Education Challenges in Indonesia with Special Reference to Islamic Schooling

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Motivation

• Persistent income inequality
• Educational inequality
• To ensure children from poor families have access to education
• Madrasah: a pathway out of poverty?
Objectives

• To assess recent development in the education sector in Indonesia with special reference to Islamic secondary school.
• To identify problems with Madrasah schooling.
• School Finance
• School sorting
• Resources
Madrasah

- Ministry of Religious Affairs’ curriculum
- Not decentralised
- School finance
School Operational Assistance
*(Bantuan Operasional Sekolah or BOS)*

- To cover Madrasah basic operating costs (Parker and Raihani 2009).
- Jointly administered by Ministry of National Education and Ministry of Religious Affairs.
- The determination of allocations is considered unfair for traditional Islamic schools (*Pesantren Salafiyah*) where number of students fluctuates over time (Suharyo, Sumarto et al. 2006).
- Double-reporting: to both Ministry of Religious Affairs at the central government and regional educational offices
- Less support for religion offices during the socialisation phase (Suharyo, Sumarto et al. 2006).
• Guidelines of 2006 budgeting: forbid local governments to allocate their regional budget to ‘vertical’ institutions i.e. under jurisdiction of the central government which includes Madrasah and other type of Islamic education institutions Pesantren.
School sorting

• Reflects ability sorting, neighbouring sorting, etc.
• School choice
• If education choice leads to a higher degree of sorting by ability and peer effects matter, then the distribution of educational benefits is likely to be quite unequal (Epple and Romano 1998).
Reasons *not* to choose Madrasah?

- **Facilities?** In 2007: only a half of total number of Madrasah classrooms are in a good condition.

- **Better academic performance?** Religious studies are delivered at the expense of more ‘economically relevant’ subjects such as math and science as suggested by Hanushek and Kimko (2007).

• Low-cost education?

*Education Expenses*

### Madrasah junior secondary choice

*Source of data: IFLS4, Probit analysis*

<table>
<thead>
<tr>
<th>Significant</th>
<th>Insignificant</th>
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<tbody>
<tr>
<td>• Primary Madrasah attendance (+)</td>
<td>• Education variables: Education costs, UAN scores at primary level.</td>
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<tr>
<td>• Mother’s religiosity (+)</td>
<td>• Household variables: parental educational background, father’s religiosity,</td>
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<td>• Repeating a grade(s) at the primary</td>
<td>land ownership, hourly earnings and living in urban areas.</td>
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<tr>
<td>school (+)</td>
<td>• School variables: provision of government assistance (BOS, etc), the role of</td>
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<td>• Principal’s educational background</td>
<td>school committee.</td>
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<td>(whether completed post-graduate study)</td>
<td>• Etc.</td>
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<tr>
<td>(-)</td>
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<tr>
<td>• Principal’s experience (+)</td>
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<td>• School’s access to electricity (+)</td>
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Curriculum content

• Religious courses = 30% total hours of schooling.
• The 1989 reform → no evidence that reduction in proportion of religious course increases academic attainment, earnings of Madrasah graduates; it increases probability of continuing JSS in.
• To extend hours of schooling
• A boarding system
• Informal religious studies eg. Pesantren
Resources

- Excess supply of teachers who have short working hours
Teacher’s status of employment

- Primary
  - Government officials
  - Non-government
  - Casual teacher (guru honor)

- Junior secondary
  - Government officials
  - Non-government
  - Casual teacher (guru honor)

- Senior secondary
  - Government officials
  - Non-government
  - Casual teacher (guru honor)
Teacher’s educational background
Concluding Remarks

• Structural changes: roles of MRA, local governments.
• Under one-roof management
• Potentials to provide access to education for low-income families especially those in rural areas.