teachers’ professionalism based on their unique strengths and limitations, representing a thoughtful approach to decentralization (Napitupulu, 2023a).

The decentralized management of education also introduces coordination challenges among various stakeholders, including central and local governments, schools, teachers, parents, and the community. Ineffective coordination often undermines the effectiveness of educational programs.

Furthermore, the governance of the education sector can become highly politicized due to its connection with top-level political concerns. Excessive politicization can drain already limited resources (Napitupulu, 2024a), hindering the goal of creating a robust education sector that produces high-quality human resources and potentially becoming another barrier to educational advancement.

Managing Limited Financial Resources

Despite significant government investment in education, the distribution of funds is often uneven. Many schools, especially in rural areas, struggle with inadequate funding for daily operations and infrastructure improvements. Schools in need of major renovations, particularly those damaged by natural disasters, face additional challenges in securing the necessary resources. The MoHA reported in 2022 that less than 20 percent of the annual budget for 105 provincial, regency, and city authorities was allocated to the education sector, falling short of the constitutionally mandated 20 percent (Lie, 2023).

Local governments are primarily responsible for funding education, with an average of 75 percent of these funds directed toward salary-related expenses. In some cases, up to 90 percent of education funding in 32 areas is spent

on teacher salaries. This allocation leaves minimal resources for non-salary expenditures such as teacher training, student scholarships, and additional school grants, which are crucial for overall educational development.

Consequently, from 2018 to 2019, local governments' average spending on non-salary-related expenses was only Rp 2 million per student annually. This budgetary approach prioritizes input, like salaries, over outputs such as student learning outcomes and school performance. The current allocation and budgeting practices limit the potential for significant improvements in educational quality and impact (Tanoto Foundation & CIPS, 2024).

School Management

Schools in Indonesia are often seen merely as implementers of policies rather than active participants in the decision-making process. This lack of involvement limits their autonomy and effectiveness. Without adequate support from both central and local governments, schools struggle to exercise their autonomy effectively. They also face challenges in identifying students' learning issues and developing programs to address them.

One significant barrier to higher education in Indonesia is affordability. Disparities in participation rates between households above and below the poverty line highlight this issue. Financial constraints prevent many from pursuing tertiary education. For instance, only 8 percent of individuals in the lowest income quintile can afford higher education, compared with half of those in the wealthiest quintile.

Teachers

Teacher shortages, particularly in remote areas, present a major challenge. Many teachers are reluctant to accept positions in these locations due to difficult transportation, minimal facilities, and insufficient incentives. Consequently, many remote schools face a shortage of teachers or lack instructors for specific subjects.

The decision-making process for teacher distribution and recruitment involves local governments and the MoECRT's Directorate General of Teachers and Education Personnel. Unfortunately, political appointments are still common and often overlook teachers' qualifications. Ineffective coordination between district administrations exacerbates the issue, leading to inefficient knowledge management and data exchange. This results in mismatches where teachers are either over-assigned or under-assigned to certain locations or subjects, causing teachers to teach outside their areas of expertise.

Teacher quality is crucial for educational success, yet many Indonesian teachers lack adequate competence in both subject matter and teaching methods. Despite ongoing efforts to improve teacher competence through training and certification programs, the quality of instruction remains subpar. Although pre-service and in-service teacher training programs have expanded to include academic knowledge, ICT training, and practical classroom experience, many educators still fall short of minimum competency standards. Assessments reveal that most teachers score below 50 out of 100 in pedagogical knowledge and do not meet the 80 percent minimum score threshold in subjects like math and language.

Teachers need a thorough understanding of the teaching curriculum. However, many have not fully utilized the increased autonomy and flexibility offered by *Kurikulum Merdeka*. The adoption and socialization of the Independent Teaching Platform (*Platform Merdeka Mengajar/PMM*) and the *Kurikulum Merdeka* teaching guides are largely dependent on local government initiatives and are predominantly offered online. This has led to a significant disparity in teachers' readiness to implement *Kurikulum Merdeka* effectively.

In addition, changes to the content and delivery of pre-service and in-service teacher training have not led to significant improvements in teacher quality. Although teacher professional education and in-service training programs have been expanded to include more academic knowledge, ICT training, and hands-on classroom experience, many educators in MoECRT and MoRA schools, both public and private, still fall short of the minimum standards. A significant number of teachers fail to meet the 80 percent minimum score in math and language assessments, and many scores below 50 out of 100 in pedagogical knowledge assessments (Tanoto Foundation & CIPS, 2024).



Table 10. Teachers' Minimum Knowledge of Subjects and Test Scores for Language, Mathematics, and Pedagogy Based on 2019-2020 Survey Delivery Indicators (SDI)

	MoRA	MoEC	MoRA Non-Islamic	Public	Private	Urban	Rural
WHAT PROVIDERS KNOW							
Minimum knowledge (% of teacher achieving 80% min in language and math)	15.6	13.9	43.3	18.6	15.2	17.8	14.4
Test Score (out of 100 out of language, math and pedagogy)	39.6	41.6	50.7	41.1	39.4	41.7	38.5

Moreover, despite the influx of new school principals and teachers, there has been little progress in introducing innovative teaching paradigms and a development mindset. Students remain less motivated as teachers primarily act as information providers rather than learning facilitators. ICT adoption in classrooms has been slow due to reluctance and insufficient support for older teachers' digital skills.

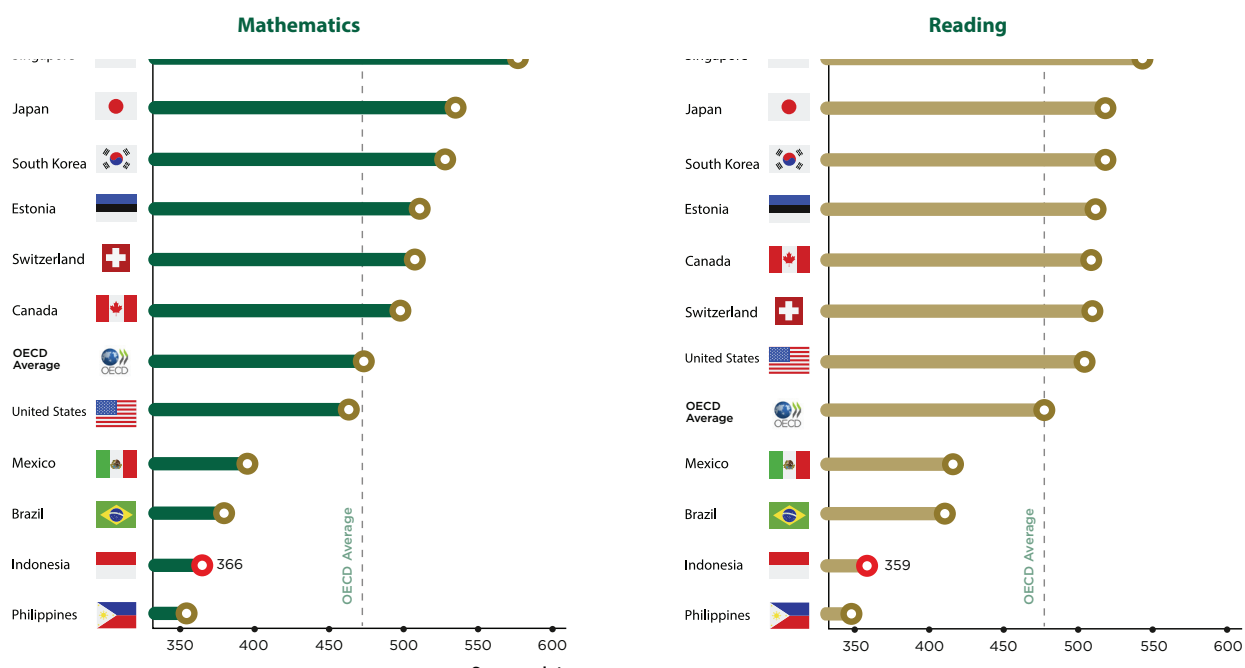
On the other hand, teachers have not fully leveraged *Kurikulum Merdeka's* increased autonomy and flexibility. Local government initiatives have been crucial in promoting *Platform Merdeka Mengajar*, an edtech platform, but the national increase in teachers' digital competency has not been uniform. As a result, there is a wide disparity in teachers' readiness for *Kurikulum Merdeka*, particularly in areas with limited digital infrastructure. Moreover, the implementation of *Kurikulum Merdeka* in madrassas lacks explicit guidance on integrating the distinctive qualities of religious education.

Gaps in Students' Outcomes

Notwithstanding the implementation of *Kurikulum Prototipe* and *Merdeka Belajar* aimed at enhancing education, recent data reveals a decline in average PISA results for mathematics, reading, and science from 2018 to 2022. While there has been a slight reduction in the achievement gap between the top and bottom 10 percent of students in these subjects, the disparity remains significant.

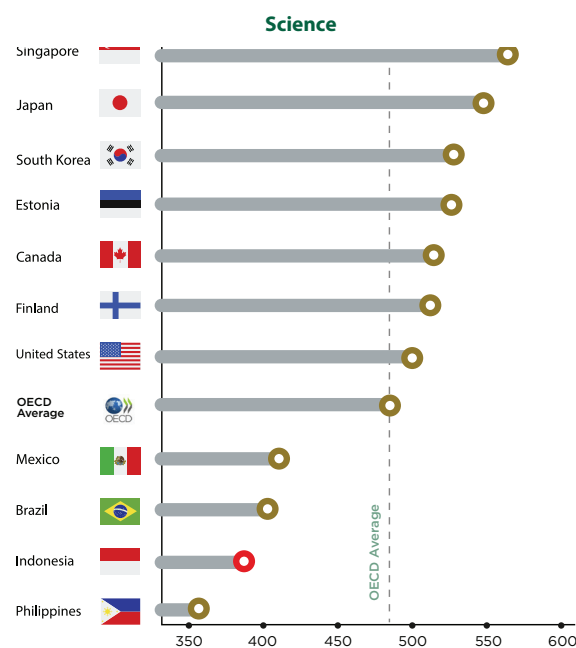
The World Bank highlighted in 2020 that the education system delivers learning outcomes that are insufficient for current needs. Only 30 percent of children achieved minimum reading scores in PISA, and many students do not reach minimum proficiency in reading and math. This misalignment extends to higher education and vocational training, where curricula often fail to match market needs or the demands of Industry 4.0. As a result, graduates frequently lack the skills required for the labor market, leading to low-paying jobs and indicating that education has not been fully optimized.

Figure 10. 2022 PISA Score for Indonesia, OECD Average, and Selected Comparison Countries



The 2022 PISA results showed declines in science, mathematics, and reading scores compared with 2018, despite substantial reforms through *Kurikulum Prototipe* and *Merdeka Belajar*. Although Indonesia was expected to maintain educational quality throughout the pandemic, the achievement gap between the top and bottom 10 percent of students in mathematics has decreased but remains significant in reading and science. Socioeconomic factors are significant predictors of student achievement, with socioeconomically advantaged students (top 25 percent) outperforming disadvantaged students (bottom 25 percent) by 34 score points, or nearly 6 percent of all variations in mathematics scores.

In addition to educational deficiencies, issues of violence and child abuse in schools are pressing concerns. The introduction of MoECRT Regulation No. 46 of 2023 in August 2023 aims to address violence, including sexual violence, in schools through clear definitions and preventive measures. Despite this, the Indonesian Child Protection Commission (*Komisi Pelindungan Anak Indonesia/KPAI*) reported 2,355 cases of child abuse between January and August 2023, with 861 occurring in schools. Governance-related factors contributing to school-related violence include inadequate character education in the curriculum, poor management and monitoring of violence, and insufficient oversight of local government policies. The KPAI has called for coordinated action involving the central and local governments, families, civil society, and educational institutions. They urge the MoECRT to swiftly implement Regulation No. 46 of 2023 by establishing task forces, raising public awareness, and providing a complaints mechanism. The Indonesian Teachers Union Federation (*Federasi Serikat Guru/FSGI*) has also advocated for the formation of local task forces to address these issues effectively.



Trailing Outputs and Workforce Absorption

Indonesia's education curriculum often faces criticism for its lack of relevance to the job market and current developments. Many argue that it is too theoretical and does not equip students with the practical skills needed after graduation. Frequent curriculum changes contribute to instability in the teaching and learning process. For instance, the MoECRT's curriculum from 2015 to 2019 was criticized for being too rigid, limiting teachers' ability to innovate.

In 2018, Indonesia had one of the highest rates of unemployment among higher education graduates in Southeast Asia, following Malaysia, Thailand, Vietnam, and Myanmar. According to the OECD, this is due to employers' doubts about the caliber of Indonesian graduates. Compared with neighboring countries like Malaysia and Thailand, about 40 percent of Indonesian companies struggle to fill professional roles such as managerial positions.

The Asian Development Bank (ADB) estimates significant skill mismatches among Indonesian workers, with 51.5 percent being underqualified and 8.5 percent overqualified. The OECD stresses the importance of soft skills for success in the modern labor market, including critical thinking, problem-solving, collaboration, and creativity. Yet, due to limited opportunities for capacity-building, lecturers find it challenging to implement more interactive teaching methods. To enhance labor productivity and competitiveness, and to transition to higher-paying and more productive sectors, it is crucial that educational paths are aligned with industry expectations and skills are strengthened.

A major challenge with the rapid expansion of vocational schools is maintaining quality while managing growth. Recruitment methods for vocational and senior high schools are typically similar, leading more skilled educators to prefer senior secondary schools due to their perceived prestige and better pay. As a result, vocational teachers often have limited teaching experience and work experience that does not align with industry needs. Additionally, there is a shortage of skilled vocational teachers and higher rates of absenteeism, especially in rural areas.

Vocational schools in Indonesia, particularly in less developed and isolated regions, struggle with inadequate facilities, including poorly equipped technical laboratories. These disparities in lab availability between provinces exacerbate regional differences in academic performance. Such constraints make it harder to provide effective vocational education, which relies heavily on practical experience.

Vocational schools have long been stigmatized in Indonesia as "second-class" institutions serving students from lower socioeconomic and academic backgrounds. This negative perception is reinforced by the belief that private vocational schools are a "last resort" for students with low exam scores. Structural obstacles hinder student mobility between senior secondary schools and vocational pathways, with senior secondary school graduates finding it easier to pursue further education compared with their vocational counterparts.

Polytechnic education is often viewed as a secondary option for vocational graduates. Rigid management practices in polytechnic institutions result in systemic quality issues, such as disjointed work placements, insufficient funding, and minimal interaction with the business sector. This limits vocational students' opportunities for further education and career advancement.

Companies across Indonesia are concerned about the gap between entry-level employees' skills—primarily recent vocational graduates—and the qualifications needed for immediate employment. A joint study by Oxford Policy Management and UNICEF Indonesia highlights that employers highly value soft skills like self-control, reliability, persistence, and communication, in addition to analytical abilities. However, the low levels of technical skills among entry-level workers pose significant challenges, especially with the anticipated demand for specific vocational competencies and proficiency in digital technologies.

Addressing the severe skills mismatch among vocational school graduates requires aligning the curriculum with local job market demands. The MoECRT, along with the Ministry of Manpower (MoM) and the Ministry of Industry (Mol), is responsible for creating and developing vocational education standards and curricula. Provincial governments can adjust national curricula to meet local needs, but this fragmented approach complicates local implementation and adaptation to changing labor market trends.

Without adequate industry consultation or labor trend analysis, each school's specialization is often dictated by local student interests. Collaboration between the commercial sector and schools is usually sporadic, leading students to make poorly informed decisions about their vocational education. The OECD notes that only a small percentage of students choose fields like tourism, agribusiness, and marine studies, while over 60 percent enroll in technology, engineering, business, and ICT courses, which are already overcrowded.

Engaging the private sector is crucial for maintaining high standards in technical and vocational education and training (TVET) institutions, coordinating certification so graduates are recognized, and aligning vocational education with labor market needs. However, industry resistance often stems from concerns about certification costs and potential disruptions to business operations. There are also few corporate social responsibility (CSR) programs supporting vocational education. To address these issues and boost industry involvement in TVET infrastructure and quality assurance, it is essential to reevaluate incentive systems and enhance both the quality and accessibility of vocational education (Tanoto Foundation & CIPS, 2024).

C. Special Cases

The evolving landscape of Indonesia's education sector has presented a few unique situations that stand out as crucial hubs for change and policy. The growing learning gaps that resulted from the COVID-19 pandemic as well as the complexities of the New Student Admission System (PPDB) are two cases that reflect the unique challenges faced by the nation's education system, which require tailored strategies to ensure equitable access and quality learning for all students.

Addressing Post-COVID-19 Learning Gaps

Prior to the COVID-19 pandemic, Indonesia's education system grappled with uneven access and subpar quality (Alhumami, 2020). These challenges required simultaneous and sustained efforts to ensure high-quality education for children nationwide. The pandemic from 2020 to 2022 exacerbated these issues, transforming them into more entrenched problems and underscoring the need for innovative policies and strategies to avert long-term negative impacts.

With schools closed during lockdowns, the government turned to technology to help the 68 million students from early childhood to higher education who were suddenly learning from home. On National Teachers Day in 2020, the MoEC introduced a slew of policies and programs to support distance learning, including internet data quotas, flexible use of School Operational Assistance funds, and emergency curricula. Additional initiatives included the *Guru Belajar* program, the *Guru Berbagi* platform, and televised lessons through Indonesia's national television (*TV Republik Indonesia/TVRI*), among others (Adit, 2020).

In 2021, the government launched a digitization program, budgeting for 473,987 laptops running Chrome OS. However, Chrome OS's dependence on robust internet access posed a problem for Indonesia's 3T regions, highlighting the digital divide (Pramudya, 2021). This divide meant that many students, especially those from economically disadvantaged backgrounds, children with disabilities, or those in remote areas, struggled with the shift to remote learning. Thus, inclusivity became an issue during the pandemic because not all students could reap the benefits of technologically-mediated education (Tanoto Foundation & CIPS, 2024).

Students from vulnerable groups encountered significant barriers, including inadequate internet access and limited teacher support for remote learning. Children with disabilities required additional assistance from often underprepared parents or caregivers, while many teachers lacked the skills needed for effective online instruction. As a result, learning loss became a critical issue, with students not only missing new content but also forgetting previously acquired knowledge. The World Bank projected that these learning losses would exacerbate the gap between socioeconomic classes and among students with varying levels of internet access and digital tools.

At the ECE level, children with disabilities struggled with online learning and needed support from parents or caregivers who may not have been equipped with the necessary capabilities or resources. Additionally, many teachers lacked the skills to deliver inclusive lessons remotely.

Consequently, learning loss emerged as the second major issue during the pandemic, following the impact of school closures and dropouts. Students lost or forgot previously acquired knowledge, with the World Bank estimating an increasing trend of learning losses from school closures, further widening the gap between socioeconomic classes and among students with varying levels of internet access.

According to a 2021 joint study by INOVASI and the MoECRT, students in Grades 1 and 2 experienced a learning loss equivalent to five months for numeracy and six months for literacy over 12 months of home learning. Alarmingly, Grade 4 students lost 11.2 months' worth of math skills and 10.8 months' worth of language skills after 18 months

of home-learning. The study also highlighted gender disparities, with male students suffering greater losses in language skills and female students losing more in mathematics.

Distance learning faced challenges due to limited facilities and technological support, impacting the effectiveness of the learning process. In some families, this situation led to issues such as mental health disruptions, increased psychological pressure, and in extreme cases, instances of child abuse.

Several fundamental technical problems emerged from distance learning, including inadequate parental guidance, limited access to online resources, insufficient technological infrastructure, and a digital divide due to the lack of devices for virtual teaching and learning.

Moreover, the benefits of digital and online learning were not equally distributed across the education system. Higher education students generally had better access to digital infrastructure, and faculties were more prepared to conduct effective lessons compared with those at the primary and secondary levels. Consequently, higher education students exhibited more frequent use of technological devices in their studies. The MoECRT reported that only 7.8 percent of primary schools and 43.68 percent of secondary schools had access to computer labs, with the number significantly higher in senior secondary levels at 73.31 percent.

In contrast, primary and secondary school teachers reported difficulties in integrating digital tools into their lessons due to a lack of digital competencies and pedagogical knowledge, resulting in ineffective lessons. Resistance to technology adoption was also observed among older teachers.

Digital gaps were evident across geographical locations, exacerbating the learning loss experienced during the pandemic. Access to the internet, technology devices, and digital tools became crucial determinants of quality learning outcomes, as highlighted by a 2023 World Bank study. Additionally, teachers often underestimated the seriousness of learning loss and were unsure of how to identify it among their students.

Despite the proven ability to use technology in higher education, universities across the country faced challenges in achieving the MoECRT's 2020-2024 Strategic Plan goal of having at least five universities ranked in the top 500 of the QS World University Rankings. Although the target for research publications and community services was met in 2022 with 102,993 published research works, only a few universities, primarily state universities, dominated the rankings. This highlights the need for improvements in private universities and increased government support, as private institutions often face barriers such as a lack of doctoral-qualified lecturers, difficulties in adapting international curricula, and limited institutional activities.

In addition, the employability of graduates has also become a growing concern for higher education, particularly in light of the disruptions caused by the COVID-19 pandemic that exacerbated the existing challenges in Indonesia's education sector. According to the 2022 MoECRT Performance Report, affecting all education levels. To address this, the MoECRT implemented the Kedaireka program as part of the Kampus Merdeka framework to facilitate collaboration between industries and higher education institutions. Kedaireka is a government initiative designed to foster collaboration among academia, industry, and government to drive innovation and address national challenges. It also aimed to address the disproportionately lower employment rate of higher education graduates compared with other educational levels through a platform where research and technology developments can bridge the gap between research and real-world application, particularly in promoting growth and technological advancement in Indonesia.

The 2021 data from Statistics Indonesia revealed that only 10.18 percent of the workforce were higher education graduates, significantly lower than the 18.87 percent from senior secondary education and 17.76 percent from junior secondary education. Even primary education graduates had a higher employment rate at 37.69 percent.

Research funded by Bappenas in 2020 showed that the return on investment in vocational education was 16.3 percent higher compared with senior secondary education. Vocational training graduates earned 9.24 percent more than those without such training, demonstrating its positive impact on skill development and job prospects. However, maintaining this high return on investment may depend on ongoing upskilling by vocational graduates to adapt to labor market changes. Despite ongoing issues, vocational graduates still face fewer opportunities for further education compared with their senior secondary school counterparts. Therefore, in addressing the post-COVID-19 learning gaps, the National Development Agency emphasizes the need for reskilling and upskilling programs for adults to address evolving skill needs and reduce skill mismatches.

During this period, significant changes in education standards, curriculum, and the roles of schools and teachers occurred, as summarized in the table below, which outlines the policies, programs for implementation, and their shortcomings and blind spots.

Table 11. Overview of Government Policies During the Pandemic

Education Outcomes	Focus Areas	Relevant Programs	Blind Spots
Access to Education	<ul style="list-style-type: none"> Schools and SLBs availability to conduct emergency remote learning. ECE availability to conduct emergency remote learning. Higher Education availability to conduct emergency remote learning. Addressing school readiness for digital learning and improving digital infrastructure availability. 	<ul style="list-style-type: none"> MOCI planned to provide 4.200 Base Transceiver Stations (BTS) in 2021. Through the Kuota Belajar program, MRTHE or Ministry of Research, Technology, and Higher Education (<i>Kementerian Riset, Teknologi, dan Pendidikan Tinggi</i>) provided learning quotas for students and teachers. Government Regulation No.13/2020 requires educational institutions to make appropriate adjustments (inc. digital education) to support quality education for students with disabilities 	<ul style="list-style-type: none"> Assistance and guidance for parents to set up remote learning at home. Ensuring adequate digital literacy (including digital competency, digital safety and ethics) for teachers, students, and parents. SLB and ECE assistance in conducting online learning.
Quality of Education	Streamlining curriculum and learning content to prioritize fundamental competencies.	Minister of Education Decree No.719/P/2020 enabled the implementation of the Emergency curriculum or Kurikulum darurat/ prototipe.	<ul style="list-style-type: none"> Comprehension of learning loss as a concept was limited amongst teachers, and some struggle with identifying learning loss amongst students. Teachers have also underestimated the extent of their student's learning loss.
School Improvement	<ul style="list-style-type: none"> Teacher pedagogy development in Emergency Remote Teaching (ERT). Principal skill in leading ERT. Greater parental involvement in deciding their child's learning arrangement. 	<ul style="list-style-type: none"> Through Guru Belajar, MOECRT held a series of webinars in 2020 targeted towards teachers, school principals, supervisors, local education office, and parents, which provides technical guidance and support regarding remote learning. Since December 2021, parents or guardians can choose if their children will return to face-to-face learning or to continue with distance learning. 	<ul style="list-style-type: none"> The training programs have not adequately addressed technophobia and resistance from teachers, particularly senior teachers and principals towards implementing new technology. Some teachers use technology at the barest minimum (for example, using instant messaging to distribute homework and coordinate teaching) and remain disconnected to the remote learning scheme. Not all parents have the opportunity to participate in school management, which highly depends on their respective School Committees.

Education Outcomes	Focus Areas	Relevant Programs	Blind Spots
Workforce Development	Encouraging greater linkages, research & development, technology usage between HEIs with industry, as a means of producing high quality and competitive graduates.	<ul style="list-style-type: none"> Kampus Merdeka (<i>Freedom of Learning Independent Campus</i>) aims to provide HE students with the opportunity to take part in work placements, internships, receive practical work experience from industry partners, enroll in subjects outside of their study programs and participate in student exchange nationally and overseas. This program is part of the larger <i>Merdeka Belajar</i> scheme. Kedaireka (<i>Kedaulatan Indonesia dalam Reka Cipta</i> or matching fund) is a platform which facilitates commercial partnerships between the higher education sector with the industry and business sector. The program is also supported by a matching fund scheme covered by MOECRT. 	<ul style="list-style-type: none"> The capacity of HEIs to deliver the Kampus Merdeka program is highly dependent on the HEI's existing institutional capacity as well as access to resources. Research has demonstrated that private HEIs and those operating in remote and rural regions lack the institutional capacity and infrastructure to facilitate partnerships with industry, and also encounter challenges when converting student's HE credits in accordance with the Kampus Merdeka scheme.
Governance	<p>Providing financial support through BOS for ad-hoc school operational expenses brought by the pandemic and to support learning.</p> <p>Integration between the MOEC & MORT</p>	<ul style="list-style-type: none"> MOECRT Regulation No. 20/2020: BOS can now be utilized to purchase phone credit, mobile data, and health protocol kits such as masks, soap, thermogun. Through Presidential Decree No.72/P/2021, MOEC and MORT were integrated into a single ministry, MOECRT. The integration seeks to bolster research and technology utilization in higher education and reinforce its <i>Tridharma</i> principles, thereby facilitating community engagement through research and technological innovations. 	<ul style="list-style-type: none"> Private schools, particularly low-cost private schools, struggled to allocate funds to improve learning as a majority of BOS is directed to teacher salaries. As student participation and admissions declined, the provision of BOS (which heavily relies on the number of students) for private schools shrunk and many of these schools faced risks of school closure. The merger with MRTHE has not altered the goals related to research productivity, as initiatives to enhance research productivity continue to be supported through the World Class Professor and University Program initiated by MOEC. Success in this regard is evaluated based on entry into the QS World Rankings.

The implementation of standards-based education has evolved from enforcing uniformity to adopting a framework-based approach, allowing flexibility and contextualization in local schools. The MoECRT asserts that education standards should encompass both the process and outcomes to directly enhance learning processes and outcomes, rather than focusing solely on school inputs such as facilities.

During the pandemic, strict standards for the physical requirements of school buildings and facilities were relaxed to address the unique geographical challenges faced by remote schools, as outlined in Government Regulation No. 57 of 2021 on Standard National Education and the revised Government Regulation No. 4 of 2022. Additionally, changes in education policies, such as the *Kurikulum Merdeka*, reinforced these new standards.

As the foundational framework for various reforms in K-12 and higher education, Merdeka Belajar focuses on advancing core competencies in literacy, numeracy, character building, and digital transformation.

Kurikulum Merdeka was developed to foster more adaptable learning environments and simplify the previously rigid and content-heavy Kurikulum 2013. Under Kurikulum Merdeka, teachers are encouraged to design their own lesson plans tailored to the unique needs of each student, with greater freedom in lesson creation and delivery. The new curriculum strongly promotes the use of ICT in the teaching and learning process. Kurikulum Merdeka is being introduced voluntarily starting in 2023.

Table 12. Curriculum changes across 2017-2023

Curriculum Aspects	Kurikulum 2013 (est. 2013)	Curriculum Prototype (Emergency) (2020-2021)	Kurikulum Merdeka (February 2022, adopted by MORA. in April 2022)
Framework	National Education System (Sisdiknas or Sistem Pendidikan Nasional), National Education Standards (SNP).	National Education System (Sisdiknas), SNP.	National Education System (Sisdiknas), SNP. Developing Pancasila Student Profile (Profil Pelajar Pancasila).
Competencies Targeted	<ul style="list-style-type: none"> The government sets out Targeted the scope and sequence required to achieve Standar Isi. Four Basic Competencies (Kompetensi Dasar or KD) are grouped based on its core competencies (Kompetensi Inti or KI): Spiritual, Social, Knowledge, and Skill. The Basic Competencies (KD) are then organized yearly according to the core competencies (KI) required. Basic Competencies for Special Education (Pendidikan Khusus) are developed by people with disabilities and in reference to regular education (Pendidikan Reguler). Students with special needs and/or intellectual disabilities can use the same Basic Competencies from regular education through modified curriculum. 	Simplified Basic and Core Competencies (KD-KI) agreed by each education unit.	<ul style="list-style-type: none"> Learning outcomes are structured and based on phases (Foundational Phase for ECE, Phase A,B,C for Primary Education and equivalent, Phase D for SMP and equivalent, Phase E and F for High School and equivalent). Learning outcomes are set out in paragraph form, detailing the knowledge, attitude, and skills required to achieve and strengthen the competencies targeted.

Curriculum Aspects	Kurikulum 2013 (est. 2013)	Curriculum Prototype (Emergency) (2020-2021)	Kurikulum Merdeka (February 2022, adopted by MORA. in April 2022)
Structure	<ul style="list-style-type: none"> • Learning Hours are decided on a weekly basis and repeated for each semester. • Education units are encouraged to organize learning based on school subjects. • Rigid curriculum structure covering three subject categories: <ol style="list-style-type: none"> (1) Nationally-set mandatory subjects; (2) Regionally-set mandatory subjects; (3) Subjects based on specialization (vocational). 	<p>Simplified Basic and Core Competencies (KD-KI) agreed by each education unit.</p>	<ul style="list-style-type: none"> • Learning Hours (Jam Pelajaran) are decided annually. Education units can allocate learning time with greater flexibility in order to fulfill the learning hours set. • The curriculum is structured to fulfill two types of activities: (1) Intracurricular learning activities; and (2) projects to strengthen Pancasila. • Education units can organize their learning activities based on subjects, thematically, or through integrating all aspects. • [Primary Education or SD] Social Studies and Science are combined into one subject (IPAS), English language is no longer a mandatory subject. • [Junior Secondary Education or SMP] ICT is a mandatory subject. • Senior Secondary Education or SMA] • Provision of choice for students to enroll in subjects based on their interest. Producing a scientific essay as a requirement for graduation. • Vocational Secondary Education or SMK] Locally-set mandatory subjects have been removed. Curriculum is based on General subjects (Umum) and specialization-based. Subjects also include entrepreneurship, field work, and creative projects.
Learning Process	<ul style="list-style-type: none"> • Utilizes a scientific approach to all subjects. • Centered around face-to-face learning. Co-curricular activities can be allocated up to 50% of non-face-to-face learning time but are not made mandatory and left to the discretion and creativity of each teacher. 	<ul style="list-style-type: none"> • Simplified according to the curriculum agreed upon. • Centered around essential and contextualized learning to ensure learning outcomes can also be achieved at home. 	<ul style="list-style-type: none"> • Differentiated learning based on the student's current progress. • Combination of intracurricular learning (70-80% of learning hours) and co-curricular activities through project-based Pancasila lessons (20-30% of learning hours). • Offers remote/distance learning options for equivalency education. • Diagnostic assessment (determining mental age, learning phase, et cetera) is highly encouraged for learning at the special education level with the support of professional psychologists in specific circumstances.

Curriculum Aspects	Kurikulum 2013 (est. 2013)	Curriculum Prototype (Emergency) (2020-2021)	Kurikulum Merdeka (February 2022, adopted by MORA. in April 2022)
Assessment	<ul style="list-style-type: none"> Formative and Summative assessments are conducted to evaluate learning progress and outcomes and their improvement. Assessments are divided into attitude (<i>sikap</i>), knowledge, and skill-based. 	<ul style="list-style-type: none"> Simplified according to the curriculum agreed upon. Assessments are divided into attitude-based (<i>sikap</i>), knowledge, and skill. 	<ul style="list-style-type: none"> Strengthening formative assessments and encouraging the use of assessment results to formulate learning plans according to the specific stages of learning outcomes. Strengthening authentic forms of assessments, particularly for Pancasila. Assessments are not divided across attitude (<i>sikap</i>), knowledge, and skill-based categories.
Learning Tools Provided by Government	Text and non-text books.	Education units can adapt text and non-text books.	Text and non-text books, Specific modules are made available (Teaching Modules, Operational Curriculum Modules, Projects for Pancasila Student Profile, et cetera).
Curriculum Tools	Guidebook for curriculum implementation, guidebook for assessments, guidebook for learning at every education level.	Guidebook for curriculum implementation, guidebook for assessments, guidebook for learning at every education level	<ul style="list-style-type: none"> Guidebook for learning and assessment, guidebook for developing school's operational curriculum, guidebook for project-based learning, guidebook to manage inclusive education, guidebook to formulate Individual Learning Programs, guidebook for counseling services. Specific guidebooks for teachers to select and develop materials, media, and learning methods at the special education level.

Sekolah Penggerak and Guru Penggerak are programs developed by the MoECRT to support teachers and schools in implementing Merdeka Belajar reforms. Rather than focusing on traditional managerial and administrative skills, these programs concentrate on enhancing the role of schools as agents of change and developing leadership competencies, with a stronger emphasis on improving learning outcomes through innovation among education professionals. Sekolah Penggerak aims to establish lighthouse schools that act as catalysts for inspiration and change within local communities.

In addition to the new curriculum and programs introduced during the pandemic, the education budget was increased by 19 percent compared with 2019 due to the surge in national spending caused by COVID-19. In 2021, the education budget placed greater emphasis on financing and scholarship programs, as well as strengthening link-and-match programs at the polytechnic and vocational levels to support post-pandemic economic recovery. Furthermore, the merger between the Ministry of Research, Technology, and Higher Education (MoRTHE) and the MoEC, which created the MoECRT, led to the integration of the research and technology development budget with the education budget. Despite these changes, the overall portion of the education budget remains unchanged, with regional governments holding the largest share.

To enhance local governments' efforts and accountability in improving education outcomes, the simplified Standard National Education (*Standar Pendidikan Nasional/SPN*) has been harmonized with the local government's Achievement Performance Monitoring (APM). Through MoHA Regulation No. 59 of 2021 and MoECRT Decision No. 311 of 2022, the MoECRT and the MoHA have agreed on eight priority indicators for regional education results.

As part of their performance evaluation for the Standard National Education, local governments at the regency and provincial levels are now responsible for achieving these priority metrics. Progress will be monitored through the *Rapor Pendidikan* portal. This shift from focusing on inputs to emphasizing outputs is intended to motivate local education planning and funding toward achieving better educational results.



Table 13. Priority indicators of SPM

PROVINCIAL LEVEL	DISTRICT/CITY LEVEL
<ol style="list-style-type: none"> 1. School Participation Rate (APS) 2. Literacy Competency 3. Numeracy Competency 4. Employability of SMK graduates 5. Work industry;s satisfaction of SMK graduates' quality 6. Schools' safety 7. Pancasila values in schools an 8. Schools' inclusivity. 	<ol style="list-style-type: none"> 1. School Participating Rate (APS) 2. Literacy Competency 3. Numeracy Competency 4. Proportion of ECE units with minimum B accreditation 5. Increased rate of ECE personnel with undergraduate and diploma qualification (S1 and D-IV) 6. Schools' safety 7. Pancasila values in schools an 8. Schools' inclusivity.

The two most important lessons learned from the COVID-19 pandemic regarding learning loss in Indonesia are the need for flexibility in defining learning outcomes and the necessity for technological advancement in education. The *Merdeka Belajar* strategy has been implemented through a hybrid approach, encompassing various initiatives such as *Guru Penggerak*, *Sekolah Penggerak*, *Rapor Pendidikan*, *Pengajar Praktik*, and *Platform Merdeka Mengajar*. This strategy allows schools the freedom to focus on essential competencies and has been shown to accelerate and expand the implementation of *Kurikulum Merdeka* during the pandemic.

The widespread use of ICT in education resulted from the distance learning policy, whether intentional or not. A range of ICT tools was employed, including learning management systems (LMS) for administrative tasks such as collecting assignments, tracking student absences, and monitoring class participation. Smartphones and computers were also used for multimedia content sharing and communication. Despite the advantages and convenience these technologies offer, the effectiveness of digital learning hinges on the ability of students and teachers to use these tools proficiently. A 2020 survey revealed that 67 percent of educators faced difficulties in utilizing digital tools and managing online learning environments.

Parents in Indonesia became deeply involved in their children's education through remote learning at home. They had to provide or upload homework to online platforms, collaborate with teachers on lesson planning and assignments, and sometimes teach course material themselves. As the pandemic subsided and face-to-face teaching resumed gradually, parents were given the option to send their children back to school or continue remote learning. Survey responses indicate that parents were generally pleased with this choice, although the readiness of schools for in-person teaching varied based on the availability of hygiene facilities and vaccination rates among teachers and students.

This option also reaffirmed parents' authority and responsibility in making crucial decisions about their children's education. However, there were disparities and blind spots, with improvements not being uniformly distributed across programs and geographical areas.

As in-person teaching resumed in late 2021, several shifts and continuities in Indonesia's education system became evident. Digital learning continues to benefit teaching practices. The advantages of using ICT for teaching and learning are significant, and some digital methods remain in use within classrooms. The government continues to promote ICT integration in education through Kurikulum Merdeka and Platform Merdeka Mengajar.

Teachers and lecturers have found multimedia content to be an effective way to engage students. Platforms such as YouTube and TikTok are frequently used for sharing videos, while digital tools are utilized to create original presentation slides. Additionally, video-conferencing technologies provide educators with new ways to connect with students globally, facilitating make-up lessons and thesis supervision sessions. According to UNESCO, these technologies enable teachers to reach students who are otherwise difficult to access, overcoming challenges such as remote locations, limited resources, and functional issues. The impact of online learning on adult students is notably significant, as it helps them overcome barriers such as employment, family duties, financial constraints, and inconvenient schedules. Lecturers have also noted that LMS platforms have streamlined administrative and documentation tasks, enhancing convenience through digitization (Tanoto Foundation & CIPS, 2024).

New Student Admission System (PPDB)

In 2017, the central government introduced the PPDB policy, established through MoEC Regulation No. 17 of 2017 and No. 14 of 2018 (Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024). The legal foundation for this zoning-based student admission policy is provided by Article 11, Paragraph 1 of Law No. 20 of 2003, which mandates equitable and non-discriminatory education for all citizens. This policy is further supported by various regulations from the MoEC and the MoRA.

The primary objective of the zoning policy is to ensure fair access to education based on geospatial distribution. It aims to address imbalances in educational quality across different regions in Indonesia, tackling inequalities in school facilities, infrastructure, and teaching staff, while also combating discrimination and ensuring justice in educational services.

The policy focuses on reducing disparities in educational participation and exam achievements among provinces, striving to balance the quality and quantity of schools in rural versus urban areas. Despite these efforts, a persistent gap remains between urban and rural educational opportunities. The average number of schooling years increased only marginally—from 8.5 years in 2017 to 9.13 years in 2023. In addition, inequality based on economic status persists, with minimal change in the difference in schooling duration between poor and wealthy students.

Providing equal access to education in urban and rural areas remains challenging, even with the zoning system in place. There has been little improvement in the disparity between educational opportunities in villages and cities. In 2017, the average schooling years were 9.53 in urban areas compared with 7.3 in rural areas. Forecasts for 2023 predict a slight improvement, with 9.99 years in urban regions and 7.91 years in rural areas. Nevertheless, the educational gap remains significant, with a difference of 2.08 years in 2023 compared with 2.23 years in 2017. The zoning system has not significantly reduced the differences in educational attainment between urban and rural areas.

Similarly, the zoning system has not altered the gap in educational attainment based on economic status. The average length of education nationwide has increased by less than a year, yet the wealth and poverty gaps persist. Those with greater financial resources tend to have longer schooling duration compared with those with fewer resources. As a result, students from poorer backgrounds continue to have shorter average study duration than their wealthier counterparts.

The ongoing debate about zoning laws highlights both their merits and shortcomings. Technically, the zoning system is prone to issues such as fraud, including the buying of school seats, falsification of Family Cards, and the manipulation of student placements by regional authorities. Critics argue that the government's claim of improving educational equity and accessibility is undermined by the continuing disparities in academic quality between regions and the inconsistent implementation of zoning laws. This creates additional challenges for the education sector.

A report by the Education and Teachers Association, covered by BBC Indonesia, highlighted that students from low-income families in Jakarta were unable to attend public schools due to unclear zoning criteria, even if their home was just 500 meters away from the zoned school. The zoning system has also contributed to the widespread manipulation of Family Cards, including the buying and reselling of school seats to gain admission.

Table 14. Comparison of Zoning Quota Policies 2018-2021

	MoEC Regulation No. 51 of 2018	MoEC Regulation No. 20 of 2019	MoEC Regulation No. 44 of 2019	MoEC Regulation No. 1 of 2021
Percentages of zoning quotas	Minimum 90 percent of school capacity (including a quota for disadvantaged and disabilities students)	Minimum 80 percent of school capacity	Minimum 50 percent of school capacity	The school-level differentiated zoning system <ul style="list-style-type: none"> • SD: min 70 percent of school capacity. • SMP: min 50 percent of school capacity • SMA/SMK: min 50 percent of school capacity Student's affirmation (disadvantaged and disabled students): 15 percent of school capacity
Percentage for student's achievements category	Max 5 percent of school capacity	Max 15 percent of school capacity	The remaining quotas	The remaining quotas
Percentage for parent duties relocation category	Max 5 percent of school capacity	Max 15 of school capacity	Max 5 percent of school capacity	Max 5 percent of school capacity
Others			Student's affirmation (disadvantaged and disabled students): min 15 percent of school capacity	

The PPDB regulations have undergone multiple changes from 2018 to 2021, impacting quotas and student tracks and revealing a lack of clear standards for new student admissions. The zoning track quota was reduced from 90 percent in 2018 to 50 percent in 2021, while the allocation for the achievement track fluctuated significantly over the years. Implementation issues persist, including inconsistent application of PPDB policies across regions, challenges in standardization, online application provision, and publicity.

The limited effect of zoning laws on improving educational indicators suggests a need for reevaluating these laws based on local conditions. New students often struggle to gain entry to schools due to the uneven distribution of public schools across regions. Additionally, many public schools continue to have limited enrollment capacity, complicating the admission process. There is also an imbalance between the number of students and the capacity of schools in each region, and the number of students does not always align with the number of available schools. Parents also continue to choose schools based on varying capacities, facilities, and teaching standards.

In general, there are variations in methodologies and metrics across regions. The standardization of PPDB processes is often challenging due to disparities in human resources and regional issues, such as difficulties in providing the PPDB Online application, despite careful supervision by the MoECRT. Additionally, the policy is not well-publicized, as evidenced by many parents and students being unaware of important details such as the school's zoning map, the number of graduates, population density, anticipated school age, school capacity, and other factors affecting new admission quotas.

To ensure that zoning policies do not negatively impact educational quality, stakeholders in the education sector must reassess these policies. Research and accurate measurements should form the basis for quota determination.

The challenges in education management may be attributed to the varying quality of human resources in local governments. Since the establishment of regional autonomy under Law No. 23 of 2014 on Regional Government, policies related to basic secondary education have been delegated to regional governments and categorized as Mandatory Government Affairs. The Regional Government Law provides detailed regulations on the division of central and regional government responsibilities in education, including education management, curriculum determination, accreditation, education personnel, education licensing, and language and literature.

Table 15. Division of Central and Regional Government Educational Affairs

Issue	Central government	Provincial Government	District/City Government
Education Management	Determination of national education standards and management of higher Education.	Management of secondary and special Education.	Management of basic, early childhood and non-formal education.
Curriculum	Determination of the national curriculum for secondary, primary, early childhood, and non-formal education.	Local content curriculum for secondary and special education.	Local content curriculum for primary, early childhood, and non-formal education.
Accreditation	Accreditation of all levels of Education.	-	-
Educators and Education Personnel	Control of educator formation, educator transfers, and educator career development	The provincial government can transfer educators across districts/cities within one province.	The district/city regional government has the authority to transfer educators within the district/city.



Article 1, Paragraph 5 of Law No. 14 of 2005 on Teachers and Lecturers outlines the requirements for regional supervision of education, stating that the government, regional governments, or the community at large are responsible for managing and enabling formal education. Additionally, Article 11, Paragraph 1 of Law No. 20 of 2003 on the National Education System emphasizes that both central and regional governments share responsibility for providing services, guaranteeing infrastructure, and maintaining high-quality education. Paragraph 2 further mandates that central and regional governments acquire the necessary funds to provide education to all citizens aged seven to fifteen (Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024).

Stunting in Early Childhood Education

Child health is a cornerstone of ECE, and stunting is a major concern. The impacts of stunting have proven to be long-lasting, especially in the wake of the COVID-19 pandemic, influencing future students' digital needs (Tanoto Foundation & CIPS, 2024).

Stunting is a strong predictor of future educational disparities and food insecurity. National household surveys frequently measure stunting rates, and recent data shows that the pandemic has more than doubled the risk of acute food insecurity in 53 countries. Efforts are underway to address hunger in families and prevent the learning challenges faced by children affected by stunting.

Several policies support this initiative, including Law No. 18 of 2012 on Food, Government Regulation No. 33 of 2012 on Exclusive Breastfeeding, and the National Strategy to Accelerate Stunting Prevention from 2017. These include mobilizing village-level human development workers and providing teachers with materials and handbooks on stunting (Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024).

A significant issue is the lack of parental knowledge about stunting. The uneven distribution of community health workers means some children miss out on basic health interventions. Parents often lack awareness about the importance and composition of nutritious meals, and stunting is associated with inadequate nutrition rather than merely a lack of food.

The World Bank's Report on Parent Education in Indonesia highlights the resources available to parents and offers insights into fostering discipline and its impact on character development in Indonesia. The report underscores that parenting challenges extend beyond behavioral correction to include health issues and the need for a nurturing environment from an early age. It also reviews the World Health Organization's (WHO) Nurturing Care Framework, which emphasizes the role of parents in supporting their child's development through five key components, including good health and proper nutrition.

Early childhood caregivers play a crucial role in ensuring the physical and emotional well-being of their charges. They must meet children's basic needs with care and protect them from household and environmental risks. The physical and emotional health of caregivers is closely linked to these essential behaviors. Prioritizing stunting prevention is critical when addressing children's needs and health. The holistic, integrative ECE approach aims to enhance parental understanding of proper nutrition in Indonesia.

Maternal and child health are deeply connected to adequate nutrition, highlighting the importance of addressing nutritional needs from the prenatal stage. Expectant mothers should prioritize a variety of dietary options to ensure their unborn children receive a healthy diet. The Ministry of Health (MoH) recommends exclusive breastfeeding for infants up to six months, ensuring protein intake until the age of two, and maintaining maternal nutrition during pregnancy and breastfeeding. The 2021 Indonesian Nutritional Status Study supports this approach, showing that stunting begins early in pregnancy and increases significantly between six and 12 months (Tanoto Foundation & CIPS, 2024)

Chapter III

The Role of Non-State Entities



The Role of Non-State Entities

As Indonesia strives to enhance its education system, it is clear that achieving high-quality education cannot rest solely on the government. While the MoECRT plays a central role in shaping policies and managing resources, successful implementation requires a collaborative approach involving various stakeholders.

Non-state entities, specifically teachers, parents, businesses, and CSR, and community organizations, are essential in bridging the gap between policy and practice. Their localized knowledge and resources enrich the education system, ensuring that reforms address the specific needs of students.

The decentralization of education further emphasizes the importance of these partnerships. Regional governments and local organizations are uniquely positioned to tackle local challenges, making collaboration between the government and non-state actors critical for achieving meaningful educational outcomes. This chapter will explore the specific roles of these non-state contributors, with a particular focus on how teachers, parents, businesses, and community organizations play a pivotal role in shaping the future of education in Indonesia.



The world of education cannot be separated from teachers, unsung warriors who educate the nation's life.

- Ki Hajar Dewantara

A. Teachers

Teachers are the unsung heroes of education, whether they are in public schools or private institutions. They are on the front lines, shaping the future by delivering quality education that sets the bar higher. With their unique insights and firsthand experiences, teachers are the bridge connecting policymakers to classroom realities, helping to close the gap between educational policies and real-world practice. Their role is crucial in nurturing students' growth and enhancing the overall education system.

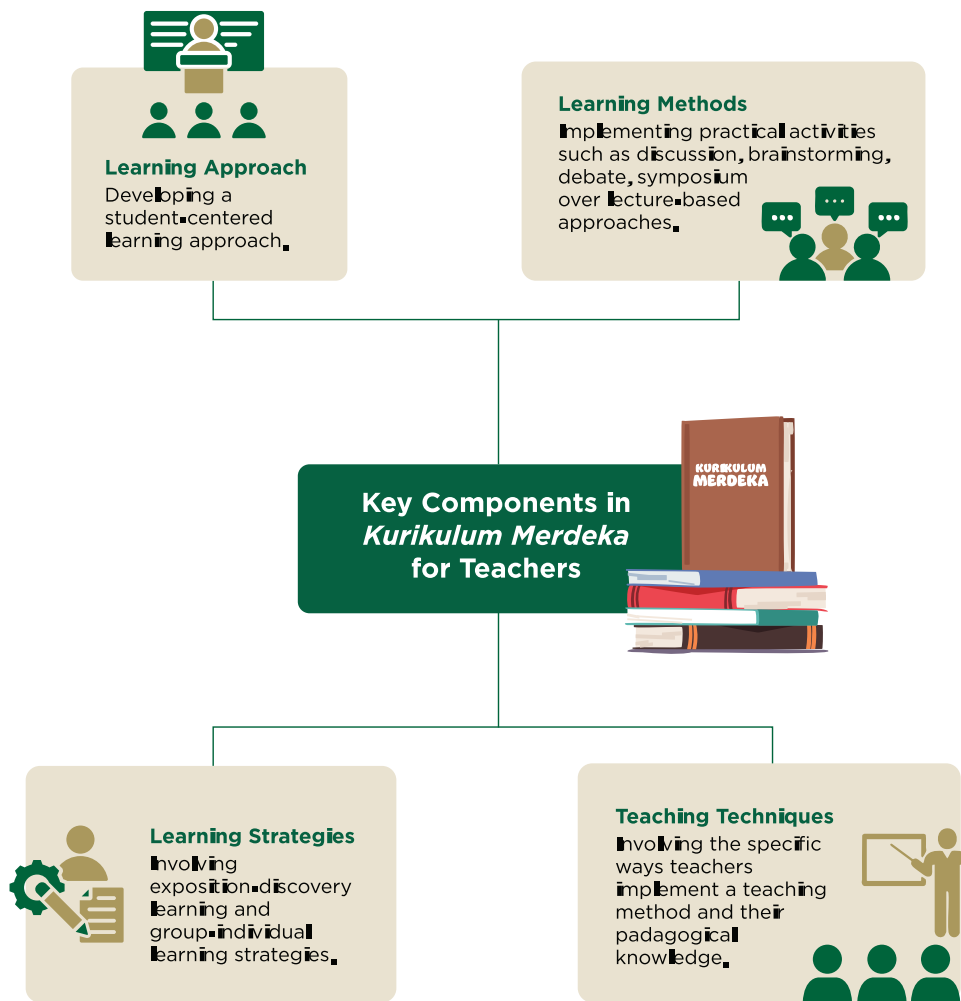
Since the MoECRT introduced *Kurikulum Merdeka*, it has become crystal clear that teachers are the main drivers behind implementing this curriculum. That is why prioritizing teacher availability and maintaining the highest teaching standards is essential. In today's fast-paced tech world, educators and school staff are also expected to be proficient in using ICT infrastructure, keeping up with technological advancements.

Teachers are key to unlocking students' full potential under the *Kurikulum Merdeka* framework by identifying their interests and learning needs. This cutting-edge curriculum emphasizes the importance of teachers tailoring their lesson plans to match students' developmental stages and achievement levels. According to the MoECRT, teachers should possess essential creative skills to deliver the curriculum as outlined in the provided image.

Since the introduction of *Kurikulum Merdeka*, it has become more evident than ever that teachers are at the forefront of this educational revolution. Prioritizing their availability while upholding top teaching standards is vital. As technology advances rapidly, educators and school staff must also master the ICT infrastructure.

Within the *Kurikulum Merdeka* framework, teachers play a pivotal role in helping students unlock their full potential by understanding their interests and learning needs. This innovative curriculum strongly emphasizes teachers' ability to adapt lesson plans to students' developmental stages and achievement levels. According to the MoECRT, essential creative components are crucial for teachers to effectively deliver the curriculum, as illustrated in figure 11.

Figure 11. Kurikulum Merdeka Framework



(Tanoto Foundation & CIPS, 2024)

As illustrated in figure 11, the approach emphasizes that teachers are responsible for more than just fostering creativity, facilitating active learning, and strengthening character—they also have the crucial task of imparting moral values to their students. *Kurikulum Merdeka* highlights the importance of linking learning to the local context, enabling students to gain a deeper understanding of their own culture and environment. Teachers play a vital role in nurturing students' independence, helping them become autonomous learners who manage their own learning resources.

With the MoECRT's push for more innovative learning, teaching success increasingly hinges on educators' creativity, especially in utilizing digital and multimedia tools. This shift underscores the need for skilled teachers who can seamlessly integrate interactive and multimedia elements into their lessons, boosting student engagement and interactivity. However, the current teacher selection process presents significant challenges in cultivating such high-quality educators.

Several issues impact the contribution of Indonesian teachers to the education sector, including the recruitment process, competency tests, and quality maintenance. These issues merit attention to determine how they can contribute to the betterment of education in the country.

Teacher Recruitment: A Driving Factor for Change

As Indonesia prioritized economic development, efforts were made to improve teacher recruitment. Prospective public-school teachers were required to pass a civil servant recruitment test, developed by the central government and administered locally by provincial or regency/city governments. In 2013, a computer-assisted testing (CAT) system replaced the traditional paper-based exam, further centralizing the recruitment process. While this system simplified the recruitment process and reduced corruption, it did not take into account the diverse needs of different regions.

All civil servant applicants, regardless of profession, take the same basic competence tests, such as civics, psychology, and general intelligence, with identical passing grades. The top three candidates from each round advance to field-specific tests, with aspiring teachers taking exams on pedagogy and content knowledge. However, the process lacks practical assessments like micro-teaching or interviews. The highest scorer is appointed as a probationary civil servant teacher, leading to potential life tenure.

Despite these measures, teacher shortages persist in many regions, provincial, and regency/city governments get around the regulation by letting schools recruit teachers on their own—mostly on contracts. Unlike civil servant teachers who must take a series of tests to get the job, contract teachers are recruited informally by schools. Contract teachers are paid from the school budget, the School Operational Assistance funds, which schools receive directly from the central government. Though their responsibilities are similar to those of civil servants, contract teachers earn lower salaries (Huang, Revina, Fillaili, & Akhmadi, 2020).

How Do the Regulations Measure Up?

Law No. 14 of 2005 on Teachers and Lecturers completely transformed the recruitment process by bringing together a diverse group of stakeholders, including the central government, the National Civil Service Agency (*Badan Kepegawaian Negara/BKN*), the Ministry of Administrative and Bureaucratic Reform (MoABR), regional governments, and individual schools. This collaborative effort ensures that teacher vacancies are filled through various selection processes, criteria, and funding sources for salaries. Recruitment includes civil service appointments and “honorary” teachers, who unfortunately receive lower pay.

Significant funding changes have occurred, such as the increase in the School Operational Assistance allocation for teacher recruitment from 15 percent to 50 percent (MoEC Regulation No. 8 of 2020). Moreover, Law No. 14 of 2005 and MoEC Regulation No. 20 of 2010 empower regency/city and provinces to assess their needs for civil servant teachers and teaching staff. Legislative measures, including Law No. 14 of 2005, MoEC Regulations No. 8 of 2009 and No. 87 of 2013, set new benchmarks for pre-service teacher training, with the PPG program acting as a critical quality assurance mechanism (Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024).

What are the Obstacles?

Teacher management in Indonesia presents a complex and multifaceted landscape, deeply intertwined with the broader challenges facing the nation’s education system. The effectiveness of this system is profoundly influenced by a variety of underlying factors that collectively shape how teachers are managed, recruited, and distributed across the region. As the backbone of educational quality, teachers play a critical role in shaping the future of the nation’s youth, yet the current framework governing their management reveals substantial areas in need of improvement. These areas encompass not only the processes and structures in place but also the policies that guide the recruitment, development, and allocation of teachers. Various obstacles were identified that hindered teacher management, indicating significant areas for enhancement in both teacher management and education. These include:

Table 16. What are the Obstacles?

<p>Inefficient monitoring and evaluation</p>	<p>Teacher performance and certification programs are not consistently monitored or evaluated at the local level. This lack of oversight makes it difficult to ensure that teachers are meeting required standards and improving their skills.</p>
<p>Politicized recruitment process</p>	<p>The recruitment of civil servant teachers is highly influenced by politics and coordinated by five ministries. The MoECRT focuses on recruiting general teachers while MoRA handles recruitment specifically for madrasa teachers. Additionally, the MoECRT oversees the recruitment of honorary teachers by collaborating with the MoABR, MoF, and MoHA.</p>
<p>Teacher shortages and nepotism</p>	<p>The distribution of teachers does not effectively address shortages, often due to local-level political appointments based on nepotism. This results in some areas being overstaffed while others face significant teacher shortages, impacting the quality of education.</p>
<p>Overlapping regulations</p>	<p>There exists a multitude of overlapping and ambiguous regulations regarding informal employment status (honorary and contract teachers), as well as teacher promotion and distribution. This complexity undermines efforts to address teacher shortages, exacerbated by politicized and nepotism-driven appointments at the local level.</p>

(Tanoto Foundation & CIPS, 2024)

There is also a shortage of qualified teachers in classrooms. The low number of graduates from university teacher education programs has resulted in a decline in the number of certified instructors. To be recognized by the government as meeting the requirements for professional educators—namely, earning a bachelor’s degree and completing a teacher education program—teachers must obtain this certification. Furthermore, this contributes to the welfare of teachers by offering certification allowances equal to one month’s base pay, provided that they fulfill the set workload standards.

Data from the MoECRT shows that approximately 70,000 teachers retire each year. From 2009 to 2021, a total of 30,898 teachers graduated from teacher education programs, now spread across Indonesia.³⁹ Hence, the number of certified teachers decreased to 1,274,486 in 2023, down from 1,392,155 in 2019 (Napitupulu, 2024).

On top of this, teacher education programs have some limitations. Student motivation has taken a hit because Pre-Service Teacher Professional Education (Pra-Jabatan Pendidikan Profesi Guru/Pre-Service PPG) has mainly focused on teaching methods rather than student learning. The Educational Institution for Educational Personnel (Lembaga Pendidikan Tenaga Kependidikan/LPTK) has not been optimally organized to oversee field implementation and begin offering technical assistance and consultation to newly hired teachers. Participants in Teacher Professional Education feel that the program has not sufficiently improved their ability to comprehend and create instructional and evaluation materials to boost students’ reading and numeracy skills. This shortfall has a significant impact on Indonesian pupils’ reading and numeracy outcomes (Tanoto Foundation & CIPS, 2024).

³⁹ Data from the MoECRT in 2024 shows that there is a nationwide shortage of 150,095 teachers, including 140,845 for public schools and 9,250 for private schools. To address this shortage, particularly in public schools, the government is recruiting contract-based government teachers from among honorary teachers. When replacing retiring teachers, priority is given to graduates from pre-service teacher education programs (Napitupulu, 2024).

Box 2. Teacher Competency Test

TEACHER COMPETENCY TEST

In-Service Teachers

Since the end of the centralized Teacher Competency Test in 2018, in-service teachers have had to navigate a fragmented training system across various initiatives.

The centralized test has been replaced by several measures: monitoring teaching quality and school environments through National Assessments, evaluating teacher competencies through In-Service Teacher Professional Education, and local government-led competency tests.

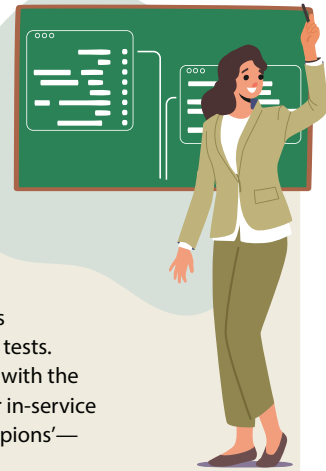
The MoECRT's Standards, Curriculum, and Education Assessments Bureau, in collaboration with the LPTK, has rolled out an additional standardized test focusing on character and ideology for in-service teachers. Yet, the primary professional training scheme targets school principals and 'champions'—high-performing individuals akin to those in the *Guru Penggerak* programs.

Pre-Service Teachers

Pre-service teacher assessments are managed through the Pre-Service PPG program. However, the main challenge is not the proficiency exams but rather efficiently matching Teacher Professional Education participants to local needs and attracting top applicants. Moreover, pre-service teachers must undergo standardized examinations developed by the Standards, Curriculum, and Education Assessments Bureau. These tests serve as both a pre-screening tool before professional education and a competency check afterward, required for obtaining a teaching license.

Despite these structured assessments, the Pre-Service Education through Teacher Professional Education struggles to fully enhance teachers' pedagogic skills, particularly in creating relevant learning materials that address future challenges in literacy, numeracy, digital skills, and 21st-century competencies, such as communication and critical thinking. Compounding this issue is the limited effectiveness of the LPTK in overseeing the practical implementation of these skills in the field, as well as in providing necessary guidance and consultation for new educators. This gap highlights the need for a more integrated approach to teacher preparation that not only assesses competencies but also supports ongoing professional development and adaptation to evolving educational demands.

(Tanoto Foundation & CIPS, 2024)



What are the Opportunities?

In the education ecosystem, teachers are the cornerstone of shaping a skilled and competitive future generation. Without high-quality teachers, education is like a dish without flavor. Effective teaching is the bedrock of educational advancement. To elevate educational standards, governments must prioritize investing in teachers, focusing on recruitment, distribution, professional development, and career progression.

It is time for all levels of government to commit essential resources to improving teacher quality. This investment should be viewed as a critical necessity, not just a budgetary item. Building human resources, especially teachers, is as vital as developing physical infrastructure.

Investment in teachers can be approached in three ways:

- 1. Providing Adequate Compensation:** Ensuring salaries and allowances meet their basic needs
- 2. Enhancing Professional Skills:** Offering training and development to boost their capabilities
- 3. Ensuring Legal Protections:** Guaranteeing clear legal protections for teachers as they carry out their duties (Oktavian, 2024)

The Urgency of Improving Teacher Quality

The quality of education is undermined by several factors, including teacher credentials, composition, and the necessity for multi-grade teaching. Only 18 percent of principals and 34 percent of instructors hold a high school diploma. The teaching workforce is split between 40 percent permanent civil-servant instructors and 40 percent short-term contract teachers (42.5 percent contracted by schools and 15.8 percent by regencies/cities or provinces).

Contract teachers, hired by schools, earn only around Rp 600,000 a month, while permanent teachers make an average of around Rp 9,000,000. Contract teachers are often less qualified and may work multiple jobs. Class ratios align with national norms (20 students in the surveyed areas compared with 23 nationally), but teachers frequently cover for absent colleagues and are required to teach multiple grades (in 25 percent of schools) despite lacking the necessary training.

According to the World Bank report, 25 percent of classrooms in all schools in Indonesia had no teachers. In some cases, students were tasked with copying arithmetic homework for their peers in the teacher's absence. Teacher absenteeism significantly hampers students' learning, making it a critical issue. Unannounced visits to the surveyed schools revealed that 17 percent of teachers were absent on any given day, and 25 percent of classrooms were without teachers (Susanti, Priebe, & Bah, 2020).

Simply increasing teacher employment will not improve learning outcomes if teacher quality remains subpar. Evidence from more developed regions suggests that increased employment does not necessarily enhance learning outcomes due to unchanged educational inputs (Das, et al., 2013). Thus, improving teacher quality should begin with organizing teacher training institutions, merit-based recruitment, and equitable teacher distribution. While teacher training is essential, it must be closely linked to enhancing performance and learning outcomes. Training in curriculum comprehension and effective teaching methods should be tailored to the diverse capacities of teachers (Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024).

Box 3. 'Guru Penggerak' Education

'Guru Penggerak' Education

Teacher Empowerment (Guru Penggerak) Education is a dynamic leadership program designed to transform teachers into trailblazers of learning. This initiative includes a mix of online training, interactive workshops, inspiring conferences, and six months of hands-on mentorship for emerging Teacher Leaders. Throughout the program, educators continue their teaching roles, blending their growth with their ongoing commitment to their students.

Aligned with the program's evolution, the MoEC has issued Regulations No. 40 of 2021 and No. 26 of 2022, making Teacher Empowerment Education a cornerstone for cultivating educational leaders, particularly principals and supervisors.

This training empowers educators to build environments that nurture holistic student development and embody the Pancasila Student Profile. The program champions essential principles like andragogy, experiential learning, collaboration, and reflection.

Teacher Empowerment Education focuses on three key areas: differentiated learning, communities of practice, and social-emotional learning. Evaluations include assignments, participant practices, feedback from peers, facilitators, and school principals, as well as improvements in student learning outcomes.

By 2024 (Cohort 8), Indonesia has proudly nurtured 49,733 Teacher Leaders and 43,930 aspiring Teacher Leaders, with over 9,000 of them stepping up as school principals and supervisors. Imagine a future where every school leader is a change agent—solving problems, collaborating effectively, embracing lifelong learning, championing equality, and advocating tirelessly for students. Our educational landscape would undoubtedly shine with promise and success.



(MoECRT, n.d.)

B. Parents' Participation

Learning begins right at home, where the primary circle of a child's life sets the stage for early education and development. This foundation is built upon in preschool, where those initial interactions and experiences pave the way for basic learning. That is why parents are absolutely crucial as their kids start preschool and make the leap to elementary school.

Parents are at the heart of their children's optimal development. By creating a safe and loving environment, they not only make their kids feel secure but also promote healthy physical and emotional growth. Active involvement in play and learning activities at home is essential for sparking brain development.

Research shows that kids with engaged parents tend to have better attendance, behavior, academic performance, social skills, and overall school adaptation. When parents are involved, students are less likely to skip school, show improved behavior, and develop positive relationships with teachers, all of which boost student achievement and contribute to effective school decision-making.

Nutrition is equally important. Parents need to ensure their kids get nutritious food, regular exercise, and proper sleep to support their development.

In Indonesia, parent-child relationships often emphasize conformity and group harmony. Strong family ties are typical, with grandparents often helping with childcare while parents work. Cultural heritage plays a significant role, with parents focusing on instilling a sense of identity through community values and norms. Although geographic, economic, and cultural factors influence each family, these general trends are consistent across many ECE evaluations.

The quality of parenting in Indonesian families is vital for early childhood development. Positive parenting behaviors significantly impact children's physical health, often more than the parent's education level or wealth (Tanoto Foundation & CIPS, 2024).

How Do the Regulations Measure Up?

In 2015, the MoECRT launched a new division: the Directorate of Family Education Development. This division was tasked with overseeing family education and parenting matters. According to the MoABR's authorization and MoEC Regulation No. 11 of 2015 on the Ministry's Organization and Work Procedures, the Directorate of Family Education Development was responsible for a range of primary programs, including addressing bullying, guiding adolescents through challenges, boosting academic achievement, offering life skills education, fostering character development, and educating about harmful behavior.

Family involvement in education is crucial, particularly at the early childhood stage. In 1965, the government played a key role in founding the Southeast Asian Ministers of Education Organization (SEAMEO) Centre for Early Childhood Care Education and Parenting (CECCEP). This regional body promotes cooperation in education, science, and culture across Southeast Asia. The SEAMEO CECCEP focuses on advancing best practices in ECE and family education through research, capacity building, and advocacy.

During the 2017-2020 period, Indonesia saw a significant focus on enhancing parental involvement in education through MoEC Regulation No. 30 of 2017. This regulation underscores the importance of family engagement in achieving high-quality education both at school and at home (Tanoto Foundation & CIPS, 2024). The policy aims to accomplish five main objectives: fostering shared responsibility among educational institutions, families, and communities; bolstering character education; increasing family awareness and involvement in their children's education; promoting synergy between schools, families, and communities; and ensuring a safe and welcoming school environment.

To realize these goals, the regulation outlines ten key activities for families, including:

Attending school meetings

Contributing as speakers or volunteers in school events



This comprehensive approach highlights the critical role that parental involvement plays in achieving educational success and fostering a collaborative community dedicated to student development.

However, with the enactment of MoEC Regulation No. 9 of 2020, the emphasis on parental education has shifted. The Directorate of Family Education Development, including its Sub Directorate of Parental Education, has been dissolved. This change aims to highlight the importance of parental education as a vital component of student learning at all educational levels, moving beyond the previous focus on ECE (Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024).

Parents' Roles in Early Childhood Development

Education and care from birth to age six are not only key to maximizing the impact of ECE but also vital for meeting essential needs like health, nutrition, and protection within the home. This highlights the need for comprehensive parenting programs to support each child's optimal growth. These programs should boost both motor and emotional development while ensuring overall well-being as children hit critical developmental milestones.

Yet, significant hurdles remain in rolling out ECE programs. Many parents still do not fully grasp the importance of ECE as a foundation for their children's future, often due to economic challenges and a lack of understanding. Effective inter-agency coordination and culturally sensitive approaches are crucial for improving access and effectiveness of these programs across different regions.

Challenges like stunting and unmet maternal health needs underscore the necessity for holistic approaches in ECE and health. Parents play a crucial role, extending beyond education to promoting the health and well-being of the entire family.

Therefore, enhancing parental involvement in ECE is not just about raising awareness of early education's significance but also ensuring every child has equal access to supportive environments for their growth and development.

Figure 12. Key Factors for Boosting Early Childhood Development in Indonesia



- 1 Warmth in relation to spending regular quality time with children
- 2 Consistency that reflects on the frequency of children disregarding punishment when parents discipline their child
- 3 Hostility that measures the frequency of being angry with your child

(Andina, 2015)

Table 17. What are the Obstacles?

Uncertain autonomy of school committees	School committees often lack clear autonomy and are perceived as being closely aligned with the institution’s decisions, which limits their effectiveness in involving parents.
Overlooked parental contributions to curriculum	Parents’ potential input into the school curriculum is frequently ignored, confining their involvement to home support only, and language barriers further inhibit engagement for non-fluent parents.
Impact of socio-economic challenges	Parents facing work commitments and socio-economic difficulties often have reduced involvement at home, which negatively affects their children’s school retention.
Need for revitalizing family education⁴⁰	Enhancing family education is critically needed to foster a learning culture within families, which is essential for ECE and overall child development.
Challenges in ECE participation	Low parental awareness of the importance of ECE negatively affects enrollment rates. Although some parents understand and enroll their children in these programs, others perceive them as non-formal and undervalue their significance. This disparity impacts overall participation and progress toward the <i>Indonesia Emas 2045</i> vision.

(Tanoto Foundation & CIPS, 2024)

Parenting education is vital because parents hold the most direct and influential role in their children’s well-being, far surpassing teachers, friends, or other caregivers. For children to thrive, they need at least one devoted, caring adult who values and supports them. This primary caregiver should be someone the child can trust and rely on for their physical, emotional, and developmental needs. True care goes beyond keeping a child safe; it includes nurturing their physical and emotional health, engaging in meaningful interactions, offering affection, and providing opportunities for exploration, curiosity, and problem-solving. These interactions help children develop essential skills such as physical abilities, social-emotional competencies, language, cognitive skills, moral values, and spirituality. In this context, “parent” encompasses mothers, fathers, grandmothers, or any primary caregiver responsible for the child.

While enhancing children’s lives is crucial, it is equally important to recognize that parents themselves deserve attention and support. Parents often face challenges and uncertainties and need assistance regardless of their location, education, or wealth. The most disadvantaged need the most support. Investing in parents—through financial resources, intellectual guidance, and emotional support—benefits them directly. As parents strengthen their relationships, build confidence, and enhance their skills, they positively impact their children’s lives, fortify their families, and uplift their communities both now and in the future (Andina, 2015).

Supporting the Journey to Further Education: The Enduring Role of Parents

As children progress to primary school, parents’ involvement shifts to include choosing the right school and ensuring their children adapt well to formal education. They help establish routines that support academic success, engage in regular communication with teachers, and monitor their children’s progress. Parents are also involved in activities such as helping with homework, attending school events, and participating in parent-teacher meetings. Their support helps reinforce the learning that takes place in the classroom and addresses any developmental or educational challenges early on.

In secondary education, the role of parents becomes more focused on guiding their children through the complexities of adolescence and academic decision-making. Parents assist in selecting high school programs that align with their children’s interests and career aspirations, whether this is specialized academic track or vocational training. They continue to support their children’s learning by encouraging effective study habits, managing stress, and providing motivation. Parents are also involved in extracurricular activities, which play a crucial role in their children’s overall development and college applications.

⁴⁰ In doing so, ECE units can foster collaboration with parents through community service units such as Integrated Health Posts, Community Health Centers, Early Childhood Family Development Programs, and many more.

As students approach higher education, parents' roles adapt to include advising on college or vocational training options, assisting with the application process, and supporting financial planning. They offer emotional support during this critical transition period, helping their children navigate the challenges of higher education and career planning. This ongoing involvement is vital as it influences students' choices, resilience, and success in their academic and professional pursuits.

Throughout each stage of education, from early childhood through further education, the active participation of parents significantly impacts their children's academic achievements and personal growth. By staying engaged and supportive, parents help their children build a strong foundation for lifelong learning and success.

What are the Opportunities?

Parents are becoming vital players in driving community engagement in education, thanks to Indonesia's educational ecosystem that emphasizes teamwork. As remote learning has become more common, parental involvement has surged, with parents actively supporting their children's at-home learning and sparking their interest in education.

The rising dropout rates and increasing child marriage rates highlight the impact of insufficient parental engagement, particularly in 3T regions. This lack of involvement not only affects the quality of education but can also hinder overall child development. To tackle these issues, the MoECRT allows parents to observe and discuss school regulations affecting their children. The school committee plays a key role in facilitating this engagement (Tanoto Foundation & CIPS, 2024).

Parents, community members, and education specialists often comprise a school committee, which collaborates to enhance the quality of education. Initially, the school committee's role was limited to fundraising efforts. However, as the need for school-based management grew, the committee's responsibilities expanded to include fostering aspirations, encouraging community involvement, and supporting transparent administration of educational resources.

According to MoEC Regulation No. 75 of 2016, the school committee's roles are explicitly outlined, including participation in school policymaking, fundraising, overseeing educational services, and addressing feedback from students, parents/guardians, and the community.

The World Bank's study Parent Education in Indonesia provides recommendations for instilling discipline in children and its impact on character development within the Indonesian context. These recommendations include:

Figure 13. The World Bank's recommendations for instilling discipline in children and its impact on character development



Parenting issues go beyond disciplining children; they also encompass health and the creation of a supportive learning environment, which must be nurtured from early childhood. To explore this aspect further, the study examines the Nurturing Care Frameworks developed by the WHO. These frameworks provide a deeper understanding of the parental role in supporting child development through five key components of nurturing care:

Figure 14. Nurturing Care Frameworks



C. Business and Corporate Social Responsibility (CSR)

The for-profit sector has a pivotal role to play in enhancing education through its CSR programs and partnerships with schools, local government agencies, and ministries.

To boost educational quality, the Indonesian government is tasked with overseeing education in line with legal mandates, earmarking at least 20 percent of the state budget for this purpose each year.⁴¹ However, this funding alone does not meet all the needs required to elevate education standards in Indonesia. This gap opens the door for private sector involvement via CSR initiatives. The introduction of ISO 26000 guidelines by the International Organization for Standardization (ISO) in 2010 has simplified the process for organizations to understand and address CSR issues. ISO 26000 emphasizes community engagement and benefit, such as offering scholarships or public educational programs. Through CSR, the private sector can tackle educational challenges head-on. By providing educational opportunities or scholarships, companies can make a significant impact and help improve education quality in Indonesia (Syam, 2021).

How do the Regulations Measure Up?

CSR is governed by Law No. 40 of 2007 on Limited Liability Companies and Government Regulation No. 47 of 2012 on Corporate Social and Environmental Responsibility. CSR is a company’s pledge to contribute to sustainable economic development, enhancing the quality of life and the environment. This benefits the company, local communities, and society as a whole.

According to Indonesian regulations, CSR in education requires companies to develop and execute well-structured and sustainable CSR programs. This process involves identifying community needs, planning relevant programs, carrying out activities, and assessing their impact. CSR is more than just a marketing or image-enhancing tool; it offers genuine, long-term benefits for the community and the environment.

Companies are encouraged to engage various stakeholders—government bodies, educational institutions, and local communities—when designing and implementing their CSR initiatives. This collaboration is essential to ensure that the programs meet real needs and conditions, fostering synergy between the private and public sectors to advance education in Indonesia.

⁴¹ See Indonesia’s Education Budget 2022-2024 section in Chapter III for more discussion

Table 18. What are the Obstacles?

<p>Limited support in low business activity areas</p>	<ul style="list-style-type: none"> • CSR initiatives and partnerships are often short term, focused on sectors related to businesses, and limited to areas with business operations. • This results in less support for education sectors and areas with minimal business activity.
<p>Challenges in navigating decentralized decision-making</p>	<ul style="list-style-type: none"> • Many private edtech initiatives by the MoECRT fail due to insufficient local government support. • Public-private partnerships at the local level often face resistance from the central government, highlighting challenges in navigating Indonesia's decentralized education system.
<p>Unclear partnership channels</p>	<ul style="list-style-type: none"> • Partnerships between private firms and schools are often formed ad-hoc, initiated by the government or private firms. • Many educators seek private sector support but lack the technical knowledge and understanding of legal requirements, leading to partnerships mainly with schools that have existing business links.
<p>Short-term and limited impact of CSR initiatives</p>	<ul style="list-style-type: none"> • CSR initiatives and partnerships are typically short-term, often only for one fiscal year. • Training programs are usually one-off with limited monitoring and evaluation, leading to unsustainable impacts that diminish after the programs end.

(Tanoto Foundation & CIPS, 2024)

What are the Opportunities?

Historically, CSR programs have focused on teacher training, school construction, renovation, and the provision of learning materials and equipment like books and computer labs (Tanoto Foundation & CIPS, 2024).

Yet, with the rise of remote learning during the COVID-19 pandemic, the spotlight has shifted to addressing the digital divide and boosting digital literacy. Currently, CSR and private collaborations are all about providing digital infrastructure—such as laptops, internet access, and tech support for edtech. The private sector has embraced these initiatives, and edtech companies have teamed up with the MoECRT to offer free educational resources as part of the government's remote learning program. Plus, the government has joined forces with tech giants like Google and Microsoft to deliver webinars on ICT skills and teaching strategies.

The Shift to Vocational Education

Vocational education is increasingly blending with the business world and industry, playing a vital role in preparing skilled professionals and future entrepreneurs. This collaboration ensures that graduates are ready for the workforce and equipped to start their own ventures. Recognizing this, the government has introduced policies to elevate vocational education quality, including alignment programs that connect educational institutions with industry needs.

Recent regulatory changes have also spurred businesses to engage more with vocational education. For example, Government Regulation No. 45 of 2019 offers a hefty 200 percent tax deduction for companies that invest in competency-based training, apprenticeships, and other vocational education initiatives. This incentive aims to motivate companies to actively contribute to workforce development by aligning educational activities with industry demands.

These partnerships between educational institutions and businesses, often driven by CSR initiatives, typically involve tailoring curricula to match industry standards. This alignment ensures that students receive training that is directly relevant to the job market. Moreover, such collaboration often provides practical opportunities through student and instructor internships, apprenticeships, and teaching factories, giving students hands-on experience and exposure to the latest industry trends and technologies (Tanoto Foundation & CIPS, 2024).

D. The Rise of Foreign Higher Education Institutions in Indonesia

With local universities in Indonesia grappling with issues like subpar teaching, research, and governance, as well as limited funding and human resources, foreign higher education institutions (FHEIs) present a golden opportunity for Indonesian students to access top-notch education right in their home country—something that was previously out of reach. These institutions can be game-changers, inspiring local universities to raise their standards and acting as key partners in elevating the quality of Indonesian higher education while driving local economic growth.

To maximize the benefits of FHEIs, the MoECRT should actively foster collaboration between FHEIs and Indonesian universities. This collaboration is vital for facilitating the transfer of knowledge and technology and for enhancing Indonesia's research ecosystem through mutually advantageous partnerships. Additionally, the MoECRT must focus on strengthening the skills of local university staff to ensure effective collaboration with FHEIs (Zahra, 2023).

By establishing World Class Universities (WCUs), the MoECRT aims to enhance Indonesia's global standing in education, provide Indonesian students with access to top-tier education domestically, and boost competitiveness within the country's higher education sector. This initiative is intended to motivate local higher education institutions (HEIs) to elevate their quality and services. The introduction of FHEIs is expected to generate beneficial effects, including improved performance of local HEIs through partnerships that facilitate the exchange of knowledge, technology, skills, and innovation (Tanoto Foundation & CIPS, 2024).

How do the Regulations Measure Up?

The government has paved the way for FHEIs to establish physical campuses in Indonesia, as detailed in MoECRT Regulation No. 53 of 2018. This landmark regulation sets the foundation for FHEI establishments in the country, further elaborated by Government Regulation No. 40 of 2021, which allows these institutions to set up campuses in Special Economic Zones (SEZs).

Furthermore, MoECRT Regulation No. 53 of 2018's provisions for FHEIs in SEZs have been updated and expanded in MoEC Regulation No. 10 of 2021. This regulation outlines the norms, standards, procedures, and criteria for risk-based business licensing for formal education units in these zones. Given the complexities involved in such partnerships, the MoECRT's role in facilitating these collaborations is crucial.

It should be noted that FHEIs are also required to collaborate with local HEIs to carry out the research, teaching, and community contributions encompassed in the three pillars of Indonesian higher education (*Tridharma perguruan tinggi*).

According to the regulations, FHEIs must offer at least two programs in science, technology, engineering, art, or mathematics and include mandatory national courses such as Pancasila, religious studies, Indonesian language, and civic education. These requirements apply to undergraduate programs, as specified in MoEC Regulation No. 10 of 2021. Additionally, the quality of education and infrastructure at FHEIs must be on a par with that of their home countries, ensuring that students achieve qualifications equivalent to those awarded by the institutions abroad. This regulatory framework underscores that FHEIs in Indonesia provide students with enhanced access to a world-class education without the need to study overseas (Tanoto Foundation & CIPS, 2024).

Table 19. What are the Obstacles?

Urban concentration	Most educational programs and providers are concentrated in urban areas, particularly the greater Jakarta area.
Challenges for HEIs outside Java Island	Programs such as World Class Professors (WCP) have rigorous accreditation requirements (minimum B grade), which are barriers for HEIs outside Java, especially private and unaccredited institutions.
Limited capacity of local HEIs	<ul style="list-style-type: none"> Local HEIs, particularly private ones with poor accreditation, struggle to initiate and sustain partnerships with FHEIs and engage with the international research community. Challenges include limited English proficiency and internal managerial capacity.
Resistance to international aid programs	International aid programs may face resistance from the government if they do not align with the socio-economic and political conditions and the specific needs of the host country and education level.
Sustainability challenges	<ul style="list-style-type: none"> The sustainability of international aid programs is often hindered by the political will of governments. International donors must navigate unclear partnership channels at both local and central levels.

(Tanoto Foundation & CIPS, 2024)

What are the Opportunities?

The arrival of FHEIs in Indonesia offers a chance to bridge educational gaps and provide Indonesian students with access to world-class education right at home. By hosting these prestigious institutions, the government aims to elevate its position on the global education stage and showcase its modernized economy (Lane, 2011).

FHEIs also promise to ramp up competition and push local universities to elevate their quality and services. As outlined in Article 2 of MoECRT Regulation No. 53 of 2018, these institutions are set to enhance the competitiveness of Indonesian graduates and HEIs as a whole.

Moreover, the presence of FHEIs is poised to spark collaboration between local and foreign universities, offering Indonesian institutions opportunities to boost their quality and reputation. These partnerships are expected to positively impact local universities by facilitating knowledge and technology transfer, skill development, and innovation adoption (Farole, 2011)

Chapter IV

The Role of Philanthropic Organizations and Collaborative Initiatives



The Role of Philanthropic Organizations and Collaborative Initiatives

Philanthropic organizations

Philanthropy is commonly linked to organizations that provide grants or individuals who contribute resources for the common good and welfare (Filantropi Indonesia, 2024). Article 1, Paragraph (10) of Presidential Regulation No. 111 of 2022 on the Implementation of Achieving Sustainable Development Goals (SDGs) defines philanthropy as the voluntary sharing of support and resources by individuals or institutions, driven by generosity, to address sustainable development challenges (Badan Pemeriksa Keuangan Republik Indonesia, 2022). The term “philanthropy” originates from the Greek words *philos*, meaning love, and *anthropos*, meaning human or humanity, thus embodying the concept of love for fellow humans, as described by the Indonesian dictionary. Philanthropic resources can include money, goods, ideas, labor, and partnership networks.

Over time, philanthropic efforts have increasingly targeted the 3T regions and rural areas outside Java. This strategy aims to reduce the development disparity between easily accessible and remote areas and to uphold the principle of “no one left behind,” a key tenet of the SDGs. By aligning philanthropic activities with the SDGs, Indonesia has become one of four countries participating in the SDG Philanthropy Platform. Currently, the SDGs are the central focus of family and corporate philanthropic activities in Indonesia, driving impact-oriented investments across various development solutions.

A 2020 study conducted by Filantropi Indonesia and the Public Interest Research Advocacy Center (PIRAC) categorizes the philanthropic community into three groups: grantmakers, intermediaries, and implementers (Tanoto Foundation & CIPS, 2024). Intermediaries play a dual role of providing grants and implementing programs, while also connecting donors with implementers.

Philanthropists can also be categorized based on their operational roles in funding and implementing programs and whether they engage in legislative lobbying. In Indonesia, philanthropic organizations primarily manifest through family foundations, independent foundations, mass media, religious institutions, and corporate or CSR initiatives.

Within these organizations, advocacy work and operational tasks such as program execution and/or funding represent different areas of specialization. In Indonesia, most family foundations function as both grantmakers and intermediaries, collecting funds from other firms and their own family enterprises. Some family foundations that manage religious contributions, such as *zakat* and *infaq*, also serve as program implementers and/or operators.

According to a 2022 survey by Filantropi Indonesia, philanthropic organizations focused on education predominantly emphasize capacity building. Of the 89 philanthropies working in the education sector, 77.5 percent have trained and supported school administrators and teachers, while 55.1 percent have provided financial assistance and scholarships directly to students or schools. Advocacy activities remain the least common, with only 23.6 percent of organizations engaging in such programs.

The study also highlighted several initiatives that have contributed to improving the quality of education:

Offering free instruction to underprivileged children or children affected by disasters	Assigning teachers to remote areas
Providing educational scholarships	Establishing libraries or “reading gardens” in remote areas
Renovating school buildings	Developing curricula for schools

In recent trends, corporate philanthropy and family foundations are increasingly focusing on vocational education and training. This includes programs running in SMKs, polytechnics, and informal vocational training centers. Volunteering, whether official or informal, plays a crucial role in delivering informal education to remote and disaster-affected areas.

Education-focused philanthropic organizations in Indonesia offer a range of interventions aimed at enhancing educational outcomes. Yatim Mandiri, for instance, promotes education for orphans, while Yayasan Usaha Mulia and Bina Swadaya concentrate on uplifting impoverished children and families. Additionally, organizations such as Yayasan Guru Belajar and the INSPIRASI Foundation primarily focus on supporting educators and fostering school leadership development.

Issue-based organizations also address various educational needs. For example, Yayasan Hati Gembira Indonesia works to build and equip earthquake-resistant schools in eastern Indonesia to increase access to education. The Ancora Foundation provides annual scholarships for higher education to impoverished students. Meanwhile, INOVASI conducts research, publishes findings, and launches initiatives aimed at improving students' literacy, numeracy, and 21st-century skills.

Education-focused philanthropic organizations address a broad spectrum of topics and interests. Their goals encompass:

1. **Access to Education:** Includes considerations of non-formal education, school preparedness, socioeconomic factors, school availability, and cultural and perception variables.
2. **Quality of Education:** Focuses on curriculum development, content, pedagogy, technology, teaching and learning environments, student performance in STEM, literacy, numeracy, and education research.
3. **School Improvement:** Targets the quality and availability of teachers, development of school leadership, parental involvement, infrastructure supply, school financial management, resilience to national disasters and climate change.
4. **Workforce Development:** Includes fostering environmental skills, career counseling, and job matching.
5. **Governance:** Involves creating school models, assisting with local educational management, and supporting education reform through policy advocacy.

Most education-focused philanthropic organizations aim to raise educational standards and improve schools. Currently, many organizations involved in school reform initiatives concentrate on developing school leadership and enhancing teacher quality. There is a growing interest in future initiatives related to infrastructure supply, school financial management, and teacher availability, with a notable focus on programs addressing national disasters and climate change.

The Education Philanthropy Cluster, a collaborative platform for philanthropic activists, works to enhance Indonesia's educational environment (Filantropi Indonesia, 2024). Founding members of this cluster include the Ancora Foundation, Arsitek86 Foundation, Yayasan Bakti Barito, Yayasan Cinta Anak Bangsa, Dompok Dhuafa, Yayasan Indocement, Putera Sampoerna Foundation, Tanoto Foundation, Wahana Visi Indonesia, William & Lily Foundation, and YAPPIKA-ActionAid, alongside Filantropi Indonesia. The cluster has since grown to approximately 55 members, including various businesses and foundations.

The Education Philanthropy Cluster is founded on three main tenets:

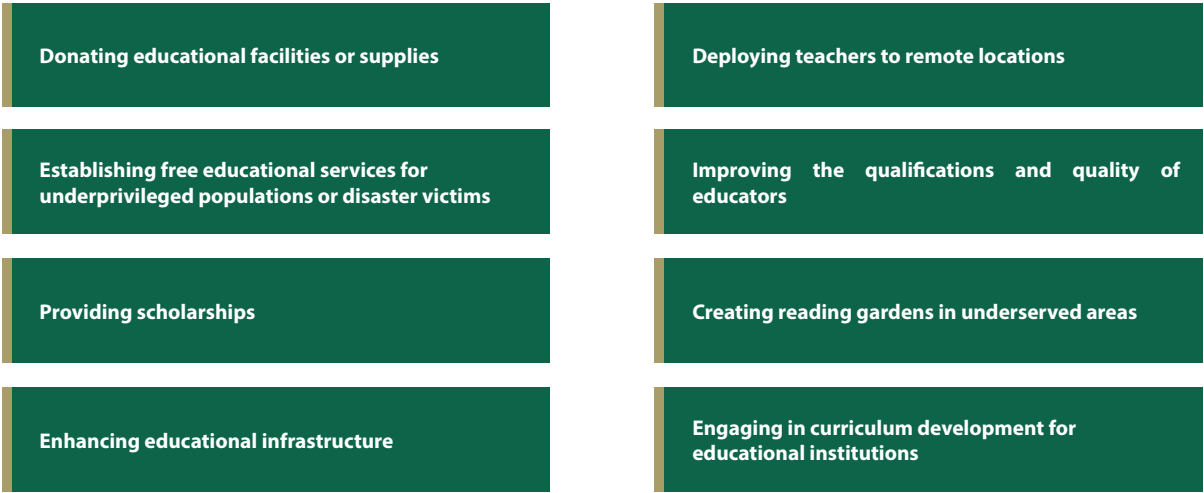
Ownership	Active involvement and dedication to completing cluster activities as scheduled
Collaboration	Sharing responsibilities and teamwork
Transparency	Openness and accountability in all activities

Before the Education Philanthropy Cluster was established, donors often pursued educational interventions based on their individual organizational goals. This approach led to overlapping initiatives and gaps in educational progress that donors failed to address. To enhance the impact of philanthropy on Indonesian education and to foster cooperation among education advocates, the Education Philanthropy Cluster was created with three core pillars.

The first pillar focuses on strengthening the ability of philanthropic organizations to design, implement, and evaluate programs, as well as executing strategically agreed-upon initiatives.

The second pillar involves exchanging best practices through various discussion forums, online platforms, and collaborative site visits to members’ operational areas. This pillar aims to map interventions, address strategic concerns within the education ecosystem, share effective program approaches, and fill support gaps through teamwork. Since the formation of the cluster, education philanthropy groups have united to advance Quality Education for All, the fourth SDG, through collaborative educational development projects.

Several philanthropic endeavors have achieved significant milestones in advancing the field of quality education. These efforts include:



To institutionalize and justify program interventions by charitable organizations, the government must plan and budget for the upcoming year. This is essential for ensuring the long-term sustainability of these initiatives. In addition, charitable organizations often conduct evidence-based research, such as baseline studies, before implementing interventions. These studies serve as benchmarks for program goals and assessments, helping to understand on-the-ground needs and challenges.

However, not all local governments can prioritize or fully understand these needs. Hence, the third pillar of policy advocacy is crucial. This pillar involves identifying problems and advocating for educationally beneficial policies by engaging and persuading relevant stakeholders.

The Importance of Advocacy by Philanthropic Organizations

Philanthropic organizations play a crucial role in advocating for education-related reforms, engaging with local governments, the general public, and non-governmental organizations (Tanoto Foundation & CIPS, 2024). Their advocacy efforts often involve collaborating with influential figures such as experts, religious leaders, and prominent individuals from both the public and private sectors. Among these, experts are the most valued key opinion leaders due to their regular involvement in program formulation and implementation. Religious leaders are also important, while influencers are less preferred, having a moderate perceived importance.

Many philanthropic organizations have expressed concerns about the sustainability and long-term impact of their initiatives. The political will of the government is a critical factor in the adoption and continuation of these programs. To address this, advocacy campaigns and government dialogues aim to align philanthropic activities with governmental needs and resources. Moreover, collaboration with governments during the program design and formulation process can enhance government ownership, increasing the likelihood of these programs being adopted and sustained by future administrations.

Policy advocacy can significantly expand a program's impact by persuading policymakers to propose interventions or changes that address the root causes or factors affecting the program. For example, many philanthropic organizations involved in teacher quality programs agree that substantial institutional reforms are necessary, particularly at higher education institutions and educational institutions for educational personnel responsible for developing and implementing teacher professional education curricula.

Advocacy is a key strategy for philanthropic groups aiming to persuade governments to integrate their programs into national and subnational agendas. This inclusion is crucial for ensuring the program's long-term impact and enhancing its continuity.

Given the numerous geographical challenges, the complexity of the educational system, and limited resources, advocacy becomes a strategic approach for organizations seeking to broaden their influence. Collaborating with the government and relevant stakeholders can lead to improved educational access, quality, and an expanded scope of programs.

To effectively advocate for policy changes, philanthropists must primarily target government stakeholders. Building strong relationships with both central and local government officials is essential. These connections should be grounded in partnership and mutual respect, ensuring that government stakeholders view the philanthropic organizations as equal and valued partners.

To foster government ownership and ensure unwavering commitment to charitable efforts, collaboration with government stakeholders is essential. It is crucial to maintain cost-effective interventions that local governments can easily implement to guarantee the sustainability of charitable programs. Advocacy is a foundational step in highlighting the benefits of such government connections.

The disparity in equal and high-quality educational services remains a significant challenge to Indonesia's educational progress. Philanthropic organizations play a vital role in overcoming bureaucratic barriers, increasing access to educational services, developing context-based learning, improving teacher quality, enhancing educational infrastructure, building the capacity of education managers, preparing students for the transition from classroom to workplace, and engaging in advocacy.

Philanthropic organizations that directly provide services to beneficiaries—known as implementers—should also engage in advocacy to enhance their influence. These implementers, with their strong community ties and deeper understanding of local issues, can offer valuable feedback for shaping comprehensive education policies. Smaller-scale groups can effectively impact policymaking by integrating advocacy into their roles. This can be achieved through cooperation, where implementers share their expertise with dedicated advocacy groups, or through collective action, where they form alliances to advance specific causes.

Advocacy is crucial for ensuring the sustainability of philanthropic programs by securing local government support for long-term impact. Programs should align with local government needs and capabilities, favoring scalable and cost-effective interventions. Evaluating and designing programs based on local government capacity and resources is essential. A targeted approach focusing on specific areas and promoting sustainable practices for local adoption can be effective. Additionally, involving local governments in assessing community capacity and educational needs during program design is important for achieving meaningful and sustainable outcomes.

Philanthropic Organizations' Approach to Sustainable Education

Human capital is closely linked to economic growth, as investing in education enhances skills and knowledge, driving productivity (Filantropi Indonesia, 2024). Higher educational attainment leads to increased individual wages and contributes to national development. Education not only empowers individuals, creates opportunities, and transforms lives but also promotes welfare and national dignity. Therefore, education should integrate humanitarian values, culture, and Indonesian identity, rather than focusing solely on preparing a workforce for industry.

However, Indonesia faces a significant literacy crisis. Reports indicate widespread issues: a 2020 SMERU study referenced the 2018 Programme for International Student Assessment (PISA) by the OECD, which ranked Indonesia 71st out of 77 countries. It found that 70 percent of students scored below level 2 in reading, struggling to identify main ideas or key information in short texts. Additionally, 3.65 percent of Indonesians over 15 are illiterate. The Indonesian Student Competency Assessment (AKSI) highlighted similar concerns, with 77.13 percent of students lacking math skills, 46.83 percent lacking reading skills, and 73.61 percent lacking science skills. Scholar Ignas Kleden noted that Indonesian literacy remains at a basic functional level rather than a reading culture.

The literacy crisis has been attributed to insufficient national programs and a severe shortage of libraries. According to SMERU, only 6 percent of the needed district-level libraries exist, with most located in Java. In 2017, the MoECRT reported that only 61.45 percent of primary schools had libraries, and merely 19 percent of these were in good condition. This shortage also affects books and librarians. The 2016 National Library report indicated that only 20 percent of the required libraries were available. INOVASI reported significant access issues to books in disadvantaged areas. The pandemic exacerbated these problems, reducing library visits and community reading park usage. In 2021, only 3.74 percent of the population aged 5 and over visited libraries, a sharp decline from 13.02 percent in 2018.

INOVASI has identified two primary issues contributing to low literacy levels among children: a lack of engaging reading materials and limited access to books, particularly in remote and underserved areas.

To address these challenges, INOVASI has initiated the distribution of storybooks to regions such as West Nusa Tenggara, East Nusa Tenggara, North Kalimantan, and East Java. This initiative began with collaboration with authors, illustrators, and publishers to select engaging and age-appropriate books for children and to design formats that are relevant and user-friendly for teachers. Additionally, INOVASI has provided training for teachers to effectively integrate these books into their instruction.

Moreover, INOVASI supports the *Merdeka Mengajar* platform, which enhances teachers' ability to teach foundational reading skills using phonetic syllables.

Beyond libraries, creating interactive and vibrant classroom environments is essential. Wahana Visi Indonesia, a philanthropic implementer, operates under a core project model known as Unlock Literacy, part of a global partnership aimed at addressing early literacy challenges in 3T regions, including West Kalimantan, Papua, East Nusa Tenggara, and Flores. The program components include assessing students' reading abilities, implementing literacy initiatives, and analyzing their outcomes. A key issue is that phonics instruction is often neglected by teachers, and children struggle with comprehension due to the use of reading materials biased toward Jakarta.

To foster a love of reading and engage both instructors and students, it is crucial to provide local, age-appropriate, and culturally relevant reading materials. This requires a contextual education framework. For instance, in Papua, where regional dialects influence letter pronunciation, educators must adapt their methods. They might use culturally significant teaching tools, such as bows and arrows, to illustrate vocabulary while teaching letter writing, word usage, and sentence construction in a manner consistent with the predominantly oral Papuan culture.

Modules and training tailored to teaching basic reading in 3T regions should be made available to teachers, as these methods differ significantly from those used in urban areas. In cities, children are often exposed to a broader vocabulary through early interactions with their family, media, and surroundings.

Given the rich oral tradition of regions like Papua, contextual learning materials and teaching resources are crucial for effective education. To address this need, Wahana Visi Indonesia (WVI) has developed reading books featuring regional tales and encourages the use of locally accessible educational resources (APE) as the primary learning medium. This approach helps children progress from learning to read to using reading as a tool for further learning. WVI's research indicates that 35 percent of children who are illiterate by grades 4 and 5 are likely to drop out of school, highlighting the critical importance of literacy initiatives. Additionally, UNICEF investigates reasons for early school departure, such as child marriage, poverty, and disability, and works on reintegrating children who are out of school.

The William & Lily Foundation is deeply concerned about the literacy and numeracy issues in many primary schools, where students often lack the fundamental skills necessary for their grade levels. The foundation aims to improve early-grade children's access to high-quality reading and numeracy programs in Eastern Indonesia through strategic partnerships. This initiative focuses on enhancing the abilities of educators and school administrators, utilizing existing connections, and engaging regional administrations, particularly education departments. By leveraging local resources, the foundation develops a curriculum tailored to basic literacy, addressing specific challenges related to early-grade literacy, and collaborates with regional partners to adapt programs to the needs of Eastern Indonesia.

Similarly, Dompot Dhuafa encountered literacy issues during its high school support activities in 2018–2019. Observing the challenges faced by its students, it partnered with Room to Read to develop the *Ceruk Ilmu* program. This curriculum aims to boost early-grade students' reading interests and abilities, guiding them from basic reading to comprehension and retelling. *Ceruk Ilmu* provides age-appropriate reading materials—not textbooks—to foster reading habits, increase interest, and enhance comprehension and storytelling skills.

To sustain children's motivation to read and maximize the impact of the *Ceruk Ilmu* resources, Dompot Dhuafa provides literacy-stimulation teacher training. This approach ensures that children not only interact with and read books but also expand their vocabulary and improve their comprehension. Teachers, empowered by the training, have introduced weekly literacy courses where children read aloud and recreate stories using various media, such as drawings or storytelling. This practice is being extended to the community level through village libraries, gradually fostering a supportive environment for basic literacy development.

In line with the *Merdeka Belajar* program, in 2023 the Tanoto Foundation supported the MoECRT's initiative related to the *Buku Bacaan Bermutu* program by distributing more than 76,000 books to early childhood education (ECE) schools (PAUD) and primary schools across 12 districts/cities. Additionally, YAPPIKA-ActionAid enhances literacy through the *Bale Belajar* initiative, which strengthens community-school connections. Despite the school offering extra learning hours, there are concerns from parents about their children's safety, leading to voluntary additional instruction in the community, particularly in the afternoon, by teachers or local activists.

Literacy remains a significant challenge in Indonesia. Addressing this issue involves providing engaging reading materials and teacher training. Furthermore, there are considerable opportunities to boost national literacy through digital media. Therefore, prioritizing the development of digital infrastructure and enhancing digital literacy for all education stakeholders is essential. Despite the challenges, the initiatives undertaken by education-focused philanthropic organizations hold promise for advancing children's reading skills nationwide.

Character Building from ECE

ECE is fundamental for nurturing a child's learning abilities throughout their lifetime and holds a pivotal role within the education system (Filantropi Indonesia, 2024). United Nations Educational, Scientific, and Cultural Organization (UNESCO) emphasizes that the first eight years of a child's life are critical for their physical, intellectual, emotional, and social development, offering a crucial window for educational opportunities. Almost all organizations within the Education Philanthropy Cluster agree on the paramount importance of ECE, recognizing it as essential for preparing future generations for higher education.

The Education Philanthropy Cluster supports the belief that investments in ECE yield the highest returns in subsequent educational stages. Early childhood investments can significantly impact society by advancing human resource development, reducing inequality, and fostering future prosperity, as highlighted in the Asia Philanthropy Circle report. Therefore, programs should strongly emphasize nutrition, caregiver education, and early literacy development. These components have been proven to improve students' academic performance, school readiness, and long-term academic success.

UNICEF and Bappenas back the government's Holistic-Integrative Early Childhood Development policy, established by Presidential Regulation No. 60 of 2013. Their collaboration spans 200 ECE schools in various regions, including Asmat, Nabire, and Sarmi, where they develop and implement a national action plan that integrates education with parenting, welfare, health, nutrition, and child protection.

Key activities in this approach include parenting workshops, the creation of educational play tools (APE), and training for ECE and primary school teachers. This comprehensive model serves as a tool for evidence-based advocacy, aiming to secure budgets and regional support for ECE initiatives. Research by UNICEF shows that children who attend ECE programs exhibit higher fundamental literacy and numeracy skills compared with their peers who do not, indicating better preparedness for primary education. Thus, implementing holistic integrative ECE initiatives is crucial for enhancing children's readiness for future educational stages.

During the COVID-19 pandemic, UNICEF, Yayasan Genius, WVI, Plan, Save the Children, and MoECRT conducted a rapid assessment of distance learning to ensure the effectiveness of the Holistic-Integrative Early Childhood Development program. UNICEF and MoECRT collaborated to develop guidelines for distance learning and created downloadable educational resources available on the MoECRT website to support students across Indonesia.

While these resources benefited students and teachers with reliable internet access, they were less effective in the 3T regions, where internet infrastructure is often inadequate. To address this, funding and educational play instruments were provided to around 100 ECE institutions in East Nusa Tenggara. These tools support play-based learning in pre-literacy and numeracy, helping students recover lost ground as they return to their studies post-pandemic.

The Holistic-Integrative Early Childhood Development program also benefits from the support of other philanthropic organizations, such as:

- William & Lily Foundation (WLF): Supports the program by integrating education, health, nutrition, caregiving, and social protection, including training for service providers and fostering positive environments with local authorities.
- Yayasan Adaro Bangun Negeri: Focuses on a Character-Based Holistic Education Program that emphasizes the physical, mental, and spiritual development of children, along with improving ECE teachers' skills. This approach has led to positive behavioral changes and increased student enrollment.

The 2018 collaborative study *Menembus Batas Potensi Belajar Anak*, published by Filantropi Indonesia, emphasizes the crucial role of high-quality ECE in improving overall learning outcomes. Key findings from the study include:

- Importance of high-quality preschools: Attending a high-quality preschool significantly enhances learning results for students across all educational stages.
- Early investment benefits: Investing in early childhood development yields the greatest returns, particularly for children from low-income households. The period from birth to age five is identified as the most critical for maximizing developmental benefits.
- Influential factors: The study highlights that support, excitement, and effective parenting techniques are essential elements that influence a child's growth and development.

This study underscores the importance of ECE and the need for targeted interventions to support the development of children from disadvantaged backgrounds.

These interventions demonstrate a well-rounded approach to ECE, each with a distinct focus but united in their goal to lay a solid foundation for future learning.

- Dompot Dhuafa: By operating PAUD Pengembangan Insani, Dompot Dhuafa ensures structured ECE that caters to various age groups, providing a professional and inclusive learning environment for children from different backgrounds.
- Pertamina Foundation: Through Patra Kindergarten, it emphasizes a strong foundational education for young children, building on its initial focus on Pertamina personnel's children to serve a broader community. Their efforts aim to prepare children for the transition to primary education with a solid start.
- Putera Sampoerna Foundation: Its play-based approach fosters language, cognitive, physical, and socioemotional development, encouraging independent learning and engagement. By integrating play into education, it strives to make learning more relevant and enjoyable, which can help cultivate a lifelong love of learning.
- Tanoto Foundation: Recognizing that improving student learning outcomes is a key effort, the Tanoto Foundation invests in PAUD under its Learning Environment Development pillar. Some of the programs it implements include educating parents on the importance of nutrition, stimulating children's brain development—especially during the first 1,000 days of life, training local community members in partner regions, and enhancing the quality of PAUD teachers.

Each foundation's approach complements the others, addressing different needs and aspects of ECE, from structured learning environments to play-based developmental strategies.

The collaboration between philanthropic organizations and the government is crucial for enhancing ECE and achieving long-term improvements. Here is a summary of the initiatives and recommendations:

- Philanthropic Focus: Organizations like Plan International Indonesia, Rumah Zakat, Yayasan Bakti Barito, Yayasan Arsitek86 Peduli, WVI, and Ancora Foundation are pivotal in revitalizing ECE. They aim to improve social skills and learning outcomes among primary education students by emphasizing the importance of preschool education.

- **Yayasan Bakti Barito's Study:** This comprehensive research on ECE systems in China, Singapore, the Philippines, and Indonesia helps stakeholders understand current policies and shape future developments. The study highlights the restricted access to ECE, especially for disadvantaged and remote populations.

World Bank recommendations for Indonesia:

- **Mandatory preschool attendance:** Require two years of preschool attendance by 2030.
- **Increased public support:** Boost public funding for ECE and explore additional funding sources.
- **Special allocation funds (*Dana Alokasi Khusus/DAK*):** Support high-quality ECE programs with dedicated funds.
- **Enrollment and engagement initiatives:** Launch efforts to increase both enrollment and involvement in ECE.
- **Data collection and collaboration:** Enhance data collection and strengthen collaboration among stakeholders in ECE.
- **Government and philanthropic collaboration:** Effective advocacy and the development of ECE require strong cooperation between the government and philanthropic organizations. This partnership is essential for implementing recommendations and ensuring that ECE systems are inclusive, high-quality, and accessible to all.

These efforts collectively aim to improve ECE outcomes, which can significantly impact students' future academic success and overall development.

Future Challenges for Philanthropic Organizations

Philanthropic organizations face several key challenges, including maximizing resource allocation, building credibility, securing sustainable funding channels, and expanding supportive networks and collaborations (Tanoto Foundation & CIPS, 2024).

To maximize resource allocation, organizations often struggle to broaden their scope and functions due to insufficient funding. Expanding their responsibilities and undertaking new tasks require additional personnel. However, it is crucial for philanthropic organizations to enhance both the quality and quantity of their resources. Addressing this issue involves creating a strategic plan to make optimal use of existing resources. Forming partnerships with relevant entities, such as educational institutions or industry businesses, helps ensure a sufficient workforce and high-quality outputs, both critical to the program's success. This approach focuses on leveraging available resources effectively while building connections with stakeholders in the education sector who support the program's goals. Philanthropic organizations must establish a track record that demonstrates their expertise and proficiency in their areas of focus. To effectively advocate for their causes, they need to be perceived as reliable and respected by their target audience. Without a solid track record, officials and stakeholders may question or disregard their recommendations. For a program to be sustainable, it is crucial for the public, business, and governmental sectors to hold a favorable view of philanthropists and non-governmental organizations (NGOs) in general. This includes a thorough understanding and appreciation of the role NGOs play in society. Credibility and public opinion significantly impact an NGO's ability to attract funders and partners, thereby enhancing its capacity to contribute positively to society.

Most philanthropic organizations rely on donations or other for-profit income sources to fund their programs. As activities and functions expand, additional funding is necessary. Taking on new roles or projects may also lead to increased expenses and risks, especially if philanthropists are venturing into areas where they lack prior experience.

Financial sustainability is achieved by diversifying funding sources, which reduces reliance on a single source of financing, minimizes financial risk, and ensures the continuity of program operations. This strategy involves seeking additional funds beyond the organization's own resources, particularly for philanthropic groups that act as intermediaries. Potential additional funders include state-owned enterprises (SOEs), foreign companies, and other private entities within the relevant industry.

Advocacy organizations should be actively involved in policy debates and the policymaker community. Philanthropic organizations can leverage their platforms, networks, and expertise to advocate for their causes, significantly influencing policymaking. Building connections between local governments and appropriate funding sources is crucial for expanding networks, as it directly benefits the community. These relationships are vital for fostering cooperation, enhancing mutual understanding, and potentially leading to productive collaborations and coordinated community-wide initiatives aimed at shared goals.

Collaborating with local governments on specific projects is an effective way to build networks. Many local offices recognize the vital role that philanthropy plays, particularly in soliciting feedback and sharing responsibilities in the development of educational initiatives. The mutually beneficial partnership between local governments and charitable organizations fosters a cooperative environment, bringing together diverse perspectives, resources, and expertise. This collaboration enhances the educational landscape and benefits the community at large. By engaging with district offices, philanthropy can better tailor programs to address community-specific challenges. Governments can also expand the scope and impact of their educational initiatives by leveraging the insights and additional funding that philanthropic partnerships provide.

However, improving education still presents significant challenges for philanthropic organizations in Indonesia (Filantropi Indonesia, 2024). These organizations often struggle to manage operations and achieve program success due to the country's wide geographic coverage, severe conditions, and diverse socio-cultural contexts. The COVID-19 pandemic further exacerbated these challenges, requiring innovative solutions and adaptations. Ensuring the sustainability of educational programs and identifying these obstacles is crucial for the long-term success of these initiatives and the communities they serve.

The first important challenge facing charitable organizations is providing fair and accessible services across all areas. Ensuring equitable access to high-quality education for marginalized populations—particularly those from socioeconomically disadvantaged backgrounds in 3T regions—is crucial. Adequate infrastructure is necessary to support educational activities, including information and communication technology, learning technologies, and basic amenities such as electricity and clean water. The financial and human capital of philanthropic organizations often limits their reach. This capital affects their ability to engage with the government, the scope of their programs, the locations they can cover, and the consistency and sustainability of their work, impacting the overall effectiveness of their initiatives.

Second, understanding the demands and challenges of local schooling is critical. Programs must be relevant to all community members, including those with special needs or financial constraints, and should align with the social and cultural context of each locality. Effective engagement with local communities and governments is essential for tailoring programs and curricula to meet their unique needs. It is imperative for philanthropic organizations to involve communities to foster a sense of ownership and ensure the programs' relevance and impact.

Third, ensuring effective collaboration among stakeholders can be challenging. Differences in organizational priorities and policies may hinder the coordination of educational program implementation. Many philanthropic activities are limited in impact because they operate in isolation. Greater collaboration between entities and a more integrated approach are essential for achieving more comprehensive and efficient outcomes.

The education sector suffers from a lack of cooperation among local communities, corporations, academics, philanthropic groups, civil society, and both central and regional governments. Capital constraints can make it challenging to plan and facilitate collaborative activities, such as building infrastructure, developing educational curricula, and training teachers. To address these challenges, philanthropic organizations often take on roles as implementers, intermediaries, and grantmakers, coordinating their efforts to maximize overall effectiveness and ensure complementary initiatives.

A fourth challenge is the effectiveness and creativity of developing educational initiatives. Curricula, education methods, training, and service techniques must be innovative. Two primary prerequisites for innovation are:

- Human resource readiness: The ability to learn and apply new techniques and concepts.
- Resistance to change: Individuals accustomed to traditional methods may be hesitant to adopt new approaches.

Budgetary constraints can also hinder the development of creative and effective educational initiatives, as innovation often requires investment.

Fifth, ensuring program sustainability and measuring impact are crucial. Educational reforms must consider long-term societal effects, such as increasing access, improving economic opportunities, and fostering character and mental development. Ensuring sustainability can be challenging due to changes in government goals and strategies, limited financial and human resources, and the need for adequate infrastructure and technology.

Securing and maintaining the support of various stakeholders is also essential. Measurable research is a valuable asset for philanthropic organizations, as it helps them evaluate their achievements, impacts, and areas needing improvement. Collaborative research in education has been shown to facilitate accurate, data-driven policy creation.

Role of Tanoto Foundation

Since its inception in 1981, the Tanoto Foundation has been dedicated to empowering individuals and communities through a wide range of educational initiatives. These efforts, both at the central and local levels, are driven by the belief that education can profoundly impact society. The foundation leverages financial resources, fosters innovative solutions, collaborates with various partners, and supports sustainable development, all with the primary goal of improving educational opportunities and outcomes, particularly for those facing disadvantages or structural barriers.

The foundation aims to bridge gaps in access to quality education and create a more equitable learning environment by funding projects in underprivileged or underserved areas. The Tanoto Foundation's education program includes interventions in early childhood (Smart Program), primary and secondary education (Alert Program), and postsecondary education with a focus on leadership (Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024).

One of the foundation's key initiatives is fostering literacy development among children. By providing tiered reading materials, the Tanoto Foundation helps young learners enhance their reading skills. These materials, used in guided reading sessions or read-aloud activities, are designed to improve comprehension and foster a love of reading. The foundation also emphasizes the importance of cultivating a reading culture, recognizing that access to high-quality reading materials is crucial to this effort.

To further support literacy, the "Reading Culture" program was established to help teachers and principals inspire a passion for reading among students. As part of this initiative, and in alignment with the *Merdeka Belajar* program, the Tanoto Foundation contributed to the MoECRT Quality Reading Books program in 2023, providing over 76,000 books to primary schools and ECE facilities across 12 regencies and cities.

The foundation also focuses on enhancing ECE as part of its Learning Environment Development pillar. Initiatives include educating parents on the importance of nutrition and brain development, particularly in the first 1,000 days of life, and improving the quality of early childhood educators. These efforts are informed by findings from the World Bank, WHO, and UNICEF, which highlight that 80 percent of a child's brain develops by age three. This underscores the foundation's mission to enhance children's developmental outcomes by raising the standard of early childhood care (ages 0–3) (Afriansah & Kusumaningrum, 2024).

Catalyst and Advocate in Combating Stunting

Stunting is a critical indicator of food insecurity and is closely linked to long-term educational gaps. Global data suggests that the COVID-19 pandemic significantly exacerbated rates of acute food insecurity in 53 countries, more than doubling these rates, which likely worsened the incidence of stunting in children. Stunted children are at greater risk of encountering learning development challenges when they begin school, a problem that can be addressed through interventions targeting hunger among families and children.

The Tanoto Foundation plays a catalytic role in stunting reduction efforts, focusing on nutrition and child development. Initially, the foundation funded the *Alive and Thrive* initiative, which concentrated on improving nutrition for mothers, infants, and young children. This initiative later expanded to include broader outreach to communities and adolescents. Additionally, the foundation has partnered with USAID and other prominent organizations to financially support the government's national stunting reduction program. Furthermore, the Tanoto Foundation collaborates with the Bill & Melinda Gates Foundation through the World Bank's Multi-Donor Trust Fund (MDTF) to enhance Indonesia's efforts in addressing stunting.

The Tanoto Foundation is a key advocate and catalyst in the fight against stunting in Indonesia. Its approach involves a multi-faceted strategy to address the underlying causes of stunting, such as poor nutrition, lack of education on healthy development, and community involvement. Through partnerships with global organizations like USAID and the Bill & Melinda Gates Foundation, as well as local stakeholders, the foundation contributes to government-led programs aimed at reducing stunting rates. Their support enables the scaling up of nutrition programs, targeted education, and community engagement, all of which are essential in mitigating the impact of stunting on both health and education outcomes. By enhancing these efforts, the Tanoto Foundation plays a crucial role in bridging the gaps in childhood development and long-term educational achievement (Tanoto Foundation & CIPS, 2024).

SIGAP

The Tanoto Foundation has developed the *Siapkan Generasi Anak Berprestasi* (SIGAP) program to support the transition from ECE to primary school. Focused on children aged four to six years, the SIGAP program provides training and mentorship to ECE teachers on the implementation of the *Merdeka* curriculum. This initiative ensures that children are mentally prepared for primary school by promoting their growth and development in line with their age stages. Currently implemented across 22 ECE institutions, the SIGAP program helps Indonesian children build the readiness and confidence necessary for a successful transition to primary education (Afriansah & Kusumaningrum, 2024).

The SIGAP program is dedicated to ensuring that all children reach their full potential and are adequately prepared for primary school. Its major initiatives, which operate on national, local, and global levels, address critical areas such as stunting incidence, parenting, early stimulation for children aged up to three years, and ECE for those aged three to six years. As part of its caregiving strategy for children up to three years age group, SIGAP established the SIGAP Center Based Learning. This center provides parents with education and resources for effective stimulation, supporting optimal early development.

The Tanoto Foundation has strategically focused its interventions on the first three years period due to the insufficient government attention and limited programs available for this critical stage. The program's phases, SIGAP Center Based Learning 1.0 and SIGAP Center Based Learning 2.0, were designed to be implemented sequentially. The Improving the Learning Environment pillar of the program encompasses ECE and development, aiming to enhance the quality of early childhood educators, engage parents in the early learning process, and improve nutrition during the crucial early learning stages for children aged 0 to 6 (Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024).

PINTAR

The Tanoto Foundation has made demographic bonuses a crucial metric to enhance the impact and sustainability of its programs, especially in the education sector, with the goal of developing high-quality human resources by 2045. To optimize its potential, the foundation implemented several operational modifications to its programs. This approach is reflected in the 2010 *Pelita Pendidikan* program, which emphasizes multi-stakeholder collaboration and is operationally intensive. In 2018, this program evolved into the Development of Innovations for Learning Quality (PINTAR) program (Tanoto Foundation & CIPS, 2024).

The PINTAR program aims to raise the bar in primary education by improving teaching and learning, school leadership and management, and reading and math skills. To achieve these objectives, the PINTAR program focuses on four key development variables. The program's goals include helping Indonesia rank among the top-five countries with the highest PISA scores by 2030 and supporting the government in establishing a sustainable education ecosystem. To ensure alignment with governmental goals and priorities, the Tanoto Foundation collaborates with the MoECRT, the MoRA, as well as provincial, regency/city, and local administrations.

In 2018, PINTAR program was active in fourteen districts and cities across five provinces: North Sumatra, Jambi, Riau, East Kalimantan, and Central Java. It also partnered with ten teacher training institutions (*Lembaga Pendidikan Tenaga Pendidikan/LPTK*). The program enhances stakeholder capacity and systems through research-based planning, investigations, and surveys. Three key components of the PINTAR program include participating in the Organization Mobilization Program (*Program Organisasi Penggerak/POP*), introducing e-PINTAR, a free online self-learning platform for teachers nationwide, and promoting innovations in LPTK to improve pre-service teacher training procedures (Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024).

Through the PINTAR program, the Tanoto Foundation aims to train and support principals, teachers, supervisors, and school committees at the primary, junior high, and partner LPTK levels to improve the quality of learning, school-based management, and reading culture. The program helps principals develop leadership in learning by implementing school-based management principles, including autonomy, participation, accountability, and transparency, to ensure educational success. Principals are also trained to consistently apply active learning strategies and effective school-based management.

According to the Tanoto Foundation, schools need administrators with exceptional leadership and vision to create a learning environment that fosters continuous growth for both teachers and students. Studies show that teachers who have completed training are motivated to leverage their personal resources, professional skills, and pedagogical

abilities. Their emotional competence, work resilience, and self-efficacy drive them to adapt teaching methods to meet students' needs and increase their motivation. They are also enthusiastic about maintaining discipline, eager to collaborate, and face educational changes with an optimistic attitude.

Given the educational gaps and limited training facilities available to teachers in Indonesia, the Tanoto Foundation developed the PINTAR program in 2018 as an evolution of the Pelita Pendidikan program. Initiated by the foundation, the PINTAR program is now implemented in five provinces and 25 regencies/cities.

This program focuses on three key approaches: 1) modeling good practices in teaching and school leadership while encouraging parental involvement in student learning; 2) strengthening the capacity of central and regional governments to plan educational programs and disseminate best practices; and 3) supporting LPTK in offering quality pre-service teacher education and innovative teacher training.

The Tanoto Foundation trains and mentors national and regional facilitators to help municipal and regional governments establish centers of excellence. These facilitators then serve as change agents, sharing best teaching models and practices with non-partner schools and other areas. By 2022, the PINTAR initiative had benefited approximately 47,367 educators (principals and teachers) across Indonesia. The program has positively impacted around 250,000 Indonesian schools, 910,231 students, and 23,591 partner educators. These beneficiaries are spread across seven provinces: North Sumatra, Riau, East Kalimantan, Jambi, West Java, Central Java, and East Java (Afriansah & Kusumaningrum, 2024; Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024).

Programs run by the Tanoto Foundation are set to make a significant impact as they support government initiatives by addressing gaps, fostering creativity, and aiming for long-term improvements in education. Collaboration and tackling inequality are crucial components of effective educational philanthropy. PINTAR addresses the challenges of inadequate education quality. By advancing instructional methods through digital technology, PINTAR enhances teacher capacity beyond the scope of traditional training.

“Tanoto Foundation provides technical assistance to partner Education Offices in designing and implementing innovations tailored to the specific conditions of each region. For example, during the pandemic, we supported the dissemination of best practices to teachers and school principals through digital platforms established by the Kutai Kartanegara, Kendal, Tebo, and Siak Regency Governments”

—PINTAR Report, 2020.

Cooperation between the Tanoto Foundation and central, provincial, and regency/city governments strengthens planning for educational programs, policy creation, and the sharing of best practices for school growth. Local governments have recognized the benefits of the foundation's initiatives. For instance, representatives from the province of Riau have noted that the PINTAR program has significantly contributed to the development of effective practices in madrasahs and schools and has facilitated the spread of these practices to other institutions. The program is expected to positively impact a broader range of stakeholders, enhancing the quality of teaching, learning, and school administration. This aligns with the Riau provincial government's objectives of raising educational standards and developing inventive, creative, and moral human resources.

The Tanoto Foundation's increasing philanthropic contributions demonstrate its commitment to enhancing the learning environment. In 2022, the foundation raised a total of US\$27 million, with US\$11.6 million contributed by the foundation itself. Through initiatives like PINTAR, the foundation aims to close educational gaps and promote holistic development throughout Indonesia (Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024).

e-PINTAR

When face-to-face instruction was suspended due to the pandemic, the Tanoto Foundation introduced an innovative solution: the e-PINTAR program. This remote training tool helped teachers navigate the challenges of the pandemic. Accessible to all Indonesian educators, as well as partner schools and schools funded by the foundation, e-PINTAR was designed to support autonomous practice and development of learning, whether digitally or in person, through a learning management system platform. In terms of school development, the e-PINTAR platform benefited 15,932 teachers and principals in 2022. Moreover, it supported 27,380 pre-service teachers from 79 institutions, enhancing pre-service teacher education (Afriansah & Kusumaningrum, 2024).

TELADAN

One of the Tanoto Foundation's key initiatives to foster a generation of future leaders capable of making a positive impact on Indonesia is the Transforming Education to Produce Future Leaders (TELADAN) program. This program targets first-semester students from nine partner universities, providing them with not only tuition and living allowances but also a comprehensive, tiered support system for leadership development. TELADAN offers opportunities for global self-improvement, community service, collaborative facilities, and extensive networking. The program includes social programming, networking opportunities, internships, and skill development, with the goal of increasing Indonesia's gross enrollment ratio in higher education, which was 33.7 percent in 2017.

The TELADAN scholarship aims to equip Indonesia's future leaders with the knowledge, accountability, and social skills necessary for making a meaningful societal impact. Scholars receive study support and structured leadership training from their second to eighth semesters. This training includes research opportunities, social programs, networking, internships, and skill development, all designed to help them realize their full potential as future leaders. The program provides full scholarships, monthly allowances, and an organized training and monitoring system to enhance soft skills.

A notable component of the TELADAN program for Tanoto scholars in their seventh and eighth semesters is the Professional Preparation module. This aspect of the program focuses on preparing students for their careers with professional ethics in mind. It covers financial literacy, business acumen to refine entrepreneurial skills, and professional disposition, including managing LinkedIn profiles, crafting effective resumes, negotiating salaries, and understanding salary-related taxes.

At the conclusion of the program, job dating events are organized to connect scholars with potential employers. These events allow students to engage with HR professionals from participating companies and explore various career paths. The Tanoto Foundation also collaborates with numerous prominent businesses and organizations to offer Tanoto scholars valuable internship opportunities, providing them with practical exposure to the professional world.

In terms of achievements, the TELADAN program has supported 612 active Tanoto scholars, appointed 175 new scholars, facilitated international exposure for 87 scholars, and enabled 282 social initiatives led by scholars. Between 2006 and 2020, it supported 579 applied research projects and had a total of 7,825 Tanoto scholars. Ten partner campuses are currently a part of the TELADAN scholarship program (Afriansah & Kusumaningrum, 2024).

Tanoto Foundation's commitment to SDGs

An example of efforts to advance the UN's SDGs is the establishment of the SDG Academy Indonesia by the Tanoto Foundation in partnership with Bappenas and United Nations Development Programme (UNDP). This initiative targets a broad spectrum of stakeholders, including government entities, academic institutions, the business community, charitable organizations, civil society groups, and the media. The SDG Academy Indonesia is dedicated to addressing the challenges of sustainable development in Indonesia while fostering capacity building in governance, policy, creative problem-solving, and effective monitoring and reporting (Afriansah & Kusumaningrum, 2024).

Figure 15. Tanoto Foundation: SDG Academy Indonesia



Tanoto Foundation: SDG Academy

Tanoto Foundation, Bappenas, and the UNDP founded Indonesia's first academy, SDG Academy Indonesia to enhance SDGs attainment in Indonesia which includes SDG 4 on education matters. SDG Academy Indonesia aims to help actors and stakeholders realize the SDGs by 2030, as agreed upon by the UN.

The Tanoto Foundation addresses key challenges in how its programs can effectively support local governments in overcoming educational obstacles and significantly contribute to educational development in various regions. Understanding the regional context and conducting thorough investigations are essential for designing initiatives tailored to each area, leading to substantial improvements and positive societal changes. To ensure that the Tanoto Foundation's programs have a lasting impact and remain sustainable, it is crucial to explore ways to enhance and optimize these initiatives.

Chapter V

The Vision of Indonesia Emas 2045



The Vision of Indonesia Emas 2045

Amidst the efforts made by philanthropic organizations in building the education sector in Indonesia, Indonesia has set the vision of *Indonesia Emas 2045* as its developmental guidelines for the long run. Having had that specific framework to achieve, the education sector is pivotal in developing Indonesian human resources, which emphasizes a lifelong learning paradigm. The *Indonesia Emas 2045* vision is a massive task that needs to be carried out by all of the stakeholders in the country, including philanthropic organizations and government bodies.

The Indonesian government, through the National Development Planning Agency (Bappenas), has established a long-term national development plan spanning from 2025 to 2045. This plan encompasses five key objectives: (1) high income per capita; (2) zero poverty; (3) international leadership; (4) competitive human resources; and (5) net zero emissions.

Bappenas has outlined eight strategic agendas to achieve the goals of *Indonesia Emas 2045*:

1	Social transformation	5	Social and ecological resilience
2	Economic transformation	6	Equitable development
3	Management transformation	7	Quality and environmentally friendly public facilities
4	Strong national stability	8	Sustainable development

These agendas are closely tied to the human factor, which drives the direction of *Indonesia Emas 2045* (Indonesia Emas 2045, 2024).

Furthermore, the education sector plays a crucial role in advancing the other four missions, as it is fundamentally linked to improving welfare, ensuring meaningful participation in global affairs, and promoting sustainable development. In essence, the success of the five missions of *Indonesia Emas 2045* relies significantly on the education sector's ability to enhance the quality of Indonesian citizens, who are central to the country's progress.

Competitive Human Resources

The education sector plays a crucial role in achieving the fourth mission of *Indonesia Emas 2045*: creating quality and competitive human resources through mastery of advanced technologies and fostering creativity. To enhance human resource competitiveness, the education sector needs to raise the Human Capital Index to 73 percent, as targeted by Bappenas for *Indonesia Emas 2045* (Tanoto Foundation & CIPS, 2024).

Aligned with the National Long-Term Development Plan for 2045, which aims for a Human Capital Index target of 73 percent—a notable increase from the 2020 level—there is a recognition that the 2020 HCI results indicated productivity by individuals, in terms of health and education, was only 54 percent of their ideal capacity. Future educational initiatives must align with the traits and aspirations of the generation they serve. This requires that plans, policies, and strategies be thoughtfully crafted, focusing on personal growth and addressing the characteristics of Indonesian millennials. This generation is marked by internet dependency, low loyalty, a preference for cashless transactions, and efficient work habits. They excel at multitasking, favor flexible vacation schedules, exhibit minimal political interest, engage in extensive sharing, and demonstrate strong camaraderie.

The National Long-Term Development Plan's initiative to amend education laws and regulations reflects a commitment to enhancing the standards and accessibility of Indonesian education. Recognizing the limitations of existing laws and policies, the plan includes revising and implementing new strategies, such as improving teacher effectiveness and lesson outcomes (Hendytio, Perkasa, Fernandes, Fahrizal, & Subowo, 2024).

Public stakeholders are working to meet the requirements needed to align the education sector with the vision of *Indonesia Emas 2045*. For example, Bappenas is formulating strategies to improve education access, quality, school environments, and workforce readiness. Key elements of Bappenas' strategy include:

- 1. Improving Access to Education:** Increasing participation rates to ensure equitable access to education services provided by public, community, and private sectors.
- 2. Enhancing Education Quality:** Promoting digital learning and fostering a reading culture, alongside character education.
- 3. School Improvement:** Developing teacher professional advancement and cultivating a supportive school culture through strong partnerships among parents, school principals, and teachers.
- 4. Workforce Development:** Preparing the workforce for *Indonesia Emas 2045* by increasing the number of educated and entrepreneurial individuals, enhancing foreign language proficiency, preserving regional languages, promoting vocational education, expanding STEAM (science, technology, engineering, arts, and math) disciplines, and establishing higher education centers of excellence (Tanoto Foundation & CIPS, 2024).

In addition to Bappenas, key stakeholders like the MoEC and House of Representatives Commission X are employing various methods to strengthen the education sector, including revisiting regulations, optimizing budgets, and promoting civic education (Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi, 2020).

While these efforts aim to provide a comprehensive approach to education in the context of *Indonesia Emas 2045*, addressing the broad scope of the education sector effectively requires collaboration among multiple stakeholders. This includes not only public entities but also private organizations, such as philanthropic groups, which play a significant role in enhancing the quality of education.

International Leadership

President Joko “Jokowi” Widodo has identified two key drivers for Indonesia to achieve its vision of *Indonesia Emas 2045*: optimizing the demographic bonus and gaining international trust (Sekretariat Kabinet Republik Indonesia, 2023). The focus on enhancing human resources quality has become increasingly important as Indonesia approaches a demographic bonus that must be effectively managed to ensure sustainable growth in the coming years.

In regard to concrete actions, President Jokowi highlighted the government’s achievements in this area, noting a reduction in stunting from 37 percent in 2014 to 21.6 percent in 2022. In addition, improvements have been made in the Human Development Index, which has risen to 72.9, and the Gender Empowerment Index, which has reached 76.5 (Sekretariat Kabinet Republik Indonesia, 2023).

“The human resources we develop should contribute to national productivity, creating new economic sectors that offer employment opportunities and add significant value,”
said President Jokowi.

Furthermore, Jokowi has emphasized that Indonesia’s roles as the G20 president in 2022 and ASEAN chair in 2023, along with its involvement in international issues such as human rights protection, humanitarian efforts, equality, and global crisis management, have enhanced the country’s international image. He is confident that with a positive global reputation, Indonesia will be well-positioned to leverage international opportunities and advance toward achieving *Indonesia Emas 2045* (Sekretariat Kabinet Republik Indonesia, 2023).

High Income per Capital & Zero Poverty

Bappenas Head Suharso Monoarfa has emphasized that Indonesia’s path to achieving *Indonesia Emas 2045* relies significantly on improving education, as currently the average worker only has an elementary school education. He notes that equally distributed quality education is a key component of the social transformation outlined in the National Long-Term Development Plan 2025-2045. According to Monoarfa, technology can play a crucial role in enhancing education quality (Sinaga, 2023).

“Why are children in early childhood education and elementary school not taught, at the very least, the Indonesian language, local languages, English, and coding? If we enable them early, it could foster optimism,” Monoarfa said.

The Indonesian Chamber of Commerce and Industry (Kadin) also highlights the education sector as a vital pillar supporting *Indonesia Emas 2045*'s goals. It contributes to national resilience by developing specialized talent for the job market, fostering future-ready, digitally capable, and innovative leaders who uphold national values (Tanoto Foundation & CIPS, 2024).

The alignment between educational outcomes and industry needs, especially in vocational education, has become a priority for the government. Vocational education falls under the MoECRT, while vocational training is managed by the MoM. This arrangement ensures that activities, curricula, internship programs, and training plans are aligned with industry needs, as regulated by Presidential Regulation No. 68 of 2022.

In addition, the government frequently involves business actors, both domestic and international, to provide insights and specify their requirements for personnel qualifications. This helps vocational institutions better understand future job markets and align their programs accordingly (Tempo, 2020; Kementerian Koordinator Bidang Pembangunan Manusia dan Kebudayaan, 2022). For example, the Office of the Coordinating Economic Minister partnered with Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ) on the Technical Vocational Education and Training (TVET) System Reform 2.0 Project (TSR) in June 2024, aiming to support key reforms in TVET (Kementerian Koordinator Bidang Perekonomian, 2024).

High-quality human resources, developed through education, also play a crucial role in achieving the vision of zero poverty. Quality education tends to generate greater economic benefits. In 2022, while the education sector experienced the second-lowest growth rate among all sectors, at 0.42 percent, it remained the highest contributor to economic growth, surpassing other sectors with higher growth rates.

Despite this, Indonesia faced a concerning figure of 5.59 million people living in extreme poverty in 2022, a figure that showed little improvement from approximately 5.8 million the previous year. This sluggish progress is particularly troubling given Indonesia's ambitious goals to achieve zero poverty by 2045 and zero extreme poverty by 2030 as part of the Sustainable Development Goals (SDGs).

Historical evidence suggests that developed countries' success is not necessarily due to natural resource advantages, which Indonesia has in abundance, but rather to inclusive institutions that provide equal opportunities for all. This highlights that resource constraints alone do not explain persistent poverty. Factors such as the quality of human resources, especially education, play crucial roles in addressing poverty.

Access to basic education is essential for improving lives globally, laying the groundwork for success in various life domains. While higher education is beneficial for specific careers or specialized knowledge, basic education is fundamental in providing individuals with the essential knowledge, skills, and abilities needed for making informed decisions, solving problems, and interacting effectively.

The importance of basic education in breaking the cycle of poverty is evident. Research in rural Zimbabwe shows a strong correlation between poverty traps and limited access to basic education, with the highest poverty rates associated with the lowest levels of educational access.

In Indonesia, children from impoverished families often face barriers to accessing basic education, leading to isolation and limited economic opportunities. This situation perpetuates stagnant socio-economic conditions as these individuals are forced to grow up and marry within the same socio-economic strata. Consequently, the lack of educational access not only restricts their ability to secure better employment but also traps them in a cycle of poverty (Haidir & Setyari, 2023).

Sustainable Development

Implementing a green economy, as part of the sustainable development agenda, to achieve net-zero emissions and address climate issues presents significant opportunities as well as challenges. Indonesia, rich in resources like sustainable tourism, sustainable agriculture, and renewable energy, has substantial potential for advancing a green economy. To achieve such a vision, the education sector has a significant role in driving Indonesia to be more prepared to embrace those efforts that need to be made as well as consequences that need to be collectively addressed by every single member of the population.

Renewable energy is a key area where Indonesia can make significant strides. The country is endowed with abundant natural resources, including sunlight, wind, water, biomass, and geothermal heat. Harnessing these resources can reduce dependence on fossil fuels, which are major contributors to greenhouse gas emissions.

In agriculture, which is expected to contribute 13.7 percent to Indonesia's GDP by 2020, overuse of chemical fertilizers and pesticides has led to environmental degradation. Excessive use of pesticides can disrupt nutrient cycles and plant growth by contaminating surface and groundwater. In addition, pesticides can harm soil microorganisms crucial for maintaining ecological balance. Transitioning to organic farming practices, efficient water management, and organic fertilizers could mitigate these issues and support the growth of Indonesia's green economy.

Indonesia's potential for sustainable tourism is also significant. The country's diverse natural landscapes, cultural heritage, and historical sites have the potential to drive eco-friendly tourism that benefits local communities and preserves the environment. Effective management, including strong laws against poaching and deforestation, and rigorous protection of endemic flora and fauna, is essential for sustainable tourism. Local communities should reap the economic benefits of tourism through employment opportunities and small businesses, with inclusive and participatory planning ensuring fair distribution of these benefits.

However, Indonesia faces several challenges in pursuing a green economy. The prevailing economic paradigm, institutional structures, regulatory frameworks, and financial constraints pose obstacles. The dominant conventional economic model continues to influence societal norms, and more public education about green energy is needed. Government regulations and institutional inefficiencies, including high transaction costs and redundant policies, complicate progress.

Investment in green economic infrastructure is substantial, with Rp 3,799 trillion needed through 2030. However, past investments in new and renewable energy have not met expectations. For instance, the 2020 target of US\$2.02 billion in new and renewable energy investments was only partially met, with US\$1.36 billion achieved. Similarly, the 2021 target of US\$2.04 billion fell short, achieving only US\$1.51 billion. By mid-2022, only US\$0.67 billion had been realized of the planned US\$3.93 billion.

The transition to a green economy also carries the risk of stranded assets. Fossil fuel-based power plants, transportation infrastructure, and other non-renewable energy-dependent assets could become obsolete or lose value as the economy shifts toward renewable and sustainable energy sources. Policy changes that reduce greenhouse gas emissions could further diminish the value of these assets. For example, if fossil fuel power plants are phased out without suitable repurposing measures, they may become stranded assets (Qalbie & Rahmaniah, 2023).

Within the framework of *Indonesia Emas 2045*, the education sector can play a crucial role in addressing these challenges. By enhancing human resource quality and fostering understanding of the complexities and costs of transitioning to a green economy, education can contribute to achieving net-zero emissions and managing climate change. While the process may be demanding, it promises to improve the overall quality of life for Indonesians and contribute to a sustainable future for all species.

Achieving *Indonesia Emas 2045* through Higher Education Institutions

The *Indonesia Emas 2045* vision, rooted in the principles of Pancasila and the 1945 Constitution, guides national education and higher education policies. Article 31 of the 1945 Constitution, amended in the fourth amendment, outlines three key missions for higher education: (1) providing broad access to education for all citizens, (2) developing an education system that aligns with the goals of Indonesian independence, and (3) advancing science, technology, civilization, and general welfare.

As society evolves, so too does the role of higher education. Today, higher education institutions are pivotal in advancing science and technology, particularly through the transfer of research findings into the economic sphere. The shift toward an entrepreneurial university model emphasizes collaboration between universities, industry, and government—the triple helix model. This approach requires each sector to optimize its role while working synergistically.

According to Law No. 20 of 2003 on the National Education System, the national education system encompasses all interconnected educational components aimed at achieving national goals. Higher education institutions are crucial in enhancing human development, technological proficiency, and overall civilization amid a rapidly changing global landscape.

The *Tri Dharma* of Higher Education, as outlined in Law No. 12 of 2012, consists of three pillars: (1) education, (2) research, and (3) community service. These pillars support the constitutional mission and Indonesia's vision for 2045 by fostering national development and educational advancement.

The *Merdeka Belajar* program introduced by the MoECRT in 2021 is central to guiding higher education institutions toward achieving *Indonesia Emas 2045*. It offers a transformative learning experience that encourages students to explore and become lifelong learners grounded in Indonesian cultural values and Pancasila. Aligned with the 2020-2024 National Medium-Term Development Plan, the program aims to achieve its targets over the next 15 years.

Merdeka Belajar focuses on enhancing the educational ecosystem, including teachers, learning environments, curricula, and assessment systems. It promotes a shift from traditional exam-focused learning to mastery of knowledge. The program emphasizes depth over breadth in curricula and supports teachers with training to customize curricula based on school characteristics and student needs.

Technology plays a crucial role in this transformation, with advancements in virtual and augmented reality enhancing interactive learning experiences. As education becomes more mobile, institutions are integrating mobile technology to provide teachers with diverse learning tools. Bernard Marr's study in *Forbes* (2020) highlighted futuristic educational technologies, including Google for Education's Schools of the Future and the Future of the Classroom Model.

While the *Merdeka Belajar* program outlines outcomes for the next 15 years, the government must ensure institutional preparedness, teacher understanding, and readiness for implementation. A robust infrastructure is essential for utilizing educational technologies effectively, particularly for distance learning. Critics argue that the program's current framework may not adequately address regional diversity, educator quality, and management of educational units. It also lacks provisions for people with disabilities, honorary teachers, non-discriminatory services for both public and private education, and specific budget allocations. Moreover, the characteristics and competencies of Pancasila students, as envisioned in the road map, remain unclear. The program's timeline, extending only to 2035, raises questions about its alignment with the 2045 goal for *Indonesia Emas 2045*.

Chapter VI

Prabowo - Gibran



Prabowo - Gibran



“All of our nation’s children have the opportunity to attend school and receive the best education seamlessly.

All teachers diligently educate the nation, with their livelihoods secured by the government”

- Prabowo & Gibran

In pursuit of *Indonesia Emas 2045*, education policy has emerged as a top priority for the newly inaugurated President and Vice President, Prabowo Subianto and Gibran Rakabuming Raka. Their proposed education reforms are poised to drive a profound transformation, not only in producing academically exceptional graduates but also in cultivating a resilient and adaptable national character to meet the challenges of an evolving world.

The educational revolution envisioned by Prabowo-Gibran is set to instill a new cultural ethos that places a high value on the learning process as a vital component of life. This cultural shift is anticipated to redefine education from a mere obligation to a crucial investment in the nation’s future, enhancing Indonesia’s global competitiveness.

Their commitment to education is explicitly detailed in the Vision-Mission and Program document for the 2024-2029 Presidential and Vice-Presidential terms. Education stands as a cornerstone of their agenda, prominently featured in the fourth point of the *Asta Cita*. This point underscores their dedication to advancing human resources, science, technology, education, health, sports, gender equality, and the empowerment of women, youth, and individuals with disabilities.

Furthermore, their program encompasses nine key initiatives aimed at enhancing the quality of human resources and twenty programs dedicated to strengthening education, science, and technology (Prabowo Subianto & Gibran Rakabuming Raka, 2023). An overview of these educational initiatives under President Prabowo and Vice President Gibran is presented in Table 20 below.

Table 20. Future Education Policy Trajectories

FOCUSED PROGRAM	PRABOWO-GIBRAN
Access	<ul style="list-style-type: none"> Scholarships for children of diverse professions Expanding Smart Indonesia Card (<i>Kartu Indonesia Pintar/KIP</i>) coverage to include HEIs and Islamic boarding schools (<i>pesantren</i>) Providing scholarships for the children of farmers, fishermen, teachers, and laborers to continue their education from undergraduate to doctoral level
School improvement	<ul style="list-style-type: none"> Building excellent schools in each district and renovating schools in need of improvement
Workforce development	<ul style="list-style-type: none"> Improving workforce quality with certified training Encouraging companies to reserve jobs for people with disabilities.
Teacher welfare	<ul style="list-style-type: none"> Fast track appointment for honorary teachers with promptly transitioning category two (K2) of honorary teachers⁴³ into civil servants Bachelors to doctoral degree scholarships for teachers Setting minimum wages for private ECE, madrasa, and foundation teachers Enhancing welfare for researchers, lecturers, and all educational staff

⁴² Category two honorary workers (K2) are workers who were appointed by central or local government agencies after January 1, 2005, but do not receive a salary from the State Budget or Regional Budget. They usually get their income from non-budgetary sources, such as school committee funds, BOS, central government assistance funds, or community donations. In contrast, honorary K2 have not yet received certainty of status as a civil servant candidate through Government Regulation No. 48 of 2005.

Curriculum quality	<ul style="list-style-type: none"> • Boosting education for competitive human resources • Instilling maritime culture in national education • Improving digital literacy to support the digital economy
Gender, disability, and social inclusion	<ul style="list-style-type: none"> • Fast-tracking disability laws via presidential regulations • Halting disability marginalization through awareness • Promoting inclusive education and accessibility for equal opportunities across various sectors for individuals with disabilities
ECE and development	<ul style="list-style-type: none"> • Nutritious free meal at schools and madrassas, along with nutritional assistance for toddlers and expecting mothers
Madrassas	<ul style="list-style-type: none"> • Increasing funds for scholarships • Developing human resources in <i>pesantren</i> and NGOs • Recognizing <i>pesantren</i> diplomas • Fostering entrepreneurship • Enhancing facilities with government support
Vocation	<ul style="list-style-type: none"> • Revitalizing vocational training centers and schools across expertise fields • Partnering with private firms for scholarships and internships for SMK and higher education graduates • Revamping Vocational Training Centers for skilled crafts and arts for a competitive workforce
HEIs	<ul style="list-style-type: none"> • Increasing research and innovation funding to reach 1.5 to 2 percent of gross domestic product (GDP) within five years
Informal and non-formal	<ul style="list-style-type: none"> • Expanding inclusive, practical, and humanistic formal and non-formal education programs to develop the full potential of individuals with disabilities

(Tanoto Foundation & CIPS, 2024)

In order to enhance and strengthen human resource development, Prabowo-Gibran has unveiled the eight Best Quick Result Programs (*Program Hasil Terbaik Cepat/PHTC*), designed to deliver tangible and immediate benefits to the public. A central initiative within this suite is the provision of nutritious free meals in schools and *pesantren*, complemented by the establishment of integrated superior schools in every district to ensure equitable access to quality education.

Nutritious Free Meal

Indonesia faces significant nutritional challenges, with 21 million individuals—approximately 7 percent of the population—experiencing malnutrition and a daily per capita calorie intake falling below the MoH's standard of 2,100 kilocalories (kcal). In addition, 21.6 percent of children under five years old were reported as stunted in 2023, while 7.7 percent suffer from wasting⁴³, indicated by a low weight-to-height ratio (Usman, 2024).

To address these pressing issues, the government has set ambitious targets to combat malnutrition, aiming to reduce child stunting from 30.8 percent in 2018 to 14 percent by 2024, and child wasting from 10.2 percent to 7 percent within the same period, according to the 2017 national development road map (*The Jakarta Post*, 2024).

In response, Prabowo-Gibran's nutritious free meal has been eagerly anticipated by the Indonesian community, though discussions about its funding are ongoing. The program targets over 80 million beneficiaries, with an ambitious goal of achieving 100 percent coverage by 2029.

This initiative will provide daily lunches to students across various educational levels, including ECE, primary, junior secondary, senior secondary, and madrassas and *pesantren*. Nutritional support will also be extended to pregnant women and toddlers throughout Indonesia to enhance health outcomes and bolster family economies (Prabowo Subianto & Gibran Rakabuming Raka, 2023).

⁴³ Child wasting is a condition where a child is too thin for their height. It is a life-threatening form of malnutrition that can result in developmental delays, disease, and death.

Based on experiences from many countries, nutritious free meal programs have multiple positive effects, including improved children's nutrition, increased school participation, and enhanced student character (Prasetyantoko, 2024). For instance, Finland's comprehensive nutritious free meal program spans from preschool to high school, emphasizing not only nutritional benefits but also integrating healthy meals into the national curriculum and supporting children's overall growth through enjoyable activities.

China is another example. The country has implemented a nutritious free meal policy for school children in impoverished rural areas since 2011. The Nutrition Improvement Program (NIP), initially targeting 699 counties across 21 provinces, has markedly improved the nutritional intake of school children over the past decade (Theodora, 2024).

Integrated Advanced School

To elevate the quality of primary and secondary education, Prabowo-Gibran has proposed an ambitious initiative to establish advanced schools across each regency. These institutions will adhere to a sophisticated model encompassing both non-boarding and boarding school formats.

Advanced schools will offer a seamless educational journey from elementary through high school, ensuring a comprehensive and continuous learning experience for students from early childhood through adolescence. Each school will not only feature state-of-the-art educational facilities but also be outfitted with amenities designed to foster an optimal learning environment, enabling students to achieve their fullest potential.

In addition to introducing new model schools, Prabowo-Gibran acknowledges the critical need to enhance existing schools that are currently underperforming or in disrepair. Many educational institutions across Indonesia are plagued by damaged classrooms and inadequate facilities. The program will address these deficiencies by renovating existing schools, thereby ensuring that all students have access to safe and conducive learning environments (Prabowo Subianto & Gibran Rakabuming Raka, 2023).

STEM to STEAM

One of the strategic initiatives outlined by Prabowo-Gibran to enhance Indonesia's human resource quality is the expansion of the existing science, technology, engineering, and mathematics (STEM) curriculum to include elements of art, thus transforming it into STEAM (Prabowo Subianto & Gibran Rakabuming Raka, 2023). This program targets both formal and non-formal educational sectors, aligning with their vision and mission, with a specific emphasis on guiding workers and art communities. The objective is to underscore the significance of entrepreneurship within the realms of art, culture, and creativity, recognizing these as pivotal drivers of economic growth and cultural advancement.

Through this initiative, Prabowo-Gibran aims to nurture a new generation of artists who not only excel in their creative pursuits but also possess robust entrepreneurial skills. By instilling an entrepreneurial mindset among artists, they seek to empower them to achieve sustainable incomes and make substantial contributions to the nation's creative economy.

Moreover, Prabowo-Gibran plans to enhance the quality of vocational education, particularly in fields related to creative industries and cultural arts. This initiative reflects their commitment to ensuring that students acquire relevant skills and knowledge. By raising the standards of vocational education, they aim to better equip students for successful careers in the creative and cultural sectors.

Enhancing Indonesia's Research

Recognizing the pivotal role that high-quality education and expertise in science and technology play in a nation's progress, Prabowo-Gibran has prominently included this focus in one of their seventeen priority programs (Prabowo Subianto & Gibran Rakabuming Raka, 2023). To foster innovation and advance scientific and technological development, they plan to increase research and innovation funding to 1.5-2 percent of Gross Domestic Product (GDP) over the next five years.

Government policies that enhance investment in education, science, technology, and digitalization are vital for strengthening national self-reliance. Prabowo-Gibran aim to achieve this by establishing endowment funds for educational institutions, *pesantren*, cultural organizations, and non-governmental entities.

Beyond boosting funding, their proposal includes a comprehensive reform of university, vocational, and polytechnic curricula to ensure they are research-driven, innovative, practical, and closely aligned with industry needs. They intend to encourage universities to focus on research and knowledge that support development strategies and to foster partnerships with businesses.

Chapter VII

Conclusion and Recommendations



Conclusion

As Indonesia progresses towards its ambitious “Indonesia Emas 2045” vision, transforming its education system becomes essential for creating a prosperous, innovative, and globally competitive nation. This vision, which seeks to make Indonesia a key global player by its 100th anniversary of independence, focuses on revitalizing and modernizing various sectors, with education leading the way. Education is not just a means of imparting knowledge but a critical tool for nurturing the skills, values, and competencies needed for a future-ready society.

However, the path to an equitable and high-quality education system is challenged by Indonesia’s socio-economic, cultural, and geographical diversity. Disparities between urban and rural areas, the uneven distribution of qualified teachers, and the lack of adequate infrastructure, particularly in remote and underdeveloped regions, present significant barriers to achieving universal access to quality education. While decentralization has empowered local governments and schools to tailor solutions to their unique contexts, it has also revealed gaps in capacity and governance, complicating policy implementation and hindering systemic reform.

Although education policies in Indonesia are centrally formulated to ensure uniformity in management, challenges remain in their implementation. Limited regional innovation and misalignment between central programs and local contexts can hinder progress. It is essential to foster stronger collaboration between the central government and regional authorities. By encouraging local innovation and adapting national programs to fit the unique needs of each region, the education system can become more responsive. This approach will help bridge gaps in implementation and ensure that educational initiatives are both effective and relevant across diverse local contexts.

Effective allocation and management of the education budget are also crucial. The challenge lies in balancing funding needs—such as building infrastructure, procuring resources, and paying teacher salaries—while ensuring professional development. Competing demands from other sectors and the need for better financial management and accountability at the local level complicate the effective use of these funds.

Another pressing issue is the integration of technology in education. The global shift towards digital learning highlights the need for robust digital literacy and infrastructure. Developing this infrastructure, along with teacher training in technology use, is essential to ensure that all students, regardless of location, are prepared for the demands of the digital age.

Moreover, aligning education with workforce development is vital for Indonesia’s long-term economic growth. Strengthening partnerships between schools, universities, and the private sector can help create pathways for students to gain practical experience, develop relevant skills, and transition smoothly into the workforce.

Equally important is the commitment to inclusive education that addresses the needs of marginalized and underserved communities. Building an inclusive education system requires systemic changes, such as teacher training in inclusive pedagogy, the provision of culturally relevant curricula, and the development of policies that support Indonesia’s diverse linguistic and cultural landscape.

Collaboration among multiple stakeholders, including philanthropic organizations, is crucial to support comprehensive reforms. Philanthropy can provide additional resources, promote innovation, and facilitate partnerships that strengthen the education ecosystem. Tanoto Foundation plays a vital role in educational development in select regions, helping address critical local challenges. To enhance the impact and sustainability of its initiatives, the Foundation must tailor programs to local contexts through in-depth analysis.

Program sustainability is crucial since educational interventions and investments take time to yield results. Expanding successful programs is also essential to ensure widespread impact. A legal framework that encourages government responsibility and financial support is necessary to maintain the continuity of these programs. Success should be measured not only by immediate improvements in educational quality but also by the long-term sustainability of these programs.

Looking to the Future

The future of Indonesia’s education system must be guided by a vision that prioritizes equity, quality, and relevance. To achieve the goals of “Indonesia Emas 2045,” education must evolve into a dynamic system that not only imparts knowledge but also inspires critical thinking, nurtures innovation, and fosters values of empathy, resilience, and global citizenship. This journey requires continuous investment in teacher development, school leadership, curriculum innovation, and student-centered learning environments that encourage creativity and collaboration.

The incoming government will play a pivotal role in advancing these educational reforms. It is essential for the new administration to build upon existing frameworks, address systemic challenges, and remain adaptable to evolving educational needs. Persistent efforts will be required to ensure consistent policy implementation across regions, secure adequate funding, and maintain a strong focus on improving educational outcomes. Collaboration between the government, local authorities, non-state entities, and philanthropic organizations will be key to navigating this path successfully.

In conclusion, Indonesia's education system stands at a critical juncture. By adopting a holistic approach that combines decentralization, curriculum reform, and multi-stakeholder collaboration, the nation can cultivate a generation of innovators, critical thinkers, and global citizens. As we look towards 2045, the success of Indonesia's education reforms will determine not only the country's economic and social progress but also its standing on the global stage. With sustained effort and visionary leadership, education will undoubtedly serve as the cornerstone of Indonesia's path to sustainable development and global competitiveness.

Recommendations

Indonesia's Educational Architecture

While Indonesia's education system has made steady progress, significant challenges remain, particularly in the frontier, outermost, and underdeveloped (3T) regions from 2017 to 2023. A one-size-fits-all approach to education policies has proven ineffective in addressing these challenges. To close these gaps, policymakers should design tailored programs that address the unique needs of each region. This requires an in-depth contextual assessment and active collaboration between the Ministry of Education, Culture, Research, and Technology (MoECRT), the Ministry of Religious Affairs (MoRA), and local governments. In addition, a commitment to improving infrastructure in remote communities to levels comparable with urban areas is essential, ensuring the quality and availability of educational resources.


Policymakers must also conduct regular audits of preschool and school-aged demographics in these remote areas to gather up-to-date information on infrastructure needs. This data will guide higher-level funding allocations for upgrading educational facilities. Concurrently, central and local governments should foster partnerships with local and indigenous stakeholders as well as service providers. Strengthening cultural competency and community engagement in schools is essential to enhancing the education system's effectiveness.



Improving the capacity of school leaders is another critical component. Leaders must be equipped to fully utilize school autonomy and management skills. To enable individualized learning and meet students' needs, teachers require both pre-service and in-service support. This includes enhancing their pedagogical knowledge and providing culturally sensitive training. Teacher welfare must also be addressed, especially in 3T regions considering that low pay and poor working conditions in these areas contribute to high absenteeism rates and unequal teacher distribution. Ensuring fair compensation and support for teachers is crucial to retaining talent in remote regions.

In addition to improving teacher welfare, student well-being must also be prioritized, particularly in the 3T areas where students often face social, cultural, and health challenges. A comprehensive plan to improve educational outcomes should address these issues by transforming schools into centers that connect communities with health services. Equipping teachers and principals with the skills to support student well-being will ensure that Indonesia's education reforms take a more holistic approach. In addition, engaging local communities in the decision-making process is also important considering that schools in 3T areas can flourish when communities actively participate by adapting the management of schools to fit the unique needs of rural settings compared with urban ones. The government must also ensure equitable access to education at all levels, with a specific focus on expanding opportunities for higher education. It is essential that increased budget allocations are managed efficiently, transparently, and effectively to meet the nation's educational goals. Close collaboration between government institutions, the private sector, civil society organizations, academics, religious groups, and local communities is needed to strengthen human capacity through education. Furthermore, leveraging the efforts already made by various stakeholders will further promote the fulfillment of the right to education for all Indonesians.


These stakeholders can effectively focus their resources at every educational level to achieve greater impact, based on the key drivers of change. The programs, fields, and approaches that promote favorable outcomes at each educational level, as well as cross-cutting initiatives, are outlined in the following table.

Table 21. Important Action and Related Stakeholder Initiatives

Education Level	Call to Action	Drivers of Positive Outcomes			
		Central Government	Local Government	Private Sectors	School Leaders
<p>Cross-cutting levels</p> 	<p>Build or engage in teacher communities to select and train “changemakers”.</p> <hr/> <p>Focus on teacher’s pedagogical skills and addressing learning losses.</p> <hr/> <p>Focus on teachers’ social awareness and relationship skills.</p> <hr/> <p>Strengthen basic literacy and numeracy skills alongside soft skill development.</p> <hr/> <p>Improve access to education for school and HEI in remote areas.</p> <hr/> <p>Promote industry linkages and relevancy of curriculum to the industry.</p>	<p>Transformational Teachers Education (<i>Pendidikan Guru Penggerak</i>) as entry point to shape teacher’s pedagogical and character skills.</p> <hr/> <p>Training at the provincial level is provided through Balai Guru Penggerak.</p> <hr/> <p>Special Education Personnel (<i>Guru Pembimbing Khusus</i>) to improve teacher’s awareness and skill for inclusive education.</p> <hr/> <p><i>Asesmen Nasional</i> and the relevance of the <i>Kurikulum Merdeka</i> focus on measuring and achieving proficiency in basic literacy and numeracy.</p> <hr/> <p>Affirmative Primary, Secondary and HEI scholarship Program.</p>	<p>Design and implement local policies and programs to address region-specific issues.</p> <hr/> <p>Leading the “Link and Match” cooperation between industry, local government, and educational institutions.</p>	<p>Professional training for K-12 teachers.</p> <hr/> <p>Leadership training and mentorship for teachers.</p>	<p>Evaluating teachers’ pedagogical knowledge by observing classroom activities and the achievement of student’s learning outcomes.</p> <hr/> <p>Design programs aimed to increase teachers’ motivation and incorporate incentives.</p>

Education Level	Call to Action	Drivers of Positive Outcomes			
		Central Government	Local Government	Private Sectors	School Leaders
Early childhood education 	<p>Offer training for ECE teachers in ICT and digital literacy.</p> <hr/> <p>Address ECE teacher qualifications.</p> <hr/> <p>Enhance access in rural areas.</p>	<p>Government Aid (<i>Bantuan Pemerintah</i>) as a scholarship program to improve teacher qualification.</p> <hr/> <p>Operational assistance (<i>Bantuan Operasional Satuan Pendidikan</i>) to expand ECE access in remote areas.</p>	<p>Effectively managing APBD to ensure fair distribution of ECE.</p> <hr/> <p>Promoting ECE distribution through local policies such as 1 Desa 1 PAUD program.</p> <hr/> <p>Establishing institutions similar to the ECE Unit (<i>Satuan PAUD Sejenis</i>) in remote areas.</p>	<p>Providing ICT and digital literacy training.</p> <hr/> <p>Training and mentorship for ECE qualification exams.</p>	<p>Acknowledging incentives for teacher welfare.</p> <hr/> <p>Providing teacher development guidance and urging them to pursue training opportunities such as Teacher Professional Education Program (<i>Program Pendidikan Profesi Guru</i>).</p>
Primary and secondary education 	<p>Help parents make informed decisions in choosing schools for their children.</p> <hr/> <p>Equip poor-performing schools with tools and resources.</p> <hr/> <p>Help distribute ICT tools and help teachers leverage these tools.</p> <hr/> <p>Address teacher shortage.</p>	<p>Promoting the Transformational School program (<i>Sekolah Penggerak</i>) and rehabilitate school facilities to uniformly improve education quality.</p> <hr/> <p>Special Allocation Fund (<i>Dana Alokasi Khusus</i>) to improve ICT facilities and other relevant school infrastructure.</p> <hr/> <p>Redistributing teachers to cover K-12 general subjects and strategically mapping teacher distribution.</p> <hr/> <p>Improving teachers' ICT Competence in Multimedia and Web-Based Learning via the ICT-Based Program (<i>PembaTIK</i>).</p>	<p>Efficiently overseeing allocation of Special Allocation Fund and School Operational Assistance to improve school infrastructure and teacher quality.</p> <hr/> <p>Collaborating with private sector on interventions that focus on school infrastructure development.</p> <hr/> <p>Conducting socialization targeting parents to raise awareness on quality education.</p>	<p>Supporting underperforming schools by contributing to school infrastructure, funding ICT equipment, and implementing teacher training programs.</p>	<p>Practicing sound financial management.</p> <hr/> <p>Overseeing school budget plan and executing proper procurement planning to ensure sufficient funds for planned infrastructure development.</p> <hr/> <p>Implementation of school-based management focusing on enhancing teacher capacity and educational quality.</p>

Education Level	Call to Action	Drivers of Positive Outcomes			
		Central Government	Local Government	Private Sectors	School Leaders
Vocational education 	<p>Promoting industry linkages.</p> <hr/> <p>Help develop more industry-relevant vocational curriculum.</p> <hr/> <p>Help develop industry competencies for vocational teachers.</p>	<p>Promoting collaborative programs with the business sector and offering vocational graduates practical work experience or internships facilitates industry linkages in vocational education.</p> <hr/> <p>Revitalize vocational education institutions.</p>	<p>Enacting a dedicated local-level regulation for vocational education ensures sector integration and enhances teachers' proficiency.</p> <hr/> <p>Establishing partnership with private sectors to ensure link and match programs.</p>	<p>Supporting vocational schools to develop more industry relevant vocational curriculum and developing industry competency for vocational teachers.</p> <hr/> <p>Establishing development programs or entry level career track for vocational graduates.</p>	<p>Proactively adjusting the curriculum in accordance to industry needs.</p> <hr/> <p>Collaborating with private sectors to address issues related to teacher competencies, curriculum alignment, infrastructure, competency and vocational graduate recruitment.</p>
Higher education 	<p>Support delivery of inclusive and disability- friendly education.</p> <hr/> <p>Improve accessibility of campus infrastructure for students with disabilities.</p> <hr/> <p>Promote industry linkages, particularly for more remote HEIs.</p> <hr/> <p>Bridge educational gaps between remote HEIs and connect them with resources available in larger private campuses notably from the big cities, and incorporating FHEIs.</p> <hr/> <p>Access to HEIs, especially for remote and affirmative and last-mile intervention.</p> <hr/> <p>Bridging program for disadvantaged students before coming to HEIs to increase preparedness.</p> <hr/> <p>Soft skills development.</p>	<p>Promoting inclusive education policies that cater to the various needs of students.</p> <hr/> <p>Optimizing the Bidikmisi to expand access to targeted students based on their financial needs and scholarship programs such as LPDP and IISMA.</p> <hr/> <p>Developing the collaboration between HEIs and industry through Kedaireka.</p> <hr/> <p>Encouraging the enrollment in Indonesia's FHEIs via LPDP scholarship.</p> <hr/> <p>Adapting the curriculum to cultivate soft skills in response to the challenges posed by the 4.0 Industrial Revolution.</p> <hr/> <p>Facilitating the establishment of FHEIs and encouraging internationalization in higher education.</p>		<p>Launching career development initiatives for diverse participants.</p> <hr/> <p>Offering scholarships program for minority or vulnerable groups.</p> <hr/> <p>Leading partnerships for technology development to address societal challenges.</p>	<p>Creating an inclusive environment for students with disabilities.</p> <hr/> <p>Boosting students' competitiveness through national competitions, internships, and soft skills development.</p> <hr/> <p>Promoting entrepreneurial ventures and support research initiatives to trigger innovation.</p>

Education Level	Call to Action	Drivers of Positive Outcomes			
		Central Government	Local Government	Private Sectors	School Leaders
Non-Formal education 	Help develop curriculum and learning standards that are more responsive to children with special needs.	Creating accessible pathways for out of school students to promote inclusivity in non-formal pathways.	Ensuring distribution of qualified teachers to non-formal education institutions through teacher relocation programs.	Fund programs targeting Community Learning Center (<i>Pusat Kegiatan Belajar Masyarakat</i>) to develop specific curriculum and learning standards tailored to children with special needs.	
	Help ensure teachers in SLB have the appropriate expertise and skill sets to support inclusive education.	Establishing Teacher Learning Center (<i>Pusat Belajar Guru</i>) at provincial level preparing teachers for children with special needs.		Conducting non-formal teacher training to ensure they possess necessary skills to implement inclusive learning.	
	Increase funding for non-formal education institutions.	Supporting Community Learning Centers (<i>Pusat Kegiatan Belajar Masyarakat</i>).			

To maximize the driving elements outlined in Table 21, philanthropic organizations should collaborate with key stakeholders such as the public and private sectors, parents, educators, and other relevant parties. Strengthening Indonesia’s educational trajectory requires the implementation of transparent budget allocation mechanisms, ensuring that policies, particularly those with financial implications, are adequately funded and protected from program failures. Educational policies must also be tailored to reflect regional needs and prioritize inclusivity, especially for people with disabilities and marginalized groups, to meet the diverse needs of the population.

Engaging a wide range of stakeholders—including educators, parents, and regional representatives—in the policymaking process is crucial for identifying and addressing community-specific challenges. Clear communication strategies should be established to inform the public and stakeholders of policy changes, supported by awareness campaigns that highlight the objectives, benefits, and potential challenges. Furthermore, the current Education Roadmap, which extends to 2035, may require adjustments to align more closely with Indonesia’s 2045 “Indonesia Emas” vision, requiring a longer-term strategy to bridge this gap. Aside from adjusting the timeline for Indonesia’s 2045 vision, the Education Roadmap also needs to fix the notable gap in the emphasis on inclusivity and diversity. In its current version, the Education Roadmap seems to overlook regional needs and neglect provisions for people with disabilities. Bridging these gaps is necessary to achieve the ambitious goal of Indonesia’s 2045 vision.

Current Dynamics in the Indonesian Education Sector

Three fundamental principles should guide a human rights-based strategy to address the challenges in Indonesia’s education system. First, non-discrimination is essential to ensure that children in 3T areas receive high-quality education. Key stakeholders must prioritize this issue. Second, improving physical accessibility is critical, with a focus on ensuring teacher presence in remote locations. This can be achieved by enhancing teacher recruitment, training, and community engagement platforms. Third, economic accessibility should be prioritized to guarantee that education programs for underrepresented groups reach those most in need. This means ensuring that financial barriers do not prevent low-income communities from accessing educational opportunities.

The education sector presents numerous untapped opportunities that require perseverance, resilience, and concerted efforts to yield optimal results. Greater collaboration among all stakeholders—government agencies, private institutions, civil society organizations, academics, religious groups, and local communities—is needed to optimize existing programs. By mapping responsibilities, contributions, and geographic coverage, the government can better identify each stakeholder’s achievements and the remaining challenges.

Policymakers must prioritize improving regulations for early childhood education, particularly by clearly defining educational standards for children with special needs. It is equally important to consider the needs of underrepresented groups, such as indigenous populations and low-income families. To address regional uniqueness, education standards should be adapted, with teachers and local stakeholders playing a crucial role in this process.

Enhancing governance in primary education involves expanding capacity, aligning regulations, and addressing regulatory gaps. A robust monitoring and evaluation system is essential, allowing policymakers to assess the impact of their policies, make necessary adjustments, and minimize frequent changes. Effective communication and data sharing among stakeholders—especially regarding teacher training, university graduates who have completed teacher training programs and are future educators, and teacher needs—are critical for ensuring cohesive efforts.

At both the executive and legislative levels, raising awareness about the importance of equitable teacher redistribution can help address disparities in deployment. As part of decentralizing education policy, targeted support for underperforming districts and schools is vital to strengthen education at the grassroots level. The Ministry of Education and Culture (MoEC), the MoRA, and the Ministry of Home Affairs (MoHA) must collaborate to tackle regional disparities in access to secondary education. Reforms in the student admission process, including the establishment of a national one-stop center, can alleviate these challenges in partnership with regional governments.

Oversight of private vocational schools is crucial, requiring rigorous criteria for establishing new institutions and consolidating underperforming ones to enhance capacity. In the higher education sector, the MoECRT should collaborate with the private sector to improve labor market data and skills development systems. Monitoring failing institutions and strengthening existing quality control mechanisms are vital for sustained progress.

Continuous evaluation of the *Merdeka Belajar Kampus Merdeka* (MBKM) program is necessary, employing an interdisciplinary approach while respecting academic boundaries. The MoECRT should provide universities with clear guidelines and targets for implementing independent MBKM programs.

In higher education, a key policy breakthrough should focus on governance reform aimed at reducing bureaucratic obstacles to enable academic flexibility and encourage technological adoption. Policies should also support institutions struggling to achieve autonomy, with the government providing essential resources for research and innovation.

Strengthening connections between academia and industry is essential. Integrating internships, in-company placements, and entrepreneurship training into university programs, along with involving industry professionals in curriculum development, will enhance the relevance of tertiary education.

Lastly, prioritizing funding for education initiatives at the local level is critical, necessitating sustained collaboration between all levels of government. Securing long-term visibility and commitment from the government is crucial for ensuring that charitable interventions extend beyond their initial funding periods.

The Role of Philanthropic Organizations in Education

Philanthropic organizations play a pivotal role in advancing sustainable education, particularly in addressing literacy crises and promoting equitable access. For example, it can be surprising at first to learn that elementary and even high school students in remote areas struggle with reading. However, by gaining an understanding of the local culture and practices, we can uncover the deeper factors contributing to these difficulties. Early childhood education programs lay the foundation for young children to develop confidence, while political will and strong leadership are essential for efficient education governance.

Expanding opportunities through scholarships and creating spaces for youth and women, such as safe learning environments, are vital for promoting equal access to education. Philanthropic organizations must focus on identifying sustainability challenges and enhancing collaboration. In addition to ensuring equitable access, these organizations should address local needs, and foster innovation in educational methods. Measuring the impact and sustainability of programs is crucial for understanding their long-term effects on community development.

To bridge gaps and increase engagement, philanthropic organizations must strengthen collaboration with the government, private sector, and other stakeholders. This includes optimizing partnerships, forming strong alliances, and ensuring peer learning to identify effective interventions. A comprehensive

approach that aligns government policies with philanthropic initiatives can help achieve broader goals of equitable access to education, empowering all children to reach their full potential. The Education Philanthropy Community (Komunitas Filantropi Pendidikan/KFP) can play a strategic role in advancing these collaborative efforts.

Beyond promoting sustainable education, philanthropic organizations are one of the important stakeholders in nurturing champions and driving policy change. To succeed as advocates, they must establish strong relationships with stakeholders in both central and local government. By applying global best practices, philanthropists can create scalable, impactful projects. Furthermore, they can provide evidence of program effectiveness and disseminate insights through knowledge-sharing networks.

Philanthropic organizations can also develop strategies for resource optimization and utilizing intermediary philanthropy can increase support for implementing groups. Building credibility by having a solid data from research or evaluation is essential for advocacy, as philanthropists must be seen as respected and credible by the government, private sector, and communities.

Sustainable funding is another critical aspect. Support entities, such as donors, state-owned enterprises, foreign corporations, and other private entities within the relevant industries can help identify corporate social responsibility (CSR) funding sources aligned with NGO needs. Expanding networks and strengthening government relationships through advocacy will further bolster philanthropic efforts in education. Affirmative public policies, such as tax breaks and other forms of government support, may also encourage cooperation between international philanthropic organizations and educational institutions. For example, many OECD countries offer tax breaks for philanthropic activities, which provide donors with incentives to lower their donation costs.

The MoECRT has introduced super tax deductions to promote vocational education, aligning industry demands with vocational education advancements. Philanthropic organizations can support partnerships between Indonesian educational institutions and international counterparts, fostering knowledge sharing, collaborative research, and financing exchange programs. These collaborations expose Indonesian educators to global best practices and innovative approaches in education.

In enhancing education technology programs, philanthropists can fund projects that use technology to provide access to high-quality education, particularly in last-mile areas. This may include funding digital learning platforms, providing access to gadgets and the internet, and promoting digital literacy among teachers and students. Additionally, philanthropy can play a catalytic role in bridging resources and offering learning opportunities as part of capacity-building initiatives.

Philanthropic funding can also address social inequality in education by supporting initiatives that offer opportunities to underprivileged populations, such as children from low-income families, rural areas, or minority groups. By addressing social inequalities, philanthropists can help create a more inclusive and equitable education system.

Appendix

Strengthening the Three Core Pillars: Contributions and Collaborations of Philanthropic Organizations in Education

The table below presents the contributions of philanthropic organizations and their collaborative initiatives within the framework of the Education Philanthropy Cluster's three core pillars. For further discussion, refer to *Kolaborasi untuk Negeri (2024)* by Filantropi Indonesia.

Each pillar serves as the foundation for various initiatives, including improving access to education, enhancing learning quality, revitalizing schools, and strengthening the workforce. Collaboration among philanthropic organizations, corporations, and international institutions within the framework of these pillars reflects a collective effort to support equitable and competitive educational transformation in Indonesia.



Philanthropic organizations have significant opportunities to expand their impact in areas identified as white spaces in the table below, particularly in workforce development and governance. By implementing targeted programs that address these areas, philanthropic organizations can play a more proactive role in fostering equitable educational outcomes.




Foundation


	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
<p>Access to Education</p> 	<p>Djarum Foundation: Djarum Scholarship Plus program is an achievement scholarship that provides opportunities for students from various majors who are pursuing Strata 1 / Diploma 4 study programs at public and private universities that partner with the Djarum Foundation.</p>	<p>Jaringan Pemantau Pendidikan Indonesia (NEW Indonesia: Network for Education Watch Indonesia): Organizations such as <i>Yayasan Pembinaan Anak dan Remaja Indonesia</i> and the Foundation for Mother and Children Health Indonesia provide mobile libraries, ECE centers, and education scholarships for low-income communities.</p>	<p>Jaringan Pemantau Pendidikan Indonesia (NEW Indonesia: Network for Education Watch Indonesia):</p> <ul style="list-style-type: none"> • <i>Akses Pendidikan yang Berkeadilan</i> program focuses on empowering and advocating for marginalized groups. • <i>Pendidikan Inklusif dan Responsif Gender</i> focuses on changing the perception toward disabled students, reducing gender-based violence, and pushing for inclusive policies in education.
	<p>Tanoto Foundation: TELADAN (<i>Transformasi Edukasi untuk melahirkan Pemimpin Masa Depan</i>) leadership scholarship provides tiered and structured leadership development support, along with tuition support and living allowances.</p>	<p>1000 Guru Foundation: Traveling and Teaching program invites young individuals to explore tourist destinations from Aceh to Papua, engaging in social sharing activities and teaching children at primary and secondary education levels.</p>	<p>Tanoto Foundation:</p> <ul style="list-style-type: none"> • Supports the MoECRT's initiatives related to the <i>Buku Bacaan Bermutu</i> program by distributing more than 76,000 books to ECE and primary schools spread across 12 districts/cities. • Supports the Indonesian government's efforts to fulfill all children's access to ECE.
	<p>Putera Sampoerna Foundation (PSF): Sampoerna Schools System was created by the PSF to provide Indonesians with access to world-class education.</p>	<p>William & Lily Foundation (WLF): Initiated strategic partnerships to enhance early-grade children's access to high-quality reading and numeracy programs in eastern Indonesia.</p>	
	<p>Lembaga Pendidikan Ma'arif Nahdlatul Ulama: NU Scholarship focusing on sending 20 high-potential NU students abroad, <i>Ikatan Pelajar NU</i> and <i>Ikatan Pelajar Perempuan NU</i> scholarships for members of the NU student associations, Pergerakan Mahasiswa Islam Indonesia scholarship for members of the national Muslim students association, and the national santri scholarship.</p>	<p>Wahana Visi Indonesia (WVI):</p> <ul style="list-style-type: none"> • Developed reading books featuring regional tales and promoted the use of locally accessible educational resources (APE) as the primary medium. • 21 Reading Houses were constructed in Papua, supported by volunteer tutors, resulting in teachers practicing pedagogic and children demonstrating good reading skills in primary schools. 	

	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
Access to Education 	<p>Baznas: <i>Beasiswa Cendekia</i> BAZNAS is a scholarship to qualified higher education institution students across Indonesia.</p>		
	<p>Yayasan Bakti Barito:</p> <ul style="list-style-type: none"> • The Barito Pacific Scholarship has been awarded for secondary and higher education levels. • <i>Pendidikan Chandra Asri</i> scholarship program for the communities surrounding Barito Pacific's operational areas. • In 2022, Chandra Asri built an ECE institution and granted scholarships at the higher education institution level 		
	<p>Ancora Foundation: Education in Anambas and Khazanah Asia offers scholarships nationally and internationally for vocational, bachelor's, fellowship, and postgraduate students.</p>		
	<p>Yayasan Pemimpin Anak Bangsa (YAPB): YPAB implements multiple initiatives, such as Rumah Belajar, Equality Education, the Reading Room, and Basic Literacy, to deliver non-formal education to out-of-school students across Indonesia, spanning primary, junior, and senior secondary levels.</p>		
	<p>Gerakan Nasional Orang Tua Asuh (GNOTA): Provides education assistance and monetary donations (in the form of uniforms, school attire, stationery) to support primary and secondary underprivileged children.</p>		
	<p>Adaro Foundation: The Indonesia Bright Future Leaders scholarship program grants financial aid to high-potential students around the operational areas, giving them access to higher education institutions.</p>		

	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
Access to Education 	Yayasan Hadji Kalla: launched several scholarships as well as programs to improve the accreditation of ECE units across Sulawesi.		
	Yayasan Pelita Harapan (YPH): <ul style="list-style-type: none"> YPH oversees a range of schools, including International Baccalaureate and National Plus schools, along with needs-based schools in low-access areas, all emphasizing holistic education. The YPH Foundation offers various schools like Lentera Harapan, Pelita Harapan, Dian Harapan, UPH College, Hope Academy, and UPH, each serving distinct educational purposes. 		
	Yayasan Cinta Anak Bangsa (YCAB): <ul style="list-style-type: none"> Offers financial support for education, vocational training, and economic prospects specifically targeted at underprivileged youth and mothers. House of Learning and Development: affordable education for underprivileged and school dropout youths, providing basic education, digital inclusion, and English literacy courses. 		
Quality of Education 	Tanoto Foundation: <ul style="list-style-type: none"> The foundation funds the Alive and Thrive initiative, which concentrated on improving nutrition for mothers, infants, and young children. <i>Rumah Anak SIGAP</i> (RAS) and <i>Sekolah Anak SIGAP</i> (SAS) was built as a form of commitment to childcare. The various services that will be available at <i>Rumah Anak SIGAP</i> are play and co-parenting activities, individual activities/family consultations (parents and children), home visits, and other supporting activities. 	Tanoto Foundation: <ul style="list-style-type: none"> SIGAP Center Based Learning provides parents with education and resources for effective stimulation, supporting optimal early development. Collaborates with the Bill & Melinda Gates Foundation through the World Bank's Multi-Donor Trust Fund (MDTF) to enhance Indonesia's efforts in addressing stunting. Provides education for parents on the importance of nutrition, stimulating children's brain development, especially during the first 1,000 days of life, training and leadership development within local communities in partner areas, and improving the quality of ECE teachers. 	Tanoto Foundation: <ul style="list-style-type: none"> SIGAP program is a form of the Tanoto Foundation's commitment to support the government in advancing human resources in Indonesia through improving early childhood care in collaboration with local governments. PINTAR Program goals include helping Indonesia rank among the top-five countries in PISA scores by 2030 and supporting the government in establishing a sustainable education ecosystem. Partnered with USAID and other prominent organizations to financially support the government's national stunting reduction program.

	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
<p>Quality of Education</p> 	<p>Djarum Foundation: Provides merit-based scholarships, soft skills training (e.g., nation building, character building, leadership development, international exposure), and initiatives to enhance primary and secondary education quality.</p>	<p>William & Lily Foundation (WLF): Leverages local resources to develop a curriculum tailored to basic literacy and collaborates with regional partners to adapt programs to the needs of eastern Indonesia.</p>	<p>William & Lily Foundation (WLF): Integrates education, health, nutrition, caregiving, and social protection, including training for service providers and fostering positive environments with local authorities to support the Holistic-Integrative Early Childhood Development program.</p>
	<p>Ancora Foundation: <i>Pendidikan Maju Anak Bangsa</i> focuses on character-based training for ECE teachers nationwide.</p>	<p>Jaringan Pemantau Pendidikan Indonesia (NEW Indonesia: Network for Education Watch Indonesia): <i>Peningkatan Kualitas Pendidikan</i> program seeks to improve teachers' competence through community-based volunteering which pushes for a safe, inclusive, and participative learning environment.</p>	<p>Ishk Tolaram Foundation: Through the Ishk Peduli Anak Indonesia, teachers from a partnered city/district receive 48 hours of online training in child-centered pedagogy and mentor support to succeed in the ECED teaching certification exam.</p>
	<p>Surya Institute (SI): SI has organized a Science Camp, Science Club, holiday programs, as well as teacher and student training, with a particular focus on underprivileged communities in remote areas.</p>		<p>Surya Institute (SI): The organization focuses on reforms in the math and science subjects in order to cultivate a fun and enjoyable learning environment.</p>
	<p>Yayasan Adaro Bangun Negeri: Supports the program by focusing on a character-based holistic education program that emphasizes the physical, mental, and spiritual development of children, along with improving ECE teachers' skills.</p>		<p>Jaringan Pemantau Pendidikan Indonesia (NEW Indonesia: Network for Education Watch Indonesia): JPPPI is a coalition of 25 educational organizations and the national teacher's union, as an advocacy group for increased education access and quality in Indonesia.</p>



	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
<p>Quality of Education</p> 	<p>Indonesia Heritage Foundation (IHF) or Yayasan Warisan Nilai Luhur Indonesia: Focus includes enhancing education outcomes by emphasizing character development, soft skills such as critical thinking, and targeting underprivileged communities in ECE, primary, and secondary levels. IHF has also provided training for teachers, school leaders, and parents (for parenting education).</p>		<p>Indonesia Heritage Foundation (IHF) or Yayasan Warisan Nilai Luhur Indonesia: IHF prioritizes character-based holistic education for ECE to senior secondary, and particularly for ECE and primary school leaders and teachers through the Semai Benih Bangsa Program through modules, learning tools, and books assistance</p>
	<p>Adaro Foundation:</p> <ul style="list-style-type: none"> • Under the Adaro Ignite Education program, Adaro provides mentoring and character-based holistic education for children's development to ECE institutions around its operational areas. • Mentoring is also provided for Islamic boarding schools under the Adaro Santri Sejahtera program and supports their technological competencies 		
	<p>Baznas: <i>Sekolah Cendekia</i> BAZNAS is a tuition-free boarding school for high-achievers, supporting religious secondary and higher school development programs.</p>		
	<p>Yayasan Pesantren Islam Al-Azhar: With a mission emphasizing a robust educational system blending faith (IMTAK) and sciences (IPTEK), the foundation is a hub for cultivating high quality teachers and setting benchmarks in graduate quality, teaching methodology, and faculty standards</p>		
	<p>Pertamina Foundation: Its Patra Kindergarten emphasizes a strong foundational education for young children, building on its initial focus on Pertamina personnel's children to serve a broader community. Its efforts aim to prepare children for the transition to primary education with a solid start.</p>		


	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
<p>Quality of Education</p> 	<p>Putera Sampoerna Foundation (PSF): Putera Sampoerna Foundation's play-based approach is conducted to foster language, cognitive, physical, and socioemotional development, encouraging independent learning and engagement. By integrating play into education, it strives to make learning more relevant and enjoyable, which can help cultivate a lifelong love of learning.</p>		
	<p>Yayasan Cinta Anak Bangsa (YCAB): With its House of Learning and Development program: affordable education for underprivileged and school dropout youths, it provides basic education, digital inclusion, and English literacy courses</p>		
	<p>SOS Children's Villages Indonesia:</p> <ul style="list-style-type: none"> • SOS Children's Village Indonesia supports children through psychosocial assistance, kinship care, and tailored caregiving, including assessments for orphans and vulnerable children. • It has established a children's center for diverse activities, including education, play time, and trauma healing. 		
	<p>Wahana Visi Indonesia (WVI):</p> <ul style="list-style-type: none"> • 14,000 children have received education on physical activity, balanced nutrition, and a healthy lifestyle through the Build Our Kids' Success project. • Over 3,000 children have received literacy reinforcement, and 684 teachers in 268 primary schools have undergone training related to Wahana Literasi through the <i>Program Organisasi Penggerak</i>. 		

	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
<p>School Improvement</p> 	<p>YAPPIKA-ActionAid: Enhances literacy through the Bale Belajar initiative, aimed at strengthening community-school connections because of parents' concern about children's safety</p>	<p>Gerakan Kepedulian Indonesia (GK Indonesia):</p> <ul style="list-style-type: none"> • GEKKO, supported remote learning during the COVID-19 pandemic. Fundraising involves school improvement aspects such as WiFi learning centers, providing English language lessons using AI, and building sports facilities. • GK Indonesia empowers flood-affected residents in low-income housing through community-based programs in health, nutrition, digitalization, and youth development in education and sports. 	<p>William & Lily Foundation (WLF):</p> <ul style="list-style-type: none"> • Its programs emphasize teachers capacity building, stakeholder relationships, and advocacy to strengthen policy frameworks related to these areas. • Initiative is conducted in eastern Indonesia to enhance the skills of educators and school administrators. • Supports the Holistic-Integrative Early Childhood Development program by integrating education, health, nutrition, caregiving, and social protection, including training for service providers and fostering positive environments with local authorities.
	<p>Yayasan Bakti Barito: Provides a learning toolkit on plastic waste management programs, and directly coaches students and educators.</p>	<p>Yayasan Bakti Barito: Collaborates with STiR Education, an international nonprofit organization in improving teaching and learning environment for primary teachers and students by instilling the intrinsic motivation for learning in participants.</p>	<p>Yayasan Bakti Barito: Supports the MoEF's Sekolah Adiwiyata (Green School) program by carrying out environmental awareness campaigns in four primary schools.</p>
	<p>Yayasan Guru Belajar:</p> <ul style="list-style-type: none"> • <i>Temu Pendidik Nusantara</i> (TPN) is an annual forum for teachers, school administrators, and students consisting of talk shows and training, and a closing event participated by educators. • <i>Cerita Guru Belajar</i> is the foundation's newsletter, where teachers can publish their stories on the topic. 	<p>Yayasan Guru Belajar: <i>Yayasan Guru Belajar</i> operates the Kampus Guru Cikal, a more direct educational program for teachers. It is split into two different focuses: Teacher Talent matches prospective teachers to Indonesian private schools, while Buku Kerja Guru provides innovative, simplified, and digitalized syllabuses and modules for a fee.</p>	<p>Yayasan Guru Belajar: The <i>Kampus Pemimpin Merdeka</i> program provides consultation for schools to improve pedagogical, leadership competency, and school management aspects. It also provides training for educators, parents, and students.</p>
	<p>Ars86care Foundation: Space to Build is dedicated to constructing schools and facilities supporting ECE and primary school learning while also providing stationery and books to support studies.</p>		<p>Gerakan Kepedulian Indonesia (GK Indonesia): The organization advocates holistic approaches between nutrition, health, clean environment, and education.</p>

	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
School Improvement 	Tanoto Foundation: When face-to-face instruction was suspended due to the pandemic, the Tanoto Foundation introduced an innovative solution: the e-PINTAR program. This remote training tool helped teachers navigate the challenges of the pandemic.		
	Yayasan Hadji Kalla: Parenting Islam program seeks to provide parenting education to mitigate violence against children in Makassar		
	Yayasan Plan International Indonesia (Plan Indonesia): Conducts training activities for school administrators to strengthen the Disaster-Safe Education Unit (<i>Satuan Pendidikan Aman Bencana/SPAB</i>) and build resilient schools (<i>Sekolah Tangguh</i>).		
	1000 Guru Foundation: The foundation assists school infrastructure improvement, and nutritional awareness in certain regions.		
	Rajawali Foundation (RF): Rajawali Corp offers scholarships for senior secondary graduates to pursue overseas diploma programs, emphasizing majors aligned with the company's expertise.		
	Yayasan Cinta Anak Bangsa (YCAB): Committed to promoting fairness and inclusivity through innovative educational programs, striving to provide equal opportunities for all.		
	Majelis Dikdasmen PP Muhammadiyah: <ul style="list-style-type: none"> • The eduMU application was developed to support ICT integration in schools, madrassas, and <i>pesantren</i>. Muhammadiyah has successfully integrated the application in all of its schools. • Majelis Dikdasmen PP also holds training conferences for teachers. 		



	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
<p>Workforce Development</p> 	<p>Eka Tjipta Foundation: Provides scholarships for diploma, undergraduate, profession, post-graduate, and doctoral levels, SMK revitalization, and support for primary and secondary education.</p>	<p>Eka Tjipta Foundation: The foundation collaborates with a consortium of business groups and industry players to enhance Indonesia's vocational education sector.</p>	<p>Eka Tjipta Foundation: SMK program follows the MoECRT's link and match model, curriculum alignment, skills development, project-based learning, teaching competency, and providing teaching factories.</p>
	<p>Tanoto Foundation: TELADAN is a program provided to Tanoto scholars (scholarship recipients) in their seventh-eighth semesters. It concludes with a "job dating" event that connects scholars with prospective employers.</p>	<p>Tanoto Foundation: Tanoto Foundation also collaborates with various prominent companies and organizations to offer internship programs for Tanoto scholars.</p>	
	<p>Yayasan Cinta Anak Bangsa (YCAB):</p> <ul style="list-style-type: none"> • Focuses on empowering youth through education to enhance their job readiness and resilience. The programs aim to improve knowledge, attitudes, and work skills, preparing future generations for future demands in the digital industry and ensuring they have access to decent job opportunities. • Hands on Operation for Entrepreneurship/Employment (HopE): This program aims to empower its graduates through entrepreneurship training and support the mothers of the students who run small businesses. 		
	<p>Yayasan Dharma Bhakti Astra (YDBA):</p> <ul style="list-style-type: none"> • Implements training programs, mentoring, marketing facilitation, and financing facilitation to empower micro, small, and medium enterprises. • Conducts training and mentoring programs tailored to industry needs, delivered through both face-to-face and online classes, aiming to provide UMKM with fundamental concepts related to the given subject matter. 		


	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
Workforce Development 	Djarum Foundation: Supports vocational education aligned with industry needs, partnering with industry players, developing curricula, training teachers, providing learning infrastructure, establishing teaching factories, and offering work placement platforms. Key sectors include the creative industry (animation, fashion design, game development)		
	Yayasan Bakti Barito: As part of the Indonesian Entrepreneur Consortium of Vocational School Care, Bakti Barito has carried out Pembinaan Sekolah Vokasi program in seven SMKs.		
Governance 	Rajawali Foundation (RF): The foundation supports Indonesian researchers and the development of think tanks that enhance education governance and policies	Rajawali Foundation (RF): The Leadership Transformation in Indonesia Program offers an executive education course for newly elected district heads and mayors, addressing leadership challenges in public service	William & Lily Foundation Utilizes existing connections and engages with regional administrations, particularly in the education departments across eastern Indonesia.
	Tanoto Foundation: Civil servants (<i>Aparatur Sipil Negara</i> /ASN) take part in the Leadership Development Program.	Tanoto Foundation: Collaborates with Bappenas and UNDP to establish the SDG Academy Indonesia (SDG AI). SDG AI targets all stakeholders, including government. It aims to facilitate capacity building in governance and policy, innovative solutions, as well as monitoring and reporting focused on sustainable development challenges in Indonesia.	Tanoto Foundation: Advocacy works by Tanoto Foundation target both local and central government in Indonesia

	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
<p>Governance</p> 	<p>Eka Tjipta Foundation: Supports the government's education reform</p>	<p>Jaringan Semua Murid Semua Guru (Perhimpunan Integrasi Inovasi Kolaborasi Pendidikan Indonesia):</p> <ul style="list-style-type: none"> • <i>Semua Murid Semua Guru</i> is an association made up of 23 organizations advocating for better educational policies and an integrated system of educational activism, and has collaborated with 700 other organizations and communities. • <i>Pesta Pendidikan</i> is an annual program held every National Education Day, where educators and education influencers congregate to discuss a wide array of topics related to education. 2017's event alone was attended by over 300,000 students, teachers, and parents. 	<p>Ars86care Foundation: Words to Share program actively promotes public awareness for creating a child-friendly city and advocates for the implementation of a green living lifestyle in collaboration with MoWECP.</p>
	<p>Yayasan Bakti Barito Conducts comprehensive research on ECE systems in China, Singapore, the Philippines, and Indonesia to help stakeholders understand the current policies and shape future developments.</p>	<p>During the COVID-19 pandemic, UNICEF, Yayasan Genius, WVI, Plan, Save the Children, and the MoECRT conducted a rapid assessment of distance learning to ensure the effectiveness of the Holistic-Integrative Early Childhood Development program.</p>	




Non-Profit

	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
<p>Access to Education</p> 	<p>Dompot Duafa:</p> <ul style="list-style-type: none"> Provides scholarship services to underprivileged and marginalized children by offering high school scholarship programs, including the SMART Ekselensia High School Program, SMART Cibinong School, and Al-Syukro Universal School. ETOS ID program collaborates with 16 public universities to provide scholarships to eligible prospective students. 		
	<p>Yayasan Hati Suci: Offering education from PAUD to senior secondary</p>		
	<p>Edufor Papua: Edufor Papua aspires to improve equal education opportunity for students in Jayapura, Papua through volunteering, financial donation, and educational assistance in terms of providing school equipment.</p>		
	<p>Hoshizora Foundation: Scholarship programs include Mimpi Anak Negeri Scholarship, Glow & Lovely Bintang Scholarship, Bimasakti Scholarship, Dian Sastro Scholarship, and Permata Bintang Fellowship.</p>		
	<p>SOKOLA: Enhancing participation rates and removing financial obstacles through various programs to provide personalized and culturally responsive education for Indigenous peoples and other marginalized groups in Indonesia.</p>		
	<p>Yayasan Literasi Anak Indonesia: - <i>Pengembangan Perpustakaan Sekolah</i> is aimed at developing and improving libraries through their facility maintenance and the active participation of school kids in utilizing libraries.</p>		



	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
<p>Access to Education</p> 	<p>Yayasan Usaha Mulia: One of YUM's oldest projects is the School Sponsorship program which covers schoolbooks, equipment, uniform, administrative fees, and bi-annual medical checkup for selected children in Jakarta, West Java, and Central Kalimantan.</p>		
	<p>Human Initiative Indonesia:</p> <ul style="list-style-type: none"> • The HOME Children Learning Center program provides orphans, abandoned and impoverished children a home to learn, play, and explore their creativity, benefiting over 1000 children in 13 provinces. • <i>Pondok Yatim dan Dhuafa</i> which also supports children affected by natural disaster to continue their religious studies • <i>Pendidikan Anak Penyintas</i> to enable overseas refugees' children to have a non-formal education with cultural, English language, and computer classes, etc. • <i>Orang Tua Asuh</i> program provides scholarships and character-building training for foster children. 		
<p>Quality of Education</p> 	<p>Dompet Dhuafa:</p> <ul style="list-style-type: none"> • Operated PAUD Pengembangan Insani to ensure structured ECE that caters to various age groups, providing a professional and inclusive learning environment for children from different backgrounds. • <i>Sekolah Literasi Indonesia</i> concentrates on literacy improvement in formal and informal education. • <i>Ceruk Ilmu Program</i> was implemented to boost early-grade students' reading interests and abilities, guiding them from basic reading comprehension to retelling. 		<p>Edufarmers Foundation (formerly JAPFA Foundation): <i>Santosa untuk Anak Nusantara</i> is a stunting prevention program concentrating on parenting education to empower parents and caregivers in making informed choices on nutrition and health through the provision of subsidized eggs to children with stunting.</p>
	<p>Yayasan Hati Suci: This learning-oriented institution prioritizes the delivery of high-quality educational services, emphasizing a familial atmosphere and fostering care for others.</p>		<p>Yayasan Literasi Anak Indonesia: <i>The Pengembangan Bahan Penunjang program</i>, in turn, provides the Membaca Berimbang program with training modules, lesson plans for teachers, literacy and numeracy learning modules, and a teaching module for the MoECRT's Merdeka Mengajar platform.</p>

	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
Quality of Education 	<i>Yayasan Literasi Anak Indonesia:</i> <i>Membaca Berimbang</i> takes a two-pronged approach in increasing the literary interest in school children, by engaging directly with the students and training teachers in the newest pedagogical methods.		
	<i>Yayasan Insan Sekolah Kasih (YISK):</i> Parents receive support through their educational programs, including webinars, seminars, and parental retreats.		
	ProVisi: <ul style="list-style-type: none"> • Offers several programs on literacy development, developing quality reading materials, which supports book creators, and building child-friendly libraries to increase literacy. • Focuses on enhancing the methods of teaching and learning through assessments and training and enhancing learning experience through the use of technology. 		
	Teach for Indonesia (TFI): <ul style="list-style-type: none"> • Enhancing quality of life within the community, with a strong focus on children's well-being. • Their primary initiative, the BIMBEL (Learning Guidance) program, provides tutoring for children on the BINUS campus, aiming to improve their academic performance in school. 		
	SOKOLA: <ul style="list-style-type: none"> • Focusing on community education that delivers personalized and culturally responsive education for Indigenous peoples and other marginalized groups in Indonesia. • There are several programs such as Sokola Rimba, Sokola Pesisir, Hakola Humba, Sokola Tengger, Sokola Kaki Gunung, Sokola Kajang, Sokola Pulau, Sokola Tayawi, Sokola Asmat, Online Sokola, Sokola Post-Disasters 		
	Turun Tangan: Focus on student enrichment both within and outside of school, with the goal of strengthening the student's character and academic performance through participation in volunteer-run after school programs.		

	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
<p>School Improvement</p> 	<p>Dompot Dhuafa:</p> <ul style="list-style-type: none"> • <i>Sekolah Guru Indonesia</i>, a teacher development program, reaching 4914 teachers across 34 provinces in Indonesia. • <i>Komunitas Media Pembelajaran</i>, a community-centered initiative focusing on teacher's skills development and encouraging innovative pedagogy. • The SGI Master Teacher (SMT) program offers intensive training and mentorship aimed at developing prospective SGI activists. 	<p>INSPIRASI Foundation:</p> <ul style="list-style-type: none"> • Karawang Pilot Project I, II, III organizes online and face-to-face workshops for school supervisors, K3S administrators and principals of partner schools • Provides direct assistance to school and regular informal consultations as well as Gender – Responsive Leadership, which holds gender responsive workshops and mentoring • ABDI project offers intensive training to teachers and principals to implement Teaching at the Right Level-based numeracy remedial programs in each school. 	<p>Human Initiative Indonesia:</p> <p>Owing to their focus on developing local resources, this program trains local teachers and encourages local participation in decision-making.</p>
	<p>Hoshizora Foundation:</p> <p>Teacher Empowerment program, Alumni Management program, and Parents Engagement and Capacity Building.</p>	<p>We the Teachers (WTT):</p> <p>Partnered with the online education startup Zenius in empowering teachers and improving the quality of their teaching through providing Zenius' Zen Box, which provides education videos and quizzes, to schools in rural areas such as Sambas, Sintang, and the East Nusa Tenggara.</p>	<p>We the Teachers (WTT):</p> <ul style="list-style-type: none"> • Advocates for improvements on the quality of life for teachers especially in hard-to-reach areas, where physical and financial barriers are major factors in day-to-day teaching. • The organization has facilitated teacher training on the administrative education aspects such as designing lesson plans, drafting attendance sheets, et cetera.
	<p>Ikatan Guru Indonesia (IGI):</p> <p>Programs related to teacher's competency initiated by IGI focuses on improving professional, pedagogical, leadership, social and personal competencies.</p>	<p>Yayasan Insan Sekolah Kasih (YISK):</p> <p>Programs: the <i>Pelatihan Indonesia Memimpin</i> program targeting headmasters, the <i>Pelatihan Manajemen Kaizen</i> program intended for school administrative staff, the Edutalk as a routine webinar program, and multiple training programs for teachers supported by BKS, Tanoto Foundation, etc.</p>	<p>Yayasan Insan Sekolah Kasih (YISK):</p> <p>Currently focused on the Program Organisasi Penggerak initiated by MoECRT.</p>
	<p>Taman Bacaan Pelangi (TBP):</p> <p>Establishing free libraries in the eastern regions of Indonesia and offering training to teachers, particularly those in grades 1 through 3, to improve literacy among students.</p>		<p>Taman Bacaan Pelangi (TBP):</p> <p>Promoting education reform by advocating for library visits as part of the curriculum to boost literacy and foster a habit of independent reading.</p>

	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
School Improvement 	Human Initiative Indonesia: <ul style="list-style-type: none"> • <i>Sekolah Tanpa Kekerasan</i> program educates and trains the school community to implement child safeguarding policies. • supplies infrastructure, building schools and classrooms in underdeveloped and disaster affected regions. 		Turun Tangan: <i>Turun Tangan's</i> programs are autonomously carried out by local units (i.e. TurunTangan Surabaya), depending on that region's educational needs.
Workforce Development 	Yayasan Hati Suci: Grounded in a nurturing environment, the school aims to nurture creativity and promote independence, particularly through entrepreneurial initiatives.		
	Yayasan Insan Sekolah Kasih: EqwipHubs program provides vocational training focusing on workforce development and entrepreneurship training.		
	Yayasan Usaha Mulia: YUM provides job readiness and soft skills training for youth and women through their BLK program. YUM provides classes in sewing, IT, and English, as well as other specialized job training for adults such as food production, carpentry, and night guard training.		
	Edufarmers Foundation (formerly JAPFA Foundation): <i>Bertani untuk Negeri</i> program educates farmers, livestock breeders, and youth, particularly those involved in key food commodities.		
	Hoshizora Foundation: Career counseling and job matching, developing talent.		
	Indonesia Mengajar: Through its <i>Pengajar Muda</i> program, Indonesia Mengajar provides an opportunity for Higher Education Institution graduates to act as catalysts for progress in local regions by working as teachers for one year.		
Governance 			Dompot Duafa: <i>Makmal Pendidikan</i> focuses on the Center of Educational Study and Advocacy, prioritizing education advocacy on policies and programs across Indonesia.

Think Tanks



	PILLAR 1 Strengthening the Ability of Phil- anthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
<p>Access to Edu- cation</p> 			<p>Center for Indonesian Policy Studies (CIPS): CIPS' research on education access has examined the Pesantren Law on Indonesia's education system, the impact of low-cost private schools on providing access to quality education, how establishing FHEIs can benefit tertiary education, and so on.</p>
			<p>Centre for Strategic and International Studies (CSIS): CSIS has mainly focused on conducting research related to educational disparities or inequality, and hosting seminars and events to discuss key education issues with policymakers and education practitioners.</p>
<p>Quality of Edu- cation</p> 	<p>Article 33 Indonesia: BERSAMA program focuses on improving the literacy and numeracy competency of primary school students in disadvantaged areas through training to increase the leadership capacity of school principals in East Nusa Tenggara</p>	<p>Article 33 Indonesia:</p> <ul style="list-style-type: none"> • Bersama program is also supported by the William & Lily Foundation, Adaro, and INSPIRASI. • The organization has also supported the works of INOVASI related to literacy and numeracy. 	<p>Center for Digital Society (CfDS): - Their Proliner initiative is a Training of Trainers (ToT) program aimed to increase public digital literacy, mainly targeting HEI students who will carry out the Community Service Program (Kuliah Kerja Nyata) in various regions with the local communities in Indonesia.</p>
	<p>Pusat Studi Pendidikan dan Kebijakan (PSPK): PSPK views individuals as children, not students or learners, in order to understand the complexity of learning. Therefore, PSPK focuses on the complex relationships between school and out-of-school factors that cause systematic educational opportunity gaps.</p>	<p>Centre for Strategic and International Studies (CSIS): Through their support of Indonesia's G20 hosting, CSIS has developed a digital literacy toolkit, which has implications for children's digital literacy.</p>	<p>Pusat Studi Pendidikan dan Kebijakan (PSPK):</p> <ul style="list-style-type: none"> • PSPK conducts research and advocacy for education policies that prioritize children as the main beneficiaries. • PSPK continues to promote the education system as an open system, a system that requires shared responsibility.



	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
Quality of Education 	Southeast Asian Ministers of Education Organization Centre for Early Childhood Care Education and Parenting (SEAMEO CECCEP): CECCEP provides e-training on ECE and parenting, open to the public, education practitioners, policymakers, and families. Modules consist of Self-training taken by individuals, Regular training taken in classes, and Blended training which combines online learning with offline classes.	SMERU Research Institute: - The Research on Improving Systems of Education (RISE) program in Indonesia in collaboration with the Amsterdam Institute for Global Health and Development and Mathematica produced findings from studies on educational policies to improve students' basic competency.	
School Improvement 	Asian Development Bank Institute (ADBi): ADBi works on developing AI-based software and training for teachers on its use (High-Tech), as well as developing a training program for teachers on pedagogical approaches to develop students' high-level skills (High Touch).	Center for Digital Society (CfDS): <ul style="list-style-type: none"> • CfDS collaborated with Google for Education in a study to map the needs, awareness, and understanding (including digital skills) of stakeholders in the education ecosystem on the use and potential of EdTech. • Released Kecerdasandigital.id, a digital skills lecture series in collaboration with UGM, MOCI, and various national and international technology companies, open for public and HEI students in Indonesia. 	SMERU Research Institute: The RISE program focused on teacher reform policies, educational innovation, and student learning during the COVID-19 pandemic and its impact on the long-standing learning crisis. The program was carried out by disseminating findings and recommendations to the central government, local governments and NGOs.
	Southeast Asian Ministers of Education Organization Centre for Early Childhood Care Education and Parenting (SEAMEO CECCEP): CECCEP holds competitions for grants to research ECE and parenting issues, available for lecturers, researchers, practitioners, and scholars of the field from SEAMEO member states. Furthermore, CECCEP also publishes annual reports on the topic of childhood education.		
Workforce Development 	Pusat Kajian dan Advokasi Perlindungan dan Kualitas Hidup Anak Universitas Indonesia (PUSKAPA UI): - <i>Belajar Kerja di PUSKAPA</i> is an internship program intended for later-semester college students to train them in research, advocacy and management.	Article 33 Indonesia: - The study conducted underscores the need for collaboration and alignment between the education sector and industry. This program is supported by the Knowledge Sector Initiative, part of the Australia-Indonesia Partnership.	

	PILLAR 1 Strengthening the Ability of Phil- anthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
Workforce Development 		Center for Digital Society (CfDS): Collaborating with Meta, CfDS has conducted activities focusing on supporting digital literacy related to workforce development.	
Governance 	Center for Indonesian Policy Studies (CIPS): <ul style="list-style-type: none"> • CIPS conducts research and advocacy on education policy in Indonesia to improve education accessibility and quality. • CIPS focuses on how private initiatives, greater school autonomy, and appropriate skills among students and teachers alike can build a resilient education system in Indonesia, facilitate the improvement of education quality and increase education choices for low-income Indonesians. 	Article 33 Indonesia: In 2021, Article 33 Indonesia provided assistance in analyzing DKI Jakarta Education Office policy on the quality of facilities and infrastructure. In strengthening cooperation with MoECRT, Article 33 Indonesia is involved in Swakelola cooperation to facilitate program management for the GTK and General Bureau.	
		Southeast Asian Ministers of Education Organization Centre for Early Childhood Care Education and Parenting (SEAMEO CECCEP): On advocacy, CECCEP has collaborated with 42 partners consisting of government institutions, HEIs in Indonesia and abroad, and other NGOs along with hosting regular events such as webinars and annual forums attended by experts and ministers	
		Pusat Kajian dan Advokasi Perlindungan dan Kualitas Hidup Anak Universitas Indonesia (PUSKAPA UI): PUSKAPA UI conducts research on legislation and current social trends concerning children's wellbeing, including the quality of their education. This also includes coordination and cooperation with other NGOs and government institutions such as the Ministry of Women Empowerment and Child Protection (MoWECP).	
		Asian Development Bank Institute (ADBi): - ADBi is the Tokyo-based think tank of the Asian Development Bank (ADB), providing demand-driven policy research, capacity building and training helping developing countries in Asia and the Pacific achieve sustainable economic growth.	



Private Sectors (CSR)


	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
<p>Access to Education</p> 	<p>Pertamina: Education programs by Pertamina TJSL in 2022 includes: scholarships (regular, affirmation in Pertamina's operation area, and vocational) for undergraduate students, access to education, training, employment opportunities for people with disabilities, and education infrastructure assistance for people with disabilities.</p>	<p>British Petroleum (BP): In 2023, <i>Tanggung</i> LNG and <i>Yayasan Pendidikan Kristen</i>, provided 10 contractual teachers for junior secondary level. The assistance includes teacher planning and recruitment, capacity building for teachers, laboratory and book assistance.</p>	<p>Pertamina: Pertamina also supports Indigenous people around its operation area – Sakai and <i>Anak Dalam Tribes</i> – through social and education programs. This includes scholarship assistance, career-related programs, stunting prevention, nutrition, economic empowerment, creativity skills, and environmental awareness.</p>
	<p>Freeport Indonesia: Established by Freeport Indonesia, <i>Yayasan Pendidikan Wijaya</i> provides education for PAUD, primary, and junior secondary level with integrating International Baccalaureate and national curriculum</p>	<p>Freeport Indonesia: Freeport Indonesia, in collaboration with <i>Yayasan Pemberdayaan Masyarakat Amungme & Komoro</i> and local education offices, improves education access through scholarships, boarding houses, and teacher training.</p>	<p>Freeport Indonesia: Freeport Indonesia, with other stakeholders, supports MBKM implementation in 6 provinces in Papua to create relevant and high-quality graduates, including through technical assistance and multi stakeholder dialogue socialization for several HEIs regarding technicality, curriculum adjustment, and partnership opportunities.</p>
	<p>Bank Mandiri: Bank Mandiri prioritizes improving education access for underprivileged out-of-school students, providing equivalent educational opportunities. They also support students returning face-to-face learning by providing shoes, acknowledging financial constraints exacerbated by the pandemic.</p>		
	<p>Telkom Indonesia: Telkom provides Indihome fiber optic, Orbit, and Satellite Mangoesky in 364 locations to help schools and students in gaining internet and computer access for ICT skills necessity and learning purposes, including in 3T areas</p>		
	<p>British Petroleum (BP):</p> <ul style="list-style-type: none"> • Provided scholarship assistance to local students at senior secondary and higher education levels. • <i>Tanggung</i> LNG program offers scholarships and technical support to enhance the potential of locals in Papua. 		



	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
Access to Education 	HM Sampoerna: Through Putera Sampoerna Foundation, the company aims to enable education access, especially for students from low-income families with good academic achievements to continue their education to a higher level.		
	Indosat: The company's focus on the digital sphere includes IDCamp, providing digital learning materials accessible to all, including people with disabilities.		
	Unilever Indonesia: Unilever's Glow & Lovely Bintang Scholarship supports inclusive education with mentoring for young women.		
	Bank Central Asia (BCA): Through the Bakti BCA program, a total of IDR 54.7 billion has been disbursed to finance quality education efforts aimed at boosting the competitiveness of youth.		
Quality of Education 	ExxonMobil Indonesia: ExxonMobil Indonesia integrates character values into education across 90 schools in East Java and enhances teacher training nationwide	Danone Indonesia: <ul style="list-style-type: none"> • <i>Taman Pintar</i> in the Special Region of Yogyakarta held Danone's program to improve the physical, mental, emotional and social health of 4-6 years and their parents in ECE. • Danone and Yasmina held Isi Piringku socialization through nutrition parenting Training of Trainer (TOT) classes for ECE teachers, Posyandu and PKK cadres in 2022. • <i>Bunda Mengajar</i> together with Posyandu Cadres focused on increasing awareness of healthy lifestyle among young mothers. Urban farming is also enacted to help provide balanced nutrition and as a source of income for the community, creating competitive cadres in developing their regions. 	Danone Indonesia: <ul style="list-style-type: none"> • TANGKAS (<i>Tanggap Gizi dan Kesehatan Anak Stunting</i>) is a multi-stakeholder collaboration promoting nutrition awareness among mothers, children, and all sectors. • Initiatives such as Isi Piringku and Bunda Mengajar aim to increase awareness of healthy lifestyles, • GESID (<i>Generasi Sehat Indonesia</i>) focus on creating a stunting-free generation among junior and senior secondary school students. • Urban farming initiatives are implemented to provide balanced nutrition and generate income for communities.

	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
Quality of Education 	Japfa Comfeed Indonesia: The Japfa Chess Club serves as a training facility for Indonesian youth and has supported primary students, some of whom have achieved success at the local level and beyond.	Bank CIMB Niaga: The organization conducted financial literacy programs as requested by Bank Indonesia and Financial Services Authority (<i>Otoritas Jasa Keuangan</i> or OJK) to raise awareness on banking and financial management. They implemented the programs for primary to secondary students	
		British Petroleum (BP): <i>Tanggung</i> LNG held English language courses for junior secondary students who came from directly affected villages of British Petroleum <i>Tanggung</i> gas operation area.	
		Amman Mineral: Amman Mineral, alongside the INSPIRASI Foundation, launched a computational thinking-based capacity building program for PAUD teachers and school leaders, aiming to equip youth with 21st-century skills and prepare PAUD students for primary education.	
		Unilever Indonesia: Unilever partners with Universitas Indonesia on rainwater management in Islamic boarding schools.	
School Improvement 	ExxonMobil Indonesia: Renovated 400 schools and non-formal education institutions, providing essential facilities, and developed junior and senior secondary schools in Bojonegoro and Tuban, offering comprehensive training and curriculum development	ExxonMobil Indonesia: In Tuban and Bojonegoro, ExxonMobil, along with local education offices and other industry players, renovate schools and provide professional development for teachers and principals nationwide, with a focus on Bojonegoro and Tuban.	ExxonMobil Indonesia: In Tuban and Bojonegoro, ExxonMobil, along with local education offices and other industry players, supports teacher development and student literacy in Pusat Belajar Guru via school-based programs. They promote healthy lifestyles, particularly for women, and integrate character values into education across 90 schools in East Java.



	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
School Improvement 	Bank Mandiri: <ul style="list-style-type: none"> • The Mandiri <i>Edukasi</i> 101 program focuses on teacher and parents' capacity building and raising awareness related to healthbased education. • Mandiri held <i>Sekolah</i> 4.0, a program targeting the quality and preparedness of teachers in equipping students for the 4.0 industrial revolution. 	HM Sampoerna: Sampoerna partners with Waste4Change for waste management awareness in Karawang	Freeport Indonesia: <ul style="list-style-type: none"> • Promotes environmental awareness, among students, teachers, and officials, aiding curriculum development. • Freeport also conducted human rights and social policies socialization for its employees, including students.
	Mayora Indah: Through Mayora Smart Education, Mayora supports the attainment of quality education through a series of CSR activities, this includes assisting schools, capacity building for teachers, and renovating school buildings for PAUD, and building facilities such as libraries.	Japfa Comfeed Indonesia: <ul style="list-style-type: none"> • Organized competitions and awards for students and schools, partnered with doctorSHARE to assist schools in Kei Besar Island, provided computers to schools in need, and conducted a Management Trainee program. • Japfa partnered with universities on projects including developing a student nutrition intake journal, green economy pilot projects, and eco-educational tourism. 	Japfa Comfeed Indonesia: <ul style="list-style-type: none"> • Japfa's CSR flagship, Japfa for Kids, focused on addressing children's nutritional issues and promoting healthy lifestyles in primary schools, supported by teachers, parents, and children. • Activities included promoting clean and healthy living behaviors, balanced nutrition, and supporting 10 Posyandu services.
	Meta: We Think Digital is a Meta flagship program in providing learning modules which are accessible for people across regions to enhance their competency, improve critical thinking, empathetic skills, responsibility, and build a community towards a digital sphere.	Meta: Facebook launched Asah Digital in 2019, in collaboration with YCAB Foundation, PGRI, and Siberaksi, and further formed a partnership with ECPAT Indonesia, SiBerkreasi, Sudah Dong, Love Frankie, and USAID. The main objection of this initiative is to cultivate responsible digital citizenship in a digitalized world.	Pertamina: Regarding nutrition and health, Pertamina provides clean and healthy living behavior education, Posyandu access, maternal and child nutritional care, sanitation and clean water for its recipients
	Telkom Indonesia: Telkom assists digitalization of education for special needs schools (SLBN).	Telkom Indonesia: Telkom collaborates with BRI, Bahana PUI, Angkasa Pura II, Danareksa, and PLN provides 3,000 school uniforms and PC, projector, internet network, and screen projector in Banten.	Unilever Indonesia: Royco collaborates with BKKBN and MOH on the Healthy Kitchen Tackling Stunting program to educate women in communities on providing nutritious meals for children.
	Bank Central Asia (BCA): The Bakti BCA program offers a variety of initiatives, including school management and teacher development programs.	Unilever Indonesia: The Unilever Future Leaders Programme with INSEAD offers exposure to company projects for participants.	



	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
<p style="text-align: center;">School Improvement</p> 		<p>Indosat: Indosat provides internet quotas for remote learning and collaborates with MoECRT for PAUD, primary, and secondary teachers and students, ensuring continuity of online learning during the pandemic.</p>	
<p style="text-align: center;">Workforce Development</p> 	<p>HSBC:</p> <ul style="list-style-type: none"> • HSBC conducts Global Graduate and Corporate Functions Graduate Programs to develop talents from top fresh graduates and HEIs through training, field learning, and project assignments. • Bali Youth for Clean Energy aims to enhance SMK education and graduate quality for green job opportunities with a fund allocation of over Rp 1,000 million. 	<p>HSBC: The HSBC Business Case Competition enhances business skills for HEI students and educators, in collaboration with the Putera Sampoerna Foundation.</p>	<p>HSBC: In line with OJK's direction, HSBC implements financial literacy and business education programs targeting HEIs, educators, students, communities, and the public.</p>
	<p>Amman Mineral: Amman also offers scholarships in digital technology-related training at Glints Academy.</p>	<p>Amman Mineral:</p> <ul style="list-style-type: none"> • Collaborations with United Tractors school and Universitas Pendidikan Indonesia aim to provide vocational students and Sumbawa's educators with skills training in heavy equipment operations and STEM fields respectively. • In partnership with AstraTech, Amman introduced scholarships for vocational higher education, offering programs such as production engineering and information management to support families facing financial challenges. 	
	<p>Astra International:</p> <ul style="list-style-type: none"> • Astra hosts Astronauts 2022, a digital and tech competition for students and startups, leading finalists into the Astra InnovLab incubation program. Astra prioritizes digital talent development through diverse training initiatives. • Astra manages a Manufacturing Polytechnic offering formal education at the diploma level. 	<p>Astra International:</p> <ul style="list-style-type: none"> • Astra supports the B20 Summit for Equal Access and Quality of Education in 2022 through the implementation of link and match initiated by the B20 Future of Work and Education Task Force with KADIN. • Conduct the National Showcase Program for vocational schools, enhancing graduates' competitiveness, particularly in collaboration with Muhammadiyah 1 Kepanjen Vocational Secondary School 	

	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
<p>Workforce Development</p> 	<p>Bank Central Asia (BCA): The Bakti BCA program offers a variety of initiatives, including training for a digital talent-ready workforce and scholarship.</p>	<p>Bank Central Asia (BCA): BCA has mainly focused on skills development and employment creation through their CSR education programs. The programs are in line with their effort to support SDGs.</p>	
	<p>Bank CIMB Niaga: CIMB Niaga offers scholarship, financial literacy, <i>Kampus Merdeka</i> internship, and others. The Be Smart Program provides scholarship recipients with personal development focusing on financial management and digital banking technology awareness.</p>		
	<p>Freeport Indonesia:</p> <ul style="list-style-type: none"> • Conducts apprenticeships for undergraduate students to prepare for their competitiveness. • Freeport Indonesia, through its mining institution (BLK), aims to provide work training and prepare students to become skilled workers. 		
	<p>GoTo – Yayasan Anak Bangsa Bisa (YABB):</p> <ul style="list-style-type: none"> • YABB conducted several workforce development programs, aiming to create future ready talents, particularly in the digital job market. • Generasi GIGIH is a tech talent development program that promotes inclusivity by providing access for individuals from diverse backgrounds to enter Indonesia's tech industry, meeting the demand for roles like engineers and data analysts. 		
	<p>HM Sampoerna:</p> <ul style="list-style-type: none"> • It supports teachers training at the vocational level. • Sampoerna committed to preventing the involvement of underage workers through on-farm and off-farm intervention programs • The wives of farmers, workers, and the village government are all involved in supporting the actualization of no children involved in Sampoerna's tobacco farming activities. 		

	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
Workforce Development 	Telkom Indonesia: <ul style="list-style-type: none"> Telkom provides a digital certification program for senior secondary or vocational senior secondary graduates in 25 provinces. Telkom disseminates digital application devices, software, digital training and certification for people with disabilities in 8 areas. 		
	Indosat: Indosat supports teachers in developing digital skills, facilitating entry into the digital job market through CSR assistance.		
Governance 	Meta: Supporting Learning modules that can be accessed quite flexibly, as a curriculum or separate module, can be adapted for both formal and informal perusal, for family, teachers, young adults, or kids of all ages, from low and high internet bandwidth, from a variety of topics.	Danone Indonesia: Collaborating with the Coordinating Ministry for Maritime Affairs and Investment, University of Indonesia, and Lentera Anak Foundation, Danone Indonesia formulates educational modules targeting PAUD and primary school children.	
		ExxonMobil Cepu: ExxonMobil Cepu partners with Universitas Gadjah Mada for oil and gas research, offering lectures, training, and internship programs. They also collaborate on community service initiatives and provide training for government officials in Bojonegoro Village, aiming to enhance students' awareness of energy-related issues.	
		Japfa Comfeed Indonesia To prepare for Indonesia's demographic bonus and Golden Indonesia 2045, Japfa collaborated with the government and HEIs on various initiatives such as Teaching Farm, SAIL internship program, and knowledge-sharing in aquaculture.	

International Aid Donors

	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
<p>Access to Education</p> 	<p>Government of Australia (Department of Foreign Affairs and Trade): As the longest-running foreign scholarship program in Indonesia, the Australia Awards provides scholarships and short courses for Indonesian policymakers and professionals, as well as prospective Masters and PhD students, to conduct their studies in Australia and the region.</p>	<p>Global Partnership for Education (GPE): In partnership with the Network for Education Watch, the Education Out Loud fund aims to strengthen civil society engagements in achieving equitable, inclusive, and gender-responsive 12-year compulsory education in Indonesia, focusing on Primary and Secondary levels including marginalized groups.</p>	<p>UNESCO: Learning for Empathy: The Teacher Exchange and Support Programme for Bangladesh, Indonesia, Pakistan, and Sri Lanka in cooperation with Japan: The program seeks to promote peace, tolerance, and interfaith/ intercultural harmony in the school environment as a preventive measure against conflict, radicalization, and violent extremism in the school environment.</p>
	<p>Islamic Development Bank: IsDB provides scholarships for undergraduate and postgraduate students (HEIs) under the Scholarship Program for Muslim Communities</p>		
	<p>USAID: USAID Technical and Management Support to the Indonesian Endowment Fund for Education (USAID Teman LPDP): to provide scholarship and talent management support for Indonesian scholarship providers as a way to strengthen Indonesia's workforce and improve access to quality education.</p>		
<p>Quality of Education</p> 	<p>Asian Development Bank (ADB): Higher Education for Technology and Innovation (HETI) (2022-2027) focuses on strengthening the research capacity of two public HEIs (Institut Teknologi Sepuluh Nopember & Universitas Lampung) to bolster Indonesian human capital development.</p>	<p>Government of Australia (Department of Foreign Affairs and Trade): Innovation for Indonesia's School Children (INOVASI): The INOVASI Program, a partnership between Australia and Indonesia, works with MoECRT, MoRA, Bappenas, and local governments to enhance literacy and numeracy outcomes by building local capacity and implementing education interventions (2016–2023).</p>	<p>UNICEF: Aksi Bergizi seeks to address the triple burden of malnutrition (stunting, anemia, overweight) among adolescent boys and girls through an integrated and gender responsive program</p>
	<p>ChildFund: ChildFund Indonesia assists children aged 5 and under (PAUD level) with physical, social and intellectual skill development, family involvement programs, and online family training modules.</p>	<p>USAID: Higher Education Partnership Initiative (USAID HEPI): a collaboration between USAID and Arizona State University, aims to enhance STEM programs at selected Indonesian HEIs by aligning with international standards and industry needs.</p>	<p>USAID: Through partnerships with HEIs, government, and industry, HEPI improves curriculum, meets accreditation standards, and facilitates credit recognition.</p>

	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
<p>Quality of Education</p> 	<p>Government of Australia (Department of Foreign Affairs and Trade): - BRIDGE (Building Relationships through Intercultural Dialogue and Growing Engagement) Program aims to foster relationships between Indonesian and Australian schools and school communities</p>		<p>World Bank: Investing in Nutrition and Early Years: The program seeks to improve the nutrition of 1,000-day households in priority districts through a “convergence” approach that focuses on the provision of food and raising awareness through education.</p>
	<p>UNESCO: Actions of ASEAN Declaration for Out-of-School Children Phase 2: The program focuses on improving access to basic education for marginalized and disadvantaged out-of-school children in selected districts across 3 provinces</p>		
<p>School Improvement</p> 	<p>Asian Development Bank (ADB): The project aims to provide knowledge and support technical assistance on how to optimize EdTech in Indonesia and provide evidence on how its effective use can drive the fourth industrial revolution (4IR) in Indonesia’s labor market.</p>	<p>Islamic Development Bank: In 2017, IsDB and Indonesia established the Indonesia Medical and Education Research Center at Universitas Indonesia to advance medical education and research. IsDB also supported Universitas Islam Negeri Walisongo Semarang with 8 new buildings, including labs, a planetarium, an observatory, libraries, and ICT facilities.</p>	<p>UNICEF: UNICEF’s flagship WASH program promotes sanitation and hygiene practices. Collaborating with MoECRT, GIZ Indonesia, CIS Timor, and Save the Children, UNICEF brings the program to rural schools in Indonesia.</p>
	<p>ChildFund:</p> <ul style="list-style-type: none"> • ChildFund Indonesia fosters Child-Friendly Schools for primary and junior secondary levels engaging principals, teachers, parents and communities. • Launched SwipeSafe, offering safe online ventures training for children and youth, along with awareness-raising for parents, professionals, and law enforcement on online risks. The program is implemented in Central Java and East Nusa Tenggara. 	<p>UNESCO: Sustaining Our Oceans: Building healthy relationships with oceans in South-East Asia through Education for Sustainable Development (ESD): The program aims to provide student education and teacher capacity-building on sustainable development and marine conservation to reduce ocean garbage in Southeast Asian countries.</p>	<p>UNESCO:</p> <ul style="list-style-type: none"> • Actions of ASEAN Declaration for Out-of-School Children Phase 2: carry out capacity development of government officials, as well as teachers/facilitators of community learning centers, along with support for program implementation and communication/advocacy. • Empowering Learners Through Transformative Education for Sustainable Development in Asia and the Pacific: The program focuses on promoting sustainable development education in Indonesia and Tonga by carrying out technical support, capacity building, knowledge exchange, and consultations with diverse stakeholders

	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
Workforce Development 	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ): <ul style="list-style-type: none"> • ISED: Develops job-oriented training to enhance workforce readiness and strengthen the framework for sustainable green employment. • TSR 2.0: Engages the private sector to align TVET with industry needs, focusing on gender equality, digitalization, and green economic transformation. 	Asian Development Bank (ADB): <ul style="list-style-type: none"> • The Advanced Knowledge and Skills for Sustainable Growth Project (AKSI), a 2019–2023 ADB and MOEC initiative, aimed to boost teaching and institutional capacity in Aceh, Jambi, and Riau HEIs with market-responsive programs for workforce skills. • The PRIME STeP project supports MOECRT in commercializing R&D and enhancing startup success at science and technology parks in ITB, UGM, IPB, and UI. 	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ): Technical and Vocational Education and Training System Reform (TSR 2.0): The program aims to support the Indonesian Government's National TVET Strategy by strengthening the institutional capacity of government agencies involved in promoting TVET.
		ChildFund: For senior secondary and higher education level, the organizations partners with locals to develop leadership and communication skills, career guidance, job readiness, and ICT access, particularly for young women for basic computer competency	Islamic Development Bank: IsDB develops Indonesia HEI's through infrastructure provision and human development capacity via IsDB financing. The program resulted in improved accreditation ranking, disbursement of research funds, scientific publications to international journals, and encouraged more innovation and research.
		Government of Australia (Department of Foreign Affairs and Trade): The Katalis program supports workforce development and TVET by (1) integrating Australian TVET providers into Indonesian digital platforms, (2) facilitating upskilling and reskilling of Indonesian workers through Indonesia-Australia training partnerships, and (3) connecting women-led businesses with regional peers to promote gender equality.	USAID: PADU aims to enhance critical investments in TVET institutions by strengthening private sector partnerships with BLK. In doing so, USAID provides technical and advisory services to MoM to help develop more sustainable private-sector partnerships and to engage women as part of the initiative to improve workforce readiness among youth.
		USAID: TALENTA is a USAID-led program in partnership with Amazon Web Services and Elitery, an Indonesian IT service, with the aim of accelerating Indonesia's cloudbased digital transformation through workforce training and technology support for startups and SMEs.	

	PILLAR 1 Strengthening the Ability of Philanthropic Organizations	PILLAR 2 Exchanging Best Practices	PILLAR 3 Policy Advocacy
<p>Governance</p> 	<p>UNICEF: UNICEF Indonesia primarily focuses on evidence generation on policy advocacy through annual Situational Analysis reports, addressing access to education, learning outcomes, and adolescent skills development.</p>	<p>World Bank:</p> <ul style="list-style-type: none"> • KIAT Guru: was first initiated by the National Team for Acceleration of Poverty Reduction under the Secretariat of the Vice President (TNP2K) in collaboration with MoEC. • The World Bank will implement various interventions, such as the provision of teacher professional allowance (<i>Tunjangan Profesi Guru</i> or TPG), to determine the connection between new policies for teacher payment and improved teacher performance • The World Bank aims to improve the management of primary and secondary education services under MoRA. 	<p>UNICEF:</p> <ul style="list-style-type: none"> • BERANI: A program by the Indonesian Government, UNFPA, UNICEF, and Canada to enhance sexual and reproductive health rights for women and youth. • Mitra Muda & U-Report: Empowers youth leaders in advocacy, policymaking, and content creation for UNICEF Indonesia. • P-OCSEA: Launched in 2022 by the Ministry of Women's Empowerment and UNICEF to prevent online child sexual exploitation and abuse. • Generasi Terampil: UNICEF's program developing adolescent skills in innovation, tackling issues like bullying, violence, and climate change, with industry mentor support.
	<p>Global Partnership for Education (GPE): Supporting the national government and civil society organizations in education reform, capacity building for CSO and supporting local governments in education policy.</p>	<p>USAID: The Partnership to Accelerate Stunting Reduction in Indonesia (PASTI) is a four-year USAID-funded initiative by Wahana Visi Indonesia with partners like Tanoto Foundation. It supports Indonesia's anti-malnutrition efforts by improving early feeding practices, adolescent and premarital nutrition, institutional capacity, and primary healthcare across five provinces.</p>	
		<p>UK Foreign Commonwealth and Development Office: The UK government supports international education collaboration with Indonesia through the Turing Scheme, transnational education partnerships, English Language Training for Indonesian teachers, and plans to renew the 2016 Education MoU. It also aims to increase regular education dialogues.</p>	

Tanoto Foundation

Indonesia

Jl. M. H. Thamrin No.31
Jakarta 10230

+62 21 392 3189

info@tanotofoundation.org

Singapore

80 Raffles Place
#50-01 UOB Plaza 1
Singapore 048624

+65 621 693 368

TF_singapore@tanoto-foundation.org

China

5th floor, East Fortune Time Plaza
11 Fortune Garden, Beijing China
100032

+86 1058 362 277

TF_China@tanotofoundation.org

 tanotoeducation

 Tanoto Foundation

 TanotofoundationOrgID

 tanotofoundation

 Tanoto Foundation

 info@tanotofoundation.org

 www.tanotofoundation.org

